Data Based Decision Making
UNIV 7111

Technical Information

Students enrolled in this hybrid course section must have an internet connection, an e-mail address, and a web browser. You may send and receive email inside eLearn also.

Technical Assistance

For problems with hardware, software, or browser call 678-8888

Description

This course combines resources and communicative power of the internet, videos, lectures, PowerPoints, discussions and readings to create a learning community where students and instructor explore interact to explore, articulate, and learn about the developing adult at three stages:

- **This course will examine how you interpret research data and turn it into useful or meaningful information. Students will study the use of business intelligence to prepare and present useful information in supporting conclusions and decision-making.**

Course Objectives

- Provide understanding for the study of Decision-analysis Techniques
- Develop the necessary working background in
  - Model Building
  - Analysis for decision making
  - Develop systematic thinking about complex problems
  - Improve quality of decisions
  - Gain practice in real-world problem solutions
- Develop the skills needed
  - Structure a problem and arrive at a decision
  - Understand and represent decision modeling
  - Prepare and present the analysis and subsequent decision


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ISBN-10: 0-538-79757-6

Methods and Activities

This course will include textbook readings, eLearn asynchronous group discussion, written papers, quizzes, and a final project presentation.

Your grade for this course will be based on your performance in several areas. The ability to express yourself articulately in written form is a top priority. Written assignments should be constructed using standard English spelling, grammar, sentence, and paragraph construction. The following guidelines will be used to evaluate written assignments:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>5%</td>
</tr>
<tr>
<td>Grammar</td>
<td>15%</td>
</tr>
<tr>
<td>Organization</td>
<td>10%</td>
</tr>
<tr>
<td>Readability</td>
<td>10%</td>
</tr>
<tr>
<td>Content of Argument/Exposition</td>
<td>40%</td>
</tr>
<tr>
<td>Substantiation</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Written assignments should be word-processed and double-spaced unless noted otherwise. All work should be formatted according to the APA (American Psychological Association) style. Please follow the guidelines available at http://www.dianahacker.com/resdoc/. A link to a sample paper written in APA format is available on the home page.

If you would like to strengthen your writing skills there are a number of services on campus that are designed to assist you. I will be glad to offer recommendations. The following rationale will influence the assignment of grades for essays:

A. Clear and specific answers, directed at questions posed; detailed understanding of the readings; sound organization; few or no mechanical errors; clear, unambiguous sentences, perhaps with a touch of elegance. In an "A" essay, a lively, intelligent voice seems to speak. It has something interesting to say, says it clearly and gracefully to an appropriate audience, and supports it fully.

B. Clear and specific answers, directed at questions posed; organization and continuity; probably some minor mechanical errors, but no major
ones; slightly awkward style may be present at times; ideas are reasonable and grounded in the readings. In a "B" essay, work and thought have obviously gone into the essay; the writer has a definite point to make and makes it in an organized and competent way.

C. Weak, fuzzy or trivial answers; a certain amount of confusion about what the readings actually say; many minor mechanical errors and perhaps a few major ones (such as incomplete sentences or consistent misuse of apostrophes); examples given for their own sakes or to demonstrate only that the writer has read rather than to prove a particular point; unclear organizational structure; words misused; diction is inconsistent; proofreading is weak; the intended audience is unclear. A "C" essay contains some good ideas, but the writer needs help and work to make them clear to the reader.

D. Answers partial or mission; major mechanical problems; poor organization; serious misinterpretation of readings; stretches of logic; narrative account of the readings with no apparent purpose; essay shorter than the assigned length or otherwise written with disregard for instructions. In a "D" essay, the writer doesn't really have a point to make and has some serious problems writing.

F. The essay is plagiarized in part or as a whole, reveals that the writer has probably not read, or shows general weaknesses even greater than those of a "D" essay.

Guidelines for Discussions

You will engage in a series of discussions throughout the semester. For each discussion (excluding the introduction and wrap up), you will post a minimum of three posts.

- Your first post must be 2 substantial paragraphs answering the topic and cite your sources underneath if you use information that is not your own—which is most of the time.
- Your remaining two posts should be in response to a classmate’s post in which you further the conversation by asking a question, asking for clarification or adding more facts form the readings to their post.
- Each post should be on a different day of the week. Posts made on the same day as another will not earn credit. (WAIVED for Summer term)
- You must post within the week on the course schedule. You cannot post ahead of schedule.
- Absolutely NO credit is given for late posts and no makeups for discussions are allowed.

You will have 3 quizzes. To be successful on these, you must read the textbook or the lecture posted in the module – WITHOUT FAIL. You should also view the PowerPoints.
Guidelines For Quizzes

Hint: While you are reading the online lecture or the textbook, TAKE NOTES and study those notes for the quiz.

Quizzes are 10 T/F or MC questions worth 2 points each, and you have 30 minutes to take them. You only get one attempt so make sure you are at a reliable internet connection and are ready to take it before you click on it. Only under extreme justification will a quiz be reset.

Guidelines for Final Project

The final project covers XXXXXXXXXXXXXXX

<table>
<thead>
<tr>
<th>Assignment Value</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Introduction Post</td>
<td>10</td>
</tr>
<tr>
<td>Structuring the Problem</td>
<td>30</td>
</tr>
<tr>
<td>Structuring and Decision Maker's Values</td>
<td>30</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>20</td>
</tr>
<tr>
<td>Discussion TBA</td>
<td>30</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>20</td>
</tr>
<tr>
<td>Discussion TBA</td>
<td>30</td>
</tr>
<tr>
<td>Project Proposal</td>
<td>50</td>
</tr>
<tr>
<td>M3 Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Discussion TBA</td>
<td>30</td>
</tr>
<tr>
<td>Final Project and Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Wrap up Discussion</td>
<td>10</td>
</tr>
<tr>
<td>Total Points Available</td>
<td>380</td>
</tr>
</tbody>
</table>

To arrive at your final grade, simply look at your total points earned and compare to the list below to get your letter grade.

A = 342-380 points
B = 304-341 points
C = 266-303 points
D = 228-265 points
F = 227 and Below
Other Course Policies

Plagiarism

Plagiarism is a serious academic offense. The University of Memphis regards plagiarism as academic dishonesty. Consequences of plagiarism include failing an assignment, receiving a lower course grade, and even failing a course. According to the University of Memphis Code of Student Rights and Responsibilities (also called the Student Handbook), 'plagiarism' is “[t]he adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution.” The Student Handbook is posted online at http://www.memphis.edu/studentconduct/pdfs/csrr.pdf. The Office of Student Conduct also addresses plagiarism on its website: http://www.memphis.edu/studentconduct/misconduct.htm.

You are committing plagiarism if you:

Submit someone else’s work as your own.

- Buy or download a paper from a paper mill, website, or other source.
- Copy and paste text (a few words or entire paragraphs) from Wikipedia, Westlaw, Lexis-Nexis, or another website without duly acknowledging the original source.
- Reproduce or paraphrase sentences, paragraphs, or ideas from someone else’s work (published or unpublished), without giving the original author credit.
- Improperly omitting or misusing quotation marks (we’ll discuss this in class).
- Replace select words from a passage without giving the original author credit.
- Copy any type of multimedia (graphics, audio, video, etc.), computer programs, graphs, or charts from someone else’s work without giving the original author credit.
- Piece together phrases, ideas, and sentences from a variety of sources to write a paper.
- Build on someone else’s idea or phrase without giving the original author credit.
- Submit your own paper in more than one course without permission.

Students with Disabilities

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the office of Disability Resources for Students. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility for specific accommodations. It is the student's responsibility to initiate contact with the office of Disability Resources for Students and to follow the established procedures to get registered with their department. The office of Disability Resources for Students is located at 110 Wilder Tower; 678-2880; www.memphis.edu/drs.

Dealing with Harassment

The University of Memphis believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

1. The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate.
2. You may speak to the instructor, the Department Chair (678-2716), or the University’s Affirmative Action Officer (678-2713).
3. You may contact the Assistant Dean of Students (678-2298), in the Office of Student Judicial Affairs.

It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly. In all complaints of discrimination, including sexual harassment, the Office of Institutional Equity will be notified.

If any of you need educational assistance, please see the following campus resources:

- Tutoring and assistance in study skills: Contact the Educational Support Program (ESP) Office. This office offers individual and group tutoring, consultation, study strategies, writing assistance, and other services. http://www.memphis.edu/esp
• NOTE: First-generation college students and/or on a Pell Grant might also be eligible for assistance through the Trio Program at Student Support Services.  http://saweb.memphis.edu/trio/

• There are also several services available for online students through the Online Student Orientation site.  http://memphis.edu/oso/services.php

• Students may also review important semester deadlines through the registrar’s calendar.  http://www.memphis.edu/registrar/calendars/dates/14s_dates.php