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School Of Business and Information Technology

Business & Business Administration Department

Course Outline - Fall 2013

MKT 3213   **Business Intelligence I**

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Approved By: Yvonne Clarke, Associate Dean

Prerequisites: MKT 1003 and MKT 2003 or MKT 1014

Corequisite: MKT 1014

Prerequisite for: MKT 4213

1. Course Description

Business Intelligence I introduces students to the constantly expanding world of secondary data research. This is the first of two research courses designed to develop research techniques and skills that meet the needs of today's business. In Business Intelligence I students develop their research technology skills by learning how to locate, evaluate, and qualify high-quality data. Students will develop skills to critically interpret and evaluate the data collected and suggest potential trends and implications. An important focus is of the course is learning to create appropriate tables and charts that aid in understanding the data. By tackling four business reports, students will learn to craft high-quality written reports with accurate references and citations. Throughout the course, students will be exposed to a wide variety of government and business information that will help them expand their knowledge of the dynamic business environment.

2. General Education and Essential Employability Skills

This course provides the following provincial Essential Employability Skills:

#1: Communication
#2: Numeracy
#3: Critical Thinking and Problem Solving
#4: Information Management
#5: Interpersonal
#6: Personal

Is this course approved as a General Education course?

☒ No ☐ Yes
Students should refer to their program's restricted General Education courses for final determination.

3. Learning Outcomes

Upon successful completion of the course, the learner will be able to:

1. Locate, select and qualify appropriate sources of secondary information including company, industry, consumer, demographic, economic and market data.

2. Critically interpret and evaluate the data collected and suggest potential trends and implications.

3. Present and communicate numerical data in a way that is most suited to the information and the user.

4.   Prepare high-quality written reports with accurate references and citations.

5.   Conduct research that demonstrates professional and ethical standards.

6.   Develop proficiency in database research methods.

7.   Develop proficiency using Word and Excel software.

4.   Course Objectives

(The number in brackets at the end of each objective refers to the learning outcome from section 3.)

Unit 1   Introduction to Business Intelligence

Learning Outcome Reference Number

1.1	Define and explain the difference between secondary research and business intelligence.	[1]
1.2	Identify the advantages and disadvantages of secondary information.	[1]
1.3	Identify and explain the techniques used to qualify secondary research.	[1]
1.4	Identify the features of a high-quality written report.	[3,4]
1.5	Identify the importance of accurate references and citations.	[4]

Unit 2   Economic Research

2.1	Identify key economic indicators and locate, select and qualify sources of this information.	[1,6]
2.2	Prepare accurate and appropriate tables and/or charts that highlight the information.	[3,7]
2.3	Prepare a high-quality short report that analyzes the data and suggests trends and problems.	[2,4,5,7]
2.4	Prepare accurate and complete references and citations.	[4]

Unit 3   Company Research

3.1	Locate, select and qualify sources of information for a specific company using the Lambton College Library databases.	[1,6]
3.2	Prepare a Company Report that meets high-quality English standards.	[2,4,5,7]
3.3	Prepare accurate and complete references and citations.	[4]

Unit 4   Industry Research

4.1	Locate, select and qualify sources of information for a specific industry using the Lambton College Library databases.	[1,6]
4.2	Prepare accurate and appropriate charts that highlight the information.	[3]
4.3	Prepare an Industry Report that meets high-quality English standards.	[2,4,5,7]
4.4	Prepare accurate and complete references and citations.	[4]

Unit 5   Community Profile Research

5.1	Use Statistics Canada's Census data to locate data for a specific community.	[1,6]
5.2	Use Statistics Canada's E-stat site to drill down and locate detailed demographic data for a specific location.	[1,6]
5.3	Locate, select and qualify sources of social and psychographic research.	[1,6]
5.4	Evaluate changing consumer purchasing patterns and behaviors.	[2]
5.5	Locate, select and qualify community economic development information.	[1,6]
5.6	Identify key components of a healthy, growing community.	[1]
5.7	Identify sources of global information and demographics.	[1,6]
5.8	Use Geographic Information Systems (GIS) mapping technology to select an appropriate site for a business.	[1,6]
5.9	Prepare accurate and appropriate charts that highlight the information.	[3]
5.10	Prepare a high-quality report that analyzes the data and suggests long-term trends and problems.	[2,4,5,7]
5.11	Prepare accurate and complete references and citations.	[4]

5. Resources and Supplies

a.   Required

Niestroj-Young, M. (2011) *APA documentation guide: Setting up research papers, (*8th ed.). Sarnia, ON: Lambton College.

b.   Supplemental

1.   Electronic databases including ESTAT accessible in Lambton
       College's libraries or remotely via the website.
2.   Statistics Canada at www.statcan.ca
3.   Weekly lessons, readings, quizzes, support materials and
       assignments will be available on LION. <u>Check LION daily.</u>
4.   It is recommended that students purchase a USB flash drive, a course
       binder, and have a library print account given the volume of
       documents they will be working with.

6.   Methodology (Teaching/Learning Methods)

This is a hybrid course that uses the flipped classroom model of education. One class each week will be online. Precious class-time will be intense and used to tackle difficult problems that require discussions on analysis and interpretation essential to crafting and creating high-quality research reports.

Specific online activities will vary from week to week. Students will be required to complete this class by a specific date and time and bring the materials they sourced to the classroom. Start the online class activities immediately at the beginning of the week.

7.   Student Evaluation

A grade of D is the passing grade for this course. Some programs, however, may require a higher grade in order to progress through and graduate from the program. Students should check the program requirements for their particular program.

The following elements will determine the student's final grade.

Evaluation Item	Value
Online Quizzes – 5 @ 2% each	10%
Economic Research – (References/Qualification 1%, Data Tables & Charts- 1.5%, Report- 2.5%)	5%
Company Research – (References/Qualification- 1%, Report- 4%)	5%
Industry Research – (References/Qualification- 5%, Data Tables & Charts- 10%, Option of Report or Presentation-15%)	30%
Community Profile Report – (References/Qualification- 5%, Data Tables & Charts- 15%, Report- 30%)	50%
Total	**100%**

The round off mathematical principle will be used. Percentages are converted to letter grades and grade points as follows:

Mark (%)	Grade	Grade Point	Mark	Grade	Grade Point
94-100	A+	4.0	67-69	C+	2.3
87-93	A	3.7	63-66	C	2.0
80-86	A-	3.5	60-62	C-	1.7
77-79	B+	3.2	50-59	D	1.0
73-76	B	3.0	0-49	F	0.0
70-72	B-	2.7			

Missed Assignment Policy

Testing: Adequate notice will be given of impending tests, and if the student is not present, the result will be recorded as zero. The instructor may make an exception and allow a test to be written at a time other than that scheduled provided:

a.   a medical certificate is presented as proof of the student's inability to have been present at the scheduled time, or
b.   the instructor has agreed IN ADVANCE that there is justification for the student not being present at the scheduled time.

Students who do not regularly attend classes forfeit the right to be considered for making up a missed test.

Students who write in the Students with Disabilities Office or the International Centre must remind the professor, in writing, at least 48 hours before a test of the intention to write in that location. Otherwise the student will be expected to write in the classroom.

8.   Related Items
Students with Disabilities
If you are a student with a disability please identify your needs to the professor and/or the Accessibility Centre so that support services can be arranged for you. You can do this by making an appointment at the Accessibility Centre, Room L103 ext.3427 or by arranging a personal interview with the professor to discuss your needs.

Student Rights and Responsibility Policy
Acceptable behaviour in class is established by the instructor and is expected by all students. Any form of harassment or violence will not be tolerated. Action will be taken as outlined in Lambton College policy.

Cheating and plagiarism are serious academic offences subject to disciplinary action. It is the student's responsibility to be aware of the cheating policy as described in the Lambton College Student Rights and Responsibilities policy. For further information on all of these policies, links may be found on the Lambton College website.

Prior Learning Assessment Statement
This course is eligible for Prior Learning Assessment

☒ Yes ☐ No

If yes has been selected, you may choose to contact the Counselling Department for advice on Prior Learning Assessment.

Date of Withdrawal without Academic Penalty
Please consult the Academic Regulations and Registrar's published dates.

Waiver of Responsibility
Every attempt has been made to ensure the accuracy of this information as of the date of publication. The content may be modified, without notice, as deemed appropriate by the College.

Note: It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.