WOLF PACT

Protecting the integrity of a degree from the Richards College of Business at the University of West Georgia is the responsibility of the administration, faculty, staff, and students of the college. Our mission is “To become a globally recognized college of business preparing forward-thinking, responsible leaders.” Responsible leaders are ethical leaders, and this behavior begins in the classroom. One of our Strategic Goals is to demonstrate “…commitment to the principles of honesty and integrity in interactions and undertakings, [and] accountability for personal behavior…” As such, we have developed the Wolf Pact in an effort to promote and maintain the highest standards of integrity, professional behavior, ethical actions, and personal conduct.

The purpose of this pact is to maintain that a degree from the Richards College of Business at the University of West Georgia is held in high regard by all internal and external constituents, and that a degree from the University of West Georgia is as meaningful in the future as it is today.

I have reviewed the information in this syllabus, and I agree to abide by the policies stated. I will conduct myself in accordance with the RCOB Wolf Pact to protect the integrity of my degree and all those others who receive a degree from the Richards College.

Signature: ______________________________________

917#:   ______________________________________

Date:   ______________________________________
INSTRUCTOR INFORMATION

NAME:
Beheruz N. Sethna, Ph.D.

OFFICE LOCATION:
Miller Hall 2310

OFFICE HOURS:
M, W: 1:30 – 4:30 p.m.; T: 1:00 – 2:20 p.m., and by appointment. Additionally, on most Wednesdays, I should be available before class

CONTACT INFORMATION:
Phone: 678-839-5078

Email: bnsethna@westga.edu - All assignments are to be submitted to this address.

Communication Preference: I prefer for you to contact me using your UWG email.

COURSE INFORMATION

DESCRIPTION
Designed to meet the rapidly growing need for a systematic approach to data analysis. Analytical methods used include an understanding of the more commonly-used statistical methods and the use of SPSS – a software package which is helpful in the analysis of marketing data. Skill sets developed include the processing, analysis, and interpretation of data and information, and presentation of the results orally and in writing.

PREREQUISITES
Graduate Standing

DELIVERY METHODS
This course is a face-to-face course.
LEARNING GOALS

We will build on the following learning goals throughout the semester. By the end of the course, the student will:

1. Have knowledge of key terms and concepts relative to analysis of business questions.
2. Integrate analytical and problem solving skills with concepts using appropriate analytical and decision making technologies. (LG 5)
3. Use statistical tools to analyze and interpret data. (LG 5).
4. Communicate at a professional level in oral presentations and in writing using appropriate technologies. (LG 1)
5. Work effectively with others and in situations of uncertainty. (LG 2)

TEXTBOOKS AND MATERIALS

TEXTBOOK 1


Note: I am very sensitive to the costs of text books, so you can have considerable flexibility (within reason) with regard to which edition you buy so as to save money, assuming that you will occasionally be willing to make the extra effort to find the correspondence between one edition and another.

COURSE MATERIALS

Other readings, help aids, and help videos are posted on CourseDen. These are accessible at no cost to the student.

COURSE POLICIES

Attendance Policy: You are expected to attend every class session. Whether or not you have an excused absence, you are responsible for knowing anything presented, distributed, discussed, and assigned in class.

Make-up policy.

1. Don’t miss a test.
2. If you must miss a test for a serious medical reason, you must notify me in writing before class on the day of the test, and provide a written excuse from a medical practitioner. If you have to miss a test for university business (such as presenting a paper or being part of a UWG team which is away on a trip), you must notify me in writing at least a week prior to the test.

You will have one week to reschedule and retake the test unless your illness is one that prevents you from retaking it in that time.
Communications:
The official University communication method is through campus e-mail (MyUWG) – this is particularly important at times of emergencies, and at other times as well. Class communications (including the submission of assignments) will be over e-mail. Please check e-mail very frequently, and use my University of West Georgia address to reach me: bnsethna@westga.edu.

OTHER

My Teaching Philosophy:
This section is a very important one. Please read it carefully and ask me questions if you are confused.

The bottom line (here it is, perhaps paradoxically, at the very top!) is: How can I be of maximal service to you in helping you succeed in this course and beyond?

Please refer to the course objectives listed on the previous page. This course, as is true for many university courses at this level, has multiple objectives. In 1956, a committee of educators chaired by Benjamin Bloom, developed a classification system of learning objectives, which later became known as Bloom’s Taxonomy. That system was later modified by Lorin Anderson. Presented below is the sense of that taxonomy, arranged in increasing order of complexity.

Knowledge (Remembering): Recalling data, information, terms, terminology. Comprehension (Understanding): Understanding the meaning of the above, and stating a problem in your own words.

Application (Applying): Using what was learned above in new and different situations. Analysis (Analyzing): Analyzing material or data to determine relationships or lack thereof. Evaluation (Evaluating): Making judgments about what the analysis reveals.

Synthesis (Creating): Putting the components parts together to create a new understanding of a situation.

The first component and, to a large extent, the second one, can and will be learned from the text book. These are not unimportant. When you write a letter applying for a job, or go for a job interview, or write your first report for your boss, you must know the terminology appropriate to the field. You cannot, for example, hope to get anywhere if you don’t know the difference between a population and a sample, or if you use one term when you should have used another.

So, tests will cover such material. However, the instructor can be of little help here. It will not be the best use of your time or mine for me to use a class session to read from PowerPoint slides describing these terms, when you know how to read the text book or slides yourself. So, I will expect you to read the material on your own (you will be tested on it). If you have questions or cannot understand something, I am at your service to help you understand it; however, having got an F in mind-reading when I was in graduate school, these conversations will, of necessity, be at your initiative.

So, I can be of most service to you in helping you with the next four stages of the modified Bloom’s Taxonomy shown above. Thus, I will spend class time (and private time, if you request it) largely on helping
you with the Analysis and the Evaluation part of the objectives shown above. These two will help you succeed in this course and after the course, even after you graduate.

What can you expect from me?

**Engagement and Commitment of time and effort:** I have high standards, but want to help you reach those standards. There is a high bar you have to reach, but my shoulders are available for you to stand on to reach that bar. If I need to get down on my hands and knees to help you reach a bar, I shall do so.

**Hard work:** I will work hard to help you succeed.

Help, if you need it and ask for it: In this course, there is no such thing as a dumb question. Ask; please ask. Ask me in class (preferably), and ask me outside of class. Ask me over e-mail, and ask me in person.

Correspondingly, what do I expect from you?

**Engagement and Commitment of time and effort:** None of the above will work if you are not totally engaged and committed to your own success. Period. You have to want to climb and work to climb to reach the high bar. When I visited Yellowstone National Park 40+ years ago, there was a sign at the entrance that said (words to this effect – not an exact quote): “It takes time to enjoy this park. If you don’t have the time, we suggest you return when you do.” I ask you to follow the same approach. This course takes a lot of time. If you don’t have the time and the commitment, come back when you do.

**Hard work:** Expect to work really hard in this course. If I (past my 69th birthday) can work really, really hard for your success, I will certainly expect that you, who are somewhat younger, will work really, really hard for your own success. Expect to put in several hours of work each week outside of class time. This course will include much work in statistics. I will work hard to help you with that. But, you must resolve to do the same. If you have had the prerequisites but are less comfortable with statistics, that means that you will need to work even harder (with my assistance) to overcome that limitation.

**Ask questions, and ask for help:** Ask for help during class, during office hours, and over e-mail. Although I am in my 41th year of teaching at the university level, I must have missed the class session where they taught us how to read minds, so I still don’t know how to read your mind and know that you don’t understand the third paragraph on Page 203 of the text book. I can’t help you if you don’t help yourself and you don’t ask for help.
ASSIGNMENTS

PROJECT ASSIGNMENTS

Research Project: Each project team will have a research project that you will work on throughout the semester. This applied research project, arguably, is the most important part of the course (see the Grading Plan on the preceding page). It is designed to give you invaluable experience for your future careers and potentially provide an excellent demonstration of your capabilities for future job and/or graduate school interviews. A very detailed handout is provided on D2L (under the Research Projects Handouts tab) entitled “Format for Final Research Project Report With Explanations of the Analysis Section.” I don’t believe in surprises or “gotchas” so I have taken the time to tell you exactly what I expect. Seriously, would it be wise to ignore such a document? It might be a good idea for you to read this very thoroughly multiple times, and when we start on the Analysis, to make multiple copies to paste all over your computer, your refrigerator, your apartment walls, etc. Use it early and often!

Important: It is my hope that you do a very good research project; one which can be used to show off your prowess at an interview for a job. The data collected may potentially be used to write research papers as well. You are at liberty to do so, and I will help you if you ask. If I believe that it has merit in the same vein, I will contact you – please leave me your permanent e-mail address – and ask if you are willing to work on such a joint paper. If you decline to do joint work or cannot be contacted, and if I am able use the data for further work, I will proceed and credit this group with the data collection. I also reserve the right to use the data collected during the course as examples, illustrations, or databases for other classes, courses, seminars, or programs that I teach. Please let me know in writing by the last class of this course if you disagree with my doing so.

Contributions to the Project as assessed Peer / Instructor Evaluations are something that I take very seriously. The ability to contribute to, and interact with, your project team is a skill that is essential in corporate America.

Each person within the team will evaluate themselves and the other team members on contribution to the class project team assignments. The evaluation form is already on D2L.

The grade on this dimension will start from a base whose percentage is equal to that of your overall project grade and then be adjusted to reflect your individual contribution to the project.

This means that the average grade for a group on Contributions to the Project grade (expressed as a percentage) will be = the average grade on the Project (expressed as a percentage).

The Contributions to the Project grade is not a freebie for a group to artificially increase a grade. In other words, if a group (hypothetical, of course) did a very poor job on their Project (which, along with the assignments is worth 50 points), then they cannot give themselves 10s and expect that the Contributions to the Project grade will be 10 for all members.

Rather, the following two examples may help clarify the methodology used:

Example 1: If a group of three members earned an 80% grade on the Project (which, along with the assignments is worth 50 points), and all of them did equal work, then they would each get 8 points on Contributions to the Project grade which is worth 10 points (i.e. 8/10 = 80%).
Example 2: If a group of three members earned an 80% grade on the Project (50 points), and one of them did far more work than the other two, then that first person might get 10 out of 10 for the Contributions to the Project grade and the other two would each get 7 points on Contributions to the Project (the average of those grades, 10, 7, and 7 is = 8 / 10 or 80%).

Note: The instructor reserves the right to modify the above computations based on his personal assessment of contributions to the project over the course of the semester.

Your Class Participation & Attendance grade consists of:

- Attendance (being in the classroom)
- Class Participation (actively engaged in classroom discussions)
- Professionalism in Class (being attentive, prepared, and respectful)

Assignments Due: All assignments are due on the date listed in the Course Schedule at or before the beginning of the class period, unless otherwise stated by the instructor.

Grading

Grading Plan:

- Tests / Exams ................................................................. 30%
- Group Project (including interim reports) ......................... 50%
- Project Contributions – Peer / Instructor Evaluations .......... 10%
- Class Participation & Attendance .................................... 10%

Grades will be assigned as follows (the instructor reserves the right to adjust the cutoff lines):

A  90-100
B  80-89
C  70-79
D  60-69
F  59 or below
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 7, 2019</td>
<td>Introduction to Course and Chapter 1-2: Introduction / Ethics, Problem Formulation Read Ethical Issues Case: Washing Dirty Laundry – Come prepared to discuss it</td>
</tr>
<tr>
<td>January 14, 2019</td>
<td>Chapter 3: Exploratory, Descriptive, Causal Research Chapters 7 &amp; 8: Scales and Questionnaire Design (Project Description Due)</td>
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<tr>
<td>January 28, 2019</td>
<td>Chapters 7 &amp; 8: Scales and Questionnaire Design Chapters 4, 5, 6: Secondary and Primary Data (Continued) (Draft Questionnaire Due)</td>
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<tr>
<td>February 4, 2019</td>
<td>Chapters 9 &amp; 10: Sampling and Sampling Errors – Get ready for Exam #1 (Final Questionnaire / Instrument Due; Start Fieldwork)</td>
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<td>February 11, 2019</td>
<td>EXAM #1</td>
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<tr>
<td>February 18, 2019</td>
<td>Hypothesis Testing Chapter 11: Data Preparation for Analysis / Coding</td>
</tr>
<tr>
<td>February 25, 2019</td>
<td>Confidence Intervals Chapter 13: Bivariate Statistical Analysis: Measures of Association (Confirm that Data Collection is complete, and start coding data)</td>
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<tr>
<td>March 4, 2019</td>
<td>Chapter 13: Multivariate Statistical Analysis Complete Coding of Data</td>
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<tr>
<td>March 11, 2019</td>
<td>EXAM #2</td>
</tr>
<tr>
<td>March 25, 2019</td>
<td>Create SPSS Data File. View the first three SPSS Help Videos and Create Data File – Submit .sav file to Dr. Sethna via e-mail SPSS &amp; Data Analysis</td>
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<tr>
<td>April 1, 2019</td>
<td>SPSS &amp; Data Analysis &amp; Draft Reports (Draft of Descriptive and Univariate Statistics should be complete)</td>
</tr>
<tr>
<td>April 8, 2019</td>
<td>SPSS &amp; Data Analysis &amp; Draft Reports (Draft of Bivariate and Multivariate Statistical Analysis complete)</td>
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<tr>
<td>April 15, 2019*</td>
<td>SPSS &amp; Data Analysis &amp; Draft Reports Draft of Overall Report Due (Graded)</td>
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<tr>
<td>April 22, 2019</td>
<td>Finalize Overall Report Dry Run Presentations</td>
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<tr>
<td>April 29, 2019</td>
<td>Final Presentations in Class, and Final Report Due</td>
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<tr>
<td>May 6, 2019</td>
<td>Final Exam Period According to Scoop</td>
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**University-wide Syllabus Information:**

Please review the “Common Language for Course Syllabi” for university-wide updates. Even if you have read it before, the most current information is maintained at this site.