ORGL-3331: Data Driven Decision Making – Part 2
COURSE SYLLABUS – 2015

Instructor: Dr. Shonda Gibson
Office Location: Online
Office Hours: Online: Mon – Fri 5:30 – 6:30 p.m.; or by appointment
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Title: Numbers Rule Your World
Authors: Fung
Publisher: McGraw Hill
ISBN: 13: 978-0071626538

Supplemental Materials: links and files will be provided in the document sharing tab within the course.

Program Description:
The Bachelor of Applied Science in Organizational Leadership prepares innovative leaders for employment in an increasingly diverse technological and global society. The degree develops practical workplace competencies that meet current and future challenges through a real world coursework utilizing personalized academic mentoring and tutoring. The coursework focuses on team building, ethical decision making, enhanced communication skills, critical thinking, and people skills. Graduates of this program pursue careers in education, government, nonprofit, and business organizations.

Competency Cluster Description: This two term course examines the role of quantitative data in managerial and entrepreneurial decision-making. The course draws upon quantitative tools and analyses from several disciplines, especially, statistics, economics, accounting, and finance. The course study demonstrates the usefulness of these tools and analyses in providing optimal technical options in decision-making situations. The emphasis of the course is on the interpretation and translation of data into information for the benefit of internal and external consumers.

Course Learning Outcomes: Upon completion of this course, the student will be able to:

1. DATA ANALYSIS: Identify and select appropriate data analysis (descriptive Statistics, regression, Pareto Charts, etc.)
2. DATA REACTION: Understand the appropriate data reaction/response to internal and external data.
3. DATA RESPONSE: Utilize appropriate actions to data.
4. DATA REPORTING - CULMINATING PROJECT: Demonstrate ability to connect all seven course learning outcomes from DDDM 1 and 2.

MODULE REQUIREMENTS

Pretest

The Pretest for this course assesses your knowledge of Data Driven Decision Making (Part 1) – Types of Data, Data Identification, Data Collection, and Data Presentation.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course.

Posttest

The Posttest for this course assesses your knowledge of Data Driven Decision Making (Part 1) – Types of Data, Data Identification, Data Collection, and Data Presentation.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency, you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

Students who are unable to successfully complete all competencies mapped to a course, upon approval of their instructor have the option to receive a mark of "X" (incomplete) in the course in which they are maintaining satisfactory progress toward competency completion. You must re-register for the course again in the subsequent term. You understand that the grade of X will remain on your transcript indefinitely. However, failure to re-register for the course during the next term will result in a grade of F being posted for your incomplete competency course.

Culminating Project - Getting Started with DDDM:

This assignment will aid the student in demonstrating proficiency of all competencies in this course and will serve as the overall course assessment tool. Students are expected to complete the DDDM Workbook, demonstrating proficiency in all course learning outcomes.

In order to demonstrate competency you must achieve an Average of 80% or higher for the Posttest and Culminating Project.

TECHNOLOGY REQUIREMENTS

Instructional / Methods / Activities Assessments

eCollege provides the Module infrastructure, and all work except that one text will be available online. A student has a personal account in eCollege for Module materials, external links, and the opportunity for asynchronous online discussions.

1. DSL or faster Internet connection (Live Chats and Online Presentations)
2. Working knowledge of Microsoft PowerPoint
3. Working knowledge of Microsoft Word
4. Working knowledge of Microsoft Excel

ACCESS AND NAVIGATION

1. DSL or faster Internet connection (i.e., Live Chats Online Presentations, Blogging,)
2. Access to **Microsoft PowerPoint**
3. Access to **Microsoft Word**
4. Access to **Microsoft Excel**

COMMUNICATION AND SUPPORT

You may contact me in person during office hours or online through eCollege or University email. If you need to leave me a message, please indicate what specific assistance you need. If there is an emergency and you need help from the department, call the main office. Technical support is provided through eCollege. See the eCollege sign-on page.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course 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. (See *Code of Student Conduct from Student Guide Handbook).* Students are expected to maintain high standards of integrity and honesty in all their scholastic work. To reduce the likelihood of plagiarism, adoption of detection Software (Turnitin) which will be run against all papers submitted. **Papers showing excessive or undocumented similarities with sources will result in an F for the paper and the Module.**

Academic Integrity:

Students are responsible for adhering to standards of academic integrity. Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity students are expected to act in accordance with this principle. Failing to adhere to academic integrity constitutes academic dishonesty.

Academic Dishonesty:

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMUC Catalog.

Cheating is defined as:

- Copying another's test of assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Collusion is defined as:

Collaborating with another, without authorization, when preparing an assignment

Plagiarism Policy:

Plagiarism is taking credit for someone else's words, ideas or images and then submitting that work for credit as if it were one's own without appropriate acknowledgement of the author. Any student suspected of cheating, submitting the work of another student, or submitting the work of another party and failing to cite his/her sources will be investigated fully, reported to college officials, and disciplined according to college guidelines.

Incompletes

Students who are unable to successfully complete all competencies mapped to a course, upon approval of their instructor have the option to receive a mark of "X" (incomplete) in the course in which they are maintaining satisfactory progress toward competency completion. You must re-register for the course again in the subsequent term. You understand that the grade of X will remain on your transcript indefinitely. However, failure to re-register for the course during the next term will result in a grade of F being posted for your incomplete competency course.

University Specific Procedures:

ADA Statement

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
Student Disability Resources & Services

COURSE OUTLINE/CALENDAR		
Module Topic	**Materials to Read and Review**	**Suggested Assignments**
PRETEST	**NO REVIEW NEEDED**	**COMPLETE ON FIRST DAY**

Big Data and Deviation	**Fung:** Read Introduction and Chapter 1 Fast Passes/Slow Mergers - The Discontent Of Being Averaged: Always Ask About Variability **Read article:** From Data to Decisions – The Power of Analytics **Videos** – Listening to 100M Customers Short link address: http://bcove.me/fu5d5vcb Long web address: http://blogs.teradata.com/customers/listening-to-100m-customers-with-unified-data-architecture	**Discussion** **Quiz**
Causal vs Correlational Models	**Fung:** Read Chapter 2 Bagged Spinach/Bad Score - The Virtue Of Being Wrong: Pick Useful Over True **Read Article:** Benefits of Using Data to Make Decisions **Video:** The danger of mixing up causality and correlation: Ionica Smeets http://www.youtube.com/watch?v=8B271L3NtAw	**Discussion** **Quiz**
Group Differences	**Fung:** Read Chapter 3 Item Bank/Risk Pool - The Dilemma Of Being Together: Compare Like With Like **Read Article:** The importance of statistics in management decision making **Video**: Anne Milgram - http://www.ted.com/talks/anne_milgram_why_smart_statistics_are_the_key_to_fighting_crime	**Weekly Reflection Paper** **Weekly Discussion** **Weekly Quiz**
Errors	**Fung:** Read Chapter 4 Timid Testers/Magic Lassos - The Sway Of Being Asymmetric: Heed The Give-And-Take Of Two Errors **Read article:** Trust the evidence, not your instincts.	**Discussion** **Quiz**
What is Big Data?	**Fung:** Read Chapter 5 Jet Crashers/Jackpots - The Power Of Being Impossible: Don't Believe What Is Too Rare To Be True	**Discussion** **Quiz**

	Video: Aiden and Michel discuss the Ngram – making sense of too much data: *http://www.ted.com/playlists/56/making_sense_of_too_much_data*	
Five Aspects of Statistical Thinking	**Fung:** Read Conclusion - Five Aspects Of Statistical Thinking	**Discussion** **Quiz**
POSTTEST	**REVIEW ALL NECESSARY MODULES**	**COMPLETE BEFORE FINAL DAY**
CULMINATING PROJECT	**DATA ANALYSIS REPORT**	**REQUIRED ASSIGNMENT:** **Complete the entire DDDM Workbook** **Submit to dropbox for grading** **Place into ePortfolio upon successful completion, as directed by instructor.**