BUS 326 01, Quantitative Analysis for Decision Making
(face-to-face/blended/On-Line)

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Zoom.us
and by appointment.

Class Sessions: O'Mailia Hall TBA
Catholic Identity Statement

St. Thomas University works to prepare men and women to live in and make their contributions to the human community. It aims to assist in the development of people knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to civic and social obligations, and able to respond to an ever-changing world.

At St. Thomas University we welcome collaboration with everyone of good will, and we rejoice in the endless possibility of discovery, for this is how the face of God is uncovered in our world.

Through their academic endeavors as well as their involvement with campus ministry, academic clubs, community service programs, social organizations, athletic teams and student government, St. Thomas University students are offered a wide variety of opportunities to develop an appreciation of their personal worth, individual gifts and academic potential. Faculty, administrators and staff provide a strong support network and serve as mentors and guides as students pursue personal and academic growth.
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1. Course Overview, Description, and Objective

1.1 Course Overview

This course will provide undergraduate students with a framework to understand the structure and dynamics of Quantitative Analysis in relation to Decision Making, Business Growth, Performance, and Results. In addition, this hands-on class intends to provide undergraduate students with a deep understanding and practical skills of Quantitative Analysis in a globalized business environment heavily influenced by digital, interactive, viral, Web 2.0, Web 3.0, Social Media, and High Tech-Knowledge-Innovation environments.

This course differs from other undergraduate business courses as it focuses on Quantitative Analysis issues in real business organizations. While we cannot avoid discussion and analyses of some issues covered in other courses, we will emphasize this course with an eye on decision making, strategy, entrepreneurship, management of knowledge, technology, and innovation. This course uses case studies from all over the world and includes several best practice readings in high tech, entrepreneurship, management of knowledge, technology, and innovation related to Quantitative Analysis for Decision Making.

This course is based on two principles for effective student centered and Critical Thinking Learning: (1) activity based learning and (2) team based learning. Students in this course are required to actively develop solutions during the face-to-face/blended/On-Line class-session week Schedule and will develop these solutions either as individual and/or team. Some individual and/or team work will be peer evaluated by students and team members of this class, and individual grades will be impacted by these peer evaluations. The course requires a high level of student preparation in order for students to succeed.

1.2 Course Description

BUS 326 Quantitative Analysis for Decision Making

The application of mathematical techniques for decision making, decisions under conditions of certainty and uncertainty, production and inventory models, linear programming; queuing theory, and project management (PERT/CPM).

Prerequisites: MAT 205 and BUS 120, SPO 104 or THM 201C

1.3 Course Objective

To provide the students with a thorough review of the role of Quantitative Analysis in business decision making through a wide variety of learning approaches including textbook, readings, assignments, class and On-Line discussions, case studies and presentations, teamwork, videos, and podcasts based on real life examples.
This course is considerably different from the typical “functional” area courses in finance, management, accounting, marketing, and decision science that rightly constitute the vast majority of undergraduate business education and it is focused on:

The application of mathematical techniques for decision making, decisions under conditions of certainty and uncertainty, production and inventory models, linear programming; queuing theory, and project management (PERT/CPM).

At the end of this course, students will be able to:

- Develop analytical and practical skills that will help understand the role of Quantitative Analysis in decision making in business to address "real life" corporate challenges, and contribute to the business performance of organizations.

- Analyze the Quantitative Analysis implications of important contemporary business trends such as globalization, corporate mergers, technological advances, innovation, social media, workforce diversity, entrepreneurship, ecological sustainability, changing employment practices, corporate citizenship, and social responsibility.

Finally, this course will develop the analytical and practical skills that will help you understand the role of Quantitative Analysis for Decision Making in business and its impact on Business Growth, Performance, and Results.

2. Student Learning Outcomes and Assessment and Major and Curriculum Objectives Targeted

2.1 Student Learning Outcomes and Assessment:

Upon successful completion of the learning curriculum of this class, the learner-student of this class will be able to:

- Describe and discuss the various factors necessary in the field of Quantitative Analysis and Decision Making

- Describe and apply key aspects of Quantitative Analysis and Decision Making concepts in real life business settings

- Identify and explain issues involved in Quantitative Analysis and Decision Making and conduct necessary research to address these issues

- Analyze Quantitative Analysis and Decision Making problems and develop proactive and / or reactive solutions
Describe and develop effective **Quantitative Analysis and Decision Making** case analysis recommendations and course of actions

Apply critical thinking skills through **Quantitative Analysis and Decision Making** case analysis

Conduct research and analyze information by using both human and technological resources related to the field of **Quantitative Analysis and Decision Making**

Utilize management information technology skills through the Office Automatization Systems such as Microsoft Office, Internet, and other related software to **Quantitative Analysis and Decision Making**

Communicate effectively through written and oral presentation assignments

Work effectively as a team member through team projects, case studies, and problem analysis

Examine and reflect upon personal career interests as they relate to the field of **Quantitative Analysis and Decision Making**

Examine and reflect upon his/her own learning outcomes in regards the field of **Quantitative Analysis and Decision Making**

Demonstrate the origins of his/her ideas by referencing sources used in his/her academic assignments

Accurate use of the standard referencing styles within the text for all sources used in his/her academic assignments

These student learning outcomes and assessment are intended to be achieved through the learning and assessment activities described in sections:

4. Intellectual and Academic Integrity  
5. Format and Teaching Learning Methods  
6. Prerequisites  
7. Course Learning Materials  
8. Learning Activities Performance Assessment  
9. Course Delivery – Learning Assignments Guidelines  
10. Course Calendar and Schedule  
11. General Emergency Management Responsibilities

of this syllabus.
2.2 Major and Curriculum Objectives Targeted

Management Major Learning Goals:

• Demonstrate understanding of how to carry out the planning function of management.
• Demonstrate understanding of how to carry out the organizing function of management.
• Formulate way to carry out the controlling function in organizations.
• Identify way to fulfill the leadership function of management.

School of Business Curriculum Goals:

• Domestic and Global Economic Environments of Organizations
• Ethics in Organizations and Society
• Functional Skills and Knowledge in Business as delineated in Major and Core Courses.
• Group and Individual Dynamics in Organizations
• Information Technologies as the Influence the Structure and Process of Organizations and Economies
• Communication Abilities
• Ethical Understanding and Reasoning Abilities
• Analytical Skills
• Multicultural and Diversity Understanding

School of Business Key Skills Required:

• Individually and collaboratively formulate, structure, support, deliver, receive, evaluate, and adapt written and oral messages.
• Apply critical thinking skills to complex business problems.
• Demonstrate ethical understanding and reasoning abilities, including an understanding of the ethical responsibilities of organizations.
• Demonstrate functional skills and knowledge in the study of business as delineated in the learning goals for your major.

3. Sessions

The course is organized in Sixteen learning session modules described at the end of this syllabus and our Canvas-Ember Learning Management System Course Content sections:

- “2. 2016 Fall, BUS 326 Quantitative Analysis, Master Schedule” PDF file.
- Weekly Learning Objectives, Activities, and Schedule
4. Intellectual and Academic Integrity

Students in this class are expected to abide by the honor code approved both by the students and by the faculty of St. Thomas University. When doing your written graded assignments for this class, you are not permitted to copy material from assignments done by students who have taken this class in the past (this would be plagiarism) or any other published resource. Individual assignments are to be done individually, without collaborating with other students.

Please remember that the honor code requires that any student observing another student or other students violating the honor code inform the Learning Facilitator of that violation. Failure to do so is in itself a violation of the honor code. Clearly, activities such as sharing class notes or discussing class materials outside of class are not honor code violations. Indeed, I want to encourage such interaction among you, because it enhances learning.

4.1 Academic Honesty Pledge:

I have no tolerance whatsoever for breaches of intellectual and academic integrity. Students must adhere to the St. Thomas University Intellectual and Academic Honesty policy at all times. You must submit signed Academic Honesty Pledge and Acknowledgement form of What is Academic Dishonesty? in PDF Format during the first week of classes and attach a signed authorship certification to each written assignment or it will NOT be graded.

You can find this class Academic Honesty Pledge in the following paragraph:

Academic Honesty Pledge

I ___________ (Full Name) ____________ as a student and Leader for Life of St. Thomas University pledge and affirm on my honor:

- I will not represent someone else’s work as my own
- I will not cheat, nor will I aid in another’s cheating
- I will be honest in my academic endeavours

I understand that if I am found responsible for academic misconduct, I will be subject to the academic misconduct procedures and sanctions as outlined in St. Thomas University Handbook

Violation of St. Thomas University Intellectual and Academic Honesty policy, including falsifying assignments, will result in automatic "F" and possibly more serious consequences for your record.
Additionally, the following two documents posted in our Canvas- Ember Learning Management System course shell should be used by every student in this class that require individual or team written assignments.

- **Individual**, Certification of Authorship Assignment Cover Page
- **Team**, Certification of Authorship Assignment Cover Page

These two documents can be found at our Canvas- Ember Course Content Section 1.1 Intellectual and Academic Integrity Documents.

### 4.2 Explanation of Academic Misconduct

Cheating and plagiarism are regarded as attempts to gain an unfair advantage over your fellow classmates. To cheat in the context of St. Thomas University School of Business assignments, tests, quizzes, On-Line activities, etc. violates the principles of intellectual and academic integrity. Cheating also encompasses plagiarism, which is the use or imitation of another person's ideas or manner of expressing them, without acknowledging the person.

You will be guilty of intellectual and academic misconduct if you do any of the following:

- Copy from another student during a test or examination or work on tests/ quizzes in a group (on the phone or face-to-face). This is cheating whether or not there is agreement between the students involved. Conspiracy with another student who wishes to cheat from you exposes both parties to St. Thomas University School of Business penalties.

- Use or paraphrase the work of others, including any document, audio-visual or computer-based material, when preparing an assignment and pretend it is your own work by not acknowledging where it came from. Please refer to section **4.3 How to Play It Safe** for help, support and guidance in this matter.

- Copy another student's work, with or without knowledge or consent of that student. This includes:
  - copying all or part of someone else's assignment;
  - allowing someone else to copy all or part of your assignment;
  - having someone else do all or part of the assignment for you;
  - doing all or part of someone else's assignment for them.

- Make up data and fabricate results in research assignments.

- Impersonate someone else in an examination or arrange such impersonation; or have someone impersonate you.
• Use forbidden material in a test or quiz, whether printed or electronic.

All students and faculty have the responsibility to prevent, discourage, and report academic misconduct. Typically students resort to academic misconduct because they are having difficulty with the course content and/or carrying a heavy workload. This can be a temptation –don't give in! Ask for help and EARN your grade with pride! You will learn in the process.

For a detailed explanation of Intellectual and Academic Dishonesty and Misconduct please refer in the following page to the document of: “What is Academic Dishonesty?”
What Is Academic Dishonesty?

As you know, we value academic integrity very highly and do not permit any forms of dishonesty or deception that unfairly, improperly or illegally enhance a grade on an individual assignment or a course grade. The following is a list of behaviors that constitute academic dishonesty. We are aware, however, that new forms of cheating, plagiarism and other forms of dishonesty may arise and therefore, we expect every student to interpret the requirement of academic honesty and integrity broadly and in good faith. If you have any doubt as to whether a particular act constitutes academic dishonesty, ask a teacher before you do it!

Academic dishonesty includes, but is not limited to:

Cheating on Exams
1. Copying from others.
2. Having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
3. Having or using a communication device such as a cell phone, pager, PDA or electronic translator to send or obtain unauthorized information.
4. Taking an exam for another student, or permitting someone else to take a test for you.
5. Asking another to give you improper assistance, including offering money or other benefits.
6. Asking for or accepting money or any other benefit in return for giving another improper assistance.
7. Providing or receiving information about all or part of an exam, including answers (e.g., telling someone in a subsequent period what was on your exam, or being told this information).
8. Having or using a “cheat sheet” (a piece of paper with answers, formulas, information, or notes of any kind) that is not specifically authorized by the teacher.
9. Altering a graded exam and resubmitting it for a better grade.
10. Working together on a take-home exam, unless specifically authorized by the teacher.
11. Gaining or providing unauthorized access to examination materials.

Plagiarism in Papers and Assignments
1. Giving or getting improper assistance on an assignment meant to be individual work. (When in doubt, ask.)
2. Including in any assignment turned in for credit any materials not based on your own research and writing. This includes:
   a. Using the services of a commercial term paper company.
   b. Using the services of another student.
   c. Copying part or all of another person’s paper and submitting it as your own for an assignment.
3. Acting as a provider of paper(s) for a student or students.
4. Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism).
5. Failing to use quotation marks where appropriate.
6. Failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes and/or a bibliography.
7. Making up data for an experiment (“fudging data”).
8. Citing nonexistent sources (articles, books, etc.).

Other
1. Misrepresenting your academic accomplishments, such as by tampering with computer records.
2. Deceiving a teacher or making up a false reason or excuse to get special consideration on an exam or an extension for an exam or paper.
3. Failing to promptly stop work on an exam when the time allocated has elapsed.
4. Forging a signature.
5. Hoarding or damaging library materials.

Note: Simply having possession during an exam of any prohibited or unauthorized information or device, whether or not it is actually used, is an act of academic dishonesty and will be dealt with as such.

Sources:
Acknowledgement form of What is Academic Dishonesty?

Intellectual and Academic Integrity

Acknowledgement, What is Academic Dishonesty?

CHARACTER COUNTS !

The "Six Pillars of Character":
* Trustworthiness
* Responsibility
* Caring, and

* Respect
* Fairness
* Good citizenship

People of character do the right thing 
because it is right 
even when it costs more than they want to pay 
and even when others may gain advantage 
by their dishonorable conduct.

Class: ______________________________

Acknowledgement, What is Academic Dishonesty?

I __________ (Full Name) ___________ as a student and Leader for Life of St. Thomas University pledge and affirm on my honor that I have read and fully understand the “What is Academic Dishonesty” document.

Date: ____________________________

Name: ____________________________ Signature: ____________________________

This document can be found at our Canvas-Ember Course Content Section 1.1 Intellectual and Academic Integrity Documents.
4.3 How to Play It Safe

To maintain good academic practice and be given credit for your own efforts, you should always acknowledge your sources using APA Style which includes:

- Stating clearly in APA style where you found the material or idea on which you have based your work. This should be done WITHIN the text of your assignment while listing the source in a Reference Listing.

- Acknowledging the people whose concepts, ideas, experiments or results you have extracted, developed or summarized, EVEN IF YOU PUT THESE IDEAS IN YOUR OWN WORDS.

- **Avoiding excessive copying** of passages by another author, even when you cite the source. Find another way of stating the main idea to show that you have thought about the material and understood it, but remember to state clearly where you found the ideas.

There is nothing wrong when working with other students in a group or team; however, after a certain point, each student **must work** on their own **to produce their own work**.

You can find additional support and information about using APA Style and Tips in Writing at our Canvas-Ember Course Content Section 1.2 Using APA Style and Tips in Writing.

Student Training - APA Style:

- **Tutorial: The Basics of APA Style**

- **Tutorial: Quoting, Paraphrasing & Summarizing**
  [http://ica.library.oregonstate.edu/tutorials/506--Library-Tutorial-Quoting-Paraphrasing-Summarizing](http://ica.library.oregonstate.edu/tutorials/506--Library-Tutorial-Quoting-Paraphrasing-Summarizing)

- **Tutorial: Quoting and Paraphrasing**
  [http://www.csuniv.edu/library/Plagiarism/quote.htm](http://www.csuniv.edu/library/Plagiarism/quote.htm)

- **Summarizing, Paraphrasing, and Quoting**
  - * Summarize a Source
  - * Paraphrase a Source
  - * Quote from a Source
  [http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page350378](http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page350378)
4.4  St. Thomas University Writing Center

As part of St. Thomas University strong commitment to learning and developing leaders for life, St. Thomas University offers the services of the Writing Center to discuss student assignments for this course or any others. Students may schedule appointments (55 minutes) on an as-needed or weekly basis free of charge. If you need any help and/or support for your class writing assignments, please make an appointment online with a tutor at:

http://web.stu.edu/Academics/UniversityLanguageCenter/tabid/5343/Default.aspx

St. Thomas University Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. Tutors will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. What the tutors do is answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. Obviously, the tutors won’t necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Please schedule your appointments with enough time to think about and use the feedback you’ll receive. Bring the syllabus, assignment handout and other relevant materials to your appointments.

4.5  Safe Assign and/or TurnItIn:

With the objective to strengthen the Academic Integrity policies of St. Thomas University and this class, every written learning assignment must be submitted in our Learning Management System: Canvas-Ember and it will be reviewed by:

- SafeAssign (http://wiki.safeassign.com/display/SAFE/About+SafeAssign)

and/or

- TurnItIn (http://turnitin.com)

to check for students’ unoriginal and/or plagiarized content in the learning activities of this class.

Results of SafeAssign and/or TurnItIn outcomes will be posted periodically at our Canvas-Ember Discussion Forum –Board according to the following general:
**SafeAssign Originality Score Index**

- **Scores below 15%**: These papers typically include some quotes and a few common phrases or blocks of text that match other documents. These papers typically do not require further analysis, as there is no evidence of the possibility of plagiarism in these papers.

- **Scores between 15 and 40%**: These papers include extensive quoted or paraphrased material or they may include plagiarism. These papers should be reviewed by the supervisor or other academic to determine if the matching content is properly attributed.

- **Scores over 40%**: There is a very high probability that text in this paper was copied from other sources. These papers include quoted or paraphrased text in excess and should be reviewed by the supervisor or other academic for plagiarism.

*** Learning Assignments with SafeAssign Originality Score Index ABOVE 40% will NOT be graded and will be reviewed and assess for potential Academic Dishonesty misconduct ... ***

**TurnItIn Originality Score Index**

- Blue (no matching words)
- Green (one matching word - 24% similarity index)
- Yellow (25-49% similarity index)
- Orange (50-74% similarity index)
- Red (75-100% similarity index)

“The overall similarity index and the corresponding color scaling of the icons provides a basic indication of how much information contained in a specific submission is matched to other sources in the Turnitin repository. This number is a raw amount of matching done against the repositories selected for the assignment the submission was made to. Direct quotation, citations, or bibliography areas of the paper are not automatically excluded. The decision to permanently exclude or disregard matches to these types of text in a paper is made solely by the instructor of the class.”

Student Training - About OriginalityCheck
http://turnitin.com/en_us/training/student-training/about-originalitycheck

*** Learning Assignments with a TurnItIn Originality Score Index ABOVE YELLOW (25% - 49% similarity index) will NOT be graded and will be reviewed and assess for potential Academic Dishonesty misconduct ... ***

NOTE: Intensive Auditing of the course will be conducted to reinforce the Academic Integrity policies of St. Thomas University and this class.
4.6 Resources to Support Academic Integrity in Writing

Please find below some resources that I am sure they will help you to strengthen your Academic Integrity Practices in Writing:

- Dupli Checker, Free OnLine Software for Plagiarism Detection
  http://www.duplichecker.com/

- Glatt Plagiarism Services
  http://www.plagiarism.com/self.detect.htm

- Grammarly, The World's Best Grammar Checker
  http://www.grammarly.com/

- PlagAware, PlagAware is an online-service, which offers services around the topics Searching, finding, analysing and tracing of plagiarisms.
  http://www.plagaware.com/

- PlagScan, The online service for plagiarism detection
  http://www.plagscan.com/

- ScanMyEssay.com, Plagiarism checker from ScanMyEssay.com - Viper is a free plagiarism checker and alternative to Turnitin.
  http://www.scanmyessay.com/

- WCopyFind, WCopyfind is an open source windows-based program that compares documents and reports similarities in their words and phrases. It is free and available to anyone.
  http://plagiarism.bloomfieldmedia.com/z-wordpress/software/wcopyfind/

With these resources at hand, I am positive, you will be able to live through the Academic Integrity Policies of St. Thomas University and this class.
5. Format and Teaching Learning Methods

This class is unlike most others offered in undergraduate Business Courses, it is a practical, "hands-on" course with few formal traditional, hybrid, and/or on-line lectures. Instead you will learn useful analytical strategic, entrepreneurship, knowledge, technology, and innovation skills that apply to real-life workplace situations in Quantitative Analysis for Decision Making and will be extremely valuable in your future business career.

For every class, please make sure to bring your reusable 8 ½ x 5.5 inches visible Name Tag with your first and last name.

No Name Tag: No Class.

Most weekly class sessions (face-to-face/blended/On-Line) begin with a class discussion of news events, assigned readings, and on-line videos followed by a case analysis and presentation, face-to-face/on-line discussion of assigned textbook chapters and readings, study questions, mind stretchers, face-to-face/On-Line class-team debates, and other learning / hands-on activities related to topics of the weekly class session.

Outside work includes weekly quizzes, on-line discussions, news event searches, teamwork, special homework assignments and case analysis.

This is a course which requires a Socratic, questioning approach. Questions are entertained at any time and informed participation is highly encouraged. Furthermore, this course is based on the active learning framework. We will use the Case Analysis learning approach as the instructional delivery of this course. The case analysis and readings will help you practice and apply the concepts reviewed each weekly class session in order to formulate creative, practical, and effective strategic and tactical entrepreneurship, knowledge, technology, and innovation plans in regards Quantitative Analysis and their appropriate execution actions.

Your team will be preparing solutions for cases and will submit your solutions to the Learning Facilitator through our Canvas-Ember Learning Management System. The time for solution preparation is limited. Your team will not succeed unless every team member is fully prepared – having read the case, prepared analysis for the guiding questions, and connected the issues to concepts discussed in course readings. Your team solutions will be submitted to the team assignment drop-box in our Canvas-Ember Learning Management System. Every team member will be peer evaluated regarding his/her contributions to team analysis. Individual case grades for team members may vary based on these peer evaluations.
5.1 Mutual Expectations and Student Responsibilities:

This is a undergraduate face-to-face/blended/On-Line – hands-on course heavily supported by our Canvas-Ember Learning Management System. Expectations for performance in this kind of courses are the same as for traditional undergraduate courses; in fact, this kind of courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students in such a short relative period of time.

The main objective for you in this class is to LEARN. It is expected that you will invest, as in any 300 level – 3 Credit hour class, an average of 9 (nine) hours per learning week for this class. This time should be managed in reading, studying, and learning by doing through all our learning activities for this class. Some weeks, according to the academic learning load of this and other classes, the learning workload for this class may seem greater, but this is the time that you can successfully put to work your time management and planning ahead skills as in any other part in life.

**Over-commitment** has been a cause for students taking this class in not learning and perform as expected.

For each class session, it is critical for students to come prepared to class doing the assign readings for the week before coming to class. During class, we will go beyond the assigned class readings and learning materials to highlight critical aspects of each topic and relating them with current business events and real business situations. If you do not do your assigned readings and learning materials for the week sessions, you will not get much out of the class lecture and class discussions, and your in-class participation performance will be much less than expected.

**Students are expected to fulfil ALL requirements described in this syllabus.** Spirited face-to-face/on-line discussions are encouraged and the atmosphere is informal. However, all are expected to practice tolerance of different viewpoints and treat others with respect. I expect you to treat all of us (learning facilitator and students) with respect and in a professional manner at all times. Anyone who feels these expectations are not being met, or who wishes to address additional content should feel free to approach me at any time.

Courses like this one are not independent study courses. You will be expected to interact face-to-face and on-line with the Learning Facilitator and your fellow students; to do assignments; to meet deadlines; and in many weekly class sessions, to work in high learning performance teams.

As on an airplane during take-off, Cell and/or Smart Phones, Computers, Laptops, iPads, Tablets, and/or other electronic devices ARE NOT allowed in class as they distract from class discussions and learning activities unless otherwise indicated by the Learning Facilitator. Points from the In Class Discussion / Participation final grade will be deducted for use of these ICT (Information Communication Technology) devices during class. To repeat, please do not take out, open up, and/or turn on any electronic devices, and/or text, what’s app, check your e-Mail and/or social media apps during class.
5.2 Attendance and ON TIME (12:15 pm) class arrival:

Class discussions are the foundation of this course and attendance is important for your final grade. Regardless of the reasons, no one can pass the course with more than two absences total. One absence is allowed with no penalty, thereafter 15 points will be deducted from your final grade for the subsequent absence up to the two allowed. In cases of absence for documented medical, work, or family emergency no points will be deducted BUT the absence will still count against the allowed total of two.

As courtesy to other students in the class and honouring all of us commitment for punctuality, I expect you to arrive ON time for class. Late arrival or early departure of MORE than 5 minutes will count as a half-absence each time. Consistent late arrival or early exit will result in up to 25% reduction of your final grade. Please do not leave the classroom in the middle of class for a few minutes and then return; this is disruptive. If you must leave class early, please let me know at the beginning of class that you need to do so, and sit on the end of an aisle to avoid bothering the other students when you leave.

If a student has an extenuating circumstance and misses an assignment, the Learning Facilitator should be contacted immediately or if possible ahead of time. If prior arrangements cannot be made because of an emergency, proof of the emergency needs to be provided to the Learning Facilitator of this class as soon as possible; for example, a doctor’s note, a tow truck receipt, an airline ticket for leaving town for a death in the family, etc.

The Learning Facilitator of this class will only extend deadlines without penalty for extenuating circumstances. However, if a student is granted an extension, it is the only one for the academic term, so it should be used wisely. Another excused absence will not be granted and points will be deducted accordingly.

5.3 Team Work:

Learning Team activities make up a percentage of your grade. However, grading is structured so that grades of strong performers will not be compromised by weaker performance of others in your team. Learning Team meetings outside class will be necessary for key projects.

As in any real life organization, teams might face some underperform challenges with one or more members of their teams. After a thorough performance evaluation report by the team, a team can fire one or more of their members (please cc the Learning Facilitator of this class with your team performance evaluation report and team dismissal communication letter). People fired from their own teams will get a 0 (zero) grade points in all final team grading activities for this class.
For more information about what is expected about high performance team’s assignments in this class, please take a moment and read:

**The Discipline of Teams**  
by Jon R. Katzenbach and Douglas K. Smith  
Harvard Business Review, JULY-AUGUST 2005

**Virtuoso Teams**  
by Bill Fischer and Andy Boynton  
Harvard Business Review, JULY-AUGUST 2005

According to these readings, **High Learning Performance Teams** are those that:

- Meet regularly, bond and have fun (part of the learning process here is about working with other people from different backgrounds and experience)
- Keep performance records of who attends and who is assigned to do what.
- Develop and follow a work plan
- Share the work according to each Team member’s strengths, and as evenly as possible
- Encourage open communication, participation, and the sharing of ideas.

### 5.3.1 Quarterly Learning Team-Teammate’s Peer Performance Evaluation Reports

For the following class Quarters:

- Quarter 1: Learning Weeks 1, 2, 3, and 4
- Quarter 2: Learning Weeks 5, 6, 7, and 8
- Quarter 3: Learning Weeks 9, 10, 11, and 12
- Quarter 4: Learning Weeks 13, 14, 15, and Exam Week

please perform a:

- **Team-Teammate’s Peer Performance Evaluation Report**
  and post it at our Canvas-Ember Assignments DropBox **Team-Teammate’s Peer Performance Evaluation Reports** Section.

Please name every **Team-Teammate’s Peer Performance Evaluation Report** file as:

- Quarter#, Learning Team #

and post it at our Canvas-Ember Assignments DropBox section described above.
In evaluating student participation in your peer evaluations you should look at both the quantity and quality of contribution. With regards to quality, some of the criteria normally applied are:

- Are the points made relevant to the discussion?
- Do they go beyond a mere recitation of case facts, and are implications clearly drawn?
- Do you show evidence of analysis rather than expressions of opinions?
- Are the comments linked to those of others?
- Did the contribution further the class's understanding of the issues?
- Is the participant a good listener?

*** PLEASE REMEMBER, THIS IS A CONFIDENTIAL DOCUMENT and ONLY THE LEARNING FACILITATOR OF THIS CLASS WILL SEE IT. ***

5.4 Class Syllabus:

- Canvas-Ember Learning Management System Syllabus

Students MUST read this syllabus in its entirety. All the information for this course and detailed instructions for each of the assignments, are in this syllabus. I recommend that students read the guidelines for each assignment again when it comes time to complete each assignment so that it is done correctly. Please always refer to the latest version of the syllabus that is posted at our Canvas-Ember Learning Management System Course Content section for this class.

The syllabus is a living document - dates and information may change throughout the course and you always want to be referring to the most current version.

5.5 Communicating with the Learning Facilitator of this Class:

- E-mail: Canvas-Ember Learning Management System E-mail is the best way to reach me.

- This is a face-to-face/blended/On-Line course heavily supported by our Canvas-Ember Learning Management System (LMS). Once you have access to the course, please send me all personal correspondence through Canvas-Ember Learning Management System 's Course Mail tool. ONLY e-mails sent through the Canvas-Ember Learning Management System course mail tool will be answered. Furthermore, when responding to either e-mails or discussion forum postings, please use the "quote" features to ensure that the original message is included with your response. This will improve the speed at which we communicate within the course.
- **Conference Calls:** It will be used by appointment only.
- **Skype:** It will be used by appointment only.
- **Collaboration Sessions:** It will be used by appointment only.
- **VideoConferencing - STU Elluminate Live:** It will be used by appointment only.

5.6 **Canvas-Ember Learning Management System Course Mail, Special Announcements, and Discussion Forums:**

Each time students log into our course **Canvas-Ember Learning Management System** LMS, they must check:

- Canvas-Ember Learning Management System’s **Special Announcements** section,
- their course mail, and
- the discussion forum(s).

**Canvas-Ember Learning Management System’s Special Announcements section:** The Learning Facilitator will contact the students with important information and changes throughout the course by posting special announcements, messages in the discussion forum, and/or messages in the course mail. Students, who do not read these messages, and often the messages other students post as well, will miss important information. If the Learning Facilitator posts a message and a student misses a deadline or does an assignment incorrectly, **there will be NO excuses for make-ups or extensions**.

Very often, answers to questions have already been addressed and important dates are posted. Without reading these messages, you will not be informed about what is happening in your course.

- **Canvas-Ember Learning Management System Course Mail:** E-mails will usually be answered during the evenings, **two times a week (Mon and Wed)**. However, occasionally e-mails will be answered even sooner. If I’m out of town, I will respond to your e-mail when I return or have access to the Internet.

- **Canvas-Ember Learning Management System Discussion Forum:** It will be used for class discussions and other postings of general interest that are directly related to the course. To maintain its effectiveness, please post messages to the main discussion **Open -General Forum** only if they are relevant to the entire class. Please do not send personal correspondence using the Discussion Forum, everyone can read Discussion Forum postings; therefore, do not post private information.
ALL documents posted at our Canvas-Ember Learning Management System MUST BE posted in TWO Formats:

Document 1: Word format

Document 2: PDF format

** In other words, the SAME document must be saved and posted in Word and in PDF formats.

EXCEPT for the On-Line Discussions postings

and/or otherwise specifically indicated.

In word, you can save your doc format document through “SAVE AS” PDF format menu.

Otherwise, if you do not have a PDF converter, please visit http://www.freepdfconvert.com to get your source file converted On-Line at no cost.

Documents NOT submitted in Word AND PDF formats will NOT be open and therefore will not be graded.

Documents submitted in other formats will NOT be open and therefore will not be graded.

5.7 Rules, Policies, and Academic Misconduct:

Assignments from text and other resources are listed in this syllabus. Students are expected to pace their learning according to the posted course assignments. It is expected that interactive learning and teaching will enrich the learning experience of all students, and that each student will work in partnership with the Learning Facilitator to create a positive learning experience for all. Student engagement is a necessary condition for an effective learning experience, and includes contributions to debate and discussion, positive interactive learning with others, and an enthusiastic attitude towards inquiry.

Everyone is expected to be a positive contributor to the class learning community, and students are expected to share the responsibility of teaching each other.

5.8 Statement of Understanding between Learning Facilitator and Student:

Every student must respect the right of all to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students must adhere to a standard of academic conduct, demonstrating respect for themselves, their fellow students, and the educational mission of St. Thomas University School of Business.
Failure to adhere to the guidelines stated above may result in one of the following:

- **Expulsion**: Permanent separation of the student from the St. Thomas University School of Business, preventing readmission to the institution. This sanction shall be recorded on the student's transcript.

- **Suspension**: Temporary separation of student from the St. Thomas University School of Business for specific period of time.

5.9 **Assurance of Learning**

The School of Business cares about the quality of your education. More on the School's commitment to Assurance of Learning can be found at the following link:

- [http://www.stu.edu/Portals/0/Admissions/ugcatalog.pdf](http://www.stu.edu/Portals/0/Admissions/ugcatalog.pdf)

5.10 **Policies**

Please review the policies page as it contains essential information regarding guidelines relevant to all courses at St. Thomas University School of Business and additional information on the standards for acceptable netiquette important for face-to-face/blended and/or On-Line courses.
6. Prerequisites

- This is a undergraduate Capstone course so by now you should have taken all the prerequisites:

  MAT 205 and BUS 120, SPO 104 or THM 201C.

The learning material of this class assumes that you already have the BASIC:

- Math and Algebra
- Stats
- Computer – software
- Reading
- Writing and APA style reference guide
- Studying
- Learning responsibility, prioritization, decision making, and self-accountability
- Time Management
- Academic Integrity, and

LEARNING skills for a 300 Level Class.

Similarly, it is assumed that you have mastered already these very BASIC skills mentioned above according to your standardized Junior and High School tests and SAT scores and previous pre-requisite classes needed for this class.
7. Course Learning Materials

Textbook 1

Quantitative Analysis for Management, 12/e
Render, Stair, Hanna & Hale
©2015 | Prentice Hall | Cloth; 608 pp | Available

MyOMLab
- Your Course Name: Fall 2016-MyOMLab, BUS-326-01 Quantitative Analysis for Decision Making
- Your Course ID: rocha42842
- With your MyOMLab access card already bought above, please get access to MyOMLab at: http://www.myomlab.com/

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Operations Management Plus NEW MyOmLab with Pearson eText -- Access Card Package, 11/E
Jay Heizer, Texas Lutheran University
Barry Render, Graduate School of Business, Rollins College
©2014 • Prentice Hall • Cloth Bound with Access Card, 570 pp
Published 04/15/2013

MySTATLab
- Your Course Name: Fall 2016-MySTATLab, BUS-326-01 Quantitative Analysis for Decision Making
- Your Course ID: rocha44682
- With your MySTATLab access card already bought above, please get access to MySTATLab at: http://www.mystatlab.com/

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Mark L. Berenson, Montclair State University
David M. Levine, Baruch College, Zicklin School of Business, City University of New York
Kathryn A. Szabat, La Salle University
©2015 • Pearson • Cloth Bound with Access Card, 912 pp
Published 02/21/2014 •
Textbook 2

**Against the Gods: The Remarkable Story of Risk**
Peter L. Bernstein

The Wall Street Journal – Printed and/or Online Edition

**THE WALL STREET JOURNAL**  WSJ 15 -Week Subscription Package – ISBN# 1 -59399 -455 -9

**Quantitative Analysis Software Free of Change**

Please download and install these **FREE of Charge** powerful software and tools for easily solving the learning problems of this class, MySTATLab, and MyOMLab:

Quantitative Analysis for Management, 12th Edition

MyOMLab

MySTATLab


*** Note: Please remember that the learning materials for this class can be rented-purchased in several formats (new-used/previously owned): e-Version, Loose Leaf Version, and Traditional versions. In addition to our St. Thomas University Bookstore, now days, there are plenty of outlets that offer a very affordable textbooks in any version such a Chegg, eBay, Amazon, BookByte, etc. The total investment of these learning materials and textbooks can range in different amounts according to the format you buy and the outlet where you purchase these textbooks.
Additional support and resources


- In addition to the listed readings for class assignments, you are encouraged to monitor on a daily basis the following web sites coverage of Quantitative Analysis topics in regards decision making, strategy, entrepreneurship, knowledge, technology, and innovation management:

  NPR: National Public Radio (FM 91.3 WLRN)
  www.npr.org

  Bloomberg Radio
  http://www.bloomberg.com/radio/

  NPR MarketPlace
  http://marketplace.publicradio.org/

  ALLTop
  http://alltop.com/

  The Economist Intelligence Country Business Unit
  http://www.eiu.com/public/

  Business Week
  http://www.businessweek.com/

  Business Week, Technology
  http://www.businessweek.com/technology/

  Business Week, Innovation
  http://www.businessweek.com/innovation/

  WSJ All Things Digital
  http://online.wsj.com/news/technology

  Mashable
  http://mashable.com/

  Inc. Magazine
  http://www.inc.com/
I recognize that all subjects and scenarios cannot be covered in one course. Any student who wishes to have additional content covered may do so individually with me. I will make available any resources I might have in order to aid the student in meeting individual learning needs.
8. Learning Activities Performance Assessment

In order for you to **LEARN** in this class, you must successfully complete the following:

**Learning Activities and Assignments**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Home Page, Executive Resume, LinkedIn Profile, Honesty Pledge, What is Academic Dishonesty, and Acknowledgement Document, Syllabus Reading Acknowledgement Document</td>
<td>5%</td>
</tr>
<tr>
<td>On-Line Canvas-Ember Learning Management System Discussion: What Is So Important About Academic Integrity?</td>
<td>5%</td>
</tr>
<tr>
<td>In Class Discussion / In Class Participation / Library Use and Information Literacy Assignment / Wall Street Journal Learning Assignments / Learning Teams Chapters Prezi Presentations / AT LEAST 8 Quality Facebook Postings at St. Thomas University School of Business group</td>
<td>20%</td>
</tr>
<tr>
<td>Harvard Business Review and Against the Gods Readings and On-Line Canvas-Ember Learning Management System Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Quizzes or Average Mid-Term and Final Exam whatever score is less.</td>
<td>20%</td>
</tr>
<tr>
<td>MySTAT Lab and MyOMLab Problems or Average Mid-Term and Final Exam whatever score is less.</td>
<td>20%</td>
</tr>
<tr>
<td>Textbook 1, Chapters End Discussion Questions</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Total Points for Course**  
110% / 100%

*** **Note 1**: Grades- Grading will be released two (2) or three (3) times during our Academic Period and according to the learning pace and performance of the students of this class.

*** **Note 2**: During the academic term, there will be numerous opportunities to earn FINAL Extra Points. These Final Extra Points will be given **ONLY** to those students whose Final Academic Learning Performance Record reaches 85 or above Total Points for the Course.

*Quantitative Analysis for Decision Making*

St. Thomas University, School of Business  
Developing Leader’s for Life  
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*** Note 3: Students not performing according to our class learning expectations will be directed to the following student support learning programs:

- FIRST Faculty Initiated Response for Student Tracking
- STAR Student Tracking for Advising and Retention

And

- STU Academic Enhancement Center

*** Note 4: In addition, Student – Athletes not performing according to our class learning expectations will be reported with:

Laura Courtley-Todd
Director of Athletics
St. Thomas University

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**Learning Performance Activities and Assignments Grading Scale**

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>RANGE</th>
<th>LETTER GRADE</th>
<th>RANGE</th>
<th>LETTER GRADE</th>
<th>RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Equal or above 93</td>
<td>B-</td>
<td>80 - 82</td>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92</td>
<td>C+</td>
<td>77 - 79</td>
<td>D</td>
<td>60 – 66</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>C</td>
<td>73 - 76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
<td>C-</td>
<td>70 - 72</td>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>
9. Course Delivery – Learning Assignments Guidelines

9.1 Individual Concept Quizzes

During this course you will be answering from 5 to 20 true/false and/or multiple choice questions for EACH Textbook 1 Chapter in our Canvas-Ember Learning Management System based on our Textbook 1 concepts and frameworks. The questions will cover the chapters that were assigned for the weekly class sessions. Time for the concept tests is limited to 30 minutes PER Chapter. The intent is to avoid students searching for answers while taking the test. The goal is to gauge your recollection and understanding of the book material. You must submit your answers before the deadline. No late submissions are allowed. These concept tests are strictly individual work. Violation of the honor code will lead to dismissal from class with a grade of F.

It is your responsibility to make sure your computer is compatible with our Canvas-Ember Learning Management System and that it meets the minimum hardware requirements.

Each quiz is from our Textbook 1:

Textbook 1

Quantitative Analysis for Management, 12/e
Render, Stair, Hanna & Hale
©2015 | Prentice Hall | Cloth; 608 pp | Available

and they will be available to take according to the following schedule:
### Quiz Schedule

<table>
<thead>
<tr>
<th>Quizzes</th>
<th>Textbook 1 Chapter(s)</th>
<th>Opens</th>
<th>Closes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>1</td>
<td>Sunday, August 21, 2016 at 11:55 pm</td>
<td>Sunday, September 04, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>1</td>
<td>Sunday, August 28, 2016 at 11:55 pm</td>
<td>Sunday, September 04, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>2</td>
<td>Sunday, September 04, 2016 at 11:55 pm</td>
<td>Sunday, September 11, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>3</td>
<td>Sunday, September 11, 2016 at 11:55 pm</td>
<td>Sunday, September 18, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>4</td>
<td>Sunday, September 18, 2016 at 11:55 pm</td>
<td>Sunday, September 25, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>Quiz 6</td>
<td>5</td>
<td>Sunday, September 25, 2016 at 11:55 pm</td>
<td>Sunday, October 02, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>Quiz 7</td>
<td>6</td>
<td>Sunday, October 02, 2016 at 11:55 pm</td>
<td>Sunday, October 09, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>Quiz 8</td>
<td>7</td>
<td>Sunday, October 09, 2016 at 11:55 pm</td>
<td>Sunday, October 16, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>Quiz 9</td>
<td>8</td>
<td>Sunday, October 16, 2016 at 11:55 pm</td>
<td>Sunday, October 23, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>Quiz 10</td>
<td>9</td>
<td>Sunday, October 23, 2016 at 11:55 pm</td>
<td>Sunday, October 30, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>Quiz 11</td>
<td>9</td>
<td>Sunday, October 30, 2016 at 11:55 pm</td>
<td>Sunday, November 06, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>Quiz 12</td>
<td>11</td>
<td>Sunday, November 06, 2016 at 11:55 pm</td>
<td>Sunday, November 13, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>Quiz 13</td>
<td>11</td>
<td>Sunday, November 13, 2016 at 11:55 pm</td>
<td>Sunday, November 20, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>Quiz 14</td>
<td>12</td>
<td>Sunday, November 20, 2016 at 11:55 pm</td>
<td>Sunday, November 27, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>Quiz 15</td>
<td>13</td>
<td>Sunday, November 27, 2016 at 11:55 pm</td>
<td>Sunday, December 04, 2016 at 11:55 pm</td>
</tr>
<tr>
<td>ExWeek</td>
<td>15</td>
<td>Sunday, December 04, 2016 at 11:55 pm</td>
<td>Sunday, December 11, 2016 at 11:55 pm</td>
</tr>
</tbody>
</table>

**EACH chapter quiz will have questions pulled at random from a test bank of questions for EACH chapter. This way, each student will have a different set of questions. Further, EACH quiz will have from 5 to 20 true/false and/or multiple choice questions for each chapter and students will be given 30 minutes from start to finish per EACH chapter. Students are strongly encouraged to read and study the chapter prior to taking the quiz. If you rely on using the book to look up the questions while you are taking the quiz, you will be very short on time and as a result your grade will suffer. When time runs out, quizzes are graded based on what the student complete. Students are also encouraged not to wait until the last minute to complete the quiz.** Unexpected things can happen.
It is always hard to predict technical difficulties, like losing electricity, or losing an internet connection. Waiting until the last minute to submit quizzes can leave students vulnerable to technical problems. When the quiz is expired, the final grades are submitted and cannot be changed.

When a student submits the final quiz a screen will appear that tells the student to view their results. If the student clicks on the tab to view the result, then their test will be graded by CANVAS-EMBER LEARNING MANAGEMENT SYSTEM. If the student does not select this option the quiz will remain not graded. Please make sure to make this extra step when submitting each quiz. Detailed quiz results are available after the grading period expires.

**Some Learning Tips for this Learning Assignment**

Before you perform this Learning Assessment, please:

- Make a copy of the 1st page of each chapter where you will find the Chapter Learning Objectives and the Chapter Outline.
- Make a copy of the Summary, Glossary, and Key Equations of the Chapter at hand.
- Make a copy of the PowerPoint slides for the Chapter at hand posted at our Canvas-Ember Learning Management System section: Course Content: 5. Textbook 1, PowerPoints

with these copies at hand, you have a Learning Roadmap to start studying the Learning Material of this chapter.

Once you finish studying the Learning Material of this chapter, please take the Self-Test of the Chapter you just studied and check your answers at the end of the book. For the questions, you scored wrong, go back to the drawing board and the book chapter, and try to understand why you got them wrong and make a note.

Please respond the 1 to 10 Learning Discussion Questions assigned for this chapter. If you want to go the extra mile, study and respond ALL the Learning Discussion Questions at the end of this chapter (please remember, the obligatory Learning Discussion Questions you absolutely must respond for this chapter are just the first 1 to 10 Discussion Questions.

Perform your MySTATLab or MyOMLab Learning activities

Once you successfully finish these Learning and Study Activities, it is then that you are ready to take this Quiz and Learning Assessment material. Please remember, the final objective of this class is for you to LEARN and provide you with additional competitive advantage skills that are much needed and valued in the job marketplace.
9.2  In Class - Team Case Analysis Memos

9.2.1  Preparatory and Learning Team Work for In Class – Team Case Analysis Memos

The course relies heavily on case materials, and the analysis and discussion of decision making, strategy, entrepreneurship, knowledge, technology, and innovation management situations in regards Quantitative Analysis as one of the primary activities in our weekly class sessions. Therefore, individual preparation and participation are essential to the class's success in examining all relevant issues. Occasional on-line lectures will supplement this material and summarize the concepts we will be employing in the analysis of the various cases.

Preparation for case discussion should begin with a rapid reading of the assigned text and case material. Then, it is worthwhile to review the assignment questions for clues as to what issues require special attention. The next step is normally to re-read the case carefully, taking notes which sort information, facts, and observations under a number or relevant headings.

Most students will then want to perform some quantitative analyses, exploring various hypotheses as to the nature and importance of certain phenomena. Finally, preparation will include notes that can be used to guide your interventions in class discussions on the assigned or other issues judged to be critical to the company's apparent dilemma.

9.2.2  In Class - Team Case Analysis Memos

The ability to make a persuasive written argument in a single page is a skill that will serve you very well in your career. Teams should write memos for in class cases assigned (maximum one page and 3 relevant exhibits). Teams should write their In Class – Team Case Memos for cases assigned according to our:
1. Grading Rubric for Case Analysis Memo posted at our Canvas-Ember Learning Management System.

The questions to be answered will be given usually when the assignment is posted in our Canvas-Ember Learning Management System. Your learning team must submit your In Class - Team Case Analysis Memo to your Canvas-Ember Learning Management System learning team assignment drop box before the deadline stated. No late submissions can be accepted and your learning team will be assessed 0 (zero) points if your Word and PDF file(s) is(are) not submitted on time. Specific content and layout instructions have to be followed and will be supplied in your Canvas-Ember Learning Management System course shell.

Finally, please answer ALL Questions asked in your In Class - Team Case Analysis Memo with great detail AND STEP BY STEP being extremely methodical and accurate in your answers. It is extremely important that for each Question, you write the entire question and you LABEL and/or PLACE the appropriate headings and subheadings clearly for EACH part of the question and/or section.

Quantitative Analysis for Decision Making
St. Thomas University School of Business
Please address, analyze, and discuss in great detail and thoroughly support and explain the what’s, how’s, and why’s of each of your answers.

**Learning Assignment Guidelines**

In Class - Team Case Analysis Memos, Executive Summary:
This executive summary should be a 1 to 2 pages typed professional written executive summary in PDF and Word format with a 1.5 max line space, a suitable font such as Times Roman or Calibri of 12 point maximum, and left, right, top, bottom margins of .8 inches maximum.

In Class - Team Case Analysis Memos, Written Report:
This document should be a typed professional written report in Word and PDF format with a 1.5 max line space, a suitable font such as Times Roman or Calibri of 12 point maximum, and left, right, top, bottom margins of .8 inches maximum.

** No Word and PDF format documents: No grading ...

PowerPoint Presentations:

- 3 slides summarizing your In Class - Team Case Analysis Memos with
- 5 bullet points with one line (maximum two lines) per each slide in PPT and PDF format

At the end, your In Class - Team Case Analysis Memos PowerPoint Presentation will have 15 bullet points in total (3 slides with 5 bullet points each slide).

** No PPT and PDF format documents: No grading ...

** In Class - Team Case Analysis Memos which do not follow ALL these Learning Assignment Guidelines described in previous paragraphs will not be graded.

**Checklist of Documents to hand in In Class - Team Case Analysis Memos Dropbox:**

- Learning Team, Certification of Authorship Assignment Cover Page
- In Class - Team Case Analysis Memos Executive Summary (Word and PDF formats)
- In Class - Team Case Analysis Memos Written Report (Word and PDF formats)
- In Class - Team Case Analysis Memos PowerPoint Presentation (PPT and PDF formats)

**Grading Rubric**
This learning assignment will be graded according to the following grading rubrics:
- “Grading Rubric for In Class - Team Case Analysis Memos”
- “Grading Rubric for In Class - Team Case Analysis Memos Presentations”, and
- “Grading Rubric for Writing and APA Style use”
Located at our Canvas-Ember Learning Management System section:
Course Content: 2. Class Learning Assignments Guidelines, Grading Rubrics, and Peer Evaluation Forms

**Quantitative Analysis for Decision Making**
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Some Learning Tips for this Learning Assignment
Please take a moment to read and get familiarized with the following learning concepts:

Executive Summary
What is an Executive Summary? How to develop an Executive Summary?

According to the Writing@CSU | The Writing Studio at
http://writing.colostate.edu/guides/guide.cfm?guideid=76

An Executive summary is:

“Executive Summaries

Executive Summaries are much like any other summary in that their main goal is to provide a condensed version of the content of a longer report.

The executive summary is usually no longer than 10% of the original document. It can be anywhere from 1-10 pages long, depending on the report's length. Executive summaries are written literally for an executive who most likely DOES NOT have the time to read the original [document].

Executive summaries make a recommendation. Accuracy is essential because decisions will be made based on your summary by people who have not read the original.

Executive summaries frequently summarize more than one document”

In addition, please find the following Good and poor examples of executive summaries at

Finally, please find a more comprehensive definition and know how about Executive Summaries at the:

University Writing Center at Texas A&M

Lessons Learned vs Best Practices

Tips for Turning Lessons Learned into Best Practices:
http://www.projectsmart.co.uk/tips-for-turning-lessons-learned-into-best-practices.html

Using APA Style and Tips in Writing

You can find several readings and support material for your writing learning assignments and APA Style use at our Canvas-Ember Learning Management System section:

Course Content: 1.2 Using APA Style and Tips in Writing

9.2.3 In-Class Team Case Memos Schedule: To Be Announced
9.3 Discussion Questions-Review Problems, and MySTATLab or MyOMLab Problems

9.3.1 Discussion Questions-Review Problems

The ability to make a persuasive review and written argument is a skill that will serve you very well in your career.

Please answer the Discussion Questions at the end of our Textbook 1 assigned chapter for each week with great detail AND STEP BY STEP being extremely methodical and accurate in your answers. It is extremely important that for each Discussion Question, you write the entire question and you LABEL and/or PLACE the appropriate headings and subheadings clearly for EACH part of the question and/or section.

Please take a look into our class master schedule to know which Discussion Questions-Review Problems you should develop for EACH week.

Learning Assignment Guidelines: Chapter Discussion Questions

Please read our class syllabus section:

9. Course Delivery – Learning Assignments Guidelines - 9.3.1 Discussion Questions-Review Problems

to double make sure what do we have to do in this Learning Assignment.

Discussion Questions:

This document should be a typed professional written report in Word format with a 1.5 max line space, a suitable font such as Times Roman or Calibri of 12 point maximum, and left, right, top, bottom margins of .8 inches maximum.

** No WORD format document in this SafeAssign Dropbox, Chapter Discussion Questions: No grading ... ***

*** Chapter Discussion Questions WORD documents with a SafeAssign Originality Score Index ABOVE 40% will NOT be graded and will be reviewed and assess for potential Academic Dishonesty misconduct ... ***
Checklist of Documents to hand in our Chapter Discussion Questions SafeAssign Dropbox:

Please post in this SafeAssign Dropbox, **Chapter Discussion Questions** ONLY **ONE** WORD document.

This WORD document must have in **JUST ONE** word file with **NO embedded** Images, Pictures, and or any kind of Files with the following sections:

- Individual, Certification of Authorship Assignment Cover Page
- **Chapter Discussion Questions** answers according to the **Learning Assignment Guidelines** required for this Learning Assignment.

** Please use the Word document Template for this Learning Assignment: **

** Template, Chapter Discussion Questions**
located at our Canvas-Ember Learning Management System section:
Course Content: 2.1 Class Learning Assignments Templates.

** Note: Our current STU Canvas-Ember SafeAssign Dropbox ONLY accepts to upload **JUST ONE** File document, and this File must be a WORD format Document.

*** No **WORD** format document in this SafeAssign Dropbox, **Discussion Questions**: No grading ... ***

*** **Discussion Questions** WORD documents with a SafeAssign Originality Score Index ABOVE 40% will **NOT be graded** and will be reviewed and assess for **potential Academic Dishonesty misconduct** ... ***

**Grading Rubric**
This learning assignment will be graded according to the following grading rubrics :
- “**Grading Rubric for Discussion Questions**” and
- “**Grading Rubric for Writing and APA Style use**”
located at our Canvas-Ember Learning Management System section:
Course Content: 2. Class Learning Assignments Guidelines, Grading Rubrics, and Peer Evaluation Forms

**Some Learning Tips for this Learning Assignment**

**Using APA Style and Tips in Writing**
You can find several readings and support material for your writing learning assignments and APA Style use at our Canvas-Ember Learning Management System section:
Course Content: 1.2 Using APA Style and Tips in Writing

---

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Learning Assignment Guidelines: **Chapter Review Problems**

Please read our class syllabus section:

9. Course Delivery – Learning Assignments Guidelines - 9.3.1 Discussion Questions - Review Problems
to double make sure what do we have to do in this Learning Assignment.

Review Problems:

This document should be a typed professional written report in Word and PDF format with a 1.5 max line space, a suitable font such as Times Roman or Calibri of 12 point maximum, and left, right, top, bottom margins of .8 inches maximum.

** No WORD format document in this SafeAssign Dropbox, Chapter Review Problems: No grading ... ***

*** Chapter Review Problems WORD documents with a SafeAssign Originality Score Index ABOVE 40% will NOT be graded and will be reviewed and assess for potential Academic Dishonesty misconduct ... ***

Checklist of Documents to hand in our Chapter Review Problems SafeAssign Dropbox:

Please post in this SafeAssign Dropbox, **Chapter Review Problems** ONLY ONE WORD document.

This WORD document must have in JUST ONE word file with NO embedded Images, Pictures, and or any kind of Files with the following sections:

- Individual, Certification of Authorship Assignment Cover Page
- **Chapter Review Problems** answers according to the **Learning Assignment Guidelines** required for this Learning Assignment.

** Please use the Word document Template for this Learning Assignment:

Template, **Chapter Review Problems**
located at our Canvas-Ember Learning Management System section:
Course Content: 2.1 Class Learning Assignments Templates.

** Note: Our current STU Canvas-Ember SafeAssign Dropbox ONLY accepts to upload JUST ONE File document, and this File must be a WORD format Document.

*** No WORD format document in this SafeAssign Dropbox, **Chapter Review Problems**: No grading ... ***

*** **Chapter Review Problems** WORD documents with a SafeAssign Originality Score Index ABOVE 40% will NOT be graded and will be reviewed and assess for potential Academic Dishonesty misconduct ... ***
Grading Rubric

This learning assignment will be graded according to the following grading rubrics:

- “Grading Rubric for Review Problems” and
- “Grading Rubric for Writing and APA Style use”

located at our Canvas-Ember Learning Management System section:
Course Content: Class Grading Rubrics, Case Analysis Memos, and Peer Evaluation Forms.

Some Learning Tips for this Learning Assignment

Using APA Style and Tips in Writing
You can find several readings and support material for your writing learning assignments and APA Style use at our Canvas-Ember Learning Management System section:
Course Content: 1.2 Using APA Style and Tips in Writing
9.3.2 MySTATLab or MyOMLab Problems

Through our academic term, you will be assigned a set of problems to solve using our MySTATLab or MyOMLab learning platforms for EACH chapter of our Textbook 1 according to our class master schedule.

In order for you to get credit for this learning assignment, you must score at LEAST 85/100 or above on average for EACH weekly MySTATLab or MyOMLab learning assignment.

To accomplish this task you have THREE chances to get the right answer for every question.

Please make use of the Quantitative Analysis Software Free of Change powerful software and tools for easily solving the learning problems of this class, MySTATLab, and MyOMLab:

Quantitative Analysis for Management, 12th Edition

MyOMLab

MySTATLab

http://wps.aw.com/phstat/

If you need any additional help and/or support to develop these learning assignments you can go to our STU Academic Enhancement Center:

http://www.stu.edu/Students/Student-Success-Center/SOCRATES-Tutoring-Center

or you can use Smarthinking.com which is a 24/7, online tutoring service that St. Thomas university offers for free to its students: http://web.stu.edu/Portals/0/smarthinking.pdf

Or you can contact me anytime and set up an appointment for some consulting-tutoring time. I am here to help and support your learning activities and excellent learning performance in this class!!
Please refer to our Canvas-Ember Learning Management System Course Content Section 1. Class Syllabus and Master Schedule for detailed instructions about how to register for MySTATLab and MyOMLab.

Please remember, this Learning Assignment assumes that you already have the BASIC:

- Math and Algebra
- Stats
- Computer – software
- Reading
- Writing and APA style reference guide
- Studying
- Learning responsibility, prioritization, decision making, and self-accountability
- Time Management
- Academic Integrity, and

LEARNING skills for a 300 Level Class.

Similarly, it is assumed that you have mastered already these very BASIC skills mentioned above according to your standardized Junior and High School tests and SAT scores and previous pre-requisite classes needed for this class.
9.4  Student Homepages, Executive Resumes, and LinkedIn pages

9.4.1  Student Homepages

Every student should create his/her own student homepage in our Canvas-Ember Learning Management System at the Discussion Forum Student Homepage Section NOT in the Open Forum Section which can be found on course's left navigation menu.

Please post your student homepage with the following information:

• Your Full Name (Put this in the subject line of the message)
• Your Picture (Required) (use Insert Image and do NOT submit as an attachment)
  In other words, **do NOT attach a jpg file.** All uploads should include an embedded image.
• Your Academic Degrees and Professional Affiliations
• Your Professional and International Work Experience
• Your Interests/Hobbies
• What do expect of this course?
• What would you like to **LEARN** out of this course?
• Links to two (2) of your favourite web sites (Use Insert Link), and
• Any other personal information you want to share with the class (optional)

9.4.2  Student Executive Resume

Please develop your **complete** and **current** executive resume in **PDF format** with all your relevant:

• Academic
• Extra-academic
• Internship
• Professional, and
• Work

experience placing special emphasis on your **accomplishment statements** in each position and/or functional area AND **ACCORDING TO:**

• the Executive Resume Template

To learn how to develop accomplishment statements for your Executive Resume, please refer to our Canvas-Ember Learning Management System section: Course Content: 8. Executive Resume, Support Materials. Please take a particular look at the “**Accomplishment Statements, Some Examples**” document.

**Learning Assignment Guidelines** and **Some Learning Tips for this Learning Assignment**

**Quantitative Analysis for Decision Making**
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Please take a moment to read and get familiarized with the following Executive Resume, Support Materials learning concepts posted at our Canvas-Ember Learning Management System section: Course Content: 8. Executive Resume, Support Materials.

**Grading Requisites**
- Executive Resumes with **NO accomplishment statements** will **NOT** be graded.

**9.4.3 Student LinkedIn page**

Please post at [www.LinkedIn.Com](http://www.linkedin.com) your complete current professional profile according to your Executive Resume developed in the previous section.

**Learning Assignment Guidelines** and **Some Learning Tips for this Learning Assignment**

Please take a moment to read and get familiarized with the following learning materials to support and strengthen your **global and international LinkedIn Profile**:

- **Ten Ways to Use LinkedIn**

- **LinkedIn Profile Extreme Makeover**

- **6 Ways to Attract Recruiters to Your LinkedIn Profile**

- **5 Steps to Writing an Amazing LinkedIn Recommendation**

**9.4.4 Student postings at St. Thomas University School of Business Facebook page**

In today’s business social media driven world, the **ability to make a persuasive – well thought written argument in a single paragraph** is a skill that will serve you in your professional executive career. Through our academic term, you are assigned to write **AT LEAST 8 Quality Facebook Postings** at St. Thomas University School of Business Facebook page related to current business news and/or the academic practical learning content reviewed in class.

These postings must be one or two short paragraphs short with an **insightful and critical thinking** reference related to the current business news and/or the academic practical learning content reviewed in class.
Some Learning Tips for this Learning Assignment

Using APA Style and Tips in Writing
You can find several readings and support material for your writing learning assignments and APA Style use at our Canvas-Ember Learning Management System section:
Course Content: 1.2 Using APA Style and Tips in Writing

9.5 On-Line Discussions

- Bi-Weekly class on-line session discussions are the backbone of this course and will enrich your personal learning experience. Students should always be prepared to discuss on-line readings and cases as assigned. Points will be deducted for consistent failure to be prepared for on-line discussion topics.

- There will be a number of discussion questions posted periodically (Sundays the latest Mondays by 11:55 pm) or before by the Learning Facilitator for course modules on the course Discussion Forum. Participation in the discussions is encouraged and it will be factored into your score.

- To get a good grade for these bi-weekly On-Line discussions, each student must post a message a minimum of THREE times for each bi-weekly On-Line discussion. The first and initial posting of each student must answers to ALL the questions proposed in the assignment by 11:55pm Wednesday night of each week. The Learning Facilitator will be monitoring the timeliness of these postings. The reason for this is to ensure dialogue within the class – when all the students post on time, then the other students have plenty of messages to reply to for their second and third postings.

- Each student's second, third, or final message must be posted to their discussion room by 11:55pm Sunday night of every week as indicated in the syllabus regardless if other people or NO ONE in the class has NOT contributed to the discussion. This second posting should be a reply to ALL the other class member's answers. Simply replying to one person with “I agree, Sally. Good answer.” will not earn a very good grade. The purpose again is to stimulate dialogue and discussion within the class.

- For the second or subsequent postings, regardless if other people or NO ONE in the class have NOT contributed to the discussion, you are encouraged to either comment on the postings of multiple people, or to write a statement summarizing what you found as an overall theme of several class members' responses or the topic at hand, for example, “It seems that most of the people in this class seem to think...” Simply agreeing or summarizing is fairly easy and does not require very deep analysis. Students are encouraged to submit postings that are as interesting and as thought-provoking as possible.

- In the second or subsequent postings replies try to draw on your own experience or relate your response to something you have read. Please go beyond just agreeing with your class members or reiterating your first reply.
• If you find you are being repetitive, then ask the class some questions or relate the story to your own professional experience. Simply stating “All the responses are similar” will not result in a good score. Be creative!!

• You do not have to write numerous separate postings when replying to other class members. You can consolidate your remarks into two or three replies if you wish.

• In summary, you should post at least a paragraph to answer each question. It should be a thoughtful answer that relates to and utilizes the material in the chapter. If the question asks for your opinion, then share it and allow the other members of your class to respond, agree, or disagree. Simple and short answers that do not sufficiently or intelligently answer the question will be graded poorly. However, you want to ensure you efficiently communicate your thought in a concise statement. Also, try to learn from each other about what not to do and what might seem like something you could adopt to perform better.

• Grades will be determined, on an individual student basis, based on the number of messages posted in the discussion room, the length and quality of the message posted, and the timeliness in meeting the posting deadlines. Bottom line - the more QUALITY postings you make, the better your grade.

• Please do not split up the answers between class members. Answer the questions in their entirety. If several people have already posted answers then you can reply to their answers and agree or disagree. Ideally there will be some dialogue/discussion going on between the class members.

• **Safe Assign and/or TurnItIn:**

  With the objective to strengthen the Academic Integrity policies of St. Thomas University and this class, every On-Line discussions posted in our Learning Management System: Canvas- Ember, will be reviewed by:

  • SafeAssign ([http://wiki.safeassign.com/display/SAFE/About+SafeAssign](http://wiki.safeassign.com/display/SAFE/About+SafeAssign))

  and/or

  • TurnItIn ([http://turnitin.com/](http://turnitin.com/))

  to check for students’ unoriginal and/or plagiarized content.

  Results of SafeAssign and/o TurnItIn outcomes will be posted periodically at our Canvas-Ember Discussion Forum –Board.
Grading Requisite
In order for me to grade these discussions, you have to have your INITIAL posting plus TWO additional SOLID and well supported postings to other people's postings and/or discussions.

Grading Rubric
This learning assignment will be graded according to the following grading rubrics:
- “Grading Rubric for On-Line Forums and Discussions”
- “Grading Rubric for Writing and APA Style use”

located at our Canvas-Ember Learning Management System section:
Course Content: 2. Class Learning Assignments Guidelines, Grading Rubrics, and Peer Evaluation Forms

Some Learning Tips for this Learning Assignment
Please take a moment to read and get familiarized with the following learning concepts:

Executive Summary
What is an Executive Summary? How to develop an Executive Summary?

According to the Writing@CSU | The Writing Studio at http://writing.colostate.edu/guides/guide.cfm?guideid=76

An Executive summary is:

“Executive Summaries

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The executive summary is usually no longer than 10% of the original document. It can be anywhere from 1-10 pages long, depending on the report's length. Executive summaries are written literally for an executive who most likely DOES NOT have the time to read the original [document].

Executive summaries make a recommendation. Accuracy is essential because decisions will be made based on your summary by people who have not read the original.

Executive summaries frequently summarize more than one document”

In addition, please find the following Good and poor examples of executive summaries at http://unilearning.uow.edu.au/report/4bi1.html.
Finally, please find a more comprehensive definition and know how about Executive Summaries at the:

University Writing Center at Texas A&M

Lessons Learned vs Best Practices

Tips for Turning Lessons Learned into Best Practices:
http://www.projectsmart.co.uk/tips-for-turning-lessons-learned-into-best-practices.html

Using APA Style and Tips in Writing

You can find several readings and support material for your writing learning assignments and APA Style use at our Canvas-Ember Learning Management System section:
Course Content: 1.2 Using APA Style and Tips in Writing
### 9.5.1 Against the Gods Readings / On-Line Canvas-Ember Learning Management System Discussions Schedule

<table>
<thead>
<tr>
<th>On-Line Discussion</th>
<th>Against the Gods Chapter(s)</th>
<th>Opens</th>
<th>Closes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 had None</td>
<td>Sunday, August 21, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, August 28, 2016</td>
</tr>
<tr>
<td>Week 2 had None</td>
<td>Sunday, August 28, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, September 04, 2016</td>
</tr>
<tr>
<td>Week 3 had 1-2-3</td>
<td>Sunday, September 04, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, September 11, 2016</td>
</tr>
<tr>
<td>Week 4 had None</td>
<td>Sunday, September 11, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, September 18, 2016</td>
</tr>
<tr>
<td>Week 5 had 4, 5</td>
<td>Sunday, September 18, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, September 25, 2016</td>
</tr>
<tr>
<td>Week 6 had None</td>
<td>Sunday, September 25, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, October 02, 2016</td>
</tr>
<tr>
<td>Week 7 had 6, 7</td>
<td>Sunday, October 02, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, October 09, 2016</td>
</tr>
<tr>
<td>Week 8 had None</td>
<td>Sunday, October 09, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, October 16, 2016</td>
</tr>
<tr>
<td>Week 9 had 8, 9, 10</td>
<td>Sunday, October 16, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, October 23, 2016</td>
</tr>
<tr>
<td>Week 10 had None</td>
<td>Sunday, October 23, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, October 30, 2016</td>
</tr>
<tr>
<td>Week 11 had 11, 12</td>
<td>Sunday, October 30, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, November 06, 2016</td>
</tr>
<tr>
<td>Week 12 had None</td>
<td>Sunday, November 06, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, November 13, 2016</td>
</tr>
<tr>
<td>Week 13 had 13, 14, 15</td>
<td>Sunday, November 13, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, November 20, 2016</td>
</tr>
<tr>
<td>Week 14 had None</td>
<td>Sunday, November 20, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, November 27, 2016</td>
</tr>
<tr>
<td>Week 15 had 16, 17, 18</td>
<td>Sunday, November 27, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, December 04, 2016</td>
</tr>
<tr>
<td>ExWeek had None</td>
<td>Sunday, December 04, 2016</td>
<td>at 11:55 pm</td>
<td>Sunday, December 11, 2016</td>
</tr>
</tbody>
</table>
9.6  Library Use and Information Literacy Assignment:

Of the following business newspapers, magazines, and/or websites suggested at section 6. Course Materials, Additional support and resources of this syllabus, please review at least three of them for accounts of or articles in regards Quantitative Analysis issues and please:

- List at least three titles of these accounts or articles in regards that Quantitative Analysis issues and match those with the topics covered through our class syllabus textbook chapters and/or assigned readings.

- For each of these three accounts or articles, please answer and discuss the following questions related to the topics covered through our class syllabus textbook chapters and/or assigned readings:

  - Executive Summary for this account or article.
  
  - Which are the three most critical issues of this account or article? Please explain why? and analyze, and discuss in great detail ...
  
  - Which are the three most relevant lessons learned of this account or article? Please explain why? and analyze, and discuss in great detail ...
  
  - Which are the three most important best practices of this account or article? Please explain why? and analyze, and discuss in great detail ...
  
  - How can you relate this reading with the topics covered in class? Please explain, analyze, and discuss in great detail ...
  
  - Do you see any alignment of the concepts described in this account or article with the class concepts reviewed in class? Which are those alignments and misalignments? Why?
  
  - What conclusions can you draw from this account or article in regards the concepts and topics covered in class? Please explain, analyze, and discuss in great detail ...

This assignment will be assessed and graded based on your demonstrated ability to:

- Identify, retrieve, evaluate, and effectively utilize information
- Determine the extent of information needed
- Access the needed information
- Evaluate information and its sources critically
- Use information effectively to accomplish a specific purpose
- Access and use information ethically and legally
To accomplish the following intended learning outcomes:

1. Articulate their information needs.
2. Identify potential information sources.
3. Select the most appropriate tools to retrieve relevant information.
4. Understand the characteristics of different tools and construct effective search strategies.
5. Understand how information is produced, organized and disseminated.
6. Examine and compare information and sources to determine reliability, validity, accuracy, authority, timeliness, point of view or bias, and suitability for their information needs.
7. Understand issues related to privacy, security, censorship, intellectual property and copyright so as to obtain, store, use and disseminate information responsibly.
8. Become self-reliant (comfortable and confident) in information literacy skills in different research environments.
9. Apply information literacy skills for life-long learning in personal and professional development*

* According to the “Association of College and Research Libraries)Information Literacy Competency Standards for Higher Education” posted at Hong-Kong University of Science and Technology Library.
10. **Course Calendar and Schedule**

Please: Plan accordingly and manage your time and keep a God-LIFE-study-family-friends-work balance.

**Note:** With the learning objective to get the most out of this class, this Course Calendar and Schedule can change according to the learning pace and performance of the students of this class. If changes occur, they will be notified in our Learning Management System Canvas-Ember Special Announcements section.

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**Weekly Class Session 1:**
Sunday, August 21st, 2016

**Week Assignments:**

- Check Canvas-Ember Special Announcements Section
- Print Class Syllabus

**Read Class Syllabus, Read Class Syllabus, Read Class Syllabus**

- Get familiarized with our Canvas-Ember Learning Management System Course Shell
- Get familiarized with our Canvas-Ember Learning Management System Course Shell
- Get familiarized with our Canvas-Ember Learning Management System Course Shell

**Get Reacquainted with using APA Style for your written Learning Assignments**

- You can find additional support and information about using APA Style and Tips in Writing at our Canvas-Ember Course Content Section 1.2 Using APA Style and Tips in Writing.

**Form Learning Teams for Team Learning Activities**

** For our Learning Team Learning Activities, learning teams of 3 people will be created during the first day of classes.

Please form learning teams of 3 people and enroll your team at the “Class Learning Teams Sign-On Sheet“ section in our Canvas-Ember Learning Management System by **Wednesday, August 24th, 2016 at 11:55 pm**
Students who do not have a learning team by this deadline will be assigned randomly to a 3 people Learning Team.

1st Week ONE TIME Learning Assignments

Please Post by **Sunday, August 28th, 2016 at 11:55 pm** your:

- **Student Homepage** AT Discussion Forum “Student Homepage” Section according to the requested guidelines.

- **Please submit signed Academic Honesty Pledge** in **PDF Format** at the Discussion Forum “Academic Honesty Pledge” Section.

- **Please submit signed Acknowledgement form of What is Academic Dishonesty?** in **PDF Format** at the Discussion Forum “Acknowledgement form of What is Academic Dishonesty?” Section.

2nd Week ONE TIME Learning Assignments

Please Post by **Sunday, September 4th, 2016 at 11:55 pm** your:

- **Executive Resume** in **PDF format** AT the Discussion Forum “Executive Resume” Section according to the requested guidelines.

- **LinkedIn Professional Profile** at **www.LinkedIn.Com** and AT the Discussion Forum “LinkedIn Profile” Section according to your Executive Resume developed for this class.

1st and 2nd Week ONE TIME Learning Assignments

- Please Post by **Sunday, August 28th, 2016 at 11:55 pm** and **Sunday, September 4th, 2016 at 11:55 pm** the On-Line discussions about

  - What Is So Important About Academic Integrity?
  - Virtuoso Teams
• For the rest of our 1st and 2nd week learning objectives, activities, and schedule please refer to our class:
  o “2. 2016 Fall, BUS 326 Quantitative Analysis, Master Schedule” PDF file.
  o Weekly Learning Objectives, Activities, and Schedule

posted at our Canvas-Ember Learning Management System Course Content Sections:
  ▪ 1. Class Syllabus Section, and
  ▪ Weekly Learning Objectives, Activities, and Schedule

**Weekly Class Sessions:** **2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, and Exam Week.**

• For the rest of these class weeks learning objectives, activities, and schedule please refer to our class:
  o “2. 2016 Fall, BUS 326 Quantitative Analysis, Master Schedule” PDF file.
  o Weekly Learning Objectives, Activities, and Schedule

posted at our Canvas-Ember Learning Management System Course Content Sections:
  ▪ 1. Class Syllabus Section, and
  ▪ Weekly Learning Objectives, Activities, and Schedule
11. General Emergency Management Responsibilities

Students are responsible for familiarizing themselves with emergency plans, procedures and evacuation routes in the buildings they use frequently. Emergency plans and procedures are accessible through the Emergency Management portal of ST. THOMAS UNIVERSITY website at:

   http://www.stu.edu/Emergency

Students are responsible for maintaining their contact information for STUALERTs! to maximize the University's capability to notify them of a life threatening emergency and issue appropriate protective actions.

Information regarding STUALERTs! is accessible through the STUALERTs! portal of the ST. THOMAS UNIVERSITY website at: