



**DSO 528: BLENDED DATA BUSINESS ANALYTICS FOR EFFICIENT DECISIONS
FALL 2024**

Professor: Feng Chen
Office: BRI 400G
Office Hours: Tuesday 9am to 11am, via ZOOM,
<https://usc.zoom.us/j/4934373203>
Or by appointments
Phone: (213) 740-6319
Email: fchen@marshall.usc.edu

Sessions 16221R, M/W, 12:30pm to 1:50pm
16227R & 16228D, M/W, 2:00pm to 3:20pm

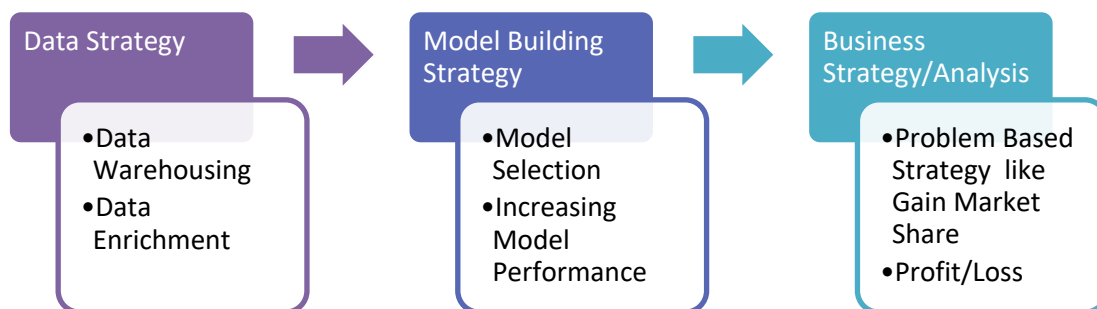
TA: Atharva Deshpande
Email: ardeshpa@usc.edu
Office Hours: Friday 12pm to 2pm
<https://usc.zoom.us/j/91972849007?pwd=MEZlJkXQ5mDECF A158gacE4Sy1Ez0s.1>
Meeting ID: 919 7284 9007
Passcode: 361183

COURSE DESCRIPTION

All Students who want to get ahead in the new AI and data rich world and those who plan to have a career in Business Analytics, Digital Transformation, Digital Marketing, Financial Modeling, Supply Chain Analytics, Analytical Accounting, Analytical Strategy Development and Entrepreneurs who want to build Business Models using Analytics, etc.

Today Analytics is in every field, knowing how interpret the Data, Dash Board and Model Report is critical for every employee. Learning how to solve business problems using Business Analytics is key to successful career. Learn how to build strategy driven models with Enterprise data & third party data for efficient decisions.

This course covers the entire Spectrum of developing Implementable, Interpretable, Optimized Analytic Models using Internal, External and Enriched Data that fulfills Business Strategy and Business Criteria. Understanding End-to-End Analytical Process helps you to do well in your career.



COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Apply Descriptive, Diagnostic, Predictive and Prescriptive Analytics for Business problems.
2. Identify opportunities to construct analytic models such as classification and clustering to assist companies analyze data.
3. Explain the analytic models - devising creative, sustainable, and achievable strategies and solutions that allow organizations to take advantage of opportunities that create value for its stakeholders.
4. Develop quantitative material to support written arguments - Applying critical and analytical thinking to identify viable solutions that can create short-term and long-term value for organizations.
5. Apply data mining skills to monetize data - applying an integrated approach to understanding and analyzing significant business problems, which can be complex, messy, unstructured, and beyond formulaic analysis.
6. Describe Data Warehousing (DW), Big Intelligence (BI) and Data Mining (DM) from business point of view.

COURSE MATERIALS

The following items will be necessary for completion of cases, team project and successful completion of the course.

1. Class material

Class material includes slides, data sets, online resources, samples and other explanatory documents. These will be available on Brightspace. Class recordings will be posted on Brightspace after class.

Technical platforms (Free)

(1) JMP (SAS)

For SAS JMP, we will work together in class to build various examples. For more samples and learning, please check the following two sites (free).

<https://www.jmp.com/support/help/en/17.0/#page/jmp/learn-about-jmp.shtml#>
<https://community.jmp.com/>

If you have any questions or need assistance with the Brightspace Course Pages, please contact the Marshall HelpDesk at 213-740-3000 or HelpDesk@marshall.usc.edu

(2) Google Colab

Log in with your USC credentials.

<https://colab.research.google.com/>

Colab tutorial

<https://colab.research.google.com/drive/16pBJQePbqkz3QFV54L4NikOn1kwpuRrj#scrollTo=oHTd7xQrt-BW>

Note: Prior coding knowledge or experience is not required for this course.

We will use JMP (SAS) to illustrate the main concepts and key ideas of various machine learning models. With Google Colab, we will learn and experience building various machine learning models with the assistance of AI.

2. (optional) Books

- Ron Klimberg and B, D. McCullough, Fundamentals of Predictive Analytics with JMP, Second Edition 2nd Edition ISBN-13: 978-1629598567, ISBN-10: 1629598569 (Recommended, related chapters are listed in the course schedule table) (You may subscribe with discount (and cancel anytime) with the Perlego to access the ebook using [this link](#))
- Grayson Jim, Gardner Sam, Stephens Mia, Building Better Models with JMP, SAS Institute (this is the textbook for students with a strong analytical background). ISBN 978-1-62959-056-1

These books show you how to use JMP for building models, it is a relatively low-cost books but it does not have the textbook type structure to it.

Additional suggested Books for this class

The book is a standard textbook for Data Mining, the book talks about the various techniques, and it is written from computer science perspective. It covers all the topics.

- Data Mining: Concepts and Techniques, Second Edition by Jiawei Han and Micheline Kamber, Morgan Kaufmann Publishers, ISBN 13: 978-1-55860-901-3, ISBN-10: 1-55860-901-6, website: www.mkp.com

Note: The book is written from a Computer Science perspective, and it will help you to understand the data mining techniques, but it does not have real world business application – Buy the book if you want to understand Data Mining Algorithms. My PowerPoint slides will cover the data mining topics but not in depth.

GRADING

Your final course grade will represent how you performed in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average

grade for a graduate elective class at USC Marshall is about a 3.5 average. Your grade will be based on the following components (refer below)

Assignments	% of Overall Grade
Class Participation (including in-class assignment and class discussion participation)	20%
Group Cases	20%
Project	20%
Mid-Term Exam	20%
Final Exam	20%
TOTAL	100%

CLASS PARTICIPATION

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each class session.

Each class (except group case ones) will have a small practice (in-class assignment) that can be completed individually. Students may submit this practice in class or by the end of the class date to earn participation credits.

GROUP CASES

Please form groups based on the students' interest, making sure the groups are made **up of students from different degree programs**. We will analyze 4 cases during the semester. The cases will be evaluated and will be counted towards the case points. The Cases can be done in groups (max 6 per team). **Your Team will submit one case report for each case. Peer evaluation is optional.**

PROJECT

Final project will be cumulative. All teams will have the amount of same time to work on the project. All teams must work only with their own team members. Any suspicion of cheating will be reported and investigated by USC. Please see the "Academic Integrity and Conduct" section below for further details.

Each team will prepare a 10 to 15 minutes presentation to explain their methods and findings. More details and guidelines about project will be posted on Brightspace.

EXAMS

Exams are open book open note.

The Midterm will cover material taught in the first half of the class. You CANNOT be exempted from the Midterm. NO MAKE-UPS OF Midterm WILL BE GIVEN.

The Final Exam will cover only material taught in the second half of the class. You CANNOT be exempted from Final Exam even if you have an A average. NO MAKE-UPS OF Final Exam WILL BE GIVEN.

The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

THE IMPORTANCE OF COURSE EVALUATIONS

The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

EMERGENCY PREPAREDNESS

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<https://www.usc.edu/emergency/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Brightspace learning management system (TBD), teleconferencing, and other technologies.

USE OF RECORDINGS

Pursuant to the *USC Student Handbook* (<https://policy.usc.edu/studenthandbook/>, page 27), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by students registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

USE OF AI GENERATORS

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. AI tools are not allowed for both midterm and final exam.

TENTATIVE COURSE PLAN

Week	Session	Date	Weekday	Topics	Recommended Readings from textbooks (please also check readings on Brightspace)	Case
1	1	26-Aug	M	Course introduction JMP intro and data exploration/visualization	JM Chapter 1 JM Chapter 3	
	2	28-Aug	W	Intro to Python and Google Colab Discussion - Machine learnin, AI and business	JM Chapter 12, pg.262-264 - Understand Validation Methods	
2	3	2-Sep	M	No Class. Labor Day.		
	4	4-Sep	W	Intro to classificaiton	JM Chapter 10, pg 217 - pg 220 - Introduction	
3	5	9-Sep	M	Classification Methods – Decision Tree	JM Chapter 10, pg 220 - pg 231- Classification Tree	
	6	11-Sep	W	Decision Tree Based Methods Evaluation (1)		
4	7	16-Sep	M	Classification Methods – Decision Tree, Decision Tree Based Methods Evaluation (2)		
	8	18-Sep	W			Case #1 begins
5	9	23-Sep	M	Classification Methods – Logistic Regression	JM Chapter 6, pg 133 - pg 135 - Introduction, pg 150 - pg160, A Realistic Logistic Regression Statistical Study	
	10	25-Sep	W			Case #1 due before class Case #2 begins
6	11	30-Sep	M	Search Engine Marketing, Clustering, Google Adwords, Customer Segmentation	JM Chapter 9, pg191 - pg 193 - Introduction pg202-pg213 - K-Means Clustering	
	12	2-Oct	W			Case #2 due before class Case #3 begins
7	13	7-Oct	M			
	14	9-Oct	W	Midterm review	Sample Midterm	Case #3 due before class
8	15	14-Oct	M	Midterm Q&A		
	16	16-Oct	W	Midterm		
9	17	21-Oct	M	Neural Network and AI application introduction	JM Chapter 5, pg89-pg104 - Introduction, Regression Chapter 12 pg257-pg262 - Introduction	
	18	23-Oct	W			Case #4 begins
10	19	28-Oct	M	Neural Network and AI application	JM Chapter 12	
	20	30-Oct	W			
11	21	4-Nov	M	Other models:	JM Chapter 11, Chapter 13, Chapter 14 pg299 - pg311	
				Bootstrap Forest / Nearest Neighbor/Emerging Topics		Case #4 due before class
	22	6-Nov	W	Business Intelligence and Ensemble Model		Project begins
12	23	11-Nov	M	Veterans Day, non-instructional day		
	24	13-Nov	W	Wrap up Other models		
13	25	18-Nov	M	Data Enrichment and Data Warehousing	JM Chapter 1 pg 4 - pg10	
	26	20-Nov	W	Social impacts of AI/machine learning Future of machine learning / AI		
14	27	25-Nov	M	Last course remark and final review		
	28	27-Nov	W	Thanksgiving Break!		
15	29	2-Dec	M	Project presentation		Project submission due before class
	30	4-Dec	W	Project Presentation		
Final exam: Please check exam schedule from the university final schedule.						

The date/time of the Final Exam is determined by the University. For the date and time of the final for this class, consult the USC *Schedule of Classes* at www.usc.edu/soc. Select the corresponding semester to view and click on the "Final Examinations Schedule" link on the left side of the screen.

OPEN EXPRESSION AND RESPECT FOR ALL

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](https://www.marshall.usc.edu/open-expression-statement)" (<https://www.marshall.usc.edu/open-expression-statement>).

ACADEMIC INTEGRITY

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Statement on University Academic and Support Systems

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-2500

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

STATEMENT ON UNIVERSITY ACADEMIC AND SUPPORT SYSTEMS

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-2500

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS

How DSO528 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	DSO 528 Objectives that support this goal	Assessment Method*
<i>Learning Goal #1: Develop Personal Strengths.</i> Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.		
1.1 Possess personal integrity and a commitment to an organization's purpose and core values.		
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.		
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.	1,2	Case
<i>Learning Goal #2: Gain Knowledge and Skills.</i> Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.		
2.1 Gain knowledge of the key functions of business enterprises.	1,2,3	Case
2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic.	4,5	Case
2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders.	4,5	Case
<i>Learning Goal #3: Motivate and Build High Performing Teams.</i> Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.		
3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.	1,6	Case
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.	4,6	Case
3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.	4	Case

Appendix II

SAMPLE PEER EVALUATION FORM

Grades for individual student contributions to team projects are assigned by me, based on my observations of the team's working dynamics, my assessment of the team's project quality, and thoughtful consideration of the information provided through your peer evaluations.

Please identify your team and team members for the ____ Project(s) that you worked on. Then rate all your team members, *including yourself*, based on the **contributions** of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 indicating does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria. Lastly, add up the points for each person with the maximum number of points for each person being 10. In the box below, describe the exact contributions of each team member, including yourself.

Team Members/ Assessment Criteria of Team Contributions	Team Member 1	Team Member 2	Team Member 3	Yourself
1. Role Performance				
2. Assists Team Members				
3. Listening and Discussing				
4. Research and Information Sharing				
5. Time Management				
Total				

Contribution details:

Appendix III

Class Participation—Behavioral Anchor Rating Scale:

Excellent Performance

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students' contributions

Average Performance

- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, “good” information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

Unacceptable Performance

- Fails to participate even when directly asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Irrelevant discussion