Course Description
This course focuses on the characteristics, uses, and design strategies for IT-enabled managerial decision support. Data-oriented methods for business intelligence and organizational decision making are emphasized. Technology context includes an overview of business intelligence framework, business process management and application-based business analytic and reporting. Specific techniques include business reporting using pivot tables, extraction, cleaning and querying of business data. Application areas include healthcare, retailing and manufacturing etc.

Course Format
This course is based on learning modules. Students are expected to be active learners and take initiatives in completing the learning activities scheduled for each module. For each module, students need to read the appropriate chapter in the textbook, work on assignments and group projects, and take quizzes and exams. I'm here available to help you as a facilitator of learning.

Minimum Technical Skills
Students are expected to be able to use basic productivity software such as Microsoft Office, browse the course Blackboard Learn website and submit assignments and projects, and view and record videos using software such as Blackboard Collaborate.

Textbook

Use of Web Site
Course materials are posted online in Blackboard at http://mycourses.utrgv.edu. Student assignments and group projects need to be submitted through Blackboard. For questions and technical support on using Blackboard, please contact the COLTT help desk at (956)665-5327.

Course Learning Goals and Outcomes
Upon completion of the course, students will be able to:
1. Students will apply business intelligence techniques on big data to obtain useful insights for decision support in organizations.
2. Students will demonstrate effective analytic and modeling skills to solve business problems.

Robert C. Vackar College of Business and Entrepreneurship Mission and Learning Goals
Our mission is to be the agent of innovation, knowledge discovery, and economic development in South Texas, Northern Mexico, and beyond, by offering a rigorous curriculum informed by experiential learning, high quality research, and community partnerships. Your mastery of these learning goals and objectives help us to achieve this mission.
The Robert C. Vackar College of Business Entrepreneurship has adopted the following learning goals that each student should achieve while in the degree program. Not all goals and objectives are covered in each course; however, all goals and objectives should be addressed throughout the degree program.

### BBA Learning Goals

<table>
<thead>
<tr>
<th>BBA Learning Goals</th>
<th>This course contributes to the following College of Business and Entrepreneurship learning goals:</th>
<th>How measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate foundational knowledge of functional area concepts and theories.</td>
<td>☑️</td>
<td>Individual Assignments</td>
</tr>
<tr>
<td>Demonstrate effective business communication skills.</td>
<td>☑️</td>
<td>Group report and presentation</td>
</tr>
<tr>
<td>Apply sustainable practices (economic, social and ethical, and environmental) to business decision-making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of how globalization, including conditions on the US-Mexico border, shape effective business decision making.</td>
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<td></td>
</tr>
<tr>
<td>Apply quantitative analytical skills to business decision-making.</td>
<td>☑️</td>
<td>Group projects</td>
</tr>
<tr>
<td>Demonstrate the ability to critically analyze business issues.</td>
<td>☑️</td>
<td>Class discussions</td>
</tr>
</tbody>
</table>

### Information Systems Major Learning Objectives

<table>
<thead>
<tr>
<th>Information Systems Major Learning Objectives</th>
<th>This course contributes to the following Department of Information Systems learning objectives:</th>
<th>How measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the role of the Information Systems department is to align Information Systems projects to the strategic goals of the company and to enhance organizational effectiveness.</td>
<td>☑️</td>
<td>Class discussions</td>
</tr>
<tr>
<td>Students will understand concepts needed to design and implement information systems infrastructure.</td>
<td>☑️</td>
<td>Individual Assignments</td>
</tr>
<tr>
<td>Students will be able to design and implement information systems infrastructure.</td>
<td>☑️</td>
<td>Group projects</td>
</tr>
<tr>
<td>Students will be able to communicate effectively orally and in writing.</td>
<td>☑️</td>
<td>Group report and presentation</td>
</tr>
</tbody>
</table>

### Modular Course Design

There are altogether 7 course modules, each covering 2 weeks. For each module, the first week is individual-oriented with class discussions and individual assignments, whereas the second is group-oriented with group projects. The last week (15th) will be for group presentations of final project reports and class discussions.

Class discussions, individual assignments and group projects must be submitted through Blackboard. Be sure that all required elements are included in your submission.

Without an official document, the following rules will apply to late assignment submissions:
Within 24 hours ......................... 80 %
Within 48 hours ......................... 50 %
After 48 hours ......................... 0 %

Late submissions with acceptable official excuses will be given full credit. However, they must be submitted within a reasonable time period. Assignments submitted after that will be graded using the penalties indicated above. Students will be dropped from the course if the required work (with or without credit) is not submitted within 7 calendar days.

Athletic events and routine or pre-planned company assignments are not acceptable excuses for late work. Affected students should make arrangements for their assignments to be submitted prior to the deadline given.

The sub-elements and the final group project must be submitted on time. Students will be dropped from the course if they failed to submit sub-elements by the deadlines. Late projects will be reviewed but they will not be graded nor awarded credit.

**Grading Policies**

<table>
<thead>
<tr>
<th>Module</th>
<th>Deliverable</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6</td>
<td>Individual Assignments (including Example, Activity, Assessment)</td>
<td>20 × 6</td>
</tr>
<tr>
<td></td>
<td>Class Discussion</td>
<td>20 × 6</td>
</tr>
<tr>
<td></td>
<td>Group Project</td>
<td>20 × 6</td>
</tr>
<tr>
<td>7</td>
<td>Group Project Presentation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Class Presentation Discussion</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Group Project Report</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>420</strong></td>
</tr>
</tbody>
</table>

Final grades assigned for this course will be based on the total points earned and are assigned as follows:
- A = 380 or above
- B = 340-379
- C = 300-339
- F = Below 300

**Class Expectations**
The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.
1. Academic integrity will be appraised according to the student academic behavior standards outlined in The University of Texas Rio Grande Valley Student Handbook.
2. Don’t turn in late assignments. Late submissions will result in a lower grade.
3. Work with others. You are required to make every effort to work effectively and promptly with others in your groups. Fair criticism of your failure to work effectively with others will significantly affect your collaboration and participation grade.

**Discussion Topics**
Many of the "rules of the road" or protocols that apply to e-mail also apply to the use of discussions. Use the following conventions when composing a discussion posting:
1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions (see above E-mail Protocols).
3. Use the appropriate Discussion Topic.
5. A helpful hint for use with both discussions and e-mail --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition into e-mail or the discussion. This also saves online time.
6. Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
7. Respect each other’s ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject” headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else’s posting.
12. Do not use postings such as "I agree," "I don’t know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the General Help forum for questions about course material or assignments. There is a thread for each week, and please post questions accordingly.

Netiquette Guidelines
Netiquette is internet etiquette, or a set of expectations that describe appropriate behaviors when interacting online. It is important to understand that you will be held to the exact same standards of students taking a face-to-face course. In fact, for 100% online courses, your online classroom behavior may be the only interaction you have with your faculty and classmates, therefore making your netiquette even more important. Remember, you only get to make a first impression once, irrespective of the course delivery method.

Be courteous. You only get one chance for an online first impression. Make it count. Do not say or do anything in an online classroom that you would not do in a face-to-face classroom. This includes not “YELLING” (typing in all caps), not “flaming” (attacking someone, such as insults and name-calling), and/or not dominating the discussion.

Be a good classmate. Remember your own role as a student. Follow your instructor’s directions at all times. Be authentic and collaborative with fellow students. Be aware of cyberbullying and make every attempt to eliminate it. Appreciate the diversity and different communication styles of your peers. Remember, since this class is online, you may have classmates from all over the world.

Be professional. Proofread your own writing for spelling, grammar, and punctuation to prevent miscommunication. Avoid slang, sarcasm, or emotionally-charged writing, as tone can be difficult to translate online. Profanity and offensive language will not be tolerated. Do not use abbreviations (2moro, 2T, B@U) or emoticons in your online class unless your professor approves and supports such writing styles.

Academic Integrity
Cheating of any kind is not acceptable and will not be tolerated. Some of the more common types of academic dishonesty relate to the following:

- Plagiarism - Do not use published and/or unpublished material without acknowledging the source. Do not cut and paste materials directly from other sources without paraphrasing or quotation.
- Cheating on assignments or projects – Do not collaborate with other students unless it is specifically stated by the instructor that working with others is allowed (e.g., a team project).
- Cheating on exams – Do not acquire from, or give information to, other students about exams. Do not use materials or resources during exams that are not expressly permitted by the instructor.

Penalties for cheating and plagiarism may range from an F on a particular assignment, an F for the course, to expulsion from the university. Violators of the University's policy on Academic Integrity will be referred to the Office of Student Judicial Services for hearings, and will automatically receive an "F" for the course if found guilty.

Students with Disabilities
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can
be provided at any time. **Brownsville Campus**: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus**: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

**Mandatory Course Evaluation Period**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account ([http://my.utrgv.edu](http://my.utrgv.edu)); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

**Sexual Harassment, Discrimination, and Violence**

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

**Important Dates**

- January 14: Classes begin
- January 18: Last day to withdraw for an 80% refund
- January 30: Census Day
- March 11-16: Spring Break
- April 10: Drop/Withdrawal Deadline
- May 2: Study Day; no classes

**Course Schedule**

This syllabus and schedule are subject to change in the event of extenuating circumstances.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (1/16 &amp; 1/23)</td>
<td>Business Intelligence and Decision Support</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2 (1/30 &amp; 2/6)</td>
<td>Data Summarization</td>
<td>Chapters 2 &amp; 18</td>
</tr>
<tr>
<td>3 (2/13 &amp; 2/20)</td>
<td>Data Storage and Retrieval</td>
<td>Chapters 3 &amp; 5</td>
</tr>
<tr>
<td>4 (2/27 &amp; 3/6)</td>
<td>Data Warehousing</td>
<td>Chapters 3, 6 &amp; 7</td>
</tr>
<tr>
<td>5 (3/20 &amp; 3/27)</td>
<td>Information Organization</td>
<td>Chapters 4, 9 &amp; 10</td>
</tr>
<tr>
<td>6 (4/3 &amp; 4/10)</td>
<td>Data Mining</td>
<td>Chapters 15 &amp; 16</td>
</tr>
<tr>
<td>7 (4/17, 4/24 &amp; 5/1)</td>
<td>Intelligence System Integration</td>
<td></td>
</tr>
</tbody>
</table>