

Course ID:	Course Title:	Winter 2021
BUS 380	Marketing Research	Prerequisite: BUS 280 and STA 210
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online (Zoom link below)	Instructor:	Dr. Mark Szabo, PhD	First Day of Classes:	Jan 10, 2022
Days:	Monday	Email:	mark.szabo@ambrose.edu	Last Day to Add/Drop:	Jan 23, 2022
Time:	6:30 – 9:30 PM	Phone:		Last Day to Withdraw:	Mar 18, 2022
Room:	TBD	Office:		Last Day to Apply for Extension:	Mar 28, 2022
Lab/Tutorial:	Monday, 11:45-12:45	Office Hours:		Last Day of Classes:	Apr 14, 2022
Final Exam:	Apr 25, Room A2210, 6:30-9:30 PM (TBC)				

Required Materials

- *Essentials of Marketing Research*, Hair, Ortinau & I Harrison, McGraw Hill, 2020, CONNECT Learning Environment <https://connect.mheducation.com/class/bus-380-winter-2022>
- Miro Whiteboard: https://miro.com/app/board/uXjVOXYJSEU=?invite_link_id=620239509853
- Zoom Meeting: <https://us02web.zoom.us/j/88586689675?from=addon>

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

This course exposes students to the research process related to marketing and consumer behaviour. Topics include defining the marketing problem, research design, focus group selection, market segmentation and target marketing, sample selection, instrument preparation, data collection and reduction, analysis, presentation, and follow-up.

Expected Learning Outcomes

Upon successful completion of this course, students will:

- (1) Identify, define and discuss the principles, skills, and techniques of marketing research (i.e., the systematic process of planning, collecting, and analyzing data to improve marketing decisions).
- (2) Apply the aforementioned principles, skills, and techniques (including the use of qualitative and quantitative data analysis) by designing questionnaires, collecting primary and secondary data, analyzing data, and drawing appropriate conclusions in the context of a chosen research opportunity.
- (3) Present the research results in a professional verbal and written format through a well-crafted marketing research plan.
- (4) Develop skills in managing and implementing group and individual projects, and practice oral communication, presentation, and facilitation skills.

Course Schedule

Date	Topic	Readings
Jan 10	<ul style="list-style-type: none"> • Ch 1: Marketing Research for Managerial Decision Making 	Directed Reading: Hair Ch 1
Jan 17	<ul style="list-style-type: none"> • Quiz: Ch 1 • Ch 2: The Marketing Research Process & Proposals 	Directed Reading: Hair Ch 2
Jan 24	<ul style="list-style-type: none"> • Quiz: Ch 2 • Ch 3: Secondary Data, Literature Reviews, & Hypotheses 	Directed Reading: Hair Ch 3
Jan 31	<ul style="list-style-type: none"> • Quiz: Ch 3 • Ch 4: Exploratory & Observational Research Designs & Data Collection Approaches 	Directed Reading: Hair Ch 4
Feb 7	<ul style="list-style-type: none"> • Quiz: Ch 4 • Ch 5: Descriptive & Casual Research Designs 	Directed Reading: Hair Ch 5
Feb 14	<ul style="list-style-type: none"> • Quiz: Ch 5 • Ch 6: Sampling: Theory & Methods 	Directed Reading: Hair Ch 6
Feb 21	<ul style="list-style-type: none"> • No Class (Family Day) 	
Feb 28	<ul style="list-style-type: none"> • MIDTERM (Ch 1-6) • Ch 7: Measurement & Scaling 	Directed Reading: Hair Ch 7
Mar 7	<ul style="list-style-type: none"> • Quiz: Ch 7 • Ch 8: Designing the Questionnaire 	Directed Reading: Hair Ch 8
Mar 14	<ul style="list-style-type: none"> • Quiz: Ch 8 • Ch 9: Qualitative Data Analysis 	Directed Reading: Hair Ch 9
Mar 21	<ul style="list-style-type: none"> • Quiz: Ch 9 • Ch 10: Preparing Data for Quantitative Analysis 	Directed Reading: Hair Ch 10
Mar 28	<ul style="list-style-type: none"> • Quiz: Ch 10 • Ch 11: Basic Data Analysis for Quantitative Research 	Directed Reading: Hair Ch 11
Apr 4	<ul style="list-style-type: none"> • Quiz: Ch 11 • Ch 12: Examining Relationships in Quantitative Research • Ch 13: Communicating Marketing Research Findings 	Directed Reading: Hair Ch 12, 13
Apr 11	<ul style="list-style-type: none"> • Quiz: Ch 12 & 13 • Project Presentations 	
Apr 25	Final Exam (Ch 7-12), Room A2210, 6:30-9:30 PM	

Requirements

Participation and Attendance	5%
Quizzes	10%
Midterm Exam (Chs 1-6)	30%
Project	25%
Final Exam (Chs 7-11)	30%

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of the two midterms and the final exam.

Weekly Cadence

Lectures

The weekly lectures will introduce the week's content, provide an overview of the material, and opportunities for practical engagement with the material from the textbook.

Directed Reading

During the week, Students will use the Connect learning environment for directed readings and exams. The weekly directed readings will take, on average one hour to cover the relevant material for the exams. Each directed reading will include practice exam questions that will prepare you for the weekly quizzes.

Quizzes

The weekly quizzes will take place at the beginning of each class. They will cover the previous week's lecture and directed reading. These will be 15 questions and will facilitate your preparation for the project and larger exams. Once the quiz is completed you will get immediate feedback on your answers through the online Connect environment.

Midterm & Final Exams

The exams will focus on the application of the concepts learned throughout the course. The final will not be cumulative.

Project

To prepare you for the working world the project will have a written AND a presentation component, all of which will use PowerPoint. You will break into groups for this assignment. You will be given a case for which you will provide research and strategic counsel, using skills acquired during the course. Students will contribute to adjudicating each other's work. Specific rules and guidelines for the project will be distributed during the term.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (40%) (Excludes certain excused absences such as Ambrose out-of-town games)	Attends all classes or misses one class (100%). Misses two classes (90%).	Misses three classes (80%).	Misses four classes (70%). Misses five classes (60%)	Misses six or more classes (0%)
Group Discussions. Professionalism and Contribution Quality (60%) Quality (depending upon context): pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds each others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives expands the group's perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (60%)	Oral presentation delivered with a clear, confident, well-paced voice so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (rarely referring to notes or slides). Generate(s) significant enthusiasm about topic. Presenters show interest and enthusiasm.	Oral presentation delivered with clear, mostly confident voice so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (occasionally referring to notes or slides). Generates some interest in topic. Presenters largely show interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g., presentation largely read from notes or slides with little eye contact). Generates little interest in topic. Presenters show some interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at the back of the class have difficulty hearing. Unfocused sense of audience (e.g., looks only at notes or away from the audience). Generates little or no interest in topic. Presenters lack interest in topic.
Creativity, Graphics, Structure, and Mechanics (40%)	Presentation is made insightfully, creatively, or	A good attempt is made to provide insight or creativity to	Little attempt to provide insight or creativity to the	Little attempt to provide insight or creativity. Graphics

	skillfully. Innovatively or expertly prepared graphics were used throughout the entire presentation. Presenters explain and reinforce the text and presentation. Information is presented in a very logical, interesting sequence, which the audience can follow. Conclusion flows from the rest of the presentation. Presentation slides have no misspellings, grammatical errors,	the presentation. Graphics have largely been used throughout the presentation and relate to the text and presentation. Information presented in a mostly logical sequence which the audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation slides have no more than three misspellings, grammatical errors, or formatting errors.	presentation. Graphics are seldom used. Student seldom supports the text and presentation. The structure of the presentation is no easy to follow. The conclusion is missing, or if provided, does not flow from the rest of the presentation. Presentation slides have between four to five misspellings, grammatical errors, or formatting errors.	not used or do support text and presentation. Lack of structure detracts from the message of presentation. Points are disjointed and lack transition of thoughts. Presentation slides have more than six misspellings, grammatical errors,
--	---	---	--	--

Grade Summary

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D		1.0
F	Failure	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g., percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

Communication

All students have received an Ambrose email account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.