



6500:305:001 Business Analytics (3 credits)

Instructor Information		Class Information	
Instructor:	William K. McHenry, PhD.	Location:	CoB (CBA) 106
Email:	wm@uakron.edu	Start/End:	Aug. 24 to Dec. 2
Office:	College of Business (CoB) Room 353	Time:	Tuesdays & Thursdays, 3:30-4:45
Phone:	234 380-0974 (cell, please use sparingly as needed, during business hours, 8AM to 9 PM)		
Office Hours:	In Office: Tuesdays 11:30 AM – 1 PM; Thursdays 12:30 PM – 2 PM; plus MS Teams meetings as requested	FINAL EXAM:	Tuesday, December 7, 5:15 – 7:15 PM

Please see my Welcome on Brightspace to learn more about me. I am highly dedicated to student success. I have stated my policies in clear terms so that you know what I expect from you, but I can be flexible as needed, especially in such trying times!

COURSE INFORMATION

Course Description

Studies core statistical techniques; data retrieval, analysis and mining; and decision modeling to effectively persuade in the project-oriented world of data-driven decisions.

Prerequisites: 6500: 304 Business Statistics

Course Overview:

In 2007, Thomas Davenport and Jeanne Harris published *Competing on Analytics: The New Science of Winning*¹, a book-length elaboration of their writings from the past few years. They publicized the accomplishments of firms, such as Netflix, using advanced analytical techniques. They also showed that analytics applications were ranging far afield from business—into the sports arena, the operating room, and even the classroom. Firms “born digital,” such as Google, are way ahead, while other firms are playing catchup. No one doubts, however, the knowledge about analytics, and analytical literacy, will be as central to the development of humanity in the 21st Century as knowledge of agriculture, machines, and information was in prior centuries. The overall purpose of this course is to raise your analytical literacy and prepare you to become much more adept in skills that are already becoming “table stakes” for employment in many fields.

Use of Brightspace:

We will use Brightspace extensively. Class announcements, quizzes, notes, assignments, etc. will be made available on Brightspace. All assignments will be submitted online. It is very important for you to log into Brightspace on a regular basis (once a day is a good idea) to find the latest updates for class. Brightspace can be accessed at following this link: <http://Brightspace.uakron.edu>. If you are new to

¹ Harvard Business Review Press; Revised edition (September 19, 2017). ISBN-13: 978-1633693722.

Brightspace, or want to learn about features that are new to you, you can [watch the tutorials here](#).

Make sure that you have your UA email forwarded to whichever email you check regularly. Turn the notifications “ON” on Brightspace and watch the News area on Brightspace for this class. Pay attention to your email for any announcements and readings for the class.

Course learning objectives

Overall Goals for this course:

- Introduce you to Business Analytics techniques (visualization, statistics & data mining) that are used in a data-empowered business strategy.
- Extend your knowledge of business statistics.
- Apply what you learn in this class to what you do at work.
- Enhance skills that are required to transform data into actionable intelligence & decision-making.
- Enhance your written communication, creative thinking, problem solving, and analytical skills.

Specific objectives (course competencies) for this course are:

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

- 1) Describe key concepts in business and data analytics
- 2) Explain how business analytics differs from business intelligence and data mining
- 3) Explain how and Justify why organizations are actively adopting business analytics for strategic advantage
- 4) Differentiate between data, information, knowledge, and wisdom/insight
- 5) Apply appropriate statistical (basic analytics) and data mining concepts using JMP software
- 6) Analyze output from statistical and data mining procedures
- 7) Utilize data mining techniques on “large” data sets to answer business questions
- 8) Write conclusions and recommendations citing relevant statistical and data mining output, in an appropriate manner for reporting
- 9) Identify specific ethical issues that arise when utilizing statistical and data mining techniques, weigh pros and cons, and reach a judgment about wisdom of using the techniques

College of Business Administration Objectives:

This course is part of the CBA core, and as such, it shares these learning objectives:

- 1) Master integrated business knowledge
- 2) Analyze data using quantitative techniques
- 3) Be informed decision makers
- 4) Develop leadership and collaboration competencies
- 5) Use writing and oral communication skills to persuade and to mobilize action
- 6) Demonstrate a global perspective and cross-cultural awareness
- 7) Recognize and understand how to address ethical concerns

Required Text(s)

This text is available online through our library, and hence I am assuming you will not purchase a physical copy. You are free to do so if that works better for you.

Book 1: B. D. McCullough, Ron Klimberg (2017), *Fundamentals of Predictive Analytics with JMP*, Second Edition. SAS Institute. ISBN: 9781629608013. Permanent library link: <http://library.uakron.edu:80/record=b6928216~S24>

Both Book 1 (this book) and Book 2 (below) are available through Safari Books, and require that you enter your university email address and create a password to access them.

I am also assigning readings from the following book:

Book 2: Sall, John, et al. (2017). JMP start statistics : a guide to statistics and data analysis using JMP. Cary, NC: SAS Institute. Permanent library link: <http://library.uakron.edu:80/record=b6933774~S24>

Reference Books

This book often has simpler explanations, but with less detail that give richness. A good place to start.

Book 3: Glenn J. Myatt and Wayne P. Johnson (2014). *Making Sense of Data I*, ISBN 978-1-118-40741-7. Permanent library link: <http://library.uakron.edu:80/record=b6936578~S24>

If you feel that you need to review statistical concepts and want to review a traditional text about them, the following is a good source to use:

Book 4: Holmes, Alexander, Barbara Illowsky, and Susan Dean. *Introductory Business Statistics*. OpenStax, 2017. print ISBN: 9781947172463; digital ISBN: 9781947172470 [link to Holmes text here](#)

Instructor Contact and Reply Policy

I prefer to be contacted via my university email address. I try to respond promptly. I generally do much better than 24 hours, but will commit to that here, unless I am traveling or have no access to the Internet. If you do not hear from me, feel free to try again – occasionally emails do get labeled as “junk.” If I am responding from my phone, my responses may be terse—do not interpret them as intentionally impolite. I often work from home, but am more than willing to set up MS Teams meetings or do whatever is necessary to answer your questions. During business hours (8AM to 9PM) I am also willing to take your texts (make sure you identify yourself) or calls on my cell phone.

Evaluation and Assessment

Grading

Your final grade will be based on the following activities:

Activity	Point Value	Total
JMP Labs	7 @ 50 each	350
IN-Class Discussions / Participation	(4)	100
Final Lab Assignment	125	125
Quizzes	9 @ 25 each	225
Midterm Exam	100	100
Final Exam	100	100
Grand Total		1000

There is also a stats assessment quiz worth a maximum of 20 points. This is mandatory and however many points you get will be added to your final score in the class as extra credit.

Final letter grades are based total points earned, assigned as follows:

Grading Scale:

A	93-100%	930-1000 points
A-	90-92.9%	900-992 points
B+	87-89.9%	870-899 points
B	83-86.9%	830-869 points
B-	80-82.9%	800-829 points
C+	77-79.9%	760-799 points

C	73-76.9%	730-769 points
C-	70-72.9%	700-729 points
D+	67-69.9%	670-699 points
D	63-66.9%	630-669 points
D-	60-62.9%	600-629 points
F	BELOW 60%	Less than 600 points

Grade Component Description

Quizzes and Exams (to be done alone): These will consist of multiple choice, true/false, or similar questions. Quizzes are tied to specific modules. You will have two tries on quizzes, with rotating questions from a test pool written by me for this class. Best score counts. Please pay careful attention to the class flow, as I want you to complete one attempt before the Tuesday class and one after. The midterm will cover modules 1-4. The final exam will be cumulative and common to all sections of 305.

All quizzes and exams are closed-note/closed book, no assistance permitted.

Instructions: Each module will start with a module overview that has instructions on what you need to do to complete it. Modules generally end with two out of three types of evaluation: lab and/or discussion, and quiz. Discussions are in class. Most of the work is done individually, with the exception of a team assignment.

JMP Labs (to be done alone): JMP labs are designed to help you achieve a deeper understanding of what may seem at first to be theoretical concepts. They emphasize following a sequence of analysis steps to reach a conclusion. They are implemented using the Brightspace QUIZ feature. You will work through the lab, saving portions of output in a Word document which you will submit in an Assignment box. You will answer questions via the quiz. You will also upload a JMP file, to be explained, to the Assignment Box. The quiz will always culminate in an open-ended interpretation question that will be graded manually by me. I will introduce the concepts and techniques in the module videos, and also provide links to some tutorial materials, and hints, in the quizzes themselves. Once the lab is over, I will open up the feedback so you can see where you may have gone astray.

I view this sort of like a chemistry lab. A teacher would never just hand a Bunsen burner to the students and say now go heat some chemicals – there have to be demonstrations and then imitation before complete independent mastery is achieved.

Although I think it highly unlikely that you would copy on these labs, I will make my policy clear here: The first incident of copying/plagiarism on a lab assignment will result in a zero for that assignment for all students involved. The second incident will result in an F for the course and the students will all be reported to the Office of Student Conduct.

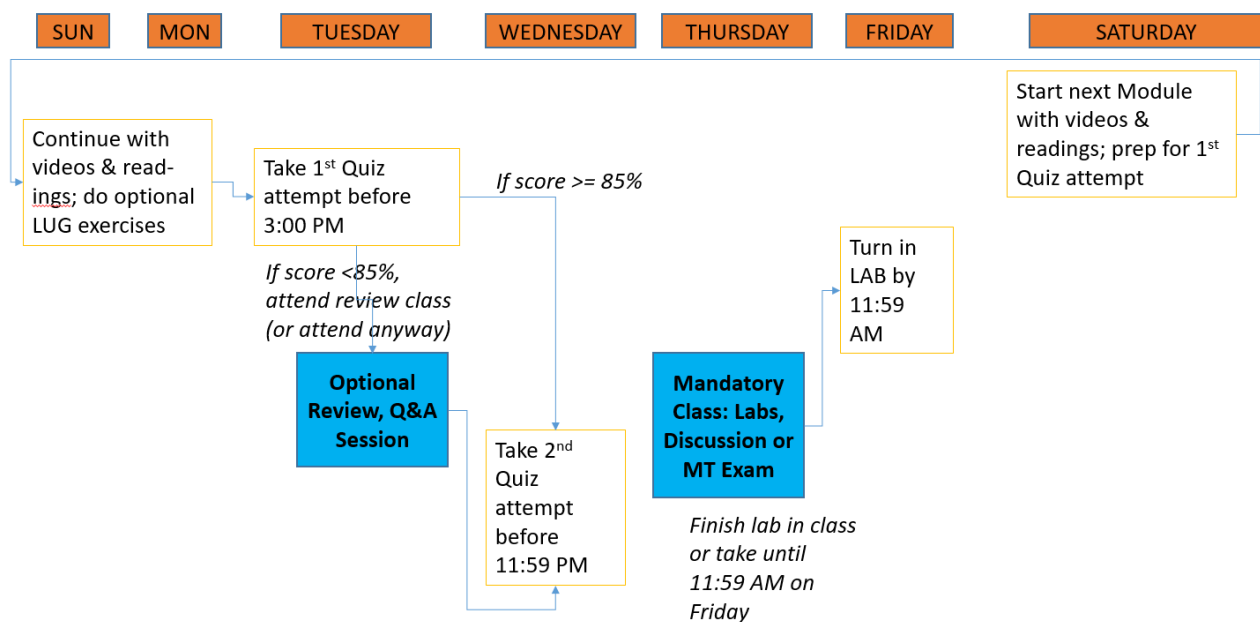
I will deduce 10% per day for late work, including for the quizzes and labs. Since the labs will close at a given time and date, you must make arrangements with me if you find it necessary to turn in work late.

Team Assignment: Last Fall, I decided to take out any teamwork because of COVID-19 threats. There is a lot of benefit in having people work together on interpreting analytics output. At present I have left the final assignment as an individual, culminating LAB for the predictive analytics class portion worth 125 points. Depending on the situation at the time, I may make it possible for you to work in pairs on this assignment, but as of now, I plan for it to be individual.

Stats/Data Mining Software: We will be using JMP Pro (Version 16) software from SAS in this course. JMP is a very user friendly, menu driven, graphical oriented software for both traditional statistics and data mining techniques. This software is available for use in CBA labs and on CBA laptops. Remotely it is available via a virtual lab ([Cloud](#)). **JMP software is also available for free to you for use on your own computers** (I strongly recommend installing the software on your computer during the first week of classes). Check Brightspace on how to download and install JMP on your computer. Considerable materials, including tutorials and webcasts about JMP are available on their website and on the Internet.

Typical Weekly Class Flow and LEVELING UP GAME!

Success in this class requires being systematic in keeping up with all the videos, readings, quizzes, discussions, and labs. So, consider adopting a class flow like this, make specific notes on your calendar, and keep checklists so you do not overlook anything.



In Words:

- 1) You should start on the next Module either on the weekend if you can manage that, or no later than Monday, concentrating on the videos and readings I have provided. Although it seems like a lot, the videos are about the same as if you were coming to class. I believe that giving you materials where you can stop, go back, review, and even skip things that are redundant (!!) is better than having me lecture in class.
- 2) Each module has a quiz, and you can take two attempts. *To get the most out of this course*, take your first attempt by class on Tuesday. This will be an optional class. Every is of course encouraged

to attend, but if you score 85% or more on the quiz, you are probably far enough along that you can skip it. If you score 85% or more, you may go on to take a second attempt at any time until the deadline.

- 3) If not, I strongly encourage you to come to class on Tuesday. The format will not be lecture – it will be very interactive with lots of Q&A. I ask you to send me questions, and also may review your quizzes for ideas on where I need to help you.
- 4) After Tuesday's class, I will reset the cutoff for taking the second attempt so that you all can take it. The deadline for everyone is Wednesday night by 11:59 PM.
- 5) On Thursday we all gather together in a mandatory class for the lab using that week's concepts. You may turn the lab in whenever you are finished, until Friday by 11:59 AM.

Note: since I am not making the Tuesday class mandatory, you may skip it without having taken the quiz, and then take the quiz before Wed. night. I do not think this is the best way to use what I am offering.

Class attendance on August 24 IS mandatory!

The LEVELING UP GAME

The LEVELING UP GAME (LUG) awards badges with badge-mark values (not grades) for the following activities:

- Completing a leveling up video with at least 50% correct score – a “5 mark” VIDEO badge
 - (Questions are embedded in the videos; you will be able to go back and do them later if you skipped them earlier in the semester)
- Taking the 1st Quiz attempt before Tuesday's class and the 2nd attempt after – a “3 mark” EARLY BIRD badge
- Making particularly good points in a discussion / asking really good questions – a “2 mark” GOOD Q&A badge
- Maintain a “streak” of three or more instances in a row of the QUIZ-TUESDAY CLASS-QUIZ sequence. A streak of 3 is worth 3 marks, a streak of four is worth 4 marks, etc. If you break the streak at four, for example, you can get a four-mark badge, then start again and build another streak. The maximum streak is nine – if you make it, you will be bumped up to a 15 mark badge!!!
- Attendance at, and a small original blog post about, at least one of the sessions of the 2021 Business Analytics Innovation Summit. See: <https://www.uakron.edu/cba/bais/2021> for details. Note – we have some really good prizes lined up for students! Worth 10 MARKS!!!

Since I do not know how many “marks” will be accumulated, I do not have an absolute scale of rewards. So this will be the scale:

- If you end up in the upper quartile of total marks (75-100%), you will be able to drop your lowest lab score and replace it with your highest! (or 6 free points on the final exam, whichever is more lucrative for you)
- If you end up in the third quartile (50-75%), you will be able to replace your worst lab score with your average score for all the other labs! (or 4 free points on the final exam, whichever is more lucrative for you)
- If you end up in the second quartile (25-50%), you will receive 4 free points on the final exam, the equivalent of knocking off two TF choice questions for you.
- If you end up in the first quartile (0-25%), you will receive 2 free points on the final exam, the equivalent of knocking off one TF question for you.

Class Policies and Expectations

Attendance

As noted above, Tuesday classes are optional, Thursday classes are mandatory.

Participation

You are expected to participate in this course as follows:

- Taking the discussions seriously, and making thoughtful and engaging contributions
- Asking good questions and engaging in dialog in any of the face to face sessions
- You are responsible for completing and submitting all assignments to the appropriate Brightspace assignment box before the due date. You are responsible for clearly labeling your assignments as requested in the assignment, in the requested format (generally either .docx or .pdf) so I can identify your submission. Note that the University provides a Google Apps account to all students, and you can use Google Apps to create files in these file types. You can use Google Docs to coordinate work among team members for the final project.
- You are responsible for maintaining copies of your work and verifying that your Assignment box submission was received. You will receive an email confirmation when you submit assignments. You will be also able to track your submissions in Brightspace.
- Technical challenges exist, as we know from recent storms in the area. Under normal circumstances, they should not be an acceptable excuse for missing deadlines. You must ensure that you have access to a working computer & Internet connection as needed for this class. Please do not wait until right before the deadline to submit assignments.
If you experience any technical issues with Brightspace, please contact ZipSupport (330-972-6888) and ensure that the issue is tracked through the Footprints ticketing system.
- If you have any questions or concerns about any of the assignments or your performance, please contact me immediately. Do not wait until the assignment is due or your performance cannot be rectified.

Additional Instructor Policies

1. Course Schedule: The schedule is tentative and is subject to change with appropriate notice to students. It is quite rare that I would have to change due dates for homework and quizzes.
2. E-mail & Brightspace: Please access your University of Akron email account on a regular basis to receive messages relative to this course from your instructor. Access Brightspace for course related documents, schedule and grades. If you receive an email from your instructor that requires a response, please do so within 24 hours. **If you email your instructor, include your FULL NAME, COURSE NAME AND COURSE SECTION.**
3. Appeals: You may appeal any grade that I assign. To appeal a grade, submit the original graded work I handed back to you along with a written statement defining why your grade should be changed. Appeals may not be made based on comparison with other students' work. There is a "statute of limitations" on appeals: they must be filed within two weeks of the time a grade is communicated to a student. Once I receive an appeal, I will respond by either a) raising your grade per your request or b) explaining why I cannot do so. In no case will an appeal result in the lowering of a previously assigned grade. In evaluating appeals, I try to provide a fair

solution when viewed from the perspective of all the students in the course. Once the appeal period is over, no further changes to any grades given during the semester will be allowed. Entreaties to change grades at the end of the semester will be rejected.

4. **Late work: 10% per day deducted, although I strongly encourage you to keep up with the class and not miss any deadlines.**

Collaboration Guidelines

Here are the guidelines for acceptable boundaries for collaboration on assignments done outside the classroom. Collaboration within your team (if you are working on a team assignment) is acceptable and encouraged. Collaboration with people outside your team is NOT permitted.

Copying part or all of someone else's assignment is plagiarism and is not permitted. If someone outside your group calls you over to his or her screen and says "I can't figure out what's wrong with this?" it is acceptable to try to spot something and give an answer like "you are missing a comma in the formula." It is not acceptable to escort the questioner to your computer and show him/her exactly how you did it. If someone in the class needs that much help, he or she should get it from the tutor or me. When someone asks you for help, you should play the role of a teacher, not a collaborator. You should help the other person to discover the answer, thus learning in the process. Merely giving the person the answer neither tests your ability to explain concepts, nor encourages learning for the person who is asking the question.

It is my policy that no one should benefit from cheating. If I discover copying, plagiarism, or any other form of cheating, I will do any of the following: lower the grade, give a zero on the assignment, give an "F" in the course, and refer the case to the [Office of Student Conduct and Community Standards](#). Keep in mind that if any of your team member copies (or allows someone to copy from him or her), you too are responsible. **You bear responsibility for any work with your name on it.**

Finding help for specific problems you are having by looking on the Internet (Google) is perfectly fine. There are numerous resources available there. But soliciting specific help that will result in parts of the assignment being done for you is not permitted. This kind of cheating will incur a particularly severe penalty, as will using assignments from prior semesters.

Using parts of sentences from a published source, from the Internet, or from someone else's paper, is NOT OK unless you put quotation marks around the phrase, sentence, or group of sentences you are citing and then provide a proper footnote to the source. If you have any questions about plagiarism and the mechanics of doing citations, ask me. I will provide you with more resources. If I discover that you have plagiarized by taking chunks of text from another source and 1) not using quotation marks and/or 2) not indicating the source with a complete citation, I will apply any of the penalties mentioned above. I know that there are different cultural norms for what is considered acceptable use of others' works. I also know that some may feel pressure to produce "perfect" English and will therefore want to use parts of or all of others' sentences. This is not acceptable without a citation. If you wish to improve your written English, you may seek help from a tutor, ask me, and/or use a grammar/spelling checker on the computer. I would rather read grammatical mistakes that reflect 100% your own work than to read a patchwork of other people's work. Nevertheless, to get an excellent grade, you should write well.

And finally: if you copy on the Leveling Up exercises and/or plagiarize on them, you may have your level bumped back down to the lowest – this is like crashing out of the game, so it is not worth it!

University Policies

COVID-19

Please see <https://www.uakron.edu/return-to-campus/> for the latest information about campus COVID policies.

Withdrawal Policy

- A student may drop a course through the 14th calendar day of a semester or proportionately equivalent dates during summer sessions, intersession and other course terms. A “drop” will not appear on your transcript. The class simply “disappears.”
- After the 14th calendar day period, students may withdraw from a course through Zipline until the 49th calendar day of a semester or proportionally equivalent dates during summer session, intersession, and other course terms. If you withdraw, a “WD” will appear on your transcript. You should know that *a withdrawal may affect your financial aid, eligibility for on-campus employment and eligibility for insurance*. Speak with your advisor for details.
- A student who leaves a course without completing the coursework and without going through the withdrawal procedure *will be given an “F”* for the course.
- See: <https://www.uakron.edu/registrar/dates/falldropwd.dot>

Questions regarding your registration can be addressed by the [Office of the Registrar](#), 330-972-5400. [The official University Withdrawal Policy is located here.](#)

For undergraduate students only

- You must consult your academic advisor:
 - before withdrawing from more than two courses before you have earned 32 credits; and before withdrawing from more than two courses after you have earned 32 credits but before you have earned 64 credits. (This does not count withdrawals that occurred before you earned 32 credits.)
- You may not withdraw from more than four courses before you have earned 64 credits.
- You may not withdraw from the same course more than twice.
- Exceptions may be made for extraordinary non-academic reasons (e.g., medical treatment or convalescence, military service).
- Your advisor can answer specific questions.

Incompletes

Permission to obtain an Incomplete is not common. For guidelines, consult the bulletin and discuss your specific situation with an advisor. You can find more information here:

http://www.uakron.edu/academics_majors/ub/important-policies/grade-policy-and-credit.dot

Student Conduct and Community Standards

Integrity of scholarship is essential for the university community. The University community is governed by the policies and regulations contained with the Code of Student Conduct and enforced by the Department of Student Conduct and Community Standards, Simmons Hall 302, (330) 972-6380. The University of Akron [Code of Student Conduct can be downloaded here.](#)

It is each student’s responsibility to know what constitutes student misconduct and academic dishonesty, and to seek clarification directly from the instructor if necessary. Examples of misconduct

and dishonesty include, but are not limited to:

- Plagiarism (intentional or unintentional representation of ideas or works of another author or creator, in whole or in part, without properly citing the original source for those ideas or works).
- Use of unauthorized assistance in taking quizzes, tests, or examinations.
- Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course, without permission of the faculty member
- Use of sources prohibited by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments.
- Inappropriate acquisition and/or improper distribution of tests or other academic materials without the permission of the faculty member.
- Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or during class discussion.
- Knowingly furnishing false or misleading information to university officials or faculty members.
- Engaging in or threatening physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct which threatens the welfare or safety of any person.
- Disorderly or disruptive conduct.
- Behavior that the student knew or reasonably should have known would cause a disruption or obstruction of teaching or research.

If a faculty member suspects that a student has violated the Academic Misconduct provision in the Code of Student Conduct, action will be taken as outlined in the Code of Student Conduct.

Support

Student services staff members are consistently on hand to guide, advise, and assist you. A comprehensive website with detailed contact information is available from the “Student Services” tab in your online course. I encourage you to make yourself aware of all student services, especially those listed below.

Accessibility

Pursuant to University policy #33-59-20-01 subsection C, The University of Akron recognizes its responsibility for creating an institutional atmosphere in which students with disabilities have the opportunity to be successful. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the [Office of Accessibility](#) at 330-972-7928 (v), 330-972-5764 (tdd) or access@uakron.edu. The office is located in Simmons Hall Room 105. No special accommodations will be provided to students unless I have received information from that office.

Brightspace Apps

Brightspace offers two apps for students to complement your online courses. The [Brightspace Pulse](#) app is an app for your smartphone that makes it easier for you to stay on top of due dates, course announcements, grades and content updates.

Technical Support

If you have technical questions or require technical assistance, we encourage you to review the variety of methods for obtaining support. You can contact the I.T. Help Desk directly at 330-972-6888 or support@uakron.edu.

Academic Support

The University of Akron provides both on ground and online help with writing and other content areas. More information is available on the Student Services tab in Brightspace.

Onsite Tutoring in Writing: The Writing Commons, Writing Lab, and Writing Center

The University of Akron provides free tutoring in writing to currently enrolled students at [two main campus locations](#) as well as [Wayne College](#).

UA Library Business & Management Research Guide:

http://libguides.uakron.edu/business_management

[Purdue Owl Online Writing Lab](#)

[Purdue Owl APA Style Guide](#)

[Purdue Owl – Using research](#)

Onsite Tutoring in Other Content Areas

The University of Akron provides free tutoring in many subject areas [on main campus](#) and [at Wayne College](#).

eTutoring

The University of Akron has offered online tutoring, called eTutoring, which is provided through the Ohio eTutoring Collaborative. Students at The University of Akron have access to online tutoring in Writing, Accounting, Chemistry, Math (through Calculus II), and Statistics. The Online Writing Lab allows you to submit a draft of your paper to a tutor, ask for specific feedback, and receive your work back with a tutor's comments in approximately 24 to 48 hours. You may submit up to three drafts per paper. eChat will allow you to meet with a tutor in one-on-one tutoring sessions via a fully interactive, virtual online environment. Offline questions will allow you to leave a specific question for an eTutor, who will respond within 48 hours (but usually sooner).

The CBA has an academic partnership with Knack - a leading peer tutoring platform enabling our students to learn from one another. The platform operates similar to Uber, allowing students to book 1-on-1 and group tutoring services on-demand. Knack Tutors are verified high-achieving students from the University of Akron College of Business Administration who have previously aced the courses they offer assistance in. Tutoring is subsidized for all students and sessions can take place in-person or online.

I have been told that eTutoring is more for the liberal arts and gen ed classes, whereas Knack is specifically for the CBA.

Other Support

Confidential help is available. If you wish to speak to a professional, in confidence, please contact:

- Rape Crisis Center – www.rccmsc.org – 24 Hour Hotline: 877-906-RAPE Office Located in the Student Recreation and Wellness Center 246 and the office number is: 330-972-6328
- University Counseling and Testing Center – uakron.edu/counseling 330-972-7082
- University Health Services – uakron.edu/healthservices 330-972-7808

Face Covering Policy –

The University has changed its protocol to align with the CDC guidance and requires everyone – regardless of vaccination status – to wear a mask/face covering in indoor public areas (not private offices and residences) across all campuses effective August 9. Let's all work together to stop the spread!

TENTATIVE COURSE SCHEDULE

Note: This schedule represents the core of what we will be doing, and it is fairly unlikely I will be changing things like labs, exams, or assignments. Since the course is centered around each module with detailed instructions about videos and readings there, I have not listed them here.

I am trying to be extremely consistent with due dates and times. All quizzes are due on Wednesdays by 11:59 PM. All labs are due by Fridays at 11:59 AM. This will give me the best chance to grade the portions that are graded manually, make any adjustments in case some of my questions go astray, and get you feedback in a very timely manner before you jump into the next module.

SUN	MON	TUE	WED	THU	FRI	SAT
22-Aug	23-Aug	24-Aug	25-Aug	26-Aug	27-Aug	28-Aug
		Intro		AirNoise discussion in class	Stats assessment quiz due	Module 1 CRISP-DM data VIZ
29-Aug	30-Aug	31-Aug	1-Sep	2-Sep	3-Sep	4-Sep
		Module 1 Review	Quiz 01 due	Lab 01 in class	LAB01 due	Module 2 Hypothesis Testing
5-Sep	6-Sep	7-Sep	8-Sep	9-Sep	10-Sep	11-Sep
	Labor Day	Module 2 Review		Stats discussion in class		Continue with hypothesis testing
12-Sep	13-Sep	14-Sep	15-Sep	16-Sep	17-Sep	18-Sep
		Module 2 Review	Quiz 02 due	Lab 02 in class	LAB02 due	Module 3 Correlation and Contingency
19-Sep	20-Sep	21-Sep	22-Sep	23-Sep	24-Sep	25-Sep
		Module 3 Review	Quiz 03 Due	Lab 03 in class	LAB03 due	Module 4 Single and Multiple Regression
26-Sep	27-Sep	28-Sep	29-Sep	30-Sep	1-Oct	2-Oct
		Module 4 Review		Regression discussion in class		Continue with regression

SUN	MON	TUE	WED	THU	FRI	SAT
3-Oct	4-Oct	5-Oct	6-Oct	7-Oct	8-Oct	9-Oct
		Module 4 Review	Quiz 04 Due	Lab 04 in class	LAB04 due	Get ready for midterm
10-Oct	11-Oct	12-Oct	13-Oct	14-Oct	15-Oct	16-Oct
		Midterm review and prep		In person Midterm Exam		Module 5 Predictive Analytics and Decision Trees
17-Oct	18-Oct	19-Oct	20-Oct	21-Oct	22-Oct	23-Oct
		Module 5 Review	Quiz 05 Due	Lab 05 in class	LAB05 due	Module 6 Neural Networks and Ethics
24-Oct	25-Oct	26-Oct	27-Oct	28-Oct	29-Oct	30-Oct
		Module 6 Review	Quiz 06 due	Algorithm discussion in class		Module 7 Logistic Regression
31-Oct	1-Nov	2-Nov	3-Nov	4-Nov	5-Nov	6-Nov
		Module 7 Review	Quiz 07 due	Lab 07 in class	LAB07 due	Module 8 Clustering
7-Nov	8-Nov	9-Nov	10-Nov	11-Nov	12-Nov	13-Nov
		Module 8 Review	Quiz 08 due	Lab 08 in class	LAB08 due	Module 9 Model Comparison
14-Nov	15-Nov	16-Nov	17-Nov	18-Nov	19-Nov	20-Nov
		Module 9 Review	Quiz 09 due	Intro to final LAB		
21-Nov	22-Nov	23-Nov	24-Nov	25-Nov	26-Nov	27-Nov
		Work on final LAB		Thanksgiving		
28-Nov	29-Nov	30-Nov	1-Dec	2-Dec	3-Dec	4-Dec
		Work on final LAB		Final exam review	Final Lab due	
5-Dec	6-Dec	7-Dec	8-Dec	9-Dec	10-Dec	11-Dec
		In Person Final Exam 5:15-7:15				