BUAD-893

DIGITAL MARKETING ANALYTICS

SPRING 2019

Tuesdays 6:00pm-8:45pm
Location TBD

DR. DAVID M. MUIR

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CLASS MATERIALS

REQUIRED TEXTBOOKS AND MATERIALS


COURSE DESCRIPTION

This course is rooted in the idea that marketing has changed forever and data is everywhere. Every thought each consumer has is now a measurable event. Brands, companies, and marketers who will be successful will be those that know where the data may be found and what to do with it. Learn the basics of web analytics, search engine analytics, social media analytics, mobile analytics, and an overview of the digital data collection system. Become familiar with analytics terminology and dive deeper into tools required for all digital analytics. You also will learn to identify the appropriate analytical tool for your specific needs, e.g., website, social media, mo-

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1 I will provide instructions for purchasing the online simulation under separate cover.
bile, etc. Understand valid and reliable ways to collect and analyze data from the web and gain hands-on experience of conducting digital analytics projects including both quantitative and qualitative data to investigate brand challenges. Additionally, you will learn about understanding and developing a framework for measuring digital campaigns.

Students are strongly encouraged to join the Digital Analytics Association (DAA) and to take the DAA’s Web Analyst Certification exam. More information will be distributed in class, and may be found at the DAA’s website: https://www.digitalanalyticsassociation.org/.

**The DILE Approach to Learning**

I subscribe to the DILE approach to learning, which is a foundational instructional methodology for the digital age. The *Digitally Integrated Learning Environment* (DILE) incorporates five core principles as follows:

1. **Student-Centricity** – The Learner Experience (LX) is the primary focus. A student-centric course requires me to actively encourage student input. I need to listen to you.

2. **Social Community** – The classroom is a living digital laboratory of a “student social community” with common interests. The course must be visually appealing and interactive, utilizing the latest digital tools to foster communication and collaboration.

3. **Collaboration** – In collaborative learning, we are partners in learning. I am a guide and a consultant rather than just a provider of information. Accordingly, I must adopt a digital mindset, integrating the values of the digital culture (e.g., openness, flexibility, etc.) into the course design and delivery.

4. **Integration** – Integration is the core idea permeating the entire course: integrating media (such as how this course integrates traditional print with digital video, Internet, and mobile to create a *Connected Digital Experience*), as well as integrating values and goals with actionable strategies and tactics. This course should inspire you to become digital integrators by guiding you on how to consistently incorporate digital marketing concepts and best practices into your business experiences.

5. **Applicability** – You will experience and ingest concepts rather than memorize and regurgitate. The course must be easy for you to relate to and practically apply to hands-on projects and real-world situations.

**Pedagogy & Philosophy**

I have based this course on student participation and around our shared experiences with digital tools such as Google, Facebook, etc. and their effects on us and the business environment. The course uses a combination of lecture, demonstration/in-class exercises, case studies, expert sessions, and presentation formats to provide multiple learning opportunities and points of view on the subject matter. In marketing – especially the teaching of marketing – I understand that “one style” does not fit all. I intend to support student learning, hence, with multiple opportunities and approaches to the subject matter. I believe learning can and should be fun!
PERFORMANCE EVALUATION

I will assign you a grade based on your performance on the following items, incorporating individual and peer review into the evaluation process. In short, I will base your final grade on your performance in the following areas:

**INDIVIDUAL EVALUATION (45%)**

- Attendance/Participation [10 points] 10%
- Mimic Pro Simulation [5×2 points each = 10 points] 10%
- Quizzes [5×5 points each = 25 points] 25%

**GROUP EVALUATION (55%)**

- Case-Based Data Project Presentations [1×10 points = 10 points] 10%
- Case-Based Data Projects [3×15 points each = 45 points] 45%

Note that 45% of your grade relies on your individual contributions while the remaining 55% relies on your group contributions. You will experience many group situations in the business world. I believe it is an important skill to work well within a group context. You will learn more from each other than you otherwise will alone, especially in situations where everyone actively and engagingly participates in the group endeavors. Caveat: Be sure to establish group expectations early because your group grade relies on your peers’ evaluations of you.

**SCALE FOR GRADES**

I will determine all final grades using the scale below. I reserve the right to award grades higher than those determined by this scale, but will never lower grades for any reason. I will not impose any forced distribution of final grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
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<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-88</td>
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<tr>
<td>B</td>
<td>87-83</td>
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<tr>
<td>B-</td>
<td>82-80</td>
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<td>C+</td>
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<td>C</td>
<td>77-73</td>
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<td>C-</td>
<td>72-70</td>
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<td>D+</td>
<td>69-68</td>
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<td>D</td>
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<td>D-</td>
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<td>F</td>
<td>59-0</td>
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**ASSIGNMENTS AND PROJECTS**

The following outlines the assessment criteria for this course. I provide more details in separate handouts, which I upload to Canvas. I penalize late submissions accordingly. *Each day late penalizes your assignment grade by one point, which is one point off your final grade!*

**COURSE REQUIREMENTS**

- **Attendance/Participation** (10 points)
Your attendance is an integral part of this course; I expect your presence at every class. Bear in mind there is a significant, positive relationship between attendance, mastery of the material, and, therefore, your grade in this course.

This grade component primarily depends on your level of class participation – I want you to be present and actively engaged in classroom discussions. (Attendance, thus, is implicitly part of this grade as well.) I will base the participation grade on the quality (not quantity) of your contributions to the class discussion, and on the insights and original thinking you bring to the discussions. I highly value contributions that illustrate the connection between classes and concepts that underlie marketing analytics, as well as challenges to conventional wisdom. Participation is essential in this class, hence. We will discuss code and complete numerous demonstrations, and so on. Speaking up in class forces the application of learned concepts; having to articulate your thoughts furthers your understanding of what you know and do not know. Participating in class helps you understand the material better and allows you to learn from your peers.

To make this part of the evaluation as objective as possible (given its inherent subjectivity), I will award scores for each class – beginning with the third class and ending with the twenty-sixth class for a total of 24 classes – based upon the following scale:

+0 Absent; disruptive attendance (e.g., texting); partial attendance; no participation
+½ Minimal contributions
+1 Contributions demonstrating comprehension, mastery, and more

To elaborate:

- **Absent:** If you are unable to attend a class, your attendance and participation for that class will be zero. I cannot make any other evaluation and still be equitable. Missing class has a major impact on the invaluable learning experience that class participation provides. Emergencies and unexpected events do arise; thus, missing a class may be unavoidable. I will entertain exceptions only from students with well-documented medical or related excuses or extenuating circumstances.

- **Disruptive Attendance:** An example of disruptive attendance would be repeatedly interrupting class with personal business (e.g., cell phone, e-mail, web/social media browsing, etc.) or tangential discussions with classmates.

- **Partial Attendance:** If you can only attend part of a class, for whatever reason, equity again dictates that you receive only partial credit for participation.

- **No Participation:** You attend class and follow the discussion, but do not contribute anything to class other than your attention.

- **Contributions:** Contributions to class consist of meaningful additions to our discussions (see above for other examples of invaluable contributions). Inherently, this requires listening and respecting others’ viewpoints (though not necessarily agreeing with them). It also means you should not withhold questions for fear of “feeling stupid”. I always consider relevant questions as valid contributions. By minimal contribution, I mean you only answered opinion-based questions, etc. To achieve the highest daily score possible, you must demonstrate understanding of the lecture material and/or actively participate in class exercises and discussions, and so on.
You will notice immediately that, based on the grading scale, you can receive up to 14 points even though the participation component is worth only 10 points! In other words, you can miss up to four classes without any penalty to your grade. For ease in administering participation grades, I ask you to choose a specific seat by the third class; while I promise to learn your name by the end of September, I will nonetheless require a seating chart for attendance/participation purposes.

- **Mimic Pro Simulation** (10 points)

While you will learn much about applying digital marketing concepts through the case-based data projects, you will not actively engage with certain aspects of digital marketing—especially paid digital marketing—which is why you will participate in a simulation that involves a hypothetical budget and engages your knowledge of paid search marketing and display advertising (pay-per-click campaigns), landing page optimization, and paid email marketing promotions. You will participate in the simulation for five weeks. You will be evaluated using Stukent’s Reports features. It is important you take the simulation seriously since the better you perform, the higher your grade on the simulation. I uploaded more details about the simulation, including a rubric, to Canvas.

**Note:** You are strongly encouraged to take, at the very least, the Google AdWords Fundamentals certification examination during the semester. The simulation, combined with course material, is intended to help you achieve a passing score on the exam. I will provide you with a study guide to assist you in successfully passing the exam. You also are strongly encouraged to take the Google Analytics certification examination during the semester. Knowledge gained from using a tool like Google Analytics in the simulation, combined with course material, is intended to help you achieve a passing score on the exam. I will provide you a study guide to assist you in successfully passing the exam.

- **Quizzes** (25 points)

While you are encouraged to study and communicate about programming in groups, each of the six graded quizzes will be completed individually (Note: Your lowest quiz grade will be dropped), and without assistance from other classmates. The “zeroth” quiz listed in the course schedule will not count, but rather will be used as practice for all subsequent quizzes. Each quiz will be administered at the beginning of class and take 15 minutes total, leaving the remaining hour for additional mastery and learning of new material. Quizzes will be a combination of multiple choice and true/false questions, and are intended to be used as a gauge of how well you understand the material covered both in class and in the simulation; they will be both conceptual and quantitative in nature. The quizzes also should prepare you for each project. Quizzes are meant to push you to study the technical details of the programs and models discussed in class and to reinforce understanding and mastery of the topics in each unit.

- **Case-Based Data Project Presentations** [*GROUP*] (10 points)

In addition to completing each case-based data project, you also must formally present your project results in class. Your group must prepare a presentation slide deck for
each case-based data project, but you only will make one presentation on a randomly-selected class day. You will not know the date your group will be selected, and so you must prepare a presentation for each project. You must keep the brief presentation to a maximum of 10 minutes, which must include time for audience Q&A. Each group member should plan to present a portion of the presentation. The oral presentation is worth 10 points of your grade. I uploaded additional details to Canvas, including several sample presentation slide decks.

- **Case-Based Data Projects** [*GROUP*] (45 points)

The case-based data projects are the most important component of the class because they will help you learn data analysis and research by doing it – learning by doing. Three case-based data projects will provide you the opportunity to have hands-on experience with the concepts from each unit and with large sets of raw data; each project requires data analysis, model estimation, and decision recommendations for a real-world case. You and your group will have two weeks to complete each project, and will submit the write-up, which should include a detailed analysis as well appendices of tables and figures, of the case-based data projects as a group. The written report for each project should be no more than 10 pages, excluding any appendices that include the necessary tables and/or figures that show output from the analysis. Exhibits in the appendices must be properly labeled. The case-based data project write-up should contain the following elements: (i) executive summary; (ii) purpose statement; (iii) description of methodology; (iv) analysis of data findings; (v) conclusions/recommendations; and (vi) appendices.

The case-based data projects will contain both conceptual and quantitative problems. For the conceptual questions, you should integrate course material with the company information/problem explained in the case; for the analytical questions, you must conduct analyses on data sets using Excel, deriving results and interpreting the results in a meaningful way. Be advised that it is insufficient to simply provide output from Excel without formal analysis or explanation. While you will be given specific prompts to guide the analysis, you and your group are strongly encouraged to think broadly and “outside the box”. Detailed instructions for each case-based data project will be provided in Canvas.

**GUIDELINES FOR SUBMITTING GROUP WORK ON CANVAS**

Please submit each group project on Canvas by the due date with a cover page that includes the following information: (i) your group’s name(s) and section; (ii) your group’s assignment title; (iii) and the following formal statement typed and digitally signed by your group:

“We pledge that we have neither given nor received unauthorized aid on this assignment. Our digital signature below constitutes our pledge that all writing is our own, with the exception of those portions that we have properly documented.”

Assignments must incorporate one-inch margins, double-spacing, and 12-point type. They must include standard pagination, as well as footnotes and references, wherever necessary. Your work must include appropriately formed paragraphs, each with a topic sentence, and must have appropriate length for a given assignment. You must use concise and clear writing
as well as proper spelling, grammar, punctuation, and so on. Note: I will never require hard copies of any assignments, unless otherwise noted.

GUIDELINES FOR WORKING IN GROUPS

Each group must consist of two or three people. You may not change your group once it has formed except in extenuating circumstances. Be sure to enroll in a chosen group on Canvas by the third class at the following location on Canvas: PEOPLE>GROUPS>BUAD-893 GROUP X.

All group members initially receive the grade earned by the group. Individual group members’ final grades on the group projects will be subject, however, to any adjustments deemed warranted by one’s own group members’ evaluations of his/her contribution: you will submit a semester-end evaluation of every member of your group on Canvas to an individual submission folder. (Note: Do not submit the evaluation to your group’s private folder under any circumstances since I consider these evaluations strictly confidential.) Failure to submit the evaluation on time will result in a 25% deduction from your own individual grade on each group assignment. I will incorporate peer evaluations into the following formula to translate each group’s grade into individual grades:

\[
\text{Individual Grade} = \text{Group Grade} \times \sqrt{\frac{\text{Sum of Individual Student Rating}}{\text{Sum of Peer Rating}}} \times 5
\]

When an individual’s peer ratings approximate those of his/her group members, this formula yields an individual grade approximate to the group grade. However, when an individual’s peer ratings differ considerably from those of his/her group members, this formula substantially enhances (or detracts from) the individual’s grade. I reserve the right to adjust peer evaluation grades given by individual group members based on: (i) my assessment of the justifications provided for the grades, and (ii) direct observations of group activities. This formula tries to avoid situations in which one group member claims he/she did everything for the group.

Hence, the purpose of the evaluations is twofold: (i) to identify and reward group members who make exceptional contributions to your group; and (ii) to identify and penalize group members who fail to make satisfactory contributions to your group. Primary responsibility for handling “free riders” falls onto each group; I will intercede on the group’s behalf only in extenuating circumstances. Do not, under any circumstance, wait until the end of the semester to alert me about a group member’s shortcomings.

TECHNOLOGY

CANVAS

This is a Canvas-supported course (http://udel.instructure.edu). I will post all course information and updates to the Canvas website. In addition, each student individually and each group collectively will submit all assignments through Canvas. It is your responsibility to remain current on assignments and course requirements by frequently checking Canvas. Any changes to the Course Calendar, assignments, or due dates will be posted on Canvas at least
one week in advance. Please be sure you regularly check Canvas for updates and announcements. I seldom will send announcements by any other means.

**Twitter**

I frequently will post pertinent articles to the hashtag #buad893, and encourage you to create a Twitter account (if you do not have one already) and FOLLOW my account @DavidMMuir.

**Course Policies**

*General Conduct:* Please arrive to class on time, be seated at the designated start time, and remain attentive throughout class; refrain from engaging in superfluous conversations with others unless participating in group activities; use a courteous tone and appropriate language when speaking in class; treat everyone with respect; clean up after any food or drink you bring to class; respect the process of discussion and group work; and leave the classroom in a neat and clean condition.

*Fairness:* My priority in administering the course and evaluating performances is fairness. To that end, I will not offer any extra credit opportunities to individual students. Please ensure you complete your required coursework to the best of your ability.

*Plagiarism:* All work submitted to fulfill course requirements must be your original work, and be prepared solely for this course. You must properly cite any quotations or ideas taken from material you have not authored. Failure to cite in this way constitutes plagiarism and is punishable under the University’s Code of Conduct.

*Writing:* You must carefully proofread all writing you complete for this course; your work should be free of grammatical and typographical errors. I reserve the right to penalize poor writing even if I have not explicitly quoted writing quality as a grading criterion. Also, please “Accept All Changes” and turn off “Track Changes” before submission.

*Lateness:* Unless otherwise noted, you must upload all course deliverables to Canvas on the designated date and by the time specified in the Course Calendar. I will not accept late work without my prior approval (which I must receive at least 24 hours prior to the due date) or a well-documented medical excuse. I will penalize late work one point per day.

*Phones and Laptops/Tablets:* Please turn off all phones upon entering the classroom. I permit the use of laptops and tablets in this class, but must enforce that you only use these implements for class-related work, e.g., taking notes, writing code, etc.

*Feedback:* Please feel free to share your thoughts and reactions about the course as we progress through the semester. In addition to any informal feedback you provide, I also will offer several opportunities for more formal feedback. Your feedback is extremely important to me in order that I best meet your needs. I depend upon you to tell me about my successes and failures. Please do not be shy about sharing your impressions, observations, and suggestions in a thoughtful manner.
<table>
<thead>
<tr>
<th>#</th>
<th>Day</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Textbook</th>
<th>Individual Assignment Due Dates</th>
<th>Group Project Due Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>Thursday</td>
<td>February 14, 2019</td>
<td>The Evolution of Digital Analytics and the Internet</td>
<td>Chapters 1, 4</td>
<td>Quiz #1</td>
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<tr>
<td>2</td>
<td>Thursday</td>
<td>February 21, 2019</td>
<td>Search Engines and the Internet</td>
<td>Chapter 2</td>
<td></td>
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<td>3</td>
<td>Thursday</td>
<td>February 28, 2019</td>
<td>Basic Web Analytics and Web Intelligence</td>
<td>Chapter 5</td>
<td>Mimic Pro Simulation Round #1</td>
<td>Project #1 Assigned</td>
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<tr>
<td>4</td>
<td>Thursday</td>
<td>March 7, 2019</td>
<td>Advanced Web Analytics and Web Intelligence</td>
<td>Chapter 6</td>
<td>Quiz #2</td>
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<td>5</td>
<td>Thursday</td>
<td>March 14, 2019</td>
<td>Understanding and Working with Third-Party Data</td>
<td>Chapter 7</td>
<td>Mimic Pro Simulation Round #2</td>
<td>Project #1 &amp; Presentations Due</td>
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<tr>
<td>6</td>
<td>Thursday</td>
<td>March 21, 2019</td>
<td>An Introduction to Social Media History and Analytics</td>
<td>Chapters 3, 8</td>
<td>Quiz #3</td>
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<td>7</td>
<td>Thursday</td>
<td>March 29, 2019</td>
<td>Leveraging Social Media Content and Analytics</td>
<td>Chapter 9</td>
<td>Mimic Pro Simulation Round #3</td>
<td>Project #2 Assigned</td>
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<td>XX</td>
<td>Thursday</td>
<td>April 4, 2019</td>
<td>SPRING BREAK</td>
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<td>8</td>
<td>Thursday</td>
<td>April 11, 2019</td>
<td>Advanced Text Analysis and Algorithms</td>
<td>Chapter 10</td>
<td>Quiz #4</td>
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<td>9</td>
<td>Thursday</td>
<td>April 18, 2019</td>
<td>Geo-Location Analytics</td>
<td>Chapter 11</td>
<td>Mimic Pro Simulation Round #4</td>
<td>Project #2 &amp; Presentations Due</td>
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<td>10</td>
<td>Thursday</td>
<td>April 25, 2019</td>
<td>Social Media Actions and Hyperlink Analytics</td>
<td>Chapters 12-13</td>
<td>Quiz #5</td>
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<td>11</td>
<td>Thursday</td>
<td>May 2, 2019</td>
<td>Network Analysis and Social Network Mapping</td>
<td>Chapter 14</td>
<td>Mimic Pro Simulation Round #5</td>
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<td>12</td>
<td>Thursday</td>
<td>May 9, 2019</td>
<td>Mobile Analytics</td>
<td>Chapter 15</td>
<td>Quiz #6</td>
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<tr>
<td>13</td>
<td>Thursday</td>
<td>May 16, 2019</td>
<td>Applying Digital Analytics to a Social Network</td>
<td>Chapter 17</td>
<td></td>
<td>Project #3 &amp; Presentations Due</td>
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