

**BUS 473**  
**Marketing Research**  
**Course Syllabus Fall 2010**

Instructor  
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Contact Information

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### **1. Course Overview**

Marketing Research is one of the most important aspects of Marketing. Its objective is to create links between marketers and their public and to provide decision makers with appropriate information that helps them make better decisions.

This course provides students with the opportunity to learn how to generate appropriate, value-adding information in order to solve Marketing problems and to identify Marketing opportunities. They are exposed to the main Marketing Research processes, tools and techniques and learn how to apply them in real-world decision making.

The learning experience includes understanding of key concepts and processes of Marketing Research, selecting and designing different types of research using different research methods, gaining critical thinking and insight related to their application, understanding the basics of measurement, questionnaire development and sampling, using basic analytical tools to obtain research findings, and developing skills to communicate research findings.

The course is a mid-level Marketing course. BUS 371, Introduction to Marketing, is a pre-requisite. In addition, the course is listed as a “C” course, which means that it is part of IIT’s “Communication Across the Curriculum” program and that it contains a substantial written and oral communication component, expected to develop students’ written and oral communication skills.

### **2. Learning Objectives**

At the completion of the course, the successful student will know the role and responsibility of the researcher, particularly regarding ethical issues, and will be able to:

- Understand the Marketing Research process and apply it in diverse situations.
- Define research objectives and select appropriate research methods to reach them.
- Deal with the issues of sampling, error, questionnaire development and data collection.
- Understand the use of different analytical techniques and conduct basic analyses with SPSS.
- Write a research report and present it in a professional way.

### **3. Course Materials**

#### Required Textbook

Marketing Research with SPSS 13.0 Student Version for Windows (5<sup>th</sup> or 6<sup>th</sup> Edition)  
 Alvin Burns and Ronald Bush  
 Pearson / Prentice Hall  
 ISBN 0-13-147732-3

#### Required and Optional Other Readings

Posted on Blackboard.

Required marked with an R- preceding the article's title, while Optional marked with an O- preceding the article's title.

All readings and all assigned work will be available in advance on Blackboard in the folder of the corresponding class. Classes are defined by "Week # / Class #".

In addition, the course syllabus, all assignments, all explanatory notes and all slides used in class will be available in advance on Blackboard in the folder of the corresponding class. Students will receive announcements and emails through Blackboard. Thus, students are responsible to check Blackboard regularly to remain up to date on requirements and information.

### **4. Course Schedule**

(BB stands for "Posted on Blackboard")

<b><u>Week#/ Class#</u></b>	<b><u>Date</u></b>	<b><u>Topics Covered</u></b>	<b><u>Textbo ok Chapte rs</u></b>	<b><u>Assignments due</u></b>
1/1	Aug. 24	Introduction to Marketing Research: The course, examples and applications	Ch. 1	
1 /2	Aug. 26	Introduction to Marketing Research: The industry, the researcher's job; Introduction to Project	Ch. 1 & Ch. 3	Textbook and BB readings; Short case #1
2/3	Aug. 31	The Marketing Research process	Ch. 2	Textbook and BB readings; Project teams and 1 <sup>st</sup> topics
2/4	Sept. 2	Problem definition and research objectives	Ch. 4	Textbook and BB readings;
3/5	Sept. 7	Problem definition and research objectives; Workshop	Ch. 4	Project Phase 0
3/6	Sept. 9	Research design 1: exploratory research, secondary and qualitative	Ch. 5	Textbook and BB readings; Short case #2
4/7	Sept. 14	Research design 2: descriptive research, survey and observation	Ch. 5	Project Phase 1
4/8	Sept. 16	Research design 3: experimentation	Ch. 5	Short case #3
5/9	Sept. 21	Secondary research	Ch. 6	Textbook and BB readings; Project Phase

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5/10	Sept. 23	Secondary research: Workshop	Ch. 6	Short case #4
6/11	Sept. 28	Qualitative research	Ch. 8	Textbook and BB readings; Project Phase 3
6/12	Sept. 30	Qualitative research & review	Ch. 8	Quiz #1
7/13	Oct. 5	Project presentations		Project Phase 4; Project presentation #1
7/14	Oct. 7	Survey data collection	Ch. 9	Textbook and BB readings
8/15	Oct. 12	Measurement, scaling, reliability, validity	Ch. 10	Textbook and BB readings
8/16	Oct. 14	Measurement, scaling, reliability, validity	Ch. 10	Short case #5
9/17	Oct. 19	Questionnaire design	Ch. 11	Textbook and BB readings; Project Phase 5
9/18	Oct. 21	Questionnaire design: Workshop	Ch. 11	Quiz #2
10/19	Oct. 26	Sample plan	Ch. 12	Textbook and BB readings; Project Phase 6
10/20	Oct. 28	Sample size	Ch. 13	Textbook and BB readings
11/21	Nov. 2	Data collection & error	Ch. 14	Textbook and BB readings
11/22	Nov. 4	Data collection & error: Workshop	Ch. 14	
12/23	Nov. 9	Review & introduction to SPSS		Quiz #3
12/	Nov. 11	NO CLASS – Veterans' Day		
13/24	Nov. 16	Introduction to data analysis		SPSS tutorials; Project Phase 7
13/25	Nov. 18	Data analysis: Descriptive statistics	Ch. 15	Textbook and BB readings; SPSS tutorials
14/26	Nov. 23	Data analysis: Population parameters & hypotheses testing	Ch. 16	Textbook and BB readings; SPSS tutorials; Short case #6
14/	Nov. 25	NO CLASS - Thanksgiving		
15/27	Nov. 30	Data analysis: Differences between groups	Ch. 17	Textbook and BB readings; SPSS tutorials; Short case #7
15/28	Dec. 2	Other data analysis methods; Data analysis workshop		Project Phase 8; Short case #8
	Dec.6-11 TBC	Instead of Final exam: Final project write-up & presentations		Final Project; Project presentations #2

Details of the sequenced course schedule above will be given and discussed during the first class.

## **5. Teaching Methodology**

The course topic is quite complex and the proposed learning is substantial. Thus, the focus of the course will be on understanding and knowing how to apply this learning, rather than memorizing theories and formulas. Teaching will comprise:

- Lectures based on the textbook, which will highlight the key concepts and base knowledge that the students must understand prior to its application.
- Prepared or unprepared class discussion for the development of critical thinking and oral communication skills.
- In-class exercises, short cases and quizzes and one semester-long step-by-step project for the opportunity to apply the concepts and theories as parts of real research and to improve both written and oral communication skills.

All assignments will be based on specific questions to facilitate the learning process, while some of the assignments will use the SPSS statistical analysis software included with the textbook.

## **6. Key Success Factors**

To succeed in this course, students must:

- Come to class fully prepared, having read at least all Required Readings and having completed all the assigned work.
- Contribute to everyone's learning by actively participating in class discussions and activities.
- Be willing and responsible learners, committed, involved and fully respectful of the instructor and their fellow students.
- Provide oral and written communication effort and show improvement.

## **7. Evaluations**

Grades for this course depend on students' accomplishment of the Learning Objectives. These will provide students both with a bigger picture understanding of Marketing Research and with some of its technical aspects. The assignments are designed to encourage continuous learning rather than last minute "crunching". Thus a steady effort will produce better results than peaks at critical moments.

The total grade comprises the following:

Class Discussion	100
In-class Exercises	90
Short cases (8 homework exercises)	160
Quizzes (3x50 points)	150
Project (in 10 equally divided steps)	400
Project presentations (2x50 points)	100
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Total	1000 points

91%-100% corresponds to an A

81%-90% corresponds to a B

71%-80% corresponds to a C

61%-70% corresponds to a D

- Class Discussion is evaluated both on quality and quantity of the students' comments, questions and answers.
- In-class exercises may be written or oral, open book in both cases. They will primarily –but not exclusively– be done during workshops. They may be individual or in pairs. When in pairs, both students will earn the same number of points.
- Short cases (homework exercises) may require either written reports or short presentations. They may be individual or in pairs. When in pairs, both students will earn the same number of points.
- Quizzes will be written, closed book, however allowing a “cheat sheet” that may be up to 3 pages long.
- The semester-long project will be divided in 10 equal short steps throughout its duration. Each step will require written reports and possibly short presentations in addition to the written reports. The project will be done in pairs, however pairs will change at mid-project. Thus a first pair will work a project of their choice up to mid-project and do a first presentation. Then one of the team members will move to a different project in such a way that different pairs will form to continue the projects until the end and do a second presentation.

All written assignments will be expected at the beginning of the corresponding class in two formats:

- paper format (hard copy) turned in to the instructor
- electronic format uploaded on Blackboard (precise instructions to follow)

Assignments handed in during or at the end of the class will be considered late. No late work will be accepted regardless of excuse, unless students have a prior arrangement with the instructor. Even with permission, there will be a penalty of one letter grade per week. Both written assignments and presentations must be professional both in content and appearance.

## **8. Support**

The Stuart School of Business and the Galvin Library offer a variety of resources as support for research and writing. IIT's Writing Center has writing tutors who are available for one-to-one coaching. Students are strongly encouraged to address any writing challenges early in the semester.

The instructor is available to consult on any challenges that students may face. Students are strongly encouraged to address any difficulties with the course's material as soon as possible. E-mail is the preferred means of communication.

As some assignments and the semester-long project will require work in pairs, and, as in the real world, teams may experience conflict and negative dynamics, students are encouraged to seek the instructor's coaching before too much strife develops.

## **9. Cheating and plagiarism**

Academic honesty is very important. Plagiarism and other forms of cheating will have dire consequences. IIT's Honor Code states: “No student may seek to gain an unfair advantage over another.” Students' work is expected to be their own original work. The university's code of academic honesty can be found at:

[http://www.iit.edu/student\\_affairs/handbook/information\\_and\\_regulations/code\\_of\\_academic\\_honesty.shtml](http://www.iit.edu/student_affairs/handbook/information_and_regulations/code_of_academic_honesty.shtml)

All written assignments must include on the cover page a signed statement that says “I / We have complied with the university honor code in completion of this assignment and I / we attest that this work is mine / ours and mine / ours alone.” This statement must be signed by all participants on every assignment.

Using many sources as one conducts research is recommended and good. However, it is very important to acknowledge work accomplished by others. This is done through the citation of references in order for the work not to be considered plagiarism.

Violations of the IIT Honor Code in either of the above areas will result in an automatic zero on the assignment and will be dealt with as described in IIT’s academic regulations.

### **10. Class policies**

Regular class attendance is required. Students with 4 or more absences will receive an automatic D in the course. Perfect attendance will receive 20 extra points.

Lateness is disruptive and disrespectful both to the instructor and to fellow students. The classroom door will remain open 5 minutes after the beginning of the class. Arrivals after the door is closed are considered late. Three late arrivals are one absence and count towards the class maximum of 4 absences mentioned above.

Prior arrangements with the instructor is recommended for special circumstances both for absences and for late arrivals.

Students are responsible for all readings, assignments, deadlines, policies and requirements of the course. If students are unable to attend a class, it is their responsibility to obtain all relevant information.

Non-medical electronic devices are not welcome in the classroom. This includes, cell phones and computers. Personal computers may be brought in the class and used only when the instructor recommends it for specific classes and assignments.

Reasonable accommodations will be made for students with documented disabilities. In order to receive accommodations, students must obtain a letter of accommodation from the Center for Disability Resources and make an appointment to speak with the instructor as soon as possible. My office hours are Tuesdays and Thursdays 12.30 – 1.45 PM. The Center for Disability Resources is located in the Life Sciences Building, Room 218, (312)-567-5744 or [disabilities@iit.edu](mailto:disabilities@iit.edu).