

## ADV 408/608 The Power and Promise of Data Spring 2026

Instructor: Professor Beth Egan

Office: Newhouse 3 449

Office Hours:\* Wednesday 2:00p – 4:00p  
Thursday 10a – 12p

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*\*Office hours are your opportunity to master the course concepts in a way that is bespoke to your style of learning. I enjoy the chance to get to know you better and help you on a one-to one basis. I invite you to take advantage of them. I offer either in-person or via Zoom. Time can be scheduled [here](#). All meetings are in 15-minute increments so if you would like 30 minutes, just schedule back-to-back :15s. You must schedule the meeting by midnight the night before. If you request a virtual meeting, you will receive a Teams link.*

### Meeting Day/Time:

Tuesday and Thursday 2p – 3:20

225 Newhouse 1, The Agency, Home of the Weiss Center

### Course Description:

This course will introduce you to the abundance of data being created and collected by marketers and advertisers. You will learn what information is being collected, how it is being collected and how to make sense of it all.

### Additional Course Description

**Welcome to The Power and Promise of Data.** Whether you dream of creating breakthrough campaigns, building audience strategies, or simply becoming a more informed digital citizen, this course will equip you with the data skills that make you indispensable in today's advertising landscape.

The advertising industry is experiencing a talent gap. We need people who can bridge the science of data analysis with the art of strategic thinking. This course is designed specifically to help you be that bridge. You'll develop practical, hands-on skills in data collection, analysis, and strategic application that employers are actively seeking right now.

**You'll learn by doing.** Throughout the semester, you'll work with real campaign data, use industry-standard platforms and develop Excel skills that translate directly to workplace success. Each week builds on the previous one, so by the end of the course, you'll confidently analyze campaign performance, identify optimization opportunities, and present strategic recommendations, just like professionals do every day.

**This is a journey we'll take together.** The data landscape evolves constantly, which means we'll be learning alongside advertising professionals who are navigating these same challenges. You'll hear from industry guests, engage with cutting-edge tools, and have opportunities to shape our discussions around topics that matter most to you.

**I'm here to support your success.** This course uses a "high-structure" design, which research shows helps all students learn more effectively. This means you'll always know what to expect: clear learning goals for every class, regular practice opportunities with feedback, and assignments that prepare you for the work that comes next. You'll have multiple ways to demonstrate your learning and plenty of support along the way.

**No prior data experience required - just curiosity and commitment.** If you can ask questions, think critically, and work collaboratively, you have everything you need to excel in this course. I'm excited to help you discover capabilities you didn't know you had.

### **Prerequisite / Co-requisite:**

Pre-req: ADV307 or ADV613

Co-req: NONE

### **Audience:**

Undergraduate and Graduate students who recognize the increasing role of data in advertising decision making from creative development through to ad placement. Those who are curious about how data gets collected, from whom and how it used to enhance consumer's experiences with brands.

### **Credits:**

3

### **Learning Objectives:**

**After taking this course, students will be able to:**

1. Compare different ways that data are collected and analyzed.
2. Critique the various data sources to understand the biases inherent in data collection and analysis and detect which sources are best suited to answer the client's brand needs.
3. Communicate data-driven strategies in an effective manner.
4. Collaborate in small group settings engaging in problem solving in a media context.
5. Create a data-driven media strategy that will effectively deliver on a brand's goals.

### **ACEJMC Values and Competencies**

As a member of the Accrediting Council on Education in Journalism and Mass Communication the Newhouse School is committed to classroom and learning that achieves ACEJMC professional values and competencies. These include the core areas of freedom of speech, ethics, diversity, critical thinking, research, writing, and use of tools and technologies related to the field. For a full list of ACEJMC values and competencies, see <http://www.acejmc.org/policies-process/principles/>

### **Welcoming to All**

Syracuse University and the Newhouse School are committed to creating a campus environment that is welcoming to all. Every member of the Newhouse community should feel respected, supported, and valued. If this course does not meet that standard, consult your instructor, chair, or program director. Assistant Dean Karen McGee and Associate Dean Hua Jiang are also available for confidential conversations.

### **Texts / Supplies – Required:**

- The underpinning of programmatic advertising is artificial intelligence (AI). While everyone is familiar with the term AI, few truly understand what it does (and doesn't) do. "The AI Conundrum" by Rex Briggs and Caleb Briggs does an excellent job of explaining AI to the layman and discussing the many of the ethical issues surrounding AI. I will provide you with a copy if you don't already have one.
- This course was originally conceived a partnership with The Trade Desk, the largest independent platform used by media buyers to purchase digital ads in areas such as display, connected TV and digital audio. To educate the industry, they have developed The Trade Desk's Edge Academy. You will

earn your Marketing Essentials certification, the same certification that industry professionals earn. Follow this [link](#) to register now.

### **Course Requirements and Expectations:**

This is a “high structure” course meaning that you will have many opportunities to succeed and to be an active participant in your learning. You will have weekly pre-class work and assignments, in-class activities and practice questions, and weekly online homework. While this sounds like a lot of work, the course is set up this way because we know from educational research that high structure courses lead to improved student learning and retention (and that means higher grades too!). Note that each of the assignments represent lower percentages of your total grade than you might be accustomed to. Ultimately, while it may sound like more work, it will give you more flexibility and less weight on any single assignment.

<b>Assessment</b>	<b>Description</b>	<b>Undergraduate Value (points/%)</b>	<b>Graduate Value (points/~%)</b>
Pre-class exercises	Throughout the semester there will be a variety of pre-class work which includes a skills assessment, readings and pre-work.	40	40
Post-class exercises	Throughout the semester you will have the opportunity to reflect on how what you’ve learned can be applied in practice	35	35
The Advertising Snow Job	You will apply basic concepts of how generative AI solves problems to determine how and when AI should be used in advertising.	100	100
Programmatic Data Analysis	Using a Sour Patch Kids campaign report you will practice analyzing the campaign data and reporting out the results.	50	50
Mid-term Exam	The mid-term exam will test your knowledge of the basic programmatic terms and concepts.	50	50
Marketing Essentials Certification	One of the most valuable outcomes of this course is your industry recognized Trade Desk Edge Academy Marketing Essentials certification.	100	100
Capstone Project	Working with a client, you will analyze a final campaign report and make a recommendation in a live presentation to the client using the previous campaign insights to inform a data-driven strategy for their upcoming campaign.	125	125
GRAD STUDENTS ONLY: Analysis of Consumer Sentiment on Data Privacy and Ad Personalization	You will be provided data on consumer sentiment regarding data privacy. Through your analysis of the data, you will develop various segments of attitudes on the topic.		50

## EXTRA CREDIT

I offer limited extra credit opportunities as I hope you focus your energies on the class assessments but there are two additional activities that I think you would find beneficial. If you complete all the extra credit you will earn enough points to bring a B to an A.

**Speaker Attendance:** Attend any Mower or Weiss Center speaker event (these will be announced in class), connect with the speaker/speakers via LinkedIn, you must include a message *or* send the speaker an email introducing yourself (or thanking them if you introduced yourself in person, even better!). Highlight something specific that resonated with you from their talk. You would be surprised at how few students take the advantage of networking with our speakers, and they appreciate it. You will earn five points for up to two connections for a total of ten points. You will copy me on the email or send a screenshot of your LinkedIn invite with the included message.

**Earning Research Credit through the CITRA Portal:** This course participates in the Communication, Information, and Technology Research Alliance (CITRA) Research Pool. This is a shared resource for students interested in participating in scientific research being conducted by Newhouse or iSchool faculty and students, and you can earn credit for this course in exchange for volunteering for those studies.

At any time during the semester, you can visit <https://syr-citra.sona-systems.com/default.aspx> to (a) sign up for a SONA account using your syr.edu email address (required to participate in studies) and then (b) read more about the study participation opportunities. Note that there may not *always* be studies available and you might not be eligible for all studies, but that the list of studies is updated frequently. So, you should check for new studies throughout the semester. For each study listed there are specific instructions for how to sign up and participate—if you have questions, please email the researcher listed directly.

When you sign up for a CITRA Pool study, you will earn credits equal to roughly 1 credit for each 30 minutes of study-participation time (although some studies could be worth more or less, depending on what you are asked to do). For our particular class, each credit is worth **2 points extra credit**, and you are limited to earning **5 CITRA credits** for the semester. Each CITRA Pool credit can be assigned only to one course, and study participation must be completed by the last class day of the semester.

Finally, it is important to understand that it is *not mandatory* that you participate in research to earn course credit. If you would still like to earn course credit but are not interested in volunteering for any of the CITRA Pool studies, you may contact the coordinators of the CITRA Pool for more information about alternative credit activities. For Newhouse courses, your contact is the CITRA coordinator Dr. Nick Bowman ([nbowman@syr.edu](mailto:nbowman@syr.edu)). You may also email those contacts for any other questions, comments, or concerns you have about the CITRA Pool system.

## Grading

### Undergraduate Students

Grade	Value
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	61-69
F	60 or Below

### Graduate Students

Grade	Value
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
F	Below 70

\* Note: Graduate students cannot receive a final grade of a D.

## Content Warning

In this class, we may discuss, read, or view materials that could result in emotional and psychological discomfort. The purpose of these materials is to encourage intellectual growth and inquiry about important issues. However, if your response to any materials becomes, or you anticipate that it may become, one that makes it difficult for you to learn and engage, please communicate with me so we can ensure your success in the class. My goal is to build a classroom community that allows for learning and growth, meets the course objectives, and fosters engagement and communication among all who share this space.

## Course-Specific Policies

### Overall Course Conduct

I am committed to creating a learning environment where diverse perspectives are recognized and valued as a source of strength. I request that all students work with me to create a class culture based on open communication, mutual respect, and inclusion. As a class we will approach all discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never OK. I strive to ensure an open and welcoming classroom for all students. If I ever miss the mark, please don't hesitate to come and talk to me. We are all learning together.

### Technology Policies

The challenge in a data course is that the technology is constantly changing. Because of that, in this course, we will learn from each other. That also requires us to be respectful of each other and various opinions. That means bringing **professional behavior** and **mutual respect**. Be mindful of listening to others when they are speaking and contributing to the dialogue.

### **I respectfully expect that your phones will be *put away* during class time.**

Unless we are using phones for an in-class exercise, put your phone in your bag when you enter. I have adapted this policy for a number of reasons:

- You will not be able to be on your phone in meetings at work, so this will be good practice.

- It is incredibly distracting to me *and* your classmates. I promise to not stop class to check my phone, so I ask for the same respect.
- You may think you are being discreet but trust me, you're not. If you are on your phone in class, you will lose five points off your final grade. I will notify you after class of the penalty. The best thing to do is to turn your phone off when you arrive in class and put it away.

### **Use of laptops is not permitted**

I have put a *tremendous* amount of thought behind this and concluded, for several reasons, it is in everyone's best interest to be engaged and present in class. Part of this decision stems from copious amounts of research which has proven that information is best retained when it is physically written versus typed on a computer. If you have a laptop accommodation, I will schedule a meeting with you to discuss your needs and how we can best create the most productive experience for you.

*Having said that*, this class is about the power of technology. There will be times when we will be using computers as part of the class content and discussions. Please bring your laptop as you will be using it during specific projects in class.

### **Attendance policy**

Attendance is vital to succeeding in this course. Participation in the active learning activities during class is critical in helping you develop your critical thinking and problem-solving skills. I look forward to seeing you in class every day.

However, I do recognize that sometimes life happens and you may need to miss a class here and there. You cannot be successful in this course if you miss more than three classes. Up to three absences will have no impact on your grade. If extenuating circumstances arise that require you to miss more than three classes, meet with me and we can discuss. Otherwise, your final grade *will* be impacted. This policy eradicates the need for excused absences. More than three, for whatever reason, will impact your ability to perform in this course.

### **Academic Integrity**

As a pre-eminent and inclusive student-focused research institution, Syracuse University considers academic integrity at the forefront of learning, serving as a core value and guiding pillar of education. Syracuse University's Academic Integrity Policy provides students with the necessary guidelines to complete academic work with integrity throughout their studies. Students are required to uphold both course-specific and university-wide academic integrity expectations such as crediting your sources, doing your own work, communicating honestly, and supporting academic integrity. The full Syracuse University Academic Integrity Policy can be found by visiting [class.syr.edu](http://class.syr.edu), selecting, "Academic Integrity," and "Expectations and Policy."

Upholding Academic Integrity includes the protection of faculty's intellectual property. Students should not upload, distribute, or share instructors' course materials, including presentations, assignments, exams, or other evaluative materials without permission. Using websites that charge fees or require uploading of course material (e.g., Chegg, Course Hero) to obtain exam solutions or assignments completed by others, which are then presented as your own violates academic integrity expectations in this course and may be classified as a Level 3 violation. All academic integrity expectations that apply to in-person assignments, quizzes, and exams also apply online.

Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered. Students may not drop or withdraw from courses in which they face a suspected violation. Any established violation in this course may result in course failure regardless of violation level.

## **Artificial Intelligence Language:**

Based on the assignments in this course and our specified learning outcomes, the full use of artificial intelligence as a tool, *with disclosure and citation*, is permitted in this course. Students do not need to ask permission to use these tools before starting an assignment or exam, but they *must explicitly and fully indicate which tools were used and describe how they were used*.

Disclosure and citation require the following:

"I acknowledge the use of [LLM, e.g. Claude.ai] to [specific use, e.g., brainstorm ideas for my essay]. The prompt used was: '[Insert Prompt Here]'. The output was used for [explain how it influenced the work, e.g., initial structuring]. I take full responsibility for the final content".

This course is designed to make full use of generative AI tools, but it is also designed to recognize the ethical use of these tools so be sure to fully disclose such use.

## **Classroom Recording Policy:**

This policy strictly prohibits stealth or covert recording in classes by instructors and/or students, as well as by guests invited into the class session. Violators of this policy are subject to referral to the appropriate disciplinary process based on their status as either a student or employee.

Instructors who intend to record every class for pedagogical purposes must notify students about this practice of recording classes in the syllabus and on the first day of class. Instructors who intend to record only some classes must notify students in the syllabus and remind them verbally at the beginning of any recorded class session. These rules apply regardless of the means of recording a class, which may include but not be limited to transcription, audio/video recording or similar methods performed by an artificial intelligence system, app, or platform.

Students must obtain advance permission from the instructor before recording classes, including with the use of transcription or audio/video recording performed by an artificial intelligence system, app, or platform.

For more information, see the full [Classroom Recording Policy](#).

## **Disability Statement**

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit [Center for Disability Resources](#). Please call (315) 443-4498 or email [disabilityresources@syr.edu](mailto:disabilityresources@syr.edu) for more detailed information.

The CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.

## **Religious Observances Policy**

[Syracuse University's Religious Observances Policy](#) recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days

according to their traditions. Under the policy, students are given an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors no later than the academic drop deadline. For observances occurring before the drop deadline, notification is required at least two academic days in advance. Students may enter their observances in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

**Tentative Course Schedule:**

