INSTRUCTOR INFORMATION
Professor: K. Damon Aiken, Ph.D.
Office Hours: M & W 5:00 – 6:00 and by appointment
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Telephone: 358-2279
E-mail: kaiken@mail.ewu.edu
Homepage: TBA (see BlackBoard)

COURSE DESCRIPTION
This course is a practical and theoretical approach to understanding and applying the procedures and methods used in collecting and analyzing market information for managerial decision making. Topics include research design, data collection, sampling, questionnaire design, qualitative research methods, processing and interpreting data, and presenting findings. An applied approach provides practical application of methods studied. In this course, students will take a generalized and theoretical understanding of marketing research and turn it into practical, hands-on knowledge. Students will apply textbook knowledge and information from external sources to a “real world” marketing research project.

Readings:
Marketing Research, 8th Ed.; McDaniel and Gates; New Jersey: John Wiley & Sons.
Software – SPSS Student Version 14.0 for Windows

Prerequisites:
I assume that all students have completed MKTG 310 (Principles of Marketing) and DSCI 246/304 (Data Analysis for Business). Further, it is assumed that students currently understand the material covered in those courses. Material from the prerequisites may be used in this course without review.

COURSE OBJECTIVES
1. To provide students with a basic understanding of the terminology, concepts, and processes involved in marketing research.
2. To develop an understanding of the strategic importance of marketing research processes, methodologies, and results.
3. To develop the ability to identify and specify marketing problems; then, in turn, develop and utilize research techniques in an attempt to solve those problems.
4. To develop the skills necessary to design, conduct, and interpret qualitative and quantitative research.
5. To develop the ability to interpret marketing research results and apply them to appropriate marketing strategies.

STUDENT LEARNING OBJECTIVES
Students who successfully complete this course will be able to:
1. Develop analytical and critical-thinking skills in order to be able to understand business problems and translate them into operational research questions.
2. Design common forms of research projects including surveys, experiments, and various forms of qualitative research.
3. Design an effective sampling plan, collect data, and create a manageable database.
4. Analyze and interpret data utilizing multiple statistical techniques.
5. Create a marketing research report.
6. Present (orally and in writing) findings of research projects inclusive of strategic marketing recommendations and their organizational implications for managers.
COURSE COMPONENTS

The above objectives can only be achieved through a joint effort. I will work to stimulate your interest and learning. You will be expected to display initiative and a vigorous program of self-study. Class productivity requires that everyone be well prepared for each meeting. The first half of each class period will usually consist of lectures and class discussions. The second half of each class we will generally analyze market research in an effort to apply important concepts to “real world” situations. Later in the term, class times will also be reserved for learning SPSS software, statistical techniques, and data analysis. Periodic assignments will vary between essay-format qualitative analyses and mostly numerical quantitative analyses (i.e., all quantitative assignments will, of course, require type-written explanations). Furthermore, all assignments must be handed in during class (i.e., they cannot be emailed). Late assignments will not be accepted. In addition, students will participate equally preparing group-level research projects. These projects are the core of the class. Cumulative exams will consist of multiple-choice sections, followed by short answers/essays. Exams may include aspects of the text not explicitly covered in class lectures, just as lectures serve to complement the text.

Group Project and Presentation:

Students will participate equally preparing marketing research projects. Group projects will consist of a written report as well as a 15-20 minute presentation of the group’s work at the end of the term. A summarized outline of the project can be seen on p. 648-649. Specific project guidelines are provided on a separate sheet. See Course Schedule for due dates.

GRADING

Grades are not only a function of your hard work and insightful analysis but are also derived from attendance, active class participation, and timely completion of assignments (late assignments will NOT be accepted). Note the following break-down:

- 10% Weekly Assignments (100 points)
- 30% Midterm Exams (2 @ 150 = 300 points)
- 30% Group Presentation and Report (300 points)
- 30% Final Exam (300 points)

Letter grades for the quarter will be assigned using the +/- system. Numeric grade – Letter grade equivalents will be assigned using the university’s chart (p. 341 in the catalog). Specifically:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 (950 – 1000)</td>
<td>C</td>
<td>2.0 (730 – 759)</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 (900 – 949)</td>
<td>C-</td>
<td>1.7 (700 – 729)</td>
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<tr>
<td>B+</td>
<td>3.3 (860 – 899)</td>
<td>D+</td>
<td>1.3 (660 – 699)</td>
</tr>
<tr>
<td>B</td>
<td>3.0 (830 – 859)</td>
<td>D</td>
<td>1.0 (630 – 659)</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 (800 – 829)</td>
<td>D-</td>
<td>.7 (600 – 629)</td>
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<tr>
<td>C+</td>
<td>2.3 (760 – 799)</td>
<td>F</td>
<td>0.0 (less than 600)</td>
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ACADEMIC ACCOMMODATIONS DUE TO FLU

Throughout the term, I will make every effort to make reasonable accommodations for students with properly documented illnesses. If you are sick, please do not attend class and risk infecting others. We will schedule make-up quizzes and exams on a case-by-case basis. There will be no penalties for missing class.
EQUAL OPPORTUNITY STATEMENT
No person shall, on the basis of age, race, religion, color, gender, sexual orientation, gender identity, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of Eastern Washington University.

AFFIRMATIVE ACTION STATEMENT
Eastern Washington University adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

ACADEMIC ACCOMMODATIONS
It is the policy and practice of Eastern Washington University to make reasonable accommodations for students with properly documented disabilities. Written notification from the Disability Support Services Office is required. If you are eligible to receive an accommodation and would like to request it for this course, please visit or contact the Disability Support Services Office (124 Tawanka; 359-6871; dss@mail.ewu.edu) at the beginning of the term. Otherwise, it is not guaranteed that the accommodation can be received on a timely basis.

ACADEMIC INTEGRITY
Eastern Washington University is an academic community. It exists for the sake of advancement of knowledge; the pursuit of truth; the intellectual, ethical and social development of students; and the general well being of society. All members of our community have an obligation to themselves, to their peers and to the institution to uphold the integrity of EWU.

Students must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication and interference.

Cheating includes receiving or giving help on papers, experiments, reports, compositions, projects or examinations without the instructor's permission. It also includes submitting part of or all of the completed assignment of another student as one's own work. Of special note and concern is the use of purchased research papers. It is a violation of the regulations of EWU for a student to purchase a term paper. Cheating is also using unauthorized materials and aids, such as books, one's own notes or those of another and calculators during an examination.

Plagiarism is the fraudulent misrepresentation of any part of another person's work as one's own. Submitting any writing, including take-home exams, that does not properly acknowledge the quoting or paraphrasing of another person's words, or that fails to give proper credit for another person's ideas, opinion, or theory is plagiarism. Any unacknowledged use of sources to which one is indebted including but not limited to art, music, video, audio, compositions and computer software constitutes plagiarism.

Fabrication is the falsification or invention of information or data in reports, lab results, bibliographies, or another academic undertaking.

Interference includes the theft, alteration, destruction, or obstruction of another student's work. Interference may take the form of the theft, defacement of destruction of resources, e.g., library periodicals and books, so as to deprive other students of information.

A person who violates the standards of academic integrity undermines the values integral to the educational mission of EWU. Academic dishonesty is a serious offense, harming both the community and the perpetrator; and EWU has, accordingly, adopted procedures for dealing with possible instances of academic dishonesty.

Cheating, plagiarism, falsification of information, etc. will not be tolerated under any circumstances. Those in violation will receive severe penalties (i.e., academic dishonesty may result in failing the course). Students are advised to review carefully statements on academic honesty as stated in the EWU Academic Integrity Policy.
# MKTG 411-40 – MARKETING RESEARCH

## Spring 2010

### Course Schedule:

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Q of the Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>3/29</td>
<td>Introductions &amp; Expectations, Marketing Research, Process Overview, Research Industry, Research Ethics, Statistics Review</td>
<td>What is Marketing Research?</td>
<td>Chp. 1, 2</td>
</tr>
<tr>
<td>4/5</td>
<td>Problem Definition and the Research Process, Intro to SPSS, Secondary Data and Databases Qualitative Research</td>
<td>With all of our statistical tools and expertise, why would we conduct qualitative research?</td>
<td>Chp. 3, 4, 5, Library Pres. <strong>HW1: Problem Statement and Hypothesis Generation</strong> Form project groups Draft of Questionnaire</td>
</tr>
<tr>
<td>4/12</td>
<td>Online Marketing Research, Primary Data Collection: Observation Introduction to Questionnaire Design <strong>Midterm Exam 1</strong></td>
<td>How do we develop “the best” questionnaire for our research?</td>
<td>Chp. 7, 8, 11 (11 not on exam) <strong>HW2: Qualitative Research</strong> Final Draft of Questionnaire</td>
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<tr>
<td>4/19</td>
<td>Experimentation &amp; Test Markets The Concept of Measurement, Scaling, and Scale Development</td>
<td>What is Statistical Significance? What is Managerial Significance?</td>
<td>Chp. 9, 10, 11 (revisited) <strong>HW3: Data Coding, Editing, Means, Crosstabs, etc.</strong></td>
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<tr>
<td>4/26</td>
<td>Questionnaire Design Sampling and Sample Size Determination</td>
<td>How do we run and interpret t-Tests?</td>
<td>Chp. 12, 13, 14 <strong>Data Collection</strong></td>
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<tr>
<td>5/3</td>
<td>Report Preparation &amp; Review <strong>Midterm Exam</strong></td>
<td>How do we run and interpret $\chi^2$-Tests?</td>
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<tr>
<td>5/10</td>
<td>Data Preparation, Processing and Analysis Descriptive Statistics, Error, Statistical Testing of Differences , Chi-Squared Test</td>
<td>How do we run and interpret ANOVA?</td>
<td>Chp. 15, 16 <strong>Data Collection Complete</strong> <strong>Data Processing &amp; Analysis</strong></td>
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<tr>
<td>5/17</td>
<td>Correlation and Regression Multivariate Data Analysis, Factor Analysis, Cluster Analysis, Conjoint Analysis, Communicating Research Results</td>
<td>How do we run and interpret multiple regression?</td>
<td>Chp. 17, 18, 19 <strong>HW4: $\chi^2$, t-Tests, ANOVA</strong> <strong>HW5: Cancelled</strong></td>
</tr>
<tr>
<td>5/24</td>
<td><strong>Projects Due</strong> <strong>Project Presentations</strong></td>
<td>How do we run and interpret Factor Analysis and Cluster Analysis?</td>
<td><strong>HW6: FA &amp; CA</strong></td>
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<tr>
<td>5/31</td>
<td><strong>Memorial Day -- Holiday</strong></td>
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<tr>
<td>6/7</td>
<td><strong>Final Exam</strong></td>
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* Schedule topics and assignments are subject to change
GROUP PROJECT GUIDELINES

The marketing research project is the core learning experience of the class. The project is primarily an opportunity to draw together all the concepts covered in class and apply them to a “real world” situation. Appropriate summary outlines can be seen on pp. 648-649. The primary objectives of the project are: (1) to demonstrate that practical research is grounded in real problems and opportunities faced by an organization, (2) to develop an appreciation and understanding of the research process, (3) to develop the skills necessary to conduct strategic marketing research, and (4) to explore how marketing research information can be used to help make managerial decisions.

The project will involve original, primary research. You will work in groups identifying an appropriate research problem, developing the optimal research design, conducting the data collection, analyzing the results, and writing the final report. Draft installments will be turned in periodically as noted in the class schedule. Each installment will follow the course content – in other words, don’t worry, you will be guided through the process.

Start by imagining that your research team is consulting for a real company – that you are all acting as consultants to a specific client or firm. You will strive to address a particular concern, answer a particular marketing question, and/or uncover a new set of issues. The written report will end with a group of strategic marketing recommendations based on your research findings. The final project will culminate with a professionally written report and a presentation to the class. Class presentations should take 15-20 minutes to highlight the major issues/findings of your report. Do NOT simply read us your report!

Details

Grading:
- Each project will receive a group-level grade
- Additionally, each group member will receive a grade based on within-group peer evaluations

Presentation:
- Presentations should be approximately 15-20 minutes
- Presentations should highlight the analyses contained in the report
- Utilize the principles you learned in speech class (i.e., have an introduction, body, and conclusion -- tell us an interesting story – show enthusiasm, organization, and professionalism)

Research:
- Each project should utilize at least five outside, secondary data sources
- You must have at least one academic source (i.e., peer-reviewed journal)
- The number of Internet-based sources should not exceed 40% of your sources
- Research should be relevant to the issue(s) at hand (e.g., you may include industry sales data or demographic information, or you may decide to include attitudinal surveys or values-related research)

Formatting:
- Typed, double-spaced, 12-point font
- One-inch margins all around
- Twenty (20) pages maximum, with up to five (5) pages of Appendices
- Use graphics and pictures at your discretion
- Bound in any reasonable, fixed fashion
- Citations (APA style preferred – see library home page for examples)