



Texas A&M University-Commerce

ONLINE COURSE SYLLABUS
MKT 436: Marketing Research

COURSE INFORMATION

MKT 436: Marketing Research
Fall 2017, 3 Credit Hours

Professor Contact Information and Bio

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Prof. Rogers is a Dallas based Adjunct Marketing Instructor at Texas A&M University- Commerce and a Full time faculty lead at Southern New Hampshire University. She holds a PhD in Business with an emphasis on Marketing; her research is focused on Social Media. Jessica teaches both undergraduate and graduate level courses in Marketing, including Social Media, and has over 15 years of field experience in business and marketing before starting her teaching career in 2009. More on Dr J [here](#).

Connect with me on: [LinkedIn](#) [Twitter](#) and my blog [here](#).
Tutorials and more for you on my YouTube Channel [here](#).

Materials – Text: Hair, Celsi, Ortinau and Bush (2017). Essentials of Marketing Research (4th edition). McGraw-Hill Irwin. New York, NY.
With CONNECT (online adaptive learning resource).

Course Description

Marketing research is the formal process of gathering information needed by managers to make decisions with respect to marketing opportunities and problems. For example, a marketing manager might want to know the degree to which a new product will be acceptable to a group of consumers; the price consumers would be willing to pay for a new product; the degree to which customers are satisfied with a product or service; demographic information about an area where a new store might be located; the image of a company relative to its competitors; and so on. This course provides an in-depth look at the marketing research process and marketing research methods, such as survey, focus group, regression, and multivariate methods

Course Outcomes/Objectives

- Understanding the methods of scientific research in the field of marketing and their application to the solution of marketing problems in a global setting.
- Understanding and using marketing research terminology and where to look for acceptable sources for supporting your position.
- Understanding the relationship between research classifications, principles, theories and models.
- Understanding of how to apply statistical processes, and criteria for when a particular process is appropriate.
- Understanding about how to approach all marketing problems in a global setting.

Technology Requirements

The following technology is recommended to be successful in this online course: Internet connection – high speed recommended (not dial-up) and Word Processor. Additionally, the following hardware and software are necessary to use eCollege:

To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested. You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a: sound card, which is usually integrated into your desktop or laptop computer and speakers or headphones. Depending on your course, you might also need a webcam and microphone. For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: <http://www.java.com/en/download/manual.jsp> . Current anti-virus software must be installed and kept up to date. You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software: Adobe Reader and Adobe Flash Player

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies. For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

COURSE REQUIREMENTS

Your grade will be determined by your performance on three exams, various assignments, class participation, and group project. Each week you will get a combination of various assignments, such as discussions, readings, and case analysis. I will make these assignments available to you no later than (NLT) 2 days before each due date. The point distribution for the course is as follows:

GRADING

Quizzes	200 points
Class Discussions/Participation	100 points
Group Discussion/Participation	100
Exams	300 points
Group Project	300 points
Total 1000 pts	

Your final grade is your total points earned divided by the course's total points. The following scale will be used to assign final grades:

SCORE	>=90	80-89.9	70-79.9	60-69.9	<60
GRADE	A	B	C	D	F

PLEASE NOTE: All discussions, quizzes, projects, and exams must be completed on the due date. Late work will not be accepted and will be graded to zero.

Exams: Three equally weighted exams will be given during the semester. These exams will cover textbook readings and presentations. No make-up exam. Each exam has a time limit. You will not be able to print exams. Exams are not resettable. *Access to the exams will be restricted after the due date.* They will consist of multiple choice and essay questions.

Quizzes: You will have weekly quizzes to check your learning of reading material. It is suggested to stay up to date with chapter readings. You will log into McGraw-Hill Connect to complete the quiz. I strongly recommend that you read the chapter first before you attempt the assignment. Quizzes have 15 multiple choice questions, and you have one hour to complete the quiz.

Discussions: I will post discussion topics under different weeks. They will typically align with the readings and your group project. Please use the following Discussion Rubric. Noted that each week's discussion must be due on that week. You will post an initial reply post, and 2 replies/follow up posts to your peers/instructor.

Task	Accomplished (22.5-25 pts)	Proficient (17.5-22.5 pts)	Needs Improvement (0-17 pts)
Initial Positing	Clearly identifies key or important information "mostly" in your own words, on topic, and utilizing the text and the article, appropriate citations.	Identifies some important information in your own words, on topic, and utilizing the text and the article, however, information missing and or appropriate citations missing, not appropriate	Does not clearly identify key information, not on topic, does not utilize text and or article, and or, not properly cited. Not appropriate length
Reply Postings	Clearly responds to another student's posting/instructor in your own words, and contributes to the discussion via inquiry and critical thinking	Responds to another student's posting/instructor but does not further the discussion or posting is not applicable	Does not respond to another student/instructor posting
Writing and articulation	Postings have clear ideas and supported with extensive analysis/evidence	Postings have clear ideas and supported with analysis/evidence.	Posts lacks focus or is not easily understood

Group Project/Group Discussion

Each group will conduct research and create a research report. More information is within the course shell. Please follow the instructions. *Please communicate and work with your groups in a professional manner, they can fire you for lack of participation/production/performance.* You will have a discussion board devoted to your groups work. This allows me to see that you are participating and working with your group. See below grading rubric for the project. Be sure you meet each of the Objectives and Critical Elements before submitting. You will have an opportunity to submit a preliminary submission for feedback at midterm. **Exam weeks are a great time to play catch up on the Project as there is no other work due.**

Project Requirements of submission: Written components of projects must follow these formatting guidelines when applicable: double spacing, 12-point Times New Roman font, one-inch margins, and APA citations.

Objectives and Critical Elements	Exemplary	Proficient	Needs Improvement	Not Evident	Value
Objective 1: Identifying research Objectives and Evaluating Questionnaire Design	Student demonstrates an understanding of identifying research objectives and evaluating corresponding questionnaire design and cites multiple examples to illustrate each element (19-20)	Student demonstrates an understanding of identifying research objectives and evaluating corresponding questionnaire design (17-18)	Students demonstrates partial understanding of identifying research objectives and/or evaluating corresponding questionnaire design (15-16)	Students does not demonstrate understanding of identifying research objectives and does not demonstrate understanding of evaluating corresponding questionnaire design (0)	20
Objective 2: Questionnaire Design	Student demonstrates understanding of questionnaire design in terms of data type and potential bias caused by question wording. Student Explores multiple issues, (including those in a <i>global</i> setting) through extensive collection and in-depth analysis of evidence to make informed conclusions (19-20)	Student demonstrates proficient understanding of questionnaire design in terms of data type and potential bias caused by question wording. Student explores some issues (including those in a <i>global</i> setting) through analysis of evidence to make informed conclusions (17-18)	Student demonstrates limited understanding of questionnaire design in terms of data type and potential bias caused by question wording. Wrong scales are chosen or misleading wording is used. Student explores limited issues through analysis of evidence to make informed conclusions (15-16)	Student does not demonstrate understanding of questionnaire design/bias. (0)	20
					20

<p>Objective 3: Market Research Problem and Hypothesis</p>	<p>Student demonstrates understanding of identification the research question and generation of corresponding hypothesis. Appropriate test statistics are also identified. (19-20)</p>	<p>Student demonstrates understanding of identification the research question and generation of corresponding hypothesis. (17-18)</p>	<p>Student demonstrates limited understanding of identification the research question and generation of corresponding hypothesis. Student identifies the situation and the problems. But they may not be able to frame the research questions and hypothesis correctly. (15-16)</p>	<p>Student does not demonstrate understanding of the research question and generation of corresponding hypothesis. (0)</p>	
<p>Objective 4: Data Analysis</p>	<p>Student demonstrates the ability to <i>correctly</i> apply methods/statistical testing and interpret results (19-20)</p>	<p>Student demonstrates the ability to apply methods/statistical testing and interpret results. (17-18)</p>	<p>Students demonstrates limited ability in data analysis/interpretation (15-16)</p>	<p>Student does not demonstrate the ability to apply methods/statistical testing and interpret results (0)</p>	<p>20</p>
<p>Critical Thinking</p>	<p>Student demonstrates comprehensive exploration of issues (including those in a <i>global</i> setting) and ideas before accepting or forming an opinion or conclusion (9-10)</p>	<p>Student demonstrates moderate exploration of issues (including those in a <i>global</i> setting) and ideas before accepting or forming an opinion or conclusion (7-8)</p>	<p>Student demonstrates minimal exploration of issues and ideas before accepting or forming an opinion or conclusion (5-6)</p>	<p>Student does not demonstrate exploration of issues and ideas before accepting or forming an opinion or conclusion (0)</p>	<p>10</p>
<p>Research and Writing (Mechanics/Citations)</p>	<p>No errors related to organization, grammar and style, and/or citations. Incorporates many scholarly resources effectively that reflect depth and breadth of research (9-10)</p>	<p>Minor errors related to organization, grammar and style, and/or citations. Incorporates some scholarly resources effectively that reflect depth and breadth of research (7-8)</p>	<p>Some errors related to organization, grammar and style, and/or citations. Incorporates very few scholarly resources that reflect depth and breadth of research (5-6)</p>	<p>Major errors related to organization, grammar and style, and/or citations. Does not incorporate scholarly resources that reflect depth and breadth of research (0)</p>	<p>10</p>

Access and Log in Information

This course was developed and will be facilitated utilizing eCollege, the Learning Management System used by Texas A&M University-Commerce.

To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

For personal concerns or questions, email is the best way to contact me. If you have a question that concerns the course, the Virtual Office is the best way to contact me. That way I can explain myself once instead of answering the same question multiple times. Always check your home page for Announcements when you login. **I expect students will check their email daily and login at least 3 times per week.** If you don't respond to emails or login over a prolonged period (10 days) then I will assume you intend to drop the course.

Attendance

Failure to participate will negatively effect your grade. Participation is defined as posting activity within a discussion board in eCollege, and/or an assignment submission. While Online Education classes are asynchronous, they are not correspondence or self paced. Although only a portion of students grades are tied to discussion, participation is MANDATORY. Students are expected to log in and participate at least 3 times per week, on separate days throughout the term. Online courses are very similar to on campus courses, except students can learn anytime, anywhere they have an Internet connection! Participation/attendance should not be an issue. Some people need a traditional classroom environment with face-to-face communication, immediate feedback, and a set schedule for learning. Please budget your time.

Extended absences, defined as failure to post for more than five days, must be coordinated with the instructor. Students who fail to coordinate any such absence with the instructor, or who fail to withdraw from the course in accordance with official TAMU-C's drop and withdrawal policy will be graded appropriately

Student Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)
- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

COURSE AND UNIVERSITY POLICIES

Academic Honesty Policy

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

There are two problems that seem to come up in online classes. The first is students who attempt to cheat on exams. Exam questions are randomized in order, and a time limit is set. If you try to extend the time by claiming your computer was timed out before you can submit the exam, be aware that I can see how many questions you have answered and how long you were online.

The second problem is plagiarism. Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All projects will be turned in through "Turnitin.com" to screen for plagiarism. **THE PENALTY FOR CHEATING AND PLAGIARISM IS AN F IN THE COURSE.**

All students must download the College's Statement on Academic Honesty, sign it, and return it. I will post instructions on this in Week 1.

Drop a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page. February 4th is the last day to drop a class with 100% refund; April 5th is the last day to drop with a grade of Q, and May 3rd is the last day to withdraw from all classes this semester.

Incompletes

Incompletes are only given when a student has completed all work up to the last 3 weeks of the term, and has an extenuating circumstance. Students only have access to the eCollege course for two weeks following the final day of the term. Therefore, incompletes are rarely given.

Administrative Withdrawal

Students who do not login during the first 12 days of the semester may be administratively dropped from the class. Students who stop participating for over 10 days, and do not answer emails from the instructor may also be administratively dropped.

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE Schedule

Week	Topics	Assignments/Exams
1 8/28	Ch 1 Marketing Research for Managerial Decision Making	Please post introductions in Class Discussion Set up Connect Quiz in Connect
2 9/4	Ch 2 The Marketing Research Process & Proposals Ch 3 Secondary Data, Literature Reviews and Hypotheses	Quiz in Connect Group Project Assigned Visit your Group Discussion Board Weekly! Use the timeline and work on project weekly!
3 9/11	Ch 4 Exploratory Research Designs and Data Collection Approaches	Class Discussion Visit Group Discussion Board; use the timeline Quiz in Connect
4 9/18	Ch 5 Descriptive and Causal Research Designs	Visit Group Discussion Board; use the timeline Quiz in Connect
5 9/25		Exam 1 (ch 1-5) Due by Sunday Visit Group Discussion Board; use the timeline to work on your projects
6 10/2	Ch 6 Sampling: Theory and Methods	Visit Group Discussion Board; use the timeline Quiz in Connect

7 10/9	Ch 7 Measurement and Scaling	Class Discussion Visit Group Discussion Board; use the timeline Quiz in Connect Submit brief Literature Review and Project Background for initial feedback.
8 10/16	Ch 8 Designing the Questionnaire	Visit Group Discussion Board; use the timeline Quiz in Connect
9 10/23		Exam 2 (ch 6-8) Due by Sunday Visit Group Discussion Board; use the timeline to work on your projects
10 10/30	Ch 9 Qualitative Data Analysis Ch 10 Preparing Data for Quantitative Analysis	Visit Group Discussion Board; use the timeline Quiz in Connect
11 11/6	Ch 11 Basic Data Analysis for Quant. Research	Class Discussion Visit Group Discussion Board; use the timeline Quiz in Connect
12 11/13	Ch 12 Examining Relationships in Quant. Research	Visit Group Discussion Board; use the timeline Quiz in Connect
13 11/20 Thanksgiving break 11/23-26	Ch 13 Communicating Marketing Research Findings	Class Discussion Visit Group Discussion Board; use the timeline Quiz in Connect
14 11/27	Wrap Up	Visit Group Discussion Board; use the timeline to work on your projects. Group Projects Due
15 12/4		Exam 3 (ch9-13)
16	n/a	n/a

Note: The above schedule is tentative and subject to change at the discretion of the instructor.

APA Style

All work is to be submitted using APA style, I have places some tutorials and videos on the website as well as my YouTube Channel. Start getting accustomed to using APA as it is a requirement through your academic career.

<http://www.youtube.com/playlist?list=PLA61A6D99F9E4540C&feature=plcp>

Misc.

1. I created a FaceBook page for my courses I teach at both Universities. This is not mandatory to join. I wanted you all to be able to network and for me to have a place to post jobs etc unrelated to class.
http://www.facebook.com/?sk=lf#!/home.php?sk=group_147244638668939&ap=1
2. Do not forget about deadlines. I don't change dates once the syllabus has been distributed, so you can use ink when you put them on your calendar and planner. Every semester I have at least one person who 'forgets' about an assignment. Good rule of thumb, when Friday rolls around, you might have something to turn in soon!
3. Do not be dead weight for any group projects. Your team members can **fire you**, complain about your lack of performance, and affect your grade. In the working world you will have projects to do and deadlines to meet. Many times you will need to cooperate with "all types" of people. Make it work! This does not mean you have to meet in person weekly. Email, class chat room, or a phone call can work just fine. If you need help understanding the assignment, ask for clarification.
4. E-mail in eCollege is sent via your **LEO account**. Please check it daily, **forward it to your phone!** I send out reminders etc. frequently.
5. Being a Successful Online Student
 - a. [What Makes a Successful Online Student?](#)
 - b. [Self-Evaluation for Potential Online Students](#)
 - c. [Readiness for Education at a Distance Indicator \(READI\)](#)
 - d. *Login Information: Login = **tamuc**; password = **online***

ADA Statement**Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services**Texas A&M University-Commerce****Gee Library****Room 132****Phone (903) 886-5150 or (903) 886-5835****Fax (903) 468-8148****StudentDisabilityServices@tamuc.edu**