



BUSA 597/497: Discovering Business Insights

Section: Online, 01W

NOTE ABOUT TIMES: All times and deadlines for this course are listed as Central Standard Time (CST) Zone or Commerce, TX times.

Professor / Instructor Contact Information/Bio

Dr. Chris Myers
Dept Head & Professor of Marketing
Office BA 315E
Office phone: 903-886-5700; Fax: 903-886-5702
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Email: Chris.Myers@tamuc.edu (preferred communication)
Response Time: Early mornings and afternoons. Less than 24 hours.

Bio

Chris A. Myers, Ph.D. is a Professor of Marketing at the College of Business of Texas A & M University – Commerce. His undergraduate degree is a B.S. in Electrical Engineering from the United States Air Force Academy (USAFA) and his Masters and Ph.D. are from the University of Texas at Dallas. His marketing research focuses on the antecedents of branding, emotion in advertising, cross-cultural determinates of the effectiveness of brands, and technology mediated learning. He has published in *Journal of Promotion Management*, *Services Marketing Quarterly*, *Journal of Product and Brand Management*, *International Journal of Business Research* and *Baylor University Medical Center Proceedings*. Dr. Myers has been associated with the Quality Texas Foundation for over 22 years. He assisted with the development of quality improvement programs and led the operational quality programs for Karlee, Corporation in the late 1990s. He was instrumental in the developing and tracking of performance and quality reviews for Texas Award for Performance Excellence (TAPE) (1998) and the Malcolm Baldrige National Quality Award (1999). He has also been a Quality Examiner as well. Additionally, Dr. Myers has 28 years in the USAF Reserves flying B-52s as a Master Navigator (EWO) and 5 years as a team leader and project manager for Kimberly Clark making Huggies Pull-Ups.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Students will need the below text for this course. Because this course provides a comprehensive and practical introduction to marketing, it necessitates the text. An earlier or next edition of this text is not an acceptable substitute because their organization and coverage of issues, topics, and cases have changed.

The syllabus/schedule are subject to change.

**Textbook: Business Analytics 3e,
Camm/Cochran/Fry/Ohlmann/Anderson/Sweeney/Williams, (2019) ISBN-13:
9781337406420 | ISBN-10: 1337406422**

REQUIRED SOFTWARE: Please submit assignments in a format that is compatible with Microsoft Office. **It is required to be in the .doc or .docx format.**

Analytic Solver (which is an Add-In within Excel on some of your computers) is required but you can access it free for 15 days. We will use the cloud version of the software from this link from **Jun 15 to Jun 30**. If you access earlier you will lose access and may be unable to complete the assignment. You may purchase the software but I'm unsure of the cost.
<https://analyticssolver.com/>

SUPPLEMENTARY READINGS: Will be provided by the instructor in the course under Doc Sharing.

Course Description

This course provides students an opportunity to understand the underlying framework of business analytics, the role of big data in today's dynamic organizational environment and using analytical models in business operations and decision making. Through a combination of lectures and business case studies, graduate students will learn how big data can support manager's decision making and how business analytics can be leveraged by organizations to gain a competitive advantage. The case studies explored will illustrate how companies take advantage of different sources of data with different analytical techniques to improve performance, gain an understanding of optimizing results for better decisions, and employing analytical methods to translate data into key insights.

Objectives:

1. Learn how big data can support manager's decision making.
2. Learn how business analytics can be leveraged by organizations to gain a competitive advantage.
3. Learn how companies take advantage of different sources of data with different analytical techniques to improve performance and understand deeper concepts of business analytics.

Class Communication:

Always check the "Course Announcements" posted by Dr. Myers. These announcements will be updated, so you will be aware of any changes.

All questions and/or comments regarding the class should be directed to Dr. Myers as soon as possible via email. In case of an emergency, call my cell phone number indicated at the top of the syllabus. Dr. Myers REGULARLY checks her email – so you can expect a prompt response during the day. Dr. Myers will respond to your emails within 24 hours, except on weekends.

Dr. Myers believes in keeping in constant contact with his students. Deadline and reminder emails will be sent out regularly. Therefore, each student should always check email for the school account.

Setting the right expectations:

Dr. Myers wants to students to take advantage of this university experience. It's important to develop yourself professionally and gain knowledge to propel your career. This means you should want to understand how the concepts you learn apply in your desired industries. Insure you learn to communicate well with me and all other professors.

- 1) Dr. Myers grades ALL your submissions himself. Typically, your submissions will receive his feedback (i.e., grades/comments) within 7-10 school days after the deadline, unless otherwise noted.
- 2) Dr. Myers will also send (constant) reminders regarding the upcoming class schedule and weekly feedback – check your email regularly. All deadlines are absolute!
- 3) Always check the “Course Announcement” section (main student screen). Dr. Myers updates this page on a regular basis.
- 4) Dr. Myers’ major pet peeve is when a student asks questions that can be answered if the said student had read the syllabus carefully. So, be sure to read your syllabus carefully. This is practice for the job

COURSE REQUIREMENTS

COURSE FORMAT:

You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the D2L course management website. Be sure to log onto D2L and check your university e-mail regularly to see what work you are required to do.

I will always upload new announcements to the home page of this course when I want to announce something to the everyone. I would try to respond to your e-mails within 24 hours. If your correspondence falls over the weekend it may be 24-48 hours. **ALL EMAILS MUST BE PREFACED WITH THE COURSE NUMBER FOLLOWED BY THE SUBJECT (EXAMPLE: BUSA 511 or BUSA 597/497-01W Assignment 1).**

TECHNOLOGY REQUIREMENTS

This **IS A WEB** course. The following technology is recommended to be successful: Internet connection – high speed recommended (not dial-up) and Word Processor. Additionally, the following hardware and software are necessary to use D2L:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0). Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, D2L also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

The syllabus/schedule are subject to change.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to D2L, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Please NOTE for D2L YouSeeU chats: You will need to use FireFox for your browser. You will also need to make sure you have Java installed on your computer and enabled. Please insure you have the latest version of Java also.

COURSE REQUIREMENTS Minimal Technical Skills Needed

You will need to run the latest version of Java for D2L (the Learning Management System for TAMUC), recent Microsoft Office (Word, Excel, PowerPoint), and using presentation and graphics programs, etc.

Instructional Methods

The course is AN ONLINE COURSE with Student Responsibilities or Tips for Success in the Course. You are responsible for reviewing all announcements within the course announcements pages, logging on at least 3 times a week, having and responding to all emails, and completing assignments on time, and attending or listening to recorded lectures early in the week. Failure to do these items will adversely affect your grade.

Examples include: Regularly logging into the course website, amount of weekly study and participation time expected, etc.

COURSE SCHEDULE:

A course schedule is included at the end of this syllabus. Please note, **the week starts on Monday and ends on Saturday. Most assignments are due on Sundays.**

SYLLABUS SUBJECT TO CHANGE STATEMENT:

I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make an adjustment based on what actually happens in the course. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

Instructional Methods

This section describes how the learning process will be conducted (delivery modalities, course structure, Getting Started and types of learning activities and assessments).

Student Responsibilities or Tips for Success in the Course

Please use these tips to be successful.

- 1.** Get the textbook. The textbook will be part of all assignments and you will have to reference specific page numbers.
- 2.** Review all the announcements. Check email daily for any feedback I will provide. However, the email will direct you to further information.

3. Please note due dates are generally Sundays but **NOT** during the final week.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products. Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that

Device	Operating System	Browser	Supported Browser Version(s)
			major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff.

Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the Live Chat or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

COURSE GRADING: Final grades are based upon the Official University policy.

Final grades in this course will be based on the following scale:

All work is individual work:

Chapter Quizzes (20pts each)	160 (497 - 9 chapters, 597 - 10 chapters)
Engagement Exercises (EE)	40 (up to 5, 10pts each)
Reflection Paper (2)	40 (20 pts each)
Bio	5
ADP (Policy)	5
Learning Task (LT) 1	50
Learning Task (LT) 2	100

Distribution:

The following scale will be used to grade the student:

The syllabus/schedule are subject to change.

90%-100% =A 80-89.9% =B
 70-79.9%. =C 60-69.9% =D 60% below = F, Failure

PLEASE NOTE: All assignments must be completed by the due date. Any late item will be graded to zero. No extensions or make-ups will be allowed unless the absence is cleared by the instructor prior to the day the assignment is due. All work is to be neat and typed with proper attention to grammar, punctuation, and spelling.

Note: The above schedule is subject to change at the discretion of the instructor.

LT – Learning Task
 EE – Engagement Exercise
 ADP – Academic Dishonesty Policy

See Course Summary Detail at the end of this document.

Week	Reading	Assignment Due
Week 1 Jun 1	Syllabus, Ch 1,2	Due Jun 7: Quiz Ch 1 (optional), Ch 2
Week 2 Jun 8	Ch 3,4	Due Jun 14: Quiz Ch 3, Ch 4, LT 1
Week 3 Jun 15	Ch 5,7	Due Jun 21: Quiz Ch 5, Ch 7, Reflection Paper
Week 4 Jun 22	Ch 8,12	Due Jun 28: Quiz Ch 8, Ch 12, LT 2
Week 5 Jun 29	Ch 10,15 (BUSA 597 only)	Due Jul 1: Quiz Ch 10, Ch 15 (BUSA 597 only), Reflection Paper

See Course Summary Detail at the end of this document.

The contents of this calendar may change based on class size and other circumstances.

COURSE REQUIREMENTS:

Bio and Academic Dishonesty Policy

Please post your Bio in the bio information area under Getting Started in D2L. Bio and Academic Dishonesty policy are required and there are no grade for these items, but they appear in the gradebook. Not completing these items in the first week will give you unsatisfactory grade.

Chat Learning Tasks Rubric

Learning tasks are planned. They are to assist you with learning the critical tasks. Learning is not a spectator sport. Fundamentally, the responsibility to learn is yours and yours alone. For learning to happen in any course, you must take an active role in the process. For our course,

you are expected to attend ‘prepared’ and ‘ready to learn,’ which requires you ‘to read’ and ‘to study’ the assigned reading before you come to our meetings. Being prepared for a class enables you to construct a knowledge base on which subsequent learning rests.

During our class, we don’t ‘cover a lot of content, which means I talk less to get you to talk about what you are experiencing and learning. You will be engaging in Learning Tasks (out of the course or in the course) that require you to (a) use a variety of reasoning strategies to address issues and problems, and (b) write reflectively about what you are learning, how it relates to what you already know about the content, and how it relates to your life. Your performance on these tasks will be evaluated using a Learning Task Rubric, with a minus indicating unsatisfactory performance (50percent), a check indicating work that satisfactorily meets expectations (75%), and a plus indicating strongly engaged, high-quality performance (100%). Learning Tasks cannot be made up and late Learning Tasks are not accepted.

Learning Tasks are specified in the chats.

Class/Chat Learning Task Rubric				
Score	Criteria and Standards	0	1-1.5	2-2.5
2.5	Interpretation of content	misleading	somewhat accurate	completely accurate
2.5	Use of supporting evidence	irrelevant	text, lecture	text, lecture, other
2.5	Connection of your or new content	weak	previous content	elaboration
2.5	Draws an accurate conclusion based on....	no integration	adequate reason	accurate conclusion

Engagement Exercises Chat Recordings

Engagement Exercises:

Review the Chat Recordings

Students must perform an engagement exercise by attending the chat on Mondays OR the student must listen to the chat and perform a writeup of the slides.

IF YOU DON’T ATTEND THE CHAT, THIS IS A REQUIREMENT.

The chat recordings are required. Therefore, if you are not able to attend, you are required to review the chat recording and write a minimum of 5 sentences on each slide that is covering the required items. You must include information on the chapters that were covered, key information on the assignments covered with due dates, and exhibit information that was covered.

The total writeup should be at least 600 words on the YouSeeU recording to receive credit. Your chat recording is graded on the following Chat Learning Task Rubric. You must include information on the chapters that were covered, key information on the assignments covered with due dates, and exhibit information that was covered.

Engagement Exercise Chat Rubric				
Score	Criteria and Standards	0	1-1.5	2-2.5
2.5	Interpretation of content (information on the chapters that were covered).	misleading	somewhat accurate	completely accurate
2.5	Interpretation of content (key information on the assignments covered with due dates).	misleading	somewhat accurate	completely accurate
2.5	Interpretation of content (exhibit information that was covered).	misleading	somewhat accurate	completely accurate
2.5	Connection of chapter information	weak	previous content	elaboration

Case Study Analysis Paper

The written case analysis is required to include the following:

1. Identify the business problem areas and analyze the problem areas which may include data analysis.
2. Develop
3. Use section headings to organize the written analysis and to make the analysis easier to follow and read. For example, each of the requirements above should have it's own section heading. Subheadings should be used for each analysis item or issues identified and subheadings should be used.
4. The written case analysis should be approximately 2-4 papers in length or longer. The case analysis is not a summary of the case.
5. The case analysis should follow APA style
6. Late assignments will receive 10% penalty for each day it is late.

Quizzes

The quizzes are for each chapter you are required to read. Chapter 1 is optional. If you decide not to take it, the lack of points will not affect your grade. Please note, we will not cover every chapter in the text, but if you don't have a strong analytics background, I recommend you read all chapters to gain more knowledge of the discipline we all will be involved in going forward in business.

The quizzes are 10 Multiple Choice or T/F questions and you will have 40 min to complete them.

All exam questions are based on textbook. Please read textbook a couple of times very carefully and digest the materials, then you will be fine. Exams will be open from Monday to Saturday midnight of exam week and are open book and any materials. Instructors also will remind you of the exam dates through university emails. Please check your email frequently.

Reflection Paper

Reflective essays are often assigned allow the student to write about their personal experience. In this paper, this reflection is for you to explore your experience with the course and assignments and your understanding of the subject matter, reflect on the positive and negative aspects of it, and to formulate goals to improve the experience or results of the activity the next time it occurs. You will be given 3-5 questions. Writing reflectively allows you to think more deeply and

consciously about your actions or behaviors within business. You may want to keep a diary or journal on the questions weekly to get your thoughts on paper early. By analyzing or observing your thoughts, words or actions and assessing the consequences of them, you assess what you want to happen and better equip yourself for a more positive outcome the next time. The paper directions are given in D2L on the assignment.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Graduate Course Expectations

Bloom's Taxonomy

Cognitive



Categories in the cognitive domain of the revised Bloom's taxonomy ([Anderson et al. 2000](#)) Skills in the cognitive domain revolve around knowledge, comprehension, and [critical thinking](#) on a particular topic. Traditional education tends to emphasize the skills in this domain, particularly the lower-order objectives.

There are six levels in the taxonomy, moving through the lowest order processes to the highest:

Knowledge

Exhibit memory of learned materials by recalling facts, terms, basic concepts and answers

- Knowledge of specifics - terminology, specific facts
- Knowledge of ways and means of dealing with specifics - conventions, trends and sequences, classifications and categories, criteria, methodology
- Knowledge of the universals and abstractions in a field - principles and generalizations, theories and structures

Questions like: What are the health benefits of eating apples?

Comprehension

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas

- Translation
- Interpretation
- Extrapolation

Questions like: Compare the health benefits of eating apples vs. oranges.

Application

Using acquired knowledge. Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way

Questions like: Which kinds of apples are best for baking a pie, and why?

Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations

- Analysis of elements
- Analysis of relationships
- Analysis of organizational principles

Questions like: List four ways of serving foods made with apples and explain which ones have the highest health benefits. Provide references to support your statements.

Evaluation

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria

- Judgments in terms of internal evidence
- Judgments in terms of external criteria

Questions like: Do you feel that serving apple pie for after school snack for children is healthy?

Synthesis

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions

- Production of a unique communication
- Production of a plan, or proposed set of operations
- Derivation of a set of abstract relations

Questions like: Convert an "unhealthy" recipe for apple pie to a "healthy" recipe by replacing your choice of ingredients. Explain the health benefits of using the ingredients you chose vs. the original ones. Explain the benefits you are seeing or using because of analytics compared to as recently as 2 years ago.

Course Summary Details

Date	Details	
Jun 7	Ch 1 Quiz (Optional)	due by 11:30pm
	Ch 2 Quiz	due by 11:30pm
	EE 1	due by 11:30pm
Jun 14	Ch 3 Quiz	due by 11:30pm
	Ch 4 Quiz	due by 11:30pm
	EE 2	due by 11:30pm
	Case 1	due by 11:30pm
Jun 21	Ch 5 Quiz	due by 11:30pm
	Ch 7 Quiz	due by 11:30pm
	EE 3	due by 11:30pm
Jun 28	Reflection Paper	due by 11:30pm
	Ch 8 Quiz	due by 11:30pm
	Ch 10 Quiz	due by 11:30pm

	EE 4	due by 11:30pm
	Case 2	due by 11:30pm
Jul 1	Ch 12 Quiz	due by 11:30pm
	Ch 15 Quiz	due by 11:30pm
	EE 5	due by 11:30pm
	Reflection Paper	due by 11:30pm

BUSA 497/597 (all items below are 497 unless specified)

Course Summary Details

Date	Details	
Jun 7	Ch 1 Quiz (Optional)	due by 11:30pm
	Ch 2 Quiz	due by 11:30pm
	EE 1	due by 11:30pm
Jun 14	Ch 3 Quiz	due by 11:30pm
	Ch 4 Quiz	due by 11:30pm
	EE 2	due by 11:30pm
	LT 1	due by 11:30pm
Jun 21	Ch 5 Quiz	due by 11:30pm
	Ch 7 Quiz	due by 11:30pm
	EE 3	due by 11:30pm
	Reflection Paper	due by 11:30pm
Jun 28	Ch 8 Quiz	due by 11:30pm
	Ch 10 Quiz	due by 11:30pm
	EE 4	due by 11:30pm
	LT 2	due by 11:30pm
Jul 1	Ch 12 Quiz	due by 11:30pm
	Ch 15 Quiz (BUSA 597 only)	due by 11:30pm
	EE 5	due by 11:30pm
	Reflection Paper	due by 11:30pm