

**Georgetown University
School of Continuing Studies
Master of Professional Studies in Technology Management
Course Syllabus, Spring 2014**

Course: Business Intelligence, Big Data Analytics (MPTM 650-01)

Class time: Monday(s), 8:00pm – 10:30pm

January 13 – May 5, 2014

***1st class for MPTM 650-01 starts on Wednesday, January 8, 2014**

Location: Georgetown Downtown, Room: 225

Instructor: Mikah Sellers

Office: Georgetown University
640 Massachusetts Ave., NW
Washington, DC 20001

Office Hours: By Appointment

Contact Telephone:

Email:

Course Description:

Today data is everywhere. The most competitive commercial companies are harnessing the explosion in available data to formulate their go-to-market strategies, make course corrections and outthink the competition. Governments are using data to develop solutions to social issues, recruit talent, and even to prevent terrorist attacks.

According to the [*McKinsey Global Institute*](#), “There will be a shortage of talent necessary for organizations to take advantage of big data. By 2018, the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions.”

This course will explore the strategic concepts behind big data and business intelligence and the practical application of the related planning processes, sources of data, related technologies and provide a foundation for the future IT leader.

Course Objectives:

This course is intended to help students develop the ability to:

- Understand the sources and formats of data available to corporations, governments, and nonprofit organizations and how that data can be captured and leveraged to provide deep insight on behavior, performance, to create a competitive advantage and or strategic capability.
- Think strategically about the use of data and analytics in a variety of organizational environments.
- Be able to efficiently evaluate Big Data and Business Intelligence solutions and technologies against business requirements.

Course Methodology:

This course focuses on the design and management of big data and business intelligence (BI) strategies and systems. The course is organized around the following general themes: Sources and Structure of Data, Strategic Planning & Business Requirements, Solution Architecture, and Emerging Issues. Practical examples and case studies are presented throughout the course.

The course is segmented into two sections:

1. Exploring the Sources of Data – Students will examine and discuss the sources and structures of data available to corporations, governments, and nonprofits today including Competitive Intelligence (CI) services and solutions, Customer Relationship Management (CRM) systems, Enterprise Resource Planning (ERP) systems, Supply Chain Management (SCM) systems, the Internet, social media, and smart applications and devices.
2. Strategic Planning & Business Requirements – Through the course the students will examine and discuss how to lead the strategic planning and business requirements process to design, develop and implement big data and business intelligence systems and solutions.
3. Solution Architecture – Students will examine and discuss solution architectures for big data and business intelligence; this phase of the course will culminate with a team project where the students will develop solution architecture for a real or fictitious organization (solving a specific problem or creating a new capability) and present their solutions in a group presentation.
4. Emerging Issues and Trends – Throughout the course students will be introduced to, examine and discuss emerging issues and trends related to the collection, aggregation, and analysis of data from public sources, social media, and smart applications and devices.

Required Textbooks:

Davenport, T. & Kim, J. (2013). *Keeping Up with the Quants: Your Guide to Understanding and Using Analytics* Harvard Business School Press (Prod. #: 11177E-KND-ENG)

Davenport, T. & Harris, J. (2007). *Competing on Analytics: The New Science of Winning* Harvard Business School Press (Printed Version ISBN: 1422103323)

Required Case Studies:

McGahan, A. (2013). *Unlocking the Big Promise of Big Data*
Rotman School of Management (Harvard Business Review Prod. #: ROT213-PDF-ENG)

Davenport, T. (2006). *Competing on Analytics*
Harvard Business Review Prod. (Prod. #: R0601H-PDF-ENG)

Higgins, R., O'Donnell, P., Bhatt, M. (2012). *Kyruus: Big Data's Search for the Killer App*
Harvard Business Review Prod. (Prod. #: 813060-PDF-ENG)

Course Requirements, Responsibilities, and Guidelines:

Grading System – The final grade will be based on the following five areas:

- Class Participation (9%) – 150 points (By participating in the learning activities for each class, the student earns up to 10 points)
- 2 Writing Assignments (18%) – 300 points. Student earns up to 150 points for each writing assignment
- Team Project (12%) - 210 points.
- Mid-Term Assignment - Individual Case Analysis (12%) – 210 points
- Final Paper (49%) – 825 points

Grading Scale

Points	Percentage	Grade
1610-1695	95-100	A
1526-1609	90-94	A-
1475-1525	87-89	B+
1407-1474	83-86	B
1356-1406	80-82	B-
1187-1355	70-79	C
1186 and Below	69 and below	F

Letter Grading Descriptions:

Listed below are grades and academic standards for each grade awarded.

A = 95-100%

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

A- = 90-94%

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. The presentation is very

well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B+ = 87-89%

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. The presentation is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B = 83-86 %

Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

B- = 80-82 %

Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

C = 70-79%

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

F = 69% and below

Fails to meet minimum acceptable standards.

Class Participation – Class participation provides opportunity for you to demonstrate your understanding of the theories, concepts, and practices. More importantly, it allows you to further develop your persuasive communication skills. As you will learn, a critical element of any change effort is the change agent’s ability to persuade others to support change efforts. Therefore, success in this course depends on the preparedness and active engagement of all students. The readings and assignments listed on this syllabus should be accomplished prior to class.

Class contribution is evaluated using the following Grading Rubric:

Class Contribution Grading Rubric

Criteria	0 Points Unacceptable	5 Points Developing	7 Points Competent	10 Points Exemplary
Participates in class learning activities	The student is absent or provides no input into class learning activities.	The student contributes when asked. Adds little to no new content or analysis to the discussion. Critical analysis skills are insufficient.	Contribution demonstrates preparedness and understanding of the relevant readings. The student freely shares experiences and knowledge that	Student provides insightful and critical analysis of the relevant concepts and practices. Contributions stimulate and/or invoke further discussion and

			illustrate the issues at hand. Uses critical and creative thinking to build on the ideas of others.	analytical thinking. Practices skills in appreciative inquiry and other communication techniques. Solicits input from others in a collegial manner. Does not monopolize or control the discussion.
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Writing Assignments – Total of 300 Points. The writing assignments provide opportunity to apply change management concepts and practices.

Assignment #1 – 150 Points. Read Case Study: *Unlocking the Big Promise of Big Data*. Students must provide their analysis and insights on the “eight big data tools” that can make up a big data strategy including “open innovation platforms and calls to action.” The students must also provide analysis and insights into how “open innovation platforms and calls to action” present specific challenges to organizations. Format: Students must prepare a 3 to 4 page paper that addresses the outlined questions. Papers are to conform to APA style. Points will be deducted for failure to follow APA style. Papers will be evaluated using the following grading rubric.

Assignment #1 Grading Rubric

Criteria	0 Points Unacceptable	26 Points Developing	30 Points Competent	37 Points Exemplary
Provide their analysis and insights on the “eight big data tools” that can make up a big data strategy including “open innovation platforms and calls to action.”	No content is presented or content does not demonstrate identification of the “eight big data tools” that can make up a big data strategy including “open innovation platforms and calls to action.”	Identifies one or more of the “eight big data tools” that can make up a big data strategy including “open innovation platforms and calls to action;” analysis is absent or insufficient	Identifies and analyzes the “eight big data tools” that can make up a big data strategy including “open innovation platforms and calls to action” with 80-94% accuracy	Fully identifies and explains the “eight big data tools” that can make up a big data strategy including “open innovation platforms and calls to action” with 95-100% accuracy
Provide analysis and insights into how “open innovation platforms and calls to action” present specific challenges to organizations.	No content is presented or content does not demonstrate an understanding of the challenges that organizations face regarding “open innovation platforms and calls to action.”	Identifies and explains one or two of the challenges that organizations face regarding “open innovation platforms and calls to action.”	Identifies and explains the challenges that organizations face regarding “open innovation platforms and calls to action.” with 80-94% accuracy	Fully identifies and explains the challenges that organizations face regarding “open innovation platforms and calls to action” with 95-100% accuracy
Clarity and Coherency	No discussion was	Explanations	Explanations	Explanations are

Criteria	0 Points Unacceptable	26 Points Developing	30 Points Competent	37 Points Exemplary
	presented or explanations are unclear and not organized logically (Major issues)	generally are unclear and not well organized (Many issues)	generally are clear and organized (Minor issues)	very clear and well organized. (Added helpful details and/or visuals)
Writing – representative of Master’s level, grammar, sentence structure, paragraph structure, spelling, punctuation, APA style and format	No paper was submitted or demonstrates writing below the college level; paper has numerous (15 or more) writing/APA errors	Demonstrates less than proficient academic writing; paper has 10-14 writing/APA errors	Demonstrates proficient academic writing; paper conforms to APA style; paper has 5-9 different writing/APA errors	Demonstrates scholarly academic writing and conforms to APA style; paper has less than 5 different writing/APA errors

*6 points will be added to overall point total for submitted papers

Assignment #2 – 150 Points. Read Case Study: *Competing on Analytics*. Students must provide their insights on the concepts and themes outlined in the case study and film *Moneyball* as outlined in the assignment grading rubric. Papers are to conform to APA style. Points will be deducted for failure to follow APA style. Papers will be evaluated using the following grading rubric.

Assignment #2 Grading Rubric

Criteria	0 Points Unacceptable	6 Points Developing	12 Points Competent	18 Points Exemplary
1. Describes the different types of organizational decision making models outlined in the case studies and how they are portrayed in the film.	No content is presented or the content is not relevant or strays from the issues at hand	Fully describes the different types of organizational decision making models outlined in case studies with 70 -79% accuracy	Fully describes the different types of organizational decision making models outlined in case studies with 80-94% accuracy	Fully describes the different types of organizational decision making models outlined in case studies with 95-100% accuracy
2. Provides individual examples of decision-making behaviors outlined in the film (as demonstrated by characters in the film).	No content is presented or the content is not relevant or strays from the issues at hand	Content is insufficient in terms of explanations and reasoning.	Provides examples of decision-making behaviors outlined in the film by characters and relevance to case study materials.	Provides comprehensive examples of decision-making behaviors outlined in the film by characters and relevance to case study materials.
3. Describes the transformation that <i>Moneyball</i> created for the Oakland A's; by implementing analytical decision-making.	No content is presented or the content is not relevant or strays from the issues at hand	Content is insufficient in terms of explanations and reasoning.	Content is presented with 80-94% accuracy	Content is presented with 95-100% accuracy
4. Provides insight	No content is	Content is	Identifies one or two	Identifies more than

Criteria	0 Points Unacceptable	6 Points Developing	12 Points Competent	18 Points Exemplary
on the cultural challenges faced in implementing an analytical decision-making model as portrayed in the film <i>Moneyball</i> .	presented or the content is not relevant or strays from the issues at hand	insufficient in terms of explanations and reasoning.	challenges and provides rationale	two challenges with supported critical analysis
5. Provides examples of how student might have approached cultural challenges of implementing change differently than <i>Billy Beane</i> in the film <i>Moneyball</i> .	No content is presented or the content is not relevant or strays from the issues at hand	Content is insufficient in terms of explanations and reasoning.	Provides specific examples of alternative approaches.	Provides specific examples of alternative approaches with specific examples to behaviors observed in film.
6. Provides an example where the concepts outlined in the case studies and the film could be applied to another industry other than baseball.	No content is presented or the content is not relevant or strays from the issues at hand	Content is insufficient in terms of explanations and reasoning.	Provides specific examples of where concepts outlined in the case studies and the film could be applied to another industry.	Provides specific examples of where concepts outlined in the case studies and the film could be applied to another industry with specific details on the potential benefits for the outlined industry.
7. Clarity and Coherency	No discussion was presented or explanations are unclear and not organized logically (Major issues)	Explanations generally are unclear and not well organized (Many issues)	Explanations generally are clear and organized (Minor issues)	Explanations are very clear and well organized. (Added helpful details and/or visuals)
8. Writing – representative of Master's level, grammar, sentence structure, paragraph structure, spelling, punctuation, APA style and format	No paper was submitted or demonstrates writing below the college level; paper has numerous (15 or more) writing/APA errors	Demonstrates less than proficient academic writing; paper has 10-14 writing/APA errors	Demonstrates proficient academic writing; paper conforms to APA style; paper has 5-9 different writing/APA errors	Demonstrates scholarly academic writing and conforms to APA style; paper has less than 5 different writing/APA errors

*6 points will be added to overall point total for submitted papers

Mid-Term Assignment - Case Analysis – 210 Points. Read Case Study: Kyruus: Big Data's Search for the Killer App. Students must provide their analysis and insights on the market opportunities presented by Kyruus, and the challenges that this big data startup faced in creating and bringing this killer app to market, including organizational needs and capital requirements.

Mid-Term Assignment - Grading Rubric

Criteria	0 Points Unacceptable	26 Points Developing	30 Points Competent	37 Points Exemplary
Provide their analysis and insights on the market opportunities presented by Kyruus.	No content is presented or content does not demonstrate identification of the market opportunities presented by Kyruus.	Identifies one or more of the "market opportunities presented by Kyruus, however analysis is absent or insufficient	Identifies and analyzes the market opportunities presented by Kyruus with 80-94% accuracy	Fully identifies and explains market opportunities presented by Kyruus with 95-100% accuracy
Provide analysis and insights on the challenges that this big data startup faced in creating and bringing this killer app to market, including organizational needs and capital requirements.	No content is presented or content does not demonstrate an understanding of challenges that this big data startup faced in creating and bringing this killer app to market, including organizational needs and capital requirements.	Identifies and explains one or two of the challenges that this big data startup faced in creating and bringing this killer app to market, including organizational needs and capital requirements.	Identifies and explains the challenges that this big data startup faced in creating and bringing this killer app to market, including organizational needs and capital requirements with 80-94% accuracy	Fully identifies and explains the challenges that that this big data startup faced in creating and bringing this killer app to market, including organizational needs and capital requirements with 95-100% accuracy
Clarity and Coherency	No discussion was presented or explanations are unclear and not organized logically (Major issues)	Explanations generally are unclear and not well organized (Many issues)	Explanations generally are clear and organized (Minor issues)	Explanations are very clear and well organized. (Added helpful details and/or visuals)
Writing – representative of Master's level, grammar, sentence structure, paragraph structure, spelling, punctuation, APA style and format	No paper was submitted or demonstrates writing below the college level; paper has numerous (15 or more) writing/APA errors	Demonstrates less than proficient academic writing; paper has 10-14 writing/APA errors	Demonstrates proficient academic writing; paper conforms to APA style; paper has 5-9 different writing/APA errors	Demonstrates scholarly academic writing and conforms to APA style; paper has less than 5 different writing/APA errors

*6 points will be added to overall point total for submitted papers

Team Project – 210 Points. As a team students will select a business or social challenge or problem for a real or fictitious organization (solving a specific problem or creating a new capability), diagnose the need, organizational and business requirements, identify a solution architecture, compare and contrast potential platforms and vendors that could be used to create the solution, develop a detailed cost analysis for the recommended solution, and a detailed benefits analysis and executive summary. Format: Presentations will be delivered using Microsoft PowerPoint; however students can also demonstrate relevant software applications or technologies if desired.

Team Project - Grading Rubric

Criteria	0 Points Unacceptable	12 Points Developing	24 Points Competent	35 Points Exemplary
1. Provide brief overview of the problem or situation including facts about the company, industry and competitors.	Content is absent or significant elements are missing	In part, content lacks full development and analysis	Provides descriptive information with supportive analysis	Clearly outlines the situation and provides substantive reasoning for the change
2. Diagnose the need for a big data or business intelligence solution.	Content is absent or understanding of the concepts are not apparent	Attempts to diagnose the need for CRM, CI, or BI, however aspects are confused or underdeveloped	Provides meaningful diagnosis of organizational challenge that CRM, CI, or BI would address.	Provides comprehensive diagnosis of organizational challenge that CRM, CI, or BI would address.
3. Identify, compare, and contrast at least three potential platforms or technologies that could be used to address the organizations needs.	Content is absent or lacks substance; no basis for recommendations provided.	Identifies, compares, and contrasts two platforms; basis for recommendations are incomplete or unsubstantiated	Identifies, compares, and contrasts three platforms; basis for recommendation s are defensible.	Identifies, compares, contrasts three or more platforms; and presents comprehensive analysis and rationale for recommendation(s).
6. Provide detailed cost analysis for recommended the recommended solution.	Content is absent or shows misunderstanding of the subject area	Cost analysis provided, however lacks detail and substance.	Detailed cost analysis provided.	Comprehensive cost analysis provided with forecast for return on investment.
6. Provide detailed benefits analysis and executive summary for the recommended solution.	Content is absent or shows misunderstanding of the subject area	Benefits analysis provided, however lacks detail and substance.	Benefits analysis provided outlining individual befits for each member of the ecosystem.	Comprehensive benefits analysis provided for each member of the ecosystem.
7. Writing – representative of	No paper was	Demonstrates	Demonstrates	Demonstrates

Criteria	0 Points Unacceptable	12 Points Developing	24 Points Competent	35 Points Exemplary
Master's level, grammar, sentence structure, paragraph structure, spelling, punctuation, APA style and format	submitted or demonstrates writing below the college level; paper has numerous (15 or more) writing/APA errors	less than proficient academic writing; paper has 10-14 writing/APA errors	proficient academic writing; paper conforms to APA style; paper has 5-9 different writing/APA errors	scholarly academic writing and conforms to APA style; paper has less than 5 different writing/APA errors

Final Paper – Driving Competitive Performance through BI, CI & CRM – The final paper is the key deliverable for the course. Write a comprehensive paper explaining in detail the concepts outlined in *Keeping Up with the Quants: Your Guide to Understanding and Using Analytics* in context with a real world or fictional organization. Students must specifically address the following: (1) How they would formulate a hypothesis, (2) How they would gather and analyze relevant data, (3) How they would interpret and communicate analytical results, (4) How they would help the organization to develop habits of quantitative thinking, and finally, (5) How they would deal effectively with the "quants" in the organization. The paper should be written in APA style and be between 20 and 25 pages in length not including the front and end matter. Analysis of how the student would help the organization to develop habits of quantitative thinking.

Grading Rubric for Final Paper –

Criteria	0 Points Unacceptable	20 Points Developing	40 Points Competent	75 Points Exemplary
1. Sufficiency of introductory content for the organization	Introduction is not included	Introduction is incomplete; key data is missing	Introduction includes most of the relevant information	Introduction includes all the relevant information
2. Analysis of how the student would How they would formulate a hypothesis, How they would gather and analyze relevant data, How they would interpret and communicate analytical results within the organization.	No analysis was presented or content does not demonstrate understanding of the subject matter	Shows effort in articulating how they would formulate a hypothesis, How they would gather and analyze relevant data, How they would interpret and communicate analytical results within the organization; however, analysis is incomplete and/or lacks key elements	Clearly defines and addresses how they would formulate a hypothesis, How they would gather and analyze relevant data, How they would interpret and communicate analytical results within the organization.	Critically analyzes how they would formulate a hypothesis, How they would gather and analyze relevant data, How they would interpret and communicate analytical results within the organization.
3. Analysis of how the student would help the organization to develop	No analysis was presented or content does not	Shows effort in articulating how they would help the	Clearly defines and addresses how they would help the	Critically analyzes how they how they would help the

Criteria	0 Points Unacceptable	20 Points Developing	40 Points Competent	75 Points Exemplary
habits of quantitative thinking.	demonstrate understanding of the subject matter	organization to develop habits of quantitative thinking; however, analysis is incomplete and/or lacks key elements	organization to develop habits of quantitative thinking.	organization to develop habits of quantitative thinking.
4. Analysis of how the student How they would deal effectively with the "quants" in the organization.	No analysis was presented or content does not demonstrate understanding of the subject matter	Shows effort in articulating how they would deal effectively with the "quants" in the organization.	Clearly defines and addresses how they would deal effectively with the "quants" in the organization.	Critically analyzes how they would deal effectively with the "quants" in the organization.
5. Clarity and Coherency	No discussion was presented or explanations are unclear and not organized logically (Major issues)	Explanations generally are unclear and not well organized (Many issues)	Explanations generally are clear and organized (Minor issues)	Explanations are very clear and well organized. (Added helpful details and/or visuals)
6. Writing – representative of Master's level, grammar, sentence structure, paragraph structure, spelling, punctuation, APA style and format	No paper was submitted or demonstrates writing below the college level; paper has numerous (15 or more) writing/APA errors	Demonstrates less than proficient academic writing; paper has 10-14 writing/APA errors	Demonstrates proficient academic writing; paper conforms to APA style; paper has 5-9 different writing/APA errors	Demonstrates scholarly academic writing and conforms to APA style; paper has less than 5 different writing/APA errors

Course Norms – As part of the first class session, we will develop norms that promote a conducive and collaborative learning environment and enhance the learning experience.

Attendance - Students are expected to attend all class sessions of this course. The School for Continuing Studies (SCS) attendance policy is strictly enforced. A student who misses more than two classes is subject to withdrawal from the class and a final grade of "F" in the course.

Citation System – Students must use APA Style (APA Publication Manual 6th Edition) for all papers submitted in this course. Points will be deducted for failure to follow APA style. The following links provide guidance for APA style and citations:

<http://apastyle.org/> American Psychological Association
<http://owl.english.purdue.edu/owl/section/2/10/> Purdue Online Writing Lab

Writing Assignments – All writing assignments must be your original work. There are consequences for plagiarism (intended or not), and usually results in no credit earned for an assignment. Submit Writing Assignments 1 and 2 in class on the scheduled due date. The Midterm Assignment and the Final Paper must be submitted via Turnitin by the due date.

Turnitin.com - Students agree that by taking this course all required papers may be subject to submission for Textual Similarity Review to Turnitin.com for detection of plagiarism. All

submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com website.

Late Papers - Except in rare circumstances, late papers are not accepted. Requests for extensions must reach me no later than a week before the paper is due. In case of an emergency, this rule can be waived with appropriate documentation and cause.

Incompletes:

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of "N" shall be granted until the work is handed in and then the grade shall be changed accordingly.

Students with Disabilities Policy:

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students must obtain an official letter from the Academic Resource Center listing the exact accommodations needed.

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Honor System:

All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at: <http://gervaseprograms.georgetown.edu/honor/system/>

The Honor Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system;

To live out a commitment to integrity in all my words and actions;

To be honest in every academic endeavor;

And to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together;

To live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement;

To care for this venerable campus and all of those with whom I share it;

And to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

**Course Outline – January 8 – May 5, 2013
(Case Studies and Team Assignments are subject to change)**

Date	Topic	Reading	Assignment
Jan. 8	Course Introduction Review of Course Requirements Lecture: Exploring the Sources of Data Part 1	Case Study: <i>Unlocking the Big Promise of Big Data</i> <i>Competing on Analytics: The New Science of Winning – Part 1 (Sections 1 & 2)</i>	
Jan. 13	Lecture: Exploring the Sources of Data Part 2 Guest Speaker - TBA	Case Study: <i>Competing on Analytics</i> <i>Competing on Analytics: The New Science of Winning – Part 1 (Sections 3 & 4)</i>	Paper 1 Due
Jan. 20 HOLIDAY NO CLASS			
Jan. 27	Lecture: Emerging Issues & Trends in Big Data and Business Intelligence Film: <i>Moneyball</i>	<i>Competing on Analytics: The New Science of Winning – Part 1 (Section 5) & Part 2 (Section 6)</i>	Paper 2 Due
Feb. 3	Lecture: Strategic Planning & Business Requirements Guest Speaker - TBA	<i>Competing on Analytics: The New Science of Winning – Part 2 (Sections 7 & 8)</i>	
Feb. 10	Review of <i>Competing on Analytics</i> – Class Discussion Guest Speaker - TBA	Case Study: Kyruus: Big Data's Search for the Killer App. <i>Competing on Analytics: The New Science of Winning – Part 2 (Sections 9)</i>	
Feb. 17 HOLIDAY NO CLASS			
Feb. 24	Lecture: Solution Architecture Part 1	<i>Keeping Up with the Quants: Your Guide to Understanding and Using Analytics (Part 1)</i>	

Mar. 3	Lecture: Solution Architecture Part 2	<i>Keeping Up with the Quants: Your Guide to Understanding and Using Analytics (Part 2)</i>	Mid-Term Paper Due
Mar. 10 SPRING BREAK NO CLASS			
Mar. 17	Solution Demonstration(s) - TBA	<i>Keeping Up with the Quants: Your Guide to Understanding and Using Analytics (Part 3)</i>	
Mar. 24	Solution Demonstration(s) - TBA	<i>Keeping Up with the Quants: Your Guide to Understanding and Using Analytics (Part 4)</i>	
Mar. 31	Team Presentations	<i>Keeping Up with the Quants: Your Guide to Understanding and Using Analytics (Part 5)</i>	Team Project Presentations
Apr. 7	Solution Demonstration(s) - TBA	<i>Keeping Up with the Quants: Your Guide to Understanding and Using Analytics (Parts 6 & 7)</i>	
Apr. 14	Solution Demonstration(s) - TBA	None	
Apr. 21 EASTER BREAK NO CLASS			
Apr. 28	Guest Speaker - TBA	None	
5/5 Exam Day (Last Day of Class)			Final Paper Due