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Fall 9-1-2018

## BMKT 440.50: Marketing Analytics

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*University of Montana, Missoula*

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BMKT 440 Marketing Analytics (3 cr.)  
Fall 2018  
Sec 01: 74839 Online



School of **Business Administration**

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Office Hours:  
TR 6:00 – 7:00 PM EST  
And by appointment

### **Catalog Description**

Prereq., BMKT 325; junior standing in Business or consent of instr. The purpose of this course is to learn about the importance and value of using new measurement tools in marketing and using related research and data to create compelling content. Students in this course are also challenged to bring actual ideas to life.

### **Program Mission Statement and Assurance of Learning**

The University of Montana’s School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

1. SoBA graduates will possess fundamental business knowledge.
2. SoBA graduates will be able to integrate business knowledge.
3. SoBA graduates will be effective communicators.
4. SoBA graduates will possess problem solving skills.
5. SoBA graduates will have an ethical awareness.
6. SoBA graduates will be proficient users of technology.
7. SoBA graduates will understand the global business environment in which they operate.

### **Course Learning Goals**

After completing this course, a student will be able to:

1. Understand today’s digital measurement landscape.
2. Determine best practices for collecting actionable data.
3. Learn about the importance of adding value and using data to drive marketing decisions.
4. Do marketing analytics and learn how to create content, both written and visual.
5. Learn how to evaluate digital marketing performance.
6. Use research and data to create compelling content.

### **Required Course Materials**

- Hemann, C., & Burbary, K. (2018). *Digital marketing analytics: Making sense of consumer data in a digital world*. Indianapolis, Ind: Que.

### **Course Grading Policies**

Students’ mastery of the course material is assessed through discussions, assignments, and exams. This course must be taken for a letter grade. Plus grades are earned if within 2% of the next highest letter grade (e.g., 78% is C+). Minus grades are earned if within 2% of the next lowest letter grade (e.g., 81% is a B-). Extra credit is not

available. All grades are updated in Moodle on a periodic basis. Final course grades are non-negotiable, regardless of secondary consequences.

- Weekly Discussions 25%
- Quizzes 10%
- What’s Trending WordPress Blog 20%
- Google Analytics Certification 20%
- Marketing Measurement Plan and Presentation 25%

### **Discussion Board Activities and Grading**

Students are required to actively participate in the Discussion Board each week by posting a substantial, well thought-out response to the prompt or scenario given in the forum. Additionally, students are required to interact with classmates in a quality discussion about the given topic or scenario at least two (2) times during each week, for a total of at least 3 quality contributions to the discussion each week (initial post to the discussion forum plus at least 2 quality contributions to the discussion). The score of 0 will be earned if a discussion assignment is not posted in the Discussion Board in its designated location within the given week. Forums will not be reopened once they close. The score of 0 will be earned if you do not make at least 3 quality contributions to the discussion during the given week. Posting an initial response to the prompt is not sufficient. Active engagement and quality contributions to the discussion are required. (Note: This makes a total of at least 3 quality contributions to the discussion each week—the posting of your initial response to the prompt and at least 2 quality contributions to the discussion). Partial credit is not given for incomplete discussions.

All of your postings must contribute to and stimulate the discussion. Posts such as "I agree," "Good post," and "Good idea" do NOT contribute to and stimulate the discussion and will NOT be accepted as a quality contribution to the discussion. An acceptable post (quality contribution) will be at least one paragraph in length and demonstrate that you have put some thought into it. It is NOT acceptable to cut-and-paste from the textbook or any other publication. Your contributions to the discussion must demonstrate original thoughts.

### **Late Work Policy**

Please keep up with the readings and assignments and don’t allow yourself to fall behind. All assignments must be submitted in Moodle within their designated locations by the deadlines outlined in the Course Schedule in order to qualify for maximum credit. Assignments received after the given deadline will be subject to an automatic deduction of 2 points/day late or the score of 0 for those assignments which are not accepted after their deadline. If you experience a technical issue when submitting an assignment on Moodle, email your assignment to me before the deadline so I know that you completed it on time. You will not receive a grade in Moodle unless you submit the assignment in Moodle. Exams will not be reopened after their due date except for verified technical issues. Requests for extensions must be made in writing, via an e-mail to your instructor, in advance of deadlines and accompanied by appropriate written documentation (such as proof of hospitalization) if the excuse is to be acceptable to the instructor. Computer problems, placing an assignment in an incorrect location, forgetting an assignment and/or not having the textbook are not acceptable excuses. No assignment will be accepted after the last day of the term unless the student qualifies for an Incomplete Grade, has submitted the necessary paperwork requesting an Incomplete Grade, and has been approved by the instructor for an Incomplete Grade. Travel and/or work-related activities do not qualify for late submissions of assignments or grades of “Incomplete.”

A regular and consistent pattern of course participation is an expectation of the online learning experience for instructors and learners. The student bears the responsibility for submitting all assignments on time and in accordance with the course syllabus. The instructor is in no way obligated to accept or consider any late student work.

## Exams

Quizzes and exams will be conducted via Moodle. The Course Schedule included in this Syllabus lists the chapters covered by each; there will not be any additional study guide. There will be no makeups, restarts, or retakes, except in cases of verified technical issues, so make sure that you are free to take each exam in a single sitting; that you have stable Internet access; and that the computer and Web browser you are using are compatible with Moodle's assessment function.

## Netiquette

Netiquette, or "net etiquette," refers to an ethical code of conduct regarding communication using the Internet. When you are communicating online, your body language, tone of voice, and other nonverbal cues, as well as immediate feedback from your listener, are absent. Therefore, certain considerations are important to keep in mind when interacting with fellow students and instructors. Additionally, good netiquette involves respecting the privacy of others, not doing anything online that will disturb or frustrate other people, and not using email, online chat, online discussion, and Web posting in an abusive way.

## Course Assistance

Success in this course requires keeping up with the material and actually understanding it as it is covered. For this reason, completing homework in preparation for every class period is required. Falling behind or lacking an understanding of topics will become increasingly problematic as the course progresses, as material builds on prior concepts as we move along. Students are strongly encouraged to attend office hours for course assistance, guidance, and accounting career advising. Free tutoring is available at Study Jams (MW 6:30-9:00 @ UC Commons) and at Beta Alpha Psi (times announced throughout semester). In addition, Jane Doe, my graduate assistant, holds extra office hours in GBB 222 on Tuesdays 3-5pm and Fridays 9-11 pm.

## Drops and Incomplete Grades

This course follows published UM policies on drop dates and incomplete grades. These are excerpted below.

### Drop dates

Dates and policies per the UM catalog:

- September 19 – last day to drop course in Cyberbear with no approvals required
- October 31 – last day to drop course with instructor and advisor signatures
- After October 31 – drops are not allowed unless there are very explicit circumstances such as family emergency, accident/illness, or other severe circumstances *beyond the student's control* that are fully documented and acceptable to the instructor. Low grades or their consequences are not acceptable reasons for a petition approval.

### Incompletes

Policy per the UM catalog: "Incomplete grades are not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor within the following guidelines. A mark of incomplete may be assigned students when (1) the student has been in attendance and doing passing work up to three weeks before the end of the semester, and (2) for reasons beyond the student's control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. *Negligence and indifference are not acceptable reasons.*"

### UM Requirement – Bystander Intervention Training

Attention freshman (0-30 credits): Please be sure to attend one of the mandatory bystander intervention trainings. All freshman are required to complete this training before registering for Fall 2018. A list of scheduled trainings is posted at: <http://www.umt.edu/safety/training/bystander.php>.

## Behavior Expectations

### Professionalism

Students are preparing to become business professionals, and professional behavior is expected at all times. Students are expected to abide by the [SoBA 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>).

### Email

According to University policy, faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, students must use their UM accounts. Email from non-UM accounts will likely be flagged as spam and deleted without further response. To avoid violating the Family Educational Rights and Privacy Act, confidential information (including grades and course performance) will not be discussed via phone or email. All email communications should be professional in tone and content. A professional email includes a proper salutation, grammar, spelling, punctuation, capitalization, and signature. Please check your UM email daily so you won't miss important class and SoBA announcements.

### Exam Conduct

Students must take exams on their regularly scheduled days unless they have an excused absence. Excused absences ONLY include (1) University-approved absences, (2) documented health emergencies, (3) civil service such as military duty and jury duty, and (4) other emergencies deemed appropriate by the instructor. In all cases, the instructor must be notified prior to the exam unless the emergency makes such notification infeasible. During the exam, you may not leave the room for any reason. Doing so results in the conclusion of that student's exam. Students must use an approved calculator (see required materials section above). If a student forgets a calculator, the student will work the math by hand. Electronic dictionaries, cell phones, tablets, laptops, notes, smart watches, or other assistive items are not allowed. Students may be using Scantron forms provided by the instructor to complete a portion of each exam, and the Scantron form must be completed prior to the exam end time. For these questions, only answers on the Scantron are graded, so complete it with care.

### Academic Misconduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, "Students at the University of Montana are expected to practice academic honesty at all times." **IMPORTANT: It is the student's responsibility to be familiar with the [Student Conduct Code](http://www.umt.edu/vpsa/policies/student_conduct.php), including definitions of academic misconduct.** (found online at [http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)).

The School of Business Administration endorses academic honesty as a pillar of integrity crucial to the academic institution. Academic honesty is an important step towards developing an ethical backbone needed in a professional career. Failure to practice academic honesty is considered academic misconduct. Academic misconduct will be penalized to the fullest extent. Students are expected to:

- Be knowledgeable of activities that are considered academic misconduct, as defined in section V.A. of the UM Student Conduct Code,
- Practice academic honesty on all exams, quizzes, homework, in-class assignments, and all other activities that are part of the academic component of a course,
- Encourage other students to do the same.

Confusion may arise in what is and is not academic misconduct. Students should ask if they are unsure if a behavior will be viewed as academic misconduct. A good rule of thumb is that any credit-earning activity in a course should represent the true skills and ability of the person receiving the credit. A partial list of situations that are considered academic misconduct is in the [SoBA Professional Code of Conduct](#) (found online at

<http://www.business.umt.edu/ethics/professional-conduct-code.php>). If at any point a student is unsure if working with another student is permissible, that student should contact the instructor before doing so.

### Emergency Procedures

In the event of a campus emergency during class, please follow instructions provided by your instructor or the UM emergency alert system. Failure to do so could hamper efforts to resolve the emergency situation in a safe, timely manner.

### Disability Services for Students

Students with disabilities will receive reasonable modifications in this course. The student’s responsibilities are to request them from me with sufficient advance notice and to be prepared to provide official 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 website for the office of [Disability Services for Students](http://www.umt.edu/dss/) (found online at <http://www.umt.edu/dss/>).

### Grievance Procedures

The formal means by which course and instructor quality are evaluated is through the written evaluation procedure at the end of the semester. The instructor and department chair receive copies of the summary evaluation metrics and all written comments sometime *after* course grading is concluded. Students with concerns or complaints during the semester should first communicate these to the instructor. This step almost always resolves the issue. If the student feels that the conflict cannot be resolved after meeting with the instructor, the student should contact the department head. If, after speaking with the department head and the instructor, the student still feels that the conflict has not been resolved, contact the Associate Dean of the School of Business Administration.

### Tentative Schedule

Changes may be announced in class.

Date	Weekly Topic	Assignments Due	Due Date
Week 1	Introduction to Marketing Analytics	<ul style="list-style-type: none"> <li>• Ch. 1 - Digital Marketing Text</li> <li>• Ch. 1 - HubSpot PDF</li> <li>• Wk 1 Videos</li> <li>• Introduction, DQ 1</li> <li>• Google Analytics for Beginners – Unit 1: Lessons 1 – 4</li> </ul>	09/02/2018 11:59 MST
Week 2	Data-Driven Marketing Landscape	<ul style="list-style-type: none"> <li>• Ch. 2 - Digital Marketing Text</li> <li>• Wk 2 Videos</li> <li>• DQ 2</li> <li>• Google Analytics for Beginners – Unit 2: Lessons 1 – 5</li> <li>• #What’s Trending Blog (1)</li> </ul>	09/09/2018 11:59 MST
Week 3	Choosing Analytics Tools	<ul style="list-style-type: none"> <li>• Ch. 3 - Digital Marketing Text</li> <li>• Wk 3 Videos</li> <li>• DQ 3</li> </ul>	09/16/2018 11:59 MST

<b>Date</b>	<b>Weekly Topic</b>	<b>Assignments Due</b>	<b>Due Date</b>
		<ul style="list-style-type: none"> <li>• Google Analytics for Beginners – Unit 3: Lessons 1 – 3</li> <li>• Quiz (1)</li> </ul>	
Week 4	Tools: Brand Analysis	<ul style="list-style-type: none"> <li>• Ch. 4 - Digital Marketing Text</li> <li>• Wk 4 Videos</li> <li>• DQ 4</li> <li>• Google Analytics for Beginners – Unit 4: Lessons 1 – 5</li> <li>• Marketing Measurement Plan – Section I &amp; II</li> </ul>	09/23/2018 11:59 MST
Week 5	Tools – Search and Audience Analytics	<ul style="list-style-type: none"> <li>• Ch. 5 &amp; 9 - Digital Marketing Text; Ch. 3 &amp; 4 – HubSpot PDF</li> <li>• Wk 5 Videos</li> <li>• DQ 5</li> <li>• Advanced Google Analytics – Unit 1: Lessons 1 – 5</li> </ul>	09/30/2018 11:59 MST
Week 6	Tools – Website, Social Media and Email Analysis	<ul style="list-style-type: none"> <li>• Ch. 2, 6, 7 – HubSpot PDF</li> <li>• Wk 6 Videos</li> <li>• DQ 6</li> <li>• Advanced Google Analytics – Unit 2: Lessons 1 – 6</li> <li>• #What’s Trending Blog (2)</li> </ul>	10/07/2018 11:59 MST
Week 7	ROI: Engagement and Experience	<ul style="list-style-type: none"> <li>• Ch. 7 - Digital Marketing Text;</li> <li>• Wk 7 Videos</li> <li>• DQ 7</li> <li>• Advanced Google Analytics – Unit 3: Lessons 1 – 4</li> </ul>	10/14/2018 11:59 MST
Week 8	Understanding Digital Influence	<ul style="list-style-type: none"> <li>• Ch. 8 - Digital Marketing Text</li> <li>• Wk 8 Videos</li> <li>• DQ 8</li> <li>• Advanced Google Analytics – Unit 4: Lessons 1 – 3</li> <li>• Google Analytics Individual Qualifications Exam</li> </ul>	10/21/2018 11:59 MST
Week 9	Improving Customer Service	<ul style="list-style-type: none"> <li>• Ch. 10 - Digital Marketing Text</li> <li>• Wk 9 Videos</li> <li>• DQ 9</li> <li>• Google Analytics for Power Users - Unit 1: Lessons 1 – 3</li> </ul>	10/28/2018 11:59 MST

<b>Date</b>	<b>Weekly Topic</b>	<b>Assignments Due</b>	<b>Due Date</b>
Week 10	Crisis Management in Analytics	<ul style="list-style-type: none"> <li>• Ch. 11 - Digital Marketing Text;</li> <li>• Wk 10 Videos</li> <li>• DQ 10</li> <li>• Google Analytics for Power Users - Unit 2: Lessons 1 – 3</li> <li>• Marketing Measurement Plan – Section III &amp; IV</li> </ul>	11/04/2018 11:59 MST
Week 11	Launching a New Product	<ul style="list-style-type: none"> <li>• Ch. 12 - Digital Marketing Text;</li> <li>• Wk 11 Videos</li> <li>• DQ 11</li> <li>• Google Analytics for Power Users - Unit 3: Lessons 1 – 2</li> <li>• Unit 4: Lessons 1 – 4</li> </ul>	11/11/2018 11:59 MST
Week 12	Measurement Scorecard	<ul style="list-style-type: none"> <li>• Ch. 8 – HubSpot PDF</li> <li>• Wk 12 Videos</li> <li>• DQ 12</li> <li>• Getting Started with Google Analytics 360 - Unit 1: Lessons 1 – 2</li> <li>• #What’s Trending Blog (3)</li> </ul>	11/18/2018 11:59 MST
Week 13	Developing the Research Plan	<ul style="list-style-type: none"> <li>• Ch. 13 - Digital Marketing Text;</li> <li>• Wk 13 Videos</li> <li>• DQ 13</li> <li>• Getting Started with Google Analytics 360 - Unit 2: Lessons 1 – 2; Unit 3: Lessons 1 – 3</li> <li>• (Quiz 2)</li> </ul>	11/25/2018 11:59 MST
Week 14	Building Useful Analytics Reports	<ul style="list-style-type: none"> <li>• Ch. 14 - Digital Marketing Text;</li> <li>• Wk 14 Videos</li> <li>• DQ 14</li> <li>• Getting Started with Google Analytics 360 - Unit 4: Lessons 1 – 3; Unit 5: Lessons 1 – 3</li> <li>• #What’s Trending Blog (4)</li> </ul>	12/02/2018 11:59 MST
Week 15	Predictions in Marketing Analytics	<ul style="list-style-type: none"> <li>• Ch. 15 - Digital Marketing Text;</li> <li>• Wk 15 Videos</li> <li>• DQ 15</li> </ul>	12/09/2018 11:59 MST



Date	Weekly Topic	Assignments Due	Due Date
		<ul style="list-style-type: none"><li data-bbox="695 191 1084 289">• Getting Started with Google Analytics 360 - Unit 6: Lessons 1 – 4</li><li data-bbox="695 296 1036 392">• Final Project: Marketing Measurement Plan and Presentation</li></ul>	