

**MKT 566: Marketing Analytics**  
**Spring 2022**

**Sections 16542R/16545D: 11:00 - 12:20pm PST (Tue/Thu)**  
**Section 16546R : 3:30 - 4:50pm PST (Tue/Thu)**

**Professor:** Kalinda Ukanwa, Ph.D. in Marketing (Quantitative)  
**TA (11:00am sec.):** Yumeihui (“Mayway”) He - [yumeihui@marshall.usc.edu](mailto:yumeihui@marshall.usc.edu)  
**TA (3:30pm sec.):** Yuqi Zhang- [yuqi.zhang.2022@marshall.usc.edu](mailto:yuqi.zhang.2022@marshall.usc.edu)

**Office Hours:** Tue and Thu 1:30 – 3:00pm PST by appointment  
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**COURSE DESCRIPTION**

The new age of marketing requires an understanding of data. This course will give you the right tools to stay relevant. The goal of this course is to provide you the skills needed to make intelligent use of marketing data and analytics to make business recommendations and decisions. This course also provides students with the background needed to begin working in a marketing analytics position within a corporation, a consulting firm, or a marketing research firm. The course employs a combination of lectures, articles, and “hands-on” exercises. By the end of the course, you will be able to walk into any company and help make data-driven marketing decisions.

The first week of class (and any other session that requires it) will be entirely online. Students should ensure that they can access online tools via Blackboard and Zoom prior to the start of classes. A link and instructions to join the Zoom sessions will be posted in the Blackboard Course Pages. For more information about Zoom, go to: [Zoom Support Tutorials](#)

**COURSE OBJECTIVES**

Upon successful completion of this course, students will be able to:

- Demonstrate an understanding of marketing data collection, analysis, and interpretation.
- Use data visualization to gain marketing insight.
- Communicate a story to an audience using data and analytics.
- Conduct cluster analysis for marketing segmentation, targeting, and positioning
- Earn certificates of completion in Google Analytics.
- Design field experiments in digital environments, including A/B testing.
- Develop marketing mix models.
- Gain exposure to artificial intelligence and machine learning.
- Apply marketing analytics skills to a real marketing issue of interest.

## COURSE MATERIALS

### Required Course Materials:

1. **Topical Articles** by various media outlets. All articles assigned in class are accessible at the USC Library online portal: <https://libraries.usc.edu/>. You can also find these articles through Google or Google Scholar searches.
2. **MKT 566 Lectures** at <http://blackboard.usc.edu> under COURSE DOCUMENTS

### Required Equipment, Software, and Online Resources:

It is **required** that you download and install all the required software **before** class as per the instructions of the instructor. **Please make sure that you bring a fully charged laptop to every class** for in-class exercises.

Throughout the course, we will make use of **Excel** because it is widely used both in industry and for other courses at Marshall. **Proficiency with Excel is required to successfully complete this course.**

If your computer does not have Excel, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

*Please install these on your laptop **before** the first day of class:*

**Excel**

**Tableau Desktop** (go to <https://www.tableau.com/academic/students>)

Note that for many assignments (where indicated), you will be able to use software or programming language tools other than Excel to complete assignments. Examples include Python, R, JMP Pro, SPSS, etc.

Online lectures through Zoom will be provided in Blackboard. Therefore, you must have access to the Internet to view/hear lectures. No special software is required.

The lecture presentations, links to articles, assignments, quizzes, and rubrics are located on Blackboard. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations;
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- A working video camera with microphone for use on Zoom;
- Microsoft Word and Google Docs as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

## Optional Course Materials and Software:

1. **Marketing Analytics** by Brennan Davis (Edify Pub., May 2019), ISBN: 978-0-9987138-8-5  
To get the book, click below on the link for your section. Follow the instructions to purchase the digital textbook only:  
Section 16542R/16545D (11am – 12:20pm): <https://home.stukent.com/join/60E-B0B>  
Section 16546R (3:30pm – 4:50pm): <https://home.stukent.com/join/260-849>
2. **Principles of Marketing Engineering and Analytics**, 3rd Edition, by Gary Lilien, Arvind Rangaswamy and Arnaud De Bruyn (DecisionPro, Inc. 2017), ISBN: 978-0985764821

### GRADING

Your final course grade represents how you perform in the class relative to other students. Historically, the average grade for a graduate elective class at USC Marshall is about a B+/A-. Three factors are considered:

1. Your weighted score as a percentage of the three components listed in the table below.
2. The overall average score within the class.
3. Your ranking among all students in the class.

The formal course assessment is as follows:

<u>Assignments</u>	<u>Points</u>	<u>% of Overall Grade</u>
<i>Assignments</i>	500	50%
<i>Group Project</i>	300	30%
<i>In-Class Exercises</i>	150	15%
<i>Class Participation</i>	50	5%
<b>TOTAL</b>	1000	100%

More details of the grading policy are provided below:

1. **Assignments (50% total):** Students need to develop their own competence in dealing with the subject matter of this course. To accomplish this, students will be asked to complete five (5) assignments covering material discussed in the course. To complete each assignment, students need to carry out data analyses and provide managerial insights. The instructor will post the assignments on the Blackboard website along with detailed instructions. The course schedule section of this syllabus provides the due dates of these assignments.

Later on in the semester the instructor will give out the assignments along with detailed instructions. All assignments are due at the beginning of class on the scheduled due date. Each assignment will have instructions on how it is to be submitted (i.e., per assignment instructions, submission is either a hard copy in class or digital copy through Blackboard). A late submission will result in a loss of 10% of the assignment grade immediately, plus 5% per day late up to a limit of the next class day, irrespective of the excuse. After that, the assignment receives no credit. For example, if an assignment was due on Tuesday and the next class day is Thursday of the same week, then you must submit the assignment by the beginning of Thursday's class to receive any partial credit. The assignment will receive a grade deducted by  $10\% + 5\% = 15\%$  in this example. Assignments that are sufficiently late where they benefited from class discussion get no credit.

Additionally, for individually completed assignments, while inter-personal discussions are okay, it is essential that students complete these assignments independently. If the instructor detects any plagiarizing behavior (even for only part of the assignment), the student will receive a severe penalty on his/her course grade.

2. **Group Project (30%):** The objective of the group project is to provide you with an opportunity to apply what you learn to a real marketing issue of interest. To make sure that you are on track, you and your team will submit and present a power point presentation for each of the two phases of your project during the course: project proposal and results/recommendations. Early in the semester, you will receive a handout with more details on requirements and deadlines.
3. **In-Class Exercises (15%):** This course is designed to be an active learning experience. This includes hands-on in-class exercises. To receive credit for in-class exercises, all in-class work must be turned into the instructor by the specified deadline, which will often be **within 24 hours of the class session**. If you miss class, there will be an opportunity to do the in-class work assignments within the time window after the session posts on Blackboard.
4. **Class Participation (5%):** Your learning is greatly enhanced by actively participating in each lecture. Your interactive participation also improves the learning experience for your classmates. Grading will be determined by the quality and quantity of your participation in each lecture. One specific requirement is to give a presentation on Marketing Analytics in the Real World (See Appendix A for details). For students who are unable to attend sessions due to time zone or internet access limitations, please contact me as soon as possible at the beginning of the semester. An alternative way to participate will be provided to you. See Appendix A for more details about how class participation is assessed.

## Group Project

You have one group project in this class. Students should form groups and have the names of the group members submitted **by the due date specified in the schedule**. Each group should include about six (6) students. The instructor might provide some guidance on the ideal formation of the student groups.

At some point in your career, you will be asked to evaluate the work of others. So as part of the team assignment experience, you will be required to submit a peer evaluation form (see Appendix B for an example) for your team assignment. Failure to make equitable contributions to group work will be penalized with lower individual grade.

## Classroom Policies, Conduct, and Netiquette

1. Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.
2. Active class participation is important in achieving the learning objectives for this course. Unless students provide an accommodation letter from USC OSAS or from Marshall

detailing visa or travel restrictions, attendance and active participation is expected in the classroom.

3. Any student with such accommodations should submit their accommodation document to their instructor as soon as possible. Your instructor will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.
4. **Students who are experiencing illness should not attend class in person.** Please inform the instructor in advance of the class session to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances.
5. In-person class participation expectations are as follows:
  - a. Arrive to class on-time and remain throughout the class. Arriving late or periodic exits is disruptive to the class and unfair to your fellow classmates – not a place conducive to learning.
  - b. When you come to class, be prepared to participate actively. This is not the place to sleep, chat with your friends, read the newspaper, text messaging, etc. There are more comfortable places for those activities than this classroom.
  - c. No use of cell phones, iPods, tablets or other electronic devices (except laptops) in the classroom for non-class purposes
  - d. Laptop or tablets can be used for class purposes such as in-class exercises or note-taking.
  - e. Violation of course conduct will considerably affect your class participation grade.
6. Online class participation expectations are as follows:
  - a. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Unless accommodated as described in (c) below, attendance and active participation is expected at the synchronous Zoom class sessions.
  - b. The hours from 7am to 10pm in your local time zone are considered as “reasonable” times for students to attend synchronous sessions or engage in synchronous learning activities or assessments. Normal attendance, participation, assignment and assessment expectations hold for any student for whom the class time falls within those reasonable learning hours in their time zone.
  - c. Students are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*
  - d. For students where the synchronous class sessions or exams fall outside the window of 7 a.m. to 10 p.m. in your local time zone, please contact me for an alternate method of contribution to the class. You will not be penalized for not attending the live Zoom class sessions. The Zoom sessions will be recorded and posted on Blackboard, and you will be responsible for watching the recorded sessions. Exercises and other synchronous assessments will be scheduled for students to be able to complete the assessment between 7 a.m. and 10 p.m. in your local time zone.
  - e. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.
    - i. Please do:

1. Log into class early or promptly
  2. Arrange to attend class where there is a reliable internet connection and without distractions
  3. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
  4. If you use a virtual background, please keep it respectfully professional.
  5. Display both your first and last name during video conferencing and synchronous class meetings.
  6. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
  7. Engage in appropriate tone and language with instructors and classmates.
  8. Please try not to:
  9. Engage in a simultaneous activity not related to the class.
  10. Interact with persons who are not part of the class during the class session.
  11. Leave frequently or not be on camera for extended periods of time.
  12. Have other persons or pets in view of the camera.
- f. Violation of course conduct will considerably affect your class participation grade
- g. All Zoom sessions will be recorded and posted in the Blackboard Course pages.

## Communication Policy

- To promote independence and critical thinking, students are encouraged to work through the following process for obtaining answers to course-related questions before contacting the instructor. First, consult the course syllabus. If you do not find the answer you need, next consult the class site on Blackboard. If you are still not satisfied with the answer after you have exhausted these methods, students are encouraged to email the TA for your course section. **The TA for your course section is listed at the top of this syllabus, along with the TA's email address.**
- Students who need to contact me directly can do so at [Kalinda.Ukanwa@marshall.usc.edu](mailto:Kalinda.Ukanwa@marshall.usc.edu). I ask that you keep in mind the following items if you do email me:
  - Students are encouraged to email me from your USC email account. Because of the deluge of spam, phishing, and marketing emails I often receive, I generally do not respond to emails sent from non-USC accounts.
  - The email's Subject Line should include your class, section, and brief description of the topic of your email: **MKT 566 Section XXX**. Replace the **XXX** with what time your section starts. This is helpful to know to respond in a way appropriate for your section. For example, if you are in the T/Th 11am section and you are emailing me a question about Assignment 1, then your email subject line could say "MKT 566 Section T/Th 11am: Question about Assignment 1".
  - I will reply to emails within 72 hours. Emails sent to me after 5pm, on weekends, or on holidays/school breaks will get responses on the longer end of the spectrum.
  - Questions received on too short a notice before an assignment or project due date may not get a response until after the deadline. **Students are strongly encouraged to plan ahead and ask questions days before the due date of an assignment or project.**

## Course Evaluations and Feedback to the Instructor

At the Marshall School of Business, we are committed to continuous improvement in the quality of teaching and learning. The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations. Please feel free to speak to me at any time regarding any aspect of this course, including things that you think are going well, or things that need to be improved. During the semester, I will also give you opportunities to submit

written feedback to me anonymously. These will help me gauge how the course is progressing and make it a worthwhile experience for you.

**Class Web Site:** <http://blackboard.usc.edu>

The Blackboard login uses your USC ID and password. The website will include the syllabus, lecture notes, grades, and announcements related to this class, etc. By default, email from the instructor will arrive at your USC email account. Students are required to maintain this e-mail address as Blackboard uses this address to send course related e-mail. *Please make sure that you check this email account on a regular basis so that you will not miss the messages posted from me on the Blackboard course website.*

<b>COURSE OUTLINE AND ASSIGNMENTS</b>
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The schedule presented below is tentative. This schedule and syllabus is subject to change at the instructor’s discretion. Additional readings may be provided by the instructor. **BD = “Marketing Analytics” textbook by Brennan Davis**

<u>Week</u>	<u>Date</u>	<u>Subject</u>	<u>Assignments Due</u>
1	1/11 Tue	Course Introduction (via Zoom)	Intro Survey (Qualtrics)
	1/13 Thu	Overview of Marketing Analytics (via Zoom) <b>Readings:</b> 1. BD – Chapter 1 (optional) 2. “Models Will Run the World,” Wall Street Journal (2018) 3. “Sure, Big Data is Great. But So Is Intuition,” New York Times (2012)	
2	1/18 Tue	Data Visualization and Data Storytelling: Part I <b>Readings:</b> 1. BD – Chapter 11 (optional) "How to Properly Tell a Story with Data – and Common Pitfalls to Avoid." Towards Data Science (2017)	
	1/20 Thu	Data Visualization and Data Storytelling: Part II <b>Readings:</b> 1. "Data Visualization: How To Tell A Story With Data," Forbes (2018) 2. “How Do You Tell A Story With Data Visualization?”, Forbes (2019)	
3	1/25 Tue	Extracting Meaning from Data on the Web <b>Readings:</b> 1. BD – Chapter 6 (optional) 2. “How Companies Learn Your Secrets,” New York Times Mag. (2012)	
	1/27 Thu	Marketing Analytics Metrics: Part I (Overview) <b>Readings:</b> BD – Chapter 12 (optional)	
4	2/1 Tue	Marketing Analytics Metrics: Part II (Google Analytics) <b>Readings:</b> BD – Chapter 12 (optional)	
	2/3 Thu	<b>GUEST SPEAKER</b>	Assignment 1: Data Visualization
5	2/8 Tue	Marketing Analytics Metrics: Part III (Mobile Marketing Analytics)	

	2/10 Thu	Analytics of Segmentation, Targeting and Positioning: Part I <b>Readings:</b> BD – Chapter 7 (optional)	
6	2/15 Tue	Analytics of Segmentation, Targeting and Positioning: Part II	
	2/17 Thu	Analytics of Segmentation, Targeting and Positioning: Part III	Submit Project Team List
7	2/22 Tue	Marketing Mix Models: Part I <b>Readings:</b> BD – Chapter 14 (optional)	
	2/24 Thu	<b>GUEST SPEAKER</b>	Assignment 2: Cluster Analysis
8	3/1 Tue	Marketing Mix Models: Part II (Models with Moderation) <b>Readings:</b> BD – Chapter 15 (optional)	
	3/3 Thu	WORK ON COMPLETING PROJECT PROPOSALS	
9	3/8 Tue	<b>Group project preliminary presentation</b>	Team Project Proposal
	3/10 Thu	<b>Group project preliminary presentation</b>	Team Project Proposal Assignment 3: Marketing Mixed Models
	3/13 –20	<b>SPRING RECESS</b>	
10	3/22 Tue	A/B Tests and Experimental Design: Part I <b>Readings:</b> BD – Chapters 8 & 9.Intro through 9.2 (optional)	
	3/24 Thu	A/B Tests and Experimental Design: Part II <b>Readings:</b> BD – Chapters 9.3 to Conclusion & 13 (optional)	
11	3/29 Tue	A/B Tests and Experimental Design: Part III	
	3/31 Thu	<b>GUEST SPEAKER</b>	
12	4/5 Tue	Artificial Intelligence <b>Readings:</b> BD – Chapter 10 (optional)	
	4/7 Thu	Ethics of Artificial Intelligence and Data Analytics	
13	4/12 Tue	Pricing Analytics	

	4/14 Thu	WORK ON COMPLETING PROJECTS	Assignment 4: A/B Experimental Design and Testing
14	4/19 Tue	<b>Group presentations</b>	Team Project Analysis Presentation
	4/21 Thu	<b>Group presentations</b>	Team Project Analysis Presentation
	4/26 Tue	<b>Group presentations</b>	Team Project Analysis Presentation
15	4/28 Thu	Course Recap: Beyond Marketing Analytics	Assignment 5: Google Analytics for Beginners & Advanced Google Analytics
	5/10 Tue	<b>Final Presentations 11am – 1pm (for 11am class)</b>	Team Project Recommendations Team Evaluations Due
Finals	5/10 Tue	<b>Final Presentations 2pm – 4pm (for 3:30pm class)</b>	Team Project Recommendations Team Evaluations Due

*Please note: The date/time of the Final Exam is determined by the University. For Spring 2022, the last day of class is Friday, April 29<sup>th</sup>. Study days will be April 30<sup>th</sup> – May 3. Final exams will be held May 4-11. Consult the USC Schedule of Classes at <https://classes.usc.edu/term-20221/finals/>. **The date/time of the Final Exam is determined by the University and will not be changed for anyone.***

## **EMERGENCY PREPAREDNESS**

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<https://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies. If you have any questions or need assistance with the Blackboard Course Pages, please contact the Marshall Help Desk at 213-740-3000 (select option 2) or HelpDesk@marshall.usc.edu. Alternatively, (213) 740-5555 will get you the USC ITS Help Desk.

## **STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS**

### **Academic Conduct:**

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

### **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086*  
[eeotix.usc.edu](http://eeotix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*  
[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

*The Office of Student Accessibility Services (OSAS) - (213) 740-0776*  
[osas.usc.edu](http://osas.usc.edu)

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

*USC Campus Support and Intervention - (213) 821-4710*  
[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity, Equity and Inclusion - (213) 740-2101*  
[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*  
[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*  
[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

*Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)*  
[ombuds.usc.edu](http://ombuds.usc.edu)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice - (323) 442-3340 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)*  
[chan.usc.edu/otfp](http://chan.usc.edu/otfp)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

## Appendix A

### CLASS PARTICIPATION ASSESSMENT

A course that incorporates the frequent use of analyses to illustrate the practical application of concepts and practices requires the student to diligently and thoroughly prepare and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. My expectation and that of your classmates are that you are prepared for *all* classes and will actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course's learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, lending itself to the richness of the learning experience. In-class participation grading will be based on students' demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, *all* students should make an effort to contribute meaningfully.

The evaluating of in-class participation is based on the following:

- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

During class sessions, I frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the class*. Five (5) percent of the course grade or 50 points are allocated to class participation.

#### **Marketing Analytics in the Real World**

One deliverable that will count towards your class participation is giving a brief presentation on Marketing Analytics in the Real World. Each person will pick a date during the semester (list of available dates will be posted on Google docs) to briefly (~ 3 min) present to the class a real-world example that hit the news within the last month and that relates to marketing analytics either pre-purchase, during the purchase or consumption, or post purchase or consumption. In your discussion, you should make it clear which “phase” or “phases” of the marketing process you think your example best fits in, how it relates to marketing analytics and why marketing analytics is important to take into account in that context. Examples presented/learned in other classes are not eligible! You cannot use more than 30 seconds of video material.

If you have limitations due to time zone or internet access that prevents you from presenting in class, please contact me as soon as possible. You have the alternative of recording your presentation for playback during class time to fulfill the requirements for this deliverable. Within 48 hours after your presentation, please upload any slides you used or a brief 1-page summary of your presentation (if you did not use slides) on Blackboard.

## Appendix B

<b>SAMPLE PEER EVALUATION FORM (actual evaluation given in class may be different)</b>
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Please identify your team and team members for the \_\_\_\_ Project(s) that you worked on. Then rate all your team members, *including yourself*, based on the **contributions** of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 indicating does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria. Lastly, add up the points for each person with the maximum number of points for each person being 10. In the box below, describe the exact contributions of each team member, including yourself.

Team Members/ Assessment Criteria of Team Contributions	Team Member 1	Team Member 2	Team Member 3	Yourself
<b>1. Role Performance</b>				
<b>2. Assists Team Members</b>				
<b>3. Listening and Discussing</b>				
<b>4. Research and Information Sharing</b>				
<b>5. Time Management</b>				
<b>Total</b>				

Contribution details: