MKT402 Marketing Research
(3 credit hours)
Course Syllabus

Course Description

This course provides a study of marketing function information needs as well as an understanding of operating and managing the research process. This research process and its integral parts are studied in detail from the perspectives of providing actionable results and marketing controls. This is a writing intensive course.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Enhance student understanding of marketing research while demonstrating a working knowledge of the basic concepts and theories of business research

2. Examine the importance of using good data to make marketing decisions

3. Collaborate with classmates to better understand the major principles and theories of marketing research

4. Apply the marketing research process by completing a practical research project

Prerequisites/Corequisites

MKT 151, MAT 273

Required Textbook(s) and Resources

For this course a digital copy of your textbook is included with your DragonACCESS fees. Use the DragonACCESS tool in Moodle to view your book.

Brown, T. (2014). *MR* (2nd ed.). Cengage.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the Tiffin University Library. You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the Library Events - Upcoming Events web page. For further assistance email a librarian, at: library@tiffin.edu.

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24/7 Tech Support: 855-664-1200

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online@tiffin.edu

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this class you should plan your time wisely. With our accelerated, seven-week term, you should reserve roughly **twenty (20) hours per week** to complete readings and assignments. To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).

2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.

3. Unless otherwise noted, initial forum discussion posts are due by **11:55 p.m. ET** on **Wednesdays** and response posts are due by **11:55 p.m. ET** on **Saturdays.**

4. Major assignments and reflections are due by **11:55 p.m. ET** on **Sundays.**

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	25	25 25	25 25	25 25	25 25	25 25	25 25	**325**
Assignment	80	80	80	80	80	80	-	**480**
Project	-	-	-	-	-	-	195	**195**
Total	**105**	**130**	**130**	**130**	**130**	**130**	**245**	**1000**

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

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Course Schedule and Weekly Checklist

Week 1 - Market Research

- Forum (Due Monday): Activity 1.1: Meet Your Peers - Introductory Post

- Forum (Due Wednesday): Activity 1.2: Introduction - Introductory Post

- Forum (Due Saturday): Activity 1.1: Meet Your Peers - Secondary Post

- Forum (Due Saturday): Activity 1.2: Introduction - Secondary Post

- Assignment (Due Sunday): Activity 1.3: Examples of Marketing Research

Week 2 - Examples of Research

- Forum (Due Wednesday): Activity 2.1: Research Designs - Introductory Post

- Forum (Due Wednesday): Activity 2.2: Secondary Sources - Introductory Post

- Forum (Due Saturday): Activity 2.1: Research Designs - Secondary Post

- Forum (Due Saturday): Activity 2.2: Secondary Sources - Secondary Post

- Assignment (Due Sunday): Activity 2.3: Proposal

Week 3 - Questionnaire Design

- Forum (Due Wednesday): Activity 3.1: Data collection - Introductory Post

- Forum (Due Wednesday): Activity 3.2: Observational Studies - Introductory Post

- Forum (Due Saturday): Activity 3.1: Data collection - Secondary Post

- Forum (Due Saturday): Activity 3.2: Observational Studies - Secondary Post

- Assignment (Due Sunday): Activity 3.3: Proposal

Week 4 - Measurement and Attitude Scale

- Forum (Due Wednesday): Activity 4.1: Scales of Measurement - Introductory Post

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- Forum (Due Wednesday): Activity 4.2: Type of Scale - Introductory Post

- Forum (Due Saturday): Activity 4.1: Scales of Measurement - Secondary Post

- Forum (Due Saturday): Activity 4.2: Type of Scale - Secondary Post

- Assignment (Due Sunday): Activity 4.3: Proposal

Week 5 - Sampling

- Forum (Due Wednesday): Activity 5.1: Errors - Introductory Post

- Forum (Due Wednesday): Activity 5.2: Target and Sampling Frame - Introductory Post

- Forum (Due Saturday): Activity 5.1: Errors - Secondary Post

- Forum (Due Saturday): Activity 5.2: Target and Sampling Frame - Secondary Post

- Assignment (Due Sunday): Activity 5.3: Proposal

Week 6 - Reports

- Forum (Due Wednesday): Activity 6.1: Confidence Intervals - Introductory Post

- Forum (Due Wednesday): Activity 6.2: Cross Tabulation - Introductory Post

- Forum (Due Saturday): Activity 6.1: Confidence Intervals - Secondary Post

- Forum (Due Saturday): Activity 6.2: Cross Tabulation - Secondary Post

- Assignment (Due Sunday): Activity 6.3: Proposal

Week 7 - Correlation and Regression Analysis

- Forum (Due Wednesday): Activity 7.1: Writing Standards - Introductory Post

- Forum (Due Wednesday): Activity 7.2: Oral Presentation - Introductory Post

- Assignment (Due Friday): Activity 7.3: Final Project

- Forum (Due Saturday): Activity 7.1: Writing Standards - Secondary Post

- Forum (Due Saturday): Activity 7.2: Oral Presentation - Secondary Post

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Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.

- Monitor your TU email account **daily** for important updates and announcements.

- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:

  o Fully participate in all learning activities.

  o Complete assignments as described in rubrics or other instructions.

  o Submit all work on time and in the specified format (e.g. APA format for citations).

  o Utilize and incorporate instructor provided feedback to improve your work.

  o Ask questions so you can better understand course material or assignments.

  o Use the highest standards of intellectual honesty and integrity. For details, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).

  o Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.

- Maintain an active and engaged presence in all course activities and throughout the course.

- Respond to your emailed questions within 48 hours, if not sooner.

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- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."

- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback on the strengths and weaknesses of your work with suggestions on how you can improve your performance on future assignments.

- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a support ticket.

Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at http://www.tiffin.edu/va.

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Additional Support

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page. For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.

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