



BUAD 310g – Applied Business Statistics
Syllabus – Fall 2023

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<u>Office:</u>	Bridge Hall (BRI) 300	<u>Discussion:</u>	JFF 417 & 328
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Course Description

This course is intended to give you the statistical knowledge and skills required for modern day business. Even if you do not plan on doing quantitative work yourself, this will teach you the quantitative vocabulary to work alongside and manage people who do quantitative work. You will learn how to manipulate data, apply the fundamentals of probability, test basic hypotheses, and perform regression.

To practice using these tools in realistic settings, you will apply these techniques in excel---perhaps the most ubiquitous and important data management tool on the market. You will practice professionally communicating your findings via presentations, reports, and emails. You do not need any mathematical background beyond high school algebra to succeed in this class.

Course Learning Objectives

You will learn statistics in three broad domains:

Theory:

1. Explore and visualize data
2. Model outcomes using probability distributions
3. Perform hypothesis tests
4. Perform simple, multiple, and logistic regression analysis

Practice:

5. Implement statistical analysis in Excel
6. Clean data to prepare for analysis
7. Create business plans supported by statistical analysis
8. Collaborate with others to answer complex business questions
9. Understand the ethical guidelines for statistical practice

Communication:

10. Communicate your findings to audiences of varying statistical knowledge
11. Create visualizations that are engaging and incorporate statistics
12. Write reports describing data and communicating your findings
13. Draft professional quantitative emails

These course level objectives support the six Marshall Program Learning Goals to varying degrees. Details may be found in the Appendix of this syllabus.

Materials

1. The course textbook *Applied Statistics in Business and Economics* (7th Edition) by David Doane and Lori Seward, is available at the bookstore. You can purchase a hard copy at the bookstore or an electronic version of the textbook. After you have purchased a book, you must register with McGraw-Hill Connect, which is a website provided by the publisher.
2. **Each student has to register with McGraw-Hill's Connect** in order to have access to the homework, which will be administered online. Registration with Connect requires an access code, which you can either purchase online, or get automatically when you buy a new textbook at the USC bookstore. More details are provided on page 7 below.

Prerequisites and/or Recommended Preparation:

No mathematical background beyond high school algebra is required.

Course Notes:

Course materials like slides and announcements are posted on Blackboard. If you would like hard copies of the slides, it will be your responsibility to print them out. Please check the Blackboard site and your email daily for class preparation materials or instructions.

Software:

For the lecture and discussions/application sessions, students are required to bring a laptop with Microsoft Excel software. The student must have an up-to-date laptop, one that can download files and run Excel without crashing. Mac users need to have either the Mac version of Excel 2016 or they can use the PC version by installing Boot Camp (free from Apple) - or other Windows emulation software for Mac - and Windows, or by using the Marshall Virtual Lab. Mac users tend to report more glitches in the software utilized in this course than PC users, so understand that using a Mac in this course can give students more problems that they will have to troubleshoot.

Excel:

- **If you don't have Excel:** Students can take advantage of the free version of Office 365 that USC provides to students, which includes MS Excel 365. The free Microsoft USC Office Suite can be downloaded from <http://itservices.usc.edu/officestudents/>.
- **If you have a Mac:** you need to have either the Mac version of Excel 2016 or you can use the PC version by installing Boot Camp (free from Apple) - or other Windows emulation software for Mac - and Windows, or by using the Marshall Virtual Lab.
- **Your computer must be able to handle large datasets:** Please confirm that your computer can handle datasets with up to 30,000 rows and 100 columns without any decrease in performance. Computing capability is important for statistical analysis and is necessary for completing exams on time. If you cannot work with large datasets, please see the following options for borrowing laptops from Marshall and from USC libraries: <https://itservices.usc.edu/spaces/laptoploaner/>

Excel Add-ins:

- **The Analysis ToolPak:** Allows us to do regressions using Excel. It can be accessed in the PC environment by clicking on File/Options/Add-ins/Go, checking Analysis ToolPak and clicking OK. The procedure is similar for Macs. If you have trouble, Google it :)
- All students have access to ExcelNow!, an Excel tutorial that is an add-in that will plug into your version of Excel.

ASSIGNMENTS AND GRADING DETAIL

Your final grade will be determined as follows:

Component of Grade	% of Grade
<u>Assignments</u>	
Homework*	10%
Discussion Wrkbs, ExcelNow, and Case Month!**	30%
<u>Exams</u>	
Midterm Exam	20%
Final Exam	25%
Application Exam	15%

The weights listed above will be used to calculate your overall score for the class.

* There are 11 homework assignments, each based on a maximum score of 100% if the assignment is submitted before the due date and time. Late submissions will be accepted for up to one week but will receive half credit. The best 10 scores out of 11 will be used to calculate the average for this component of the course grade.

** There are 9 weeks when application exercises will be due, not including case month. The two lowest scores will be dropped when calculating the average for this component of the grade. While accuracy will count, grades will be more a reflection of effort put in than accuracy of the answers.

**ExcelNow quizzes will be due Tuesday, November 14 in Blackboard.

Final grades represent how you perform in the class relative to other students. Two items are considered when assigning final grades:

1. Your total weighted score for all assignments and exams.
2. Your rank among all students in the class.

Grading Breakdown: Your final grade will be determined by the following assignments

Assignment	Points	% of Grade
<u>ExcelNow</u>	5	5
MCGH HW Average (Drop 1 lowest)	10	10
Discussion Workbooks Average (Drop 2 lowest)	10	10
Midterm	20	20
Application Exam	15	15
Case Project	15	15
Final Exam	25	25

Class Attendance & Participation:

You are expected to attend all classes. In addition to providing expanded explanations and examples of important statistical analysis concepts, the application sections also present you with the opportunity to pose questions.

I am happy to go over a concept multiple times. If you feel uneasy bringing up your questions in class, take advantage of the many opportunities to speak with me one-on-one. I am accessible by email and will be more than happy to speak with you during office hours.

Homework:

Homework will be assigned weekly, and is designed to be a straightforward, low-stakes opportunity to practice the material.

Late submissions will be accepted for up to one week but will receive half credit.

Applications:

Statistics is a tool which is meant to be applied. To that end, your primary deliverables during the course will be application projects. Each week, you will receive dataset and will be tasked to complete some statistical analyses on that dataset based on what you are learning during class. Then, you will communicate these results in similar ways to how you might communicate them in the business world. For example, you will need to make presentations, reports, and emails which communicate your findings both clearly and professionally.

Some of your application work will be done individually, some as groups. Late submissions will be accepted for up to one week but will receive half credit.

Case Month!

The application portion of the class will culminate in a large activity which includes multiple projects called Case Month. This will require you to address business issues by identifying necessary data, selecting which statistical tools you will use, and apply them to answer questions of your own. You will present your findings and any business strategies based on this work at the end of Case Month.

Exams:

The midterm and final focus on the theory of statistics. The midterm is held during lecture. The final date is listed below.

The application exam focuses on excel applications and is done in preparation for case month to ensure you're ready for your project.

If you miss an exam, you will receive a grade of zero unless you have a written excuse from your doctor or the University.

The final examination will take place on **Saturday, Dec 9th from 2-4PM**. Note that it is an **exception final**, as it does **not** take place at the regularly listed time. The final exam is comprehensive but greater emphasis will be given to the material taught later in the semester. You **cannot** be exempted from this final under any circumstances. **The final exam will NOT be given at any other time.**

Note that according to the USC Office of Academic Records and Registrar, *“No student in a course with a final examination is permitted to omit the final examination or take the final examination prior to its scheduled date, and no instructor is authorized to permit a student to do so. No student is*

allowed to re-take a final examination or do extra work in a course after the semester has ended for purposes of improving his or her grade.”

Collaboration Policy:

Discussion of practice problems is permitted and encouraged; however, each student is required to prepare and submit his or her solutions, including computer work, independently.

Collaboration of any sort on tests and exams is prohibited and will, at minimum, result in a 0 on that exam.

Add/Drop Process:

Please note that the last day to register and add classes is **Sept 8th**. The last day to drop a class without a mark of “W” is **Sept 8th** and receive a tuition refund. The last day to drop a class without a mark of “W” is **Oct 6th**. The last day to drop with a mark of W is **Nov 10th**. For more information, visit <https://classes.usc.edu/term-20233/calendar/>

Open Expression and Respect for All

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. In this course we will support the values articulated in the USC Marshall “[Open Expression Statement](#).”

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Honor Code. Students are responsible for obtaining, reading, and understanding the Honor Code System handbook. Students who are found to have violated the Code will be subject to disciplinary action as described in the handbook. For more specific information, please refer to the Student Honor Code System handbook, available in class or from the receptionist in ACC 101.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu> or to the Department of Public Safety <http://adminopsnet.usc.edu/department/department-public-safety>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

Support Systems:

Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

The Office of Student Accessibility Services (OSAS) - (213) 740-3959

<https://osas.usc.edu/>

Support and accommodations for students with disabilities include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of *Student Accessibility Services* (<https://osas.usc.edu/>). OSAS provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with OSAS each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as possible. OSAS is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-3959. Email: sasfrntd@usc.edu

Marshall Academic Resources:

The Marshall Office of Undergraduate Advising & Student Affairs offers free weekly Core Review Sessions, along with additional “Cracking the Core” workshops, as a supplement to classroom instruction. Marshall Peer Academic Leaders (PALs) assist students in understanding and clarifying difficult concepts covered in class that week, but core review sessions are effective only if students regularly attend class and actively engage in the process of thinking critically about the course content. Marshall Academic Resources are available for core courses that are traditionally challenging in the business major curriculum. For more information, please visit the Marshall Undergrad Advising and Student Affairs website.

Counseling and Mental Health - (213) 740-9355– 24/7 on call

<https://studenthealth.usc.edu/counseling/>

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

<https://studenthealth.usc.edu/sexual-assault/>

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
https://usc-advocate.symplicity.com/care_report/

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

USC Campus Support and Intervention - (213) 821-4710
<https://uscса.usc.edu/>

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.

Class Notes Policy

Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

Classroom Zoom Policy (if and when applicable)

Zoom is the platform used for all online sessions and online office hours. A link and instructions to join the Zoom sessions will be posted in the Blackboard Course Pages. For more information about Zoom, go to: [Zoom Support Tutorials](#)

1. Class attendance and participation are important in developing a coherent view of the materials covered in the course. Unless accommodated as described in (b) below, attendance and active participation is expected at the synchronous Zoom class sessions.

- a. Students are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*
 - b. For students who are located in a time zone where the synchronous class sessions or exams fall outside the window of 8 a.m. to 10 p.m. in your local time zone, please contact me. You will not be penalized for not attending the live Zoom class sessions. The Zoom sessions will be recorded and posted on Blackboard, and you will be responsible for watching the recorded sessions. Exams and other synchronous assessments will be scheduled for students to be able to complete the assessment between 8 a.m. and 10 p.m. in your local time zone.
 - c. *[If applicable]* In addition, for any student who does not attend the Zoom session live, you will be required to complete the following assignment as an alternate method of contribution to the class: *[insert; or see one sample below]*.
2. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.
- a. Please do:
 - i. Log into class early or promptly
 - ii. Arrange to attend class where there is a reliable internet connection and zero distractions.
 - iii. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
 - iv. If you use a virtual background, please keep it respectfully professional.
 - v. Display both your first and last name during video conferencing and synchronous class meetings.
 - vi. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
 - vii. Engage in appropriate tone and language with instructors and classmates.
 - b. Please try not to:
 - i. Engage in a simultaneous activity not related to the class.
 - ii. Interact with persons who are not part of the class during the class session.
 - iii. Leave frequently or not be on camera for extended periods of time.
 - iv. Have other persons or pets in view of the camera.
 - v. Use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
 - vi. Use more than one punctuation mark, this is also considered aggressive!!!!
3. All Zoom sessions will be recorded and posted in the Blackboard Course pages.

Class Technology Requirements (when applicable)

The following equipment and system requirements are recommended to successfully participate in this online course:

- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac
- Current browser
 - Google Chrome

- Firefox
- Internet Explorer (not recommended)
- Safari (Mac)

For technical support please see:

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)
For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu. They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).
- **Zoom Video Web Conferencing System** (MarshallTALK)
For assistance using Zoom, go to [Zoom Support Page](#). You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.
- **Marshall Systems** (MyMarshall, Marshall Outlook email)
For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email HelpDesk@marshall.usc.edu, or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:
 - On a computer or mobile device, go to [MyMarshall Home Page](#) and click the “Help” link on the upper right.
 - Log in using your Marshall username and password.
(If you don't know your Marshall login please follow the onscreen instructions pertaining to login issues)

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

Emergency Preparedness/Course Continuity

If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (<http://emergency.usc.edu/>) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

AI Use Policy

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with some assignments; for those assignments, I will explicitly tell you that AI is permitted. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be

treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions. AI use is not permitted at all on exams and will result in a report to the Office of Academic Integrity.

McGraw-Hill's Connect

McGraw Hill's Connect is an online learning system where you can:

- Access two electronic versions of your textbook – a static eText that you can annotate and highlight, and an adaptive reading experience with personalized quizzes, called **SmartBook**.
- Complete homework assignments and practice assignments directly from your textbook, complete with tutorial videos, guides, and additional resources.
- Study more efficiently with a personalized study plan and exercises that match your book.

Before You Begin:

To register for Connect, you need:

- A Connect student access code** (packaged with your new text if you purchase a hard copy at the bookstore, or available for purchase with a major credit card when registering with McGraw-Hill online)
- Access to your BUAD 310 course in Blackboard**
- A valid email address**

Student Registration:

Create your McGraw-Hill Connect Account and Complete Your Registration. **Student Registration:**

Go to <https://connect.mheducation.com/class/k-robinson-buad2031020fall2023-1>

Registration options

1. **Register on the McGraw-Hill site by going to the Blackboard section and clicking on Content and then the Homework Assignments folder.**
Click on any of the assignments and then [Go to My Connect Section](#). This will take you to a page where you can create your McGraw-Hill Connect Account and complete your Registration. This will give you a Connect license, which will give you an eBook and enable you to do the homework. In addition, you will also have the option to purchase a three-hole punched loose-leaf version of the text for \$39.
2. **Get a two-week trial Connect access.** Use option 1. above and select the trial option. This is a good option if you are not sure you are going to stay enrolled in the class.

Once your registration is complete, a **Confirmation** page appears. You will also receive this information by email. You are now ready to access your resources!

To access your Connect assignments:

- Click on any Connect assignment **from within your Blackboard course** (they will appear when assigned).
- Connect will automatically open directly to that assignment. Once you complete an assignment and select “Submit,” your grade will automatically flow to your Blackboard grade book.
- *Always access your Connect assignments through Blackboard! If you access directly through McGraw-Hill, your grades may not sync over.*

Tech Support & FAQ:

Call: (800) 331-5094

Email & Chat: www.mhhe.com/support

Monday - Thursday • 24 hours

Friday • Until 6:00 PM

Saturday • 7 AM - 5 PM
Sunday • Until 9:00 PM
(All times Pacific)

Training & Tutorials:
connectstudentsuccess.com

LECTURE AND EXAM SCHEDULE – BUAD 310

<i>Date</i>	<i>Week</i>	<i>Day</i>	<i>Module</i>	<i>Lecture Subject</i>	<i>Description of Material</i>	<i>Readings</i>
22-Aug	1	T	Introduction	Introduction		
24-Aug	1	TH	Intro to Data	Descriptive Statistics	Data Types, organization, cleaning, central tendency, variability, shape	2.1 - 2.3, 4.1 - 4.6
29-Aug	2	T	Intro to Data	Data Visualization	Histograms (and their connection to descriptive statistics), Scatter plots, bar charts, line charts, hints at goodness of fit	3.2-3.9
31-Aug	2	TH	Probability	Probability: Basics	What is a sample space, event, and probability? What are the different ways we can find probabilities? What are the formulas for union, intersection, complement, and conditional events?	5.1-5.5, 5.7
5-Sep	3	T	Probability	Probability: Basics cont'd		
7-Sep	3	TH	Probability	Random Variables	What are random variables? Mean, Variance, Coefficient of Variation. Transforming random variables	
12-Sep	4	T	Probability	Random Variables	Mean, Variance, Coefficient of Variation. Transforming random variables	6.1, 6.2, 6.8, 7.1
14-Sep	4	TH	Probability	Discrete Uniform and Binomial Distributions	PDF and CDF, applications of both	6.3, 6.4
19-Sep	5	T	Probability	Continuous Uniform, Exponential	PDF and CDF, applications of both,	7.2, 7.6
21-Sep	5	TH	Probability	Normal, Standard Normal, Z score	PDF, CDF, why use z scores, translating z score to other normal distributions	7.3, 7.4
26-Sep	6	T	Inference	Prerequisites for making inferences	Sampling distributions, Sampling variability, Central Limit Theorem	8.1, 8.2
28-Sep	6	TH	Inference	Inference for categorical data	Confidence interval and hypothesis test for proportion	8.3, 8.4
3-Oct	7	T	Inference	Inference for categorical data, cont'd	Confidence interval and hypothesis test for proportion	
5-Oct	7	TH	Inference	Inference for categorical data	Goodness of fit using Chi-Square, one way and two ways	15.1, 15.2
10-Oct	8	T	Inference	Inference for Numerical Data	Testing means with t and normal distributions	9.1-9.6
12-Oct	8	TH	Inference	Inference for Numerical Data	Difference of two means, ANOVA	10.1-10.6
17-Oct	9	T	Review for Midterm	Review for Midterm in Class		
19-Oct	9	TH	Midterm	Midterm in Class		
24-Oct	10	T	Regression	Simple Linear Regression	Finding coefficients for line	12.1-12.8
26-Oct	10	TH	Regression	Simple Linear Regression	ANOVA: testing the significance of the output	
31-Oct	11	T	Regression	Simple Regression	Transforming data and troubleshooting	
2-Nov	11	TH	Regression	Simple Regression cont'd		
7-Nov	12	T	Application Exam	Application Exam in Class		
9-Nov	12	TH	Regression	Multiple Regression	Adding new variables and interpretation	
14-Nov	13	T	Regression	Multiple Regression	Dummy variables and interaction terms	13.1-13.8
16-Nov	13	TH	Regression	Multiple Regression cont'd		
21-Nov	14	T	Regression	Logistic regression	Regressing on categorical variables	
23-Nov	14	TH	BREAK	BREAK	BREAK	
28-Nov	15	T	Regression	Logistic regression	Interpretation	
30-Nov	15	TH	Review for Final	Review for Final in Class	-	

The final exam is scheduled for Saturday, Dec 9th from 2-4PM

PRACTICE AND APPLICATION SCHEDULE – BUAD 310

<i>Week</i>	<i>Date</i>	<i>Homework Assigned</i>	<i>App Assigned</i>
1	21-Aug	-	A1
2	28-Aug	HW 1	A2
3	4-Sep	HW 2	A3
4	11-Sep	HW 3	A4
5	18-Sep	HW 4	A5
6	25-Sep	HW 5	A6
7	2-Oct	HW 6	A7
8	9-Oct	-	-
9	16-Oct	HW 7	A8
10	23-Oct	HW 8	A9
11	30-Oct	HW 9	-
12	6-Nov	HW 10	Case Month!
13	12-Nov	HW 11	Case Month!
14	20-Nov	-	Case Month!
15	27-Nov	-	Case Month!

How BUAD310 Applied Business Statistics Contributes to Student Achievement of Marshall's Six Undergraduate Program Learning Goals

Goal	Marshall Program Learning Goal	BUAD310 Course Objectives that support this goal
1	<p>Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators.</p> <p>Specifically, students will:</p> <p>1.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course).</p> <p>1.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world.</p> <p>1.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.</p> <p>1.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.</p>	<p>1. Explore and visualize data</p> <p>2. Make inferences</p> <p>3. Perform hypothesis tests</p> <p>4. Perform simple, multiple, and logistic regression analysis</p> <p>5. Implement statistical analysis in</p> <p>6. Clean data to prepare for analysis</p> <p>7. Create business plans supported by statistical analysis</p> <p>8. Collaborate with others to answer complex business questions</p>
2	<p>Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures.</p> <p>Specifically, students will:</p> <p>2.1 Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.</p> <p>2.2 Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.</p> <p>2.3 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)</p>	<p>8. Collaborate with others to answer complex business questions</p>
3	<p>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.</p> <p>Specifically, students will:</p> <p>3.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>3.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.</p> <p>3.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>	<p>10. Communicate your findings to audiences of varying statistical knowledge</p> <p>11. Create that are engaging and incorporate statistics</p> <p>12. Write reports describing data and communicating your findings</p> <p>13. Draft professional quantitative emails</p>
4	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.</p> <p>Specifically, students will:</p> <p>4.1 Understand professional codes of conduct.</p>	<p>9. Understand the ethical guidelines for statistical practice</p>

	4.2 Recognize ethical challenges in business situations and assess appropriate courses of action.	
5	<p>Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace. Specifically, students will:</p> <p>5.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p> <p>5.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.</p>	N/A
6	<p>Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.</p> <p>Specifically, students will:</p> <p>6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.</p> <p>6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.</p> <p>6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).</p> <p>6.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</p>	<ol style="list-style-type: none"> 1. Explore and visualize data 2. Make inferences 3. Perform hypothesis tests 4. Perform simple, multiple, and logistic regression analysis 5. Implement statistical analysis in 6. Clean data to prepare for analysis 7. Create business plans supported by statistical analysis 8. Collaborate with others to answer complex business questions 10. Communicate your findings to audiences of varying statistical knowledge 11. Create that are engaging and incorporate statistics 12. Write reports describing data and communicating your findings 13. Draft professional quantitative emails