# Cover Sheet: Request 9879

## Change Pre-requisite for MMC 3420

### Info

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<td>Submitter</td>
<td>Ostroff,David Howard <a href="mailto:dostroff@ufl.edu">dostroff@ufl.edu</a></td>
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<td>Description</td>
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### Actions

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UCC2: Change Course Transmittal Form

Current SCNS Course Identification
1. Prefix MMC
2. Level 3
3. Number 420
4. Lab Code Select
5. Course Title Audience Analytics

Requested Action
6. Effective Term Earliest Available
7. Effective Year Earliest Available
8. Action: Terminate Course □ Other □
   (Skip to item 24 on this form.)
   (Indicate all changes below.)

If you select “yes” to change any item below, complete the corresponding “current” and “proposed” fields.

<table>
<thead>
<tr>
<th>Item</th>
<th>Change?</th>
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<th>Proposed</th>
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<tr>
<td>9. Course Prefix</td>
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<td>10. Course Level</td>
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<td>Select</td>
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<td>11. Course Number</td>
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<td>12. Lab Code*</td>
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<td>Select</td>
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<td>13. Transcript Title</td>
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<td>(21 characters max)</td>
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<tr>
<td>14. Credit Hours*</td>
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<td>Select</td>
<td>Select</td>
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<tr>
<td>15. Variable Credit*</td>
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<td>Min # and max # credits per semester</td>
<td>Min # and max # credits per semester</td>
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<td>16. S/U Only</td>
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<td>Select</td>
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<td>17. Contact Type*</td>
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<td>Select Contact Type</td>
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<td>18. Rotating Topic</td>
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<td>19. Repeatable Credit*</td>
<td>Yes ☐</td>
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<td>20. Course Description*</td>
<td>Yes ☐</td>
<td>Click here to enter text.</td>
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<tr>
<td>(50 words or fewer.)</td>
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<td>21. Prerequisites</td>
<td>Yes ☒</td>
<td>3JM</td>
<td>Junior Standing</td>
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<tr>
<td>22. Co-requisites</td>
<td>Yes ☐</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
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</table>

* If the request is for a change in lab code, credit hours, contact type or course description, a syllabus must be attached and the syllabus checklist on the next page of this form must be completed.

24. Rationale and Placement in Curriculum

We wish to make this course available to all students in the University.
Syllabus Requirements Checklist

The University’s complete Syllabus Policy can be found at:
http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

The syllabus of the proposed course **must** include the following:

- Course title
- Instructor contact information (if applicable, TA information may be listed as TBA)
- Office hours during which students may meet with the instructor and TA (if applicable)
- Course objectives and/or goals
- A weekly course schedule of topics and assignments.
- Methods by which students will be evaluated and their grades determined
- Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.
- List of all required and recommended textbooks
- Materials and Supplies Fees, if any
- A statement related to class attendance, make-up exams and other work such as: “Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.”
- A statement related to accommodations for students with disabilities such as: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”
- A statement informing students of the online course evaluation process such as: “Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.”

It is **recommended** that the syllabus contain the following:

- Critical dates for exams or other work
- Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- The university’s honesty policy regarding cheating, plagiarism, etc.

*Suggested wording: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code ([http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.*

- Contact information for the Counseling and Wellness Center: [http://www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/), 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies
MMC 3xxx: CONSUMER AND AUDIENCE ANALYTICS

Instructor: Dr. Sylvia Chan-Olmsted
3063 Weimer
chanolmsted@jou.ufl.edu

Course Meeting Times: T: Per 7-9

Pre-requisites: Sophomore standing

Course Overview

How can brands use online tools to identify opinion leaders and online influencers? How can advertisers use product usage data to segment consumers by purchasing potential? How can media outlets use audience and Twitter data to improve their content and engagement? How can online content providers and brands use web traffic and social media data to assess their popularity and user sentiment? How can organizations use local market mapping data to profile specific target groups? And how can companies use market, competitor, and consumer data to make better strategic decisions?

There has been an unprecedented explosion of data availability due largely to advances in computing and storage technologies in the past decade. As a result, organizations can now benefit tremendously from informed decisions made on the basis of intelligent data analysis. However, most organizations are data rich but information poor, and are looking for analytic talent capable of sifting through data and translating it into useful knowledge.

Emerging digital technologies and the popularity of social media have created large amounts of data with the potential to reveal insights about audience and consumer preferences and behaviors. In this course, students will work with real data and real challenges in the communication and media arena. Students will learn the types of questions that consumer and audience analytics can answer and the appropriate tools for answering different questions. The emphasis is on familiarizing students with the wide array of audience and consumer analytics and their relation to specific situations, rather than on mastering the theoretical underpinnings of the techniques.

This course fits nicely into the big data emphasis of today’s learning environment as it will tackle the application of structured data sets to understand and predict consumer/audience behavior. Note that it is designed differently from the typical research course in that it focuses on learning and analyzing secondary, already available data and is less oriented toward the gathering of data through primary research methods.
Course Objectives

Upon successful completion of the course, students will possess valuable practical analytical skill-sets useful in any contemporary workplace. In particular, the knowledge acquired in this course will benefit those who rely on audience or customer analysis. More specifically, the course will enable students to:

- Explain the competitive advantages that accrue to a sophisticated user of analytics
- Identify the major analytic tools and list their advantages and limitations
- Choose appropriately from available analytics given a specific problem
- Apply the tools, interpret the results, and communicate analysis results to others
- Summarize analysis results and share the analysis with decision makers

Course Content and Schedule

The course will be divided into the following five modules:

- **Module 1 (3 weeks): The Basics of Consumer and Audience Centric Analysis**
  - Understanding audience/consumer behavior
  - Methods of audience/consumer analysis
  - Introduction to audience/consumer measurement
  - New communication technology and audience/consumer engagement

- **Module 2 (3 weeks): Understanding and Targeting the Right People**
  - Analytics for in-depth and accurate audience/consumer profiling
  - Analytics for audience/consumer demographic segmentation
  - Analytics for audience/consumer psychographic segmentation
  - Using analytics for predictive behavior

- **Module 3 (3 weeks): Nurturing Consumer and Audience Everywhere**
  - Analytics for tracking audience/consumer changes over time
  - Analytics for listening to audience/consumer sentiment
  - Analytics for assessing audience/consumer communication
  - Using analytics for cross-platform and engagement strategies

- **Module 4 (3 weeks): Developing Market and Organization Intelligence**
  - Analytics for measuring and monitoring firm performance
  - Analytics for assessing market condition and competition
  - Using analytics to identify areas of deficiency
  - Using analytics to identify emerging market/consumer/audience trends

- **Module 5 (3 weeks): Put It All Together – from Data to Intelligence**
Students work in teams to solve real-world problems using analytics tools

Course Structure

The basic pedagogical approach is to employ a mixture of learning methods, including lectures, online videos, readings, cases, in-class discussions, and assigned self-paced analytics practices. Class sessions will be devoted to introducing the principles and utilities of major analytics and applying the findings for problem solving in case studies.

Two basic approaches will be adopted for instructing the analytical tools:

- **Tell-Show-Do**

  The “Tell-Show-Do” sequence will provide hands-on experience in using the tools. Specifically, the instructor will give an overview of the purpose, associated concepts, data collection principles, and utilities of the tools; show the various functions of the analytics; have students conduct a series of practices using the tools; and then present students with real life scenarios that require students to derive relevant information from the analytics.

- **SAIT Data Analysis (summary, analysis, insight, take-away)**

  The SAIT data analysis approach will require students to go through a framework of analysis designed to translate data into useful information for better decision-making. Specifically, after sifting through and identifying the appropriate data, students are instructed to go through the process of writing a summary, analysis, insight, and then take-away from the data. Brevity and succinct presentation will be emphasized.

No extra credit projects will be available. All assignments are due at the specified dates. Any assignment turned in late will be assessed penalty points per calendar day. Additionally, with respect to assignments, it is assumed that students will present them professionally. This means that students will use proper grammar, word usage, spelling, and content organization. Academic honesty is expected on all assignments and exams. Cheating of any kind will not be tolerated.

Required Texts

1. Case materials will be available for download at Harvard Business Publishing
2. Analytics instructional materials will be posted online via eLearning
3. Various analytics will be available online for student accounts or via UF library

The course will introduce students to the major analytics in online audience measurement, social media monitoring/management, traditional media measurement, market/industry
performance, and consumer behavior/psychographic measurement. The analytics will include:

- Google Analytics
- YouTube Video Analytics
- Social media management suite, Hootsuite
- Social media monitoring tools, including Hootsuite, Klout, Socialmention, and other paid/free analytics
- Arbitron/Nielsen Audio audience measurement systems
- Nielsen Television audience measurement systems
- Social Television such as TwitterTV and other engagement measures
- Nielsen Academics online material
- My.Arbitron.com online material
- Local market analytics such as Local Market Audience Analyst and SimmonsLocal/SimplyMap
- Market/consumer analytics such as MarketLine Advantage, DemographicsNow, Statista, MRI+, and I/B/E/S
- Ad media analytics like Ad$ponder
- Other lifestyle/print/digital tools from ABC, Scarborough, and ComScore
- Qualtrics for quick audience/consumer assessment

Grade Components

Individual Analytics Assignments (30%)
- List of specific questions and answers based on the finding from the appropriate analytics, point-based grades (0-100).

Online Analytics Modules (20%)
- Existing online modules provided by various analytics, passing grade receive 100% grades.

Exam (20%)
- Multiple choice questions, point-based grades (0-100)

Team-Based Case Studies (30%)
- Real-life cases that need analytics findings to support the proposed decisions. It will be based on a group presentation and report, point-based grades (0-100)

Final Letter Grades and %*

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<tr>
<td>A-</td>
<td>90-92.99%</td>
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<tr>
<td>B+</td>
<td>87-89.99%</td>
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<tr>
<td>B</td>
<td>83-86.99%</td>
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<tr>
<td>B-</td>
<td>80-82.99%</td>
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<tr>
<td>C+</td>
<td>77-79.99%</td>
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Other Information

**Attendance:** Attendance in the class is required. Excused absences include approved UF attendance exceptions. In all instances of excused absences the instructor and student will work out a plan for completing missed assignments.

Attendance is otherwise expected unless the student is ill. In case of illness, the instructor should be notified in advance and a physician's note may be required. Unexcused absences will result in a deduction of 3% from the student's final percentage score. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

**Students with Disabilities:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

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**Academic Integrity:** UF students are bound by

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Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of TAs in this class.

You can review UF’s academic honesty guidelines in detail at:

http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php
All UCC1 forms and each UCC2 form that proposes a change in the course description or credit hours must include this checklist in addition to a complete syllabus. Check the box if the attached syllabus includes the indicated information.

**Syllabus MUST contain the following information:**

- Instructor contact information (and TA if applicable)
- Course objectives and/or goals
- A weekly course schedule of topics and assignments
- Required and recommended textbooks
- Methods by which students will be evaluated and their grades determined
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4. Phone number and contact site for university counseling services and mental health services: 392-1575, [http://www.counseling.ufl.edu/cwc/Default.aspx](http://www.counseling.ufl.edu/cwc/Default.aspx)
   University Police Department: 392-1111 or 9-1-1 for emergencies.

**The University’s complete Syllabus Policy can be found at:** [http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf](http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)