

# MKTG4510, Marketing Research

Spring 2018

*draft 4.6*

**Professor:** Carl Obermiller (Pigott 511, [carlo@seattleu.edu](mailto:carlo@seattleu.edu)).

**Office Hours:** Before and after class or by appointment.

**Class:** P203, Tuesdays and Thursdays, 8.00-10.05

**Text:** *Marketing Research*, 11th ed. Aaker, Kumar, Leone and Day, Wiley. Powerpoint files for the text can be found at : <http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1119236088&bcsId=10103>.

All textbooks are expensive. I have ordered this through the bookstore, but I encourage you to consider finding less expensive sources. Older (and newer) editions are likely acceptable (\*given the proviso that page numbers may differ). Other materials will be made available via the canvas website--seattleu.instructure.com.

Students are expected to complete all the assigned reading before the relevant class session.

## 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 course will consist of a variety of teaching and learning activities, primarily short lectures, in-class exercises, , and individual and group projects. Preparation for class--careful reading of text material and completion of assignments--is the key to success and a critical requisite for making the best use of class time. 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.

## Canvas

Assigned readings, this syllabus, and homework are managed via canvas--seattleu.instructure.com. Students should familiarize themselves with this software, as needed.

## Grading

Project paper	250
Class participation	350
Exam 1	200
Exam 2	200

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

## 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 short essay 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.

*Term Project.* A group project will be conducted throughout the quarter, beginning with the identification of a management problem and related research questions, and including qualitative research, specific hypotheses, data collection, analysis, and a final report. Parts of the project are assigned during the quarter and graded as part of class participation. Those parts should be revised, based upon feedback, and incorporated into the final project paper.

*Class Participation* reflects homework, attendance and contributions to class discussions, in-class exercises, and all assignments posted on Canvas. Pop quizzes are a possibility; if so, they are included in class participation; **you should come to every class prepared for a quiz over the assigned material.** Attendance is required, on-time and full-time. Assigned work may be turned in before the due date, not after.

Each unit (there are 10 units in the course) has a quiz on Canvas. The unit quizzes are based on the reading assignment from the textbook. These quizzes must be done before the first class day for those units. In addition to the unit quizzes, there are homework assignments for most units. Homework should be typed or LEGIBLY written, turned in at the beginning of class on the date indicated. You are responsible for all unit quizzes and homework assignments, regardless of class attendance; homework can be emailed, if you are forced to miss a class. Homework will not be accepted after it is due.

Class participation will be graded 50 points for contributions to class and 300 points for graded homework, exercises, homework and other.

Skill in *writing and teamwork* (and, in teams, 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

- 100% correct spelling
- 99% correct usage
- good-excellent readability—organization, style, vocabulary
- 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

#### **Classroom Decorum**

Agreed upon norms and expectations, regarding

- lateness
- use of laptops, phones
- conduct of discussion
- leaving class
- involvement.

#### **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.

Notice for students concerning 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 located in 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](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

	<b>date</b>	<b>topic</b>	<b>text</b>	<b>due, in class</b>
unit 1	4.3	overview/	scan chs. 1, 2 read ch. 3	
	4.5	process/measurement	read ch. 4 and pp. 262-264 and 280-282	unit 1 quiz
unit 2	4.10	qualitative/exploratory	scan chs. 5, 6, 7 read ch. 8	unit 2 quiz HW1
unit 3	4.12	NO CLASS		
	4.17	descriptive research	read chs. 9, 10	unit 3 quiz HW2
unit 4	4.19			
unit 5	4.24	causal research	read ch. 13 (sufficient to scan pp 332-341)	HW3 unit 4 quiz Proj. 1
	4.26	questions and questionnaires	read chs. 11, 12	unit 5 quiz HW4
	5.1			HW5 Proj. 2
unit 6	5.3	<b>exam 1</b>		<b>EXAM</b>
	5.8	sampling	read ch. 14	unit 6 quiz
unit 7	5.10			
	5.15	descriptive analyses	read ch. 16	unit 7 quiz Proj. 3
unit 8	5.17	hypotheses overview/	read ch. 17	unit 8 quiz
	5.22	tests of differences	read ch. 18	HW7
unit 9	5.24	tests of associations	read ch. 19, pp 476-488	unit 9 quiz Proj. 4
	5.29			HW8 data collection should be under way
unit 10	5.31	multivariate analyses	read ch. 19, pp 488-505 and ch. 21, scan 548-558, read 558-572	unit 10 quiz project consultation available
	6.5			
	6.7	<b>exam 2</b>		<b>EXAM</b>
finals week	6.15 5.00PM			Project paper due