

**BUS 483, Spring 2003**  
**Marketing Research**  
**Section A: Monday, Wednesday 2:30 – 3:50, Room KAU202**

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<i>Instructor</i>	Jeffrey S. Pinegar Office Hours: Stager 233, <ul style="list-style-type: none"><li>• Monday, Wednesday 1:00 – 2:30 and after class</li><li>• Tuesday, Thursday 10:30 – 12:00 and after class</li></ul> E-Mail: jeff.pinegar@fandm.edu Office: 358-4460
<i>Course Description</i>	<b>Course Description</b> <p>This is an introductory technical course in marketing research. This course has an applied orientation. The course attempts to blend the practical and theoretical aspects of marketing research. The major objective of this course are:</p> <b>Course Objectives</b> <ol style="list-style-type: none"><li>1. To impart knowledge of some fundamental market research concepts.</li><li>2. To provide a practical background in market research so that you can interact with other market research professional.</li><li>3. To familiarize you with the process and complexities of market research specifically and research methodologies in general.</li><li>4. To give you an opportunity to build your own framework for examining and understanding the problems encountered by market researchers.</li></ol>
<i>Required Readings</i>	Malhotra, Naresh K. (2002), <i>Basic Marketing Research</i> , Upper Saddle River, New Jersey: Prentice-Hall.
<i>Attendance Police</i>	Attendance is required. If I notice that you are missing class, you're missing to many classes and it will adversely effect your grade. If I am going to miss/cancel class I will let you know via email in advance. I expect the same treatment from you if are going to miss class.  If you attend class, you are expected to be in the room at the start of class and to remain in the room throughout the class, unless you let me know in advance you will be arriving late or leaving early. Coming in late or leaving the room disrupts me and your fellow students.
<i>Academic Conduct</i>	Excellent academic conduct is expected. It is expected that all work on which you are graded will be the result of your own efforts (i.e. personal knowledge, thinking and labor). All references used during assignments should be properly cited. All forms of dishonesty, including but not limited to, cheating, plagiarism, knowingly furnishing false information, or academic misconduct is unacceptable. Anyone suspected of violating this policy will automatically be referred to the school administration.  Academic misconduct is any act that does or could improperly distort student grades or other student academic records. Such acts include but need not be limited to the following: <ul style="list-style-type: none"><li>• Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;</li><li>• Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;</li></ul>

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- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism);
- False claims of performance or work that has been submitted by the claimant;
- Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit; Deliberate falsification of a written or verbal statement of fact to a member of the faculty so as to obtain unearned academic credit;
- Forgery, alteration or misuse of any institute document relating to the academic status of the student.

While these acts constitute assured instances of academic misconduct, the instructor may define other acts of academic misconduct.

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### *Grading*

In the tradition of liberal arts, the course is based on 2 of the 3 Rs, Reading and 'riting. Several types and groups of assignments are used in the course in order to balance (1) covering the material to a proper and good depth, (2) students performing tasks which indicate competency and understanding, (3) students having enough time to sleep and breath, (4) having a grading system that is not a pain to administer and (5) having a system that satisfies the school administration.

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| • Midterm Exam                               | 20% |
| • Individual Contributions to Project        |     |
| a. Problem Definition and Secondary Research | 10% |
| b. Qualitative Exploratory Research          | 15% |
| c. Quantitative Research                     | 15% |
| • Group Report and Presentation              | 40% |

This course is taught from a marketing perspective and effective marketing relies upon successful transmission of information from seller to buyer. A product "sells" when its benefits are clearly understood and they satisfy the needs of the buyer. When preparing your work for this course, please keep this in mind. Think of your papers and exams as marketing problems; try to use what you learn about marketing when you develop them. For example, if, as perceived by the reader, your paper offers no evidence that you know or understand of the theories studied in this course (that is, if the paper could have been written equally well by someone who had never been in the marketing course or read our text) you will receive a failing grade. A paper that earns a C has simply met the absolute minimum level of development.

General grading standards for the work you do in this course are as follows:

- A. This paper (or answer on an exam) demonstrates a clear understanding of the marketing theories appropriate for the case or question. The theories and concepts are used as both a framework for analysis and the analysis itself. Options and recommendations flow logically from the analysis. Potential pitfalls are identified and contingencies mentioned, if available. The paper is analytical in nature. This paper is well developed, captures the reader's attention quickly, employs deductive reasoning, and uses proper English.
- B. This paper differs from the "A" paper primarily by its development. While proper concepts and theories are used, they are often used as points of description than themes for analysis. In addition, this paper may be less effectively written either by its use of language or by its opening or concluding remarks.
- C. This paper shows an adequate understanding of the theories and concepts, but uses these tools mainly to describe the case; there is little analysis and insight. It does not demonstrate that the author sees the case through the eyes of a marketer. This paper is usually too short to be effective, too descriptive rather than analytical, settles on a recommendation too quickly, and/or lacks any concern for the possible side effects of the recommendation.
- D. This paper uses the terms covered in the course, but does not use them to gain any insight into the case. This paper could be written by someone who simply read the table of contents of the text, and it might also suffer from serious writing problems either in the development of the paper or in the use of the language.

- F. This paper could have been written by someone who had never read a book or article on marketing or attended any of the class sessions. This paper is intuitive rather than theory based and analytical and does not demonstrate that the author has learned anything about marketing.

These are *general* guidelines. Papers that meet the test for an A, but are poorly written will probably receive a B. Likewise, one that receives a C might be suffering from poor writing of an otherwise B paper. Effective writing, however, will not be able to disguise weak content. In other words, you might think of a paper as 75% content and 25% form.

Since members of the class have a variety of experience writing, the standards I use for grading will be lower initially but will significantly increase over time. That is, my expectations for the use of sound theories and concepts to fully understand both the strategic and tactical issues in the case will by more complete -- one concept or theory will not be enough. In addition, my expectations for a well “packaged” product will increase as the course progresses and you are able to consider perception processes, strategic options and their implications, the nature of demand, the product life-cycle, and the like. (*Adapted from Con Kasperson*)

## Assignments

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### *General*

**Assignments are due at the start of class on the day assigned or before and will not be accepted late under ANY circumstances.** If you are going to miss class on the day an assignment is due, to receive credit for the assignment, you must get the assignment to me before class. Placing the assignment in the class eDisk drop box is acceptable.

1. **To be accepted**, all assignments must be prepared on WHITE 8 1/2 X 11 inch paper, and all multi-page assignments must be stapled. This is a pet peeve, believe it.
2. All assignments are to be professional quality and incorporate proper grammar, spelling, word usage, clarity, sentence structure, sentence variety, and use proper writing principles.
3. All assignments are to be typed, single sided, double-spaced, 12-point font, with 1-inch margins. (*Failure to follow these guidelines will result in a loss of points*)
4. Any suggested paper length should not be seen as a hoop to be jumped through, or a firm requirement but as an indicator of the instructor’s expectations of the depth of coverage an assignment requires. As such, attachments are not counted in these estimates. Regardless of length, your goal should be to cover the material as concisely as possible. A short tight paper will receive a much higher grade than a long puffy paper.

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### *Mid-term Exam*

#### **20% of Grade**

A mid-term exam covering the material from chapters 1 through 11. Further details on the format of the exam will be provided during class. A portion, or all of the exam, may be given in the form of a take home exam. Unless the instructor is notified in advance, of an acceptable excuse, no make-up exam will be given, and a grade of zero will be assigned.

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### *Research Project*

#### **Three individual assignments (40%) and a group portion (40%)**

Throughout this course we will be conducting a research project for Franklin and Marshall. The Project will begin with clarification and defining the problem and end with statistical analysis of data collected during an online survey. Most phases of the research will be conducted, reported and graded individually. Then working in small groups the a final report and presentation will prepared which synthesis the team members work as well as fortifies any weaknesses in the original individual work. The work will be presented to the administration of the school, potentially to President Fry.

### *Short Papers*

#### *Problem Definition and Secondary Research (10%)*

Starting off the project, we will clarify the managerial problem and conduct some secondary research to inform our research.

*Qualitative Exploratory Research (15%)*

Research will continue with exploratory research. It is likely that this research will be in the form of focus groups or depth interviews. The purpose of the exploratory research is to ensure that we understand the full range of possible solutions and the language of the customer. Details will be provided during class.

*Quantitative Research (15%)*

Following the exploratory research we will move in to descriptive/confirmatory research, most likely in the form of a survey. Individuals will develop a survey instrument (questions, response scales, formatting etc.)

*Group Work* *Group report and presentation (40%)*

The Group will begin by combining individual group members survey into a single survey instrument. This survey will then be given online to the student body. The final report will synthesize the secondary research, exploratory research and quantitative research and conclude with recommendation. A presentation will be prepared which presents the research and findings.

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## Tentative Calendar (subject to change with or without notice, but with good reason)

Wk#	Date	Subject & Chapters	Assignments	Project Schedule
1	Monday, Jan 20	<b>No Class</b>		
	Wednesday, Jan 22	<b>Introduction</b> Chapters 1, 2		
2	Monday, Jan 27			
	Wednesday, Jan 29	Project Introduction		
3	Monday, Feb 03	<b>Research Design Formulation</b> Chapter 3		
	Wednesday, Feb 05			
4	Monday, Feb 10	<b>Exploratory Research</b> Chapters 4, 5, 6		
	Wednesday, Feb 12		<b>Short Paper #1</b> Prob Def and 2nd Research	
5	Monday, Feb 17			
	Wednesday, Feb 19			
6	Monday, Feb 24	<b>Quantitative Research</b> Chapters 7, 8, 9, 10, 11		Focus Groups
	Wednesday, Feb 26			
7	Monday, Mar 03			
	Wednesday, Mar 05		<b>Short Paper #2</b> Qualitative Explor Research	
8	Monday, Mar 10			
	Wednesday, Mar 12			
9	Monday, Mar 17	Spring Break		
	Wednesday, Mar 19	Spring Break		
10	Monday, Mar 24			
	Wednesday, Mar 26			
11	Monday, Mar 31	<b>Data Analysis</b> Chapters 15, 16, 17, 18		
	Wednesday, Apr 02		<b>Short Paper #3</b> Quantitative Research	
12	Monday, Apr 07			
	Wednesday, Apr 09			Launch Survey
13	Monday, Apr 14			
	Wednesday, Apr 16		<b>Mid-term Exam</b> Chps 1-11	Distribute Data
14	Monday, Apr 21	<b>Sampling</b> Chapters 12, 13		
	Wednesday, Apr 23			
15	Monday, Apr 28			
	Wednesday, Apr 30		<b>Final Report and Present</b>	
16	TBD	<b>Final</b>		