

MKTG4510 01, Marketing Research

Spring, 2016

draft 3/21/16

Instructor: Gregg Arnold

Email: arnoldg@seattleu.edu

Office Hours: Before and after class or by appointment

Class: Pigott 102, Tuesdays and Thursdays, 8:00 AM – 10:05AM

Text:

Essentials of Marketing Research, 3rd edition, Hair, et al., (McGraw-Hill). All textbooks are expensive. I have ordered this through the bookstore, but I encourage you to consider finding used versions.

Course Description and Objectives

MKTG4510 is a survey of marketing research. This course is required for marketing majors. The overall objectives of the course are to equip students with the abilities to consume and produce marketing research. The course covers basic principles of scientific method, research designs and methodologies, and analysis tests. The course will require use of survey research software available free to all SU students at <https://seattleu.qualtrics.com>.

The principle learning objectives are mastery of the content and techniques covered in the course and enhancement of critical and analytical thinking and problem solving.

The course will consist of a variety of teaching and learning activities, including lectures, the text assignments, in-class exercises, internet-based interactions, and individual and group projects. Lectures will cover of material that is not included in the text; students are expected to complete all the assigned reading *before* the relevant class session. Interaction between the instructor and students is expected in class; students are encouraged to ask/discuss areas of the text for which they need clarification. Students are also encouraged as part of their class participation to bring up examples that illustrate the implementation of concepts for the text and lectures.

Skill in writing and teamwork (participation and leadership) are two objectives, common to nearly all courses. We will not have time to focus on learning these skills, but students will have opportunities to practice and improve and are expected to meet appropriate standards. Minimal standards are as follows:

Writing

- thorough and concise
- good to excellent readability—organization, style, vocabulary
- 100% correct spelling
- 99% correct usage
- correct structure—typically dictated in the assignment

Teamwork

- respect and courtesy for all team members
- attendance, prepared, to all meetings
- clear understanding of individual responsibility
- completion of all assigned responsibilities
- support for other team members that helps them improve their own contributions
- completion of peer evaluation forms
- communication with instructor regarding any team problems that cannot be resolved

Grading

Exploratory project	200
Survey project	250
Class participation	150
Exam 1	150
Exam 2	150
Reading Quizzes	100

A	950+
A-	900-949
B+	850-899
B	800-849
B-	750-799
C+	700-749
C	650-699

Evaluation

The variety of evaluation measures are intended to capture a representative sample of student learning and to assess different styles of learning, ranging from objective memory and comprehension of basic terms and principles to analytical problem solving, individual and team performance, and written and spoken communication.

The *exams* will cover all the readings and in-class activities. They will comprise objective questions and problems designed to assess understanding of the basic terms and concepts and questions designed to assess critical thinking, problem solution, and application of the concepts. The second exam will focus on material from the second half

of the course but will, perforce, require application of some of the principles from the first half.

Exploratory project. Students will work in small groups to conduct either a focus group or in-depth interviews. Results will be presented to the class in a concise talk and a short paper. Details on the project are provided separately. Participation in the project will be evaluated anonymously by group members, and individual grades may reflect those peer judgments.

Survey project. The survey project is a group project, requiring a presentation in class and a concise written summary in the form of a business recommendation. Details on the project are provided separately. Participation in the project will be evaluated anonymously by group members, and individual grades may reflect those peer judgments.

Class Participation attendance, contributions to class discussions, and in-class exercises, Attendance is required, on-time and full-time. You are responsible for all homework assignments, regardless of class attendance.

Boilerplate

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>) (This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Angel and SU Online)

Academic Policies on Registrar website

(<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (*only for those professional programs to which it applies*)

Disabilities: If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Honesty: Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Punishment for dishonesty ranges from a zero for the specific assignment to expulsion from the university. Acts of academic dishonesty will be addressed according to the Seattle University Academic Honesty Policy. The policy can be found at

http://www.seattleu.edu/regis/Policies/Policy_2004-01.htm. If you are not sure whether a particular action is acceptable according to the Academic Honesty Policy, you should check with your instructor before engaging in it.

Class Schedule

Date	Topic / Activity	Reading* / Assignments Due
3/29	Introduction/orientation Research exercise	Chp 1-2
3/31	Exploratory Secondary information Qualitative research - overview Set up groups for Qualitative Assignment	Chp 3
4/5	Qualitative fielding In-depth interviews Focus groups	Chp 4
4/7	No Class (Mission Day)	Chp 9
4/12	Qualitative inference development Quantitative research – overview Surveys	Chp 5 pages 106-122
4/14	Causal research	Chp 5 pages 122-132
4/19	Qualitative presentations Qualitative wrap-up	Qualitative Project
4/21	Set up groups for quantitative Sampling	Chp 6
4/26	Measurement Scaling	Chp 7
4/28	Questionnaires Exam 1	Chp 8 Exam 1
5/3	Date preparation Package goods resources	Chp 10
5/5	Hypothesis testing Basic analysis Feedback on survey project #1-4	Chp 11 pages 266-279 Exam 1 corrections due
5/10	Hypothesis testing	Chp 11 pages 279-308
5/12	Feedback on survey project #5-6	
5/17	Tests of association	Chp 12
5/19	Tests of association Quantitative Project #8 consultation	
5/24	Conjoint analysis and multiple regression Quantitative Project #8 consultation	
5/26	Report writing Implementation of research results Quantitative Project #8 consultation	Chp 13
5/31	Exam 2 Quantitative Project #8 consultation	Exam 2

6/2	Quantitative presentations	Qualitative Project
6/7	Finals week	Exam 2 corrections due

*Reading to be completed prior to class. Every reading assignment has an open book quiz.