

BUSI 515, Business Intelligence Syllabus (3 credits)

COURSE DESCRIPTION

Acquiring data is essential to business transformation, not only to establish the current situation but also to identify areas for improvement and measure progress toward goals. In this course, students learn qualitative and quantitative research methods that can be employed to gather data on both internal (e.g. employees) and external (e.g. customers) stakeholders.

REQUIRED TEXTS & RESOURCES

Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). Business Research Methods, Ninth Edition. Mason, OH: South-Western, Cengage Learning.
ISBN: 978-1-111-82692-5

*NOTE: Students should purchase a used or electronic copy. The Qualtrics access card is NOT required for this course.

Ellen, P., & Willis, L. (2015). Writing Effective Research and Technical Reports. Available from <http://sites.gsu.edu/rcb-writing/index/>

NOTE: The Point University Bookstore may offer the textbook(s) for this course in other formats. Information can found at www.pointuniversityshop.com

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Week 1	Unit 1: Introduction to Business Research	
	Reading	
	Reading Quiz	Due Week 1, Day 4
	Video Introduction and Overview	
	Discussion Forum: Initial Post	Due Week 1, Day 4
	Discussion Forum: Response to Peer	Due Week 1, Day 7
	Weekly Case Analysis	Due Week 1, Day 6
	Content Discussion and Q&A	

	Theory Development Exercise	Due Week 1, Day 7
Week 2	Unit 2: Planning Business Research	
	Reading	
	Reading Quiz	Due Week 2, Day 4
	Video Introduction and Overview	
	Discussion Forum: Initial Post	Due Week 2, Day 4
	Discussion Forum: Response to Peer	Due Week 2, Day 7
	Weekly Case Analysis	Due Week 2, Day 6
	Content Discussion and Q&A	
	Problem Definition and Research Questions	Due Week 2, Day 7
Week 3	Unit 2: Planning Business Research (contd.)	
	Reading	
	Reading Quiz	Due Week 3, Day 4
	Video Introduction and Overview	
	Discussion Forum: Initial Post	Due Week 3, Day 4
	Discussion Forum: Response to Peer	Due Week 3, Day 7
	Weekly Case Analysis	Due Week 3, Day 6
	Content Discussion and Q&A	
	Research Plan	Due Week 3, Day 7
Week 4	Unit 3: Qualitative Research	
	Reading	
	Reading Quiz	Due Week 4, Day 4
	Video Introduction and Overview	
	Discussion Forum: Initial Post	Due Week 4, Day 4
	Discussion Forum: Response to Peer	Due Week 4, Day 7
	Weekly Case Analysis	Due Week 4, Day 6
	Content Discussion and Q&A	
	Qualitative Data Collection and Analysis	Due Week 4, Day 7
Week 5	Unit 4: Quantitative Research	
	Reading	
	Reading Quiz	Due Week 5, Day 4
	Video Introduction and Overview	

	Discussion Forum: Initial Post	Due Week 5, Day 4
	Discussion Forum: Response to Peer	Due Week 5, Day 7
	Weekly Case Analysis	Due Week 5, Day 6
	Content Discussion and Q&A	
	Survey Instrument	Due Week 5, Day 7
Week 6	Unit 4: Quantitative Research (contd.)	
	Reading	
	Reading Quiz	Due Week 6, Day 4
	Video Introduction and Overview	
	Discussion Forum: Initial Post	Due Week 6, Day 4
	Discussion Forum: Response to Peer	Due Week 6, Day 7
	Weekly Case Analysis	Due Week 6, Day 6
	Content Discussion and Q&A	
	Quantitative Data Collection and Analysis	Due Week 6, Day 7
Week 7	Unit 5: Reporting Research Results	
	Reading	
	Reading Quiz	Due Week 7, Day 4
	Video Introduction and Overview	
	Discussion Forum: Initial Post	Due Week 7, Day 4
	Discussion Forum: Response to Peer	Due Week 7, Day 7
	Weekly Case Analysis	Due Week 7, Day 6
	Content Discussion and Q&A	
	Executive Summary Presentation	Due Week 7, Day 7
	Final Research Report	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Reading Quizzes (7 @ 40)	280
Weekly Research Deliverables (7 @ 10 pts.)	70
Weekly Written Case Analyses (7 @ 20 pts.)	140
Discussion Forum Posts (7 @ 40 pts.)	280
Final research report	230
Total Points:	1000
Graded Assignments	Points Possible
Reading Quizzes (7 @ 40)	280
Weekly Research Deliverables (7 @ 10 pts.)	70

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

COURSE GOALS AND OBJECTIVES		Program Objective(s)
Goal 1: Prepare students to assess the need for business intelligence in an organization		
	Objective 1.1: Students appraise the role of business intelligence in an organization and the relative merits of different types of business data.	1.1
	Objective 1.2: Students anticipate particular needs for business intelligence and craft actionable research objectives to meet those needs.	1.1
Goal 2: Prepare students to plan an effective research program to answer important business questions.		
	Objective 2.1: Students summarize the sources and uses of secondary data in business research.	1.1
	Objective 2.2: Students summarize the sources and uses of primary data in business research.	1.1, 1.2
	Objective 2.3: Students plan appropriate data collection and analysis methods to meet research objectives.	1.1
Goal 3: Prepare students to compile secondary and primary data as part of a business research plan.		
	Objective 3.1: Students compile appropriate secondary data to meet research objectives.	1.1
	Objective 3.2: Students choose appropriate sources for quantitative and qualitative data.	1.1

	Objective 3.3: Students generate valid and reliable quantitative data to meet research objectives.	1.1
	Objective 3.4: Students generate valid and reliable qualitative data to meet research objectives.	1.1
Goal 4: Prepare students to select appropriate analytical tools to transform raw data into actionable intelligence.		
	Objective 4.1: Students appraise common qualitative analysis tools and when to use them.	1.2
	Objective 4.2: Students appraise common quantitative analysis tools and when to use them.	1.2
Goal 5: Prepare students to create clear and compelling research reports.		
	Objective 5.1: Students effectively develop research findings and communicate them in a written report.	1.3
	Objective 5.2: Students effectively incorporate research findings in an oral presentation.	1.3
	Objective 5.3: Students create effective graphics and visuals to aid in the written and oral communication of research findings.	1.3
	Objective 5.4: Students formulate sound recommendations for action based on research findings.	1.3

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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