

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2019</b>
<b>BUS 380</b>	<b>Marketing Research</b>	<b>Prerequisites:</b> <b>BUS 280 and STA 210</b>
		<b>Credits:</b> <b>3</b>

Class Information		Instructor Information		Important Dates	
<b>Lectures:</b>	Monday and Wednesdays	<b>Instructor:</b>	Dr. Randy Poon, PhD	<b>First day of classes:</b>	Wed., Sept. 4
<b>Time:</b>	5:15 – 6:30 pm	<b>Email:</b>	rpoon@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun., Sept. 15
<b>Room:</b>	L2084	<b>Cell:</b>	(587) 893-4730	<b>Last day to request revised exam:</b>	Fri., Nov. 1
<b>Tutorial:</b>	Tuesdays	<b>Office:</b>	L2055	<b>Last day to withdraw from course:</b>	Mon., Nov. 18
<b>Time:</b>	5:15 – 6:30 pm	<b>Office Hours:</b>	T/TH 12:00 – 1:00 W/F 12:30 – 1:00 or by appointment	<b>Last day to apply for coursework extension:</b>	Mon., Nov. 25
<b>Room:</b>	A2212			<b>Last day of classes:</b>	Wed., Dec. 11
<b>Final Exam:</b>	Monday, Dec. 16 9:00 am – noon A2210				

### Course Description

This course exposes students to the research process as related to marketing and consumer behaviour. Topics include defining the marketing problem, research design, focus group selection, market segmentation and target marketing, sample selection, instrument preparation, data collection and reduction, analysis, presentation and follow-up.

### Expected Learning Outcomes

1. Identify, define and discuss the principles, skills, and techniques of marketing research (i.e., the systematic process of planning, collecting, and analyzing data to improve marketing decisions).
2. Apply the aforementioned principles, skills, and techniques (including the use of qualitative and quantitative data analysis) by designing questionnaires, collecting primary and secondary data, analyzing data, and drawing appropriate conclusions, in the context of a chosen research opportunity.
3. Present the research results in a professional verbal and written format through a well-crafted marketing research plan.

### Textbooks

Babin, B. J. (2019). *Essentials of marketing research* (7th ed.) with MindTap access. Boston: Cengage. ISBN: 97813376939660.

- **The textbook is only available digitally and comes with MindTap access. Here is the [link](#).**
- **Note: the MindTap online access code is required for the course.**
- **To log-in to this specific course (BUS 380), please click on this [link](#). The course code is MTPP-C9VN-R6L8.**

## Requirements:

Course grading and evaluation will be conducted according to the following:

<b>Participation and Attendance</b>	<b>5.0%</b>
<b>Quizzes (15 weekly quizzes worth 1.33% each)</b>	<b>20.0%</b>
<b>Marketing Research Group Project</b>	<b>35.0%</b>
○ <b>Research Proposal</b>	<b>4.0%</b>
○ <b>Exploratory Research Report</b>	<b>4.0%</b>
○ <b>Questionnaire and Sampling Report</b>	<b>4.0%</b>
○ <b>Final Report</b>	<b>15.0%</b>
○ <b>Final Presentation</b>	<b>8.0%</b>
<b>Midterm Exam 1</b>	<b>12.0%</b>
<b>Midterm Exam 2</b>	<b>12.0%</b>
<b>Final Exam</b>	<b>16.0%</b>

Late assignments will lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late. In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of the two midterms and the final exam.

## Assignments:

### Participation and Attendance

A key component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters ahead of time, completing exercises (if assigned) in advance of in-class discussions, and then actively participating in these discussions. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the marketplace. The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be considered.

## Grading Rubric – Class Participation and Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Attendance (40%)</b> (Excludes certain excused absences such as Ambrose athletic team practices and out-of-town games)	Misses no more than two classes (100%)	Misses three classes (80%).	Misses four classes (60%)	Misses five or more classes (40%); misses six or more classes (0%)
<b>Group Discussions and Contribution Quality (60%)</b> Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's or class' perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

### Quizzes (MindTap refers to these as “Assignments”)

As a means of strengthening your grasp of the chapter contents, there will be an online (MindTap) quiz after each chapter. Each of the 15 quizzes (each consisting of about 15-18 questions) will be worth 1.33%. You will be able to repeat each quiz up to three times. While you may study for the quizzes with other students, you are required to complete the quizzes on your own. In general, the quizzes must be completed by 11:59 p.m. of the 4<sup>th</sup> day following the lecture. For example, chapter 1 will be discussed on September 9<sup>th</sup>. The chapter 1 quiz must be completed by 11:59 p.m., September 13<sup>th</sup>. **Note: There may be some exceptions. See the Weekly Reading and Assignment Schedule for all of the quiz deadlines.** Failure to complete a quiz by the deadline will result in a zero for that particular quiz.

As noted earlier, to create your MindTap account for this course, click [here](#). Note: this requires an access code. There is also a MindTap Log-in Information guide uploaded into Moodle. Please refer to this when you are creating your account.

## Marketing Research Group Project

The objective of the project is to provide you with experience in applying the concepts and methods of marketing research to a real marketing research problem. Organize yourselves into groups of 3 in order to do the group project. **We will further discuss on September 10<sup>th</sup> the marketing research project and possible research topics.**

Please get approval of your research problem before you invest major time and resources in your project. Project approval entails submitting a project proposal and meeting with me to discuss. You have considerable freedom to follow your interests, although it is expected that the problem be relevant to marketing and that it will require a field research strategy that involves primary data gathering. All other things being equal, a project concerned with a realistic problem will be looked upon more favorably than one that deals with a trivial or contrived problem. Purely exploratory type projects with only qualitative data will not meet the course requirement. Projects will have to be of a descriptive variety where the research questions are well formulated.

Students may choose to work with a client and conduct research to address a client's needs. Note: although the client for your research may cover your expenses (e.g., photocopying costs), you are not to earn a profit from your research efforts. (However, your client is permitted to give an honorarium to the Ambrose Business Society, or Ambrose University.)

The vast majority of student teams conduct survey research as part of the descriptive phase of their research project. An important point to keep in mind is that respondents in the survey should have the right to remain anonymous. This means that the data collected in the survey must be stored in a manner such that individuals' identities cannot be linked to their responses. Respondents must be assured before you collect data that their responses will be treated as confidential and will be anonymously analyzed.

Under no circumstances should you give anyone (including your client, if applicable) your completed questionnaires, names and contact information of people you have interviewed, or other material that may reveal the identity of your respondents without their prior explicit approval.

Respondents should also be provided with the name and contact information of either the client or a group member in case they have questions regarding the research.

When conducting your survey, you should do one of the following:

1. Represent yourself as Ambrose University students working on a class project and provide contact information with your Ambrose email address in case respondents would like to ask about the research.
2. Represent yourself as Ambrose University students working on a class project for a client (identify the client) and provide contact information of one of the group member and/or the client.

To the extent feasible, please also indicate how you obtain the contact information of the respondents you are contacting. Please be reminded that you are at all times expected to respect and protect the privacy rights of the respondents. You should also not misrepresent Ambrose or your client in any fashion or form.

All outgoing correspondence soliciting participation in the research needs to be approved by the instructor.

## **Project Components:**

### **Research Proposal (4%):**

- First draft due September 22 (ungraded)
- Instructor comments to be received by September 25
- Revised version of proposal due September 29

The proposal should cover the research purpose, the names of your group members, research objectives, hypotheses, types of research you will use, plans for data collection and analysis (including a sample frame), and explain how the client will benefit from your research. The proposal should be between 3-4 pages (12-point font, double space, 1-inch margin). Your grade for this portion of the project will be based on the revised version. A template for the proposal will be made available online.

### **Exploratory Research Report (4%):**

- Due October 11

Students should conduct exploratory research and/or secondary data analysis to inform and improve on their original research question. This research will also inform the descriptive phase of data collection. In other words, how will you go about finding market, industry, and trend data using exploratory and/or secondary data. Students should write a brief report (3-4 pages) detailing the methodologies they used, what they learned, how what they learned informed the next phase of research, and any changes to their original research question.

Your exploratory research report should use at least 10 outside and credible sources including refereed journals, trade publications, research studies, and similar secondary sources. Please use the APA format. Be sure to list your sources on a Works Cited page at the end of the exploratory research report.

### **Questionnaire & Sampling Report (4%):**

- First draft due October 25 (ungraded)
- Instructor comments to be received by October 31
- Revised version of questionnaire and sampling report due November 8

Students will submit the questionnaire they plan to send out to participants in the descriptive research phase. Additionally, they should write a brief report (1-2 pages, in addition to the survey questions) to describe who their sample frame will be (who are you surveying?) and why this sample is relevant to their research question. Your grade for this portion of the project will be based on the revised version.

### **Final Report (15%):**

- First draft due December 2
- Instructor comments to be received by December 5
- Revised version of final report due December 9

### **Final Presentation (8%):**

- Due December 9 (presentation in class)

The final report and final presentation should focus on how the client can use the results of the research for decision-making and strategy. Please refer to Babin, Chapter 16 for additional information about the format for the final report and presentation. Here is a template for your Final Report. Please be sure to include a Title Page and Table of Contents. In addition, please provide in-text citations where relevant, using APA format.

## Final Report Template:

1. Executive summary (2-3 pages)
  - a. Research objectives
  - b. Results
  - c. Conclusions
  - d. Recommendations
  
2. Body
  - a. Introduction (3-4 pages, including any charts or graphs)
    - i. Background of business situation
    - ii. Industry trends and environmental analysis
    - iii. Research objectives
      1. Identify the questions you are attempting to answer for the client
      2. Address why these questions need answers in the context of the business situation background, industry trends, environmental analysis
      3. Explain the role that your research will play
  
  - b. Data collection method and data description (see Babin, chapter 16, p. 446 for more details) – (3-5 pages)
    - i. Research design
    - ii. Sample design
    - iii. Data collection and fieldwork
  
  - c. Data analysis (3-5 pages)
    - i. This entails a basic descriptive statistical analysis and interpretation of collected data, which should include response frequencies, basic summary statistics (e.g., mean, range), meaningful subgroup comparisons, and any other analysis consistent with your research objectives
    - ii. Simple graphical displays, such as pie and bar charts
  
  - d. Conclusion and recommendations addressing managerial implications based on the data analysis and interpretation (3-4 pages)
    - i. Be sure your recommendations address the original research questions, and ultimately your client's situation
    - ii. A discussion about study limitations and lessons learned
    - iii. A brief discussion of ideas for future research
  
3. Works Cited and Appendices
  - a. A Works Cited page listing all sources (APA format)
  - b. An appendix containing the final research proposal
  - c. An appendix containing the final questionnaire used for data collection
  - d. Any detailed charts or tables

The group project will be evaluated based on the Research Proposal, Exploratory Research, Questionnaire, Final Report, and Final Presentation, as outlined above. Projects will be graded based on the consideration of the following issues:

- Clear articulation of the research objectives
- Research methodology – did your research design, sample design, and data collection facilitate your research objective?
- Analysis and interpretation of data – does it address your research objective?
- Recommendation – How do your research findings address the business problem? Are your recommendations supported by your data? Are they insightful (and useful) to your client?
- Assessed relative difficulty of the project
- Overall presentation of the report

### **Peer Evaluation**

A peer evaluation form will be made available allowing each group member the opportunity to anonymously evaluate other members in the group. These evaluations are an important assessment of each member's contribution to the group project. In most cases group members will receive the same grade. But if the evaluations indicate certain people are significantly "free-riding" other group members, their project mark could be discounted as much as a full letter grade (e.g., from A to B or B to C).

More details about the group project will be posted in Moodle.

## Grade Summary:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	
90% to 94%	A	Excellent
85% to 89%	A-	
80% to 84%	B+	
76% to 79%	B	Good
72% to 75%	B-	
68% to 71%	C+	
64% to 67%	C	Satisfactory
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.



## Weekly Reading and Assignment Schedule:

Date	Class Topic/Chapter Title	MindTap Quiz Due Date (in all cases by 11:59 p.m.)
Sep 4 <sup>th</sup>	Course Overview	
Sep 9 <sup>th</sup>	Chapter 1: The Role of Marketing Research	September 13 <sup>th</sup>
Sep 10 <sup>th</sup>	Walk Through Marketing Research Group Project Discussion of Possible Research Projects	
Sep 11 <sup>th</sup>	Chapter 3: The Marketing Research Process	September 15 <sup>th</sup>
Sep 16 <sup>th</sup>	Discuss Case Study 3.1 (p. 75)	
Sep 17 <sup>th</sup>	Chapter 2: Harnessing Big Data into Better Decisions	September 21 <sup>st</sup>
Sep 18 <sup>th</sup>	Chapter 4: The Human Side of Marketing Research: Organizational and Ethical Issues	September 23 <sup>rd</sup>
Sep 19 <sup>th</sup>	Back to Business BBQ (5:30-7:30) @ 14 Signature Heights S.W.	
Sep 22 <sup>nd</sup>	Draft Research Proposal Due	
Sep 23 <sup>rd</sup>	Chapter 5: Qualitative Research Tools	September 27 <sup>th</sup>
Sep 24 <sup>th</sup>	Qualitative Research Tools Discussion Research Proposal Discussion	
Sep 25 <sup>th</sup>	Chapter 6: Secondary Research in a Digital Age  <b>Note: There is a class on the 25<sup>th</sup>.</b> (Spiritual Emphasis Days involve no daytime classes (classes ending by 5:15 p.m.) on Sep 25-26)	September 29 <sup>th</sup>
Sep 29 <sup>th</sup>	Research Proposal Due	
Sep 30 <sup>th</sup>	Secondary Research Discussion Midterm Exam Review	
Oct 1 <sup>st</sup>	Midterm 1: Chapters 1-6	
Oct 2 <sup>nd</sup>	Chapter 7: Survey Research	October 6 <sup>th</sup>
Oct 7 <sup>th</sup>	Survey Research Discussion	
Oct 8 <sup>th</sup>	Chapter 7: Survey Research	October 12 <sup>th</sup>

Oct 9 <sup>th</sup>	Chapter 9: Conducting Marketing Experiments	October 13 <sup>th</sup>
Oct 11 <sup>th</sup>	Exploratory Research Report Due	
Oct 14 <sup>th</sup>	No Class: Thanksgiving	
Oct 15 <sup>th</sup>	Conducting Marketing Experiments Review	
Oct 16 <sup>th</sup>	Chapter 10: Measurement and Attitude Scaling	October 20 <sup>th</sup>
Oct 21 <sup>st</sup>	Measurement and Attitude Scaling Review	
Oct 22 <sup>nd</sup>	Chapter 10: Measurement and Attitude Scaling	October 26 <sup>th</sup>
Oct 23 <sup>rd</sup>	Chapter 11: Questionnaire Design	October 29 <sup>th</sup>
Oct 25 <sup>th</sup>	Draft Questionnaire and Sampling Report Due	
Oct 28 <sup>th</sup>	Questionnaire Design Scaling Review	
Oct 29 <sup>th</sup>	Chapter 11: Questionnaire Design	
Oct 30 <sup>th</sup>	Chapter 12: Sampling Designs and Sampling Procedures	November 3 <sup>rd</sup>
Nov 4 <sup>th</sup>	Sampling Designs and Sampling Procedures Review	
Nov 5 <sup>th</sup>	Chapter 12: Sampling Designs and Sampling Procedures Midterm Exam Review	
Nov 6 <sup>th</sup>	Midterm 2: Chapters 7, 9-12	
Nov 8 <sup>th</sup>	Draft Questionnaire and Sampling Report Due	
Nov 11-15	No Classes: Reading Week	
Nov 18 <sup>th</sup>	Chapter 13: Big Data Basics: Describing Samples and Populations	November 22 <sup>nd</sup>
Nov 19 <sup>th</sup>	Describing Samples and Populations Review	
Nov 20 <sup>th</sup>	Chapter 13: Big Data Basics: Describing Samples and Populations	
Nov 25 <sup>th</sup>	Chapter 14: Basic Data Analysis	November 29 <sup>th</sup>
Nov 26 <sup>th</sup>	Basic Data Analysis Review	
Nov 27 <sup>th</sup>	Chapter 14: Basic Data Analysis	

<b>Dec 2<sup>nd</sup></b>	<b>Chapter 15: Testing for Differences between Groups and for Predictive Relationships</b> <b>Draft Final Report Due</b>	<b>December 6<sup>th</sup></b>
Dec 3 <sup>rd</sup>	<b>Testing for Differences between Groups and for Predictive Relationships Review</b>	
Dec 4 <sup>th</sup>	<b>Chapter 15: Testing for Differences between Groups and for Predictive Relationships</b>	
<b>Dec 9<sup>th</sup></b>	<b>Final Report due in Moodle by 8 a.m.</b> <b>Final Presentation (in class)</b>	
Dec 11 <sup>th</sup>	<b>Final Exam Review</b>	
<b>Dec 16<sup>th</sup></b>	<b>Final Exam: All chapters with greater focus on chapters 13 – 16</b>	<b>9 am – noon (A2212)</b>

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.