

USC Marshall School of Business

MKT 450: Consumer Behavior and Marketing Fall 2020

Tuesday/Thursday 6:00 – 7:50

Instructor:	Gizem Ceylan
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Phone	(352) 283-2533
Class Zoom Link:	Zoom link on Blackboard
Office Hours:	Tuesday 5:00 – 6:00 and Thursday 11:00 – 12:00
Office Zoom Link:	https://uscmarshall.zoom.us/j/4914651821?pwd=TnJPRVYyNTBUQW5zN1pscWZ3aHpWZz09
Office Zoom Password:	fighton
Course Web Page:	https://blackboard.usc.edu

Zoom is the platform used for all online sessions and online office hours. You have to log into Zoom through the link posted on our Blackboard Course Pages and be logged into USC Zoom.

For more information about Zoom, go to: [Zoom Support Tutorials](#)

Technology support for students:

Blackboard Support

Web site – <https://studentblackboardhelp.usc.edu/blackboard-basics/>

Help Line (available 24/7/365) – 213-740-5555

Email Support – blackboard@usc.edu

Reset Your Password – <https://itservices.usc.edu/uscnetid/>

Zoom Support

Contact ITS consult@usc.edu or 213-740-5555, Option 1

Marshall IT Support

Help Desk Phone: +1-213-740-3000

Help Desk Email: helpdesk@marshall.usc.edu

Help Desk Forum: <http://service.marshall.usc.edu/>

COURSE DESCRIPTION

We are all consumers – we buy laptops, we order food, we decide whether to rent an Uber or own a car, and we recycle some of our older clothing on one of the resale websites. These types of decisions are integral to our lives. While we are familiar with some of these acquisition, consumption or disposal decisions, we may not have full insight into why people similar to us, or different from us think and behave in those situations. In our role as marketing professionals it is critical to understand why consumers **buy, use, and dispose of products**. With this understanding, we can develop strategies that effectively impact consumer attitudes and behaviors, and accurately predict consumer reactions to our marketing activities.

In this class, we will begin by studying **psychological determinants** and **processes** that are inherent to individual consumers such as motivation, attention, attitudes, etc. Later in the course we will broaden our perspective to investigate how the **social environment** affect how consumers behave. In the last part of the class, we will further investigate variety of consumer behavior beyond just acquisition: mainly **co-sharing** products with others and **disposing of** products. Drawing on theories from psychology, sociology, and other disciplines, we will develop a solid understanding of how psychological factors together shape consumer behavior. Connecting this knowledge to examples that you can encounter in today's marketplace; we will practice generating solutions to common real-world marketing problems.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

- Explain key concepts of consumer psychology
- Connect these concepts to problems in the marketplace
- Analyze the appropriateness and effectiveness real-life marketing activities to overcome specific marketing problems
- Acquire and analyze empirical evidence to develop, evaluate, and adjust one's marketing strategies
- Practice designing effective marketing strategies based on relevant insights that influence and shape consumers' behaviors

COURSE MATERIALS

Required Text (e-book version available):

Hoyer, Wayne D., Deborah J. MacInnis, and Rick Pieters (2018), *Consumer Behavior*, 7th Ed. Houghton Mifflin Co: Boston: MA.

Supplementary Readings:

Throughout the semester I will assign short articles from online news sources, magazines, and newspapers to supplement the text and classroom discussion. Articles will be posted on Blackboard, in the class folder for which the reading is assigned.

Lecture Notes:

Lecture notes will be posted on Blackboard. I will post a subset of the slides I use in class on Blackboard. These

Slides will be available by 9 PM the night prior to our class. It is the student's responsibility to print out lecture notes and bring them to class if so desired. Slides do not substitute for thoughtful note-taking.

COMMUNICATION

I want to get to know you as we are going to spend one semester together. With this purpose, I want you to arrange a **15-minutes session with me in the first week of classes.** It will be a very brief and informal meeting to ensure that we connect in this first week as the basis of our communication throughout the semester. This meeting will be one-to-one and conducted on Zoom.

I will also **email you every week on Monday at 10am PST** with the general outline of the week and required deliverables. I will briefly summarize:

- What you will need to do in the asynchronous session in your own time
- What we will cover in the synchronous session that is indicated in the class outline
- What you will need to deliver in terms of class exercise or assignments

For general questions, the easiest way to reach me is via email. Note that I reserve a 24- hour window to respond. For in-depth questions about the course content or other marketing-related topics, a more suitable format may be meeting in person. Feel free to join my Zoom session during office hours (Tuesday 5:00pm-6:00pm; Thursday 11:00am-12:00pm), or email me to set up another Zoom appointment at a different time, if those do not work for you.

I will use Blackboard's email system to contact you individually or as a group about the class (e.g. changes in the syllabus, assignments, etc.). **It is your responsibility to make sure that emails sent via Blackboard can reach you at an email address you check on a regular basis.**

COURSE CONDUCT AND ATTENDANCE

1. **Attendance:** I expect everyone to attend synchronous sessions. Aside from being an essential part of the learning experience, regular attendance is a prerequisite for contributing to class discussions.
 - a) Students are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. Please contact me if you have circumstances under which you will not be able to meet these expectations. In that case, please ensure your picture displays.
 - b) For students who are located in a time zone where the synchronous class sessions or exams fall outside the window of 8 a.m. to 10 p.m. in your local time zone, please contact me. You will not be penalized for not attending the Zoom class sessions synchronously. The Zoom sessions will be recorded and posted on Blackboard, and you will be responsible for watching the recorded sessions and contribute in-class

work equivalent to students attending in-class sessions. Exams and other synchronous assessments will be scheduled for students to be able to complete the assessment between 8 a.m. and 10 p.m. in your local time zone.

- c) Moreover, please keep in mind that:
- Attendance is an important component of your class participation grade.
 - You **need to notify me** if you cannot make it to a synchronous class, especially if it's a test day or if you are not able to attend for an extended period of time.
 - Absences will be excused only due to documented medical reasons, or due to USC athletics (I should be notified about athletic involvement at the beginning of the semester).
 - Absences due to internships, job interviews, or other similar reasons will not be excused. That said, I am a proponent of career development activities—I trust you to prioritize your time.
 - If you need to miss class, you are responsible for getting notes from other students, and in general understanding the material covered, and for knowing any changes or assignments announced in class.

2. **During Synchronous Sessions:** This should be an exciting, challenging, and fun class for everybody. However, there are certain rules (i.e., Zoom netiquette) that I hope will help all of us have a positive experience.

When you are attending your live, online class sessions please remember to always present yourself and act appropriately as if you were in a physical classroom.

- Choose a location that is quiet, without distractions and is well lit so your full face is visible
- Arrive on-time
- Be attentive and engaged
- **Do not engage in multi-tasking** (e.g., using a phone, watching TV/videos, messaging/texting, playing a game, etc.)
- **Avoid interacting with persons who are not part of the class**
- Do not leave the camera frequently or for an extended period of time
- Do not have other persons or pets in view of the camera
- Always use appropriate tone and language with instructors and/or classmates class discussions, wall postings, instant messaging, and email

3. All synchronous and asynchronous sessions will be recorded and posted on BlackBoard under course material. It is your responsibility to complete asynchronous classes and watch the recording for synchronous classes if you missed the live session.

GRADING

Each Student will be assigned a final course grade based on his/her performance in the class. The average GPA in this class will conform to the grading guidelines for undergraduate elective courses issued by the Marshall School of Business. Each student will be evaluated on the following basis:

ASSIGNMENTS	POINTS	% GRADES
TESTS		

Exam1	45	15%
Exam2	45	15%
FINAL PROJECT	105	35%
CLASS CONTRIBUTION	45	15%
CARREER DEVELOPMENT ASSIGNMENTS	60	20%

Tests

There will be two tests during the course, two exams on **October 1st** and **November 12th**. The tests will include material primarily covered in lectures, but material from the textbook, other assigned readings, in-class exercises, and guest speakers will also be included. The test will consist of multiple-choice questions.

Students are expected to take the test at the scheduled time. Consistent with University policy, makeup exams will be given only to students who have written proof of illness or other emergencies. If you cannot take the scheduled exam due to an official University activity, it is your responsibility to let me know at least one week prior to the scheduled test and have official documentation. If you fail to attend the exam without prior notice and without a medical or other emergency excuse, you will receive a grade of zero for the test.

Team Project

There will be a final project that allows you to apply theories learned during the semester to consumer behavior and marketing in the real world. There is no final exam in this class, so this project is an opportunity for you to demonstrate the cumulative knowledge you have gained from the course. The project accounts for 35% of your grade (more than two midterms combined), so please put considerable time and energy into it.

Topic:

Imagine that you are consultant who has been hired by your chosen firm to help improve the firm's marketing to consumers. The firm has asked you to analyze one product or campaign it has recently promoted. Considering this product or campaign, what are some implications of issues covered in this course for the firm? For example, has the product or campaign effectively elicited intended emotions in consumers, or shifted their attitudes in some way? Has the product or campaign "gone viral," tapping into consumers' social networks? Does the product or campaign promote social responsibility and/or ethical consumerism? These questions are just to get you started—please be creative when thinking about how to apply concepts from this course to the analysis of the firm's product or campaign!

Your paper should be based on (1) material covered in class and the text and (2) at least 10 articles, reports, or other sources.

- You may pick the firm you would like to "consult" for, and this firm must be identified and submitted to me by **October 11th** (survey link for you to submit your topic will be posted on Blackboard).

- While I would like you all to have freedom to choose a firm of interest, I would like each student to pick a firm 1) that no other student in the class is working on, and 2) that isn't a firm known for having amazing marketing (e.g., Apple, Nike)
- Creativity (within limits of good taste) is strongly encouraged.
- This must be your own work. Although it is acceptable to have other people proofread and comment on your paper, copying other people's work or other forms of academic dishonesty will be taken very seriously.
- This project is intended to be fun and to "tap" your ability to apply marketing ideas to managerial situations. There is great latitude in the exact outcome of your assignment. The most important thing to ask yourself is, "Would this kind of analysis be valuable to a manager paying me as a consultant?"

Class Contribution

Class contribution will be assessed based on the **relevance, depth, and consistency of participation**. Attendance is a necessary part of contribution (being absent makes it extremely difficult to contribute in class), but it is not sufficient. When discussions take place, the quality of comments is weighted more heavily than quantity. It is quite possible to make good use of only a modest amount of "air time" and receive a high grade for class contribution. Class contribution also takes into account student activities that disrupt and/or hamper good class discussion. These include talking with fellow students during class, texting, arriving late, and making rude remarks about other students. Engaging in these activities will lower one's class participation grade, regardless of how valuable other contributions may be.

My goal is for all of us to not only think about what we study and learn in this class during our class sessions but also during the rest of the week. As such, another way to contribute to and engage with the class will be to bring relevant examples of marketing campaigns, articles, or YouTube videos to class. If you want to share something with the class, please shoot me a quick email before class with a link to what you'd like to share (or a brief description if it's not online content).

Career Development Assignments

Career development assignments and their due dates are already listed in the class schedule; these assignments are designed to help you as you transition from student to working professional. You have three career development assignments as part of this class:

Consumer Behavior in a Career Context

This assignment involves conducting an informational interview with someone who analyzes, predicts, or develops marketing strategy around consumer behavior. A full assignment description is posted on Blackboard. This assignment is **due Nov. 17 by 2 PM**. Submit via the survey link posted on Blackboard.

Google Analytics Training and Certification

Google Analytics is a free web analytics service offered by Google that tracks and reports website traffic. It is now the most widely used web analytics service on the Internet. It allows any company to analyze their customers' (and potential customers') online behavior. The Google Analytics Individual Qualification (GAIQ) is a demonstration of proficiency in Google Analytics that is available to any individual who has passed the Google Analytics assessment. Google Analytics Training and certification (i.e., passing the GAIQ) will be self-

paced and is **due Nov. 17 by 2 PM**. Submit certification via the survey link posted on Blackboard.

Info about the training, exams, and certification available at the following links:

- <https://analytics.google.com/analytics/academy/>
- <https://analytics.google.com/analytics/academy/course/6/faqs>

HubSpot Certification

HubSpot is a well-known inbound marketing and sales platform, and (fortunately for us) the platform offers training and certification for various digital marketing promotion strategies. You will complete the HubSpot Academy training and certification for one topic that seems interesting or helpful for you personally (e.g., Email Marketing or Social Media Marketing). Training and certification will be self-paced and is **due Nov. 17 by 2 PM**. Submit certification via the survey link posted on Blackboard. Info is available at the following link:
<https://academy.hubspot.com/certification>

Late submissions will not be accepted.

Your grades will be posted on our course page on Blackboard. Please check there from time to time to make sure all your points are recorded properly.

Virtual Speaker Series: Industry Insights on Consumer Behavior and Marketing Communication

A few marketing professors and I have organized a virtual guest speaker series, which will take place on Friday afternoons (1 pm – 2.15 pm, more details provided on Blackboard). There will likely be 5 – 7 speakers throughout the semester. You are welcome and encouraged to attend all. We selected these guest speakers because they represent a range of experiences and industries and have a wealth of knowledge to share that is relevant to consumer behavior and marketing in general.

You can learn something from everyone—even if a speaker doesn't seem to be personally relevant, I challenge you to find relevance in their story. To encourage this, part of your grade in MKT 450 involves writing reflections about four of the guest speakers (as part of the assignments). In particular, I would like you to reflect on and discuss what you learned from this guest speaker that may help you in your own life and career. You may have learned something about the industry they are working in or something about the person's path that can be relevant to you moving forward. Each reflection should be roughly one page, single spaced (12 pt. font), **submitted electronically by the Tuesday immediately following the guest lecture by 5:00 PM Pacific Time**. Please note the name of the guest speaker in your write up and/or file name. Late submissions will not be accepted. If you are unable to attend four guest speakers synchronously due to time zone or class conflicts, you must contact me directly ahead of time for an accommodation. You will still be expected to complete the reflection assignment by the same deadline.

In order to facilitate the Q&A following the presentation, each section participating in the virtual guest speaker series will be represented **by one panelist**. That panelist will ask their own questions and will call on classmates to ask their questions. If you want to be selected as a panelist (entirely voluntary and not graded), I ask you to fill out a short form on Qualtrics (will be provided in class and on Blackboard). The form asks you to provide your LinkedIn profile link, a short bio, an explanation of why you are interested in serving as a panelist, and questions that you would ask the speaker. You can volunteer for multiple speakers, but you will only serve as panelist for one of them.

If we have multiple people who are interested in serving as panelists for the same speaker I will randomly select one person to serve as panelist. Note, panelists LinkedIn profile and bio will be shared with the speaker ahead of time. If you do not have a LinkedIn profile, now is a good time to start. Some tips for how to create an effective profile are linked under “Helpful Links”.

Extra Credit Policy

There will be no opportunities to earn extra credit.

ACADEMIC CONDUCT

No cheating, plagiarism, or dishonest behavior will be tolerated. Copying the work of a current or past student, plagiarizing in any way, or performing any other act of academic dishonesty will be dealt with in a manner consistent with University policy.

Although I encourage you to study in teams and help one another, the individual work that you present to me, either in an individual assignment or on a test, must be yours and yours alone. I also expect the members of a team to contribute equally to group assignments. Keep in mind that part of contributing involves encouraging others in your group to contribute and listening to what they have to say.

Students are expected to make themselves aware of and abide by the University community’s standards of behavior as articulated in the [Student Conduct Code](#).

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct at <http://policy.usc.edu/scientific-misconduct>.

STUDENTS WITH DISABILITIES

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. **Email: ability@usc.edu**.

Specific accommodations (e.g. for tests) need to be arranged with the instructor at least one week prior to each occasion requiring accommodations.

STUDENT SUPPORT SYSTEMS

Staying healthy in times of Covid and other stressors

These are stressful times for all of us, so we all need to make sure to take extra care of your physical and mental health. That includes but is not limited to eating well, exercising, going to bed at regular times, etc.

Being online this much creates its own stress so schedule downtimes for yourself where you step away from the screen. More comprehensive suggestions and resources can be found here <https://studenthealth.usc.edu/ways-to-stay-well-during-stressful-times/>

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

uscsa.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

NO RECORDING / COPYRIGHT NOTICE
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It is a violation of the University's Academic Integrity policies (see above) to share course materials without the permission of the instructor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

Further, no student may record any lecture, class discussion, or meeting with me without my prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical,

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analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi, and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including, but not limited to, all course note-sharing websites. Exceptions are made for students who made arrangements with DSP and me.

Notes made by students based on a university class or lecture may only be used for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email

or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

COURSE OUTLINE AND ASSIGNMENTS

TENTATIVE SCHEDULE OF EVENTS						
Week	Date	Day	Topics	Reading	Synchronous Session	Asynchronous Session
1	08/18	Tuesday	Introduction to the course	Syllabus	X	
	08/20	Thursday	Consumer Behavior and Marketing	Ch 1	X	
2	08/25	Tuesday	Gaining Consumer Insights	Appendix to Ch1		X
	08/27	Thursday	Motivation, Opportunity, & Ability	Ch 2	X	
3	09/01	Tuesday	Exposure & Attention	Ch 3	X	
	09/03	Thursday	Memory & Knowledge	Ch 4		X
4	09/08	Tuesday	Attitudes Based on High Effort	Ch 5		X
	09/10	Thursday	No Class – See Virtual Speaker Series on Friday			
	09/11	Friday 1:00pm	Marketing Virtual Speaker Series 1 Lorea Barturen (Senior Brand Manager for Starbucks by Nespresso)			
5	09/15	Tuesday	Attitudes Based on Low Effort	Ch 6	X	
	09/17	Thursday	Problem Recognition & Information Search	Ch 7		X
	09/18	Friday 1:00pm	Marketing Virtual Speaker Series 2 Raul Rios (VP of Strategy at agency Walton Isaacson, specializing in multicultural marketing)			
6	09/22	Tuesday	Judgment and Decision-Making Based on High Effort	Ch 8	X	

	09/24	Thursday	No Class – See Virtual Speaker Series on Friday			
	09/25	Friday 1:00pm	Marketing Virtual Speaker Series 3 Batu Sayici (VP, Head of UX Research with JPMorgan Chase & Co.; previously with The Governance Lab and P&G)			
7	09/29	Tuesday	Midterm Review Day / Project Work Day		X	
	10/01	Thursday	EXAM 1			
8	10/06	Tuesday	Judgment and Decision-Making Based on Low Effort	Ch 9		X
	10/08	Thursday	No Class – See Virtual Speaker Series on Friday			
	10/09	Friday 8:00am	Marketing Virtual Speaker Series 4 Anneleen Waterloos (Global Head of IKEA Business & Consumer Intelligence; previously at P&G for over 12 years)			
9	10/13	Tuesday	Post-Choice Evaluation & Customer Satisfaction	Ch 10	X	
	10/15	Thursday	Presentations of the first part of your analysis		X	
10	10/20	Tuesday	No Class – See Virtual Speaker Series on Friday			
	10/22	Thursday	Choice Architecture	See Supplemental Readings	X	
	10/23	Friday 1:00pm	Marketing Virtual Speaker Series 5 Martin Gaiss (Founder of MG LABS; previously Head of Global Creative Content for Fox Filmed Entertainment, overseeing all global content campaigns for Fox movies)			
11	10/27	Tuesday	Social Influences on Consumer Behavior	Ch 11	X	
	10/29	Thursday	Psychology of Social Media	Watch “Social Dilemma”	X	

				See Supplemental Readings		
	10/30	Friday 1:00pm	Marketing Virtual Speaker Series 6 Elena Hansen (Founder of SWIM Social, an agency specializing in building community and consumerism through social media marketing)			
12	11/03	Tuesday	No Class – Presentation Viewing and Feedback			
	11/05	Thursday	Psychology of Sharing Economy	See Supplemental Readings	X	
	11/06	Friday 1:00pm	Marketing Virtual Speaker Series 7 Pedro Huerta (Director of Customer Engagement for ALEXA at Amazon; at Amazon for nearly a decade; previously led Random House publishing in Mexico and Spain)			
13	11/10	Tuesday	Course Wrap-up Recap / Midterm Exam Review		X	
	11/12	Thursday	EXAM 2			
14	11/17	Tuesday	Google Analytics Certification due by 2 pm HubSpot certification due by 2 pm			
	11/19	Thursday	FINAL PROJECT DUE BY 5 PM			

