

Marketing Analytics (MKTG 450)

Course Syllabus – Spring 2017

Radford University
College of Business and Economics
Department of Marketing

INSTRUCTOR: Dr. Angela Stanton, Professor of Marketing

OFFICE: College of Business & Economics Building (Room 373)

Tel: 540-831-5011 (Office)
540-633-2292 (Home)

Fax: 540-831-6438

E-mail: astanton@radford.edu

 <https://twitter.com/AnalyticsProfs>

 <http://www.linkedin.com/in/drangelastanton>

OFFICE HOURS: Tuesday/Thursday 9:30 – 10:30 a.m. and 12:30 – 1:00 p.m. I am also around outside of my scheduled office hours. If you need to see me and you can't make it to my office hours, contact me and we'll set up a time to meet (or if you're in the neighborhood, just stop by -- if I'm in, my door is usually open).

TIME/PLACE: Section 1: Tuesday/Thursday 11:00 a.m. – 12:15 p.m. – COBE Trading Room

PREREQUISITES: MKTG 340 *Principles of Marketing* AND ITEC 100 or ITEC 281 (or permission of the instructor)

Students enrolling in Marketing Analytics must be able to:

- Identify and apply basic marketing concepts;
- Use basic information technology tools (e.g., spreadsheets, word processors, web browsers, e-mail readers, presentation packages, etc.);
- Demonstrate an ability and a willingness to learn and use other relevant technology tools as they pertain to course content; and
- Work effectively with other class members.

TEXT: *Predictive Analytics: The Power to Predict Who Will Click, Buy, Lie or Die* (2016) – ISBN 978-1119145677 – Author: Eric Siegel. This book is not available from the University bookstore but can be purchased from online booksellers such as Amazon.com. Please make sure you purchase the 2nd edition of the book published in 2016 and not the first edition (from 2013).

Other readings will be posted on the course D2L site.

You will also need to pay \$75 for the Microsoft Office Specialist (MOS) exam as this is a part of this course (see information provided under Examinations in the Course Evaluation, Grading & Important Dates portion of the syllabus).

You will be given access to the GMetrix software to help prepare you for the exam. I will also provide you with a variety of online resources and videos to help prepare you for the exam. However, if you do not have a great deal of experience with Excel or want more training, you may want consider purchasing an Excel book such as: *Microsoft Excel 2016 Bible: The Comprehensive Tutorial Resource* (2016) by John Walkenbach (ISBN: 978-1119067511; Publisher: Wiley) -- this particular book is a very comprehensive resource (and will cover far more than necessary to pass the specialist exam). Please note, though, that you should not need additional texts to pass the certification exam.

COMPUTER:

You will need a computer that runs a recent version of the Windows Operating System (Windows 7 or higher). You will also need to have Microsoft Office 2016 installed on your computer. These are now requirements for students in the Radford University BBA program and are a requirement for this course. The GMetrix training software that you will be able to use to help you prepare for the MOS certification exam only runs in a Windows environment as this is intended to simulate the types of questions presented on the exam (which is also a Windows-based exam). Additionally, the Excel for Mac does not have the same functionality as Excel for Windows. If you have a Mac and you do not wish to set it up to run Windows, you will either have to (1) use computer labs on the Radford University campus (GMetrix is only available in the COBE Trading Room), (2) borrow a laptop that meets these requirements, or (3) purchase a laptop to meet these requirements.

FOUNDATIONS FOR THIS COURSE

This course supports the mission and vision of the College of Business and Economics at Radford University:

- Mission of the College of Business and Economics: The newly adopted mission of the COBE is to provide an active learning environment that develops analytical and innovative business professionals for the dynamic global economy
- Vision of the College of Business and Economics: The newly adopted vision states “We will be recognized for challenging minds, cultivating talents, and connecting people in a technology-rich learning environment.”

WHY MARKETING ANALYTICS?

Analytics is both an art and a science to discover and understand historical patterns in a company's data in order to predict and improve business performance under forecasted environmental, economic, and competitive conditions.

Firms operate in an increasingly challenging business environment, with greater competition, more informed customers and rapidly changing market trends. Simultaneously, they also have access to more information about their customers, the marketplace and their competitors than ever before. There has been an exponential growth in data generated from internal and external databases, store scanners, customer transactions, web navigation, online search, and more recently, social media but most companies do not know how to best use this data. Thus, it is imperative that all marketing professionals understand the data available to them and how to most effectively make use of it. In this environment, knowing how to use this information to make optimal business decisions is a crucial competitive advantage and companies are, as a result, seeking trained professionals who have the skills to analyze the data to help managers make better marketing decisions. But the reality is: **the demand for individuals grounded in Analytics far exceeds the supply of graduates.**

Analytics is seeing demand outpacing the supply of talent! The U.S. Bureau of Labor Statistics predicts that there will be a 24 percent increase in demand for professionals with management analysis skills over the next eight years; and McKinsey Global Institute Predicts there will be a shortage of talent necessary for organizations to take advantage of Big Data. By 2018, the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions.

Marketing analytics drives organizational insights; insights lead to greater understanding of customers and markets; that understanding yields innovative products, better customer targeting, improved pricing, and superior growth in both revenue and profits. That's why today's companies are viewing analytics and employees who can create and use them as essential for creating value.

COURSE DESCRIPTION AND OBJECTIVES

Marketing Analytics tools and techniques are developed and applied to real-world business decisions. Major emphasis is placed on developing an understanding of the data available to marketers, its uses and limitations, and the tools and techniques for predicting and measuring the effectiveness of a company's marketing efforts. Analytical, critical thinking and technology skills will be enhanced throughout the course.

The course will be taught using a variety of materials and exercises including lectures for key concepts and processes, in class and out of class exercises, and applied projects to enhance student understanding and skill. Due to the technical and applied nature of the subject matter, hands-on experience with various analytical tools and software will be a key component of the course.

This course will introduce students to state-of-the-art marketing analytics and will demonstrate how to practically apply these analytics to real-world business decisions. Students will develop an understanding of the data available to marketers, its uses and limitations, and be exposed to methods for measuring performance of marketing efforts. Students will acquire hands-on experience with tools and software which may include spreadsheet-based models, marketing metrics, business intelligence and modeling software and web/social media measurement tools. In a world where marketers are held accountable for results, the mastery of marketing analytics is an indispensable competitive advantage.

This course also supports the needs and expectation of employers when hiring college graduates.¹ Specifically this course will focus on the needs of employers in the following areas:

Intellectual and practical skills, specifically

- The ability to communicate effectively, orally and in writing
- Critical thinking and analytical reasoning skills
- The ability to analyze and solve complex problems
- Teamwork skills and the ability to collaborate with others in diverse group settings
- The ability to innovate and be creative
- The ability to locate, organize, and evaluate information from multiple sources
- The ability to work with numbers and understand statistics

At the conclusion of the semester, you will be able to:

- Describe the decision-making process and the role of marketing analytics as a decision support tool in an organization
- Demonstrate how to apply marketing analytics procedures to business problem solving
- Apply key marketing analytics tools and techniques

¹ "Employers' Views On College Learning In The Wake Of The Economic Downturn: A Survey Among Employers," Conducted On Behalf Of The Association Of American Colleges And Universities, Hart Research Associates, January 2011.

- Differentiate and employ the basic principles and methods of data mining and predictive analytics

Specific outcomes include:

- Understand the decision making process and the role of Marketing Analytics as a decision support tool in an organization;
- Understand the relationship between Marketing Analytics, CRM and customer loyalty;
- Understand how Marketing Analytics are applied in various industries and functions;
- Gain knowledge of the strengths and weaknesses of the various Marketing Analytics models and statistical applications available in the market;
- Understand the different types of data being used in Marketing Analytics and their nuances;
- Understand the information technology considerations inherent in Marketing Analytics to include database development/manipulation, data warehousing, and database querying;
- Gain hands-on experience in applying Marketing Analytics procedures to business problem solving;
- Understand why market segmentation is so important and identify segments using RFM and Cluster Analysis;
- Measure the value of segments using customer lifetime value modeling;
- Explore how to “slice and dice” the data to get different views of the information; how to aggregate and disaggregate the data to see the information with varying degrees of resolution; and how to do important types of analytics and related reports;
- Acquire hands-on experience with key Marketing Analytics tools such as Microsoft Excel, IBM SPSS Statistics, and SAS Enterprise Guide;
- Be able to create reports using various visual displays including pivot tables;
- Be able to evaluate marketing problems and determine suitable analytical methods;
- Understand the difficulties presented by massive, opportunistic data;
- Understand the basic principles of data mining; the different methods of data mining; and how they compare;
- Gain an understanding of the privacy, ethical, governmental, and legal issues in data mining and marketing analytics.

THE VALUE OF THIS COURSE

Companies are witnessing an exponential growth in customer data and find they are ill prepared to turn the data in to meaningful information for marketing management decision making. This data comes from a variety of sources including email and other unstructured text; surveillance cameras; distribution and logistics; customer characteristics; marketing research; media usage; customer spending habits; competitive and business intelligence; POS scanners and market basket analyses; internet marketing including web searches and navigation; and social media. With so much raw data, organizations urgently need tools and employees who know how to use them to effectively and efficiently extract actionable information to help optimize business decisions. Analytics is both an art and a science to discover and understand historical patterns in a company’s data in order to predict and improve business performance under forecasted environmental, economic, and competitive conditions. Analytics leads to a greater understanding of customers and markets which yields innovative products and services, better customer targeting, improved pricing, and superior growth in revenues, profits, and market share. Companies today are seeking graduates fully grounded in business principles, but who also possess the analytical skills to develop better decision models and create more accurate predictions of customers’ response to business decisions.

COURSE EVALUATION, GRADING & IMPORTANT DATES

You will be evaluated on your knowledge of marketing analytics and your ability to apply that knowledge effectively. Your performance will be evaluated by means of examinations, in and out of class assignments, quizzes and your level of engagement in the class (participation). Specifically, the weights assigned to each of these performance measures (as well as the associated dates) are:

- Exam 1 (12.5%) – Microsoft Office Specialist Excel 2016 Certification
- Exam 2 (12.5%) – Google Analytics Certification – since this a 90-minute exam, you will not be able to take this exam during class. You will be able to choose the date and time you wish to take the exam but you must take the exam before the beginning of class on March 16, 2017.
- Exam 3 (25%) – this exam will include both a take home and in-class component – the in-class component will be held during the final exam period for the course on Thursday, May 4th (10:15 a.m. – 12:15 p.m.).
- Assignments/Student Engagement/Professionalism (37.5%) – throughout the entire semester
- Quizzes (12.5%) – at the beginning of most classes (beginning Tuesday, January 24th)

The student's final grade* will be strictly determined as follows:

Grade	Percentage
A	93.00% +
A-	90.00% - 92.99%
B+	87.00% - 89.99%
B	83.00% - 86.99%
B-	80.00% - 82.99%
C+	77.00% - 79.99%
C	73.00% - 76.99%
C-	70.00% - 72.99%
D+	67.00% - 69.99%
D	63.00% - 66.99%
D-	60.00% - 62.99%
F	Below 60%

Examinations. Three examinations will be given during the semester: the first two during the semester (please note the exam dates on the schedule – these dates will not change unless there are extenuating circumstances) and the third during the course final exam period.

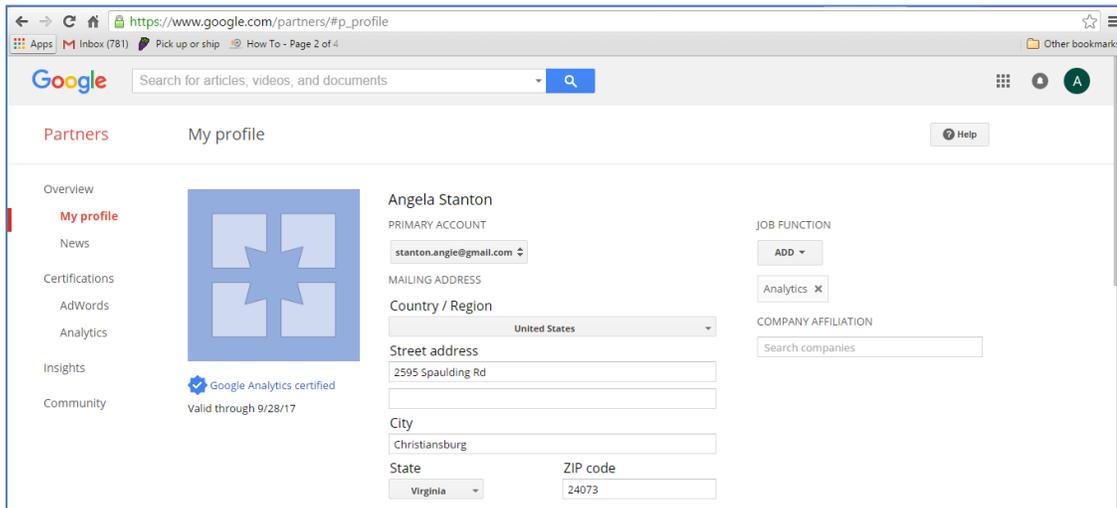
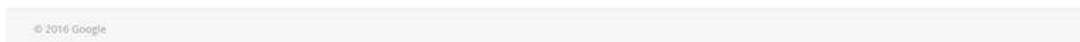
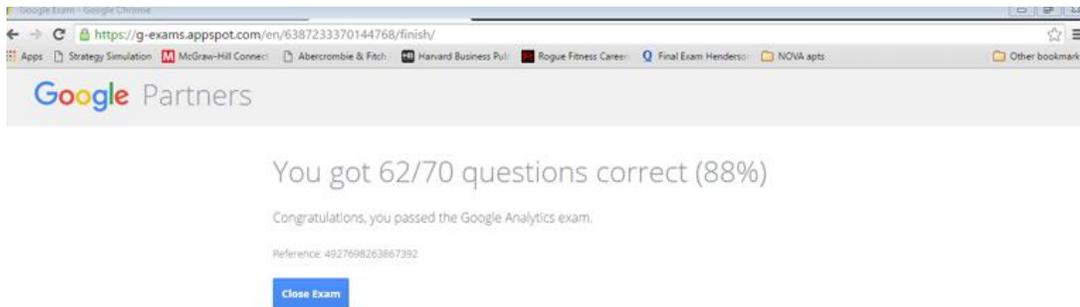
- **Exam #1** will be the Google Analytics Certification exam. Employers are looking for people with this certification so this will be another way to set yourself apart from others. The Google Analytics Certification exam is taken online from Google and there is no fee for taking the exam. The exam consists of 70 multiple choice questions and you have 90 minutes to complete the exam. You can use notes to assist you in taking this exam – and it is recommended that you do so (just remember, you only have 90 minutes so you will need to really have your notes organized and indexed – obviously you will not have time to look at your notes for every question). I will provide more detail on what will be helpful to you during the semester. Because you are allocated 90 minutes for the exam and our class meeting time is 75 minutes, you will not be able to take this exam during class. You will be able to choose the date and time for taking the exam but you must do so no later than the beginning of class on Thursday, February 16th.

Score to Earn the Certification

You must receive a score of 80 (or higher) to pass the exam and receive the certification.

What You Must Submit

Because you will not be taking the exam during class and because I cannot access your Google account, you will have to provide me with “proof” of your exam score. When you have completed and submitted the exam, the score will appear immediately. You need to take a screen shot and paste it into a Word Document or email so that I know your score. You will also need to take a screen shot of your Google Partners <https://www.google.com/partners> **My profile** page. Examples of the screen shots are shown below:



If you do not provide the screen shot of the exam score provided immediately after the exam is submitted but show proof that you passed the exam, I have no other recourse than to record the minimum passing score of 80 (if you do not pass the exam and do not provide the screen shot of your score, I will have no other recourse but to record a score of 0 for the exam).

What If I Don't Pass the Exam

If you do not pass the exam, you can retake the exam after 7 days (this is a Google rule, not mine). If you choose to retake the exam, you must provide me with the submitted proof (see What You Must Submit section) no later than the beginning of class on Thursday, April 27th.

Grade Recorded for Exam 1

My goal is for you to do what you need to do to earn the certification on your first attempt and to give you an incentive for doing so. Your grade recorded for exam #1 will be as follows:

- If you pass the exam on your first attempt, I will record the score earned + 10 points
 - If you do not pass the exam on your first attempt and do not retake the exam, I will record the score earned
 - If you do not pass the exam on your first attempt but you retake the exam, I will record the average of all exam scores earned + 7.5 points
- **Exam #2** will be the Microsoft Office Specialist (MOS) Excel 2016 Certification Exam. This is the basic Excel certification (Excel Specialist). You will take this exam during class during class on March 16, 2017. If you have been certified in Excel 2013, you will have to either (1) choose another MOS 2016 certification or (2) sit for the new Excel 2016 certification (holding the latest certification will make you more desirable to employers).

Certifications are a way of setting yourself apart from others in the job market and provide third-party verification that you possess the skill. You will be provided with access to GMetrix, an online training system that was purchased by the College of Business & Economics (COBE) to assist with preparation for the exam. I will also provide you with other materials to assist you in your preparation.

Exam Payment

The COBE has significantly reduced the price of the certification exam for current Radford University students. The cost of the exam is \$75 (Radford University charges a reduced rate that is less than the price of paying through Certiport or taking it at other Certiport centers). You must pay the \$75 before you take the exam. You can pay the testing fee in cash (must have exact amount – no change can be provided) or by check (made out to Radford University) – the COBE does not have the ability to take credit cards as payment. Payments will be made directly to the Center for Innovation and Analytics (located in room 231). When you pay for the exam, you will be given a receipt. Please do not lose this receipt as I cannot administer the exam without proof of payment.

Accommodations for Students with Disabilities

Certiport, the administrator of the MOS exams, does have a policy for accommodating students with a disability. Please note, however, that being classified as a DRO student at RU does not automatically grant you the same status with Certiport. For more information, visit <http://www.certiport.com/PORTAL/desktopdefault.aspx?page=common/pagelibrary/Disabilities.htm>. If you choose to apply for an exam accommodation, you must do so no later than February 28th as Certiport requires a minimum of 2 weeks to review and process the forms. You must also inform me by email that you have applied for the accommodation no later than February 28th.

Grading

- You must receive a score of 700 (out of 1000) to pass the certification exam. Your grade for exam 1 will be:

(the score you earned on the certification / 10) + 10

Thus, if you scored a 800 on the certification exam, your exam #1 score will be 90.

- If you do not pass the certification and choose to retake the exam, your score for exam 1 will be:

(the average of all of your exam scores / 10) + 10

Thus, if you scored 550 on your first attempt and 750 on your second attempt, your exam score on Exam #2 will be 75 $((550+750)/2) / 10 + 10$

Exam Retake Policies

If you do not pass the exam and wish to retake the exam, you must do so no later than 5 p.m. on Friday, April 28, 2017. The following Microsoft policies also apply (please keep in mind that you must pay \$75 each time you take the exam) -

<http://www.certipoint.com/PORTAL/desktopdefault.aspx?page=common/pagelibrary/RetakePolicyMOS.html>:

- If you do not pass on the first attempt, you must wait 24 hours before you can retake the exam a second time.
- If you do not pass the exam on the second (or subsequent) attempt, you must wait 48 hours before you can retake the exam.
- **Exam #3** will be a comprehensive exam as the subject matter in the course is interrelated. It may include a variety of question formats; however, the primary format will be short answer and problem application (you will know the format prior to the exam). There will be take home component and an in-class component. The take home component will be posted to the course D2L site at least 5 days before it is due. Take home exam components meet the same honor code requirements as an in-class exam. Once the exam has been posted, you are not allowed to discuss the material covered or the exam questions with your peers as this is a violation of the Radford University honor code. During the in-class portion of the exam, all mobile devices, including music listening devices, phones of any type, laptops, etc. may not be present. Be sure to have turned all devices off prior to the exam so you do not disturb others. If I see you using or looking at any mobile device during an exam, I will ask you to turn in your exam, leave the exam, and you will receive a grade of zero for that exam.

Assignments/Student Engagement/Professionalism. In order to reinforce key course concepts, each student will be involved in participating in content-related assignments and exercises. As you can see from the percentage of the course grade, these assignments are critically important to the course. Some of these may be assigned as homework; others may be in-class exercises – since this class is in a computer lab you should expect assignments during class almost every day. Some assignments will be individual while others may be done in teams of 2 or 3. On assignments where you are allowed to work in teams, I expect all team members to **participate fully** in each and every exercise assigned.

On individual out-of-class (homework) assignments, please note that while I have no problem with students discussing homework assignments and helping each other with problems (as this is part of the learning process as well), the work turned in must be your work. Simply copying another student's work or re-running their analyses is unacceptable and in violation with the RU Honor Code. If I suspect that there is an honor code violation, I will assign a grade of zero (0) for that assignment and file a report with the Office of the Dean of Students. Any subsequent violations will be handled in accordance with the university honor code system.

All out-of-class assignments are due at the beginning of class on the date specified - **no late assignments will be accepted for credit.** While I encourage you to do any missed assignments for your own learning (and because some assignments build upon earlier assignments), you cannot

make-up missed assignments for credit – this includes both homework assignments and in-class assignments/activities. Because of the nature of the course, there will be no additional or extra credit assignments to increase your grade.

I believe it is important that I provide you with accurate and timely feedback on these assignments. I will post answers to assignments to the course D2L site and I will grade all assignments turned in to me on time. I will also try to return assignments back within 2 class periods (there will of course be times when that is not possible). Oftentimes students are concerned how poor performance on one or two assignments may impact their homework grade. We all have bad days or have more trouble with certain concepts/techniques than others. Although I will not assign extra credit in this class, I will make upward adjustments (this means adding points) to the final assignment grade at the end of the semester for students who **submit all of the out-of-class homework assignments (and they must be done completely – if you turn in only part of an assignment, you will not be eligible for the extra points)**. Only homework assignments are included in this adjustment because including in-class assignments would create an unfair situation of double jeopardy for a student who may be ill and misses class on a particular day (no credit for that day's in-class assignment and the loss of an adjustment to the final homework grade).

Each student is expected to be an active contributor to class discussions and in-class assignments, cases, activities, etc. – this will not just be a “chalk and talk” class – your participation is vital. I will keep track of your attendance and participation throughout the semester. I also expect you to be professional in your class behavior and you can severely HURT your grade in this area by acting unprofessionally in class (see course policy on professional behavior for more details). Obviously you must be present in class in order to participate (there is definitely a correlation between attendance and participation). If you are absent, you cannot participate. Please keep in mind, however, that quantity in this area does not necessarily equate to quality. You will be evaluated on the quality of your contributions. Also, please do not assume that simply coming to class ensures you will receive a high grade in this area.

Quizzes. Keeping up with the readings and posted class materials are important in order for the material covered in class to be best understood and to allow your most active engagement in class. It is also imperative that you stay on top of what is covered during each class. Quizzes (number of questions will vary) will be given in order to help keep you up-to-date with the reading material, recorded lectures (if applicable) and what is being covered in class. There are no make-ups for missed quizzes (unless I have made an arrangement with you in ADVANCE – see Missed Quizzes policy). Quizzes will be administered **at the beginning of class**. Some specifics about the quizzes:

- All quizzes will be administered at the beginning of class – each quiz will be timed (most quizzes will be 5 minutes but some may be a bit longer) – if you are late, you may not be able to take the quiz. In addition, if you leave class early, you will not receive credit for any quiz taken on that day.
- Most quizzes will be online on D2L and will be password protected. **You must be in class in order to take and receive credit for a quiz.** You may not provide a password to any student not in class during the time of the quiz. If you provide the password to another student not attending class and they take the quiz, you will receive a 0 on the quiz -- if the person who provides the password does not come forward, I will have no other choice but to assign a grade of 0 to everyone in the class for that quiz. If you submit a quiz and are not in class, you will receive a 0 on the quiz AND you will receive a 10 point deduction on your final semester quiz grade. If this occurs more than one time, your quiz grade for the semester will be 0.
- Each quiz will be worth 10 points. You cannot receive a 0 on a quiz if you attend class as I will provide points simply for taking the quiz (in the event you have a bad day and miss all of the questions).
- There may be days when there are “double” quizzes – you will know this is advance.
- I will drop your three lowest quiz grades.

COURSE POLICIES

Course Software: In this course you will be using a variety of software which may include Microsoft Excel, Tableau, IBM SPSS Statistics, IBM SPSS Modeler and SAS Enterprise Guide. You will be taught how to use the software on Windows-based machines as this is what is provided in our classroom lab.

- Please note that the Microsoft Office Specialist (MOS) certification and online training for the certification is Windows-based. If you choose to use a Mac for assignments, especially those in Excel, you should know that what is shown in class may work differently on a Mac and I cannot guarantee that everything will work in the same way (I know from previous experience that there are differences). While I will try to provide help where I can, I do not have a Mac and cannot guarantee that I will know all of the differences. Additionally, the University is currently using Microsoft Office 2016. Thus, we will be using this version of Excel and other Office software in class, for assignments, and for certification. You have free access to the latest version of Microsoft Office as a current Radford University student (see <https://php.radford.edu/~knowledge/lore/article.php?id=524> for information on how to download it to your machine). Because you do have access to Office 2016 on all university computers on-campus, there is no excuse for not being able to complete assignments as specified and on-time.
- SPSS is available in all of the computer labs on campus.
- SAS Enterprise Guide is available in the COBE Trading Room. You will also be able to access this software via the SAS Cloud.
- Tableau is available in the COBE Trading Room and we have a license that will allow you to download it on your personal computer.

Course Communication: I will post all out-of-class assignments, assigned readings/lectures, important class announcements, schedule changes, and teaching materials to the University's Desire to Learn (D2L) course management system. Your grades will also be posted to the D2L site for this course. It is your responsibility to check D2L. Please note that what is on D2L is current and supersedes any and all information you may have printed on an earlier date. I may also need to contact you from time to time via e-mail. I will use your RU account for all e-mail correspondence (please note that I do not use the email feature in D2L). Please make sure that your e-mail account does not go over quota so that you do not miss important course correspondence. If you use another e-mail account (e.g. gmail, yahoo, etc.), please be sure you forward your RU e-mail to that account.

Student Materials and Handouts: I will place most course materials on the D2L site; other things may be handed out in class. If you miss a class and do not receive a handout or other materials, you are responsible for getting a copy from another student.

Assigned Readings/Lectures: You should read assigned articles/materials and/or view online lectures/materials posted BEFORE we cover the material in class as this should help your overall comprehension. I will post the due date for readings to D2L.

Seat Assignments: I run an interactive class. I want to learn your names early on (and I want all of you to get to know each other as well). To help me do this, I will create a seating chart. Once the seating chart has been established that is your spot for the semester. Since the seating chart will be used to grade participation, it is important that you use your selected seat for each class. I will provide a copy of the seating chart to everyone after the drop/add period so you can get to know each other as well.

Semester Schedule: As your instructor, I reserve the right to make adjustments to the syllabus at any time during the semester. It is your responsibility to keep track of scheduled examinations, any changes in these dates, material covered in the class, and all other announcements made in the class. I will also post changes to D2L.

Attendance Policy: You are adults and I expect you to attend class in the same way your future employer will expect you to reliably show up for work each day. However, I recognize that illnesses, interviews and life's unexpected emergencies sometimes occur that may cause an occasional absence. Although I will not grade attendance, you should realize that if you miss class, you will not be able to earn participation points for that day. You should also understand that if you miss an in-class assignment, you will be unable to make it up for credit. I will record attendance for my class recordkeeping. Due to the fact that everything covered in class is NOT included in the assigned readings, you will understand this material best if you actually attend the classes (borrowing notes helps but you miss the "feel" and context of the material). If you absolutely cannot make it to class, get notes from others. As a rule, I will not summarize the missed classes or give out my notes. Audio or video recording of lectures is not permitted.

Professional Behavior: No chewing tobacco, spit cups or e-cigarettes are allowed in this class. During class you are expected to be attentive. This means the following behaviors are inappropriate: talking while I am presenting material in class, talking while other students are presenting or participating in class discussions, interrupting me and your fellow students by arriving late for class, using your cell phone or other wireless device for communication (voice or electronic – this includes texting – if you are texting during class, you will receive no participation points or assignment points for that class and I may ask you to turn over the device until the end of class), using your iPod or other MP3-type player, doing outside work, reading non-class material, studying for another class, sleeping, etc. While you will be using a computer during class, it is only to be used for class purposes. If I find that you are chatting online, using e-mail, browsing the Internet, viewing or posting to social media sites, doing work for other classes, etc. (basically doing things unrelated to this class), I will ask you to leave and you will receive no participation or assignment points for that class. **Your phone, must be turned off and put away at the beginning of class** (if you are expecting a call about a matter of the utmost importance, please let me know before class) -- **if I see your cell phone during class, you will receive no participation or assignment points for that class and I may ask you to turn over the device until the end of class.**

Additionally, I expect you to respect the opinions of others. Thus, disagreements in points of view should not be made in a combative or downgrading manner. I also expect you to be in class on time and not leaving before class is over. Doing so is disrespectful to both me and your student colleagues. I take this seriously. I will warn you once if you are being unprofessional. If there is a second incident, you will be asked to leave class and will be unable to make up the work. If you are asked to leave three times or more, I will deduct 10 points from your final class average for each occurrence.

Email: You are expected to be professional in your email correspondence. I expect you to: (1) include a subject line that describes the topic of your email – the subject line should also include the course and section (e.g. MKTG 450-01) – since I teach multiple courses, this will help you receive a faster response, (2) address me professionally ("hey there" is not a professional salutation; "Dr. Stanton" or "Dr. S." is a professional salutation - - While I am Mrs. Stanton in my personal life, "Mrs. Stanton" is not my professional salutation), (3) clearly articulate your question(s) or issue(s) – sometimes people send emails and it is unclear what they want or what they are asking, (4) not use texting abbreviations in your email, (5) read your email before you send it, and (6) if you do not have an email signature line, be sure to include your first and last name. Additionally, when I respond to a question or provide the information you need, common courtesy dictates that you acknowledge this with a quick "thank you" response; that way I will also know that you received my reply. Finally, I typically respond to emails quickly. If you do not receive a response in 24 hours and it is a weekday, please email me again. I receive more than 100 emails each day and I may have inadvertently missed your message or, there have been some cases where I have not received email messages at all (it is rare but it does happen).

Questions: When you don't know something or are confused about a particular topic, please don't hesitate to ask me in class. There are probably others in the same situation. There are no dumb questions in this class. If I am going over something and I am speaking too quickly, ask me to slow

down. I love what I do and I sometimes get so excited about what I'm teaching that I may begin to talk too quickly. I won't know if I'm doing this unless you tell me.

Missed Quizzes: If you miss a quiz, you will not be able to make it up unless I have made arrangements with you in ADVANCE of the quiz date. Only a valid reason such as a University approved absence (and what I determine to be valid is completely at my discretion) will allow you to make up a quiz. Otherwise, all missed quizzes will result in a score of 0.

Missed Examinations: I will not change the exam dates listed in this syllabus unless there is an extenuating circumstance so you should ensure that you plan accordingly. If you are unable to take an in-class exam on the scheduled date, you may be allowed to take it early provided you have a valid reason (e.g., university excused absence, etc.). Make-up exams will only be given at my discretion at the date and time of my choosing (and that may be the end of the semester). Only under the most serious, extenuating circumstances will a make-up exam be considered. Unless the excuse is serious, a zero will be given for the missed exam. Problems should be discussed with me before the exam, not after the exam. If you miss an exam and would like me to consider allowing you to take a make-up exam, you will need to (1) contact me via email or phone before the time the exam begins (if you do not contact me prior to the exam, you do not need to bother with item #2), AND (2) provide written proof documenting the reason for the absence (for example, if you are sick, you will need a physician's written notice -- telling me you were sick will not be sufficient). Only a valid excuse (and this is at my complete discretion) will allow you to take a make-up exam (and you should plan on the make-up exam being different than what was given to the rest of the class).

Withdrawals: If you choose to withdraw from class without receiving a W on your transcript, you must do so by January 23, 2017. You have until Friday, March 31, 2017 to withdraw from this course with a grade of W.

Incomplete Grades: I do not give incompletes (Is) except in unusual circumstances. You must have my approval before a grade of "I" will be assigned.

Lecture Content: I do not lecture straight from the assigned readings. The readings are assigned to provide additional context to what is covered in class. I may also post some lectures to D2L. You are responsible for this material as well. You are responsible for all materials covered. All readings should be read when assigned on the course schedule.

Exam Contents: Students will be held responsible for all reading assignments, whether or not a particular reading is fully covered during the lectures. Questions on exams will be taken from the reading assignments, handouts/materials distributed in class or placed on the D2L site, instructor or guest lectures, videos, online materials or sites, in and out-of-class exercises and class discussions.

Student Progress: You will be able to access all of your grades in the course via D2L. No extra credit work will be given, which increases the importance of not waiting until the last minute to complete assignments and submitting all work when it is due.

Student Submissions: As the professor for this course, I reserve the right to retain for pedagogical reasons the original of each student's test, written assignment, paper, video, or similar work submitted by the student, either individually or as a group project, for this class.

Special Needs: If you are seeking academic accommodations under the Americans with Disabilities Act at Radford University, you are required to register with the Disability Resource Office (DRO). To receive academic accommodations for this class, please submit your documentation to the DRO in the lower level of Tyler Hall Suites 54-69, by fax to 540-831-6525, by email to dro@radford.edu. Once documentation is received and reviewed, a Disability Services Specialist (DSS) will contact you for an interview. You will be notified via RU email when your accommodation package is complete. Once you have picked up your accommodation package, you will need to meet with me during my office hours to review and discuss your package. For more information and/or for documentation guidelines, visit www.radford.edu/dro or call 540-831-6350.

To receive academic accommodations for this class, please obtain the proper DRO forms and meet with me no later than the second week of class. **If you have not received your paperwork from the DRO office, it is still your responsibility to meet with me no later than the second week of class to let me know of your intentions.** I will not make accommodations for anyone who does not complete their paperwork within the first two weeks of class. Please note that while I will do my best to accommodate a DRO-registered disability, faculty are only obligated to do what they consider to be reasonable for their course so I cannot guarantee that I will be comfortable making the same accommodations you may have become accustomed to in past semesters.

Deadlines: The failure to complete any assignment at the specified time represents a failure to meet your responsibilities. Any assignment, which is not submitted at the specified time, will receive a grade of zero (0).

Written Assignments: Written work must be prepared in a professional manner. It is to be clearly written, with proper grammatical construction and correct spelling. Work which is not presented in a professional manner will be returned as unacceptable. The grade assigned to written work will reflect its analytical soundness, writing quality, and thoroughness of the content. In addition, improper grammar, sentence construction and misspellings may result in a grade reduction. If citations are appropriate, you must follow the APA guidelines (a mini tutorial on using the APA style is posted to the Department of Marketing web site).

Contact: Please feel free to call me at home or e-mail me if you have any questions. I generally respond to e-mail the same day (if I'm away and have no e-mail access, I will let you know in advance). So that I can have some uninterrupted time with my family, I ask that you not call me after 8 p.m. (unless of course you have an emergency situation for which I need to be alerted).

Honor Code: The Radford University Honor Code (see http://catalog.radford.edu/content.php?catoid=20&navoid=581#Honor_System) applies to all aspects of this course. It is your responsibility to become familiar with and understand the provisions of the University's Honor Code and System. Please keep in mind that consulting with other students on individual assignments or exams is a violation of the Honor Code. You have also violated the Honor Code if you attempt to represent the work of others as your own (this includes paraphrasing without references, whether it be from a traditional paper source or an on-line source). This is plagiarism. You must reference (i.e., give credit to) the works of others through an appropriate form of citation. All violations of university policies and procedures will be dealt with on an individual basis in a manner consistent with the university guidelines. **NOTE:** RU's honor code prohibits the following: lying, stealing/possessing unauthorized material, cheating, fabrication and falsification, multiple submissions, abuse of academic materials, complicity in academic dishonesty, and plagiarism (source: *Standards of Student Conduct*).

University Safety Information: In the event of a University-wide emergency, course requirements, classes, deadlines and grading policies and procedures are subject to change. Potential changes that could occur include alternative delivery methods, alternative methods of interaction with the instructor, accessing class materials and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading schedule. In the case of a University-wide emergency, please refer to the course D2L and/or an email from me to your RU address about changes in this course. For specific information about an emergency situation, visit <http://www.radford.edu>. For general information regarding RU emergency preparedness visit: <http://oep.asp.radford.edu/>.

Agreement to the Terms of the Syllabus: If you are uncomfortable with or do not wish to abide by the requirements listed in this syllabus, you should make arrangements to drop the class. **Your continued enrollment in the class assumes that you have read and agreed to all of the terms listed herein.**

Planned Semester Schedule*

Date	Topic(s) Covered During Class
17 Jan	Syllabus Review; Instructor & Student Introduction; Marketing Analytics Introduction
19 Jan	Marketing Analytics Introduction (continued); Web Analytics/Google Analytics Introduction
24 Jan – 7 Feb	Google Analytics
9 Feb – 2 Mar	Manipulating and Analyzing Data in Excel
16 Feb	Exam #1 – Google Analytics Certification - Due on or before the beginning of class
6 – 10 Mar	Spring Break – No Classes
14 Mar	Levels of Measurement; Introduction to SPSS; Data Manipulation; Exploring Data; Frequencies; Descriptive Statistics
16 Mar	Exam #2 – MOS Certification
21 Mar	Crosstabulations; Independent Samples t-Test; One-Way ANOVA
23 - 28 Mar	Market Segmentation & Cluster Analysis
30 Mar	Scatterplots & Correlation Analysis
4 – 6 Apr	Linear Regression
11 – 13 Apr	Logistic Regression
18 Apr	Model Validation & Assessment
20 – 25 Apr	Data Visualization using Excel & Tableau
27 Apr	Ethical Issues & Privacy Considerations in Analytics
4 May	Exam #3: (1) take home portion due no later than 10 a.m. and (2) in-class portion during final exam period (10:15 a.m. – 12:15 p.m.)

* Topic coverage and/or timing of topic coverage may be adjusted as instructor deems necessary to enhance student learning.