

**WPC 300: Problem Solving and Actionable Analytics**

**Spring 2020**

**Professor: , Office:**

**Office Hours:**

**Response Times:** If you have any issues, please email me. I endeavor to respond as soon as I can, generally before the end of the day, during the week. On weekends, I endeavor to respond before the end of Sunday. Make sure you raise issues as soon as you can to ensure you meet deadlines and be proactive if you experience challenges.

**Email:**

**Telephone:**

**Course Description**

This course provides foundational skills for exploring unstructured business problems. The course will cover techniques to approach decision-making in a systematic manner, enabling students to become more comfortable in handling tasks or projects that are not initially well-defined. Methods will include exercises in brainstorming and iterating as well as use of more traditional analytical tools (such as spreadsheets and visualization software).

The course will offer applications across different functional areas and disciplines. After the course, a student should be able to better understand the types of problems businesses confront and solve, the information available to bring to bear on decisions, and modeling techniques and constructs used to solve them. Throughout, communication of results is emphasized.

**W. P. Carey School of Business Learning Goals**

The Undergraduate Program of the W.P. Carey School of Business has established the following learning goals for its graduates:

1. **Critical Thinking**
2. **Communication**
3. **Discipline Specific Knowledge**
4. **Ethical Awareness and Reasoning**
5. Global Awareness

Items in bold have significant coverage in this course.

**Teaching Philosophy, Course Objectives, and Course Learning Outcomes**

This course will utilize lectures, readings, in-class exercises, and software tools to develop student competency in collecting and organizing data to deliver insight and inform decisions.

To generate an effective learning environment, the format of this course is hybrid: a combination of online and in-class learning. Much of the conceptual foundations for the course are captured in recorded videos and readings; you are free to engage with this element of the course at your own time and pace, prior to the classroom discussion of that material. Much of the practical doing and learning reinforcement takes place in the classroom where the conceptual foundations will be discussed as well as practiced through the in-class exercises. This builds towards a weekly assignment that may also be reviewed and discussed in the classroom and is due before the following class. To further maximize learning, Teaching Aides will be present to enable optimum engagement.

After the course, the student should have the ability to answer and perform the following questions and tasks:

* What can analytics do for business?
* How do organizations generate, store, and organize data?
* How can organization affect the data creation & generation process?
* How do we actually analyze and find insights?

You are reminded that the Student Honor Code includes the following provisions, among others:

* Maintaining a high level of respect in behavior and communications
* Delivering on all instructions and deadlines
* Being open to maximizing learning

**Course Learning and Assessment Elements**

**Lecture Videos and Readings**: Lectures will be primarily online. You watch the lecture videos and review the readings to build the topics’ conceptual foundation before taking the weekly quiz and engaging in the lab.

**Quizzes**: Each topic has a corresponding quiz which is completed before class (except the Syllabus quiz). These are designed to ensure you have absorbed the conceptual foundations for a topic through watching the videos and readings for that topic.

**In-class Labs and Exercises**: Each topic includes lab exercises that involve application of the knowledge gained through the conceptual foundation of the topic. Labs are hands on using applications such as Excel and JMP.

**Assignments**: These extend the hands-on applications of the knowledge and lab practice related to that topic. Assignments will be done with software like Excel and JMP.

**Exams**: The exams are closed-book, held in class, and are designed to test competency in course material at a deeper level than the weekly quizzes.

**Team Project**: Each team (typically 5-6 members) will complete a project by choosing a dataset from a provided list (or a topic of the team’s choosing, subject to instructor approval). The project consists of four sequentially related parts: team building, proposal, analysis, and presentation.

**Due Dates & Deliverables**: For a given topic, quizzes will close before class and assignments are due before the following class. NO LATE or EMAIL submissions will be accepted. Rarely, an accommodation may be granted through a requisite authority (such as the DRC, Dean’s office, Pat Tillman Veterans Center, and so on).

**Grade Appeals**: A considerable effort is expended in designing and coordinating course assessments across a substantial instructional design team of faculty, teaching aides, graders, and other specialists. This is done to ensure consistency and fairness in applying grading criteria. Particularly in cases where less than a full assessment has been applied, feedback is generally provided (such as directly on submissions) to provide an opportunity for the learner to understand how they could have done better. In the event that you believe that an error in assessment has been made, and after it has been determined that all instructions and deadlines were adhered to, as well as the provided feedback considered, you may appeal directly to the grader who made the assessment. Clearly set out where and why you believe the assessment is in error in presenting your case. All such appeals must be made within one week of the assessment being published. These appeals can take some time to be considered. Note that these appeals have occasionally resulted in a lowering of the original assessment depending on what is determined during the review.

**Learning Support Mechanisms**

A Hybrid learning environment combines pure online and pure classroom instruction by having a substantial amount of material online (such as in videos) while still having some face time in a classroom with the instructional team and peers. A Hybrid learning environment comes with greater opportunity and responsibility on your part to take on the learning than in a traditional face to face class course. In order to aid your learning, an extensive set of learning supports are provided. The instructor serves as the first point of call for support, particularly in the classroom and during office hours (and appointments). Teaching Aides (TAs) are present in the classroom and can also be called on during class times for support. In addition, TAs will also have scheduled office hours in the WPC tutoring support area (2nd floor of the BA building). There are also additional discussion sessions available which will go over the conceptual and practical material and provide more forum to ask further questions. The instructor and the TAs will support you in overcoming challenges though they will not directly support you in completing the assignments or group work. Graders are there to assess submissions and provide feedback and are usually only contacted for appeals.

**Technology Requirements**

There are substantial technical elements in this course. You will need a laptop (PC or MAC) to engage fully in this course, a tablet-based device will not suffice. There are several applications to be downloaded and installed for use during the course. While the instructor and TAs may be able to assist in some of the technical challenges that arise, there is a wide array of other support services that are more likely to be able to more quickly and easily resolve such technical challenges. There is a module on the canvas course site that includes download and installation instructions as well as various technical support suggestions.

**Grading and Course Requirements**

This course will require advance preparation and active participation. Graded course elements include assignments, quizzes, midterm and final exams, and a project with several related deliverables.

Final course grades will be based on the following elements and weights:

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| --- | --- | --- |
| **Grading Elements & Weights** | Weight | Points |
| Assignments (8 highest out of 10) | 20% | 200 |
| Weekly Quizzes (10 highest out of 13) | 15% | 150 |
| Exam 1 | 15% | 150 |
| Exam 2 | 15% | 150 |
| Team Project Team Building 1% Proposal 4% Analysis 15% Presentation 15% | 35% | 350 |
| Total | 100% | 1,000 |

Final course grades will be based on the following guidelines:
A+: 97+; A: 93+; A-: 90+; B+: 87+; B: 83+; B-: 80+; C+: 77+; C: 70+; D: 60+; E: Below 60.

**Classroom Policies**

Out of consideration for others, all mobile electronic devices should be kept silent during class. You may use laptops or similar aids as necessary to review or take notes and complete class exercises. With permission of the instructor, you may record classroom activities and only for personal use (see also the prohibition of commercial note taking and copyright material policies below).

**Tutoring Support**

Please note that the W. P. Carey School of Business provides free tutoring in BA 201 for a number of undergraduate business classes. Assistance with writing is also provided. More information regarding courses offered and hours are available here:

<https://students.wpcarey.asu.edu/resources/student-success-centers>

In addition to the W. P. Carey Student Success Center, Arizona State University provides writing assistance through multiple platforms – including in class workshops (within your course!). More information can be found here: <https://tutoring.asu.edu/student-services/writing-centers>

The W. P. Carey School of Business provides a variety of support services to our international students at the Global Education Center in BAC 119. More information can be found here:

<https://students.wpcarey.asu.edu/resources/international-students/cultural-events>

**Academic Integrity and Ethical Behavior**

The W. P. Carey School takes academic integrity very seriously. Any suspected violations of academic integrity will be taken seriously and result in the following sanctions:

* A minimum of zero on the assignment AND
* A reduced grade in the course OR
* A failure in the course OR
* An XE which denotes failure due to academic dishonesty on the transcript OR
* Removal from the W. P. Carey School of Business

Additional information on ASU’s academic integrity policy may be found at: <http://provost.asu.edu/academicintegrity>

**Honor Code and Professionalism Policy**

The honor code is available via the following link:

<https://students.wpcarey.asu.edu/resources/professionalism-policy>

**Prohibition Against Discrimination, Harassment, and Retaliation**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

**Absence Policies**

Participation is necessary to succeed in the course. Excessive absences and/or late assignments will not be tolerated. The grading and quiz policies should provide adequate incentives for attendance. Accommodations for missed quizzes or exams will be given only in very extenuating circumstances with appropriate third-party documentation.

**Instructor Absence Policy**

Note the policy on how long students should wait for an absent instructor. This note is from ACD 304-10:

“How Long Students Should Wait for an Absent Instructor”: In the event the instructor fails to indicate a time obligation, the time obligation will be 15 minutes for class sessions lasting 90 minutes or less, and 30 minutes for class sessions lasting more than 90 minutes. Students may be directed to wait longer by someone from the academic unit if they know the instructor will arrive shortly.”

**Religious Accommodations**

Accommodations will be made for students with religious holidays. Below is the calendar of official religious holidays. Each holiday noted with two asterisks denotes an observance for which work is not allowed. For these holidays, students will not be penalized in any way for missing class or assignment. This means that this will not count as an absence in class and they will be granted a makeup assignment or exam, etc.

<https://eoss.asu.edu/cora/holidays>

All requests for accommodation must be submitted by the end of the second week of class.

**University-Sanctioned Activities**

Accommodations will be made for students who miss class related to university-sanctioned activities according to ACD 304-02. If you are participating in a university-sanctioned activity, please let your instructor know as early in the course as possible so that accommodations can be made.

**Threatening Behavior Policy**

The university takes threatening behavior very seriously and these situations will be handled in accordance with the Student Services Manual, SSM 102-02 <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

**Prohibition of Commercial Note Taking Services**

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker’s name as well as the instructor's name, the course number, and the date.

**Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

**Disability Accommodations**

If you need an accommodation for a disability, you must register with the Disability Resource Center (DRC). Please let your instructor know as early as possible so that appropriate accommodations can be made.

**Copyright Material**

ACD 304-10 suggests, Students “must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student’s original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.”

Any transfer or public posting of class materials is considered a violation of copyright.

**Information contained within this syllabus (except grading and absence policies) is subject to change.**