Marketing Research Winter 2018

Instructor: Professor John Kim
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TEXT: Burns Veeck, and Bush, <u>Marketing Research</u> (8th edition)
<u>Prerequisite</u>: **MKT 302 and QMM241**

<u>PURPOSE OF THIS COURSE</u>: The primary objective of this course is to train students, who have selected a career in marketing, to appreciate and utilize appropriate marketing data in their managerial decision making. That is, research is approached from the perspective of its use to marketing management. Towards this end, students are trained in research methods and in their appropriate use in decision making. The course is rigorous enough to help those who to pursue a career in marketing research. Moreover, research methods are presented in a rather generic fashion so that non-marketing majors can acquire the necessary tools that enable them to make better decisions in their functional areas of interest.

Students will participate in a hands-on marketing research project where they may be called to select a problem, and will be called on to design questionnaire, identify appropriate population and sample, and implement a research study. They will then analyze the results and compile a report with recommendations for action. These activities will be group-oriented.

<u>COURSE GRADING</u>:

Exam 1	100 points
Exam 2	100 points
Project (adjusted based on peer evaluation)	100 points
Analysis	30 points
Survey (Qualtrics)	20 points
TOTAL	**350 POINTS**

GRADING SCALE

Percentage	Grade	Percentage	Grade
96.0% +	4.0	65.5-66.4%	2.4
94.0-95.9%	3.9	64.5-65.4%	2.3
92.0-93.9%	3.8	63.5-64.4%	2.2
90.0-91.9%	3.7	62.5-63.4%	2.1
88.0-89.9%	3.6	61.5-62.4%	2.0
86.0-87.9%	3.5	60.5-61.4%	1.9
84.0-85.9%	3.4	59.5-60.4%	1.8
82.0-83.9%	3.3	58.5-59.4%	1.7
80.0-81.9%	3.2	57.5-58.4%	1.6
78.0-79.9%	3.1	56.5-57.4%	1.5
76.0-77.9%	3.0	55.5-56.4%	1.4
74.0-75.9%	2.9	54.5-55.4%	1.3
72.0-73.9%	2.8	53.5-54.4%	1.2
70.0-71.9%	2.7	52.5-53.4%	1.1
68.0-69.9%	2.6	50.0-52.4%	1.0
66.5-67.9	2.5	0.0-49.9%	0.0

TENTATIVE SCHEDULE
Winter 2018

1/4	Administrative tasks/Project discussion/	
1/9 – 1/11	Introduction/Research process Research design	Ch.1;3 Ch.4
1/15-1/18	Types of data collection: Secondary and Qualitative	Ch.5;6
1/23-1/25	Analysis/SPSS	Ch.12;13;14;15
1/30-2/1	Analysis/SPSS	
2/6-2/8	**SPSS and Analysis: Individual in class exercise (30 POINTS)**	
2/13-2/15	**EXAM 1 (PART A and PART B)**	
2/20-2/22	**Winter Break**	
2/27-2/1	review exam Survey research: Developing a survey	Ch.;8
3/6 3/8	Collecting survey data/Coding/ **Work on survey which is due 3/13**	Ch.7;11;
3/13-3/15	<u>**Survey due:**</u> **ENTER SURVEY INTO QUALTIRCS (20 POINTS)**	
3/20-3/22	sampling and Sample size and data quality issues	Ch 9;10;11
3/27-3/29 lecture	Causal research: Experimental Design	pg 72-80
4/3-4/5	**EXAM 2 (PART A and PART B)**	
4/10-4-12	Project Day: Each Group Meet With Professor	
4/17	**Project Due**	

CLASSROOM CONDUCT

There are some rules that will make this a better learning experience for all the students in this class.

1. You should **turn off and put away your cell phone**. It can be a distraction to other students.

2. Refrain from having a conversation with other students during class. It is not fair to other students that want to listen to the lecture.

3. **Get to class on time.** If you are late it not only disrupts class, you will miss critical information.

Consider our class a work environment. Be on time and act professionally. In the recent semesters, students have continually violated the above classroom conduct and disrupted the class. Thus, if you chronically violate the classroom conduct, I reserve the right to lower your grade by a full grade point.