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BMKT 440.01: Marketing Analytics

Kyle Pucko

The University Of Montana, kyle.pucko@umontana.edu

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Marketing Analytics BMKT 440 Spring 2018

Class Times: MW 12:30 - 1:50 p.m.

Office Hours: Wednesday 1:50-5:00.

Instructor: Kyle Pucko

Location: GBB L14

Office: GBB 348-6

Email: kyle.pucko@umontana.edu

Course Overview

In this course, you will learn how to both create marketing content and measure the impact and effectiveness of such.

Learning Objectives

Create a basic website.

Implement marketing analytics software and understand how to use it.

Learn how to drive website traffic through paid and unpaid marketing tactics.

Learn how to measure digital marketing success by adding event tracking your website.

Understand the key performance indicators available in marketing.

Learn how to set up and evaluate results from marketing experiments.

Use research and data to create compelling content.

Use research and data to create compelling dashboards.

You will hear from speakers who work in marketing or analytics roles and learn how they implement the tools and concepts discussed in this course to advance their products and services.

Class values

Thoughtful participation is everything.

Give and receive feedback generously.

We are problem solvers.

Failure is part of our learning.

Measure, then improve.

Reading

These books are mandatory:

[*Traction - How Any Startup Can Achieve Explosive Customer Growth*](#)

[*Tipping Point: How Little Things can Make a Big Difference.*](#)

[*Steal Like an Artist: Austin Kleon*](#)

With every book, write a one-page summary of key lessons learned. Focus on WHAT was learned, WHY is this important, and WHY is it meaningful. HOW is this relevant to your future in marketing or information systems. See deadlines below.

With every article/reading, pick one per week and write a post of what was learned and why it's important. How is it relevant to your future in marketing?

Class structure

Coming to class is really important. Since there are no tests, you will hurt your grade if you don't attend. Email me prior to class if you can't make it. Access to a computer and internet are essential for this course. We'll be working in data-dashboards and marketing software in class.

Grade Composition and Assessment

40% participation

Coming to class is mandatory. If you can't make it, you need to email me prior. Unexcused absences lead to immediate reductions in grade. I will also assign sporadic homework, which falls under your participation grade.

Class Participation Rubric	Results
Thoughtful participation and focus during discussions, homework, group work and guest speakers. (30)	
Research and problem solving for in-class and out-of-class work with marketing software. Ability to troubleshoot through googling and crowdsourcing. (30)	
Google Analytics Academy. (10)	
Homework responses and reflections. (30)	
Total Points Possible (100)	
Total Points Earned	
Percentage/Letter Grade	

40% content creation and iteration.

As part of this class, you will create a simple website. Though design, imagery and homepage content do not impact final grade, the three blog posts you create and marketing specific content we create as part of this class does impact final grade. Blog post grades will be assessed based on the quality of content.

You will be asked to create accounts in email marketing software, analytics tools and create data dashboards. The quality of these projects will impact the content creation grade. All of your posts need to be written and at least one must contain a video and at least one must contain a podcast.

Blog Creation Rubric	Results
Blog is between 600 and 800 words (10 pts)	
Planning document containing a clear picture of how and why you chose this topic and audience based on data. Submitted as a separate google document here: https://startandgo.typeform.com/to/sfTdb6 (25)	
Writing is concise, articulate and grammatically correct. Formatting is clear with at least three images, three inbound and outbound links, and headings. (25)	
A specific target audience is identified and content is written for that audience. (40)	
Total Points Possible. (100)	
Points Earned.	
Percentage and Letter Grade.	

20% research report

Write a 2,500-word research report about a topic related to marketing that we've discussed in class. Research the topic, gather data and then write a report articulating your observations, thoughts and opinions. The theme should be future-focused. Be an expert. What will marketing look like in three years, five years and 10 years? Search? Social? Video? Content? Podcasts? As part of your writing, I would like you to include a section on measurement. Rather than submit this report as a paper, you will publish it on Medium. Use visuals to help tell the story. Link directly to your sources. You will be graded on both the content itself as well on the presentation of it.

Research Paper Rubric	
Article is between 2500 and 3000 words. (10)	
Writing is concise, articulate and grammatically correct. Formatting is clear with thought out argument. (40)	
Research is backed using marketing analytics data. (25)	
Writing is thoughtful and research is grounded in marketing principles. Sources	

are linked. (25)	
Total Points Possible (100)	
Total Points Earned	
Percentage and Letter Grade	

Preliminary Class Schedule

Schedule of Topics and Activities:

Note: There is a high likelihood that we'll revisit the schedule based on progress and week-to-week understanding of concepts. Please also check Moodle for additional readings and support documents.

All reading must be completed before the start of the first class period of the week listed

Assignments are due at the beginning of the first class the following week. An assignment listed under week two is due before the beginning of the first class of week three.

Week 1 - Marketing Now: Growth Marketing Framework.

Jan 22. Jan 24.

Topics: Course overview, growth marketing metrics. Metrics that matter: key performance indicators. Marketing metrics. Tracking your goals.

Assignments (**due before the beginning of week two**).

- Read and review syllabus. [Complete Survey](#).
- Join our class [Slack Channel](#): This is where I will post all readings.
- Create a website using Squarespace.
- Implement website analytics software.
- A shell of a website is fine; you do not need to focus on design, copy or user-experience at this point. You will need a URL and a Google Analytics account. We will discuss this assignment more the first week of class.

Week 2 - Online Marketing and Measurement: Google Analytics

Jan 29. Jan 30.

Topics: Understanding a conversion. Goal tracking. Get Google Analytics working. Experiment with sample data. Learn about key performance indicators in digital marketing.

Readings: [Google Analytics Dashboards](#): Neil Patel.

Assignments (In-class work and due at the start of week three)

- Complete [Google Analytics Academy](#) (beginner).
- Send me a California [custom dashboard](#) via [this submission form](#). Pretend you're sending this to the CEO of the Google Product Store (Google Analytics Demo Account) and they want to expand on the West Coast (Oregon, California, Washington state). Use the ten key website Metrics we talked about on Monday. We'll have some time to work on this in class.

Week 3 - Structure and Set-up of a Data-Driven Marketing Campaign.

Feb 5. Feb 9.

Topics: Learn how to promote a business with Facebook ads and build a Facebook lead generation campaign. Understand how to target Facebook ads to qualified audiences.

Assignments (due at the start of week 4)

- Create Facebook Ad Account. Create one campaign with three ad-sets (one must include a custom audience) and two ads.
- Blog post one published. Post blog article on your website. Submit planning document through Typeform submission.

Week 4 - Digital Marketing Measurement: Content Marketing

Feb 12. Feb 14.

Topics: How to get your content in front of the right people. Content marketing campaign architecture.

Reading: See Slack

Assignments (due before first class week five).

- Using your blog post, create a Facebook campaign, ad-sets, and ads promoting your content.
- Create a LinkedIn business account and an advertising account. Install tracking pixel to website.
- Create a Pinterest business account. Install tracking pixel to website.

Week 5 - Email Marketing

Feb 19 (Presidents Day, No Classes). Feb 21.

Topics: How to design an email marketing campaign from start to finish. Automation and email marketing metrics.

Reading: See Slack

Assignments (due at the start of week six)

- Create a Mailchimp account associated with your website.
- Create an ongoing/automation campaign sending to anyone that joins your newsletter. *
- You will need to create an email opt-in on your Squarespace website that links to your Mailchimp account.

Week 6 - Acquisition to Activation. Organic Search (The Google)

Feb 26. Feb 28.

Topics: What is inbound marketing and how do you measure what works? Search Engine Optimization, Google Search Console and Content Writing. Walking through setting up an online marketing strategy.

Readings: See Slack

Assignments (due at the start of week seven)

- Create a Google Search Console account.
- You should be at least halfway through the book “Tipping Point” by Malcolm Gladwell.
- You should have completed the book “Traction” and be working on your reflection paper.

Week 7 - Google Goals and Event Tracking

Mar 5. Mar 7.

Topics: Setting goals and working to improve online marketing performance. Integrating business intelligence platforms to your Analytics.

Readings: See Slack

Assignments (due at the start of week 8)

- Use Google Analytics to create at least three Google Goals.
- Finish Traction: write a reflection paper. Be ready to share.

Week 8 - User Experience: Conversion Rates

Mar 12. Mar 14.

Topics: Metrics that matter when it comes to design. How user experience impacts consumer behavior. Website personalization and segmentation.

Readings: See Slack

Assignments (due at the start of week 9)

- Blog post two published.
- Post blog article on your website.
- Submit planning document using Typeform submission.

Week 9 - Google AdWords

Mar 19. Mar 21.

Topics: How to discover keyword opportunities. Pay-Per-Click Advertising. Google AdWords. Setting up your first AdWords campaign. Measuring the impact. When to use, when not to use.

How do you advertise on the New York Times' website for \$5? We'll walk through setting up display advertising campaign.

Readings: See Slack

Assignments (due at the start of week 11)

- Create a Google AdWords account.
- Link Google Analytics and Google AdWords.
- Create a search only campaign with ten ad-groups, 80 keywords and 20 ads.

Week 10: Spring Break: No Classes

Mar 26. Mar 28.

Week 11 - Customer Relationship Management (CRM) Software:

Apr 2. Apr 4.

Topics: You have traffic. You have people interested in your product or service: now what? We'll look at customer relationship management software and how it interacts with your website. Making business decisions based on previous customer behavior.

Readings: See Slack.

Assignments (due at the start of week 12)

- Blog post three published. Post blog article on your website. Submit planning document via Typeform submission.
- Create a YouTube Channel for your website. Embed video in your blog post and also post video on your YouTube Channel.
- Link YouTube and Google AdWords.

Week 12 - Video Metrics.

Apr 9. Apr 11.

Topics: Show video ads in front of your competitor's YouTube videos. Measure the point where viewers stop watching (and fix it!). Understand YouTube Metrics. YouTube Advertising.

Readings: See Slack.

Assignments (due at the start of week 13)

- Follow five local influencers on Instagram. Be ready to share who they are.
- "Tipping Point" by Malcolm Gladwell reflection paper.

Week 13 - Content Marketing: Influencers.

Apr 16. Apr 18.

Topics: Why are the top YouTube creators making millions of dollars a year? Influencer marketing, referral frameworks and software.

Readings: See Slack.

Assignments (due at the start of week 14)

- Submit a growth-marketing framework with one of the businesses we discuss in class.
- Use data to pinpoint friction points and make recommendations for each phase.
- Steal Like an Artist reflection paper due.

Week 14 - Content Marketing and Analytics.

Apr 23. Apr. 25.

Topics: Retention Marketing. Keeping existing customers happy. Customer delight and measuring customer success.

Readings: See Slack.

Assignments (due at the start of week 15)

- Research Paper Due. Please submit using our class Typeform submission.

Week 15 - Future of Marketing Analytics.

Apr 30. May 2.

Topics: Let's round out the semester with some introductions to additional marketing analytics tools. Crazy Egg, Optimizely, Unbounce, Olark, Qualaroo and more.

Week 16 - Finals Week.

Professionalism

Students are preparing to become business professionals, and professional behavior is expected at all times. Students are expected to abide by the [COB Code of Professional Conduct](http://www.business.umt.edu/ethics/professional-conduct-code.php) (found online at <http://www.business.umt.edu/ethics/professional-conduct-code.php>). Treat class sessions like business meetings. Failure to adhere to these expectations may result in being asked to leave the classroom. In addition, students will:

- Remain in the class for the duration of class time (no in and out or leaving early)
- Bring all materials needed for class.
- Refrain from using any technology, including cell phones, not required for the class conduct at that time
- Being an active listener – not talking while others, including the instructor, are talking.

Code of Conduct

All students must practice academic honesty. It is the student's obligation to be familiar with the Student Conduct Code, especially as it pertains to academic misconduct (cheating, plagiarism, etc.), which is available online at http://www.umt.edu/vpsa/policies/student_conduct.php.

Please note that it is a form of academic misconduct to submit work that was previously used in another course. Please carefully acknowledge any kind of "borrowing" that you do. This means not only "borrowed wording but also ideas. Acknowledgement of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism." Always err on the side of caution by citing the resources used in preparing your work.

Moreover, always use direct quotations for exact wording taken from another source.

Email Communication: Feedback from recruiters and others indicates students need more practice in writing professional e-mail messages. As a result, I expect all email correspondence with me to be professionally appropriate and grammatically correct (including proper punctuation, capitalization, spelling, etc.). They should begin with a proper salutation and end with proper concluding acknowledgement (a thank you, sincerely, etc.). Thank you for your attention to continuing your efforts on professional communication. I respond to all email messages I receive during the work week. If you need a response to an issue faster than I can get to it on email, please feel free to reach me at my office: (243-2323) or stop by.

Conduct: As is the case in most organizations, your attendance and promptness are expected. Coming late, leaving early, coming and going during class, talking to classmates, reading the newspaper, etc. create distracting interruptions, both to me and your classmates. Please make sure your cell phones are turned off. Laptops can be distracting when used during class for any other purpose than note taking. Thank you for helping contribute to a focused, meaningful learning environment.

Disability Services for Students

Students with disabilities will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice and be prepared to provide verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at <http://www.umt.edu/disability>.

Bio:

Hi everyone! I wanted to quickly introduce myself. I grew up in Rochester, NY (about six hours from New York City) and moved to Missoula in 2011. After creating my own position to become digital marketing manager, our team built an online marketing machine that produced a record number of inquiries. While working at the University of Montana, I received my MBA and built my nights-and-weekend marketing freelance work into a full fledged business.

In 2015 I left the university to grow the digital marketing agency and launch a software product with my co-founder called [GeoFli](#). Today we're a team of six and work with companies ranging from the University of Oregon to one of the largest RV dealers in the country.

I believe the future of marketing is led by an elegant user experience. We'll learn how to measure what's working and dive into the software marketing professionals use everyday. I'm excited to share some of the strategies, tools and tactics I've learned when it comes to executing data driven marketing campaigns.

Semester Grading:

Your final letter grade in the class is based upon the distribution of total points at the end of the semester. Plus/Minus grading will be used for final grades on the following scale.

93 - 100% A

90 - 92% A-

A = Demonstrates thorough, sophisticated understanding of the subject, displays mastery of data-driven marketing strategies; answers supported with compelling logic, critical insights, and careful attention to detail; communicated with professional/excellent oral and written communication skills.

87 - 89% B+ / 83 - 86% B/ 80-82% B-

B = Good understanding of the material (possible occasional oversight of key facts issues) and/or minor issues with clear/concise written/ oral communication; lacks supporting detail/sophisticated insights.

77-79% C+ / 73-76% C/ 70-72% C-

C = Basic/rudimentary comprehension of terms (possibly some inaccuracies); unclear

communication skills that need significant attention/improvement.

67-69% D+ / 63-66% D / 60-62% D-

D = Lack of knowledge/proficiency with class concepts and/or inability to communicate your degree of learning about class material.

Below 60% F = Dereliction of class responsibilities.