CONTACT INFORMATION:
Instructor: Andrew Baker  
Office: 3131 Student Services East  
E-mail: abaker@mail.sdsu.edu  
Office Phone: 619-594-4306 (e-mail preferred) (cell: 404-821-6587, class emergency only)  
Office Hours: Mondays and Wednesdays: Noon to 1:30 pm & by appointment

COURSE OVERVIEW:
Required Materials

Software:
• IBM SPSS – A powerful statistics software commonly used in the marketing research field.  
  o Purchase a one-year license of the IBM SPSS Statistics PREMIUM GradPack 21.0. This option costs about $110 and can be installed on two machines (Mac or PC). Notice that the product name is specifically the PREMIUM gradpack. If you have purchased SPSS before, you likely do not have the PREMIUM version, which is required for this course.  
  o On the Hub is an online store where you can purchase a digital download of the software. This is a direct link to the SPSS Premium GradPack.  
  o I recommend you buy at the STUDENT BOOKSTORE or as a DIGITAL DOWNLOAD… previous students have had major problems with online vendors.  
  o Mac Users: If you have an older Mac (have not updated your operating system in 2 years or more), please read the hardware requirements for the software very carefully… old versions of the Mac OS will not run SPSS.  
  o The version of SOLVER Excel Add-in presumes the following:  
    ▪ PC Users: You are running, at least, Excel 2010.  
    ▪ Mac Users: You are running, at least, Excel 2011.

Texts:
• Data-Driven Marketing by Mark Jeffrey ($20 print, $17 Kindle) http://www.amazon.com/Data-Driven-Marketing-Metrics-Everyone-Should/dp/0470504544  

Course Website: http://blackboard.sdsu.edu/  
Meeting Time: Section 01: 22198– Monday & Wednesday – 2:00pm–3:50pm (room: GMCS-329)
OVERVIEW

PREREQUISITES:
Completion of lower division courses in the major or minor. A minimum grade of C (2.0) in Management Information Systems 301 and Marketing 370. Proof of completion of prerequisites required: Copy of transcript. No exceptions.

WHO IS THIS COURSE FOR?
This course is primarily designed to serve undergraduate Marketing Majors, including those pursuing a Personal Selling & Sales Management specialization or an Integrated Marketing Communications specialization (this course qualifies as an acceptable elective for either the PSSM or IMC specialization). In addition, this course may be highly valuable to students in non-marketing disciplines who have a strong interest in pursuing careers as analysts or modelers.

STUDENT LEARNING OUTCOMES:
Overall learning outcomes for undergraduate business students:
BSBA students will graduate being Effective Communicators, Critical Thinkers, Able to Analyze Ethical Problems, Global in their perspective, and Knowledgeable about the essentials of business. This class contributes to those goals through its student learning outcomes. MKTG 496 contributes to these overall learning goals through its course-specific student learning outcomes.

Course-specific learning outcomes:
1. Accurately articulate how modern organizations are using “big data” and analytics to (a) solve old marketing problems in new ways and (b) pursue new marketing opportunities.
2. Use analytic approaches to transform marketing and sales data into actionable and appropriate marketing decisions.
3. Accurately articulate how to translate typical marketing and sales problems into problems amendable to being solved with common marketing models.
4. Justify the use of a particular marketing analytics approach and communicate its managerial implications to a non-technical audience.
5. Use fundamental web analytics principles and tools to monitor and improve digital and social media marketing campaigns and ecommerce websites.

COURSE DESCRIPTION
The marketing field has become increasingly reliant on data-driven techniques to solve business problems like segmentation, pricing, prospecting, customer valuation, campaign optimization, assessing marketing ROI, etc.. However, marketing curriculum has somewhat lagged in providing undergraduate marketing students with adequate exposure and instruction to succeed in marketing careers that now require competency with such analysis. This course is explicitly designed to bridge this gap between emerging marketing career trends and present marketing curriculum. This course is designed to help business students learn how to reframe typical marketing problems into problems that can be systematically addressed using marketing models and analytic techniques. Thus, while the course is very much interested in helping students build their “marketing analytics toolbox,” this course is also intensely focused on helping students learn how to “think like a modeler.” Simply put, the future (and present) of marketing will be driven heavily by the use of advanced analysis of large, complex data – this course is designed to prepare you to be ready for that future.
COURSE EXPECTATIONS

TIME COMMITMENT:
Learning about marketing & sales analytics requires a “hands-on” approach. In turn, this course places a significant demand on students’ time outside of the classroom in order to (1) be prepared for the in-class instruction and training and (2) personally experience various aspects of the marketing & sales analytics process.

Thus, this course should only be taken if a student (1) has a high level of commitment, (2) is willing to be actively engaged inside and outside of class, and (3) can allocate enough time outside of class for in-class discussions and projects/coursework. Management of a student’s time is the sole responsibility of the student. This means excuses and exceptions for insufficient performance will not be tolerated. Please remember that SDSU has a policy that makes course withdrawal later in the semester rather difficult without a “serious and compelling” reason, so think carefully before committing to this class.

ATTENDANCE
Regular attendance is critical for your success in this course. Students who have problems with class attendance should not take this course. I expect you to attend each and every class on time. Absences will be considered justified and excusable only in cases of emergencies, serious illness or death in the immediate family. Absences can only be excused by a valid signed and dated doctor’s/nurse’s written documentation, official dated traffic report, or other such documentation. Failure to attend class will have a negative consequence on your final grade.

An unexcused missed exam, in-class assignment, or group presentation will be scored as a zero. Notify me of an excused absence as soon as possible. If you do miss a class, excused or unexcused, you are responsible for getting and completing any missed assignments. Attendance will be officially documented at quasi-random intervals throughout the semester. The term “quasi” is used here because the instructor will be more likely to take attendance on days there appears to be a particularly scarce number of students in attendance.

I consider non-attendance & tardiness to class to be a significant violation of the Professionalism policy. A great deal of the learning in this course requires collaboration with fellow students – missing class places an unfair burden on the attending students while it allows the non-attending students to take advantage of diligent students.

PROFESSIONALISM
It is the expectation of all students that they will maintain a respectful, courteous, and professional demeanor to their classmates, teammates, and instructor at all times. A non-exhaustive list of specific issues related to professionalism is presented next.

- Laptops or other computing devices may be used only for class assignments or note taking (the instructor will announce as such). Your Class Attendance, Participation, and Professionalism grade will be negatively affected by your failure to adhere to this policy. You will not receive any
courtesy warnings or reminders of this policy. Contact the instructor personally if a computing device is necessary to accommodate a need documented with Student Disability Services.

- Cell phones should be turned off before class begins. Answering phone calls or texting during class is strictly prohibited and may result in the student being excused from class. Disregard for this rule will result in a deduction of the student’s class participation grade. There will be no warnings or courtesy reminders of this policy.

- It is expected that students will be attentive while fellow classmates are contributing to class discussion. Disregard for this rule will result in a substantial reduction in your class participation score, especially during group presentations.

- It is important to stay in constant contact with fellow teammates regarding group assignments. It is expected that all students arrive on time to all agreed upon group meetings outside of class as well as deliver high quality contributions, on time, to all group assignments. **Ex:** Sending a last minute text message to one fellow team member about missing a group meeting is considered unprofessional; personally calling each team member several hours ahead of time to inform them about an unexpected group meeting absence – and having a plan to overcome the unexpected setback – is considered professional. I reserve the right to assign different grades to student teammates working on the same project. It is noteworthy that placing a student’s name on a project they did not contribute to constitutes facilitation of academic dishonesty.

**ACADEMIC HONESTY**

Academic dishonesty will *not* be tolerated. All university and college regulations concerning academic honesty will apply. Please familiarize yourself with SDSU’s policies regarding plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions. Ignorance of academic honesty guidelines is not an excuse. *Any* violation of the academic honesty policy (no matter how seemingly small or insignificant) will be treated as a serious and significant violation. At the absolute least, violation of SDSU’s academic honesty policy will result in a full letter grade reduction for the course. Violation of the academic honesty policy during a quiz, test, or one of the four course projects will almost always result in failure of the entire course. More info can be found here: [http://csrr.sdsu.edu/academics1.html](http://csrr.sdsu.edu/academics1.html).

A required assignment for this course will be for you to complete the plagiarism online tutorial made available through the SDSU library (http://infotutor.sdsu.edu/plagiarism/). Note that plagiarism is one of the most common forms of academic dishonesty but is not the only type of academic dishonesty.

**CLASS PARTICIPATION & ASSIGNMENTS:**

Discussion in class participation is not only encouraged – it is required. This course will be more engaging and rewarding if you participate, ask questions, and share ideas/thoughts. Periodically, you will be asked to complete in-class assignments during lectures which also count toward the class participation component of your grade. Individuals or student teams may be expected to make short class presentations as part of their homework/class participation. In addition, there are in-class assignments throughout this semester that will be primarily completed in-class and will have a significant impact on your final grade.
ADDITIONAL ADMINISTRATIVE NOTES:

STUDENT ACCOMODATION
Students must inform the lecturer and the appropriate SDSU officials during the first week of the semester of any special needs that require accommodation. This includes situations such as: (1) anticipated absences due to official SDSU sports involvement; (2) approved need for special testing facilities; (3) classroom seating needs, and (4) any other situation that requires disclosure and accommodation. I am happy to accommodate any need identified through Student Disability Services. I can meet with you in a confidential manner to ensure your needs are properly met.

MAKE-UP QUIZZES
Tests and quizzes will be conducted on the dates indicated in the course schedule. No make-up examinations will be provided. If the student is proactive in reaching the instructor to inform him of the student’s absence and the student is able to demonstrate that the reason for the absence was unforeseen, unavoidable, and justified, the instructor may make a case-by-case exception regarding make-up quizzes/examinations.

BLACKBOARD
Lecture presentations and other relevant course materials will be distributed via the course website on http://blackboard.sdsu.edu/. It is your responsibility to download and print any documents that will be used in class. I will utilize Blackboard to communicate important course information. I expect and assume all students will check Blackboard at least twice a week to ensure they receive updated news, announcements, and assignment information.
GRADING

<table>
<thead>
<tr>
<th>EXAM / ACTIVITY</th>
<th>MAXIMUM POINTS</th>
<th>% of GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>15</td>
<td>15%</td>
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<tr>
<td>Quiz 3 (Final Exam)</td>
<td>15</td>
<td>15%</td>
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<tr>
<td>Project 1: Predictive Analytics</td>
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<td>25%</td>
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<tr>
<td>Homework Assignments</td>
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<td>15%</td>
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<tr>
<td>Class Engagement, Participation, and</td>
<td>-10 to +10</td>
<td>10%</td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Evaluation of Group Project</td>
<td>-10 to +10</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL AVAILABLE POINTS</strong></td>
<td>100 points</td>
<td>100%</td>
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**Total Points** | **Percentage Points** | **Course Grade** | **GPA Equivalent** |
94 – 100         | 94 – 100.00%          | A               | 4.0               |
87 – 89.99       | 87 – 89.99%           | B +              | 3.3               |
84 – 86.99       | 84 – 86.99%           | B                | 3.0               |
80 – 83.99       | 80 – 83.99%           | B -              | 2.7               |
77 – 79.99       | 77 – 79.99%           | C +              | 2.3               |
74 – 76.99       | 74 – 76.99%           | C                | 2.0               |
70 – 73.99       | 70 – 73.99%           | C -              | 1.7               |
67 – 69.99       | 67 – 69.99%           | D +              | 1.3               |
60 – 66.99       | 60 – 66.99%           | D                | 1.0               |
< 60             | Below 60%             | F                | 0.0               |

**Final grade calculations are not “rounded up.”**

According to the SDSU Policy File, “The grade for average undergraduate achievement shall be C.” For undergraduate grades an “A” indicates “outstanding achievement,” “B” indicates “Praiseworthy Performance,” “C” indicates “Satisfactory Performance, the most common undergraduate grade,” and “D” indicates “minimally passing”. I attempt to adhere to the university policy file when it comes to grading.

**Extra Credit:** Students should expect there to be no extra credit opportunities throughout the semester. If an extra credit opportunity does present itself, it will be made available to the entire class.

**CLASS ATTENDANCE, PARTICIPATION, and PROFESSIONALISM**

The expectation of class participation has been explained earlier in this syllabus. It should be understood by the student that credit for participation must be earned and is by no means “automatic points.” A student concerned with earning all possible points would: (1) always come to class, (2)
participate in class discussions in such a way that it demonstrates the student has clearly prepared for the conversation and brings additional content and insight beyond the mandatory assigned content, (3) perform exceptionally on all in-class pop quizzes and assignments, and (4) adhere to all professionalism policies at all times (which includes laptop and cellphone policies). It should also be understood that a student could lose all of their class participation points because of severe violations to the “professionalism” policies noted earlier in this syllabus. A “zero” is not the lowest grade a student can earn in this category – a student could earn negative points by actively disregarding the policies on attendance, participation, and professionalism (see grading table earlier in syllabus). Median scores for Class Engagement, Participation, and Professionalism are usually between 7 to 8 points out of 10 (minimally acceptable to acceptable). This is scored using a weighted summation of (1) class attendance records, (2) in-class assignments and quizzes, and (3) professor’s evaluation of class discussion participation. Items (1), (2), and (3) are weighted approximately equal. Violation of professionalism policies only reduce this final score.

**PEER AND PROFESSOR EVALUATIONS OF GROUP CONTRIBUTION**

Part of the class participation grade includes peer evaluations from other student teammates. Team members will complete a standardized questionnaire about each of their fellow teammates.

This grade will be calculated at the end of each project in order for other students’ to feel they can evaluate a team member’s performance without retribution. However, a student may always ask the professor if their peer evaluation status is generally below or above expectations. Again, peer/professor evaluation points are not “automatic points,” they must be earned. A student concerned with earning all points in this category will be wise to: (a) meet all deadlines the group agrees to, (b) make contributions that notably exceed the expectations of the team, (c) make substantial, high quality contributions to the actual content of the project (e.g., not merely shop keeping tasks like “organizing the report” or “proofreading”), and (d) work as a true team member (e.g., not commandeering the project and turning it into a solo effort, nor idly sitting by as the project develops).

It should also be understood that a student could lose all of their class participation points because of severe violations to the “professionalism” policies noted earlier in this syllabus. A “zero” is not the lowest grade a student can earn in this category – a student could earn negative points by actively disregarding the policies on attendance, participation, and professionalism. Further, students will not be given any credit for a group assignment that in which they did not participate.

In past courses, median scores for Peer and Professor Evaluations of Group Assignments have been about 8 out of 10 (acceptable work).

Scores are typically calculated as follows: Step 1: for each group project, the average of the mean score of 5 peer evaluation questions completed by fellow teammates is taken. Step 2: this number is then rescaled from 0% to 50% (in the case of 2 projects, such that 50% + 50% = 100%). Step 3: Since there are 2 different times peer evaluation are assessed, the value taken from Step 2 or each of the two time periods is them summed together. Thus, a 0% to 100% peer evaluation score for each student is reached. It is noted this is the “typical” method of calculation – infrequently I will use a different scoring
mechanism. A different mechanism is used when one or more of the following conditions are true: (a) qualitative (aka – written) peer evaluations of students are inconsistent with the scored values, (b) when there is evidence of an exceptionally stringent or forgiving peer when it comes to evaluating fellow students, (c) there is evidence of peer evaluation grading collusion, and/or (d) the professor has directly observed group project activity of a student inconsistent with the peer evaluations.

**PROJECT 1: CUSTOMER PREDICTION**

Predictive Analysis of Customer Data (Purchase or Churn). You will be presented with a real world marketing dataset. This data will comprise a large set of customer records. Your task will be to build a predictive model designed to predict the customer behavior of focus (purchase, churn, win-back, etc.). Using the skills you developed throughout the course, you will (1) explore and clean the dataset, (2) specify a series of models based on your understanding of the marketing scenario, (3) compare and contrast the performance of your different models, (4) recommend your one ‘best’ model, (5) and provide a thorough investigation of the business implications based on the findings of your model.

There are three different deliverables for this project. First, you will provide a report summarizing the aforementioned tasks (with particular emphasis on parts [2], [4], and [5]). Secondly, you will provide the necessary syntax required to replicate your model on a set of different customer cases (a ‘holdout sample’). The professor will then run your proposed model on the new set of customer records; final grades on Project 1 will be partly determined by which student teams propose the best-performing models. The third deliverable is an oral presentation of your study.

SPSS will most likely be the software used for this project, although the instructor is open to the use of other technology if it is discussed ahead of time.

**USEFUL RESOURCES**

**SDSU Writing Center**

The SDSU writing center can help you improve your writing skills. It is open M-F from 9:00 - 5:00. Students can make an appointment or just drop-in. Additional information is available at the center’s website: [http://www.writingcenter.sdsu.edu/](http://www.writingcenter.sdsu.edu/). The writing center is not a free proofreading resource, it is meant to help you hone your skills in a broader sense. Location information is here: [http://www.writingcenter.sdsu.edu/contact.html](http://www.writingcenter.sdsu.edu/contact.html)

**SCHEDULE**

Note: This is the second time this course has been offered at SDSU. The instructor has put immense effort into ensuring that the sequence and depth of each subject discussed during the course is appropriate. However, the instructor will make adjustments to the course schedule if there is evidence in the classroom that changes are necessary.
Bottom line – be ready to be flexible. Change may be required to maximize your learning

SEE BLACKBOARD FOR FULL SCHEDULE

Schedule link is here:
https://docs.google.com/spreadsheet/ccc?key=0ArUzW4TKwZ17dEhkY1Y4blg3Z1VveW1LNEVxTlY3T3c&usp=sharing