Course Syllabus
MKTG 4080-001- Marketing Research
Spring 2019
MW 2:20pm- 3:45pm, FCBE 373

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Office Hours: MW: 1:00pm – 2:15pm and by appointment

Course Overview
The course is designed to introduce students to research methods and procedures used in marketing to solve business problems. Topics include research designs, sampling, data analysis, dissemination of results. It focuses on the applications of analytical techniques; confidence intervals, hypothesis testing, correlation/regression, and analysis of variance. The course provides an overview of research processes used by organizations to deliver superior customer satisfaction and develop new products and services.

Pre-Requisites
SCMS 3711 and MKTG 3010.

Required Texts (and Related Materials)

Required Text:

Supplementary Materials:
This is a hybrid course and all course materials (lectures, discussion topics, news, etc.) are located on the eCourseware website.

Course Objectives
Upon successful completion of the course you will have a clear understanding of the
marketing research process and you will be able to:

- evaluate the quality of a research proposal
- design and implement a survey research project
- analyze and interpret data using basic statistical tools and software
- communicate research findings in the language of decision makers

Learning Outcomes for Your Degree

This course is designed to help you to meet the overall learning objectives for the BBA degree offered by the Fogelman College. The Fogelman College has established the following learning goals for all students successfully completing the BBA degree:

- Graduates will be effective communicators.
- Graduates will demonstrate critical thinking skills.
- Graduates will be knowledgeable about ethical factors in the business environment.
- Graduates will be knowledgeable about the global business environment.
- Graduates will be proficient users of business presentation and analysis technology.

Course Methodology

The course is conducted in an interactive fashion consisting of lectures, discussions and hands on applications. The course has three major components that are intertwined: learning the basic concepts and definitions (tip for success: read the chapters carefully on a timely basis!), applying statistics to marketing research data (tip for success: go to http://onlinestatbook.com/rvls.html and take advantage of the virtual lab to refresh your basic statistics knowledge and skills), and hands on experience with data analysis using XL Data Analyst (tip for success: rework every example after studying relevant material!).

Professor’s Expectations:
There is no reason why you should not have an outstanding learning experience in this course if you exhibit the following characteristics. You are a student who:

- is curious and interested in learning the material,
- follows instructions carefully, but also exhibits creativity and imagination,
- is an active and thoughtful contributor to the online discussions,
- invests the necessary time in the course by studying and completing tasks on a timely basis,
- is interested in developing strong verbal and written communications skills and interested in improving critical thinking ability.

Student’s Expectations:
My pledge to you is to follow The Fogelman Code of Professionalism and other academic integrity values, which include, among others, the following: be accessible, fair, respectful, honest, trustworthy, always prepared and organized, nurture a learning environment, always be available to help, and never lack enthusiasm.
Grading and Evaluation Criteria

Your performance will be evaluated on the bases of tests, online chapter quizzes, group assignments, contribution to the online discussions, peer evaluations, and a final project. Questions for tests may be drawn from the text, assigned readings, exercises, discussion materials. The primary aim of the tests and projects is to give you the opportunity to demonstrate applications of various marketing research concepts and tools, critical thinking, and interpretation of analytical results. Note: the instructor reserves that right to change the method of administering the tests; online or in the classroom.

Final Course Grades

The following grading scale will be used for determining final course grades:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% +</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89.9%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79.9%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69.9%</td>
<td>D</td>
</tr>
<tr>
<td>Less than 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

NOTE: Your instructor generally chooses to use +/- grading scale for finer distinctions of achievement levels on the basis of the distribution of final scores of the entire class. For instance, 97%+ may be assigned grade A+, 93.1% - 96.9% grade A, and 90% - 93% may receive grade A-.

Course Topics

The course is organized around five major areas or modules:

Module I: Marketing Research Process (Chapt. 1-3)
Module II: Research Design and Data Collection Methods (Chapt. 4-6)
Module III: Measurement and Sampling Issues (Chapt. 7-9)
Module IV: Summarizing Data and Generalizing Findings (Chapt. 10-12)
Module V: Examining Differences and Relationships, Presentation (Chapt.13-15)

List of Formally Assessed Activities

<table>
<thead>
<tr>
<th>Performance evaluation categories and items*</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (Category weight: 35%)</td>
<td></td>
</tr>
<tr>
<td>Test 1: Module I-Chapters 1-3</td>
<td>7%</td>
</tr>
<tr>
<td>Test 2: Module II-Chapters 4-6</td>
<td>7%</td>
</tr>
<tr>
<td>Test 3: Module III-Chapters 7-9</td>
<td>7%</td>
</tr>
<tr>
<td>Test 4: Module IV-Chapters 10-12</td>
<td>7%</td>
</tr>
<tr>
<td>Test 5: Module V-Chapters 13-15</td>
<td>7%</td>
</tr>
</tbody>
</table>
**Group Projects (Category weight: 35%)**
- Group Project 1: 15%
- Final Exam Project (Group Project 2): 20%

**Discussions, Practice Quizzes and Peer Evaluations (Category weight: 30%)**
- Contribution to Online Discussions (7 topics): 15%
- Online Chapter Quizzes (15 online Quizzes, one per chapter at text Website: [http://wps.prenhall.com/bp_burns_bmr_3/198/50775/12998494.cw/index.html](http://wps.prenhall.com/bp_burns_bmr_3/198/50775/12998494.cw/index.html)): 10%
- Peer Evaluations: 5%

| Total | 100% |

*Detailed descriptions of assessment items are provided in Appendix A.*

**Course Schedule**

**Module/Week** | **Topic Coverage (Text Chapters)**
--- | ---
**Module I** |  
Week 1 | Module I: Introduction and Course Overview (1), Research Industry (2)
Week 2 | Module I: Research Process (3)
**Module II** |  
Week 3 | Module II: Research Design (4)
Week 4 | Module II: Information Types and Sources (5), Data Coll. Methods (6)
**Module III** |  
Week 5 | Module III: Measurement Scales (7)
Week 6 | Module III: Designing Data Collection Forms (8)
Week 7 | Module III: Sample Size and Sample Plan (9)
**Module IV** |  
Week 8 | Module IV: Data File Preparation (10), Summarizing Data (11)
Week 9 | Module IV: Generalizing Findings (12)
Week 10 | Generalizing Findings (continued) (12)
**Module V** |  
Week 11 | Module V: Finding Differences (13)
Week 12 | Finding Differences (continued) (13)
Week 13 | Module V: Determining Relationships (14)
Week 14 | Determining Relationships (continued) (14)
Week 15 | Preparing/Presenting Res. Report (15)

**Final Exam Schedule: Wednesday, May 1 at 1:00pm:** The class meets for the final exam, each group hands in a printed copy of Final Group Project (UNSTAPLED), in addition to submitting a pdf copy to Dropbox (The final exam is scheduled according to the Registrar’s academic calendar website.)
Course Policies

E-MAIL:
Please use my regular email address (ebabakus@memphis.edu) for all email communications.

Attendance:
Attendance is not required but will be used to grant extra credit (up to 10 points added to test scores using attendance data and timely access to online course materials). I will take roll at random and use attendance data to benefit those who attend regularly.

Adding / Dropping:
If you have questions about adding or dropping classes, please refer to this page on the Registrar’s website.

Academic Integrity:
The University of Memphis has clear codes regarding cheating and classroom misconduct. If interested, you may refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a “Solutions Manual” is considered cheating. Should your professor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ Office of Student Conduct website. If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the Fogelman College's Website on Academic Integrity.

Participation:
Your commitment to the class is critical for the learning process. Your performance in the course is dependent on your involvement.

1. Read the assigned material and engage in thoughtful preparation.
2. Login the course Website regularly. Keep connected with you classmates and instructor. If you are not present on a regular basis, you cannot learn and, more importantly, cannot add your unique thoughts and insight to the general class and group discussions.
3. Plan your time carefully by considering required readings, assignments, and tests. Procrastination is something you need to keep fighting against constantly.
4. You are expected to contribute the learning process by sharing your knowledge, insight, judgment and experiences with the entire class as well as with your group. This is done by thoughtful contributions to online discussions.

Classroom or Online Behavior:
All participants in the course should be considerate of the other course participants and treat them (as well as their opinions) with respect. The class will operate under the assumption that any and all feedback offered is positive in nature and that the intentions of the person(s) providing feedback are strictly honorable. Insensitivity in this area will not be tolerated. If you have any questions about online communication, you should review the Fogelman College's Netiquette website.
Late Assignments:
Assignments and projects may be submitted anytime up to and including the date due. Please review all information in this syllabus and always check the course website for due dates and deadlines for all formally assessed work. If your work is not submitted on time, the instructor reserves the option to deduct up to 30% of the grade value for tardiness depending upon the circumstances and appropriate communication between the student and the instructor.

Extra Credit:
Attendance and timely access to online course materials will be used to grant extra credit (up to 10 points added to test scores). There may be additional extra credit opportunities during the semester, but this is not common. I will inform the class ahead of time if such an occasion arises to make sure everyone has equal opportunity for extra credit work.

Reporting Illness or Absence:
Due dates and deadlines have been established for each graded assignment. In this course, deadlines are taken very seriously. Please do not wait until the last day to submit assignments or to take quizzes and exams. If an emergency should arise, it is the student’s responsibility to contact the instructor prior to the deadline to discuss the matter. A deadline extension will be considered only if both of the following conditions are met: (1) Extreme emergency and (2) Instructor contacted prior to the due date.

Inclement Weather:
In the event that inclement weather requires the cancellation of classes at the University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an Inclement Weather Hotline at 678-0888 as well as TigerText, an emergency alert text messaging service to students, faculty and staff. This optional service is used in the event of an on-campus emergency, an unscheduled university closing, or a delay or cancellation of classes due to, for instance, inclement weather. Click Here for information on TigerText.

Syllabus Changes:
It is your responsibility to stay informed of any changes in the course calendar, assignments, and deadlines. The instructor reserves the right to make changes. The instructor will immediately notify students of such changes. It is your responsibility to communicate with other students in group projects, learn how to navigate in D2L, and keep abreast of course announcements.

Student Services
Please access the FCBE Student Services page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance
FCBE Academic Internship Credit

In FCBE, all majors offer an academic internship course option as a substitution for a required elective in a student’s major. To apply for academic credit, students must obtain an internship highly related to their major, register prior to the start of their internship and have their internship approved by departmental internship faculty. To review the requirements for applying for academic credit, visit http://www.memphis.edu/professional/internships/academic_credit.php Students should allow approximately two weeks for the review and processing of an academic internship application through the Fogelman Internship Network.

Earning Academic Credit - Professional Development Center ...

www.memphis.edu

Earning Academic Credit. All FCBE majors have the option of earning academic credit through internships related to their major.
APPENDIX A

Detailed Descriptions of Graded Assignments

Group Projects (35% of course grade):
Group assignments are an integral part of the course. Teams of 4-5 individuals will be formed randomly at the beginning of the semester. Once teams are established, they will remain intact until the course has been completed. However, the majority of members of a team may decide to fire a member by informing the member and the instructor in writing on a timely basis. If a team member is fired, he/she will be responsible for the rest of the assignments as an individual.

You have the option to work alone if you prefer to do so. The group projects are not complicated, so they can be handled by one person. If you want to work alone, you must notify me in writing no later than by the end of the second week of the semester. The due dates for group projects are posted on the course website under ‘Dropbox’ page.

If your team is not functioning well, you must notify your group members and me in writing immediately. This provides transparency and timely intervention by me.

Group Project 1 (15% of course grade): Provided on the course website under ‘Content’ page. Turn in a pdf copy in the online Dropbox. See the ‘Dropbox’ page of the course website for the due date.

Final Exam Project (Group Project 2) (20% of course grade): Provided on the course website under ‘Content’ page. Turn in a pdf copy in the online Dropbox. See the ‘Dropbox’ page of the course website for the due date.

VERY IMPORTANT: I will use the rubric in Appendix B for grading each group project. Once a group project is graded, group member grades for that project will be determined by an adjustment using the average peer evaluation of each team member. For instance, if your group made 90/100 in Group Project 1 and your average peer evaluation score was 95/100, your grade for this group project would be 85.5/100 [(95/100)*(90/100)] = 85.5/100. If no team member has an average per evaluation score of 100/100, the highest average will be raised to 100/100 and the rest will be adjusted accordingly.

Peer Evaluations (5% of the course grade):
Each team member will evaluate other team members for each group project. The peer evaluations are due within three (3) days after the due date of each project. The peer evaluation form is provided in Appendix C and posted on the course site a standalone document. Use this form to evaluate your team members for each group project separately, including the Final Exam project, and drop the completed form in the Dropbox on or before the date indicated for each peer evaluation. Follow instructions. Peer evaluations remain confidential unless a student initiates an appeal through formal channels.

VERY IMPORTANT: YOU RECEIVE CREDIT JUST FOR SUBMITTING THE PEER
EVALUATION FORM. THE MORE IMPORTANT FUNCTION OF THE PEER EVALUATIONS IS TO DETERMINE EACH GROUP MEMBER’S PROJECT SCORE BY USING HIS/HER AVERAGE PEER EVALUATION SCORE AS A WEIGHT (AS EXPLAINED UNDER GROUP PROJECTS ABOVE). SO, PEER EVALUATIONS HAVE CONSEQUENCES AND CARE SHOULD BE EXERCISED WHEN EVALUATING YOUR GROUP MEMBERS.

Contribution to Online Discussion Questions (15% of course grade):
You are expected to write well thought and well written meaningful essays as contributions to seven (7) online discussion topics. There are two (5) content related online discussion questions and two (2) discussion topics that are about academic honesty and integrity (these special topics are labeled as Integrity I and II under discussions on the course site). Each contribution to the online discussion forum will be evaluated based on both the quality of writing (spelling, grammar and coherent communication) and quality of content/argument. Grading for each discussion item is based on a 100-point scale. The form in Appendix D will be used for grading your contributions to discussion topics.

Discussion topics (Due dates are posted on the course website):
Integrity I: First, each student introduces himself or herself to the entire class in a brief but interesting way. The Professor does the same. The introductions are aimed to create a cordial virtual environment for an enjoyable learning experience throughout the semester. Second, each student makes a public statement indicating that he/she has read the following documents: Fundamental Values of Academic Integrity, The Fogelman Promise: Fogelman Code of Professionalism for Students and Faculty, and University Policy on Academic Conduct. Third, each student makes the following pledge: I promise to follow the fundamental values of academic integrity, the Fogelman code of conduct and University policies regarding proper conduct. The Professor also makes the same commitment. Minimum length is 250 words. See the ‘Discussions’ page of course website for the due date.

Integrity II: Watch the video Dan Ariely: Why we think it’s OK to cheat and steal (sometimes) carefully and write a summary of the video reflecting your understanding of why people sometimes think it is OK to cheat and steal. Conclude your discussion by restating your commitment to fundamental values of academic integrity. Minimum length is 250 words. See the ‘Discussions’ page of course website for the due date.

There are five (5) other discussion items that are all course content related; one discussion item for each Module. The content discussion items and due dates are presented under ‘Discussions’ page of the course website. These discussion topics require addressing questions raised by a particular case as part of the overall case running throughout the textbook (your integrated case: Advanced Automobile (AA) Concepts).

Online Chapter Quizzes (10% of course grade):
Practice quizzes prepare you for your tests. After studying each chapter, make sure you take the Online Chapter Quiz for each chapter (Once you get to the Web page of the textbook, click on the chapter you are studying; information about the quiz will appear). The quizzes are automatically graded to give you an idea about how well you are doing. These Quizzes are for credit, but their major function is to provide some help for getting
you ready for your tests. **ATTNT: Send the results of each quiz via email to:** mktg4080@gmail.com (online practice quizzes have an email feature to help you send the results), and keep a copy for your records in case I drop the ball. PLEASE **DO NOT SEND THEM TO MY EMAIL ADDRESS.**

THE FORM BELOW WILL APPEAR ONCE YOU COMPLETE AN ONLINE CHAPTER QUIZ. This form can be used to email the results to up to four different email addresses. I SUGGEST YOU SEND IT TO YOURSELF AND TO mktg4080@gmail.com as indicated below (tip: you can go to the text website and fill the form below and save it, so you do not have to fill it for every chapter quiz):

![E-mail Your Results Form](image)

**IMPORTANT:** All chapter practice quizzes for a module are due on or before the test date for that particular module. **Always save a dated copy as proof of completion on time, in case I fail to record your results properly.**
## APPENDIX B

### Group Project Rubric: 0 to 100 Points for Each Group Project

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Technical Quality</th>
<th>Critical Thinking</th>
<th>Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional looking report that is prepared with pride; excellent packaging, well organized and written; an enticing product.</td>
<td>Clearly demonstrates mastery of subject matter and technical competence. Shows unquestionable understanding of the course content.</td>
<td>Shows ability to question and critical evaluation of concepts, applications and analytical results.</td>
<td>Creative approaches to report design and preparation, creative interpretations, creative and imaginative effort throughout the project report.</td>
</tr>
<tr>
<td>21-25</td>
<td>21-25</td>
<td>21-25</td>
<td>21-25</td>
</tr>
<tr>
<td>Shows adequate commitment to produce an acceptable report. Contains the required elements.</td>
<td>Adequate understanding of course content is reflected in the report. Invested required amount of effort to avoid mistakes.</td>
<td>Report reflects adequate amount of critical thinking and reflection. Shows curiosity and interest in the project topic.</td>
<td>Some creativity and imagination, but somewhat dull reporting and presentation. Adequate level of creativity in interpretations of research findings.</td>
</tr>
<tr>
<td>11-20</td>
<td>11-20</td>
<td>11-20</td>
<td>11-20</td>
</tr>
<tr>
<td>Shows no serious commitment to the project. Lacks professionalism.</td>
<td>Shows lack of understanding of course content, little effort to acquire technical competence to do a good job with the project.</td>
<td>Report does not show much of any thinking; minimal critical thinking on the part of the project team.</td>
<td>Very little sign of creative and imaginative effort throughout the project report.</td>
</tr>
<tr>
<td>0-10</td>
<td>0-10</td>
<td>0-10</td>
<td>0-10</td>
</tr>
</tbody>
</table>
CONFIDENTIAL PEER EVALUATION FORM

Please rate the performance of each member of your group (excluding yourself) with regard to his/her contribution to this particular project on a scale of 0 to 100 using the following criteria. **If you have a team member (ONLY ONE MEMBER) who made an exceptional contribution to the project, you may rate him/her up to 110 points.** Rate each member candidly and submit this form (with your evaluations) to the online ‘dropbox’ the same day as the due date of each project. Remember, your evaluations have consequences!

<table>
<thead>
<tr>
<th>Name of Evaluator (Your full name):</th>
<th>Your Group/Team #:</th>
</tr>
</thead>
</table>

| **Cooperation and ability to work with the group** | Attendance at meetings, contribution to meetings, carrying out of designated tasks, dealing with problems. |
| **Communications** | Effectiveness in meetings, clarity of work submitted to the group, communication between meetings and providing feedback. |
| **Enthusiasm and dependability** | Motivation, creativity and initiative during the project, and consistency in involvement. |
| **Organization and promptness** | Skills in self-organization and the ability to organize others. Planning, setting targets, establishing ground rules and keeping to deadlines. |
| **Amount of effort** | Effort put in by the member during the completion of the project. |
| **Intellectual contributions to the project** | Offering insights based on critical thinking and reflection that demonstrate careful studying of course content. |

<table>
<thead>
<tr>
<th><strong>Group member evaluated:</strong></th>
<th><strong>Performance score for this project (0-100):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Member:</td>
<td>Score:</td>
</tr>
<tr>
<td>Name of Member:</td>
<td>Score:</td>
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<tr>
<td>Name of Member:</td>
<td>Score:</td>
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<tr>
<td>Name of Member:</td>
<td>Score:</td>
</tr>
</tbody>
</table>

NOTE: You **must provide a written justification** for any peer evaluation score that is below 70 or above 90. Use the space below for your justification. **Your evaluations have consequences for your group members, so please be diligent.** For instance, as explained in the syllabus, if your Group Project received 90/100 and your peer evaluation average score is 90/100, then your individual score for this project would be 81/100 \[\frac{(90/100) \times (90/100)}{2} = 81/100\].
## APPENDIX D

### Online Discussion Rubric: 0 to 100 Points for Each Discussion Topic

<table>
<thead>
<tr>
<th>Quality</th>
<th>Coherence</th>
<th>Contribution</th>
<th>Overall Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate comments: thoughtful, reflective; shows understanding of course content.</td>
<td>Well organized, well written sentences, fairly easy to follow train of thought. No spelling, grammatical or punctuation errors.</td>
<td>Furthers the discussion with questions, or statements that encourage others to respond. Participates beyond the required minimum single posting.</td>
<td>Clearly connects the posting to text or reference points from previous and current readings, activities, and discussions.</td>
</tr>
<tr>
<td>21-25</td>
<td>21-25</td>
<td>21-25</td>
<td>21-25</td>
</tr>
<tr>
<td>Appropriate comments, but not as thoughtful and reflective.</td>
<td>Some carelessness, but adequate job in addressing the topic without many spelling, grammatical, punctuation errors.</td>
<td>Participates, but does not post anything that encourages others to respond to the posting. Participates as required.</td>
<td>Some connections to reference points from previous and current readings, activities, and discussions.</td>
</tr>
<tr>
<td>11-20</td>
<td>11-20</td>
<td>11-20</td>
<td>11-20</td>
</tr>
<tr>
<td>Contributes, but with minimum effort and without showing much thought and reflection of relevant course content.</td>
<td>Contribution is not well constructed, has many spelling, grammatical and punctuation errors.</td>
<td>Does not make a meaningful contribution. Does not further any discussions.</td>
<td>Mentions the text or previous activity without logical link to topic.</td>
</tr>
<tr>
<td>0-10</td>
<td>0-10</td>
<td>0-10</td>
<td>0-10</td>
</tr>
</tbody>
</table>