

Fall 2015

MAR 3613 Marketing Research

Yancy Edwards

University of South Florida, yde@sar.usf.edu

Follow this and additional works at: http://scholarcommons.usf.edu/ocep_sls



Part of the [Marketing Commons](#)

Scholar Commons Citation

Edwards, Yancy, "MAR 3613 Marketing Research" (2015). *Service-Learning Syllabi*. 16.
http://scholarcommons.usf.edu/ocep_sls/16

This Article is brought to you for free and open access by the Office of Community Engagement and Partnerships at Scholar Commons. It has been accepted for inclusion in Service-Learning Syllabi by an authorized administrator of Scholar Commons. For more information, please contact scholarcommons@usf.edu.

University of South Florida Sarasota-Manatee
College of Business

MAR 3613: Marketing Research

Syllabus
Fall 2015

Professor: Yancy D. Edwards
Class Times: Thursdays 2:00pm-4:45
Class Location: SMC A205
Office Hours: Thursdays noon-2pm, and by appointment
Office Location: SMC C231
Office Phone: 941-359-4598
E-mail: yde@sar.usf.edu

Syllabus

You are responsible for understanding the contents of this syllabus. I will review it with you during the first class period and will answer your questions at that time. All students are responsible for reading the syllabus and asking me any questions you may have.

Course Description:

Business professionals work in information-rich environments; their capacity to add value to their organizations is determined by their ability to collect, manage, generate, interpret, and discuss information. Information can be gathered within a firm, from external secondary data sources and from primary research. This course focuses on each of these methods with an emphasis on understanding the appropriate uses, limitations, and interpretation of market information.

Learning Objectives:

The general objective of this course is to provide you with the skills necessary to collect, interpret, and use information to make marketing decisions. Specific objectives include:

1. Understanding what marketing research is, what kinds of information it can provide, and how it is used by marketing management.
2. Gaining the skills and knowledge necessary to conduct exploratory, descriptive, and causal studies.
3. Understanding and using statistical procedures for data analysis.
4. Gaining the ability to translate statistical output into meaningful information.

Additionally, through reading, in-class discussion and course assignments, you are expected to demonstrate a professional level of proficiency in the following skill-related activities:

5. Writing.
6. Oral communication including listening, thinking, and clearly expressing your ideas.
7. Analytical thinking.

Required Materials:

Burns and Bush, Marketing Research, New Jersey, Prentice Hall, 7th Edition, 2014. ISBN-10: 0133074676 • ISBN-13: 9780133074673. You will also have some copying expenses for your group project.

This textbook may be purchased at any of the bookstores where you purchase your textbooks for USF courses. Additional required and recommended readings, current news (i.e., NYTimes.com, WSJ.com), or materials may be posted on Canvas. Please check Canvas often as these items may be added or deleted on short notice.

Course Responsibilities:

Personal Data Sheet (PDS): The PDS provides me with a brief biographical sketch of all students enrolled in the course. You are required to complete a PDS so that I can get to know you and your classmates in a timely manner. The PDS is designed to help me tailor course content according to your interests and current knowledge of marketing, marketing research, and quantitative methods. Attach your photo in the upper right-hand corner of your PDS (required). The photo could be something as simple as a copy of the photo portion of your USF ID or driver's license. Whatever photo source you choose, please make sure the photo resembles you. It will help me associate your name with your face. Please submit your completed PDS with photo by Thursday, September 3rd.

Class Format: Class will involve lecture, discussion and in-class exercise(s). You are expected to question, challenge, and clarify the material as it is being covered. You should conduct yourself in a professional and mature manner. This includes showing respect for the diverse opinions and experiences of all students. Offensive language or verbal attacks on other students are unacceptable and will not be tolerated.

Class Preparation: You are expected to have read the assigned material prior to its coverage in class. You are responsible for all material in the assigned chapters except where noted by the instructor. Class notes will be available for dissemination through Canvas. You should come to class not only with the lecture notes but your own set of notes replete with questions and talking points to bring up in class. Lectures WILL NOT completely or exactly replicate the material and/or its presentation in the book.

Examinations: There will be three exams. The exams are **NOT** cumulative. Exams will follow an objective (multiple choice) and subjective (short answer and essay) format. The exams will measure your recognition and recall of general concepts and details presented in the textbooks, lectures, cases, class discussions and student presentations. *No makeup exams will be given except under highly extenuating circumstances and with the prior approval of the instructor.*

Team Research Project: Teamwork is a critical skill in today's marketplace because many organizations expect employees to effectively collaborate with their colleagues. You may want to work with your team as you prepare for class, and may occasionally be asked to submit responses to various cases, articles and discussion questions as a team. If you miss a class, please get the notes and any changes to the course schedule from your team. As described above, a specific portion of your exam grade can be affected (and hopefully, improved) by team discussions.

The team research project is designed to give you first hand experience with the material covered in this course. This project, consisting of two phases, will focus on the development of a new product. Phase 1 will involve qualitative research; phase 2 will involve quantitative research.

In phase 1, your team will do a literature review, gather secondary data, and conduct two focus groups to develop and refine the product concept. The literature review is worth 5% of your grade. A more formal written report detailing your team's secondary data research and focus group findings will be due. This report is worth 10% of your grade.

In phase 2, your team will collect and analyze survey information to test the generalizability of your team's phase 1 findings and develop recommendations regarding your team's new product target market, design, pricing, promotion, and distribution. A written report detailing your efforts and results will be due. This report is worth 20% of your final grade.

Twenty percentage points will be deducted if the project deliverable date and time are missed. After that, ten percentage points will be deducted for each day a project deliverable is late. No exceptions will be made. Hence, budget computer problems and traffic into your timetable.

Teams begin working together early in the semester. You are given the option of forming your own group or being assigned to a group. You will work in teams of 4-6 students. Peer evaluations will be taken into consideration when assigning individual grades from team deliverables.

You will receive more details about the project on September 3rd. **Please print in duplex (a.k.a., double-sided, front and back) a copy of the Team Research Projects document from Canvas.**

Class Attendance: You are expected to attend and participate in all class meetings. It is imperative that you read (or listen to) the assignment(s) prior to class and come prepared to assume your role in the learning process. Your performance and satisfaction with this class depends a great deal on input from you and your classmates. The exchange of ideas is critical to your success in this class as it will help you clarify things for yourself, help other students understand concepts more clearly, and help me identify topics that require additional explanation. Class discussion provides you an opportunity to hone your communication skills related to business topics. These communication skills are highly valued by employers. *The fact that you have been physically present in class does not mean you have participated.*

My minimum expectations for students who expect to earn a perfect or near perfect grade for class attendance are spelled out below.

You regularly attend class. Attendance counts only when you arrive to class on time and remain in class during the scheduled class period. Classes will start on time and continue for the full time allotted. Late arrivals and early departures are highly disruptive and disrespectful to me and your classmates. Thus, you should expect that absenteeism, late arrivals and early departures will negatively impact your class attendance grade.

I will take attendance several times during the scheduled class period. You are allowed 2 class absences (~ 4 missed role calls). Three class absences (~6 missed role calls) will result in a 3 point drop in your attendance points. Four class absences (~8 missed role calls) will result in a 5 point drop in your attendance points. Five class absences (~10 missed role calls) will result in 7 point drop in your attendance points. ***Six or more class absences (~12+ missed role calls) will result in the loss of all of your attendance points.***

Plagiarism: The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

Please remove your name from the body of your paper and replace it with your USF id#. Also remove your name from the file name and replace it with your USF id# (e.g., "u12345678 essay 1.docx") before submitting it to Turnitin.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

Course Evaluation:

This course provides you with several opportunities for learning the material and also gives you frequent feedback on your performance. If you are concerned about your grade, see me early in the semester so we can work together to enhance your learning. In fairness to all students, **EXTRA CREDIT AS OUTLINED BELOW WILL BE OFFERED**. Should you decide to not take advantage of any extra credit opportunities, please ensure that all work submitted is your best.

Attendance		10 points
Attendance	10 points	
Exams		45 points
1 st Exam	15 points	
2 nd Exam	15 points	
3 rd Exam	15 points	
Team Research Projects		45 points
Literature Review	5 points	
Focus Group Report	10 points	
Survey	5 points	
Dataset	5 points	
Survey Report	20 points	
Total		100 points

Extra Credit Opportunities: During the semester, there may be impromptu opportunities to get extra credit points for project work or active and engaged participation in primary research. When these extra credit opportunities arise, I will announce them. They are completely optional.

One extra credit opportunity available throughout the semester involves you demonstrating you are prepared for class based on your familiarity with the required/suggested reading(s). This involves you sending me via email a topic-relevant contribution at least 24 hours prior to the start of class.

Your topic-relevant contribution must be a current events news story. You must provide the following:

- a) URL, pdf, and/or scanned copy of the article,
- b) brief summary of the article,
- c) how it relates to the upcoming class topic, and
- d) your prediction(s), with support, of the impact to future marketing research and practice

If I use your topic-relevant contribution during class or post it on Canvas for your fellow classmates, I will give you **1** extra credit point. Should you provide multiple articles for a particular class, you will still only get 1 extra credit point should I use any or all of them during class or post it on Canvas for your fellow classmates. ***Throughout the semester you can get up to 7 extra credit points added to your final grade through topic-relevant contributions.*** A ‘Sample Topic-Relevant Contribution for Extra Credit Consideration’ is posted in the Syllabus drawer on Canvas for your review.

This is a business course and, as such, you will be graded for the course in the same manner as you will be throughout your professional career. The following table will give you an indication of what you may expect as your efforts are graded for the course:

Grade	School Description	Course (<i>Business</i>) Usage
A	Excellent	You have mastered all of the tasks given to you and left no doubt that you will excel when given more complex tasks. (<i>You are promoted, given a huge raise, a corner office, and a bonus.</i>)
B	Good	You have exceeded expectations in some areas but only met them in other areas. (<i>You receive a nice raise.</i>)
C	Satisfactory	You have done the work expected of you and little, if anything, else. (<i>You are allowed to keep your job.</i>)
D	Unsatisfactory	You have fallen well short of expectations and are put on probation. (<i>Drastic, immediate improvement is needed to save your job.</i>)
F	Failure	You have accomplished nothing worthwhile. (<i>You are terminated!</i>)

So, if you merely complete everything listed in this syllabus you may expect a “C” for the course. If you show initiative, interest, enthusiasm, and results, you may expect to progress in a positive direction. Should you choose to do less than the work required, you should also expect to suffer the consequences of **your** choices.

Throughout the semester you will be able to track your grades on Canvas. If you wish to discuss a grade, do so as soon as possible after the grade is posted. If you wish to earn a higher grade, work hard enough throughout the semester to achieve your goals. There will be absolutely no negotiation of grades for any reason. The contributing factors to your final grade are listed in the syllabus and do not include the amount of effort you think you put into the course or assignments, the unforeseen limitations on your time, the possible loss of academic recognition or scholarship, or other non-course related issues. As already mentioned, there will be no “special per student extra credit” assignments beyond what has already be mentioned to allow you to improve your grade situation at any time during the course.

A plus-minus grading system will be used in this class. The following scale will be used in the assignment of the final letter grade:

A	93-100	B-	80-82.99	D+	67-69.99
A-	90-92.99	C+	77-79.99	D	63-66.99
B+	87-89.99	C	73-76.99	D-	60-62.99
B	83-86.99	C-	70-72.99	F	below 60

Grading: To ensure that exceptional work can be rewarded with an exceptionally high grade, I maintain very high standards for your performance. Thus, I tend to award very few grades above 90% and many grades below 80%.

To reiterate what was stated earlier, if you do a satisfactory job of meeting the course requirements, you will earn a grade of 75% or “C.” You do not start with 100% and lose points; rather, you start

with a “C” and then gain or lose points based on the thoughtfulness and completeness of your work, and the extent to which you go above and beyond what is minimally required.

OTHER ASSIGNMENTS DUE:

Nov 9th @5pm - Copy of your final survey typed, pre-coded, and formatted so as to look professional. In addition, you are to neatly hand print the level of measurement (nominal, ordinal, interval or ratio) that each question provides on the survey itself next to each question.

Nov 23rd @5pm - Electronic copy of your entire dataset as evidence you have entered your data using SPSS (or Excel) and are ready to begin data analysis the following class period. In addition to your dataset, submit an electronic copy of your survey instrument used for data collection along with codebook. **NOTE: YOU SHOULD KEEP ELECTRONIC COPIES OF THESE THREE ITEMS (survey used in field, dataset, & codebook) FOR YOURSELF AS WELL!**

USFSM AND USE SYSTEM POLICIES

- A. Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the [USFSM Catalog](#), the USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](#).
- B. Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the [USFSM Catalog](#), USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](#).
- C. Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, online conferencing/collaboration tools, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Canvas for each of their classes for course specific communication, as well as the USFSM website, their student email account, and [MoBull](#) messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the [Campus Police Website](#) for further information.
- D. Disabilities Accommodation:** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, <http://usfsm.edu/disability-services/>
- E. Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See [Emergency Evacuation Procedures](#).

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Protection of Students Against Discrimination and Harassment:

1. **Sexual Misconduct/Sexual Harassment Reporting:** USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](#)).
2. **Other Types of Discrimination and Harassment:** USFSM also is committed to providing an environment free from discrimination and harassment based on race, color, marital status, sex, religion, national origin, disability, age, genetic information, sexual orientation, gender identity and expression, or veteran status ([USF System Policy 0-007](#)).

The Counseling and Wellness Center is a **confidential** resource where you can talk about incidents of discrimination and harassment, including sexual harassment, gender-based crimes, sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators **must** report incidents of discrimination and harassment, including sexual harassment, gender-based crimes, sexual assault, stalking, and domestic/relationship violence. If a student discloses any of these situations in class, in papers, or to a faculty member personally, he or she is required to report it to OSSR or DIEO for investigation. Students who are victims or who have knowledge of such discrimination or harassment are encouraged to report it to either OSSR or DIEO. The Deputy Coordinator for USFSM is Allison Dinsmore, Coordinator of Disability Services & Student Advocacy, #941-359-4714 or adinsmore1@sar.usf.edu.

Campus Resources:

Counseling Center and Wellness Center 941-487-4254
Victim Advocate (24/7) 941-504-8599

List of off-campus resources:

HOPE Family Services: 941-755-6805
Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
First Call for Help- Manatee: 941-708-6488
Sarasota & North Port 941-366-5025
Manatee Glens: 941-782-4800; 24-hr Hotline 941-708-6059

H. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. The web portal is accessed at <http://my.usf.edu>

SPELLING CHECKER

~~~~~

Eye halve a spelling checker  
It came with my pea sea  
It plainly marcs four my revue  
Miss steaks eye kin knot sea. Eye  
strike a key and type a word  
And weight four it two say  
Weather eye am wrong oar write  
It shows me strait a weigh. As  
soon as a mist ache is maid It  
nose bee fore two long  
And eye can put the error rite  
It's rare lea ever wrong.  
Eye Have run this poem threw it  
I am shore your pleased two no  
Its letter perfect awl the weigh  
My checker tolled me sew.

**Course Schedule:** The schedule of topics and readings listed below is subject to change on short notice. When this occurs, you are notified via Canvas and an updated schedule will be posted. In fairness to students with very complex and demanding schedules, due dates will be changed only under extraordinary circumstances.

| DATE                 | SCHEDULED TOPIC                               | ASSIGNMENTS                  | PROJECT TIME LINE                                                                                                       |
|----------------------|-----------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Aug 27 <sup>th</sup> | Course Introduction                           | Ch 1, Canvas                 |                                                                                                                         |
| Sept 3 <sup>rd</sup> | Research process;<br>Problem formulation      | Ch 3, Canvas                 | <b>PDS Due</b>                                                                                                          |
|                      | Introduction to Project;<br>Group Formation   |                              |                                                                                                                         |
| 10 <sup>th</sup>     | Research Design;<br>Literature Review         | Ch 4, Canvas                 |                                                                                                                         |
| 17 <sup>th</sup>     | Secondary Data                                | Ch 5, Canvas                 | <b>Consider:</b> What questions can secondary data address for your project topic? Where will you look for each answer? |
| 24 <sup>th</sup>     | <b>EXAM 1</b>                                 |                              |                                                                                                                         |
|                      | Qualitative Research Design (Part I)          | Ch 6, Canvas                 |                                                                                                                         |
| Oct 1 <sup>st</sup>  | Qualitative Research Design (Part II)         | Ch 6, Canvas                 | <b>Literature Review Due Tuesday, Oct 6<sup>th</sup> @5pm</b>                                                           |
|                      | Analyzing and reporting qualitative research  | Canvas                       |                                                                                                                         |
| 8 <sup>th</sup>      | Qualitative research applied to your project  | Canvas                       | Develop moderator guide for focus group 1                                                                               |
|                      | Project Workshop to work on moderator's guide |                              |                                                                                                                         |
| 15 <sup>th</sup>     | Data Collection (Part I)                      | Ch 7, Canvas                 |                                                                                                                         |
|                      | Project Workshop on Focus Groups              | <b>Conduct Focus Group 1</b> | Interpret focus group 1 results; More secondary data analysis?; Develop moderator guide for focus group 2               |
| 22 <sup>nd</sup>     | Data Collection (Part II)                     | Ch 7, Canvas                 |                                                                                                                         |
|                      | Project Workshop on Focus Groups              | <b>Conduct Focus Group 2</b> | Interpret focus group 2 results; More secondary data analysis?                                                          |

| DATE                                                        | SCHEDULED TOPIC                      | ASSIGNMENTS   | PROJECT TIME LINE                                                                                                                                                                |
|-------------------------------------------------------------|--------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                             | <b>EXAM 2</b>                        |               |                                                                                                                                                                                  |
| 29 <sup>th</sup>                                            | Measurement and Scaling              | Ch 8, Canvas  | <p><b>Consider:</b> What questions, constructs, and measures are appropriate for your product concept?</p> <p><b>Focus Group Report Due Tuesday, Nov 3<sup>rd</sup> @5pm</b></p> |
| Nov 5 <sup>th</sup>                                         | Designing Surveys                    | Ch 8, Canvas  | <b>Survey Due by Monday, November 9<sup>th</sup> @5pm</b>                                                                                                                        |
|                                                             | Sampling: Theory & Methods           | Ch 9, Canvas  |                                                                                                                                                                                  |
| 12 <sup>th</sup>                                            | Sample Size Determination            | Ch 10, Canvas | Collect Data                                                                                                                                                                     |
|                                                             | Data Collection and Preparation      | Ch 11, Canvas |                                                                                                                                                                                  |
| 19 <sup>th</sup>                                            | Data Entry using SPSS                | Canvas        | Collect Data                                                                                                                                                                     |
|                                                             | Basic Data Analysis                  | Ch 12, Canvas | <b>Survey, Dataset, &amp; Codebook Due by Monday, Nov 23<sup>rd</sup> @5pm</b>                                                                                                   |
| <b>26<sup>th</sup></b>                                      | <b>NO CLASS (Thanksgiving Break)</b> |               | <b>Analyze Data</b>                                                                                                                                                              |
| Dec 3 <sup>rd</sup>                                         | Testing for Differences*             | Ch 13, Canvas | Analyze Data                                                                                                                                                                     |
|                                                             | Testing for Associations*            | Ch 14, Canvas |                                                                                                                                                                                  |
| <b>Survey Report Due by Monday, Dec 7<sup>th</sup> @5pm</b> |                                      |               |                                                                                                                                                                                  |
| <b>TBD</b>                                                  | <b>EXAM 3</b>                        |               |                                                                                                                                                                                  |

*\*Bring a copy of your survey & codebook to Lab!!*



**University of South Florida Sarasota-Manatee  
College of Business**

**MAR 3613: Marketing Research**

**Personal Data Sheet**

*(To be turned in by Thursday, September 3<sup>rd</sup>)*

***NAME:***

*Attach your photo here*

***EMAIL ADDRESS:***

***CELL PHONE:***

***ACADEMIC MAJOR(S):***

***ACADEMIC MINOR(S):***

***QUANTITATIVE/ANALYTICAL COURSEWORK:***

***BUSINESS/MARKETING RESEARCH AND/OR BUSINESS WORK EXPERIENCE:***

***CAREER PLANS:***

***ASIDE FROM AN "A," WHAT WOULD YOU LIKE TO GAIN FROM THIS CLASS?***