

# BUSI 441, Marketing Analysis, Syllabus (3 credits)

## COURSE DESCRIPTION

Marketing is evolving from an art to a science. Many firms have extensive information about consumers' choices and how they react to marketing campaigns, but the challenge is analyzing this data to produce actionable insights to guide marketing decisions. In this course, students learn analytical techniques to take advantage of Big Data. While students employ quantitative methods, the focus of the course is not statistics; rather, students receive an accessible overview of the most widely used analytical techniques and tools to see how they drive better marketing decisions. *Prerequisite: BUSI 347 Principles of Marketing.*

## REQUIRED TEXTS & RESOURCES

Lilien, G.L., Rangaswamy, A., De Bruyn, A. (2017). *Principles of Marketing Engineering and Analytics*, 3/e. State College, PA: DecisionPro, Inc. ISBN: 978-0-985-76482-1

Students will also need to subscribe to the analytics software at by first registering at:

[www.decisionpro.biz/subscribe](http://www.decisionpro.biz/subscribe)

Use Student Access Code: MKTG2468

Then, go to:

[www.decisionpro.biz/students-access-software](http://www.decisionpro.biz/students-access-software)

and purchase access, which will give you the ability to download the ME>XL add-in for Microsoft Excel and the ability to access the Enginius online software, which we will use in class. To access the Enginius software, after you have purchased access, go to:

<http://www.decisionpro.biz/students/current-students/access-enginius>

**NOTE:** The Point University Bookstore may offer this textbook (s) in other formats. Information can found at [www.pointuniversityshop.com](http://www.pointuniversityshop.com)

## COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Learning Activities	Graded Assignments	
Preview Week		
	Welcome and Introduction	
Week 1	Introduction to Marketing Analytics	

	Reading: Textbook (Lilien, Rangaswamy & De Bruyn, 2017) Ch. 1, pp. 1-34.	N/A
	Introduction Video	N/A
	Supplemental Videos: “Big Data Marketing” (3:40) and “What Is Marketing Analytics and Why It Matters” (1:49)	N/A
	Discussion Forum – Initial Post	Due Week 1, Day 5
	Reading Quiz: Textbook Ch. 1	Due Week 1, Day 7
	Discussion Forum – Response Posts	Due Week 1, Day 7
	Weekly Case Analysis: Read the “Addison Wesley Longman” case on the Enginius website (and in the Resources folder on the course website), perform the necessary analyses, and submit model output and answers to questions at the end of the case in a Word document.	Due Week 1, Day 7
<b>Week 2</b>	<b>Customer Lifetime Value</b>	
	Reading: Textbook (Lilien, Rangaswamy & De Bruyn, 2017) Ch. 2, pp. 35-70.	N/A
	Introduction Video	N/A
	Supplemental Videos: “Customer Lifetime Value” (2:03) and “David Reibstein – Customer Lifetime Value” (1:57)	N/A
	Discussion Forum – Initial Post	Due Week 2, Day 5
	Reading Quiz: Textbook Ch. 2	Due Week 2, Day 7
	Discussion Forum – Response Posts	Due Week 2, Day 7
	Weekly Case Analysis: Read the “Syphone” case on the Enginius website (and in the Resources folder on the course website), perform the necessary analyses, and submit model output and answers to questions at the end of the case in a Word document.	Due Week 2, Day 7
<b>Week 3</b>	<b>Segmentation and Targeting Analytics</b>	
	Reading: Textbook (Lilien, Rangaswamy & De Bruyn, 2017) Ch. 3, pp. 71-110.	N/A
	Introduction Video	N/A

	Supplemental Videos: “Marketing Segmentation Variables” (2:23) and “Segmentation vs. Targeting” (3:40)	N/A
	Discussion Forum – Initial Post	Due Week 3, Day 5
	Reading Quiz: Textbook Ch. 3	Due Week 3, Day 7
	Discussion Forum – Response Posts	Due Week 3, Day 7
	Weekly Case Analysis: Read the “Pacific Brands” case on the Enginius website (and in the Resources folder on the course website), perform the necessary analyses, and submit model output and answers to questions at the end of the case in a Word document.	Due Week 3, Day 7
<b>Week 4</b>	<b>Positioning Analytics</b>	
	Reading: Textbook (Lilien, Rangaswamy & De Bruyn, 2017) Ch. 4, pp. 111-134.	N/A
	Introduction Video	N/A
	Supplemental Videos: “Brand and Positioning” (3:15) and “Steve Jobs’ iPhone Perceptual Map” (1:42)	N/A
	Discussion Forum – Initial Post	Due Week 4, Day 5
	Reading Quiz: Textbook Ch. 4	Due Week 4, Day 7
	Discussion Forum – Response Posts	Due Week 4, Day 7
	Weekly Case Analysis: Read the “Infiniti G20” case on the Enginius website (and in the Resources folder on the course website), perform the necessary analyses, and submit model output and answers to questions at the end of the case in a Word document.	Due Week 4, Day 7
<b>Week 5</b>	<b>Forecasting</b>	
	Reading: Textbook (Lilien, Rangaswamy & De Bruyn, 2017) Ch. 5, pp. 135-168.	N/A
	Introduction Video	N/A
	Supplemental Videos: “Forecasting Methods Overview” (4:43) and “Marketing That Works: Forecasting” (3:29)	N/A
	Discussion Forum – Initial Post	Due Week 5, Day 5
	Reading Quiz: Textbook Ch. 5	Due Week 5, Day 7

	Discussion Forum – Response Posts	Due Week 5, Day 7
	Weekly Case Analysis: Read the “OfficeStar” case in the Resources folder on the course website, use the Predictive Modeling module on Enginius to perform the necessary analyses, and submit model output and answers to questions at the end of the case in a Word document.	Due Week 5, Day 7
<b>Week 6</b>	<b>Marketing Mix Analytics</b>	
	Reading: Textbook (Lilien, Rangaswamy & De Bruyn, 2017) Ch. 6-7, pp. 169-228.	N/A
	Introduction Video	N/A
	Supplemental Videos: “How Advanced Conjoint Improves Innovation” (2:21) and “An Introduction to Price Optimization” (2:57)	N/A
	Discussion Forum – Initial Post	Due Week 6, Day 5
	Reading Quiz: Textbook Ch. 6-7	Due Week 6, Day 7
	Discussion Forum – Response Posts	Due Week 6, Day 7
	Weekly Case Analysis: Read the “Forte Hotels” case on the Enginius website (and in the Resources folder on the course website), perform the necessary analyses, and submit model output and answers to questions at the end of the case in a Word document.	Due Week 6, Day 7
<b>Week 7</b>	<b>Digital Marketing Analytics</b>	
	Reading: Textbook (Lilien, Rangaswamy & De Bruyn, 2017) Ch. 8-9, pp. 229-282.	N/A
	Introduction Video	N/A
	Supplemental Videos: “Welcome to Google Analytics for Beginners” (3:19) and “Get Started with Google AdWords: Review Your Performance” (2:01)	N/A
	Discussion Forum – Initial Post	Due Week 7, Day 5
	Reading Quiz: Textbook Ch. 8-9	Due Week 7, Day 7
	Discussion Forum – Response Posts	Due Week 7, Day 7
	Weekly Case Analysis: Read the “Zach’s Garage” case on the Enginius website (and in the Resources folder	Due Week 7, Day 7

	on the course website), perform the necessary analyses, and submit model output and answers to questions at the end of the case in a Word document.	
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## GRADING POLICIES

### Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

### Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Discussion Forum Posts (7 @ 40 points each)	280
Weekly Case Analyses (7 @ 75 points each)	525
Reading Quizzes (7 @ 30 points each)	210
<b>Total Points:</b>	<b>1,015</b>

### Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

## COURSE LEARNING GOALS & OBJECTIVES

### TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week respectively.

<b>Goal 1:</b> Understand how marketing analytics is used to inform marketing decisions.	<b>Program Objectives</b>
<b>Objective 1.1:</b> Identify key marketing decisions that can be driven by analytics.	2.3, 4.7, 5.1

<b>Objective 1.2:</b> Contrast the different analytical models and techniques used to inform marketing decisions.	2.3, 4.7, 5.1
<b>Objective 1.3:</b> Use marketing analytics ethically.	5.1
<b>Goal 2:</b> Understand and apply analytical approaches to marketing strategy.	
<b>Objective 2.1:</b> Utilize customer lifetime value analysis to segment current customers.	2.3, 4.7
<b>Objective 2.2:</b> Employ factor analysis to segment prospective customers.	2.3, 4.7
<b>Objective 2.3:</b> Identify optimal positioning using perceptual mapping.	2.3, 4.7
<b>Goal 3:</b> Understand and apply analytical approaches to new product development.	
<b>Objective 3.1:</b> Employ forecasting models to predict future sales and new product adoption.	2.3, 4.7
<b>Objective 3.2:</b> Identify the ideal set of product features and benefits using conjoint analysis.	2.3, 4.7, 5.1
<b>Goal 4:</b> Understand and apply analytical approaches to evaluating the marketing mix.	
<b>Objective 4.1:</b> Apprehend the impact of various pricing models on revenue.	2.3, 4.7, 5.1
<b>Objective 4.2:</b> Use response models to estimate the impact of advertising and promotion on demand.	2.3, 4.7, 5.1
<b>Objective 4.3:</b> Use resource allocation models to arrive at optimal budgets for advertising and promotion.	2.3, 4.7
<b>Objective 4.4:</b> Apply digital metrics to evaluate online marketing communications.	4.7

## DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at [disability.services@point.edu](mailto:disability.services@point.edu).

## **COURSE EXPECTATIONS**

### *Attendance*

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

### *Etiquette & Netiquette*

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to [advising.center@point.edu](mailto:advising.center@point.edu).

### *Policies*

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

## **COPYRIGHT AND FURTHER DISSEMINATION**

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