CONTACT INFORMATION:
Instructor: Andrew Baker
Office: 3131 Student Services East
E-mail: abaker@mail.sdsu.edu
Office Phone: 619-594-4306 (e-mail preferred) (cell: 404-821-6587, class emergency only)
Office Hours: Mondays and Wednesdays: 3:30 to 4:30pm & by appointment

COURSE OVERVIEW:

• TEXTBOOK:
    ▪ Alternatively, the newer 7th edition text will work well. It is more expensive, but it is also a bit more concise than the 6th edition.

• SOFTWARE:
  o Qualtrics – A high-powered online survey creation tool. FREE access for SDSU students. Create your account here: https://sdsubusiness.qualtrics.com/ControlPanel/
  o IBM SPSS – A powerful statistics software commonly used in the marketing research field.
    ▪ You have multiple options for accessing SPSS:
      • Option 1 – Purchase a one-year license of the IBM SPSS Statistics Base GradPack 22.0. I recommend you buy this from the SDSU bookstore and NOT online, previous students have reported massive delays / issues when dealing with online vendors. The GradPack is allowed to be installed on TWO machines (Mac or PC).
        o Consider Buying the Premium Grad Pack: If you are interested in Marketing Analytics (and you should be!), consider buying the Statistics Premium Grad Pack instead of the Base version. The Premium version has extra features that we use in the Marketing Analytics course (so you won’t have to buy the software twice).
        o Important for Mac Users: If you have an older Mac, check to ensure you have all the necessary software requirements to run SPSS. (system requirements link: http://ibm.co/VQMzPo). I believe you must be running at least Mac OS X Lion 10.7 as your operating system.
      • Option 2 – Purchase IBM SPSS Statistics Base Grad Pack 22.0 (or the Premium version, see my earlier comment) digitally through onthehub.com. for a $5 download fee, you can purchase either 6-month or 12-month licenses for SPSS. DO NOT buy SPSS through other online vendors – previous students have reported several other online vendors to be unreliable (massive shipping delays).

Course Website: http://blackboard.sdsu.edu/
Meeting Time: Monday & Wednesday – 5:30pm – 9:55pm (room: EBA-439)

PREREQUISITES:
Completion of lower division courses in the major or minor. A minimum grade of C (2.0) in Management Information Systems 301 and Marketing 370. Proof of completion of prerequisites required: Copy of transcript. No exceptions.
STUDENT LEARNING OUTCOMES:
Overall learning outcomes for undergraduate business students:
BSBA students will graduate being Effective Communicators, Critical Thinkers, Able to Analyze Ethical Problems, Global in their perspective, and Knowledgeable about the essentials of business. This class contributes to those goals through its student learning outcomes. MKTG 470 contributes to these overall learning goals through its course-specific student learning outcomes.

Course-specific learning outcomes:
At the end of this course students should be able to:
1. Describe marketing research, what types of information it can provide, and how it is used by marketing management.
2. Identify and explain alternative research methods and their relative strengths and weaknesses.
3. Identify and describe types of measurement techniques and data collection methods.
4. Analyze data obtained through marketing research using the SPSS software.
5. Write a marketing research report and make an oral presentation of the research results.
6. Make sound tactical and strategic business decisions based on the proper interpretation of marketing research results.

COURSE DESCRIPTION:
This course is designed to make students better consumers and creators of marketing information by understanding the process and the methods of marketing research. This course will cover all stages of the marketing research process, including: problem definition, objectives formulation, research design, data collection, data analysis, and reporting/decision making. This course will expose students to a variety of different prominent marketing research techniques, including: secondary research/database analysis, focus groups, observational/ethnographic research, survey research, and lab/field experiments. Software tools used to facilitate the marketing research process, like SPSS and Qualtics, will be used throughout the course. Ethical issues related to marketing research will be discussed. SDSU General Catalog Description: Comprehensive introduction to the marketing research process. Focus on research design and data collection principles for the most prevalent qualitative and quantitative research techniques in marketing practice. Includes the analysis, data visualization, and reporting of both primary and secondary marketing research.

COURSE EXPECTATIONS:
TIME COMMITMENT:
Learning about marketing research requires a “hands-on” approach. In turn, this course places a significant demand on students’ time outside of the classroom in order to (1) be prepared for the in-class instruction and training and (2) personally experience various aspects of the marketing research process.

Thus, this course should only be taken if a student (1) has a high level of commitment, (2) is willing to be actively engaged inside and outside of class, and (3) can allocate enough time outside of class for in-class discussions and projects/coursework. Management of a student’s time is the sole responsibility of the student. This means excuses and exceptions for insufficient performance will not be tolerated. Please remember that SDSU has a policy that makes course withdrawal later in the semester rather difficult without a “serious and compelling” reason, so think carefully before committing to this class.

Summary: This class necessarily places substantial demands on you outside of scheduled class time.

ATTENDANCE
Regular attendance is critical for your success in this course. Students who have problems with class attendance should not take this course. I expect you to attend every class on time. Absences will be considered justified and
excusable only in cases of emergencies, serious illness or death in the immediate family. Absences can only be excused by a valid signed and dated doctor’s/nurse’s written documentation, official dated traffic report, or other such documentation.

An unexcused missed exam, in-class assignment, or group presentation will be scored as a zero. Notify me of an excused absence as soon as possible. If you do miss a class, excused or unexcused, you are responsible for getting and completing any missed assignments. Attendance will be officially documented at quasi-random intervals throughout the semester. The term “quasi” is used here because the instructor will be more likely to take attendance on days there appears to be a particularly scarce number of students in attendance. Documented attendance will affect students’ final grade.

Summary: Poor attendance will have an adverse effect on your grade.

PROFESSIONALISM
It is the expectation of all students that they will maintain a respectful, courteous, and professional demeanor to their classmates, teammates, and instructor at all times. A non-exhaustive list of specific issues related to professionalism is presented next.

Classroom Professionalism
- Laptops or other computing devices may be used only for class assignments or note taking (the instructor will announce as such). Your Class Attendance, Participation, and Professionalism grade will be negatively affected by your failure to adhere to this policy. You will not receive any courtesy warnings or reminders of this policy. Contact the instructor personally if a computing device is necessary to accommodate a need documented with Student Disability Services.
- Cell phones should be turned off before class begins. Answering phone calls or texting during class is strictly prohibited and may result in the student being excused from class. Disregard for this rule will result in a deduction of the student's class participation grade. There will be no warnings or courtesy reminders of this policy.
- It is expected that students will be attentive while fellow classmates are contributing to class discussion. Disregard for this rule will result in a substantial reduction in your class participation score, especially during group presentations.

Group Project Professionalism
- It is important to stay in constant contact with fellow teammates regarding group assignments. It is expected that all students arrive on time to all agreed upon group meetings outside of class. Ex: Sending a last minute text message to one fellow team member about missing a group meeting is considered unprofessional; personally calling each team member several hours ahead of time to inform them about an unexpected group meeting absence – and having a plan to overcome the unexpected setback – is considered professional. I reserve the right to assign different grades to student teammates working on the same project.
- It is noteworthy that placing a student’s name on a project they did not contribute to constitutes facilitation of academic dishonesty.
- All members of a student group are expected to make high quality contributes that are delivered in a timely fashion. It is essential that group members meet the stated expectations of the group.

Summary: Students who are poor contributors to group projects will have their individual grade lowered.

ACADEMIC HONESTY
Academic dishonesty will not be tolerated. All university and college regulations concerning academic honesty will apply. Please familiarize yourself with SDSU’s policies regarding plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions. Ignorance of academic honesty guidelines is not an excuse. Any violation of the academic honesty policy (no matter how seemingly small or insignificant) will
be treated as a serious and significant violation. At the absolute least, violation of SDSU’s academic honesty policy will result in a full letter grade reduction for the course. Violation of the academic honesty policy during a quiz, test, or one of the three course projects will almost always result in failure of the entire course. More info can be found here: http://csrr.sdsu.edu/academics1.html.

A required assignment for this course will be for you to complete the plagiarism online tutorial made available through the SDSU library (http://library.sdsu.edu/guides/tutorial.php?id=28). Note that plagiarism is one of the most common forms of academic dishonesty but is not the only type of academic dishonesty.

CLASS PARTICIPATION & ASSIGNMENTS:
Discussion in class participation is not only encouraged – it is required. This course will be more engaging and rewarding if you participate, ask questions, and share ideas/thoughts. Periodically, you will be asked to complete in-class assignments during lectures which also count toward the class participation component of your grade. Individuals or student teams may be expected to make short class presentations as part of their homework/class participation. In addition, there are in-class assignments throughout this semester that will be primarily completed in-class and will have a significant impact on your final grade. There are also short individual assignments (homework) that students will complete outside of class.

Summary: Poor participation during class and/or poor performance on individual assignments will have an adverse effect on your final grade.

ADDITIONAL ADMINISTRATIVE NOTES:

STUDENT ACCOMODATION
Students must inform the lecturer and the appropriate SDSU officials during the first week of the semester of any special needs that require accommodation. This includes situations such as: (1) anticipated absences due to official SDSU sports involvement; (2) approved need for special testing facilities; (3) classroom seating needs, and (4) any other situation that requires disclosure and accommodation. I am happy to accommodate any need identified through Student Disability Services. I can meet with you in a confidential manner to ensure your needs are properly met.

MAKE-UP TEST
Tests will be conducted on the dates indicated in the course schedule. No make-up examinations will be provided. If the student is proactive in reaching the instructor to inform him of the student’s absence and the student is able to demonstrate that the reason for the absence was unforeseen, unavoidable, and justified, the instructor may make a case-by-case exception regarding make-up quizzes/examinations.

BLACKBOARD
Lecture presentations and other relevant course materials will be distributed via the course website on http://blackboard.sdsu.edu/. It is your responsibility to download and print any documents that will be used in class. I will utilize Blackboard to communicate important course information. I expect and assume all students will check Blackboard at least twice a week to ensure they receive updated news, announcements, and assignment information.
GRADING:

The following grading scale will be used to calculate your final grade.

<table>
<thead>
<tr>
<th>EXAM / ACTIVITY</th>
<th>MAXIMUM POINTS</th>
<th>% of GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance, Participation, Professionalism, and Homework</td>
<td>-10 to +10</td>
<td>10%</td>
</tr>
<tr>
<td>Peer/Professor Evaluation of Individual Contribution to Group Assignments</td>
<td>-10 to +10</td>
<td>10%</td>
</tr>
<tr>
<td>Test 1</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Test 2 (Final Exam)</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Project 1: Scavenger Hunt</td>
<td>8</td>
<td>8%</td>
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<tr>
<td>Project 2: Survey Design Assignment</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Project 3: SPSS Analysis Project</td>
<td>17</td>
<td>17%</td>
</tr>
<tr>
<td>TOTAL AVAILABLE POINTS</td>
<td>100 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Percentage Points</th>
<th>Course Grade</th>
<th>GPA Equivalent</th>
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<tr>
<td>94 – 100</td>
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<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>87 – 89.99</td>
<td>87 – 89.99%</td>
<td>B +</td>
<td>3.3</td>
</tr>
<tr>
<td>84 – 86.99</td>
<td>84 – 86.99%</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80 – 83.99</td>
<td>80 – 83.99%</td>
<td>B -</td>
<td>2.7</td>
</tr>
<tr>
<td>77 – 79.99</td>
<td>77 – 79.99%</td>
<td>C +</td>
<td>2.3</td>
</tr>
<tr>
<td>74 – 76.99</td>
<td>74 – 76.99%</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70 – 73.99</td>
<td>70 – 73.99%</td>
<td>C -</td>
<td>1.7</td>
</tr>
<tr>
<td>67 – 69.99</td>
<td>67 – 69.99%</td>
<td>D +</td>
<td>1.3</td>
</tr>
<tr>
<td>60 – 66.99</td>
<td>60 – 66.99%</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>Below 60%</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Final grade calculations are not “rounded up.”**

According to the SDSU Policy File, “The grade for average undergraduate achievement shall be C.” For undergraduate grades an “A” indicates “outstanding achievement,” “B” indicates “Praiseworthy Performance,” “C” indicates “Satisfactory Performance, the most common undergraduate grade,” and “D” indicates “minimally passing.” I attempt to adhere to the university policy file when it comes to grading.

Extra Credit: Students should expect there to be no extra credit opportunities throughout the semester. In the rare instance an extra credit opportunity does present itself, it will be made available to the entire class.

Class Attendance, Participation, Professionalism, and Homework

The expectation of class participation has been explained earlier in this syllabus. It should be understood by the student that credit for participation must be earned and is by no means “automatic points.” A student concerned with earning all possible points in this section would:

1. *always* come to class
2. participate in class discussions in such a way that it demonstrates the student has *clearly prepared* for the conversation, bringing *additional content and insight* beyond the mandatory assigned content
3. *perform exceptionally* on all in-class pop quizzes and personal assignments
4. *adhere* to all professionalism policies at all times (which includes laptop and cellphone policies).
It should also be understood that a student could lose all of their class participation points because of severe violations to the “professionalism” policies noted earlier in this syllabus. A “zero” is not the lowest grade a student can earn in this category – a student could earn negative points by actively disregarding the policies on attendance, participation, and professionalism (see grading table earlier in syllabus). Median scores for Class, Attendance, Participation, and Professionalism are usually about 7 points out of 10 (“satisfactory performance”).

This section of the final grade is scored using a weighted summation of (1) class attendance records, (2) in-class assignments and quizzes, (3) take home personal homework, and (4) professor’s evaluation of class discussion participation. Items (1), (2), and (3) are weighted approximately equal, item (4) is weighted less. Violation of professionalism policies only reduce this final score.

**Peer/Professor Evaluation of Individual Contribution to Group Assignments**

Part of the class participation grade includes peer evaluations from other student teammates. Team members will complete a standardized questionnaire about each of their fellow teammates at the conclusion of every group project.

This grade will be calculated at the end of each project in order for other students’ to feel they can evaluate a team member’s performance without retribution. However, a student may always ask the professor if their peer evaluation status is generally below or above expectations. Again, peer/professor evaluation points are not “automatic points,” they must be earned. A student concerned with earning all points in this category will be wise to:

(a) **meet all deadlines** the group agrees to  
(b) make contributions that **notably exceed** the expectations of the team  
(c) **make substantial, high quality contributions** to the actual content of the project (e.g., not merely shop keeping tasks like “organizing the report” or “proofreading”)  
(d) work as a true team member (e.g., not commandeering the project and turning it into a solo effort, nor idly sitting by as the project develops).

It should also be understood that a student could lose all of their class participation points because of severe violations to the “professionalism” policies noted earlier in this syllabus. A “zero” is not the lowest grade a student can earn in this category – a student could earn negative points by actively disregarding the policies on attendance, participation, and professionalism. Further, students will not be given any credit for a group assignment in which they did not participate. In past courses, median scores for Peer and Professor Evaluations of Group Assignments have been about 8 out of 10 (somewhat praiseworthy performance).

Scores are typically calculated as follows: Step 1: for each group project, the average of the mean score of 5 peer evaluation questions completed by fellow teammates is taken. Step 2: this number is then rescaled from 0% to 25%. Step 3: Since there are 3 group projects, the value taken from Step 2 or each of the three projects is then summed together. Thus, a 0% to 100% peer evaluation score for each student is reached. It is noted this is the “typical” method of calculation – infrequently I will use a different scoring mechanism. A different mechanism is used when one or more of the following conditions are true: (a) qualitative (aka – written) peer evaluations of students are inconsistent with the scored values, (b) when there is evidence of an exceptionally stringent or forgiving peer when it comes to evaluating fellow students, (c) there is evidence of peer evaluation grading collusion, and/or (d) the professor has directly observed group project activity of a student inconsistent with the peer evaluations.

**Test 1 and Test2 (Final Exam)**

Tests occur twice during the semester. The final test acts as the final exam for the course. Tests are not designed to cover an accumulation of all previous course content; however, marketing research concepts necessarily build upon one another so there is always some element of cumulative evaluation. Test questions are usually a mixture of open-ended, essay, short answer, computation, and multiple choice style questions. The tests emphasize content discussed during class discussions, group projects, and lecture slides. Each test also includes a few
multiple choice questions that includes basic content discussed in the assigned course readings but was not covered explicitly during class lectures.

**PROJECT 1 – SCAVENGER HUNT (SECONDARY RESEARCH ASSIGNMENT)**  
This is a team assignment. Student teams will be presented with a series of research questions that can be answered by accessing marketing research tools provided by the SDSU library or accessible via the internet. The deliverable for this assignment is a document containing tabulated/graphical presentation of each answer along with a brief written description and interpretation of the answer and an assessment of the quality of the secondary data source.

**PROJECT 2 – SURVEY DESIGN ASSIGNMENT**  
This is a team assignment. Student teams will design a market research survey on a guided topic. A rough draft will be submitted and then the final survey will be designed using the online survey tool, Qualtrics. The deliverable for this assignment is the final online survey with a short explanation of design choices made by the team. Students will collect data with their finalized questionnaire instrument to complete a portion of Project 3.

**PROJECT 3 – SPSS ANALYSIS PROJECT**  
This is a team assignment. The first step of this assignment is to collect data. Data will be collected using either the survey instrument previously designed by student teams or data will be collected for the experiment designed previously by student teams (pending instructor approval). The collected data will then be properly cleaned and organized in such a manner that it can be analyzed using the statistical software SPSS. Student teams will analyze the data to address a series of research questions. The deliverable for this assignment is the final, fully clean dataset (a digital file), codebook, and a brief report (written and oral) presenting the critical analyses and interpretation of the results.
COURSE ORGANIZATION:
The organization of this course is designed to generally follow the sequence of steps one would take when undertaking a “start to finish” marketing research project.

INTRO TO MARKETING RESEARCH:
We will begin the course with a very broad overview of the marketing research process and an overview of the marketing research industry. We will discuss some short case examples presenting real-life examples of how marketing researchers used a wide variety of research techniques to answer a diverse array of practical marketing problems. We also will spend time discussing the importance of objectivity in marketing research and contrast research-driven decision making against instinct or intuition-based decision making. The purpose of this portion is to quickly familiarize students with the marketing research process and its value. Detailed conversations of each step follow next. In summary: We find out what marketing research “looks” like and how can it help businesses.

IDENTIFYING PROBLEMS, FORMULATING RESEARCH QUESTIONS & OBJECTIVES
In many cases, marketing research projects fail before they even begin. Time, money, and effort are poured into researching and answering a research question that is either incorrect or inappropriate for the firm! Thus, we spend this portion of the course talking about how to (1) identify relevant business problems and (2) develop important questions that could be answered by marketing research. Then, we talk about how to appropriately frame these questions so they could be answered by a research project. During this section we will learn that different questions call for different research techniques. In the next portion of the class, we will discuss and have hands-on experience with some of the most prominent forms of marketing research techniques. In summary: We figure out how to identify business problems that matter so we can turn them into research questions that can be objectively answered by marketing research.

SECONDARY RESEARCH AND PRIMARY RESEARCH TECHNIQUES
Once we have learned that different research questions call for different research techniques (or a combination of techniques), it would follow that we need to learn how to conduct these different types of research techniques. Working in teams (as you would in the business world for just about any research project), we will cover the following in some detail:

- Database and archive analysis of industries, competitors, markets, and media options
- Qualitative research – Focus groups and observational/ethnographic research
- Survey (questionnaire) research
- Laboratory and field experiments need more descriptions of what this entails

As we cover each one of these methods, you will work on projects in a team to answer research questions that are of interest to you using each of the methods (pending my approval). In summary: We gain experience with designing and executing research plans to properly answer our research questions in an objective manner.

PRIMARY DATA COLLECTION
In the case of survey and experimental research, there will be a need to collect an extensive amount of unique data for the team projects. In this section we will talk about the issues related to selecting a sample, identifying how many people to sample, and actually collecting data from the sample. Groups will collect data for their projects at this time. In summary: We learn how to go out into the real world and collect the data demanded for our research plan.

ANALYSIS, REPORTING, AND DECISION MAKING
Although we will touch on analyzing and interpreting results from marketing research throughout the semester, in this final section we drill deeper into how to analyze quantitative marketing data in a more rigorous manner. We learn some basic mathematical, statistical, and visual approaches to analyzing marketing data. A strong emphasis is placed on not merely interpreting results in the correct “technical” manner, but also on how to correctly interpret results to improve business decision making. In summary: We learn how to analyze the data we collected to answer our research question in a way that helps our business make better decisions.
OTHER USEFUL RESOURCES:

**SDSU Writing Center**
The SDSU writing center can help you improve your writing skills. It is open M-F from 9:00 - 5:00. Students can make an appointment or just drop-in. Additional information is available at the center’s website: [http://www.writingcenter.sdsu.edu/](http://www.writingcenter.sdsu.edu/). The writing center is not a free proofreading resource, it is meant to help you hone your skills in a broader sense. Location information is here: [http://www.writingcenter.sdsu.edu/contact.html](http://www.writingcenter.sdsu.edu/contact.html)

**CBA Written Communication Rubric**
You might find it useful to review the general CBA rubric used to evaluate written communications (reports). I do not use this rubric to actually grade your assignments; I provide to you rubrics that I use for each of the assignments in this course. However, the CBA Written Communication Rubric is useful because it illustrates the general issues all of your professors think about when they critique your written communications. Link: [http://cbaweb.sdsu.edu/assets/files/assessment/rubrics/WrittenCommunicationSkills.pdf](http://cbaweb.sdsu.edu/assets/files/assessment/rubrics/WrittenCommunicationSkills.pdf)

**CBA Oral Communication Rubric**
You might find it useful to review the general CBA rubric used to evaluate oral communications (presentations). I do not use this rubric to actually grade your final oral presentation; I provide to you my own rubric for this portion of the final assignment. However, the CBA Oral Communication Rubric is useful because it illustrates the general issues all of your professors think about when they critique your oral communication skills. Link: [http://cbaweb.sdsu.edu/assets/files/assessment/rubrics/OralCommunicationSkills.pdf](http://cbaweb.sdsu.edu/assets/files/assessment/rubrics/OralCommunicationSkills.pdf)

**SCHEDULE: PLEASE SEE SCHEDULE DOCUMENT POSTED ON BLACKBOARD**

Google Doc Link to schedule:
[https://docs.google.com/spreadsheet/ccc?key=0ArUzW4TKwZ17dDlBd21zMFBRNFVyMXdWaUdQT0dWRGc&usp=sharing](https://docs.google.com/spreadsheet/ccc?key=0ArUzW4TKwZ17dDlBd21zMFBRNFVyMXdWaUdQT0dWRGc&usp=sharing)