

ANL488

Business Analytics

Applied Project

Course Co-ordinator for ANL488

Dr Jess Tan

Agenda

- Learning Outcomes
- Assessment Components
- Using Data from Data Sponsors
- Administrative Matters
- Report Templates
- Pointers for Report Writing
- Q&A

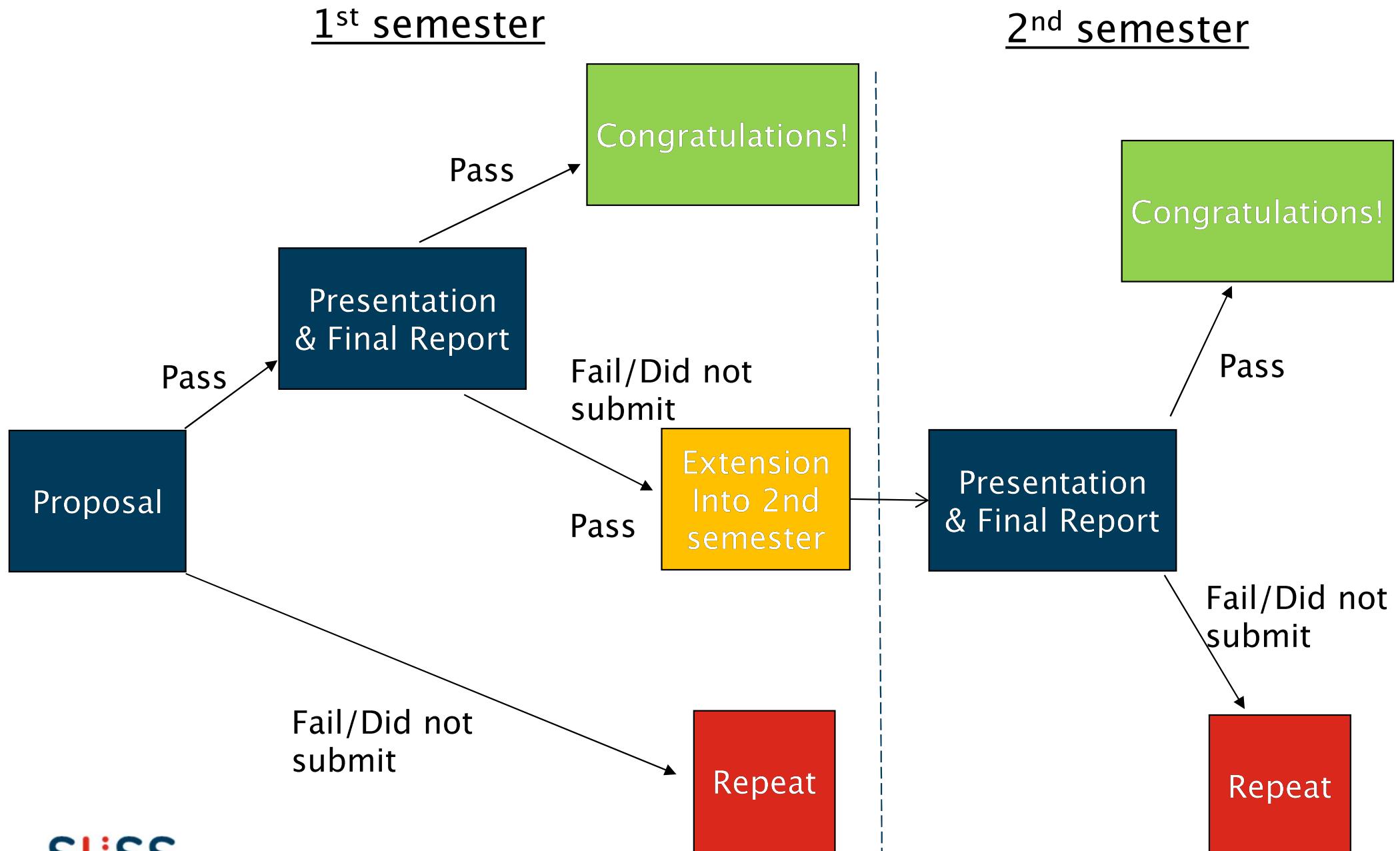
Learning Outcomes

1. Appraise relevant references to the selected business analytics project topic to form the literature review.
2. Evaluate the suitability of alternative business analytics methodologies for the project proposal.
3. Critique the impact of the project proposed.
4. Formulate a viable business analytics project proposal under individual supervision.
5. Apply appropriate business analytics techniques to the business analytics problem, including conducting business understanding, data understanding, data preparation, modeling, evaluation and deployment.

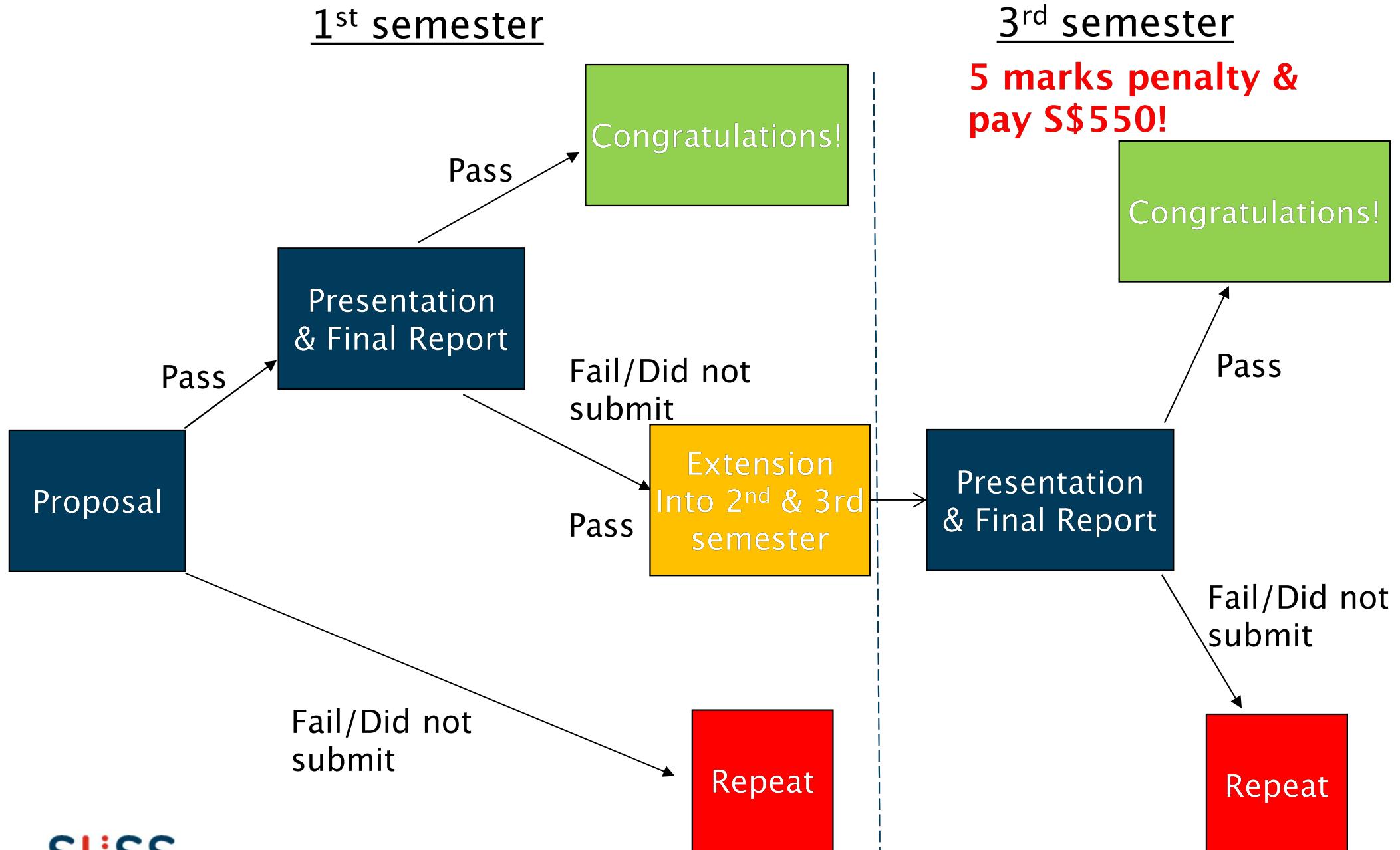
Learning Outcomes

6. Discuss the business analytics problem.
7. Implement the project proposal.
8. Recommend courses of action through an appropriately written project report.
9. Debate the effectiveness of the proposed business analytics solution.
10. Defend project results to peers and supervisors.

Flow



Flow



Assessment Components

OCAS – Project Component (20%)

Assessed by Supervisor

1. Topic Formulation

(Clear description of business/research problem and objective, and data mining/research objective; business understanding of CRISP-DM)

2. Literature Review

(Relevant and adequately developed literature review [at least 3 reviews])

3. Data Understanding

(Clear description of the data to be used to achieve stated research/data mining objectives)

4. Proposed Modeling

(Appropriate description of the proposed modelling and schedule)

5. Overall Presentation

(Logical organisation of the project proposal; effective use of figures and tables; proper APA referencing)

Assessment Components

OES – Oral Presentation (20%)

Assessed by Supervisor and Examiner

1. Preparation:

- i. quality and organization of the slides;
- ii. amount of information contained in each slide (explanation and discussion, not just “cut and paste”); and
- iii. effort to make the slides as professional as possible.

2. Quality of presentation:

- i. confidence and flow of the delivery;
- ii. ability to provide a good understanding of the problem within the time limit (a penalty will be imposed for time exceeded); and
- iii. ability to understand, interpret and respond to queries.

3. Effectiveness refers to:

- i. overall strength of the arguments; and
- ii. strength and clarity of the oral presentation in explaining what has been achieved by the project.

Assessment Components

OES – Project Final Report (60%)

Assessed by Supervisor and Examiner

1. Literature Review,
2. Data Understanding & Preparation
3. Methodology (for e.g., modelling)
4. Results/Evaluation (Discussion)
5. Recommendations (for deployment)/Conclusions
6. Presentation
7. Progress

One-Time Submission Only

Final Report Requirements

- No more than 10,000 words (40 pages at 250 words per page)
- Double-spaced
- Times New Roman font at 12 cpi
- Include all references and sources
- Indicate the total number of words written in (brackets) at the bottom of the last paragraph of the last chapter, but before the References
- Paragraphs justified (format)
- Number each page, table and figure
- APA referencing style (refer to ANL311/312 iSG)

CD Content Submission

All items belonging to the following folders that are used in your Applied Project are to be zipped into 1 zip file and submitted by the same deadline as the Project Final Report via Canvas CD Content Submission:

- i. Data and Modeler Streams: If your project has computer programs, keep the source codes here too. If you do not have permission to include your data, put an explanatory note here.
- ii. Papers cited in Literature Review
- iii. Project Oral Presentation Slides
- iv. Miscellaneous: To keep scanned copy of your NDA (if applicable) and any other documents for archival purposes.

Assessment Components

To gain at least a PASS (or credit) students have to:

- OCAS: Achieve **at least 40%** for the Project Proposal Report; and
- OES: Achieve **at least 40%** Final Report plus Oral Presentation

All marks contribute to a single final rank score, from which a Letter Grade will be awarded as the Course Result.

Proposed Activities

Week	Activity	Assessment Weightage
Prior to Week 1	<ul style="list-style-type: none"> • Select topic for data • Identify source of data • Contact potential supervisor • Start preparation for project • Allocation of supervisor 	
1	Seminar (briefing and queries)	
2 to 3	Work on project proposal	Project Proposal 20%
4	<ul style="list-style-type: none"> • Submit project proposal • Submit NDA to Mechelle (if applicable) 	
5 to 8	Work on project	Oral Presentation 20%
9	Oral presentation	
10 to 15	<ul style="list-style-type: none"> • Revise project based on feedback received from oral presentation • Work on project final report. 	Project Final Report 60%
16	Submit project final report	

Timelines

	Dates
Supervisor/Topic Assignment	6 Dec 2022 (Listed Projects) 14 Dec 2022 (General)
1 st Seminar (Week 1):	28 Jan 2023, 8.30 am
Proposal (Week 4):	13 Feb 2023, 12 noon
Presentation (Week 9 & 10)	20 to 24 March 2023 (9am to 9pm) Make sure you are available, exact schedule TBC
Final Report Submission (Week 16):	8 May 2023, 12 noon

Using Data from Data Sponsors

Data Sponsors

- Business Analytics students with prior working experience
 - Client-stipulated business objective
 - Apply business analytics techniques to existing data
 - Report previously unknown patterns of data to solve business problem
- Project supervision by SUSS full-time or Associate faculty
- Project duration of about 4 months
 - Jan 2023 to Apr 2023 (Final Presentation after Exam period)
- Deliverables
 - Problem Identification
 - Project Methodology
 - Project Proposal Writing
 - Project Planning & Establishing Milestones
 - Analysis and Recommendations
 - Project Report Writing
 - Project Presentation

Benefits

- Project Resources
 - Experienced team of project supervisors to guide the Business Analytics project efforts
 - Student resource to undertake the entire project scope from data preparation to modeling and reporting
 - Student using enterprise-grade analytical tools
- Structured Methodology
 - CRISP-DM; data mining methodology that students will follow and systematically work through to meet the stipulated business objective
 - Structured Mechanics
 - Reporting Protocol
 - Data Security Measures
 - Non-Disclosure Agreement
 - Masked Data

Role of Participating Companies

- Commitment
- Assigned a Liaison Personnel
- Provision of Business Objective
- Facilitate in Business & Data Understanding
- Supply of Data
- Assist in Data Preparation
- Meeting Attendance
- Clear Expectations of Student's Capability & Project Deliverables
- Agreement for Student to Work Remotely on the Project

Critical Milestones

By **31 Jan 2023**

Meeting A

- Defining Project Objectives & Scope
- Reporting Protocol
- Exploratory Discussion of Data
- Administrative Matters (e.g., NDA)
- Release of Data to Student

By **28 Feb 2023**

Meeting B

- Presentation by Assigned Student
 - Project Proposal
 - Project Milestones

By **31 Mar 2023**

Meeting C

- Project Review 1
 - Business Understanding
 - Data Understanding
 - Data Preparation
 - 1st Round of Modeling & Findings

Critical Milestones

By 30 Apr 2023

Meeting D

- Project Review 2
 - Modeling
 - Evaluation
 - Recommendations for Deployment

As data mining process is dynamic & cyclical, discussion on the earlier stages may be required.

By 31 May 2023

Meeting E

- Final Presentation

Timelines

	Dates
Supervisor/Topic Assignment	6 Dec 2022 (Listed Projects) 13 Dec 2022 (General)
1 st Seminar (Week 1):	28 Jan 2023, 8.30 am
Proposal (graded) (Week 4):	13 Feb 2023, 12 noon
Proposal Presentation to Data Sponsor (not graded)	By 6 March 2023
Presentation (graded) (Week 9 & 10)	20 to 24 March 2023 (9am to 9pm) Make sure you are available, exact schedule TBC
Final Report Submission (graded) (Week 16):	8 May 2023, 12 noon
Final Presentation to Data Sponsor (not graded)	After Exam Period

Administrative Matters

Role of Supervisor

- Provide academic guidance and direction.
- Not to enforce English or grammar standards.
- Can extend advice to the student but it is up to the student to accept such advice (students should consider the supervisor's advice seriously)



Role of Student

- Responsible for the final outcome of student's own project.
- All citations, references and fieldwork as well as the project are the sole responsibility of the student.
- Ensure that all copyrights are properly observed and where necessary, appropriate permissions are granted. This includes seeking permission from any authorised person(s) or organisation for the use of data by using the Non-Disclosure Agreement (NDA) found in Appendix D of the ANL488 Student Handbook.
- Submit your NDA to your supervisor/Mechelle by noon, **13Feb2023**. If an official introductory letter from SUSS on your intent to get data is required, email Mechelle (mechelle@suss.edu.sg) to get official letter signed by HoP.
- **Adhere to timelines.**

Mode of Communication

- Use **SUSS email** to communicate with their supervisors and staff of the University.
- Any changes to the Course, its outline and project submission timelines will be posted on the Canvas. It is the student's responsibility to be aware of the information.
- Students should take note of all announcements made in the Canvas, via emails and in seminar.
- Expect to spend at least 15 hours per week for this course.

Plagiarism

- 1.3 **Plagiarism.** Plagiarism occurs when you submit the work of another person (with or without his/her consent) as your own original work and/or paraphrasing or directly quoting material from a source without appropriate or adequate acknowledgement. “Plagiarism” takes many forms and includes, without limitation:
- 1.3.1 self-plagiarism involves reusing or recycling one’s own work which has been previously published or submitted for a class and misrepresenting the same as new and original work – e.g. submitting a marked assignment or part of a marked assignment that had been previously submitted, whether in the same or in an earlier semester, to satisfy the requirements for another course or for the same course, without first obtaining permission from the instructor of the course in which the student is currently registered;
 - 1.3.2 using a choice phrase or sentence that you have come across and failing to differentiate clearly between your words and the language of your source(s);
 - 1.3.3 providing incomplete or inadequate footnotes or references;
 - 1.3.4 using text downloaded from the Internet, borrowing statistics or assembled fact from another person or source, and/or copying or downloading figures, photographs, pictures or diagrams without acknowledging sources without adequately or appropriately acknowledging sources;
 - 1.3.5 Copying from the notes or essays of a fellow student, or working on an assignment with another person when asked to hand in individual work;
 - 1.3.6 failing to note areas of agreement between your work and that of other writers; and/or
 - 1.3.7 putting together ideas from various sources without putting them into the context of your work and/or without offering original work.

Plagiarism

1.4

Sanctions for plagiarism. If plagiarism, whether intentional or reckless, or unintentional, is established, the following penalties may be imposed by the University:

University Policy for Undergraduate Programmes		English Proficiency Programme	
First Offence	i) Warning letter; and at University's discretion, ii) Reduction of grade for assignment penalised; and iii) Complete and pass (minimum score of 80%) SD103 Academic Integrity	First Offence	i) Warning letter; and ii) Re-submission of assignment within 3 days; and iii) Complete and pass (minimum score of 80%) SD103 Academic Integrity
Second Offence	i) Zero score for plagiarised assignment ii) No refund of course/programme fees iii) Complete and pass (minimum score of 80%) SD103 Academic Integrity		
Third Offence	i) Zero marks (i.e. "F grade") for the course ii) No refund of course /programme fees iii) Complete and pass (minimum score of 80%) SD103 Academic Integrity		
Fourth Offence	i) Expulsion from the programme ii) No refund of course/programme fees iii) Complete and pass (minimum score of 80%) SD103 Academic Integrity should the student intend to study again at the University		

Note: In cases where a student has committed more than one count of plagiarism, each case should be treated as a separate offence, no matter how close these cases are separated in time to each other. The cumulative number of plagiarism offences committed by the student shall be taken into consideration when deciding on the penalties to be meted out as detailed in paragraph 1.4 above. The cumulative number of plagiarism offences is based on the aggregated count during the student's course of study in the University at any point in time from the very first time that he or she is enrolled in the University's course(s) or programme (e.g. re-admission, restart of programme, transfer of programme, CET registration, progression from Undergraduate to Master degree).

Plagiarism – An example

The screenshot shows a plagiarism detection tool interface. At the top, there are filtering options: 'exclude quoted', 'exclude bibliography', 'exclude small matches', and a dropdown for 'mode' set to 'show highest matches together'. Below this is a search bar containing the text: 'framework uses decision-making constructs such decision tree, decision maps, and visual aids. This offers a new data- driven paradigm of importance to modern manufacturing and service organisations. Some examples of data mining applications are the common industrial factory, medical, pharmaceutical, etc... It is envisioned that the data-driven framework presented in the report will enhance these applications.'

The main area displays the student's text in red and various matches from the internet in green. The matches are numbered 1 through 7:

- 1 20% match (Internet from 12/17/07)
<http://www.icaen.uiowa.edu>
- 2 17% match (Internet from 09/08/09)
<http://necsi.org>
- 3 4% match (Internet from 11/21/08)
<http://www.nait.org>
- 4 4% match (student papers from 08/18/09)
[Submitted to Sim University](#)
- 5 2% match (publications)
A. Kusiak, "Data mining: manufacturing and service applications", International Journal of Production Research, 9/15/2006
- 6 2% match (publications)
Lior Rokach, "Data Mining for Improving the Quality of Manufacturing: A Feature Set Decomposition Approach", Journal of Intelligent Manufacturing, 06/2006
- 7 1% match (internet)

At the bottom, there are navigation icons for back, forward, and search, along with a status bar indicating 'Internet'.

Plagiarism – Tips

- **Cite sources** – especially suspicious if there is not a single citation in your entire paper
- **Summarize main points in your own words (paraphrase)** – look at abstract, introduction, discussion and conclusion to get at main points in a paper.

Academic Honesty

The following are some examples of academic misconduct practices that are prohibited:

- Falsification of results from experiments and studies.
- Ghost-writing, where a second or third party authors the project or undertakes, in whole or in part, that is presented as the candidate's own.
- Making contact with another person during project presentation contrary to instructions.
- Using data for project without formal permission from the owners.

Software

IBM SPSS Modeler 18.2.2 and Tableau – Refer to Announcement in the L group.

The screenshot shows the SUSS Canvas course announcements page. The left sidebar contains various course links such as Home, Announcements, Assignments, Syllabus, Modules, Quizzes, iBookstore, Past Year Exam Papers, Grades, Need Help?, People, Pages, Discussions, Outcomes, Files, BigBlueButton, Rubrics, Collaborations, Attendance Marking, Google Drive, LockDown Browser, New Analytics, Classroom Recordings, Accessibility Check, Badges, and Past Classroom Recordings. The main content area displays two announcements:

- IBM SPSS Modeler 18.2.2 Installation Guide**
All sections
Dear Students Please view the Installation Guide from ANL488_JAN23_L01 > Modules > IBM SPSS Modeler 18.2.2 Installation Guide Disclaimer:Please raise the installation issue (by contacting...)
- Tableau License for Jan 2023 (Valid till end May 2023)**
All sections
Download the latest version of Tableau Desktop and Tableau Prep Builder hereClick on the link above and select "Download Tableau Desktop" and "Download Tableau Prep Builder". On the form...

Both announcements have a red border around them. The top right corner of the main content area has a "Posted on:" label with three dots.

Canvas

- All announcement and materials will be posted in L01 Group
- Submission of project proposal, project final report and CD content via respective T groups
- **Students with NDA** are to submit **ONLY** Chapter 1 Introduction and Chapter 2 Literature Review for both proposal and final report via respective T groups

Submission of slides for oral presentation will be done via SBOX, a link will be provided nearer to the date (announcement will be posted via Canvas).

Templates

Project Proposal

Cover Page

ANL 488 PROJECT PROPOSAL

PROJECT TITLE



Submitted by
STUDENT'S NAME

SCHOOL OF BUSINESS
Singapore University of
Social Sciences

Presented to Singapore University of Social
Sciences in partial fulfillment of the
requirements for the
Degree of Bachelor of Science
in Business Analytics

2017

Project Proposal Table of Contents (Sample)

TABLE OF CONTENTS *(Sample)*

Chapter One	Introduction	1
Chapter Two	Literature Review	5
Chapter Three	Data Understanding and Preparation	10
Chapter Four	Proposed Modelling and Evaluation	15
Chapter Five	Proposed Schedule	38
References		41

** note that the Title Page (i) will have no Page Number and is only numbered in the Contents page

Final Report Cover Page

ANL488 FINAL PROJECT REPORT

PROJECT TITLE



Submitted by
STUDENT'S NAME

SCHOOL OF BUSINESS
Singapore University of
Social Sciences

Presented to Singapore University of Social
Sciences in partial fulfillment of the
requirements for the
Degree of Bachelor of Science
in Business Analytics

2017

Final Report Table of Contents (Sample)

Abstract		i
Chapter One	Introduction	1
Chapter Two	Literature Review	5
Chapter Three	Data Understanding and Preparation	10
Chapter Four	Modelling and Evaluation/Discussion	15
Chapter Five	Recommendations/Conclusion	38
References		41

** note that the Title Page (i) will have no Page Number and is only numbered in the Contents page

Comments from external assessors

Abstracts: Should not look like introductory comments but a brief summary of the key points of the entire report, including the method of analysis, whether the analysis has been successful, and if so, what the key result(s) is.

Literature Review: Explain intended analyses with reference to the literature reviewed. It is also important to relate the findings to the literature, by comparing with earlier studies.

Discussion/Recommendations: “Discussion” should go along with result and evaluation of the models (or outputs), while any “Recommendations” go along with the conclusion.



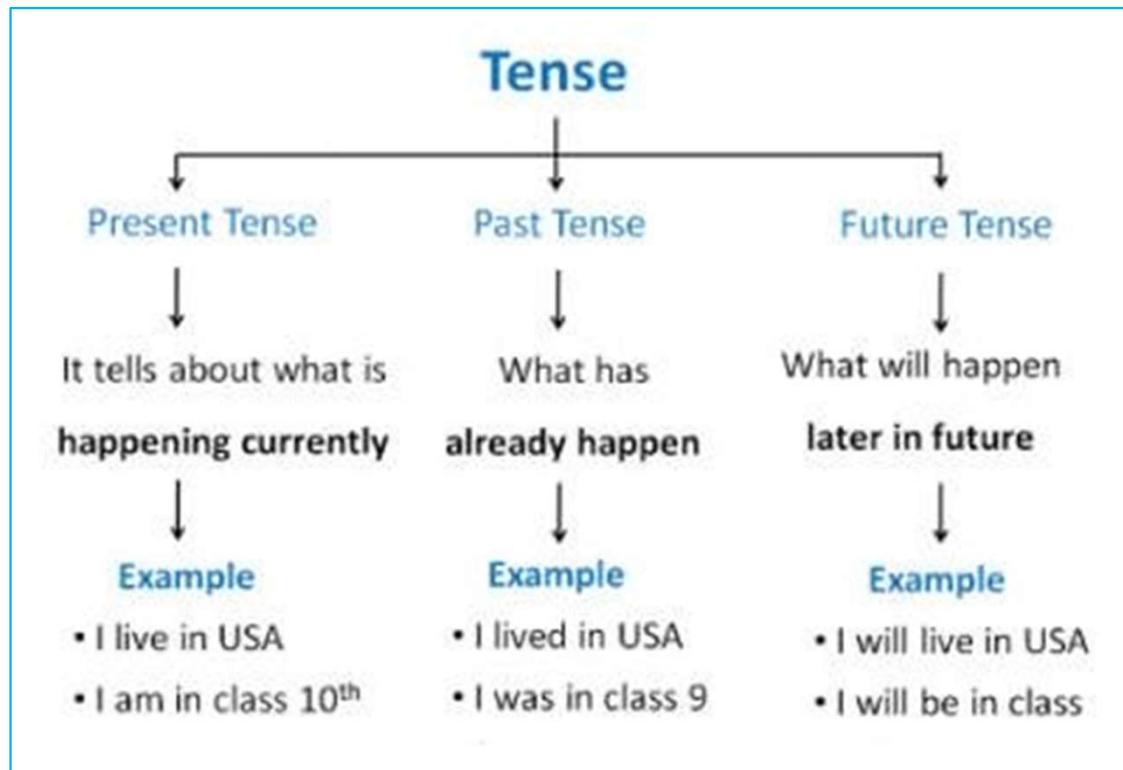
Pointers

Terminology

- Use “predict” rather than “forecast” if describing a predictive modeling problem although in English, they are used interchangeably.
- Use “model scoring” rather than “data scoring”.
- Do not use “data modelling” unless otherwise.
- Use the same terminology throughout your proposal/report especially in the Literature Review chapter.

Grammar

- Free of grammatical errors
- Use appropriate tenses – past, present and future tense



Sentence Structure



MESSY SENTENCE.

COULD BE MORE
POWERFUL

In the 1960s, Honda decided to enter the US motorcycle market with similar big bikes to those of incumbents Harley-Davidson (Richardson, 2011). Unfortunately, Honda's bikes "were not robust enough" and experienced engine failures so its intended strategy looked like it would fail. Staff continued to run errands on Honda's small bikes (Super Cubs). These were originally deemed "unsuitable for the US market". The Super Cubs "attracted...attention from locals". A buyer from retailer Sears requested to supply the bikes. The small bikes became a huge success. They opened up the market to younger buyers not interested in the "gang persona" of big bikes; Pascale argues that Honda's success was not due to "bold insight" from executives, but from not "taking their initial strategic positions too seriously". If Honda had followed the conventional approach, the emergent opportunity may have been ignored and the company could have abandoned the market – organisations should learn "how to recognise and build on desirable emergence" (Open University, 2014e, pp.61).

NEW IDEA =
SHOULD BE A
NEW SENTENCE

STILTED FLOW AS
ALL SENTENCES
ARE VERY SHORT

LONG SENTENCE.
CONCLUSION
SHOULD BE
SEPARATE

SENTENCE SPLIT
TO DRIVE HOME
THIS POINT

SENTENCE SPLIT
FOR CLARITY

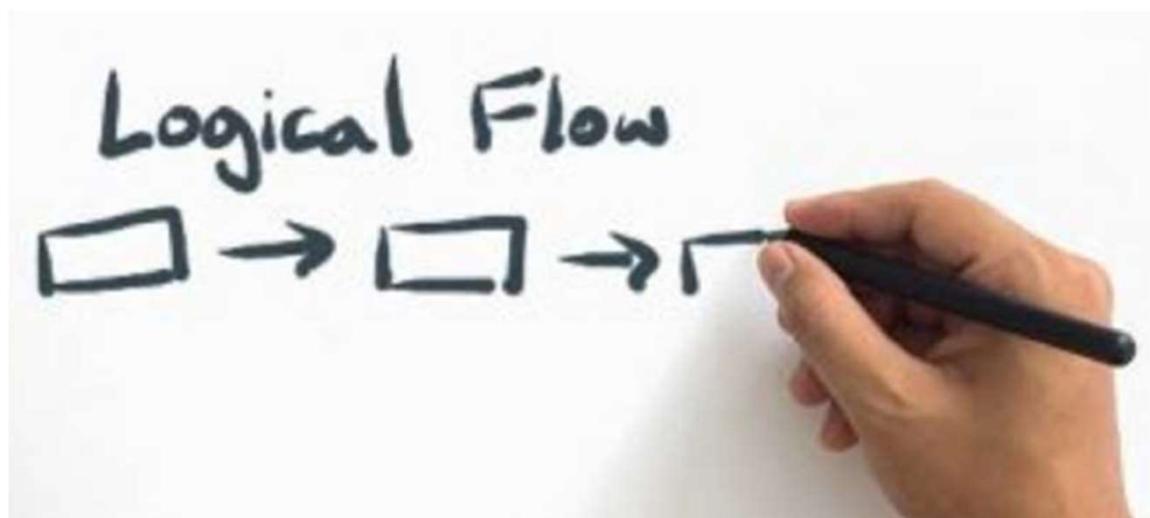
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SENTENCES
MERGED TO
IMPROVE FLOW

CONCLUDING
SENTENCE SPLIT TO
IMPROVE IMPACT

Flow of ideas

Good academic writing should flow, which means it should be easy to read with **ideas logically connected to one another from one sentence to the next**. It should also have coherence between paragraphs so that the overall ideas within a paper build off one another in an organized way.



Abstract

- Short and succinct
- Brief summary of the key points of the entire project:
 - Problem/objective
 - Technique(s) used
 - Whether the project has been successful
 - Key result(s)

Abstract – An example

A Course Level Analysis of Academic Performance on Adult Learners

Jess Tan

Singapore University of
Social Sciences
Singapore

Gabriel Gervais

Singapore University of
Social Sciences
Singapore

Hian Chye Koh

Singapore University of
Social Sciences
Singapore

Thanks, in part, to the rapid development and widespread adoption of the Internet and other online technologies, academic institutions are increasingly using analytics to enhance learning and teaching. Through the use of data mining techniques, this study examines some of the determinants at a course level that affect the academic performance of adult learners (which we will refer to as students in this paper) in the Singapore University of Social Sciences (SUSS). Formerly known as SIM University, SUSS is an institution that caters mainly to the learning needs of working adults although it offers a number of full-time undergraduate degree programmes to fresh school leavers. The data analysis found that students taking introductory blended courses performed better than those who took face-to-face courses of the same level. Furthermore, students of similar age taking level-2 courses outperformed students taking similar courses where the age difference was more significant. The findings indicate that no single optimal course design will lead to improved academic performance across all courses. Instead, educators should be ready to consider the nature, level, discipline and coursework component of each course to cater to the various students' needs.

Keywords: blended learning, course design, data mining, academic performance

Literature Review

- Review **at least three** articles (not books)
- Flow of the three articles – can be from generic to specific
- If you are extending your ANL311/312 ECA report, use that as the last article (which is specific to what you are doing but there is a need to spell out exactly what is the difference in terms of data size, techniques and results etc.)

Oral Presentation

- Use citation when discussing about Literature Review (keep to at most 1 page per article)
- Label the figures and tables clearly
- If doing predictive modeling, should have a variety of models (Regression, Decision Trees and Neural Network)
- Use consistent terminology especially for name of software – IBM SPSS Modeller

Citation

3. Literature Review

Ruben D. Jean from Florida International University researched on 'Data mining: An empirical Application in Real Estate Valuation' in 2002. The paper conduct variables that affect the valuation of a property and selling price by using various data mining technique such as neural nets, rule induction and decision tree. Ruben used data set from multiple listing services containing information on 1229 transactions which transacted within 1999-2001.

He conduct step wise regression as well to judge the predict accuracy of the independent variables predicting sales price. He then selected 9 variables selected by stepwise regression. The variables are assessed, living area square feet, pool, baths, year, garage, waterfront, lot square feet and half baths. Decision tree chose assess, living area square feet, year, tax and zip as important variables. Neural Net chose living area square feet, Half baths, garages, style and area as important variables in predicting the valuation.

The predicted accuracy is 98%. He then use mean absolute error to assess model as the software tend to produce higher accuracy. The MAE is smallest for Decision Tree as it produces smallest error. The reason for artificial neural network not to perform well could be because the data is not complex enough. One of the examples of using ANN to

Issue?

Citation

ECAReport.doc - Microsoft Word

File Tools Table Window Help

3. Literature Review Jean (2002) used

~~Ruben D. Jean from Florida International University researched on 'Data mining: An empirical Application in Real Estate Valuation' in 2002. The paper conduct variables that affect the valuation of a property and selling price by using various data mining technique such as neural nets, rule induction and decision tree. Ruben used data set from multiple listing services containing information on 1229 transactions which transacted within 1999-2001.~~

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Citation

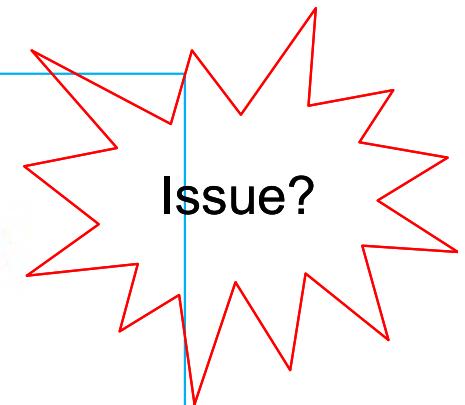
References

Berry, M. J. A. & Linoff, G. S. (2004). *Data mining techniques: for marketing, sales, and customer relationship management* (2nd ed.). New York: Wiley Publishing.

Chan, S. P. (2009). *ANL307 Study Guide*. Singapore: SIM University.

Jaen, R. D. (2002). Data Mining: An empirical application in real estate valuation. *Proceedings of the Fifteenth International Florida Artificial Intelligence Research Society Conference, May 14-16, 2002, Pensacola Beach, Florida, USA*, 314-317.

Gossa, D., Moncarz, R., Robinson, J., Frohlich, C. & Haas, J. (2007). *Determining factors of quick sale in Arlington's condo market* (Data Mining Student Project, Robert H. Smith School of Business, University of Maryland). Retrieved January 25, 2010 from <http://www.rhsmith.umd.edu/faculty/gshmuelli/HomePage/DM/Fall%202007/Quick%20Condo%20Sale%20Arlington.pdf>.



Citation

References

- Berry, M. J. A. & Linoff, G. S. (2004). *Data mining techniques: for marketing, sales, and customer relationship management* (2nd ed.). New York: Wiley Publishing.
- Chan, S. P. (2009). *ANL307 Study Guide*. Singapore: SIM University.
- Jaen, R. D. (2002). Data Mining: An empirical application in real estate valuation. *Proceedings of the Fifteenth International Florida Artificial Intelligence Research Society Conference, May 14-16, 2002, Pensacola Beach, Florida, USA*, 314-317.
- Gossa, D., Moncarz, R., Robinson, J., Frohlich, C. & Haas, J. (2007). *Determining factors of quick sale in Arlington's condo market* (Data Mining Student Project, Robert H. Smith School of Business, University of Maryland). Retrieved January 25, 2010 from <http://www.rhsmith.umd.edu/faculty/gshmueli/HomePage/DM/Fall%202007/Quick%20Condo%20Sale%20Arlington.pdf>.

Insert comma at these position before &

Should have hanging indent – 2nd and subsequent line(s) of each reference start after this line

Berry, M. J., & Linoff, G. S. (2004). *Data mining techniques: for marketing, sales, and customer relationship management*. John Wiley & Sons.

Need Help with Writing: Writing Coaches from TLC

<https://tlc.suss.edu.sg/writing-coaches.html>

The screenshot shows an Outlook email window with the following details:

- Subject:** RE: Need help on your writing? Sign up with our Writing Coaches! - Message (HTML)
- From:** Teaching & Learning Centre
- Date:** Mon 20/01/2020 10:24 AM
- To:** Teaching & Learning Centre
- Email Content:**

RE: Need help on your writing? Sign up with our Writing Coaches!

Dear Student,

Are you looking for one-to-one coaching on your written assignments?

The registration for our [Writing Coaches](#) is now open! This is a free support service provided to all SUSS students. Do sign up soon, as bookings are on a first-come-first-served basis.

You can book an appointment directly through our TLC website by clicking on "Book Now".

(You may need to refresh your browser if you are unable to see the following pop-up window.)

Make an Appointment - Writing Support Service

1. Select a writing coach:

Face to Face Coaching (1 hour)

 - No preference
 - Coach C (all modules except ELG and ELT modules)
 - Coach D
 - Coach E

Note:

 - If you are seeking help for a new assignment, you are required to upload your assignment question and essay outline. For a past assignment that has been marked, please upload your marked assignment and question paper.
 - All students can book a maximum of 2 slots at any one time. Additional bookings will be cancelled.

Best regards
Teaching & Learning Centre, SUSS



