Professor: Garrett P. Sonnier  
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Office Hours: By appointment  
Phone: 512-471-9197  
E-Mail: garrett.sonnier@mccombs.utexas.edu  
Course Web Page: via Canvas  
Section Times: Monday 6:00 PM – 9:15 PM  
Classroom: CBA 3.130

Course Overview and Objectives
Marketing is the business function that addresses the design and implementation of strategies that create, build and sustain value for the firm’s customers and captures a portion of that value for the firm. Successful design and implementation of marketing strategies involve the identification and measurement of customers’ needs and wants, selection of appropriate customer segments for targeting the firm’s marketing efforts, and the development and delivery of strategies that satisfy customers’ needs and achieve the firm’s performance objectives. This course will provide students with an introduction to a variety of approaches to analyzing firm marketing actions. Specific topics include quantifying customer value, preference measurement, attitudinal and behavioral market segmentation and targeting, customer economics, product management, pricing and advertising response models and digital marketing analytics.

Our specific learning objectives in this course include the following:
1. Develop a comprehensive understanding of the role of marketing analytics in business organizations  
2. Engage with data to study marketing strategies and tactics  
3. To understand the benefits and limitations of using data and models to make marketing decisions

Materials
Coursepack: The coursepack, which contains the required readings for the course, will be available on Canvas.

Software: We will make use of Stat Tools, an Excel based add-in that contains a number of advanced statistical features. The software is provided by the TEMBA program office. Please bring your laptop to every class meeting.

Lecture Notes: PowerPoint slides for the lectures will be posted to Canvas.
Course Components and Grading
Your final grade will be determined as follows:

A. Class Contribution 5%
B. Individual Homework Exercises
   - Exercise 1 7%
   - Exercise 2 7%
   - Exercise 3 7%
C. Asynchronous Content Checks 9%
D. Exam 65%

A. CLASS CONTRIBUTION (5%)
You should read all materials assigned for each class meeting prior to coming to class. You should come to class familiar with the material. For most of the classes will be working with data and models. Classroom attendance is important, especially given the fact that the course only meets for seven sessions not including the final exam. You may miss one class session for interviewing, business travel, family emergencies, etc. without requiring an excused absence. If you miss a second class session you must provide documentation for the business, educational, or personal necessity of the absence. There may be negative consequences to your contribution score. If you miss three class sessions you will not receive credit for the course. I expect you to adhere to the code of conduct described in the McCombs Classroom Professionalism Policy as well as the Standards of Academic Integrity (see Appendices A and B).

B. INDIVIDUAL HOMEWORK EXERCISES (21%)
There are three individual homework assignments throughout the term (see the schedule for more details). Each contributes 7% to your overall grade. Please do not discuss or coordinate your submissions with your classmates. The assignments will be posted to Canvas with additional instructions, including formatting and submission instructions. The release date and due date for each homework exercise is as follows:

<table>
<thead>
<tr>
<th>Exercise Type</th>
<th>Release Date</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conjoint Exercise</td>
<td>20-Feb</td>
<td>6-Mar</td>
</tr>
<tr>
<td>Customer Scoring Exercise</td>
<td>20-Mar</td>
<td>3-Apr</td>
</tr>
<tr>
<td>Forecasting Exercise</td>
<td>3-Apr</td>
<td>10-Apr</td>
</tr>
</tbody>
</table>

C. ASYNCHRONOUS CONTENT CHECKS (9%)
Three lectures are to be delivered asynchronously. For these three lectures, power point recordings will be made available on Canvas. Please note that you are responsible for this material on the final exam. Each lecture contains a short content check to be completed and uploaded to Canvas. Each content check contributes 3% to your grade.

<table>
<thead>
<tr>
<th>Content Check Type</th>
<th>Release Date</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression Content Check</td>
<td>30-Jan</td>
<td>6-Feb</td>
</tr>
<tr>
<td>GLM Content Check</td>
<td>13-Feb</td>
<td>20-Feb</td>
</tr>
<tr>
<td>Sales Response Content Check</td>
<td>10-Apr</td>
<td>17-Apr</td>
</tr>
</tbody>
</table>
D. EXAM (65%)
A comprehensive exam covering the course materials is scheduled for Monday Apr 24th from 6:00 PM – 9:15 PM.

Class Schedule
Asynchronous Content: Regression Analysis (complete before class on 2/6/17)
Readings: A Refresher on Regression Analysis
Least Squares Modeling
Monday 2/6/17---Session 1: Introduction/Consumer Decision Making
Readings: Kodak Funtime Film
Plugging in the Consumer

Monday 2/20/17---Session 2: Modeling Customer Perceptions and Preferences
Readings: Perceptual Maps
Conjoint Analysis

Monday 3/6/17---Session 3: Segmentation Models
Readings: Cluster Analysis for Segmentation
Notes on RFM Analysis
Due: Conjoint Analysis Homework

Asynchronous Content: Generalized Linear Models (complete before class on 3/20/17)
Readings: Discrete Choice Models

Monday 3/20/17---Session 4: Customer Economics
Readings: Customer Profitability
Dunia Finance (A)

Monday 4/3/17---Session 5: Market Assessment and Forecasting
Readings: XM Satellite Radio (A)
Forecasting the Adoption of a New Product
Due: Customer Scoring Homework

Monday 4/10/17---Session 6: Pricing and Price Promotions
Readings: Product Line Pricing
Who Benefits from Price Promotions?
Due: Forecasting Homework

Asynchronous Content: Sales Response Models (complete before class on 4/17/17)
Readings: Design of Price and Advertising Elasticity Models

Monday 4/17/17---Session 7: Advertising Analytics
Readings: Digital Marketing
Marketing Communications

Monday 4/24/17---Session 8: EXAM
Appendix A: McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the experience hinges on this. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. The classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students attend the class section to which they are registered.** Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience. When section hopping takes place some classes become too large and it becomes difficult to contribute. When they are too small, the breadth of experience and opinion suffers.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are used for instructional purpose.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- **Phones are turned off.** We’ve all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.
Appendix B: The Standard of Academic Integrity

The following pages provide specific guidance about the Standard of Academic Integrity at the University of Texas at Austin. Please read it carefully and feel free to ask me any questions you might have.

Excerpts from the University of Texas at Austin Office of the Dean of Students website (http://deanofstudents.utexas.edu/sjs/acint_student.php)

The Standard of Academic Integrity

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin, as emphasized in the standards of conduct. More specifically, you and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University (Sec. 11-801, Institutional Rules on Student Services and Activities). This is a very basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to Chapter 11 of the Institutional Rules on Student Services and Activities.

What is Scholastic Dishonesty?

In promoting a high standard of academic integrity, the University broadly defines scholastic dishonesty—basically, all conduct that violates this standard, including any act designed to give an unfair or undeserved academic advantage, such as:

- Cheating
- Plagiarism
- Unauthorized Collaboration
- Collusion
- Falsifying Academic Records
- Misrepresenting Facts (e.g., providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit)
- Any other acts (or attempted acts) that violate the basic standard of academic integrity (e.g., multiple submissions—submitting essentially the same written assignment for two courses without authorization to do so)
Several types of scholastic dishonesty—unauthorized collaboration, plagiarism, and multiple submissions—are discussed in more detail on this Web site to correct common misperceptions about these particular offenses and suggest ways to avoid committing them.

For the University’s official definition of scholastic dishonesty, see Section 11-802, Institutional Rules on Student Services and Activities.

Unauthorized Collaboration

If you work with another person on an assignment for credit without the instructor’s permission to do so, you are engaging in unauthorized collaboration.

- This common form of academic dishonesty can occur with all types of scholastic work—papers, homework, tests (take-home or in-class), lab reports, computer programming projects, or any other assignments to be submitted for credit.
- For the University’s official definitions of unauthorized collaboration and the related offense of collusion, see Sections 11-802(c)(6) & 11-802(e), Institutional Rules on Student Services and Activities.

Some students mistakenly assume that they can work together on an assignment as long as the instructor has not expressly prohibited collaborative efforts.

- Actually, students are expected to complete assignments independently unless the course instructor indicates otherwise. So working together on assignments is not permitted unless the instructor specifically approves of any such collaboration.

Unfortunately, students who engage in unauthorized collaboration tend to justify doing so through various rationalizations. For example, some argue that they contributed to the work, and others maintain that working together on an assignment "helped them learn better."

- The instructor—not the student—determines the purpose of a particular assignment and the acceptable method for completing it. Unless working together on an assignment has been specifically authorized, always assume it is not allowed.
- Many educators do value group assignments and other collaborative efforts, recognizing their potential for developing and enhancing specific learning skills. And course requirements in some classes do consist primarily of group assignments. But the expectation of individual work is the prevailing norm in many classes, consistent with the presumption of original work that remains a fundamental tenet of scholarship in the American educational system.

Some students incorrectly assume that the degree of any permissible collaboration is basically the same for all classes.

- The extent of any permissible collaboration can vary widely from one class to the next, even from one project to the next within the same class.
- Be sure to distinguish between collaboration that is authorized for a particular assignment and unauthorized collaboration that is undertaken for the sake of expedience or convenience to benefit you and/or another student. By failing to make
this key distinction, you are much more likely to engage in unauthorized collaboration. To avoid any such outcome, always seek clarification from the instructor.

Unauthorized collaboration can also occur in conjunction with group projects.

- How so? If the degree or type of collaboration exceeds the parameters expressly approved by the instructor. An instructor may allow (or even expect) students to work together on one stage of a group project but require independent work on other phases. Any such distinctions should be strictly observed.

Providing another student unauthorized assistance on an assignment is also a violation, even without the prospect of benefiting yourself.

- If an instructor did not authorize students to work together on a particular assignment and you help a student complete that assignment, you are providing unauthorized assistance and, in effect, facilitating an act of academic dishonesty. Equally important, you can be held accountable for doing so.
- For similar reasons, you should not allow another student access to your drafted or completed assignments unless the instructor has permitted those materials to be shared in that manner.

Plagiarism

Plagiarism is another serious violation of academic integrity. In simplest terms, this occurs if you represent as your own work any material that was obtained from another source, regardless how or where you acquired it.

- Plagiarism can occur with all types of media—scholarly or non-academic, published or unpublished—written publications, Internet sources, oral presentations, illustrations, computer code, scientific data or analyses, music, art, and other forms of expression. (See Section 11-802(d) of the Institutional Rules on Student Services and Activities for the University’s official definition of plagiarism.)
- Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts from a variety of sources such as books, journal articles, magazines, downloaded Internet documents, purchased papers from commercial writing services, papers obtained from other students (including homework assignments), etc.
- As a general rule, the use of any borrowed material results in plagiarism if the original source is not properly acknowledged. So you can be held accountable for plagiarizing material in either a final submission of an assignment or a draft that is being submitted to an instructor for review, comments, and/or approval.

Using verbatim material (e.g., exact words) without proper attribution (or credit) constitutes the most blatant form of plagiarism. However, other types of material can be plagiarized as well, such as ideas drawn from an original source or even its structure (e.g., sentence construction or line of argument).

- Improper or insufficient paraphrasing often accounts for this type of plagiarism. (See additional information on paraphrasing.)
Plagiarism can be committed intentionally or unintentionally.

- Strictly speaking, any use of material from another source without proper attribution constitutes plagiarism, regardless why that occurred, and any such conduct violates accepted standards of academic integrity.
- Some students deliberately plagiarize, often rationalizing this misconduct with a variety of excuses: falling behind and succumbing to the pressures of meeting deadlines; feeling overworked and wishing to reduce their workloads; compensating for actual (or perceived) academic or language deficiencies; and/or justifying plagiarism on other grounds.
- But some students commit plagiarism without intending to do so, often stumbling into negligent plagiarism as a result of sloppy notetaking, insufficient paraphrasing, and/or ineffective proofreading. Those problems, however, neither justify nor excuse this breach of academic standards. By misunderstanding the meaning of plagiarism and/or failing to cite sources accurately, you are much more likely to commit this violation. Avoiding that outcome requires, at a minimum, a clear understanding of plagiarism and the appropriate techniques for scholarly attribution. (See related information on paraphrasing; notetaking and proofreading; and acknowledging and citing sources.)

By merely changing a few words or rearranging several words or sentences, you are not paraphrasing. Making minor revisions to borrowed text amounts to plagiarism.

- Even if properly cited, a "paraphrase" that is too similar to the original source's wording and/or structure is, in fact, plagiarized. (See additional information on paraphrasing.)

Remember, your instructors should be able to clearly identify which materials (e.g., words and ideas) are your own and which originated with other sources.

- That cannot be accomplished without proper attribution. You must give credit where it is due, acknowledging the sources of any borrowed passages, ideas, or other types of materials, and enclosing any verbatim excerpts with quotation marks (using block indentation for longer passages).

Plagiarism & Unauthorized Collaboration

Plagiarism and unauthorized collaboration are often committed jointly.

By submitting as your own work any unattributed material that you obtained from other sources (including the contributions of another student who assisted you in preparing a homework assignment), you have committed plagiarism. And if the instructor did not authorize students to work together on the assignment, you have also engaged in unauthorized collaboration. Both violations contribute to the same fundamental deception—representing material obtained from another source as your own work.

Group efforts that extend beyond the limits approved by an instructor frequently involve plagiarism in addition to unauthorized collaboration. For example, an instructor may allow students to work together while researching a subject, but require each student to write a separate report. If the students collaborate while writing their reports and then submit the products of those joint efforts as individual works, they are guilty of unauthorized collaboration.
as well as plagiarism. In other words, the students collaborated on the written assignment without authorization to do so, and also failed to acknowledge the other students' contributions to their own individual reports.

**Multiple Submissions**

**Submitting the same paper (or other type of assignment) for two courses without prior approval represents another form of academic dishonesty.**

You may not submit a substantially similar paper or project for credit in two (or more) courses unless expressly authorized to do so by your instructor(s). (See Section 11-802(b) of the Institutional Rules on Student Services and Activities for the University's official definition of scholastic dishonesty.)

You may, however, re-work or supplement previous work on a topic with the instructor's approval.

**Some students mistakenly assume that they are entitled to submit the same paper (or other assignment) for two (or more) classes simply because they authored the original work.**

Unfortunately, students with this viewpoint tend to overlook the relevant ethical and academic issues, focusing instead on their own "authorship" of the original material and personal interest in receiving essentially double credit for a single effort.

Unauthorized multiple submissions are inherently deceptive. After all, an instructor reasonably assumes that any completed assignments being submitted for credit were actually prepared for that course. Mindful of that assumption, students who "recycle" their own papers from one course to another make an effort to convey that impression. For instance, a student may revise the original title page or imply through some other means that he or she wrote the paper for that particular course, sometimes to the extent of discussing a "proposed" paper topic with the instructor or presenting a "draft" of the paper before submitting the "recycled" work for credit.

The issue of plagiarism is also relevant. If, for example, you previously prepared a paper for one course and then submit it for credit in another course without citing the initial work, you are committing plagiarism—essentially "self-plagiarism"—the term used by some institutions. Recall the broad scope of plagiarism: all types of materials can be plagiarized, including unpublished works, even papers you previously wrote.

Another problem concerns the resulting "unfair academic advantage" that is specifically referenced in the University's definition of scholastic dishonesty. If you submit a paper for one course that you prepared and submitted for another class, you are simply better situated to devote more time and energy toward fulfilling other requirements for the subsequent course than would be available to classmates who are completing all course requirements during that semester. In effect, you would be gaining an unfair academic advantage, which constitutes academic dishonesty as it is defined on this campus.

Some students, of course, do recognize one or more of these ethical issues, but still refrain from citing their authorship of prior papers to avoid earning reduced (or zero) credit for the
same works in other classes. That underlying motivation further illustrates the deceptive nature of unauthorized multiple submissions.

An additional issue concerns the problematic minimal efforts involved in "recycling" papers (or other prepared assignments). Exerting minimal effort basically undercuts the curricular objectives associated with a particular assignment and the course itself. Likewise, the practice of "recycling" papers subverts important learning goals for individual degree programs and higher education in general, such as the mastery of specific skills that students should acquire and develop in preparing written assignments. This demanding but necessary process is somewhat analogous to the required regimen of athletes, like the numerous laps and other repetitive training exercises that runners must successfully complete to prepare adequately for a marathon.
Appendix C: Students with Disabilities

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at http://deanofstudents.utexas.edu/ssd/index.php. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.