Course Syllabus

I. Course Information

Foundations of Data Science and Analytics:  April 11, 2018—June 19, 2018
Distance Learning Course Week: Wednesday through Tuesday

Instructor: Travis Dawry
You can contact me through discussion forums on our course web site: by replying to any of my posted messages, posting a new topic on the Questions and Comments forum, or posting to one of the various forums established for each class assignment.

To reach me privately, please use the Private Forum, which is also the method I will use to contact you. The Private Forum is used instead of email in the Strategic Analytics degree program.

Syllabus Overview
This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, weekly objectives, outcomes, readings, assignments, and due dates. Consider this your roadmap for the course. Please read through the syllabus carefully and feel free to share any questions that you may have.

Course Description
This course provides a foundation of the history, concepts and application of data science in business. This includes the methods of collection, preparation, analysis, visualization, management, security and preservation of large sets of information. Also covered in the course are the primary methods of analytics, including predictive, prescriptive, and descriptive. The course will examine the various uses of analytics and how these methods identify and leverage competitive advantage in the era of ever-growing information requirements. This course will utilize case studies, trends, techniques, and best practices as it examines the topics of data science and analytics.

Relevant Programs
• Graduate core required course for the MS in Strategic Analytics

Prerequisites
• None

Welcome to Foundations of Data Science and Analytics!
This course is one of the seven core courses required to complete the M.S. degree in Strategic Analytics. It is also one of the two first courses a student will take in the program, along with Business Intelligence, Analytics and Decision Making. This course will provide a foundation of knowledge in the areas of data science and analytics, upon which the remaining courses in the program will build upon.

Because many of you are taking this course early in the Strategic Analytics program, you may be completely new to Brandeis, distance learning or both. You may also be returning to college after many years working professionally. In all cases, you will want to pay special attention to the requirements detailed in this syllabus and in the instructor’s Welcome Session video.

The course procedures and policies are clearly detailed throughout this syllabus and the materials posted on the LATTE web site. Please familiarize yourself with these materials and feel free to ask me any questions.
Materials of Instruction

a. Required Texts


b. Topic Notes and Assignments

- Weekly required and optional topic notes, infographics and videos available on the course site
- 3 assignments, available on the course site (in Latte)
- Research Paper (due in Week 9)
- Final Exam (due in Week 10)

c. Online Course Content

This section of the course will be conducted completely online using the Brandeis LATTE site. The site contains the course syllabus, assignments, discussion forums, links/resources to course-related professional organizations and sites, and weekly checklists, objectives, outcomes, topic notes, self-tests, and discussion questions. Access information is emailed to enrolled students before the start of the course.

Overall Course Objectives

The course is intended to provide students with an understanding of:

- The definitions of key terms and concepts in data science and analytics, including the distinction between data, information, knowledge and intelligence within an organization
- The issues data science and analytics are intended to address in today's complex business environment
- The most common challenges in data management: collection, measurement, tracking, analysis, security and reporting
- Effective methods for collecting, storing, securing, analyzing, interpreting, and reporting data in a business environment
- The various types of analytics, the purpose of each, and how they can be applied in a business environment to achieve competitive advantage
- The tools and techniques used in data science and analytics, including forecasting, visualization, presentation, communication, and enabling data to “tell a story”
- The potential strategic impact that data, information, knowledge and intelligence can have within an organization
- The direction data science and analytics is going and its likely course in the future, including the career path of a data scientist and analytics-related roles

Overall Course Outcomes

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

- Explain what data science and analytics are, including their purpose, history and application in business
- Describe the business issues that data science and analytics can address and resolve
- Create a position description for a data scientist
- List and describe the various tools and techniques used to collect, secure, store, analyze and report data
- Describe how certain solutions address certain data-related issues, including privacy and ethics
- Identify the various types of analytics, and describe the purpose of each type, including how each type can be applied in a business environment to achieve competitive advantage
- List the various tools and techniques designed to visualize and present data
- Describe how data can be interpreted beyond its basic analysis to tell a story that is relevant and meaningful
- Describe the ways in which data, information, knowledge and intelligence can have a significant strategic impact within an organization
- Describe how data science and analytics have developed and matured, and their likely path over the next several years
- Describe the possible career choices in the areas of data science and analytics
## Overall Grading Criteria

<table>
<thead>
<tr>
<th>Percent</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 %</td>
<td>Weekly Discussions / Online participation</td>
</tr>
<tr>
<td>30 %</td>
<td>Assignments (3 at 10% each)</td>
</tr>
<tr>
<td>20 %</td>
<td>Research Paper</td>
</tr>
<tr>
<td>20 %</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

## Description of Grading Components

### Weekly Discussions / Online Participation (30%, 3% per week)
All student participation will be done online via LATTE. Each weekly block has a page that includes "Discussion Questions". This page describes the topics for discussion related to the course materials posted that week. Each topic description includes a series of discussion questions or other directions for providing a response.

To earn full credit for the Participation component of the grade, students will be expected to complete the following during weeks 1 through 10 of the course:

- Respond to at least 2 discussion topics each week. Post an original response to one topic by end of day Saturday, midnight EST, and to another by end of day Monday, midnight EST.
- Post at least 2 other substantive replies to the discussions each week by end of day Tuesday, midnight EST. These messages are replies to the original response messages of others, or replies to someone else’s reply message. The assumption is that you will read through the posts of your classmates to enhance your learning; reply to those of your choice, based upon your own experiences and insights.
- Post messages on three different days of the course week. While you may post all the required original responses and replies before the due dates, it is important for you to be involved in the discussions throughout the week.

During some weeks, responses to specific topics are due on certain dates; in other weeks, students may choose from among the available topics. Please review the discussion topic requirements carefully. These discussion requirements are described within the Discussion Questions page within each weekly block on the course home page; they are also listed in the Checklist page for each week.

Each of the two required original response messages contributes 30% of the weekly participation grade. Maximum grade is given for each of these if the posted message:

- Answers all questions asked and follows all directions specified in the topic description.
- Includes shared industry experiences and/or relates concepts to the topic notes and readings as appropriate. Note that all sources should be cited (refer to the Research Help > Citing Sources link in the LATTE Resources block)
- Uses good grammar/spelling/format and cites sources as appropriate.
- Provides sufficient detail; original responses must include a minimum of 200--300 words in order to count. Some topics require lengthier responses in order to answer all of the questions.

Each of the two required substantive reply messages contributes 15% of the weekly participation grade. Maximum grade is given for each of these if the posted message:

- Provides substantive comments (beyond an "I agree" post) with follow-on points or questions to extend the conversation. Substantive replies must include a minimum of 100--200 words in order to count.
- Uses good grammar/spelling/format and cites sources as appropriate.

Posting of discussion messages needs to be done in a timely manner so that others in the class have sufficient opportunity to review these and provide replies.

### Late Policy:
- **Half credit** is deducted for an original response that is one day late.
- **No credit** is earned for original responses that are posted more than one day late.
- **No credit** is earned for substantive replies that are posted late.
Additionally, 10% of the weekly participation grade is based on your participation in the discussions throughout the week.

- Maximum grade is given for those that post messages to the weekly discussions forum on three (or more) days during the course week.
- Partial credit is given for those that post their messages to the weekly discussions forum on only one or two days of the course week.
- The online participation grade for each week is based on your contribution to the weekly discussion forum, for example “Week 1 Discussions”. Posts to the forums set up for discussion of general questions and comments, exercises, or assignments are not considered in the weekly participation grade.

To summarize, the online participation grade for each week is based on the following requirements:

<table>
<thead>
<tr>
<th>Weekly Requirement</th>
<th>Portion of Weekly Participation Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Original response #1 by Saturday Night</td>
<td>30%</td>
</tr>
<tr>
<td>Post Original response #2 by Monday Night</td>
<td>30%</td>
</tr>
<tr>
<td>Post Substantive reply #1 by Tuesday Night</td>
<td>15%</td>
</tr>
<tr>
<td>Post Substantive reply #2 by Tuesday Night</td>
<td>15%</td>
</tr>
<tr>
<td>Post messages to the weekly discussions forum on three different days</td>
<td>10%</td>
</tr>
</tbody>
</table>

Each week, the online participation in these discussions contributes 3% to the overall course grade. Over ten weeks, this amounts to 30% of the overall course grade.

**Assignments (30%)**

There are 3 assignments during the semester. Each is worth 10% of the course grade.

Submission of each assignment is due by Tuesday at midnight in the week it has been assigned.

*Late Policy: Half credit is deducted for an assignment that is submitted one day late. No credit is earned for an assignment submitted more than one day late.*

**Research Paper (20%)**

Concepts reviewed in the class will be demonstrated through a research project that will include analysis culminating into a comprehensive case study. Each student will write a research paper on a topic they will select during the second week of class. Students will select their topic from a list of data science and analytics topics.

The Research Paper should address and fully answer the following questions:

1) What were the main points that the topic addresses? (This includes any relevant history and context.)
2) What were the drivers behind this topic?
3) What were the issues or challenges the topic addresses?
4) What were the solutions the topic delivered?
4) How might this topic be impacted in the future?

The research paper will be a minimum of 3000 words in length, double-spaced, with a font no larger than 11 pt. The research paper will be due on the last day of Week 9.

*Late Policy: The Research Paper will not be accepted beyond the due date.*

**Final Exam (20%)**

The take-home final exam will consist of 50 multiple choice questions worth 2 point each. Weeks 1 through 10 will be covered in the final exam.

The exam will be in the format of a Microsoft Word document, and will be due on the last day of Week 10.

*Late Policy: The Final Exam will not be accepted beyond the due date.*
II. Weekly Information

On the course site, the home page contains 10 weekly blocks, one for each week of the course. Within each weekly block on the home page, you will find information and resources about the activities for each week:

Overview: Checklist, Objectives and Outcomes
Discussions
Topic Notes & Other Required Readings
Additional Readings
Assignments / Assessments

Initially some of these items (related to discussions, assignments or assessments) will be hidden on the course home page. As we come to the appropriate point in the course, they will become visible and available. A schedule for availability is included within this syllabus.

Most of the items listed in the checklists are required for this course, but some are highlighted as "[optional]" for this course. As your schedule permits, you are encouraged to complete the optional work, as it will benefit your learning.

The following pages of this syllabus present a summary of the weekly objectives, outcomes, readings, assignments, and assessments.

- The chapter readings for both books are planned to generally follow the sequence of the weekly topic notes.
- Some of the references to PMBOK Guide readings include mention of the weekly topic that is highlighted within the chapter.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to Data Science &amp; Analytics</th>
<th>04/11/18–04/17/18</th>
</tr>
</thead>
</table>
| **Objectives** | - Develop an understanding of the definitions of key terms and concepts in data science and analytics  
- Understand the distinction between data, information, knowledge and intelligence within an organization  
- Develop working definitions of data science, data scientist, and the various types of analytics  
- Develop a basic understanding of the issues data science and analytics are intended to address in today's business environment |
| **Outcomes** | - Explain what data science is, including its purpose, history and application in business  
- Explain what analytics are, including the various types and their application in business  
- Describe the business issues that data science and analytics can address and resolve |
| **Readings** | - Deliberating Business Analytics: part 1, including chapters 1 and 2 (pages 1-27)  
- Big Data Analytics, chapters 1 and 2 (pages 1-19)  
- Week 1 Topic Notes and Readings  
- Week 1 Additional Readings (optional) |
| **Video** | - Thomas Davenport: How Managers Should Use Data (3:07)  
| **Assignments / Assessments / Self-Assessments** | - Complete the Academic Integrity Agreement  
- Watch the mandatory Welcome Session recording  
- Introduce yourself within the Introduce Yourself forum  
- Week 1 Discussion Topics (3%) |
### Week 2: The Data Scientist

**Objectives**
- Develop and understanding of the definitions of key terms and concepts in data science and analytics
- Develop working definitions of data science, data scientist, and the various types of analytics

**Outcomes**
- Create a position description for a data scientist
- Describe the business issues that data science and analytics can address and resolve

**Readings**
- Delivering Business Analytics: part 2--The Data Scientist's Code (pages 29-30)
- Delivering Business Analytics: chapter 10 (pages 233-262)
- Assignment #1: Data Scientist Job Description and Resume. Due by Tuesday, Week 2
- Summary of proposed research topic and why you chose it. Due by Tuesday, Week 2
- Week 2 Topic Notes and Readings
  - Week 2 Additional Readings (optional)

**Video**
- What is a Data Scientist? (8:37)

**Assignments / Assessments / Self-Assessments**
- Assignment #1: Data Scientist Job Description and Resume (10%)
- Week 2 Discussion Topics (3%)
- Summary of proposed research topic and why you chose it

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### Week 3: The Tools of Data Science

**Objectives**
- Develop an understanding of the most common challenges in data management: collection, storage, measurement, tracking, analysis, security and reporting
- Develop an understanding of effective methods collecting, storing, securing, analyzing, interpreting, and reporting data in a business environment

**Outcomes**
- List the various tools designed to collect, secure, store, analyze and report data
- Describe how certain solutions address certain data-related issues

**Readings**
- Big Data Analytics, chapter 7 (pages 61-71)
- Assignment #2: Data Tools. Due by Tuesday, Week 3
- Week 3 Topic Notes and Readings
- Week 3 Additional Readings (optional)

**Video**
- Data Analytics Tools Overview (11:13)

**Assignments / Assessments / Self-Assessments**
- Assignment #2: Data Tools (10%)
- Week 3 Discussion Topics (3%)

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### Week 4: Data Science Techniques

**Objectives**
- Develop an understanding of the most common challenges in data management: collection, measurement, tracking, analysis, security and reporting
- Develop an understanding of effective methods for collecting, analyzing, interpreting, and reporting data in a business environment

**Outcomes**
- List the various techniques designed to store, analyze, secure, manage and report data
- Describe how certain solutions address certain data-related issues

**Readings**
- Big Data Analytics, chapter 8 (pages 73-81)
- Week 4 Topic Notes and Readings
  - Week 4 Additional Readings (optional)

**Video**
- Alessandro Acquisti: Why Privacy Matters. (15:00)
- Data Science Applied to Twitter (11:43)

**Assignments / Assessments / Self-Assessments**
- Week 4 Discussion Topics (3%)
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Forecasting</th>
<th>05/09/18–05/15/18</th>
</tr>
</thead>
</table>
| **Objectives** | - Develop a definition and understanding of forecasting in the area of data science and management  
- Develop an understanding of effective methods for forecasting data in a business environment |
| **Outcomes** | - List the various tools and techniques designed to forecast data  
- Describe how certain solutions address certain forecasting issues |
| **Readings** | □ Week 5 Topic Notes and Readings  
- Week 5 Additional Readings (optional) |
| **Video** | □ Time Series Forecasting Overview (12:50) |
| **Assignments / Assessments / Self-Assessments** | □ Week 5 Discussion Topics (3%) |

<table>
<thead>
<tr>
<th>Week 6</th>
<th>The Power of Analytics</th>
<th>05/16/18–05/22/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>- Develop an understanding of the various types of analytics, the purpose of each, and how they can be applied in a business environment to achieve competitive advantage</td>
<td></td>
</tr>
</tbody>
</table>
| **Outcomes** | - Identify the various types of analytics, and describe the purpose of each type  
- Describe how each type of analytics can be applied in a business environment to achieve competitive advantage |
| **Readings** | □ Delivering Business Analytics: chapters 3, 4, and 5 (pages 31-83)  
- Week 6 Topic Notes and Readings  
- Week 6 Additional Readings (optional) |
| **Video** | □ Moneyball. Sony Pictures Home Entertainment, 2011 (2 hours, 13 minutes) |
| **Assignments / Assessments / Self-Assessments** | □ Watch the film Moneyball  
- Week 6 Discussion Topics (3%) |

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Visualization &amp; Presentation</th>
<th>05/23/18–05/29/18</th>
</tr>
</thead>
</table>
| **Objectives** | - Develop a definition and understanding of data visualization  
- Develop an understanding of effective methods for visualizing and presenting data |
| **Outcomes** | - List the various tools and techniques designed to visualize and present data  
- Describe how certain solutions address certain visualization issues |
| **Readings** | □ Week 7 Topic Notes and Readings  
- Assignment #3: Visualization Exercise. Due by Tuesday, Week 7  
- Week 7 Additional Readings (optional) |
| **Video** | □ David McCandless: The Beauty of Data Visualization (18:17)  
□ The Art of Data Visualization (7:45) |
| **Assignments / Assessments / Self-Assessments** | □ Week 7 Discussion Topics (3%)  
- Assignment #3: Visualization Exercise (10%) |
### Week 8  
**Telling a Story & Maintaining Integrity**  
**05/30/18–06/05/18**

**Objectives**
- Develop an understanding of how data can be used to tell a powerful story about the information it contains and what that information means in a business environment
- Develop an understanding of effective methods for communicating these stories

**Outcomes**
- Describe how data can be interpreted beyond its basic analysis to tell a story relevant and meaningful to its organization

**Readings**
- Delivering Business Analytics: part 3 cover page and chapter 6 (pages 85-125)
- Big Data Analytics, chapter 5 (pages 39-48)
- Week 8 Topic Notes and Readings
  - Week 8 Additional Readings (optional)

**Video**
- Transforming Data  
  (2:27)
- Chris Jordan: Turning Powerful Stats into Art  
  (11:14)

**Assignments / Assessments / Self-Assessments**
- Week 8 Discussion Topics (3%)
- Begin to finalize Research Paper

### Week 9  
**The Strategic Impact**  
**06/06/18–06/12/18**

**Objectives**
- Develop an understanding of the potential strategic impact that data, information, knowledge and intelligence can have within an organization

**Outcomes**
- Describe the ways in which data, information, knowledge and intelligence can have a significant strategic impact within an organization

**Readings**
- Delivering Business Analytics: chapter 11 (pages 263-289)
- Big Data Analytics, chapter 11 (pages 105-120)
- Week 9 Topic Notes and Readings
- Week 9 Additional Readings (optional)

**Video**
- David Court: Putting Big Data and Advanced Analytics to Work  
  (6:22)
- Big Data Business Model Maturity Index  
  (7:27)

**Assignments / Assessments / Self-Assessments**
- Week 9 Discussion Topics (3%)
- Final Research Papers due (20%). Due by Tuesday, Week 9
- Begin review for final exam

### Week 10  
**The Future of Data Science and Analytics**  
**06/13/18–06/19/18**

**Objectives**
- Understand the direction data science and analytics is going and its likely course in the future
- Understand the career path of a data scientist and analytics-related roles, and the possible directions these paths can take in the future

**Outcomes**
- Describe how data science has developed and matured, and its likely path over the next several years
- Describe the possible career choices in the areas of data science and analytics

**Readings**
- Week 10 Topic Notes and Readings
  - Week 10 Additional Readings (optional)

**Video**
- Building a Data-driven Organization  
  (3:58)
- The Future of Data Governance  
  (1:33)

**Assignments / Assessments / Self-Assessments**
- Week 10 Discussion Topics (3%)
- Final Exam (20%). Available Wednesday, Week 10. Due by Tuesday, Week 10
III. Course Policies and Procedures

Orientation
From the home page on the course web site, please review the Student Orientation Course.

Asynchronous and Synchronous Work
All required work for the course may be done asynchronously; i.e., students can login to the course, read/download materials, post to the Discussions, and submit assignments throughout the course week. Please carefully follow the syllabus and the weekly checklists to help manage your time throughout the course week; once we enter week 2 or 3, students typically become much more comfortable with the pace and flow of the course. As needed throughout the semester, synchronous Chat sessions can be made available using the course site’s Chat Room facility.

Work Expectations
Students are responsible to explore each week’s materials and submit required work by the specified due dates. On average, a student can expect to spend approximately 3-5 hours per week reading and approximately 4-6 hours per week completing assignments, assessments, and posting to discussions. The calendar of due dates is located at the end of this syllabus.

Although students plan to complete course work according to the specified due dates, sometimes things interrupt these plans, resulting in late work. In most cases, late work is accepted, but there is an impact on the grading (as discussed in the following section), and repeated late work can significantly and negatively affect your grade.

In general, students are expected to manage the risks that may adversely affect their timely completion of course work to minimize the grading penalty for late work. Whenever you anticipate that some work will be late for some reason, a note to the instructor is appreciated.

Late Work
See the section titled “Description of Grading Components” for the criteria for handling late work related to the online participation components of this course. In order to allow adequate time for students to respond to the messages of others, it is especially important that messages from each student be posted in a timely manner. Grading penalties are incurred for any late postings.

The Research Paper and Final Exam will not be accepted late.

Grading Standards
Grades are not given but are earned. Students are graded on demonstration of knowledge or competence, rather than on effort alone. Each student is expected to maintain high standards of honesty and ethical behavior. All student work submitted during the course is meant to represent your own individual work. Students are expected to conduct themselves courteously online. If in the instructor's judgment a student's conduct is not courteous, that student's grade may be reduced.

All course work should be completed with attention to good grammar and spelling. When instructions are provided regarding the mechanics for completing or submitting work, these details should be carefully followed. If submitted work is inadequate in any of these regards, the grade may be reduced.

How Points and Percentages Equate to Grades

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 94</td>
<td>A</td>
</tr>
<tr>
<td>93 - 90</td>
<td>A-</td>
</tr>
<tr>
<td>89 - 87</td>
<td>B+</td>
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<td>86 - 83</td>
<td>B</td>
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<td>82 - 80</td>
<td>B-</td>
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<td>79 - 77</td>
<td>C+</td>
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<td>76 - 73</td>
<td>C</td>
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<td>72 - 70</td>
<td>C-</td>
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<td>D+</td>
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<td>66 - 63</td>
<td>D</td>
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<td>62 - 60</td>
<td>D-</td>
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<td>59 or &lt;</td>
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</tbody>
</table>
Feedback
Feedback will be provided on all assignments, including the Research Paper and the Final Exam within 14 days of the due date. In each case, review comments are provided through the relevant LATTE assignment activity.

Feedback about online participation will be provided through the "Participation Feedback" assignment activity within each weekly block. Participation grading will be completed within 7 days of the due date.

Grades for all of the course assignments and assessments are viewable through the LATTE "Grades" facility within the Left-Frame block on our course home page.

Access to LATTE Web Site
Members of the University's technical staff have access to all course sites to aid in course setup and technical troubleshooting. Program Chairs and a small number of Graduate Professional Studies (GPS) staff have access to all GPS courses for oversight purposes. Students enrolled in GPS courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure that quality course delivery standards are met. Strict confidentiality of student information is maintained.

Students have access to the LATTE course web site throughout the duration of course and for approximately two months after the course completes. If there are any materials that students want to download from their course site, this should be done before the site is closed to student view.

Class Schedule
The course runs for ten weeks. Each week begins on a Wednesday and ends on a Tuesday.

To accommodate celebration of holidays, traveling on business trips, or taking time for vacations, students are expected to schedule their course work accordingly, submitting work in advance of due dates when necessary.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday, April 11 – Tuesday, April 17</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday, April 18 – Tuesday, April 24</td>
</tr>
<tr>
<td>3</td>
<td>Wednesday, April 25 – Tuesday, May 1</td>
</tr>
<tr>
<td>4</td>
<td>Wednesday, May 2 – Tuesday, May 8</td>
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<tr>
<td>5</td>
<td>Wednesday, May 9 – Tuesday, May 15</td>
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<tr>
<td>6</td>
<td>Wednesday, May 16 – Tuesday, May 22</td>
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<tr>
<td>7</td>
<td>Wednesday, May 23 – Tuesday, May 29</td>
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<tr>
<td>8</td>
<td>Wednesday, May 30 – Tuesday, June 5</td>
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<td>9</td>
<td>Wednesday, June 6 – Tuesday, June 12</td>
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<tr>
<td>10</td>
<td>Wednesday, June 13 – Tuesday, June 19</td>
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Calendar of Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Available</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Research Paper Topic</td>
<td>Wed, Week 1</td>
<td>Tues, Week 2</td>
</tr>
<tr>
<td>Assignement #1</td>
<td>Wed, Week 2</td>
<td>Tues, Week 2</td>
</tr>
<tr>
<td>Assignement #2</td>
<td>Wed, Week 3</td>
<td>Tues, Week 3</td>
</tr>
<tr>
<td>Assignement #3</td>
<td>Wed, Week 7</td>
<td>Tues, Week 7</td>
</tr>
<tr>
<td>Research Paper</td>
<td>Wed, Week 1</td>
<td>Tues, Week 9</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Wed, Week 10</td>
<td>Tues, Week 10</td>
</tr>
<tr>
<td>Responses to 2 Discussion Topics</td>
<td>Weds of each week</td>
<td>1 by Sat each week; 1 by Mon each week</td>
</tr>
<tr>
<td>Other Substantive Posts (2 per week)</td>
<td></td>
<td>2 by Tues each week</td>
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IV. University and Division of Graduate Professional Studies Standards

Please review the policies and procedures of Graduate Professional Studies, found at http://www.brandeis.edu/gps/resources/student-handbook.html.

We would like to highlight the following.

Learning Disabilities
If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this course, please contact me immediately.

Academic Honesty and Student Integrity
Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, "Every member of the University Community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student's own effort. A student's name on any written exercise constitutes a statement that the work is the result of the student's own thought and study, stated in the student's own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source."

In particular, students must be aware that material (including ideas, phrases, sentences, images, photographs, charts, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class. Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to cite resources properly may result in a referral being made to the Office of Student Development and Judicial Education. The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University.

Further information regarding academic integrity may be found in the following publications: "In Pursuit of Excellence - A Guide to Academic Integrity for the Brandeis Community", "(Students') Rights and Responsibilities Handbook", AND "Graduate Professional Studies Student Handbook". You should read these publications, which all can be accessed from the Graduate Professional Studies Web site (http://www.brandeis.edu/gps/). A student that is in doubt about standards of academic honesty (regarding plagiarism, multiple submissions of written work, unacknowledged or unauthorized collaborative effort, false citation or false data) should consult either the course instructor or other staff of the Division of Graduate Professional Studies.

University Caveat
The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances.