DA 200

DATA ANALYTICS:

WINTER, 2020

INSTRUCTOR INFORMATION

- **Instructor:** Stephanie Besser
- **Email:** sbesser1@depaul.edu
- **Office Hours:** By Appointment
- **Location:** Online
- **Phone:**
- **Preferred Contact:** via email
- **Course Dates:** January – March 21, 2021
- **Course Location and Delivery Format:** Online

You can expect a response within 48 hours.

COURSE DESCRIPTION

DA 200 Data Analytics is designed as an introduction to fundamental techniques of data analytics and the various fields, such as various Business majors (Accountancy, Economics, Finance, Marketing, Management, and Operations), which use data to gain insights and make informed decisions. Students will learn a wide variety of analytical and business intelligence tools to demonstrate their ability to execute, understand, present, and discuss analytical results. Thus, building a strong foundation in data-driven decision making.
COURSE LEARNING OUTCOMES AND COMPETENCIES

After completing this course, you will be able to:

- Retrieve and manipulate data for analysis.
- Evaluate scenarios to support optimal decision making.
- Interpret and communicate analyses and results effectively.

COURSE COMPETENCIES

In this course, you will develop the following competencies:

<table>
<thead>
<tr>
<th>Competence</th>
<th>Competence Statement and Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1X</td>
<td>Can implement data-driven solutions to business problems</td>
</tr>
<tr>
<td>FX</td>
<td>Can apply data-driven concepts and tools to one’s focus area</td>
</tr>
<tr>
<td>S5</td>
<td>Can explain and evaluate the nature and process of science</td>
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</table>

Optional ZOOM sessions on Saturdays, 11AM–12PM, weeks 1, 3, 5, 7, 9
LEARNING STRATEGIES & RESOURCES

COURSE PREREQUISITES

This is an online course. You will need at minimum:

- Frequent access to a computer that connects to the Internet.
- A working e-mail account that you check regularly (and that is updated in Campus Connection)
- Access to a software suite - Microsoft Office (Word, Excel, Power Point). If you do not have access to Office, you can download a free, open source alternative such as Open Office (http://www.openoffice.org/) that will give you the same basic functionality.
- The ability to view video files.

REQUIRED MATERIALS

To buy your books, go to http://depaul-loop.bncollege.com

REQUIRED READING


Exploring Microsoft Office Excel 2019 Comprehensive


Approximately $143.00 to buy or $60.00 to rent

RECOMMENDED READING (NOT REQUIRED):

To be assigned and made available as needed.
# LEARNING DELIVERABLES

## COURSE GRADING CRITERIA & SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 to 100</td>
<td>A-</td>
<td>90 to 93.99</td>
<td>B+</td>
<td>87 to 89.99</td>
</tr>
<tr>
<td>B</td>
<td>83 to 86.99</td>
<td>B-</td>
<td>80 to 82.99</td>
<td>C+</td>
<td>77 to 79.99</td>
</tr>
<tr>
<td>C</td>
<td>73 to 76.99</td>
<td>C-</td>
<td>70 to 72.99</td>
<td>D+</td>
<td>67 to 69.99</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69.99</td>
<td>F</td>
<td>59.99 or below</td>
<td>INC</td>
<td>INC</td>
</tr>
</tbody>
</table>

Grades lower than a C- do not earn credit or competence at the School of Continuing and Professional Studies.
## Percentage distribution of Assessments

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (x9)</td>
<td>45%</td>
</tr>
<tr>
<td>Discussion (x3)</td>
<td>15%</td>
</tr>
<tr>
<td>Project proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Project (Paper)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

There are 10 assignments in total that are to be completed on MyITLab. Each can be attempted multiple times before the deadline, and the highest score from each attempt will be taken. The lowest score from the 10 will be dropped.

## GRADING POLICIES AND PRACTICE

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Completed work must be uploaded on D2L. This includes all assignments and the final project. The discussions and recaps are completed on D2L. The due dates for each of the assignment are on the course calendar. All late submissions without an approved extension will receive a 5% penalty for each day late. All coursework, with or without an approved
extension, must be turned in by the end of the 10th week. After which, no submissions will be
accepted.

Pass/Fail Grade Policy

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to
request the option by the end of the second week of the course. SCPS students can email their requests to
their advisors and include the course number, quarter, and student ID number. Non-SCPS students need
to contact their home college for instructions on submitting these requests. Please review the P/F
guidelines, course restrictions and GPA implications in the University catalog before making your
request. A grade of Pass represents a D or better standard and therefore will not meet requirements that
have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students
beyond the university guidelines, please refer to the SCPS catalog.

Minimum SCPS Grade Policy

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a
grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the
Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in
these programs can be completed with a grade of D or better. SCPS degree completion major programs
(BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs.
SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses
taken at DePaul or transfer work applied to competence requirements

Incomplete (IN) Grade

This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from
completing the course requirements by the end of the term may request a time extension to complete the
work.

- The student must formally initiate the request by submitting the Contract for Issuance of
  Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of
  a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier
  but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed
  upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of
  satisfactory academic progress.
This course consists of 11 modules. The estimated time to complete each module is between 5 and 10 hours per week. However, estimated time will vary among students in a course. The following table outlines the course. Please note that all course materials are available on MyITLab. *Students must have an active account to view them.*

<table>
<thead>
<tr>
<th>Week, Module # and Title</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Module 1 Introduction to Excel | **Required**  
**Highly Encouraged**  
Ungraded simulation exercises on MyITLab  
**Optional**  
Module 1 Power Point Slides  
Ungraded Assignment - Chapter 1 Assignment in Module 1 | 1.1 Discussion 1 |
| Module 2 Formulas and Functions | **Required**  
**Highly Encouraged**  
Ungraded Simulation exercised on MyITLab  
**Optional**  
Module 2 Power Point slides | 2.1 Assignment 1 |
<table>
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<tbody>
<tr>
<td>Module 3 Charts</td>
<td><strong>Required</strong>&lt;br&gt;Poatsy, M., Mulbery, K., Davidson, J., and Grauer, R. (2019). Exploring Microsoft Office Excel 2019 Comprehensive. Chapter 3. Charts: Depicting Data Visually.&lt;br&gt;Readings relating to data visualizations and storytelling <strong>Highly Encouraged</strong>&lt;br&gt;Ungraded simulation exercises on MyITLab</td>
<td>3.1 Assignments 2&lt;br&gt;3.2 Discussion 2</td>
</tr>
<tr>
<td>Week, Module # and Title</td>
<td>Readings</td>
<td>Assignments</td>
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| **Module 10: Power Add-Ins** | **Highly Encouraged**  
Ungraded simulation exercises on MyITLab  
**Optional**  
Module 9 Power Point slides | 10.1 Assignment 9 |
| **Module 11: Additional Specialized Functions: Using Text, Database, and Lookup Functions** | **Required**  
**Highly Encouraged**  
Ungraded simulation exercises on MyITLab  
**Optional**  
Module 10 Power Point slides | 11.1 Assignment 10  
11.2 Discussion 3  
Final Term Project  
Optional: 12.1 Assignment 11 |
| Optiona: Module 12: Templates, Workbook Inspection, and Macros | **Required**  
**Highly Encouraged**  
Ungraded simulation exercises on MyITLab  
**Optional**  
Module 11 Power Point slides |  |
To see the course due dates, please check the Calendar on your course home page.

**GENERAL ASSESSMENT CRITERIA FOR ALL WRITING ASSIGNMENTS**

*All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.*

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback–by–Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors will not necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you’ll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit [https://condor.depaul.edu/writing/](https://condor.depaul.edu/writing/).
DISCUSSION FORUMS

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see “Course Expectations” in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask ‘process’ questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

COURSE EXPECTATIONS

TIME MANAGEMENT AND ATTENDANCE

SCPS courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SCPS involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.
If you find yourself getting behind, please contact the instructor immediately, as the course builds upon previous week course materials. Falling behind will make it difficult for you to understand future course material.

**YOUR INSTRUCTOR’S ROLE**

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not the instructor's responsibility to make sure you log in regularly and submit your assignments. The instructor's role will be to read all postings to the general discussion forums on a daily basis, but the instructor may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" designating the online availability to respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger, or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

**YOUR ROLE AS STUDENT**

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

View this brief demo Taking SCPS courses in D2L to learn how to navigate through your course.

*If you are new to SCPS, see additional resources on the course home page under Student Resources/Getting Started.*
COURSE NETIQUETTE

Online discussions are an important part of your course experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Be polite.
- Respect other participants' views or opinions.
- Think before you write, and ask yourself if you would say the same thing in person.
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.).
- Be sensitive to cultural differences.
- Avoid hostile, curt or sarcastic comments.
- No objectionable, sexist, or racist language will be tolerated.
- Create a positive online community by offering assistance and support to other participants.

COURSE POLICIES

APA citation format (GRAD) Academic Integrity Policy (GRAD)
Academic Integrity Policy (UGRAD)
Incomplete (IN) and Research (R) Grades Expiration Policy
Withdrawal/Drop Policy and Withdrawal Tuition
Accommodations Based on the Impact of a Disability

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

Protection of Human Research Participants

OTHER RESOURCES FOR STUDENTS

University Center for Writing-based Learning
Dean of Students Office
STUDENT EVALUATIONS

At the end of this course, you will be provided with the opportunity to evaluate this course. Course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn’t can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors’ peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don’t miss this opportunity to provide feedback!

CREDITS

This course was designed and produced by Stephanie A. Besser and staff at SCPS Online of the School of Continuing and Professional Studies of DePaul University.

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