



SMU

Master of Science in Data Science

MSDS 6130: Capstone B Course Syllabus

Welcome to the Capstone A Course

Welcome to MSDS 6130, Capstone B. The objective of this course is to provide students the opportunity to solve a complex ill-defined and open ended problem in the realm of data science. The objective of this course syllabus document is to acquaint you with the administration, procedures, and policies of this course. Refer to this document throughout this course, and save this document for future reference.

Course Overview

The Master of Science in Data Science (MSDS) program provides a rigorous education providing the foundation of data science for both data analysts and data engineers. The Capstone Courses (MSDS 6120 and MSDS 6130) are a two sequence set of courses designed to have student groups solve a significant problem. Students may define a problem statement of their choosing or may attempt to work on a sponsored project. Students will find one or more advisors for their project to guide them along their course of problem solution. Students report out their work through a combination of lightning and poster presentations at the conference held during their second (MSDS 6130) term and a journal paper published in the SMU Data Science Review Journal.

In this course, students finalize the definition and solution of a significant ill-defined and open ended problem similar to what a data scientist may be asked to solve. The primary course activity requires the students to further refine the problem definition with specificity and to complete the solution of the problem. Students present their solutions in Lightning Talks and Poster Presentations and a journal paper published in the SMU Data Science Review Journal. Additional course activities include weekly seminars held throughout the term covering a broad range of topics and a Café Talk.

Course Designer

This course was designed by Dr. Daniel W. Engels. Dr. Engels is Director of Curriculum for the Master of Science in Data Science (MSDS) program at Southern Methodist University (SMU). Dr. Engels has led the MSDS program and curriculum development from its inception where the program grew from 0 students to more than 300 students in its first two years of operation. In addition to his data science expertise, Dr. Engels is an expert in security and RFID and IoT technologies, systems, and applications. He was the Chair of the IEEE Technical Committee on RFID in 2011 and in 2012. Dr. Engels is the former Director of Research of the Auto-ID Labs at MIT where he led the development of several RFID protocols including the original “Gen2” protocol. Dr. Engels is an original member of the research team started in 1998 that founded the Auto-ID Center at MIT. He is one of the principal architects of the EPC System, the foundation of the Internet of Things, developed under the Auto-ID Center and licensed to the Uniform Codes Council, now GS1, and adopted by governments and industries around the globe. Dr. Engels received his Ph.D. from the Massachusetts Institute of Technology. He has over 100 peer reviewed publications and 6 issued U.S. patents in RFID, RFID applications, Internet of Things, security, embedded computing, and computer-aided design. Dr. Engels received the 2014 AIM Ted Williams Award in recognition of his contributions to the AIDC industry. Dr. Engels is a member of AIDC 100 and is a Senior Member of IEEE.

Course Student Learning Outcomes

Learning outcomes, or learning goals, are what you are able to do as a result of the activities that you participate in and complete during this course. The primary learning outcomes of this course are:

1. The learner will be able to define with specificity a concrete problem statement given a question or problem domain.

2. The learner will be able to solve ill-defined and open ended problems.
3. The learner will be able to understand the basics of ethical theory.
4. The learner will be able to discuss ethical and privacy issues in the use and collection of large data sets.
5. The learner will be able to discuss the impact of data analysis on society.
6. The learner will be able to write technical papers that present their work in a clear, comprehensible manner.

This course supports, through its various synchronous, asynchronous, and other activities, broad general learning outcomes that are supported by the Master of Science in Data Science program, including:

1. An ability to design and conduct experiments that yield relevant and reproducible data.
2. An ability to manage and clean data sets.
3. An ability to apply knowledge of data analytics to explore and identify relevant information contained within a data set.
4. An ability to design a system or algorithm to meet desired needs within realistic constraints.
5. An ability to function on teams using data science tools and technologies.
6. An ability to identify, formulate, and solve data science problems based on a fundamental understanding of concepts of data science.
7. An ability to communicate effectively both in oral and written form.
8. Knowledge of the broad foundational data science education necessary to understand the impact of data science solutions in a global, economic, environmental, and social context.
9. Knowledge of contemporary issues in data science.
10. An ability to use the techniques, skills, and modern data science tools necessary for data science practice.

Course Instruction Using Synchronous and Asynchronous Sessions

The course uses a combination of Synchronous class sessions and an Immersion Conference and activities to teach students the course material and guide them through the learning process. Synchronous class sessions occur once per week during the course of the term. These sessions consist primarily of lectures and discussions based on a range of topics applicable for both Immersion students and Capstone students.

Course Prerequisite

A student taking MSDS 6130 must be enrolled in the Master of Science in Data Science program at SMU, and they must have passed MSDS 6120 with a grade of C- or better. MSDS 6130 is designed to be taken in the immediate term following the completion of MSDS 6120.

Course Textbook and Other Course Material

There is no required textbook for this course. Assigned readings and other activities are made available on the Learning Management System used for this course.

Course Topic Summary

The topics covered through the live sessions varies from term to term, and the specific topics are dependent upon the specific speakers for each weekly seminar. The weekly seminars are held jointly with three courses, MSDS 6110: Immersion, MSDS 6120: Capstone A, and MSDS 6130: Capstone B. The first three weeks are general topics repeated every term. Invited speakers, Café Talks, and other activities are planned on an ongoing basis for the remaining weeks of the course. Table 1 lists the basic topics covered during each of the first three weeks of this course.

Table 1: Topic Summary for Each Week of the Course

Week/Unit	Topic
1	Welcome and Introduction: Covers expectations and timelines for all three courses.
2	How to Define and Solve Open Problems: A basic approach to defining and solving ill-defined and open

	ended problem statements.
3	How to Write for the SMU Data Science Review Journal: A primer on how to technical write papers with an emphasis on how to write papers for the SMU Data Science Review Journal
4	TBD: Varies from term to term
5	TBD: Varies from term to term
6	TBD: Varies from term to term
7	TBD: Varies from term to term
8	TBD: Varies from term to term
9	TBD: Varies from term to term
10	TBD: Varies from term to term
11	TBD: Varies from term to term
12	TBD: Varies from term to term
13	TBD: Varies from term to term
14	TBD: Varies from term to term
15	TBD: Varies from term to term

Technology Requirements

MSDS 6130 is a course taught online with Synchronous and Asynchronous portions requiring the transfer of video. Students are expected to have access to a computer with reliable, high-speed Internet access. Students are expected to have access to a computer with a web camera with the computer capable of running the required software to access the Learning Management System, to read online documents, to watch course videos, and to participate in the Synchronous classes (including being on camera). Students are also expected to have access to a reliable phone connection in order to participate in the Synchronous classes.

All students enrolled in SMU have an SMU email account. Notifications from the Learning Management System and from the course instructor utilize your SMU email account. Students are encouraged to check this email regularly.

Course Access

This course is accessible to registered students in the SMU MSDS program only. Course asynchronous material, course information, and course communications occur through the 2DS Learning Management System. Access to the 2DS Learning Management System is available at <https://2ds.datascience.smu.edu/>.

Students that experience technical issues with the Learning Management System or the AdobeConnect classroom should contact technical support as described below.

Students will have access to only those courses and course sections in which they are currently enrolled or have been enrolled in previous terms. Access to other sections is at the discretion of the section instructor. Access to recordings of synchronous sections where the student did not participate or was not an enrolled student are prohibited to protect the privacy of the students that do attend and participate.

Communication and Technical Support

Direct communications with the instructor should be made in the manner indicated by the instructor. General questions and questions that are relevant to multiple students, that is, questions that are not specific to an individual and involve that individual's private information, should be posted on the course wall.

Technical support for the Learning Management System and the online classroom may be reached 24 hours a day, seven days a week via:

- *Chat Support:* Click on 'Live Support' in the lower right-hand corner of the 2DS screen after logging into the system to chat with a technical support representative. Chat support generally responds and engages in five minutes or less.
- *Phone:* Students should call 1-844-768-5637 (Toll Free) to speak with a Technical Support Representative.

- Email: studentsupport@datascience.smu.edu to initiate a support request with a Technical Support Representative.

For other questions or concerns, please contact the appropriate SMU department for your questions or concerns or send email to datascience@smu.edu.

It is the student's responsibility to ensure that all communications are received or acted upon.

Course Procedures and Policies

This course has a number of policies and procedures that students should understand and follow if appropriate. The following sections present the general course policies and procedures that students must follow. Additional policies and procedures may be given by the instructor. Please discuss as early in the term as possible with the instructor any questions or concerns that you may have regarding the course procedures and policies as defined herein or any additions made by the instructor to the course procedures and policies.

Course Grading Policy

This course consists of a number of seminars and a conference that are to be attended throughout the term. It is expected that all students will put forth the effort required to earn an 'A' letter grade for this course. Assignment grades will be determined using evaluation rubrics. You are responsible for reviewing the rubrics and raising questions or concerns related to the assignments, their rubrics, and their grading prior to the submission of each assignment. Questions regarding the grading of any assignments should be directed to the course instructor as soon as possible and in accordance with any regrading policy instituted by the instructor.

The final grade for the course will be calculated on the bases of the earned cumulative percentage and the grade received for each of the components of the cumulative percentage. This course is not graded on a curve. The required cumulative percentage needed to earn each letter grade is given in Table 2.

Table 2: Cumulative Percentage Required to Reach Each Letter Grade

Cumulative Percentage	Earned Grade
100 – 92	A
92 – 90	A-
90 – 88	B+
88 – 82	B
82 – 80	B-
80 – 78	C+
78 – 72	C
72 – 70	C-
70 – 60	D
< 60	F

The cumulative percentage for the course is determined by the course assignment components with their corresponding percentages defined in Table 3.

Table 3: Grade Components and Weightings of the Cumulative Percentage

Percentage of Cumulative Percentage	Component
5%	Second Paper Draft
10%	Café Talk
10%	Third Paper Draft
10%	Meeting with Advisor and Instructor

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10%	Peer Review
10%	Lightning Presentation
10%	Poster Presentation
20%	Publishable Paper
15%	Attend 5 Weekly Seminars (3% per seminar)

You will receive a grade for each component. If you earn less than 60% (grade of D) in any one of these components, you will receive a final grade of F for this course.

A course grade of *Incomplete* (I) will be given only in the case of extraordinary circumstances that prevent the student from finishing the semester. Students must have completed at least 50% of the course with a passing grade to be eligible for an *Incomplete* grade.

Grade Grievance Policy

Students are responsible for saving all graded materials as evidence in case of a discrepancy with the assigned grades. Students are responsible for ensuring that all grades are correctly reflected on the grade store. Any identified discrepancies should be brought to the attention of the instructor as soon as the discrepancy is found.

Refer to the university catalogue for the university policy and process for grade grievances.

Assignment and Collaboration Policy

Data Science is an inherently collaborative subject, and learning often occurs best when subjects are taught both to and from peers. Collaboration is expected to occur both in learning the course material and in performing the course work. However, each student must hand in their own work performed by themselves unless explicitly allowed by written directions given by the instructor. Collaboration means helping one another learn the material. Collaboration does not mean copying answers from one another.

Assignment submissions that contain substantially the same answers shall receive a grade of zero on the first instance and a course grade of F upon a second instance. In order to mitigate potential issues and questions of similarity, peers with whom a student collaborates should be clearly identified by that student in their submissions.

Scholarly Expectations

Work submitted at the graduate level is expected to demonstrate critical and creative thinking skills and be of significantly higher quality than work produced at the undergraduate level. To achieve this expectation, all students are responsible for giving and receiving peer feedback of their work. Students are also expected to resolve technical issues, be active problem solvers, and embrace challenges as positive learning opportunities. Data Science professionals must be able to teach themselves and teach others to fill in any gaps in their knowledge or to find a way of learning new material that is most conducive to their learning style. Data Science professionals must also be able to work cooperatively and collaboratively with others – skills that students are expected to practice in this course. Students are expected to ask questions and ask for help when they need it and to offer help when others are in need.

Absent questions or requests for assistance, instructors must assume that students understand the material being covered and are able to complete the assignments. It is primarily through your questions that the instructor learns where the students are struggling to understand and on which topics more time needs to be spent for the students' benefit.

Timeliness

Because a 15-week term goes by quickly, assignments must be submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) When a project incorporates peer review, it is imperative that all projects be available at the beginning of the review period and that reviews are completed by the end of the review period so that others may incorporate feedback into

project revisions. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town, involved in a special event/project, or unable to access a computer, please plan ahead. Also ensure that you have a backup plan ready in the event you might lose power, Internet access, or your available technology.

Time Commitment

As a technical graduate level course, and a Capstone course, it is expected that students will spend a significant amount of time on this course. The time needed to define and solve an ill-defined and open-ended problem can be considerable. And, all students will produce a final paper published in a peer-reviewed journal publication. Therefore, it is expected that students will spend between 5 and 15 hours per week on this course plus attend the conference held during the term of this course.

Attendance Policy

Attendance and on-camera participation at the weekly synchronous sessions (weekly seminars) in this course is mandatory. Students that do not attend at least three (3) weekly seminars will receive a final grade of F for this course. It is the student's responsibility to notify the instructor if a synchronous session will be missed for either an excused or unexcused reason at least 24 hours, or as soon as reasonably possible, prior to the synchronous session.

Drop Policy

Refer to the university drop policy for a complete description of the drop and withdrawal policies for this course.

Campus Concealed Carry

Concealed handguns are prohibited on the Southern Methodist University campus. Pursuant to section 30.06, Penal Code (Trespass by License Holder with a Concealed Handgun), a person licensed under subchapter H, Chapter 411, Government Code (Handgun License Law), may not enter SMU property with a concealed handgun. Report violations to the Southern Methodist University Police Department by dialing 9-1-1 or 214-768-3388 (non-emergency) or 214-768-3333 (emergency).

Americans With Disabilities Act

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214- 768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4.)

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with him, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.) Failure to notify your professor prior to your absence will result in an unexcused absence and possibly a grade of zero for any assignments.

Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

Academic Integrity

It is the philosophy of Southern Methodist University that academic dishonesty is a completely unacceptable mode

of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Students caught being academically dishonest shall receive a grade of F for this course.

University Honor Code

When you signed your letter of intent to enroll in the MSDS program, you initialed the following statement:

“I have read and agree to abide by the SMU Honor Code available online at:
<https://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode>”

The Honor Code is taken seriously at all levels within the university. Students that are found to have violated the honor code will be disciplined which often includes expulsion from the university.

Plagiarism

Plagiarism is the “practice of taking someone else’s work or ideas and passing them off as one’s own” (this definition is from Google Dictionary). An example of plagiarism is as follows:

A regression is a statistical analysis assessing the association between two variables. It is used to find the relationship between two variables.

The following is NOT plagiarism:

“A regression is a statistical analysis assessing the association between two variables. It is used to find the relationship between two variables.” (<https://www.easycalculation.com/statistics/learn-regression.php>).

The difference is in the punctuation and the attribution. Note that one can self-plagiarize. If you are using something that you wrote (e.g. a blog or a previously published article), please reference yourself.

DO NOT PLAGIARIZE. If you have any question as to what is and what is not plagiarism, ask your instructor. As a general rule, always use your own words and cite your source.

The consequence for being caught plagiarizing is to earn at least a zero on the identified assignment and may include earning a course grade of F and a referral to the SMU Honor Council for your Honor Code violation.

Best Practices for Success in the Course

Attendance. Take responsibility for your commitment. Attendance means not only being there for synchronous sessions but also participating in asynchronous work.

Citizenship. You need to be actively engaged to succeed in this class. Talking on cell phones, texting, “facebooking,” tweeting, or leisure web browsing are prohibited in class. I consider these to be a disruption (not to mention rude).

Integrity. A lot of the graded work occurs outside of class, so I expect honesty and integrity in what you submit for evaluation. Evidence of academic dishonesty will minimally result in zeros for all involved parties, and perhaps University-level disciplinary action. Don’t risk your career.

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Humility. Don't get lost! Ask questions in class. If something isn't clear to you, it probably isn't clear to others either. Questions may arise because I haven't made a connection clear or have inadvertently left out an important point. Your question gives me a chance to explain more clearly. Don't be proud or shy.

Organization. Don't procrastinate! This is a technology-driven course. Count on your computer failing or your wireless connection breaking the night before a due date. Start early and give yourself a chance to succeed.

Deadlines. You will generally have a week to complete an assignment. Due dates and times will be clearly indicated. Late submissions will be penalized, but it is much better to turn in work late than not at all (or to turn in incomplete/sloppy work). Work turned in after solutions have been posted to the course website will receive no credit.

Getting help. If questions arise while doing assignments/exams, do your best to resolve these questions before the assignment is due, first by taking time to seek answers yourself, next by asking questions on the wall, and finally via email to your instructor or other students. I encourage you and expect you to seek help. For questions during exams, please email the live session instructor directly.

Collaboration. I encourage the formation of study groups and collaboration with your fellow students in tackling the assignments. Working together in groups on homework is permitted, even encouraged. However, every student should write up and complete his or her homework independently. Talking about problems with other people does help in learning, but just copying the solutions from one another doesn't help!

Looks do matter! All assignments must be NEATLY executed and organized. You risk a zero on any assignment submitted in a sloppy manner. See submission guidelines for more detail.

Have Fun! Learning is meant to be a fun activity. While it can be difficult, time consuming, frustrating, and sometimes disappointing, always seek to find the fun in what you are doing and learning. The gratification from learning complex concepts and applying them to solve hard problems is what we are all striving to achieve. Having fun while we are learning and teaching others just makes the learning easier and friendships better.

MSDS 6130 Summer 2018 Term

Weekly Synchronous Section: Wednesday, 8:00pm Central

Section Instructor Contact Information

Instructor: Daniel W. Engels, PhD
Email: dwe@smu.edu
Phone: 817-676-1031 (text message is best way to reach)
Office Hours: Upon Request

Course Synchronous Session Schedule

MSDS 6130 meets on Wednesdays at 8:00pm Central time during the Summer 2018 term. Table 4 lists the current course schedule for each week of this section for this course. The schedule will be updated and posted to the course Wall during the term.

Table 4: Course Schedule for Each Week of the Course

Week/Unit	Synchronous Section	Topic
1	May 9, 2018	Welcome and Introduction: Covers expectations and timelines for all three courses.
2	May 16, 2018	How to Define and Solve Open Problems: A basic approach to defining and solving ill-defined and open ended problem statements.
3	May 23, 2018	How to Write for the SMU Data Science Review Journal: A primer on how to write technical papers with an emphasis on how to write papers for the SMU Data Science Review Journal
4	May 30, 2018	TBD: Varies from term to term
5	June 6, 2018	TBD: Varies from term to term
6	June 13-14, 2018	Café Talk: Opportunity to give and receive feedback on Capstone projects.
7	June 20, 2018	TBD: Varies from term to term
8	June 27, 2018	TBD: Varies from term to term
9	July 4, 2018	TBD: Varies from term to term
10	July 11, 2018	TBD: Varies from term to term
	July 12-15, 2018	Immersion Conference: Conference held at SMU.
11	July 18, 2018	TBD: Varies from term to term
12	July 25, 2018	TBD: Varies from term to term
13	August 1, 2018	TBD: Varies from term to term
14	August 8, 2018	TBD: Varies from term to term
15	August 15, 2018	TBD: Varies from term to term

Assignment Schedule

Table 5 lists the assignment schedule for this section for this course.

Table 5: Assignment Schedule for this Section of this Course

Assignment	Due Date
Paper Draft Two	May 18, 2018
Café Talk	June 13-14, 2018
Poster Final	July 8, 2018
Lightning Presentation	July 9, 2018
Deck Final	
Paper Draft Three	July 11, 2018
Symposium on Data Science	July 12-15, 2018
Peer Review	July 25, 2018
5 Seminar Attendance	August 15, 2018
Group/Advisor/Instructor Meeting	August 17, 2018
Final Paper	August 17, 2018

Assignment Expectations and Grading Rubrics Summary

The primary work deliverables for this course are the paper drafts, final paper, and oral and poster presentation during the conference. During the term of this course, Paper Draft Two, Paper Draft Three, and the Final Paper are submitted and graded. More details associated with all drafts and the Capstone Projects are provided in a separate document and by the instructor. All questions regarding the projects and drafts should be directed to the course instructor.

All paper drafts and the final submitted Capstone paper use the same template. The template is provided in both Word and LaTeX format by the instructor. You are expected to use, and follow without modification, the provided templates. The templates follow the Lecture Notes in Computer Science formatting.

Paper Draft Two – Draft Two is due at the beginning of the term, i.e., the beginning of this MSDS 6130 Capstone B term. Therefore, the bulk of the work leading to Draft Two is expected to be performed during the prior term.

Draft Two is meant to provide a second mid-project checkpoint on the progress of teams in further defining and refining the problem statement and in solving the stated problem. In Draft Two, you will continue to use the given template, and you will have made significant progress in documenting, in well polished prose and figures and tables, the tutorial material, related work, solution approach, data, early results, analysis of those results, ethics, and early conclusions.

Draft Two is expected to be at least twelve (12) pages in length. A preliminary Abstract draft should be well written with placeholder sentences for the main result and main conclusion if early results and conclusions have not been obtained already. The Introduction section should be written with draft paragraphs for the results and conclusions. The Introduction should be 2 to 4 pages in length in the given format. Remember that both the Abstract and the Introduction are executive summaries of your work. It is strongly recommended that you have someone who is not on your team read and comment on both your Abstract and Introduction section prior to your Draft Two submission.

Draft Two should include all of the tutorial sections in well-written nearly polished form. Your paper is targeted at a general technical audience (think – students who are just beginning the MSDS program, but have not yet taken any classes in the program, except the Stats Bridge and the Programming Bridge). Therefore, background sections on your problem domain are necessary for all readers to be able to properly understand your work. Draft Two should include (polished) draft sections on the algorithms being used or developed, the data being used and its collection methodology, the solution approach and evaluation methodology, related results from prior publications, your results, your analysis, ethics, and early conclusions.

It is expected that additional work will be performed after the submission of Draft Two. This additional work will result in additional results, possibly additional algorithm development or modification, and other expansions of the work involved in solving the problem and providing evidence of solution goodness. For this reason, it is expected that some sections will be incomplete, may not exist (if their existence is determined to be needed after Draft Two submission), may disappear or be merged, and the entire paper may be completely reorganized at any point in time. While Draft Two is expected to begin approaching final form, significant changes may occur after Draft Two submission. Comments from the instructor may engender such large additions or modifications.

Draft Two is expected to be a draft with good grammar and all the issues that normally come with a second draft. However, it is expected to be a draft document approaching final form. All citations should be correctly used (citations are always contained within the same sentence that they are citing, i.e., the citations comes before the period ending the sentence – preferably right next to the words needing to be cited). Plagiarism in Draft Two will result in a grade of ‘F’ for the course and a referral to the SMU Honors Council for an Honor Code violation.

Table 6 contains the grading rubric used for Draft Two.

Table 6: Draft Two Grading Rubric

Component	Percent of Draft Two Grade
Using the Correct Template and Using it Correctly	40%
Clear Problem Statement	10%
Abstract and Introduction Well Written	10%
Tutorial Sections Well Written	20%
Twelve Plus Pages and All Sections Drafted to a Reasonable Level of Detail	20%

Paper Draft Three – Draft Three is meant to be a complete and polished paper that is ready for publication. In Draft Three, you will use the given template, and you will have documented, in well polished prose and figures and tables, the problem, the solution, and how you measure your solution’s goodness that you have completed for your Capstone. Draft Three includes completed Abstract and Introductions, all tutorial material, related work, solution approach, data, all results, analysis of those results, ethics, and final conclusions (not just a summary of the work).

It is strongly recommended that you have someone who is not on your team read and comment on your entire paper prior to your Draft Three submission.

Draft Three is expected to be at least fifteen (15) pages in length. The Abstract should be a well-written 200 word executive summary/elevator pitch of the paper. The Introduction section should be a well-written 2 to 4 page executive summary of the paper. The tutorial sections should provide the reader with sufficient information to understand the problem, its domain, and the parts that are important for your problem and your work. Your data should be well described including the attributes and the collection method. The solution, methodology, algorithms, etc. should be described sufficiently to allow a knowledgeable person reading the paper to be able to reproduce the results presented in the paper. The results should be presented in a coherent fashion. Tables and graphs should be easily readable and not require the reader to spend more than about five seconds looking at the table or figure to understand the point being made by the table or figure. The analysis should be supported by the presented results. The ethical discussion, assuming the work is not directed specifically towards ethics, should be at least one page in length and consider as many aspects of potential ethics issues as possible. The conclusions should be conclusions based upon the analysis and not either summary or analysis. All conclusions must be supported by what is presented in the paper.

The story told in Draft Three must be coherent, sequential, and without missing steps. The story must be compelling and hold the interest of the reader, particularly your instructor.

As a paper that is expected to be publishable as is, Draft Three should be written with good grammar and correct formatting. It is expected to be a document in final form. All citations should be correctly used (citations are always contained within the same sentence that they are citing, i.e., the citations comes before the period ending the sentence – preferably right next to the words needing to be cited). Plagiarism in Draft Three will result in a grade of ‘F’ for the course and a referral to the SMU Honors Council for an Honor Code violation.

Draft Three will be submitted to the SMU Data Science Review journal, and it will be peer reviewed by your fellow class mates.

Table 7 contains the grading rubric used for Draft Three.

Table 7: Draft Three Grading Rubric

Component	Percent of Draft Three Grade
Using the Correct Template and Using it Correctly	40%
Clear Problem Statement	10%
Abstract and Introduction Well Written	10%
Tutorial Sections Well Written	20%
Fifteen Plus Pages and All Sections Complete	20%

Paper Final – The Final Paper is a publishable in the SMU Data Science Review Journal. All reviewer comments made during the Review process are to be addressed and corrected as appropriate. The final paper is submitted to the SMU Data Science Review Journal.

The Final Paper is expected to be at least fifteen (15) pages in length excluding any appendices. The Abstract should be a well-written 200 word executive summary/elevator pitch of the paper. The Introduction section should be a well-written 2 to 4 page executive summary of the paper. The tutorial sections should provide the reader with sufficient information to understand the problem, its domain, and the parts that are important for your problem and your work. Your data should be well described including the attributes and the collection method. The solution, methodology, algorithms, etc. should be described sufficiently to allow a knowledgeable person reading the paper to be able to reproduce the results presented in the paper. The results should be presented in a coherent fashion. Tables and graphs should be easily readable and not require the reader to spend more than about five seconds looking at the table or figure to understand the point being made by the table or figure. The analysis should be supported by the presented results. The ethical discussion, assuming the work is not directed specifically towards ethics, should be at least one page in length and consider as many aspects of potential ethics issues as possible. The conclusions should be conclusions based upon the analysis and not either summary or analysis. All conclusions must be supported by what is presented in the paper.

The story told in Draft Three must be coherent, sequential, and without missing steps. The story must be compelling and hold the interest of the reader, particularly your instructor. Plagiarism in the Final Paper will result in a grade of ‘F’ for the course and a referral to the SMU Honors Council for an Honor Code violation.

Table 8 contains the grading rubric used for Draft Three.

Table 8: Final Paper Grading Rubric

Component	Percent of Final Paper Grade
Publishable in the SMU Data Science Review Journal	100%

Lightning Presentation – The Lightning Presentation is a 5 minute, 21 slide presentation to be made at the MSDS conference held during this term. The Lightning Presentation will tell the complete story of your Capstone in 20

slides with the first slide being the title slide that contains the title of your Capstone work and all authors, including your advisor(s). During the 20 slides being presented, each slide will be on the screen for exactly 15 seconds after which the next slide will appear on the screen. All slide advancements will be automatic and under the control of the professor after the presentation begins.

Table 9 contains the grading rubric used for the Lightning Presentation.

Table 9: Lightning Presentation Grading Rubric

Component	Percent of Final Paper Grade
Lightning Presentation conforming to the requirements and given at the conference	100%

Poster Presentation – The Poster Presentation is to be made at the MSDS conference held during this term. The Poster will tell the complete story of your Capstone work. The Poster should be balanced and pleasing to the eye.

Table 10 contains the grading rubric used for the Poster Presentation.

Table 10: Poster Presentation Grading Rubric

Component	Percent of Final Paper Grade
Poster Presentation conforming to the requirements and given at the conference	100%