



# COURSE SYLLABUS

Course Prefix & Number  
Course Name  
Term

## 1. COURSE INFORMATION

### 1.1. Instructor Information

<b>Instructor:</b>	Greg Robinson, PhD
<b>Office:</b>	CPS 338
<b>Physical Office Hours:</b>	Monday, Wednesday 3:30-4:30pm or by appointment
<b>E-mail:</b>	Greg.Robinson@uwsp.edu

### 1.2. Course Information

<b>Course Description:</b>	Underlying the art of attracting customers, is the science of modeling and metrics. This course will dive deeply into how customers can be understood, and their behavior translated into operational insights. An exploration of various methods to improve revenue through pricing, product strategy, and market positioning will be undertaken. An emphasis will be placed on the creation of a basic toolkit for use as a Market Research Analyst.
<b>Credits:</b>	3
<b>Prerequisites:</b>	

### 1.3. Textbook & Course Materials

<b>Required Text:</b>	Winston L. Wayne, <b>Marketing Analytics: Data Driven Techniques with Microsoft Excel</b> , 2014, Wiley, Indianapolis <a href="http://www.wiley.com/go/marketinganalytics">www.wiley.com/go/marketinganalytics</a>
<b>Course Delivery:</b>	In person

### 1.4. Course Outline

Date	Course Topic	Due
Jan 22	Marketing Plan & Summarizing Marketing Data	
Jan 27	Marketing Plan & Summarizing Marketing Data	Reading: Winston Part I (pgs.3-81)
Jan 29	Working on Pricing Strategy -Price optimization, Bundles, skimming the market, non-linear pricing	Reading: Winston Part II (Chapters 5,6)

Feb 3	Working on Pricing Strategy - Price optimization, Bundles, skimming the market, non-linear pricing	Reading: Winston Part II (Chapters 7,8)
Feb 5	Forecasting Development - Regression and time series components: trend and seasonality. Smoothing methods and Neural Networks	Reading: Winston Part III (Chapters 9-11) <b>Project I Assigned</b>
Feb 10	Forecasting Development - Regression and time series components: trend and seasonality. Smoothing methods and Neural Networks	Reading: Winston Part III (Chapters 12-15)
Feb 12	Understanding Customers - Conjoint analysis, logistic regression, choices	Reading: Winston Part IV (Chapters 16,17)
Feb 17	Understanding Customers - Conjoint analysis, logistic regression, choices	Reading: Winston Part IV (Chapters 17, 18)
Feb 19	Customer Value - Lifetime customer value, Montecarlo Simulation, customer acquisition	<b>Project I - DUE</b> Reading: Winston Part V (Chapters 19, 20) <b>Project II Assigned</b>
Feb 24	Customer Value - Lifetime customer value, Montecarlo Simulation, customer acquisition	Reading: Winston Part V (Chapters 21, 22)
Feb 26	Marketing Segmentation - Cluster Analysis, classification trees	Reading: Winston Part VI (Chapters 23, 24)
Mar 2	Marketing Segmentation - Cluster Analysis, classification trees	Reading: Winston Part VI (Chapters 24, 25)
Mar 4	New Products introduction - Diffusion models and S models	Reading: Winston Part VII (Chapters 26, 27)
Mar 9	New Products introduction - Diffusion models and S models	Reading: Winston Part VII (Chapters 26, 27)
Mar 11	Retailing strategies - Market basket analysis, direct marketing campaigns	Reading: Winston Part VIII (Chapter 29)
Mar 23	Retailing strategies - Market basket analysis, direct marketing campaigns	Reading: Winston Part VIII (Chapter 30)
Mar 25	Advertising Strategy - Portfolio of promotion. Online advertisement	<b>Project II - DUE</b> Reading: Winston Part IX (Chapter 34)

		<b>Group Project I Assigned</b>
Mar 30	Advertising Strategy - Portfolio of promotion. Online advertisement	Reading: Winston Part IX (Chapter 36)
Apr 1	Marketing Research tools - Portfolio of promotion. Online advertisement	Reading: Winston Part X (Chapter 37)
Apr 6	Marketing Research tools - Portfolio of promotion. Online advertisement	Reading: Winston Part X (Chapters 40, 41)
Apr 8	Group Presentations	<b>DUE Group Project I Assigned: Final Project</b>
Apr 13	Product and Service Analytics	Reading: Handouts
Apr 15	Product and Service Analytics	Reading: Handouts
Apr 20	Internet and Social Marketing - Networks and viral marketing	Reading: Winston Part XI (Chapter 42)
Apr 22	Internet and Social Marketing - Networks and viral marketing	Reading: Winston Part XI (Chapter 43)
Apr 27	Internet and Social Marketing - Networks and viral marketing	Reading: Winston Part XI (Chapter 44)
Apr 29	Internet and Social Marketing - Networks and viral marketing	Reading: Winston Part XI (Chapter 45)
May 4	Marketing Analytics – The Point of it All	
May 6	Group Presentations	<b>DUE Group Project II</b>
	Final Exam Week	<b>DUE Final Project</b>

## 2. LEARNING OUTCOMES

### 2.1. Course Goals

This course prepares students to deal with problems in marketing using analytics capabilities. The concepts of analytics applied to marketing will be presented using spreadsheets and a wide set of numerical examples of marketing and quantitative techniques.

### 2.2. Course Learning Objectives

- Understand, Apply and Integrate marketing and analytics concepts to improve organizational strategies

- Demonstrate Critical Thinking, Problem-solving and Decision-Making Skills for using appropriate tools and concepts
- Demonstrate selection and allocation skills for problems, tools, and solutions
- Demonstrate the ability to perform different type of analysis under various marketing problems/processes
- Explore the use of analytics methodologies for different marketing problems/processes
- Provide value to the organizations through the guide of analytics work according to the area of specialization of people, process, and technology in marketing
- Evaluate the opportunities for global competitive advantage development associated with the use of analytics applied to marketing
- Explore the new trends of analytics capabilities to understand customers, design products, control portfolios of products and promotion, forecasting and marketing planning

### 2.3. Academic Unit

#### SBE Mission:

The UWSP School of Business and Economics educates and inspires students and prepares graduates for success in positions of leadership and responsibility. We serve the students, businesses, economy, and people of the greater central Wisconsin region. Our students achieve an understanding of regional opportunities that exist within the global economy. Evidence of our graduates' level of preparation will be found in their ability to:

- Analyze and solve business and economics problems
- Understand the opportunities and consequences associated with globalization
- Appreciate the importance of behaving professionally and ethically
- Communicate effectively

## 3. COURSE POLICIES

### 3.1. Attendance

You will be responsible for all material covered during class and contained within this syllabus.

### 3.2. Late Work

Late work may not be accepted. If accepted, late work will lose 25% per calendar day.

### 3.3. Etiquette/Netiquette

POSITIVE LEARNING ENVIRONMENT. It is my goal to provide a safe and nurturing learning environment for all students. Therefore, breaches of classroom courtesy are defined as any behaviors that are disruptive to the learning environment. The following examples provide a foundational description of classroom courtesy:

- Displaying respect for others is required at all times. It is not required that you share the perspectives of your classmates, but rather that you do not discredit their right to have their own opinion. Expressing alternate viewpoints is important, but this should be done in a collegial manner.

- Side discussions, listening to head phones, sleeping in class, and abusive language is considered disruptive behavior.
- No shouting, no profane language, no verbal or physical threats, no intimidation of any kind.
- Not arriving to class under the influence of any alcohol or drugs

Should you disagree with anything that occurs during class or feel uncomfortable with anything related to the course please discuss the matter with the instructor as soon as possible. If the source of unease or perceived injustice occurs during a particular class session, please speak with the instructor immediately after class. If you are unable to see the instructor after class, make an appointment to do so as soon as possible. The chain of command for addressing any grievances must be followed in order as follows: The Instructor > The School of Business & Economics Chairperson > The Dean of College of Professional Studies > The Associate Vice Chancellor for Teaching & Learning.

## 4. GRADING

### 4.1. Grading Scheme

Grading will start with a traditional 90, 80, 70 scale. Grades may be curved from there at the discretion of the professor. If curved, they generally place roughly the top 25% of the students with a A or A- and roughly 75% of students with a A, A-, B+, B or B-. I will use whichever system gives students the higher grade.

## 5. COURSEWORK

### 5.1. Class Participation

Discussion and participation during class will total 12%

### 5.2. Presentations

Two group presentations at 14% for each

### 5.3. Assignments

Four assignments worth 15% each

## 6. SCHEDULE

### 6.1. Dates and Deadlines

The instructor will provide a tentative course schedule in a supplementary file. All provided course schedules are organized by week number in accordance with the official UWSP Academic calendar. A direct link to the UWSP Academic calendar can be found here:

<https://www.uwsp.edu/acadaff/Pages/AcademicCalendar.aspx>

## 7. OTHER ADMINISTRATIVE DETAILS

### **7.1. ADA / Equal Access for Students with Disabilities**

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, see: <https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx>

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. The Disability and Assistive Technology Center is located on the 6th Floor of Albertson Hall. For more information, call 715-346-3365 or visit: <https://www.uwsp.edu/datc/Pages/default.aspx>

### **7.2. Inclusivity/Nondiscrimination Statement**

It is the responsibility of the instructor to present materials and activities that are respectful of diversity, such that students from all diverse backgrounds and perspectives be well-served by this course. No person shall be discriminated against because of race, ethnicity, color, age, religion, creed, gender, gender identity, sexuality, disability, nationality, culture, genetic information, socioeconomic status, marital status, veteran's status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To address concerns regarding any of these issues please call 715-346-2606 or visit:

<http://www.uwsp.edu/hr/Pages/Affirmative%20Action/About-EAA.aspx>

### **7.3. Religious Beliefs Accommodation**

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. A direct link to this policy can be found here: [https://docs.legis.wisconsin.gov/code/admin\\_code/uws/22](https://docs.legis.wisconsin.gov/code/admin_code/uws/22)

### **7.4. Help Resources**

The Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. The Tutoring and Learning Center is located at 018 Albertson Hall. For more information, call 715-346-3568 or visit: <https://www.uwsp.edu/tlc/Pages/default.aspx>

If you need healthcare, UWSP Student Health Service provides student-centered healthcare that empowers and promotes wellness for all UWSP students. Student Health Service is located on the 1st floor of Delzell Hall. For more information, call 715-346-4646 or visit:

<http://www.uwsp.edu/stuhealth/Pages/default.aspx>

The UWSP Counseling Center is staffed with licensed mental health professionals dedicated to assisting students as they navigate difficult circumstances or resolve personal concerns. Therapy and consultation services are free of charge for registered students. The UWSP Counseling Center

is located on the 3rd Floor of Delzell Hall. For more information, call 715-346-3553 or visit:  
<http://www.uwsp.edu/counseling/Pages/default.aspx>

In addition to the support services provided by Student Health Service and the UWSP Counseling, there are also professional support services available to students through the Dean of Students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As such, an instructor may contact the Office of the Dean of Students if he or she senses that a student is in need of additional support beyond what the instructor is able to provide. For more additional information, please go to <http://www.uwsp.edu/dos/Pages/default.aspx>

UWSP students may also share a concern directly if they or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success and/or the safety of others. Please report any concerns of this nature at <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>

### ***7.5. Emergency Response Guide***

In the event of an emergency, follow UWSP's emergency response procedures. For details on all emergency response procedures, please go to <http://www.uwsp.edu/rmgt/Pages/em/procedures>

### ***7.6. UWSP Community Bill of Rights and Responsibilities***

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for all students, staff, and faculty. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to:  
<https://catalog.uwsp.edu/content.php?catoid=10&navoid=422#section-1-communal-bill-of-rights-and-responsibilities>

### ***7.7. University Attendance Policy***

In addition to the course attendance policies determined by the instructor (noted above if applicable), the university provide standard guidelines by which students are to abide. All exceptions to the course attendance policy or the university guidelines should be documented in writing. A link to the university's attendance guidelines can be found at:  
<https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>

### ***7.8. University Drop Policy***

You are expected to complete the courses for which you register. If you decide you do not want to take a course, you must follow the procedures established by the university to officially drop the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at end of the semester. A link to the university's drop policy can be found at:  
[https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal\\_Procedures](https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal_Procedures)

### ***7.9. Academic Honesty***

UW System policy (UWS 14) states that students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy can be found here: [https://docs.legis.wisconsin.gov/code/admin\\_code/uws/14](https://docs.legis.wisconsin.gov/code/admin_code/uws/14)

### ***7.10. Grade Reviews/Appeals***

A formal grade appeal, also known as a Grade Review, can be requested in instances when the student feels that he or she was not provided a syllabus with a grading scale in a timely manner (i.e., the end of the second week of classes) and/or the instructor did not stick with the grading scale published in the syllabus. Questions of whether or not the instructor appropriately graded one or more of the course assignments, quizzes, exams, etc. are not matters to be decided by a formal grade appeal, but rather should be taken up with the instructor directly. Information on grade reviews can be found in the University Handbook, Chapter 7, Section 5. A link to the university's policies on non-academic misconduct can be found at <https://www.uwsp.edu/acadaff/Pages/gradeReview.aspx>

### ***7.11. Non-Academic Misconduct***

Information on non-academic misconduct can be found in Chapters 17 and 18 of the Student Rights and Responsibilities Document. A link to the university's policies on non-academic misconduct can be found at <https://www.uwsp.edu/dos/Pages/stu-conduct.aspx>.

### ***7.12. Confidentiality***

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful.

### ***7.13. Sample Coursework Permission***

The instructor may wish to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used, your identity will be concealed. If you prefer not to have your work included in any future projects, please send the instructor an e-mail indicating that you are opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes.

### ***7.14. Revision Clause***



This syllabus, the provided schedule, and all aforementioned coursework, are subject to change. It is the student's responsibility to check the course website for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.