

## INSTRUCTOR | DR. ANASTASIA KONONOVA



Communication Arts & Sciences, Room 319



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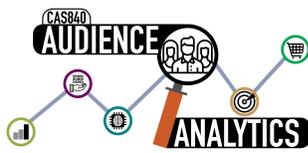


By appointment (phone, video conference, or in person)

The best way to communicate with me is through email. I check my email pretty frequently. If you send me an email, expect to receive a response within 48 hours. In case of emergency or if you have a critical issue that needs to be addressed immediately, feel free to contact me by phone or send an urgent (!) email. In addition, I'd be more than happy to set-up a time to talk by phone or using video-conferencing tools (Zoom, Skype).

## COURSE DESCRIPTION

Amidst growing adoption and reliance on big data and analytics in marketing, advertising, and public relations, there is a need to help strategic communicators maximize the benefits from data insights. This course mainly focuses on understanding the ways in which data analytics (and data science) can be directly applied to formulate, update, and enhance digital strategies. From dealing with behavioral data to use of live data, the course is geared toward findings ways to understand consumers better with the intent of creating more effective strategies and brand experiences. Additionally, the course will highlight the challenges and shortcomings of data analytics in formulating sound and valid insights about consumers. The course will also invite students to think critically and adopt new skills to remedy the deficiencies of data analytics through research triangulation and innovative market insight approaches. In a nutshell, the course is set up in a way that students, every week of the course, are able to do three things: (1) **learn** something new; (2) **do** something innovative; and (3) **think** critically about current data analytics practices. This **learn-do-think** approach will immerse students in learning experiences where they contribute with their experiences to a shared learning environment.



# 2 | AUDIENCE ANALYTICS [CAS 840]

## LEARNING OBJECTIVES

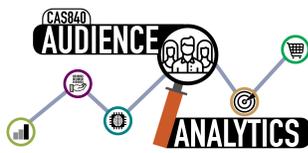
- Learn about and recognize basic concepts, processes, and uses of media analytics to generate consumer insights;
- Develop skills in acquisition of data about audiences, media consumption, and responses to mediated communication;
- Examine different sources of commercial and news data; overview and experiment with some of the popular analytics platforms and tools for advertising and news;
- Analyze and evaluate the characteristics of big data and communication strategies driven by big data;
- Apply data analytics strategically for consumer/reader/user insights; and
- Discuss and understand the ethical issues surrounding big data and other forms of digital advertising and online news.

## LEARNING OUTCOMES

- **Analytical Thinking:** Students will demonstrate expertise in using audience analytics to better understand consumers, their characteristics, motives, attitudes, and behaviors. The course will equip students with a critical thinking toolbox for evaluating the fit and benefits of audience analytics in formulating and executing effective advertising and marketing strategy.
- **Cultural Understanding:** Students will show a great appreciation of the interplay between culture and audience insights when examining diverse audiences.
- **Effective Citizenship:** Students will exhibit an in-depth understanding of the ethical and moral concerns pertinent to the conduct of audience analytics.
- **Effective Communication:** Students will harness their skills of effective communication at varying levels of an organization/company and different types of organizations/companies. The course will equip them with skills to foster cross-team communication geared toward effective advertising and marketing.
- **Integrated Reasoning:** Students will apply knowledge gained in *Audience Analytics* to their own practice of advertising and marketing.

## TEACHING PHILOSOPHY

By the end of this course, I hope to assist the students in incorporating digital data analytics component in their professional lives, be it audience insights analysis, message design, media strategy, or other areas. I strongly value each student as an individual with her or his story. In my view, teacher-student interaction rests upon mutual interest, respect, and collaboration in learning, practicing, and applying new skills. This learning, practicing, and applying happen through communication and developing mutual understanding. I deeply value what each student feels, thinks, and does and where she or he comes from. I hope that each assignment and project that students will complete during this course will be informed not only by course materials but also by students' background and prior experiences. The class might be challenging at times and it is expected that students respect its requirements and rules. From my side, I guarantee to be there for each of the students to ensure the best atmosphere possible for successful course completion and efficient learning.



# 3 AUDIENCE ANALYTICS [CAS 840]

## INSTRUCTION METHOD

An online course offers limited face-to-face interactions between students and their instructor. However, I will try my best to offer the most comprehensive explanations using various methods and platforms to ensure you understand the materials and can successfully complete the course and its requirements. Primarily, this course will use Desire 2 Learn (D2L) for course management purposes. Within D2L, students will be able to get materials and content relevant to the course as well as engage in class discussions to enrich their own understanding and experiences. In addition to completing weekly readings, you will watch video lectures, respond to weekly critical thinking exercises (CTEs), as well as complete exams, assignments, and a final project. The course strives to ensure students **learn, do, and think** about issues pertaining to audience analytics.

## COURSE ACCESS

All course materials will be posted on D2L ([www.d2l.msu.edu](http://www.d2l.msu.edu)). In-person attendance is not required for this course. Please note that your online participation (i.e., when you access documents, how frequently you access them, and how much time you spend with each document or each exam) is tracked by the D2L site and so your professor can determine when and how you are participating in this course.

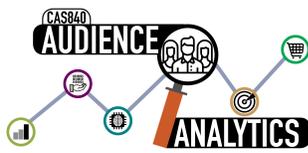
D2L support is available by calling 517-432-6200. The staff is very helpful and calls are handled promptly.

## ATTENDANCE & PARTICIPATION POLICY

Students enrolled in this course are required to dedicate 42 hours to learning and being assessed in this course. *Please be forewarned that failure to keep up with the video lectures, readings, and exams/assignments will most likely result in failing this course.*

You are asked to schedule other commitments around your commitment to this class. Between **August 28, 2019, and December 13, 2019**, you need to pace your learning in to ensure you receive a passing grade. The course timeline is laid out in course schedule, which offers a comprehensive list of required readings, assignments, and exams throughout the entirety of the course. If you follow the schedule, then you can be sure to have all of your work done on time. You are welcome to move ahead at a faster pace if you wish. Please note, though, that you must not fall behind schedule. **The due dates for all assessment pieces are not negotiable.** If you miss an exam or assignment you will forfeit the points for that piece of assessment. *You can submit work early (i.e., before the deadline) but you cannot submit work after the deadline.* Please also be aware that if you choose to complete work early, you cannot resubmit a later version. So please do not submit work early if you are not properly prepared for it. There will be no exceptions to this rule.

Students are strongly encouraged to participate in Discussion forums linked to each lesson, where they will contribute their weekly critical thinking exercises and comment on the work of others.



# 4 AUDIENCE ANALYTICS [CAS 840]

## REQUIRED & RECOMMENDED RESOURCES

### Required Textbook:

[H&B]

Hemann, C. & Burbary, K. (2018). *Digital Marketing Analytics*. Pearson Education.

**Additional readings will be assigned in this course. These readings can be located on D2L, under the “Content” section.**

**ANALYTICS DATABASES AND SOFTWARE:** Students will learn about major social listening, data analytics, and audience analytics software types throughout the course, including the following:

- Adobe Analytics
- Google Analytics
- ComScore (including PlanMetric)
- BrandWatch
- Mintel
- Simmons OneView
- Mention
- BuzzSumo
- Meltwater
- Crimson Hexagon
- Sprout Social (Simply Measured)
- Hoot Suite
- Claritas 360
- SimplyAnalytics
- Social Searcher
- Twitonomy

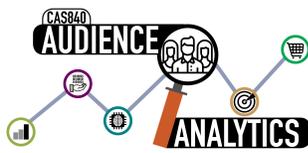
*Note: While some applications are available to use for free (e.g., Google Analytics) and some can be accessed with no charge via MSU’s database subscriptions, others are fee-based. Students in this course will have educational access to some of the paid applications (e.g., Mintel, Meltwater) for the duration of the semester. Some of the software can be accessed on the basis of free trial for several days or weeks. Students **are not required** to access any application that is not made available for free access publicly or by the instructor.*

**DATABASES:** The MSU business library offers numerous resources that can be helpful for audience analytics. We will talk about some of them during the course of the semester, but please be sure to check out some of these resources:  
<http://libguides.lib.msu.edu/busdatabases/>

**RESEARCH RESOURCES:** You should stay abreast of research by reading scholarly and professional journals, such as: *Journal of Advertising, Journal of Computer-Mediated Communication, New Media & Society, CyberPsychology, Behavior, and Social Networking, Journal of Marketing, Computers in Human Behavior, Journal of Interactive Advertising, Journal of Interactive Marketing, among others. These journals can be accessed at no additional charge, using your MSU NETID to access online content at [www.lib.msu.edu](http://www.lib.msu.edu).*

**INDUSTRY RESOURCES:** As emerging professionals in the field of social media advertising and marketing, you need to stay up-to-date with current events. If not already your habit, you should begin to follow major newspapers, magazines, websites, TV news programs, and radio stations on a daily basis. You should also browse marketing, advertising, and technology publications, journals, and websites, such as:

- [www.vml.com](http://www.vml.com)
- [www.PewInternet.org](http://www.PewInternet.org)
- [www.digitalanalyticsassociation.org](http://www.digitalanalyticsassociation.org)
- [www.AdAge.com](http://www.AdAge.com)
- [www.FastCompany.com](http://www.FastCompany.com)
- [www.business2community.com](http://www.business2community.com)
- [www.AdForum.com](http://www.AdForum.com)
- [www.Mashable.com](http://www.Mashable.com)
- [www.Cmswire.com](http://www.Cmswire.com)
- [www.iabc.com](http://www.iabc.com)
- [www.ThinkwithGoogle.com](http://www.ThinkwithGoogle.com)
- [www.businessinsider.com](http://www.businessinsider.com)
- [www.futuretodayinstitute.com](http://www.futuretodayinstitute.com)
- [www.demandmetric.com](http://www.demandmetric.com)
- [www.mediapost.com](http://www.mediapost.com)



# 5 AUDIENCE ANALYTICS [CAS 840]

## EXPECTATIONS

### READINGS

You are expected to complete all assigned readings at the beginning of each week. Lectures and discussions are intended to complement the readings. Assignments and examinations will cover material presented in the lectures as well as in the readings. In other words, everything is fair game!

### DEADLINES

Students are required to submit their assignments according to the deadlines announced by the instructor. Late submissions are not permitted in any case, unless otherwise approved by the instructor.

### INTEGRITY

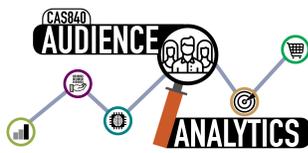
You are expected to submit your own original work throughout the course. This applies to exams, assignments, and papers. I take academic honesty and integrity **very seriously**. Cheating on an assignment/exam, plagiarizing on an assignment/paper, or any other form of academic dishonesty will, at the least, result in failing the assignment, possibly failing the class, along with proper documentation with MSU's Graduate School. Let me know, as soon as possible, if you have any questions about this.

Originality check will be activated for all written assignments. **TurnItIn** will be used in this course. Please read the following statement from MSU regarding use of this software:

*Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called TurnItIn to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a "similarity score." The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.*

*Students should submit papers to TurnItIn Dropboxes without identifying information included in the paper (e.g., name or student number), the system will automatically show this information to faculty in your course when viewing the submission, but the information will not be retained by TurnItIn.*

*Student submissions will be retained in the global TurnItIn repository.*



# 6 AUDIENCE ANALYTICS [CAS 840]

## COURSE REQUIREMENTS

### EXAMS

There will be two exams in this course. Both will be administered online through D2L. Each exam is timed, where you will have 1.5 hours (90 minutes) to complete it. Please note that once you click on the exam link, you will not be able to stop the time, and you'd have to complete the exam within 90 minutes. This is why, I highly advise you to study comprehensively for each exam before taking it. Each exam is worth **100 points**. Exams are due at 11:55 p.m. EST on the dates shown in the course schedule (see the final section of the syllabus).

### CTEs

CTEs are *critical thinking exercises*. You will have to complete an individual CTE almost every week for this course. CTEs can be found in each weekly lesson folder. Generally, CTEs revolve around the weekly topics, and require application of knowledge and skills from the readings as well as the video lectures to solving practical problems. Each CTE is worth **10 points**. Students are required to submit their CTEs to a weekly D2L discussion board, so that your work is visible to other students. All CTEs are due by 11:55 p.m. EST on Thursday of each week (except for the first week of class (CTE is due Friday), exam weeks, and Thanksgiving week). *Please note that you will have 13 scheduled CTEs in this class; yet, only 12 will contribute to your final grade (the lowest score on one CTE will be dropped).*

### PARTICIPATION POSTS [PP]

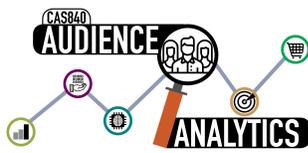
In addition to posting your own CTEs on the D2L Discussion Board, you are expected to discuss and comment on **at least two students' CTEs other than yours**. Participation posts (PP) are due by 11:55 p.m. EST on Friday of each week (except for the first week of class (PP due Saturday), exam weeks, and Thanksgiving week). Each weekly post participation is worth **1 point**. *Please note that you will have 13 PPs in this class; yet, only 12 will contribute to your final grade (the lowest score on one PP will be dropped).*

### FINAL PROJECT DRAFTS

Throughout the semester, students are required to complete three team-based assignments. The assignments are related to applying different analytics tools, listed on p. 4 of this syllabus and others to complete different parts of the final project. Each assignment draft will be worth **16 points**. Together, all assignments will contribute **48 points** toward your final grade. You will have an opportunity to receive feedback on each of the three final project parts and address it in the final project's final submission.

### FINAL PROJECT

For the final project, you will be asked to conduct a comprehensive audience analysis for a client and provide a data-driven marketing strategy. For this class, the instructor will select the client. You are required to conduct a thorough data analytics research on the client and provide an overview of the major challenges and opportunities that the brand possesses based on the data. Additionally, you are required to perform primary research of your own to supplement and interpret the data insights you've gathered from the big data analysis. Each student is also required to submit a 3-minute video presentation of the strategy (video pitch). More details will be provided later on in the semester. The final project is worth **120 points** [100 points for project; 20 points for video pitch].



# 7 AUDIENCE ANALYTICS [CAS 840]

## ASSESSMENT GUIDELINES

### DEADLINES

- Deadlines for all work (quizzes, exams, and assignments) are firm.
- If you cannot complete your work on time, you must email **before** the deadline to request accommodations.
- The deadlines are listed in the Course Schedule (see final section of this syllabus).
- Please make sure you complete each assessment item *before 11.55 pm Eastern Time* on that date listed as its due date. If you do not complete each exam/assignment before the closing time, you will forfeit the points associated with it.
- You are welcome to take exams early if you wish or to submit assignments early.

### EXAMS

- Due dates are listed in the Course Schedule.
- Do not open any exam (called quiz on D2L) until you are ready to complete it. Once you open an exam link, you must complete it in one sitting. Being ready means that you have studied the appropriate material, that you have a reliable internet connection, and your laptop should be connected to a power source.
- Each exam is timed. You must complete it within the allotted time, otherwise you will be penalized. The time required for each exam will be clearly stated online. The time restrictions are set in place to challenge you. Students who know the material should have no trouble completing their work within the time limit. Students who do not study and prepare in advance will probably have trouble finishing on time and will lose points. To do well on the quizzes/exams, please study in advance. Set aside time in a quiet room to take each exam.
- The work you complete in this course must be your own! Unless specifically told otherwise (in writing from your instructor), you are not permitted to collaborate with other students.
- Write in your own words and do not copy work from other sources.
- Do not take screen shots and share quiz questions with other students. If you do this, you will fail this course!
- Since the exams are online, they are open-book. This means you are welcome to consult your notes and the textbook while completing the exams. Nonetheless, you should study in advance and you must write in your own words. Do not copy information directly from the course slides (if you do this, you are plagiarizing your professor's notes). Show that you understand the material by writing in your own words. If you simply copy and paste information from other sources, you demonstrate that you have good keyboard skills, but you do not demonstrate having learned anything.
- Late work will not be accepted. If you cannot meet a deadline, please be sure to contact your professor *before* the deadline to request accommodations. Exams that are not completed by the deadline will receive 0 points (they will not be re-opened).



# 8 AUDIENCE ANALYTICS [CAS 840]

## ASSIGNMENTS

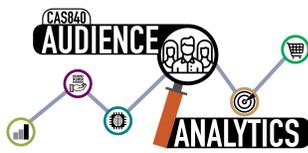
- Assignment due dates are listed in the Course Schedule.
- Specific instructions for each assignment will be given in advance of the due date and the grading rubric will be posted on D2L.
- All assignments must be completed individually, unless specifically told otherwise (in writing from your instructor), you are not permitted to collaborate with other students.
- Be sure to use a reference list and cite your sources when you include any content that is not your own original thought. Please ask for help with referencing if you're not sure how to do it.
- APA format is required for written assignments. A very helpful guide is available online here: <https://owl.english.purdue.edu/owl/section/2/10/>
- All assignments should be submitted through the drop box function on D2L. Please *do not* email assignments directly to your instructor.
- Late work will not be accepted. If you cannot meet a deadline, please be sure to contact your professor *before* the deadline to request accommodations. Work that is submitted late will receive 0.

## GRADES

GRADING RUBRIC	ITEM	POINTS	%
	Exams [2 exams x 100 pts.]	200 pts.	40%
	CTEs [12 CTEs x 10 pts.]	120 pts.	24%
	Participation Posts [12 PPs x 1 pt.]	12 pts.	2.4%
	Final project drafts [3 PPs x 16 pt.]	48 pts.	9.6%
	Final Project	120 pts.	24%
	<b>TOTAL</b>	<b>500 pts.</b>	<b>100%</b>

GRADING SCALE					
	90% – 100%	=	4.0	70% – 74.9%	= 2.0
	85% – 89.9%	=	3.5	65% – 69.9%	= 1.5
	80% – 84.9%	=	3.0	60% – 64.9%	= 1.0
	75% – 79.9%	=	2.5	Below 60%	= 0.0

EVALUATION CRITERIA	I will use the following criteria in grading your assignments and the final project:
<b>EXCELLENT</b>	The work is rigorous, creative, and shows a thorough knowledge of the materials. An excellent piece of work written in a clear and concise manner. Few, if any, errors of fact or writing.
<b>GOOD</b>	The work has few errors and shows a good effort at comprehending the material. Clear, understandable writing with some care and expression of knowledge. Discussion needs more clarity, more development and/or more examples. The work may be missing some of argumentation subtleties.
<b>FAIR</b>	An adequate but superficial completion of the assignment. Few examples used or discussion or argument is unsubstantiated. Sources are poorly cited, many errors of fact, inadequate writing and grammar.
<b>FAILURE</b>	Assignment not completed or turned in extremely late.



# 9 | AUDIENCE ANALYTICS [CAS 840]

## COURSE POLICIES

### ● ACADEMIC INTEGRITY

Along with certain rights, students also have the responsibility to behave honorably in an academic environment. The MSU Code of Student Conduct states that it is a violation to engage in academic dishonesty, plagiarism, cheating or misuse of academic resources. Personal integrity, professional attitude and conduct, and a mutual respect for diversity of viewpoints and values are expected in this class. Any violations of academic integrity will be penalized with a failing grade on the assignment and/or the entire course. All violations will be reported to MSU's Graduate School.

### ● READING ASSIGNMENT

You're expected to thoroughly complete all reading assignment **at the beginning of each week**. Some of this material might be "dry," but it is important that you complete the assigned readings and be prepared to participate in online discussions.

### ● MISCONDUCT

Please be courteous to the instructor and fellow students throughout the different online interactions and discussions. You are expected to act professionally throughout the course.

### ● STUDENTS WITH DISABILITIES

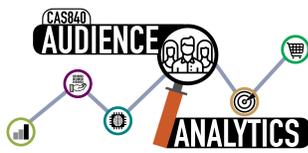
Students with disabilities should contact OPHS (Disability Resource Center), 120 Bessey Hall or by phone 353-9462 (voice) or 355-1293 (TTY) for evaluation of need for reasonable accommodation, if any. Students in possession of a RCPD VISA should forward a copy to the instructor by the end of the first week of classes to ensure appropriate accommodations can be made.

### ● COMMUNICATION OF CLASS CHANGES

In the unusual event that weekly lectures are delayed, you will be notified through your MSU email account. This class will use D2L software management system ([www.d2l.msu.edu](http://www.d2l.msu.edu)) for communication purposes. It is your responsibility to check your email and the D2L site for the latest information.

### ● FEEDBACK FOR YOUR INSTRUCTOR

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. This course utilizes the "online SIRS" system. You will receive an email sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO for seven days following the University grade submission deadline published by the Office of the Registrar unless the SIRS online form has been filled out. You will have the option in the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future.



# 10 AUDIENCE ANALYTICS [CAS 840]

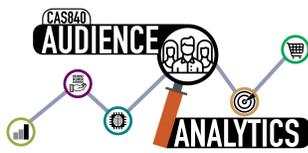
## TENTATIVE COURSE SCHEDULE

This is a tentative schedule of the course. The course outline, reading assignments and requirements are subject to change at the discretion of the instructor.

While this schedule provides a guide for students, there is a lot of flexibility regarding how you pace your learning throughout the semester. All materials are available in advance, and so are exams and assignments. You can complete coursework early if you wish. However, the following two important rules always apply:

- (1) Students MUST complete each exam before 11:55 p.m. EST on that the day that it closes. If you fail to complete an exam before 11:55 p.m. EST on the closing date, you will forfeit points for that exam.
- (2) Students who choose to take exams early will not be permitted to repeated the exam if they are dissatisfied with their performance. Please do not take any exam before its due date unless you feel fully prepared for it.

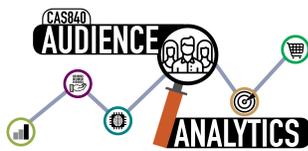
WEEK 1 <i>Aug. 28 – Sept. 1</i>		INTRODUCTION TO AUDIENCE ANALYTICS
FOCUS	<i>In addition to providing an overview of the course, this week focuses on understanding the digital media ecosystem as it pertains to data availability, acquisition, access, and sense-making.</i>	
READINGS & MATERIALS	<ul style="list-style-type: none"> <li>● H&amp;B, Chapter 1</li> <li><i>Optional:</i></li> <li>● <a href="#">Andrea Brimmer's talk: "Things that Keep Marketers Awake At Night"</a></li> <li>● <a href="#">FTI Report 2019</a></li> <li>● <a href="#">Sprout Social Index 2019</a></li> <li>● Jason, R., Block, M. P., &amp; Chen, Y. (2018). How synergy effects of paid and digital owned media influence brand sales: Considerations for marketers when balancing media spend. <a href="#">Journal of Advertising Research</a></li> </ul>	
ASSIGNMENTS	<ul style="list-style-type: none"> <li>● <b>CTE due Friday, August 30, 2019, 11:55 p.m. EST (tech testing)</b></li> <li>● <b>PP due Saturday, August 31, 2019, 11:55 p.m. EST (tech testing)</b></li> <li>● <b>Video introductions due Sunday, September 1, 2019, 11:55 p.m. EST</b></li> </ul>	
WEEK 2 <i>Sept. 2 – 8</i>		DIGITAL ANALYTICS CONCEPTS
FOCUS	<i>Everything and anything can be classified as data. What do we mean by data? How can we analyze data in a strategic and effective way according to a measurement framework that stems from our objectives? What is the process of understanding and analyzing "big data"?</i>	
READINGS & MATERIALS	<ul style="list-style-type: none"> <li>● H&amp;B, Chapter 2</li> <li>● Facebook BluePrint videos: "Facebook and Instagram," "Find Your People: Core Audiences," "Develop Your Campaign with Marketing Insights from Facebook IQ," "Targeting: Custom Audiences"</li> <li><i>Optional:</i></li> <li>● Facebook BluePrint Package.</li> <li>● Katz, M. (2018, Jan. 29). Podcasts listeners really are the holy grail advertisers hoped they'd be. <a href="#">Wired</a></li> <li>● Rosen, W. (n.d.). Modeling inspiration: Where data science and creativity meet. <a href="#">Wired</a></li> </ul>	
ASSIGNMENTS	<ul style="list-style-type: none"> <li>● <b>CTE due Thursday, September 5, 2019, 11:55 p.m. EST</b></li> <li>● <b>PP due Friday, September 6, 2019, 11:55 p.m. EST</b></li> </ul>	



# 11

# AUDIENCE ANALYTICS [CAS 840]

<b>WEEK 3</b> <i>Sept. 9 – 15</i>		<b>DIGITAL ANALYTICS TOOLS</b>
FOCUS	<p><i>There is a plethora of free and paid tools to capture and process web and social media data. How can one choose from amongst all the options? What are the benefits and drawbacks of major tools? How can strategy inform sources and types of data? How can we optimize passive data capture strategically?</i></p>	
READINGS & MATERIALS	<ul style="list-style-type: none"> <li>● H&amp;B, Chapter 3</li> <li>● Ad-Juster Blog (2018, May 18). <i>To buy or not to buy. That is the question (dogging advertising analytics)</i>. <a href="#">Blog Ad-Juster</a></li> <li>● Mela, C. F. &amp; Moorman, C. (2018, May 30). Why marketing analytics hasn't lived up to its promise. <a href="#">Harvard Business Review</a></li> </ul>	
ASSIGNMENTS	<ul style="list-style-type: none"> <li>● CTE due Thursday, September 12, 2019, 11:55 p.m. EST</li> <li>● PP due Friday, September 13, 2019, 11:55 p.m. EST</li> </ul>	
<b>WEEK 4</b> <i>Sept. 16 – 22</i>		<b>BRAND ANALYTICS</b>
FOCUS	<p><i>This week will provide an overview of how digital analytics can be employed to better understand the dynamic state of brand value, image, and reputation. We will examine how data analytics can be used to generate insights about competitors as a means of realizing data fusion for strategic purposes.</i></p>	
READINGS & MATERIALS	<ul style="list-style-type: none"> <li>● H&amp;B, Chapter 4</li> <li>● Josh Luber “Why Sneakers are a Great Investment”. <a href="#">Ted Talk</a>.</li> </ul> <p><i>Optional</i></p> <ul style="list-style-type: none"> <li>● Cybelle Sroul Talk [video]</li> </ul>	
ASSIGNMENTS	<ul style="list-style-type: none"> <li>● CTE due Thursday, September 19, 2019, 11:55 p.m. EST</li> <li>● PP due Friday, September 20, 2019, 11:55 p.m. EST</li> </ul>	
<b>WEEK 5</b> <i>Sept. 23 – 29</i>		<b>ANALYZING AUDIENCES</b>
FOCUS	<p><i>Descriptive, predictive, and prescriptive data provide us a unique opportunity to better understand consumers, in terms of who they are, what they desire, and why and how they behave in certain ways online and offline. In this week, audience analytics is understood within the context of consumer segmentation and various strategies for content, engagement, and user experience.</i></p>	
READINGS & MATERIALS	<ul style="list-style-type: none"> <li>● H&amp;B, Chapters 5 &amp; 6</li> <li>● Galloway, S. “<a href="#">How Amazon, Apple, Facebook, and Google Manipulate Our Emotions</a>”</li> <li>● <a href="#">Types of Analytics</a></li> <li>● Charles Duhigg “<a href="#">Power of Habit</a>”</li> </ul> <p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>● Collins, M. &amp; Alhabash, S. (2018). <a href="#">Emoticulture: How Data &amp; Science Create Happiness</a>. SXSW 2018.</li> <li>● Duhigg, C. (2012). How Target knows what you want before you do: When companies predict (and manipulate) habits - scanned version on D2L.</li> </ul>	
ASSIGNMENTS	<ul style="list-style-type: none"> <li>● CTE due Thursday, September 26, 2019, 11:55 p.m. EST</li> <li>● PP due Friday, September 27, 2019, 11:55 p.m. EST</li> <li>● FPD1 due on Sunday, September 29, 2019, 11:55 p.m. EST</li> </ul>	

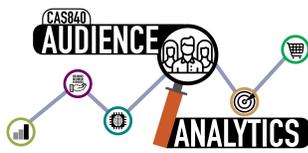


# 12 AUDIENCE ANALYTICS [CAS 840]

<b>WEEK 6</b> Sept. 30 – Oct. 6		<b>MEASURING IMPACT</b>
<b>FOCUS</b>	<i>In this week, we will explore the ways in which data and audience analytics can provide insight into other forms of behavior. In a nutshell, the week will focus on the ways in which analytics can aid estimate of ROI. Additionally, the week will discuss other factors – otherwise not captured by analytical data – that can influence behaviors.</i>	
<b>READINGS &amp; MATERIALS</b>	<ul style="list-style-type: none"> <li>● H&amp;B, Chapter 7</li> <li>● Gallo, H. (2017, July 25). A refresher on Marketing ROI. <a href="#">Harvard Business Review</a></li> <li>● Montenegro, L. (2018, January 30). Social Media: Measuring the ROI. <a href="#">Forbes</a>.</li> </ul> <p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>● Blank, J. (2017, September 25). Redefining transparency in the digital age: Phone Le, CFO of MicroStrategy. <a href="#">The Wall Street Journal</a>.</li> </ul>	
<b>ASSIGNMENTS</b>	<ul style="list-style-type: none"> <li>● <b>CTE due Thursday, October 3, 2019, 11:55 p.m. EST</b></li> <li>● <b>PP due Friday, October 4, 2019, 11:55 p.m. EST</b></li> </ul>	

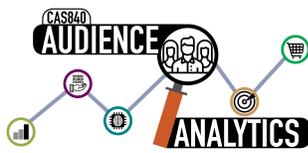
<b>WEEK 7</b> Oct. 7 – 13		<b>DIGITAL INFLUENCERS</b>
<b>FOCUS</b>	<i>Social media influencers have become one of the hallmarks of social media marketing and advertising. Influencer marketing is the new currency of the digital marketing and advertising age. How can we identify influencers? What are the factors that go into selecting and recruiting influencers to be brand ambassadors?</i>	
<b>READINGS &amp; MATERIALS</b>	<ul style="list-style-type: none"> <li>● H&amp;B, Chapter 8</li> <li>● Jackson, D. (2018, January 9). Top 8 influencer marketing trends for 2018. <a href="#">SproutSocial</a>.</li> <li>● Influencer Marketing Hub (2018). <i>What is influencer marketing: An in depth look at marketing's next big thing.</i> <a href="#">Guide</a>.</li> </ul> <p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>● Vranica, S. (2018, June 17). Unilever demands influencer marketing business clean up its act. <a href="#">The Wall Street Journal</a>.</li> <li>● Christakis, N. (2010). <a href="#">The hidden influence of social networks</a>.</li> </ul>	
<b>ASSIGNMENTS</b>	<ul style="list-style-type: none"> <li>● <b>CTE due Thursday, October 10, 2019, 11:55 p.m. EST</b></li> <li>● <b>PP due Friday, October 11, 2019, 11:55 p.m. EST</b></li> </ul>	

<b>WEEK 8</b> Oct. 14 – 20		<b>Mid-Term Exam</b>
<b>FOCUS</b>	<i>Students are required to complete a mid-term exam this week. The exam includes multiple-choice and short-essay questions related to the topics covered from the beginning of the semester (Weeks 1 – 7).</i>	
<b>READINGS &amp; MATERIALS</b>	<ul style="list-style-type: none"> <li>● NONE</li> </ul>	
<b>ASSIGNMENTS</b>	<ul style="list-style-type: none"> <li>● <b>Mid-Term Exam due Friday, October 18, 2019, 11:55 p.m. EST</b></li> </ul>	



# 13 AUDIENCE ANALYTICS [CAS 840]

<b>WEEK 9</b> <i>Oct. 21 – 27</i>		<b>STRATEGIC APPLICATIONS OF ANALYTICS</b>
<b>FOCUS</b>	<i>This week revolves around specific organizational applications of data and audience analytics as they pertain to improving customer service, anticipating and communicating about crises, and launching a new product.</i>	
<b>READINGS &amp; MATERIALS</b>	<ul style="list-style-type: none"> <li>● H&amp;B, Chapters 10 – 12</li> </ul> <p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>● Groenfeldt, T. (2018, May 3). RBS uses analytics to make customer service more than just a slogan. <a href="#">Forbes</a>.</li> <li>● Mastan, J. (2017, June 12). Leveraging analytics to ensure superior customer service. <a href="#">Nuance</a>.</li> <li>● Drosio, S. &amp; Stanek, S. (2016). The big data concept as a contributor of added value to crisis decision support systems. <i>Journal of Decision Systems</i>, 15(sup1), 228-239.</li> </ul>	
<b>ASSIGNMENTS</b>	<ul style="list-style-type: none"> <li>● <b>CTE due Thursday, October 24, 2019, 11:55 p.m. EST</b></li> <li>● <b>PP due Friday, October 25, 2019, 11:55 p.m. EST</b></li> <li>● <b>FPD2 due Sunday, October 27, 2019, 11:55 p.m. EST</b></li> </ul>	
<b>WEEK 10</b> <i>Oct. 28 – Nov. 3</i>		<b>RESEARCH STRATEGY, EXECUTION, &amp; REPORTING</b>
<b>FOCUS</b>	<i>Given the multitude of tools and strategies that can be employed to understanding consumers and audience members, it is important that the data analytic research strategy be expressive and feed into the objectives of the company/organization of the specific campaign. This week will focus on developing the strategy and presenting the results of research study involving audience analytics.</i>	
<b>READINGS &amp; MATERIALS</b>	<ul style="list-style-type: none"> <li>● H&amp;B, Chapters 13 &amp; 14</li> </ul>	
<b>ASSIGNMENTS</b>	<ul style="list-style-type: none"> <li>● <b>CTE due Thursday, October 31, 2019, 11:55 p.m. EST</b></li> <li>● <b>PP due Friday, November 1, 2019, 11:55 p.m. EST</b></li> </ul>	
<b>WEEK 11</b> <i>Nov. 4 – 10</i>		<b>ALTERNATIVE AUDIENCE ANALYSIS TOOLS</b>
<b>FOCUS</b>	<i>This week will provide an overview of traditional social science research methods that are often used in market research. The focus of the week will be on the ways in which audience analytics along with traditional research tools can provide better understanding of consumers in an empirically-driven way.</i>	
<b>READINGS &amp; MATERIALS</b>	<ul style="list-style-type: none"> <li>● Drenik, G. (2015, February 19). How neuromarketing and the science of influence will change marketing. <a href="#">Forbes</a>.</li> <li>● Breakthrough Analysis (n.d.). <a href="#">AirBnB, Travelocity, and Hilton teach the bad, better, and best of net promoter surveys</a>.</li> <li>● Konduru, V. (2017, August 9). The duality of data: What qualitative data can do that big data cannot. <a href="#">Towards Data Science</a>.</li> </ul>	
<b>ASSIGNMENTS</b>	<ul style="list-style-type: none"> <li>● <b>CTE due Thursday, November 7, 2019, 11:55 p.m. EST</b></li> <li>● <b>PP due Friday, November 8, 2019, 11:55 p.m. EST</b></li> </ul>	



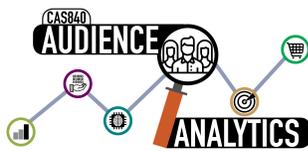
# 14

# AUDIENCE ANALYTICS [CAS 840]

<b>WEEK 12</b> <i>Nov. 11 – 17</i>	<b>EMERGING TECHNOLOGIES</b>
<b>FOCUS</b>	<i>From artificial intelligence and machine learning, to geo-based services and virtual reality, this week will highlight new and emerging technology and how they can be leveraged for strategic marketing purposes.</i>
<b>READINGS &amp; MATERIALS</b>	<ul style="list-style-type: none"> <li>● H&amp;B, Chapter 15</li> <li>Optional:</li> <li>● Chow, M. (2017, September). AI and machine learning get us one step closer to relevance at scale. <a href="#">Think with Google</a>.</li> <li>● <a href="#">Agency of the Future</a>.</li> </ul>
<b>ASSIGNMENTS</b>	<ul style="list-style-type: none"> <li>● CTE due Thursday, November 14, 2019, 11:55 p.m. EST</li> <li>● PP due Friday, November 15, 2019, 11:55 p.m. EST</li> <li>● FP3 due Sunday, November 17, 2019, 11:55 p.m. EST</li> </ul>

<b>WEEK 13</b> <i>Nov. 18 – 24</i>	<b>MACRO INFLUENCES</b>
<b>FOCUS</b>	<i>As a strategic communication practitioner, it is important to understand the cultural and organizational influences of ‘big data’ and analytics. This week will primarily focus on how the new movement of data science influences organizational culture and innovativeness.</i>
<b>READINGS &amp; MATERIALS</b>	<ul style="list-style-type: none"> <li>● Libert, B., Beck, M., &amp; Bonchek, M. (2017, October 2019). AI in the boardroom: The next realm of corporate governance. <a href="#">MIT Sloan Management Review</a>.</li> <li>● Shields, B. (2017, October 3). Integrating analytics in your organization: Lessons from the sports industry. <a href="#">MIT Sloan Management Review</a>.</li> <li>● Heichler, E. (2018, March 14). From winning games to winning customers: How data is changing the business side of sports. <a href="#">MIT Sloan Management Review</a>.</li> <li>Optional:</li> <li>● Sen, S. (n.d.). <i>Introduction to cultural analytics, its implications and use cases</i>. Retrieved from: <a href="https://www.analyticsinhr.com/blog/introduction-cultural-analytics-implications-use-cases/">https://www.analyticsinhr.com/blog/introduction-cultural-analytics-implications-use-cases/</a></li> </ul>
<b>ASSIGNMENTS</b>	<ul style="list-style-type: none"> <li>● CTE due Thursday, November 21, 2019, 11:55 p.m. EST</li> <li>● PP due Friday, November 22, 2019, 11:55 p.m. EST</li> </ul>

<b>WEEK 14</b> <i>Nov. 25 – Dec. 1</i>	<b>THANKSGIVING – NO CLASS</b>
<b>FOCUS</b>	NONE
<b>READINGS &amp; MATERIALS</b>	● None
<b>ASSIGNMENTS</b>	● None



# 15 AUDIENCE ANALYTICS [CAS 840]

<b>WEEK 15</b> <i>Dec. 2 – 8</i>		<b>ETHICAL CONSIDERATIONS</b>
<b>FOCUS</b>	<p><i>The rise of audience insights and analytics has paved the way for numerous mishaps, ill-intended behaviors, and invasion of users' privacy and security. Amidst growing concerns about who owns user data and what can and can't companies do with private information, this week will engage students in a deep discussion about the ethical concerns surrounding the use, acquisition, archiving, and application of user data and information.</i></p>	
<b>READINGS &amp; MATERIALS</b>	<ul style="list-style-type: none"> <li>● Jercinovic, J. (2017, June 26). The ethics of using AI in advertising. <a href="#">AdAge</a>.</li> <li>● Richards, N. M. &amp; King, J. H. (2014). Big data ethics. <i>Wake Forest Law Review</i>, 49, 393-432.</li> <li>● Tufekci, Z. (2017). <i>We're building a dystopia just to make people click on ads.</i> <a href="#">TED TALK</a></li> </ul> <p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>● Schauster, E. &amp; Neill, M. (2016). Have the ethics changed? An examination of ethics in advertising and public relations agencies. <i>Journal of Media Ethics</i>, 32(1), 45-60.</li> <li>● Burgess, J. P. et a. (2018). <a href="#">Ethics Advisory Group: Report 2018</a>.</li> </ul>	
<b>ASSIGNMENTS</b>	<ul style="list-style-type: none"> <li>● <b>CTE due Thursday, December 5, 2019, 11:55 p.m. EST</b></li> <li>● <b>PP due Friday, December 6, 2019, 11:55 p.m. EST</b></li> <li>● <b>Final Project submission due Friday, December 6, 2019, 11:55 p.m. EST</b></li> </ul>	
<b>WEEK 16</b> <i>Dec. 9 – 15</i>		<b>FINAL EXAM</b>
<b>FOCUS</b>	<p><i>Final Exam</i></p>	
<b>READINGS &amp; MATERIALS</b>	<ul style="list-style-type: none"> <li>● None</li> </ul>	
<b>ASSIGNMENTS</b>	<ul style="list-style-type: none"> <li>● <b>Final Exam due on Friday, December 13, 2019 by 11:55 p.m. EST</b></li> </ul>	