About the Instructor

Contact information:

Ho Kim
314-516-6298
kimho@umsl.edu
Anheuser-Busch Hall 222

Office Hours via Zoom:
https://umsystem.zoom.us/j/3379041803
Wednesday 7:15 – 8:15pm, or by appointment

In-Person Office Hours: by email appointment

Welcome
Welcome to the exciting world of Marketing and Business Analytics! I am so excited to teach this course because it is my passion to understand consumers and markets using scientific methods of data collection and analysis. In this course you will learn various data analytics methods to make better marketing and business decisions.

Instructor Bio
To briefly introduce myself, I am an Associate Professor of Digital and Social Media Marketing at University of Missouri-St. Louis. Since 2015, I have been teaching Digital Marketing Strategies and Measurement (MBA), Marketing and Business Analytics (MBA), and Marketing Analysis (Undergraduate). I am an active researcher, have been co-working with many professors from diverse universities. My research interests include online word-of-mouth, online search, content analysis, pricing of online products, and advertising of experience products. I use econometric/statistical models and content analysis techniques to understand how companies’ marketing activities influence consumers in the real world. I have published at leading journals in marketing and business such as International Journal of Research in Marketing, Journal of Interactive Marketing, and Journal of Business Ethics, and have been revising manuscripts for publication at journals such as Journal of Marketing, Journal of the Academy of Marketing Science, European Journal of Marketing, and Marketing Letters. My research has been featured at various outlets, including Harvard Business School Working Knowledge, Forbes, Huffington Post, and The Globe and Mail. I was also invited by the Maeil Business Newspaper (South Korea’s leading business daily) to introduce my 2017 Journal of Interactive Marketing paper for practitioners. I am a recipient of the 2019 Emerald Literati Award and the 2019 Durand Award for Research Excellence. If you want to know more about my professional activities, please visit my home page.

Teaching Philosophy
I strongly believe that motivation is the key factor for successful learning. Therefore, I will do my best to motivate you to engage in the learning process. Considering that marketing is an applied discipline, I believe that students are best engaged when I can effectively link what is learned in the class to what is actually happening in the real world. I exploit various materials, including discussions about real-world problems and business cases.
About the Course

Course Description
Prerequisites: MKTG 5700 and SCMA 5300. A broad approach to marketing research as a model for acquiring, retrieving, and analyzing decision-making information. Includes market measurement, evaluation of sales and cost-effectiveness, sales forecasting, and primary marketing research studies aimed at solving specific problems. Emphasis is also placed on building a theoretical and analytical framework to provide flexibility in the design of marketing experiments and in judging recent research innovations.

Goal of the Course
The overarching goal of this course is to equip you with analytical thinking skills so that you can benefit from them in the long run. Specifically, after completing the course you will be able to:

- Identify business problems within a given analytics context
- Translate the business problems into analytical questions
- Solve analytical questions using analytics and statistical methods
- Provide business insights from analytical solutions to help managers

Course Topics
To achieve the course goals, the following topics will be covered:

- data summary and visualization techniques to understand data
- experimentation and A/B testing to (dis)prove causal claims
- regression analysis to identify drivers of market outcomes
- predictive analytics to predict demand and consumer behavior accurately
- Hands-on experience in IBM SPSS

Class format

This course uses both asynchronous and synchronous online delivery. What does this mean to you? The asynchronous components allow you to learn on your own schedule within a certain timeframe. You can access and complete lectures, readings, homework, and other learning materials at any time during the week. The synchronous online component requires you to log into the designated Zoom class session at a specific time each week. We will meet on every Wednesday from 6:00 – 7:16 pm for the weekly synchronous Zoom session. Thus, each week has three phases around the Wednesday synchronous Zoom meeting: before-class phase (asynchronous), Zoom phase (Wednesday from 6:00 – 7:15 pm), and after-class phase (asynchronous). Each phase requires unique student activities. Please see the figure below to understand what you are expected to do in each phase.
Note that our class adopts the flipped classroom format, which is one of the most popular trends in education recently. A flipped classroom is a type of blended learning where students are introduced to content via online lectures and practice working through it together on Zoom. This flipped-classroom format is designed to integrate a synchronous and asynchronous mode of online learning to engage you with me, course content, and other students to accomplish our course goals. Each online and in-person component of our course will enrich your learning experience and provide you with opportunities for variation and practice, active learning, and interaction with your fellow students.

**Course Materials**

- **Lecture slides and videos**: Lecture slides and videos will be posted on Canvas during the weekend prior to the respective sessions.

- **Software programs**: For statistical computations, we will use **IBM SPSS 27**. IBM SPSS is user-friendly and performs various statistical analyses, including all the statistical methods that we will use in this course. As a UMSL student, you can download the software from the **UMSL Software** page. Visit the page and click the **Software Distribution** link. Type your SSO ID and password to access the software page. The page shows various software programs, including SPSS. Download the version of SPSS that is right for you. For example, if you use a Mac, download the Macintosh version; if you use a Windows PC, download the PC version (64 Bit). Later in the semester, I will explain how to install the program on your computer.

- **Cases and data sets**: The following materials are required for classroom activities and homework assignments. They are included in the course pack, available for purchase at [https://hbsp.harvard.edu/import/849017](https://hbsp.harvard.edu/import/849017).
Syllabus: MKTG 5740, Fall 2021
Marketing and Business Analytics


Time Requirements:
This is an active, flipped class with one weekly Zoom meeting complemented by asynchronous online learning experiences in Canvas in between the Zoom meetings. Our course is a 3-credit hour course and requires at least 75 minutes of your time each week for the synchronous Zoom session, in addition to the time it takes you to read the required materials, watch the videos, and complete the assignments. That means that you need to plan to spend an average of 3 hours every week (up to 5-6 hours a week) on activities related to this course. If you would like to explore how the online Canvas activities work, please consult the Online Canvas Overview course in Canvas, where you can practice posting to a discussion board, take a practice quiz, and more.

Technology Requirements:
As a student in an online course, you are expected to have reliable internet access almost every day. Please reach out to your academic advisor or student success network if you need hardware or access to the Internet. If you have computing problems, it is your responsibility to address these through the ITS Helpdesk (helpdesk@umsl.edu) or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, get help in solving it immediately. At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system
2. Updated Internet browsers (Google Chrome (required) or Mozilla Firefox)
3. Ability to navigate Canvas (Learning Management System)
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. Reliable and stable internet connection.
6. Adobe Reader or alternative PDF reader (free)
7. A webcam and/or microphone is required for Wednesday Zoom meetings.
How to Succeed in This Course

This course is divided into 16 weekly sessions. The activities you need to complete will be inside each weekly folder in Canvas with a clear outline of deadlines for each activity. Common weekly activities include watching the lecture videos, reading lecture slides and solving business cases with possible participation in discussion forums. You will also have one exam and four written assignments to show your progress throughout the semester. Please plan to complete assignments as early as you can to allow for any complications you may encounter submitting your work.

Assessment/Grading

Grade Composition
The course grade will be based on four individual and two group assignments.

- **Individual (65%)**
  - Discussion forum participation 15%
  - Individual assignment 25%
  - Final exam 15%
  - Peer evaluation 10%

- **Group (35%)**
  - Group assignment 15%
  - Term project 20%

- Discussion Forum Participation (15%)
In most weeks, you will have a “before-class” discussion. Answer all the discussion questions by **Wednesday 12 pm of the week**. To answer discussion questions, you will need to watch the week’s lecture videos and read the assigned case. You can earn up to 6 points per discussion board participation. Collectively, the discussion board activities will account for 15% of your course grade. Refer to the grading rubric in the table below.
Discussion Rubric

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Developing Needs Improvement</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 pts.</td>
<td>4 pts.</td>
<td>2 pts.</td>
<td>1 pt.</td>
</tr>
<tr>
<td><strong>Use of analysis, synthesis and evaluation</strong></td>
<td><strong>Use of comprehension and application</strong></td>
<td><strong>Use of knowledge</strong></td>
<td><strong>No clear evidence that readings were understood or even completed.</strong></td>
</tr>
<tr>
<td><strong>Critical and/or creative contribution</strong></td>
<td><strong>Incorporates readings well into responses, demonstrating excellent understanding.</strong></td>
<td><strong>Repeats basic correct information related to discussion, but neglects to extend conversation or critically analyze course content.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Incorporates readings well into responses, demonstrating excellent understanding.</strong></td>
<td><strong>Exhibits some insights and understanding of course content, but may not ask critical questions of the readings or fellow students.</strong></td>
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<tr>
<td><strong>Asks questions that extend the discussion and relate material to prior course content.</strong></td>
<td><strong>May relate module’s issues to prior material covered in the course.</strong></td>
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<tr>
<td><strong>Makes insightful, critical comments on the readings and to fellow students.</strong></td>
<td><strong>May respond to fellow students.</strong></td>
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<tr>
<td><strong>Contributes new information and identifies the source.</strong></td>
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- Individual Assignments (20%)
  There will be five individual assignments. The assignments ask you to complete the in-class case analyses. These weekly assignments can be completed by applying the analysis methods that you learned in the week. You can find the assignment deadlines in the course schedule section of this syllabus.

- Exam (15%)
  You will have one exam in Week 17. It is an open-book, take-home exam administered on Canvas.

- Peer Evaluation (10%)
  You will have a survey at the end of the semester to evaluate your team members’ contribution to group assignments and the term project.

- Group Assignments (15%) and Group Term Project (20%)
  You will work on the “Sarah Gets a Diamond” case for your group assignments and term project. You will have four weekly sessions (Weeks 4, 8, 11, 15) to work on the group assignments. In each of the weekly sessions, you
will apply what you have learned in the previous sessions to solve various problems (Weeks 4, 8, and 11) and to write a research report (Week 15). After Week 15, you will combine the four group assignments, revise based on my feedback, and complete a research report. The complete research report should be submitted by Week 17 for the term project.

Grading Scale
The UMSL Grading System is based on a four-point scale. The grade value for each letter grade is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<td>B-</td>
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<td>C</td>
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<td>D</td>
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<td>D-</td>
<td>0.7</td>
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<td>F</td>
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<td>DL</td>
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<tr>
<td>FN</td>
<td>3.3</td>
</tr>
<tr>
<td>Participation</td>
<td>2.0</td>
</tr>
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</table>

Feedback and Grading Timeline
- “Before-class” Discussion Board: Unless announced otherwise, the score will be provided by the Sunday of the week.
- Individual Assignments: Unless announced otherwise, the score will be provided by the Sunday of the following week.
- Final Exam: The feedback and score will be provided by Friday, December 17.
- Group Assignments/Term Project: The feedback and score will be provided by Sundays of Weeks 5, 9, 12, and 16.
- The feedback and score will be available on Canvas.

Course Policies

Participation
If you are unable to participate in the scheduled class activity or discussions, you must notify me within the week of that class module or discussion. I, as the instructor of this class, reserve the right to make judgment to accept and/or make–up assignments.

- It is vitally important that our classroom environment promotes the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions, whether in class or online. Please speak with me before recording any class activity. It is a violation of University of Missouri policy to distribute such recordings without my authorization and the permission of others who are recorded.
- I will monitor each discussion but may not respond to each post. I will check the discussion board twice a week: Wednesday morning and Friday morning.
- Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments, coursework and discussions. Timely participation in the online discussions is a very important part of this course and participation in these discussions, and other activities as assigned, is not optional. You are expected to prepare and post to discussions in a timely manner consistent with the course requirements.

Attendance Policies
• **Present** in class is determined by participation in an “academically related activity,” i.e. submission of an assignment, assessment or discussion forum posting.
• Documentation that a student has logged into the Canvas course site alone is not sufficient by itself to demonstrate academic attendance.
• Lack of attendance in-person or submission of work in Canvas could result in an automatic course drop.

**Academic Integrity/Plagiarism**
• You are responsible for being attentive to and observant of University policies about academic honesty as stated in the University’s Campus Policies and Code of Student Conduct found in the UMSL Bulletin.
• Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. One form of academic dishonesty is plagiarism – the use of an author’s ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by using any unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member (e.g., copying someone else’s answers on tests and quizzes). Unauthorized possession or distribution of academic materials is another type of academic misconduct. It includes the unauthorized use, selling or purchasing of examinations or other academic work, using or stealing another student’s work, unauthorized entry or use of material in a computer file, and using information from or possessing exams that an instructor did not authorize for release to students. Falsification is any untruth, either verbal or written, in one’s academic work. Facilitation is knowingly assisting another to commit an act of academic misconduct. **Plagiarism, cheating, and falsification are not acceptable.**
• All instances of academic dishonesty will be reported to the Office of Academic Affairs, who will determine whether you will appear before the Student Conduct Committee for possible administrative sanctions such as dismissal from the university. The instructor will make an academic judgment about the student’s grade on that work in this course. The campus process regarding academic dishonesty is described in the “Policies” section of the Academic Affairs website.

**Online Class Netiquette/Behavior**
• **Be self-reflective** before you post an emotional response and reread what you have written to be sure it is positive. Think of your comments as printed in the newspaper. Your online comments will be seen, heard, and remembered by others in the class.
• **Use effective communication.**
  o Avoid the use of all caps or multiple punctuation elements (!!!, ???, etc.).
  o Be polite, understate rather than overstate your point, and use positive language.
  o If you are using acronyms, jargon or uncommon terms, be sure to explain them so everyone can understand and participate in the discussion.
• **Ask for clarification** to a point if you feel emotional from a classmate’s post. It is likely that you misunderstood his/her point. This strategy will also help you step away from the intensity of the moment to allow for more reflection.
• **Sign your name.** It is easier to build a classroom community when you know to whom you are responding.
• **Foster community.** Share your great ideas and contribute to ongoing discussions. Consider each comment you make as one that is adding to, or detracting from, a positive learning environment for you and your classmates.
• **Be constructive.** You can challenge ideas and the course content but avoid becoming negative online. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.

• **Keep the conversation on topic** by responding to questions, adding thoughtful comments about the topics at hand. Online dialogue is like conversation. If there is a certain dialogue going on, please add to it, but if you have something new to say, please post it in another thread.

• **Define your terms.** When using acronyms or terms that are particular to your field (or new to our course), please define them for others.

**Title IX Policies**

• **Mandatory Reporting:** Under Title IX, I am obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals.

**Student Resources**

**Access, Disability and Communication**
Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact Disability Access Services (DAS) immediately. Students must provide documentation of their disability to the office of Disability Access Services in order to receive official University services and accommodations. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. Information about your disability is confidential. Once DAS reviews your medical documentation, they will provide you with the information and steps to inform me about the accommodations to which you are entitled. Your accommodations will begin as soon as we discuss your approved accommodations.

- 144 Millennium Student Center (MSC)
- Phone: (314) 516-6554
- Email: Tara Cramer, cramert@umsl.edu, or Adam Mann, mannad@umsl.edu
- Website: [http://www.umsl.edu/services/disability/](http://www.umsl.edu/services/disability/)

**Office of International Students and Scholar Services**
If you have difficulty communicating in English with the instructor of this course, contact ISS.

- 362 Social Sciences & Business Building (SSB)
- Phone: (314) 516-5229
- Email: iss@umsl.edu
- Website: [http://www.umsl.edu/~intelstu/contact.html](http://www.umsl.edu/~intelstu/contact.html)

**Student Enrichment and Achievement**
SEA provides comprehensive support and intervention strategies that support your road to graduation!

- 107 Lucas Hall
- Phone: (314) 516-5300
- Email: umslsea@umsl.edu
- Website: [https://www.umsl.edu/services/sea/](https://www.umsl.edu/services/sea/)
Office of Multicultural Student Services (MSS) and the University Tutoring Center (UTC)
MSS provides comprehensive student retention services to diverse student populations; through their tutoring center, the MSS offers comprehensive tutoring services free to students at UMSL.
- 225 Millennium Student Center (MSC)
- Phone: (314) 516-6807
- Email: multicultural@umsl.edu
- Website: https://www.umsl.edu/~mcraa/index.html

Technical Support

Online Mentor Program
Online education requires different teaching, learning, and technology skills than those found in traditional face-to-face classes. We assist students with the online technology in Canvas and provide resources for studying and success in online classes.
- 598 Lucas Hall
- Phone: (314) 516-4211
- Email: onlinementor@umsl.edu
- Website: http://www.umsl.edu/services/ctl/studentsupport/omp.html

Canvas
If you have problems logging into your online course, or an issue within the course site, please contact the Technology Support Center:
- Phone: (314) 516-6034
- Email: helpdesk@umsl.edu
- Website: http://www.umsl.edu/technology/tsc/

If you are having difficulty with a technology tool in Canvas, consider visiting the Canvas Student Guides, which has overviews of each tool and tutorials on how to use them.

If you continue to experience problems or just have questions, you can also contact the Learning Resource Lab:
- Phone: (314) 516-6704
- Email: lrl@umsl.edu
- Website: http://www.umsl.edu/technology/lrl/

Academic Support

The Writing Center
At the Writing Center, students collaborate with consultants on their writing. Students can make appointments to meet with writing consultants on campus, or to work online. Consultants work with lots of writing concerns: bigger issues such as clarity, developing ideas, and organization—or with other concerns such as grammar and academic
citation. Students can also access more resources, including Turnitin, by enrolling in the Writing Center Canvas site.

- To find the WC course, click on Courses→All Courses. Then click to join the course
- Location: 222 Social Sciences and Business Building (SSB)
- Website: https://www.umsl.edu/~umslenglish/Writing Center/
- Appointments: https://umsl.mywconline.com

Math Academic Center (Math Lab)
The Math Academic Center offers free individual assistance on a walk-in basis to students needing help with any mathematics from basic math through calculus or any course involving mathematical skills.

- 222 Social Sciences and Business Building (SSB)
- Website: http://www.umsl.edu/mathcs/math-academic-center/

==Continue to the next page to see a tentative course schedule==
## Course Schedule (subject to change)

<table>
<thead>
<tr>
<th>Module Date</th>
<th>Learning Objectives</th>
<th>Weekly Session Materials</th>
<th>Required Activities and Due</th>
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</table>
| **Week 1**  | Students will be able to | • Lecture Slides 1: Course Overview  
• Lecture Slides 2: Introduction to Analytics  
• Paper 3: Gallo (2018), “4 Analytics Concepts Every Manager Should Understand.” | BEFORE CLASS (by Wednesday 12 pm)  
• Read the three assigned papers  
• Watch Voice Thread lecture  
• Watch Videos in Week 1 module  
• Answer discussion questions in Discussion Bd |
| August 23 – 29 | • Explain the blended structure of this course and the required activities before, during, and after the Wednesday meeting.  
• Describe the unique characteristics of big data and its implications for business.  
• Articulate the six steps of the analytics-based decision-making process. | **BEFORE CLASS (by Wednesday 12 pm)** | **AFTER CLASS (by Sunday 11:59 pm)**  
• Install IBM SPSS |
| **Zoom Meeting**  | **8/25**  
**6:00 – 7:15** | **AFTER CLASS (by Sunday 11:59 pm)** | **ZOOM**  
**8/25**  
**6:00 – 7:15** |
| **Week 2**  | Students will be able to | • Lecture Slides: Exploratory Data Analysis 1  
• Voice Thread: Exploratory Data Analysis 1  
• Watch Voice Thread lecture  
• Read and get familiar with the QA case  
• Answer discussion questions in Discussion Bd  
• Preview Individual Assignment #1 |
| August 30 – Sept 5 | • Explain the importance of exploratory data analysis.  
• Articulate where exploratory data analysis fits in the data analysis process.  
• Contrast the definitions and usage of various descriptive statistics.  
• Identify and apply the most appropriate descriptive statistics to achieve the analysis objectives.  
• Analyze data sets by applying various descriptive statistics in SPSS. | **BEFORE CLASS (by Wednesday 12 pm)** | **AFTER CLASS (by Sunday 11:59 pm)**  
• Start to solve Individual Assignment #1 |
| **Zoom**  | **9/1**  
**6:00 – 7:15** | | |
## Module Date
### Week 3
**Sept 6 - 12**
**Exploratory Data Analysis 2: Visualizing Data**

**Learning Objectives**
- Students will be able to
  - Explain the importance of data visualization as a data analysis method.
  - Contrast the definitions and usage of various visualization tools, including histogram, boxplot, line plot, scatter plot.
  - Identify and apply the most appropriate visualization methods to achieve the analysis objectives.
  - Create various charts and plots in SPSS to find managerially relevant insights.

**Weekly Session Materials**
- Lecture Slides: Exploratory Data Analysis 2
- Voice Thread: Exploratory Data Analysis 2

**Required Activities and Due**
- **BEFORE CLASS (by Wednesday 12 pm)**
  - Watch Voice Thread lecture
  - Remind yourself of the QA case by re-reading it
  - Answer discussion questions in Discussion Bd
  - Continue to solve Individual Assignment #1

  **AFTER CLASS (by Sunday 11:59 pm)**
  - Complete Individual Assignment #1 and submit.

### Zoom Meeting
**9/8**
**6:00 – 7:15**

## Week 4
**Sept 13 - 19**
**Project Session 1**

**Learning Objectives**
- Students will be able to
  - Articulate the business problems or the research questions of the term project (the “Sarah Gets a Diamond” case).
  - Explain the project data, describe the distributional characteristics of individual variables, and identify important relationships between variables that will answer the research questions.

**Weekly Session Materials**

**Required Activities and Due**
- **BEFORE CLASS (by Wednesday 12 pm)**
  - Read the “Sarah Gets a Diamond” case
  - Prepare a preliminary answer to Group Assignment #1

  **BRING TO CLASS**
  - A preliminary answer to Group Assignment #1

  **AFTER CLASS (by Sunday 11:59 pm)**
  - Complete Group Assignment #1 and submit
<table>
<thead>
<tr>
<th>Module Date</th>
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</table>
| Week 5 Sept 20 - 26 A/B Testing | Students will be able to:  
  - Distinguish the difference between correlation and causation and explain why the experiment is the gold standard for (dis)proving causality.  
  - Articulate the concept of A/B testing and provide real-world examples of A/B testing.  
  - Explain the various concepts of statistical hypothesis testing, focusing on the rule of rejecting the null hypothesis.  
  - Apply an independent sample t-test for means to run A/B testing with a real-world data set and interpret the results for marketing decision making. |  
  - Lecture Slides: A/B Testing  
  - Voice Thread: A/B Testing  
  - Case: Luca, Dai, & Kim (2016), “Advertising Experiments and RestaurantGrades.” | BEFORE CLASS (by Wednesday 12 pm)  
  - Watch Voice Thread lecture  
  - Read and get familiar with the RG case  
  - Answer discussion questions in Discussion Bd  
  - Preview Individual Assignment #2  
  
  AFTER CLASS (by Sunday 11:59 pm)  
  - Complete Individual Assignment #2 and submit. |
| Zoom Meeting 9/22 6:00 – 7:15 |  
  - Lecture Slides: Regression Analysis 1  
  - Voice Thread: Regression Analysis 1  
  - Watch Voice Thread lecture  
  - Read and get familiar with the A-Rod case  
  - Answer discussion questions in Discussion Bd  
  - Preview Individual Assignment #3 |  
  
  AFTER CLASS (by Sunday 11:59 pm)  
  - Start to solve Individual Assignment #3 |  
  
  Zoom Meeting 9/29 6:00 – 7:15 |  
  - Identify the types of business problems that can be best solved with regression analysis.  
  - Explain the purpose of various concepts in regression analysis.  
  - Develop a linear regression model to answer a business question.  
  - Conduct a regression analysis in SPSS, interpret the results, and find managerial insights from the results. |  
  - Preview Individual Assignment #3 |
<p>| Module Date       | Learning Objectives                                                                                                                                                                                                 | Weekly Session Materials                                                                                                                                  | Required Activities and Due                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <strong>Week 7</strong>&lt;br&gt;Oct 4 - 10 | After completing Week 7, students will be able to&lt;br&gt;• Explain the concept of dummy variables and when to use dummy variable regression models.&lt;br&gt;• Transform a categorical variable into a set of dummy variables and build a regression model using the dummy variables.&lt;br&gt;• Find managerial implications from dummy variable regression results.&lt;br&gt;• Articulate when to use a log-transformation in regression analysis.&lt;br&gt;• Analyze data with log-linear and log-log models, and find managerial implications from the results. | • Lecture Slides: Regression Analysis 2&lt;br&gt;• Voice Thread: Regression Analysis 2&lt;br&gt;• Case: Cohen &amp; Wallace (2003), “A-Rod: Signing the Best Player in Baseball.”                                                                 | BEFORE CLASS (by Wednesday 12 pm)&lt;br&gt;• Watch Voice Thread lecture&lt;br&gt;• Remind yourself of the A-Rod case&lt;br&gt;• Answer discussion questions in Discussion Bd&lt;br&gt;• Continue to solve Individual Assignment #3 |
| <strong>Regression Analysis 2: Advanced Linear Regression</strong>&lt;br&gt;&lt;br&gt;<strong>Zoom Meeting</strong>&lt;br&gt;10/6&lt;br&gt;6:00 – 7:15 |                                                                                                                                                                                                                  |                                                                                                                                                            |                                                                                                               |
| <strong>Week 8</strong>&lt;br&gt;Oct 11 - 17 | After completing Week 8, students will be able to&lt;br&gt;• Select the best regression model to predict the fair market price of diamonds.&lt;br&gt;• Predict the fair market price of diamonds using the identified regression model.&lt;br&gt;• Identify over/under-priced diamonds by comparing the fair market price and actual price. | • Pfeifer &amp; Mills (2009), “Sarah Gets a Diamond”                                                                                                         | BEFORE CLASS (by Wednesday 12 pm)&lt;br&gt;• Read the “Sarah Gets a Diamond” case again to remind you yourself of the case&lt;br&gt;• Prepare a preliminary answer to Group Assignment #2 |
| <strong>Project Session 2</strong>&lt;br&gt;&lt;br&gt;<strong>Zoom Meeting</strong>&lt;br&gt;10/13&lt;br&gt;6:00 – 7:15 |                                                                                                                                                                                                                  |                                                                                                                                                            | <strong>BRING TO CLASS</strong>&lt;br&gt;• A preliminary answer to Group Assignment #2&lt;br&gt;                                                                                     |
|                                                        |                                                                                                                                                                                                                  |                                                                                                                                                            | AFTER CLASS (by Sunday 11:59 pm)&lt;br&gt;• Complete Group Assignment #2 and submit                                                                                 |</p>
<table>
<thead>
<tr>
<th>Module Date</th>
<th>Learning Objectives</th>
<th>Weekly Session Materials</th>
<th>Required Activities and Due</th>
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<tbody>
<tr>
<td><strong>Week 9</strong></td>
<td>After completing Week 9, students will be able to</td>
<td>• Lecture Slides: Understanding Decisions of Individual Consumers 1</td>
<td><strong>BEFORE CLASS (by Wednesday 12 pm)</strong></td>
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<tr>
<td>Oct 18 - 24</td>
<td>- Articulate the key differences between the linear regression model and the logit</td>
<td>• Voice Thread: Understanding Decisions of Individual Consumers 1</td>
<td>• Watch Voice Thread lecture</td>
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<td></td>
<td>model.</td>
<td>• Concept Paper: Ovchinnikov (2011), “Modeling Discrete Choice.”</td>
<td>• Read and get familiar with the QWE case</td>
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<td>- Provide cases where managers can benefit from logit models versus linear regression models</td>
<td>• Case: Ovchinnikov (2014), “Predicting Customer Churn at QWE, Inc.”</td>
<td>• Answer discussion questions in Discussion Bd</td>
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<td>- Explain concepts of logit models such as success probability and odds of success.</td>
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<td>- Estimate a logit model using SPSS, interpret the results, and find managerial insights from the results.</td>
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<td><strong>Week 10</strong></td>
<td>After completing Week 10, students will be able to</td>
<td>• Lecture Slides: Understanding Decisions of Individual Consumers 2</td>
<td><strong>BEFORE CLASS (by Wednesday 12 pm)</strong></td>
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<tr>
<td>Oct 25 – Oct 31</td>
<td>- Articulate the key differences between the linear regression model and the logit</td>
<td>• Voice Thread: Understanding Decisions of Individual Consumers 2</td>
<td>• Watch Voice Thread lecture</td>
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<td>- Provide cases where managers can benefit from logit models versus linear regression models</td>
<td>• Case: Ovchinnikov (2014), “Predicting Customer Churn at QWE, Inc.”</td>
<td>• Continue to solve Individual Assignment #4.</td>
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<tr>
<td></td>
<td>- Explain concepts of logit models such as success probability and odds of success.</td>
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<td>- Estimate a logit model using SPSS, interpret the results, and find managerial insights from the results.</td>
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<td><strong>Week 11</strong></td>
<td>After completing Week 11, students will be able to</td>
<td>• Pfeifer &amp; Mills (2009), “Sarah Gets a Diamond”</td>
<td><strong>BEFORE CLASS</strong> (by Wednesday 12 pm)</td>
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<tr>
<td>Nov 1 - 7</td>
<td>• Estimate a logit model (logistic regression model) to find factors that</td>
<td></td>
<td>• Read the “Sarah Gets a Diamond” case again to remind yourself of the case</td>
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<td></td>
<td>contribute to the overpricing of a diamond.</td>
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<td>• Prepare a preliminary answer to Group Assignment #3</td>
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<td>• Evaluate the impact of change in the factors on the probability of overpricing.</td>
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<td><strong>BRING TO CLASS</strong></td>
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<td><strong>Project Session 3</strong></td>
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<td>• A preliminary answer to Group Assignment #3</td>
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<td><strong>Zoom Meeting</strong></td>
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<td><strong>AFTER CLASS</strong> (by Sunday 11:59 pm)</td>
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<td>11/3</td>
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<td>• Complete Group Assignment #3 and submit</td>
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<td><strong>Zoom Meeting</strong></td>
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<td><strong>Week 12</strong></td>
<td>After completing Week 12, students will be able to</td>
<td>• Lecture Slides: Cluster Analysis</td>
<td><strong>BEFORE CLASS</strong> (by Wednesday 12 pm)</td>
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<tr>
<td>Nov 8 - 14</td>
<td>• Explain different market segmentation methods.</td>
<td>• Voice Thread: Cluster Analysis</td>
<td>• Watch Voice Thread lecture</td>
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<td>• Conduct a K-means clustering analysis on a given data set to find the best</td>
<td>• Case: Jedidi, Morais &amp; Yegor Tkachenko (2020). “All Nutrition.”</td>
<td>• Read and get familiar with the All Nutrition case</td>
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<td>market segments.</td>
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<td>• Answer before-class questions in Discussion Bd</td>
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<td>• Profile market segments from cluster analysis by applying various summary</td>
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<td><strong>AFTER CLASS</strong> (by Sunday 11:59 pm)</td>
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<td>statistics and visualization techniques.</td>
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<td>• Complete the in-class activity for the Kebob case and submit (Individual Assignment #5)</td>
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<td>**Market</td>
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<td>Segmentation</td>
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<td><strong>Zoom Meeting</strong></td>
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<td>11/10</td>
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<td>6:00 – 7:15</td>
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## Syllabus: MKTG 5740, Fall 2021
Marketing and Business Analytics

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| **Week 13**<br>Nov 15 - 21<br>Presenting Research Findings | After completing Week 13, students will be able to  
  • Discuss three writing standards for an effective research report.  
  • Outline the main elements that make up a standard research report.  
  • Explain the kind of information contained in the executive summary.  
  • Identify the best type of charts to present given data. | • Lecture Slides: Research Presentation; Writing a Research Report  
• Voice Thread: Research Presentation; Writing a Research Report | BEFORE CLASS (by Wednesday 12 pm)<br>  
• Watch Voice Thread lecture  
• Answer before-class questions in Discussion Bd  
AFTER CLASS (by Sunday 11:59 pm)<br>  
• None |
| **Fall Break -- November 23 - 29**                                                                 |                                                                                                                                                                                                                  |                                                                                                               |                                                                                                               |
| **Week 15**<br>Nov 29 – Dec 5<br>Project Session 4 | After completing Week 15, students will be able to  
  • Write an effective research report by applying the “best practices” in Week 13. | • Pfeifer & Mills (2009), “Sarah Gets a Diamond” | BEFORE CLASS (by Wednesday 12 pm)<br>  
• Read the “Sarah Gets a Diamond” case again to remind yourself of the case  
• Prepare a preliminary answer to Group Assignment #4  
BRING TO CLASS<br>  
• A preliminary answer to Group Assignment #4  
AFTER CLASS (by Sunday 11:59 pm)<br>  
• Complete Group Assignment #4 and submit |
| **Week 16**<br>Dec 6 – 11<br>Course Wrap-Up |                                                                                                                                                                                                                  | • Lecture Slides: Course Wrap-Up  
• Voice Thread: Course Wrap-Up | BEFORE CLASS (by Wednesday 12 pm)<br>  
• Watch Voice Thread  
AFTER CLASS (by Sunday 11:59 pm)<br>  
• None |

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**Zoom Meeting**<br>11/17 6:00 – 7:15  
12/1 6:00 – 7:15  
Fully Online
| Week 17 (Dec 13 – 18) | Final Exam, Peer Evaluation, Term Project Submission |