

Marketing
Course Number: 22:630:689
Course Title: Marketing Engineering

COURSE DESCRIPTION

Today's managers typically have access to large quantities of data. Careful analyses of such data lead to an improved understanding of the marketplace and, in turn, improve the quality of marketing decisions. This course will cover statistical models and techniques that can be effectively used by managers on marketing datasets. This course emphasizes data situations that students are likely to face in marketing and consulting jobs. The main topics covered in this course are customer value measurement, segmentation & targeting analysis, positioning analysis, new product design decisions, and new product forecasting models.

This course integrates marketing concepts with practice and emphasizes learning by doing. It provides software tools to help you apply marketing concepts to real decision situations. Students will learn to use Enginius for data analysis. The 60% of the course consists of hands-on data analysis; students will work on datasets that are provided by the book-cases and also the ones provided by the instructor.

COURSE MATERIALS

For this course there are only two types of materials we will use. First, students need to purchase Enginius software license which is valid for 6 months. This software is cloud-based and compatible with MAC as well, and also super user friendly. The license includes the all the analytical models, business cases we will solve, and the content of Principles of Marketing Engineering and Analytics (3rd. edition) book, which students will be using for this course.

Please purchase your license for Enginius from <https://www.enginius.biz/index.php/registration/student/> before the first class. For that you need to use student code: We will start using this software and running exercises during our first lecture.

On Canvas, under Modules Section, in Week-1 Module, I posted the step-by-step instructions for how to purchase software license.

Second, I will post my detailed lecture notes as well as exercise and case solutions on Canvas right after each lecture.

LEARNING GOALS AND OBJECTIVES

Teach students the value of systematic marketing decision making (identifying options, calibrating the opportunity costs of options, choosing successful decision options) and advanced data analysis techniques by using various statics software packages. The goal of the course is to help students become analytical marketing consultants who can structure marketing problems and issues analytically using decision models.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>). I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” [I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work.] Don’t let cheating or plagiarism destroy your hard-earned opportunity to learn and advance. See business.rutgers.edu/ai for more details.

You do not have permission to distribute my course materials to any other person or republish any of my content to a third-party platform like Course Hero, Quizlet, etc.

Guidance on the use of AI at Rutgers

As noted in [Rutgers Academic Integrity Policy 10.2.13](#), the principles of academic integrity require that students make sure that all submitted coursework be “the student’s own and created without the aid of impermissible technologies, materials, or collaborations.

COURSE REQUIREMENTS AND GRADING

Midterm Exam	50%
Final Exam	50%

All students are required to attend the midterm and final examinations. There are no makeup exams.

Final course grade will be based on curve.

Students will learn and practice all the techniques by analyzing the book cases. The cases that are assigned for each week are given on the course schedule below. **Please read the cases carefully and also take a look at the associated data set (each case comes with a data set) before the lecture. In this course coming prepared to the lecture plays an important role in learning**

the statistical techniques. On the days that we will analyze a case please make sure that datasets of the case are ready on your laptop to open up and analyze.

There is no credit for attendance.

CLASS ORGANIZATION & ADMINISTRATION

Course Format

The course will consist of a combination of lectures (40%) and data analysis (60%) based on text book cases and data sets provided by the instructor.

Please check out the course site on Canvas for the scheduled zoom meetings for each lecture throughout the semester. You can simply join each lecture by the zoom link for the associated week. Since this is a hybrid course, we will meet in person for **four lectures**, please see the course schedule for in person meetings.

Communication

For any questions or suggestions, students are strongly encouraged to use e-mail communication with the instructor.

Please also pay attention to the announcements sent through Canvas.

Office hours will be done by zoom meetings.

COURSE SCHEDULE

Topic	Exercises & Book Cases
Syllabus and Course Introduction Predictive Modeling: Consumer Choice--zoom	Two in class exercises-please download the OfficeStar and ABB Electric exercise data files from Week-1 Module
Analysis of a book case--zoom	Bookbinders Book Club Case
Customer Lifetime Value--zoom	OfficeStar Exercise
Analysis of a book case--zoom	SyPhone Case
Segmentation and Targeting Analysis--zoom	OfficeStar Exercise
Analysis of a book case--zoom	Conglomerate Inc.'s New PDA

Midterm—zoom	
Analysis of a book case--zoom	FLIP Side of Segmentation
Positioning Analysis--zoom	OfficeStar Exercise
Analysis of a book case--zoom	ISBM
Analysis of a book case--in person	BlackBerry Pearl
New Product Design: Conjoint Analysis--in person	OfficeStar Exercise
Analysis of a book case--in person	Kirin
Final Exam—in person	

SUPPORT SERVICES

If you need accommodation for a **disability**, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are **pregnant**, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek **religious accommodations**, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of **gender or sex-based discrimination or harassment**, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link:

<http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link:

https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

Bias incidents: an act – either verbal, written, physical, or psychological that threatens or harms a person or group on the basis of actual or perceived race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

Bias incidents can be reported online at:

[New Brunswick Bias Incident Report Form](#)

[Newark Bias Incident Report Form](#)

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via

<http://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of **legal** services, please use our readily available services:

<http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional **academic assistance**, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]

CODE OF PROFESSIONAL CONDUCT

[If you prefer to direct students to the conduct policy online instead, please use the following link and place it beneath the header above:

<https://myrbs.business.rutgers.edu/students/code-professional-conduct>]

Rutgers Business School is recognized for its high-quality education. To that end, maintaining the caliber of classroom excellence, whether in person or online, requires students to adhere to the same behaviors expected in professional career environments. These include the following principles:

Discussion and Correspondence

- Each student is encouraged to participate actively in class discussions and exercises. Substantive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Disagreement and the challenging of ideas must happen in a supportive and sensitive manner. Hostility and disrespectful behavior will not be tolerated.
- In correspondence and in the classroom, students should demonstrate respect in how they address instructors. Students should use proper titles unless there is an explicit understanding that the instructor accepts less formal alternatives. Similarly, appropriate formatting in electronic communication and timely responsiveness are all expectations in every professional interaction, including with instructors. Everything said and written should demonstrate respect and goodwill.

Punctuality and Disruption

- Class starts and ends promptly at the assigned periods. Students are expected to be in their seats or present online and ready to begin class on time.
 - Take your responsibility to attend class seriously. Your attendance is a critical element of the learning experience for in-person classes. Failure to show up disrupts your learning and signals disrespect to your peers and instructors. (Of course, illness is a legitimate exception requiring advanced reporting to the [University](#) and your instructors.)

- Barring emergencies and within reason, students are expected to remain in their seats for the class duration. In person, packing belongings before the end of class disturbs both other students and the instructor. Online, attending to other tasks is distracting. In addition, even if webcams are not required in your course, your attention is fundamentally lacking if you are engaged in multiple tasks simultaneously.

Technology

- The use of technology is sanctioned only as permitted by the course instructor. As research on learning shows, peripheral use of technology in classes negatively impacts the learning environment in three ways:
 1. Individual learning and performance directly suffer, resulting in the systemic lowering of grades earned.
 2. In the classroom, one student's use of technology automatically diverts and captures other people's attention, thus impeding their learning and performance. Moreover, even minor infractions have a spillover effect and result in others doing the same.
 3. Subverting this policy (e.g., using a phone during class, even if hidden below the table or out of sight from your webcam; tapping on a smartwatch; using a laptop for non-course related matters) is evident to the course instructor and offensive to the principles of decorum in a learning environment.
- Networking, computing, and associated resources in the trading rooms, advanced technology rooms, and general classrooms are to be used in the manner intended.
- Sharing links to private online classes, attempting to join an online class you are not enrolled in, or posting disruptive content during these sessions are strictly prohibited and may lead to disciplinary action.
- For more instructions on information technology resources at Rutgers University, please refer to the [Acceptable Use Policy for Information Technology Resources](#).

Misappropriating Intellectual Property

- Almost all original work is the intellectual property of its authors. These works may include syllabi, lecture slides, recorded lectures, homework problems, exams, and other materials, in either printed or electronic form. The authors may hold copyrights in these works, which U.S. statutes protect. Copying this work or posting it online (on sites such as Chegg or Course Hero) without the author's permission may violate the author's rights. More importantly, these works are the product of the author's efforts; respect for these efforts and the author's intellectual property rights are important values that members of the university community take seriously.

- For more instructions on copyright protections at Rutgers University, please refer to the [Rutgers Libraries](#).

Rutgers Business School is committed to the highest standards of integrity. We value mutual respect and responsibility, as these are fundamental to our educational excellence inside and outside the classroom.