**THE UNIVERSITY OF HONG KONG**

**FACULTY OF BUSINESS AND ECONOMICS**

**IIMT2641- Introduction to Business Analytics**

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| **GENERAL INFORMATION** | | | | | | |
| Instructor: Dr. Lei Xiao  Email: TBA  Office: TBA  Phone: TBD  Consultation times: By appointment or Office Hour TBD  Tutor: TBD  Course Website: Moodle  The following software/programming languages are used in this course: Excel and R | | | | | | |
| **COURSE DESCRIPTION** | | | | | | |
| Big data has fundamentally reshaped business, industry, and society. In this course, you will learn how to use data and analytics to give an edge to your career and your life. We will examine real world examples of how analytics have been used to significantly improve business decisions. Through these examples, you will learn the following analytics methods: decision trees, linear regression, logistic regression, clustering, and text analytics. We will be using the statistical software R to build models and work with data. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | |
| 1. Obtain solid understanding about common analytics methods in business situations 2. Formulate the right business problem and identify suitable analytics methods 3. Carry out the analysis using software tools 4. Present analysis results in business relevant language | | | | | | |
| **FACULTY LEARNING GOALS (FLGs)** | | | | | | |
| **FLG1**: Acquisition and internalization of knowledge of the programme discipline  **FLG2**: Application and integration of knowledge  **FLG3**: Inculcating professionalism  **FLG4**: Developing global outlook  **FLG5**: Mastering communication skills  **FLG6**: Cultivating leadership | | | | | | |
| **COURSE LEARNING OUTCOMES** | | | | | | |
| **Course Learning Outcomes** | | | | **Aligned Faculty Learning Goals** | | |
| CLO1: Clearly identify and formulate the relevant business problem  CLO2: Select and use effective methods to address the business problem  CLO3: Use software tools to provide solution to the issue at hand  CLO4: Communicate the solution effectively | | | | FLG1  FLG2  FLG2, 4  FLG3, 5, 6 | | |
| **COURSE TEACHING AND LEARNING ACTIVITIES** | | | | | | |
| **Course Teaching and Learning Activities** | | | | | **Expected contact hour** | **Study Load**  **(% of study)** |
|  | | | | | | |
| T&L1. Interactive lectures  T&L2. Tutorials  T&L3. Self-study  T&L4. Group projects and individual assignments | | | | | 36  12  36  36 | 30%  10%  30%  30% |
| Total | | | | | 120 | 100% |
| **Assessment Methods** | | | **Brief Description (Optional)** | | **Weight** | **Aligned Course Learning Outcomes** |
| A1. Participation  A2. Written assignments  A3. Group project/Midterm  A4. Final exam | | | Attendance & discussions  Effort and accuracy  Effort and accuracy  Effort and accuracy | | 5%  30%  25%  40% | CLO1, 2, 3, 4  CLO1, 2, 3, 4  CLO1, 2, 3, 4  CLO1, 2, 3, 4 |
|  | | | Total | | 100% |  |
| **STANDARDS FOR ASSESSMENT** | | | | | | |
| **Course Grade Descriptors** | | | | | | |
| A+, A, A- | •Demonstrate a strong understanding of all relevant knowledge  •Handling questions professionally  •High participation in discussions  •Present arguments that have an element of originality  •Achieve a standard of excellent performance in the exams with very accurate computation and very good analytical and problem solving skills  •Excellent performance in assignments | | | | | |
| B+, B, B- | •Demonstrate a good understanding of all relevant knowledge  •Handling questions in a logical way  •Good participation in discussions  •Present arguments that go beyond the lecture and textbook  •Achieve a standard of good performance in the exams with accurate computation and good analytical and problem solving skills  •Good performance in assignments | | | | | |
| C+, C, C- | •Demonstrate a basic understanding of the concepts involved  •Fairly address questions as set  •Some participation in discussions  •Present arguments in a well-structure manner  •Meet a standard of acceptable performance in the exams with reasonably accurate computation and acceptable analytical and problem solving skills  •Acceptable performance in assignments | | | | | |
| D+, D | •Demonstrate a minimum understanding of the concepts involved  •Barely address questions as set  •Minimal or no participation in discussions  •Present arguments in a marginally acceptable manner  •Meet a standard of marginally acceptable performance in the exams with some errors in computation and barely adequate analytical and problem solving skills  •Marginally acceptable performance in assignments | | | | | |
| F | •Demonstrate a poor understanding of the concepts involved  •Unable or unwilling to handle questions  •Minimal or no participation in discussions  •Present arguments poorly  •Fail to meet a standard of passing the exams with major errors in computation and inadequate analytical and problem solving skills  •Poorly performance in assignments | | | | | |
| **Assessment Rubrics for Participation** | | | | | | |
| A+, A, A- | •High participation in discussions  •Always attend in-class discussions  •Demonstrate a strong understanding of all relevant knowledge  •Handling questions professionally  •Present arguments that have an element of originality  •Respect others and follow the class rules (no chatting and do not use cell phone) | | | | | |
| B+, B, B- | •Good participation in discussions  •Often attend in-class discussions  •Demonstrate a good understanding of all relevant knowledge  •Handling questions in a logical way  •Present arguments that go beyond the lecture and textbook  •Respect others and follow the class rules (no chatting and do not use cell phone) | | | | | |
| C+, C, C- | •Some participation in discussions  •Sometimes attend in-class discussions  •Demonstrate a basic understanding of the concepts involved  •Fairly address questions as set  •Present arguments in a well-structure manner  •Respect others and follow the class rules (no chatting and do not use cell phone) | | | | | |
| D+, D | •Minimal or no participation in discussions  •Rarely attend in-class discussions  •Demonstrate a minimum understanding of the concepts involved  •Barely address questions as set  •Present arguments in a marginally acceptable manner  •Respect others and follow the class rules (no chatting and do not use cell phone) | | | | | |
| F | •Minimal or no participation in discussions  •Almost never attend in-class discussions  •Demonstrate a poor understanding of the concepts involved  •Unable or unwilling to handle questions  •Present arguments poorly  •Behave poorly in class (often chatting with others, using cell phones, or being late) | | | | | |
| **Assessment Rubrics for Assignments and the Exam** | | | | | | |
| A+, A, A- | •Demonstrate a strong understanding of all relevant knowledge  •Present arguments that have an element of originality  •Achieve a standard of excellent performance in the assessments with very accurate computation and very good analytical and problem solving skills | | | | | |
| B+, B, B- | •Demonstrate a good understanding of all relevant knowledge  •Present arguments that go beyond the lecture and textbook  •Achieve a standard of good performance in the assessments with accurate computation and good analytical and problem solving skills | | | | | |
| C+, C, C- | •Demonstrate a basic understanding of the concepts involved  •Present arguments in a well-structure manner  •Meet a standard of acceptable performance in the assessments with reasonably accurate computation and acceptable analytical and problem solving skills | | | | | |
| D+, D | •Demonstrate a minimum understanding of the concepts involved  •Present arguments in a marginally acceptable manner  •Meet a standard of marginally acceptable performance in the assessments with some errors in computation and barely adequate analytical and problem solving skills | | | | | |
| F | •Demonstrate a poor understanding of the concepts involved  •Present arguments poorly  •Fail to meet a standard of passing the assessments with major errors in computation and inadequate analytical and problem solving skills | | | | | |
| **Assessment Rubrics for Project Report** | | | | | | |
| A+, A, A- | Provides persuasive original, insightful and well-reasoned recommendations that clearly follow from the analysis and effectively address the key issue | | | | | |
| B+, B, B- | Provides well-reasoned recommendations that follow from the analysis and address the key issue | | | | | |
| C+, C, C- | Conducts adequate analysis and provides reasoned recommendations that address the key issue | | | | | |
| D+, D | Offers weak recommendations, which do not address key issue | | | | | |
| F | Fails to identify key issue and/or provide adequate analysis and/or recommendations | | | | | |
| **Assessment Rubrics for Project Presentation** | | | | | | |
| A+, A, A- | Delivers a persuasive, engaging and impactful presentation, and provides well- reasoned answers to address all questions raised | | | | | |
| B+, B, B- | Delivers an engaging presentation and provides well-reasoned answers to address all questions raised | | | | | |
| C+, C, C- | Delivers an adequate presentation and provides answers to address questions raised | | | | | |
| D+, D | Weak presentation and non-persuasive answers to questions raised | | | | | |
| F | Failure to present appropriately and/or provide adequate answers to questions raised | | | | | |
| **COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE** | | | | | | |
| **Week** | **Date** | **Topic** | | | **Case** | |
| 1 |  | Overview: Business Analytics, Probability (Part 1) | | |  | |
| 2 |  | Probability (Part 2), Decision Analysis (Part 1) | | | Summer Job Search | |
| 3 | NO CLASS - Holiday | | | | | |
| 4 |  | Decision Analysis (Part 2), Statistical Inference (Part 1), | | | New Product Development | |
| 5 |  | Statistical Inference (Part 2), Introduction to R | | | Wine Quality Prediction | |
| 6 |  | Linear Regression (Part 1), Linear Regression (Part 2) | | |  | |
| 7 |  | Linear Regression (Part 3), Logistic Regression (Part 1) | | | Healthcare Quality Assessment | |
| 8 | NO CLASS - Reading Week | | | | | |
| 9 |  | Logistic Regression (Part 2), Midterm or Project Preparation | | |  | |
| 10 |  | Clustering (Part 1), Clustering (Part 2) | | | Movie Recommendation | |
| 11 |  | Text Analytics (Part 1), Text Analytics (Part 2) | | | Sentiment Analysis on Twitter | |
| 12 |  | Classification Tree (Part 1), Classification Tree (Part 2) | | | Court Ruling Prediction | |
| 13 |  | Classification Tree (Part 3), Project Presentations | | |  | |
| 14 |  | Project Presentations, Course Review | | |  | |
| **RECOMMENDED READINGS & ONLINE MATERIALS** (e.g. journals, textbooks, website addresses etc.) | | | | | | |
| *The Analytics Edge*. Dimitris Bertsimas, Allison K. O'Hair, and William R. Pulleyblank. Dynamic Ideas LLC., 2016. | | | | | | |
| **MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE** | | | | | | |
| •Conducting mid-term survey in additional to SETL around the end of the semester  •Email communication | | | | | | |
| **COURSE POLICY** (e.g. plagiarism, academic honesty, attendance, etc.) | | | | | | |
| 1. Academic dishonesty includes cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Academic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on an exam or other assignment. 2. An orderly learning environment is extremely important for this course. Disruptive behaviors are inconsiderate to other students as well as to the instructor, and are absolutely unacceptable. Talking during lectures, arriving to class late, and any other disruptions of mobile devices are not allowed; students who are responsible for any of these actions will be subject to academic penalty and will be asked to leave the classroom. | | | | | | |
| **ADDITIONAL COURSE INFORMATION** (e.g. e-learning platforms & materials, penalty for late assignments, etc.) | | | | | | |
| 1. Lecture notes and self-learning materials will be uploaded on Moodle. 2. No late assignment submission will be accepted. 3. The instructor reserves all the rights to make necessary changes to the syllabus. If so, the changes will be announced as soon as possible. | | | | | | |