

**Cedar Crest College**  
**MRK 320-60 Marketing Research**  
**Thurs 7 – 9:30 HBB 7**  
**In CLASS- 9/3, 9/17, 10/1, 10/15, 10/29, 11/12, 12/3**

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**Required Text: Essentials of Marketing Research**

Hair, Wolfenbarger, Ortinau, Bush 1e  
McGraw-Hill Irwin  
ISBN # 13: 978 0 07 338 102 2

**Wikinomics How Mass Collaboration Changes Everything**

Don Tapscott and Anthony Williams

**Course Description:** An interdisciplinary approach to understanding fundamental marketing research concepts, strategy, ethics, market opportunities and the communication of results. We will see special emphasis on the role of marketing research in management and marketing decision making. Emphasis on application of marketing research principles to implement exploratory, descriptive and causal research designs to solve a firm's research problem. Understand the role of primary and secondary data in market research design. Prerequisite: MRK 230 (Principles of Marketing).

**Learning Objectives:** This course is designed to introduce the student to the field of marketing research. The primary learning objective of the course is to recognize marketing research as a dynamic driver to solve company problems, mitigate risk and surface new market opportunities. Specific goals are:

- Students will be able to recognize the foundational concepts of marketing research; and the centric role of the consumer and consumer value;
- Students will appreciate the importance of the marketing research function within the marketing domain and how it collaborates under one strategy;
- Students will be able to interact with and comprehend marketing research and how it is applied by companies today and think about new applications in the future;
- Students will be able to determine the impact and application of popular, scholarly and Internet sources of information and ideas on the marketing research field;
- Students will to design, field and present a comprehensive research plan and results.

**Methods:** Lecture/In- depth discussion of text, readings/small group assignments on an ongoing case in the text: Sante Fe Grille ( a Mexican restaurant started by 2 college students) illustrating and applying concepts as we study and discuss each chapter, the comprehensive development and presentation of a Marketing Research Plan and Results. Professor will provide product and research samples for students to examine as we discuss the text and view relevant videos. Students will refer to the text home page [www.mhhe.com/hairessentials1e](http://www.mhhe.com/hairessentials1e) for complementary tools including: student learning center, sample quizzes, flash cards and preparation tools to develop their research plan project with online support systems. ***Students must prepare thoroughly for every class as we will look to include a rich diversity of thought to bear on our assignments.*** Using the library as a resource will be necessary to stay abreast of recent publications and add value to your Marketing Research Plan. On-line web site review is required for discussion regarding companies and brands. We will rely on ecollege for doc sharing, grade book,

announcements etc. Make sure you self enroll are in! Contact the college IT department (3348) to make sure they have your correct e-mail address in the system.

**Attendance:** Attendance is critical to your success in this course. Students are expected to attend and fully participate in class. In the event that you miss a lecture, it is the student's responsibility to make up work. If an assignment is due the day of the absence, the due date does not change. Excused absences are only those that have a submitted doctor's note. Excused absences count as half an absence.

### **Honor Philosophy**

"The Cedar Crest Honor Philosophy states that students uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Individuals who accept the honor of membership in the Cedar Crest College community of scholars pledge to accept responsibility for their actions and the effect their actions may have on other members of the College Community." (Cedar Crest College Catalog, p 28)

### **Academic Honesty**

Students are expected to comply with Cedar Crest's policy on academic honesty as found in the "Cedar Crest Policies Handbook" when preparing assignments and reports, or taking quizzes and exams. Discussing assigned materials with your peers prior to preparing a report is not cheating. These discussions can help you to gain a better understanding of the material being discussed in class and in your team. You are encouraged to discuss assigned work with your peers.

However, submitting any report, quiz, exam, or the like which is not your individual work is cheating. Plagiarizing from published sources or from other students' work and copying or cheating on quizzes or exams will not be tolerated. Furthermore, stealing newspapers, journals or books from the Library, or defacing any of the same is also a violation of the standards of plagiarism.

### **Syllabus Status**

This syllabus and the course contents are subject to change at the discretion of the instructor.

### **Grading Judgment**

It is within the purview of the instructor to apply qualitative judgment in determining grades for an assignment or for the course.

### **Academic Dishonesty**

Whether "deliberate or accidental, academic dishonesty is a serious academic offense and a violation of the spirit of the Cedar Crest Honor Code." (Cedar Crest College Catalog, p 28) Plagiarism will result in a zero score on any assignment, will be reported to the Business Chair and may lead to an F for the course.

### **Students with Documented Disabilities**

Students with documented disabilities who may need academic accommodations should discuss these needs with the professor during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center.

### **Late submissions of assignments**

Students are expected to submit all assignments on the assigned due date. Students who are absent from class are still responsible for timely submission of assignments. Late submissions will earn half credit if submitted within a week of the assignment, beyond that, assignments earn 0 credit.

Workload- Students can expect to work approximately three hours outside class in reading, preparation and project activities each week. Additional hours will be necessary to design and field the Research Plan.

**Evaluation:** Grades will be determined based on the following:

Grade Distribution	
Discussion Preparedness/Caliber of Contribution*	20%
Term Exams (2)	30%
Final Exam	20%
The Marketing Research Plan	30%

\*Details on Discussion Preparedness appear below the Class Schedule

## Grade Assignment

93%- 100%+	A
90%-92%	A-
87%- 89%	B+
83%-86%	B
80%-82%	B-
77%-79%	C+
73%-76%	C
70%-72%	C-
67%-69%	D+
60%- 66%	D
Below 60%	F

**Assignments:** Marketing Research will be divided into teams that will work together for the entirety of the semester. By the end of In-class 1 (9/3/09), each team will have chosen a project for their Marketing Research Plan. The Marketing Research Plan will follow a structure provided in class; fielding the study is required to lend foundation to the Plan. As we progress, portions of your Marketing Research Plan will be discussed. Two mid terms exams are scheduled along with a Final Exam. Readings from current literature and segments of “Wikinomics” by Don Tapscott and Anthony Williams will be assigned and discussed in class. Students will be expected to post chapter and video summaries on line during non class weeks, along with relevant article summaries.

## Class Schedule

### Date

**Aug 27**

**Today is not a class meeting. YOU are responsible for the course work independently today and every other week.**

Navigate e-college

Navigate text home page and Student Learning Center

**Read Chapter 1 and 2- Summarize 3 main points on the threaded discussion for Chapter One.**

Literature Reading: WSJ, Brand Week, Adv.Age, Journal of Marketing Research, Wikinomics. Post a summary of any one article relevant to our chapter work or the field of marketing research in general.

Read Chapter One Wikinomics “Wikinomics” Post a summary of the chapter’s 3main points.

**Sep 3**

**This is our first in-class meeting.**

Introductions/ Course Objectives

Course Assignments and Expectations

Class Participation- Caliber of Comments on-line and in class.

Library Resources beyond Google- Library Visitation9/17 @ 7 :15 pm

Video: Gathering Market Information; if time

Lecture Chapter 1: “Marketing Research for Decision Making”

Chapter 2 “Process and Proposals”

Class Focus Group

WSJ, Adv Age, Brandweek article discussion

The Sante Fe Grill Our continuing case- page 14, 15

Group Membership Determination

Group Project for Marketing Research Plan Due Dec 3

Examples of Marketing Research Plans

## Assignment/Reading

Determine the scope of your research problem, complete all IRB forms

Begin researching your Project

Chapter 3

**Sep 10**

**This is NOT an in class setting/ use your e-college threaded discussion to post summaries and comments**

Post summaries to; Chapter 3 and video

WSJ, Adv Age, Brandweek and or Wikinomics—post

Meet with your team on the Research Plan- Retrieval of preliminary information and course of action, develop timeline

**Assignment/Reading**

Chapter 4

e-college- External Document Review

Interview or study a research manager at your Company or go online to obtain a listing of large research firms, select one and discuss the types of research it performs

Read Chapter 2- Wikinomics “The Perfect Storm”

**Sep 17**

**In class setting**

**Library Visitation 7:15 pm**

Video: Turning marketing Information into Action

Lecture Chapter 4

In class Discussions- Wikinomics Chapter One and Two

Second Life, Flickr, You Tube, Wikipedia, InnoCentive, MySpace Small group project

Group Project check point

Sante Fe Grill page 53-55 questions 1 and 2

**Assignment/Reading**

Chapter 5

Answers to questions 1-4 page 70 Santa Fe Grill

Finalize the research problem and questions

Develop the Sampling Design and Sample Size

**Sep 24**

**This is NOT an in class setting/ use your e-college threaded discussion to post summaries and comments**

View all videos Chapters 1-5

Post summary of Chapter 5

On-line discussion of using secondary data for the Sante Fe Grill p 70

Post answers to Questions 1-4

Brain Refresh review Chapters 1-5 (no posts necessary)

Post comments on your WSJ, Adv Age, Brandweek article/ respond to

**Assignment/Reading**

Study Chapters 1- 5

Read Chapter 6

Determine your projects secondary data

Apply netnography in an open community that is relevant to your project

Study for Exam One Ch 1-4, Review all resources

**Oct 1**

**In class setting**

**Exam One: Chapters 1-4**

Video: Nokia

Lecture Chapter 6

Santa Fe Grill p 93 Questions 1 and 2

Group Project Check Point

**Assignment/Reading**

Read Chapter 7

Establish qualitative design for your research project and implement

**Oct 8**

**This is NOT an in class setting/ use your e-college threaded discussion to post summaries and comments**

**View** Video: Market Diversity and Targeting, Post comments

Post summary comments on **Chapter 7**

Gallop Poll ([www.gallop.com](http://www.gallop.com)) Evaluate the survey design, strengths and weaknesses Post comments

Post (WSJ, Adv Age, Brand week) article comments

**Assignment/Reading**

Read Chapter 8

Read Wikinomics Chapter 3

**Oct 15**

**In-class setting**

Exam One Review

Lecture Chapter 8

Sante Fe Grill p 130 questions 1 and 2

Discuss Chapter 3 Wikinomics "The Peer Pioneers"

WSJ, Adv Age, Brandweek article discussion

**Assignment/Reading**

Chapter 9

Implement all surveys in the field

**Oct 22**

**This is NOT an in class setting/ use your e-college threaded discussion to post summaries and comments**

Post summary comments on Chapter 9

Customer Loyalty Burke Customer Satisfaction Associates ([www.burke.com](http://www.burke.com)) p 162- 163

Post WSJ et al article- respond to 3 peer comments

**Assignments/Readings**

Chapter 10

**Oct 29**

**In-class setting**

Lecture Chapter 10

Sante Fe Grill p 185 Designing the Survey questions 2 and 3 on page 190

In class discussion of Research Project

WSJ et al discussion

**Assignment/Readings**

Chapter 11

Begin to collect and analyze data from field study

Read Chapter 5 Wikinomics "The Prosumers"

**Nov 5**

**This is NOT an in class setting/ use your e-college threaded discussion to post summaries and comments** Post summary on Chapter 11

Sante Fe Grill page 214

WSJ article

Post comments on Ch 5 Wikinomics

Flickr.com/groups/geeksquad

**Assignments/Readings**

Study Chapters 5-8

Read Chapter 14

**Nov 12**

IN Class setting

**Exam Two Chapter 5-8**

**Assignments/Readings**

Finalize Marketing Research Plan results

- Nov 19**                      **This is NOT an in class setting/ use your e-college threaded discussion to post summaries and comments** Take Home Final due TBD Chapters 9-11
- Nov 26**                      Thanksgiving Break
- Dec 3**                         Present Market Research Project

**Marketing Research Presentation Overview**

Each team will hand in an electronic and hard copy version of the Marketing Research Plan. Each group will present their research plan to the class. Presentations should be 30 minutes in length, and be presented by the each member of the group. Presentation should cover all of the functional areas of the marketing research plan; problem definition, selection of the appropriate research design, execution of the research study, and communication of the results (action steps recommended). The presentation should conclude with the team making a persuasive argument for implementing their recommendations.

***Discussion Preparedness***

Grade	Criteria
A	<ul style="list-style-type: none"> <li>☑ Demonstrates excellent preparation; shows evidence of having identified, analyzed, and responded to the key issues raised in the readings.</li> <li>☑ Volunteers contributions to discussions which reflect a systematic effort to utilize the ideas, interpretations and information presented in the readings as an opportunity to raise ideas and questions that go beyond those found in the readings.</li> <li>• ☑ Demonstrates an active level of engagement.</li> </ul>
B	<ul style="list-style-type: none"> <li>☑ Demonstrates good preparation; shows evidence of having identified and analyzed the key issues raised in the readings.</li> <li>☑ Volunteers contributions to discussions which reflect a systematic effort to draw upon and apply the ideas, interpretations, and information presented in the readings.</li> <li>• ☑ Demonstrates a conscientious level of engagement.</li> </ul>
C	<ul style="list-style-type: none"> <li>☑ Demonstrates adequate preparation; shows familiarity with the key issues raised in the readings.</li> <li>☑ Typically does not volunteer contributions to discussions, but will contribute when called upon; contributions do not consistently draw upon or reference the ideas, interpretations and information presented in the readings.</li> <li>☑ Demonstrates a sporadic level of engagement.</li> </ul>
D	<ul style="list-style-type: none"> <li>· Demonstrates minimal preparation; shows familiarity with few of the key issues raised in the readings.</li> <li>· Does not volunteer contributions to discussion and has little to say when called on; contributions do not reference the ideas, interpretations or information presented in the readings.</li> <li>· Demonstrates a superficial level of engagement.</li> </ul>
F	<ul style="list-style-type: none"> <li>· Demonstrates little preparation; shows no evidence of having read the material</li> <li>· Does not volunteer contributions to discussion, does not respond when called on.</li> <li>· Demonstrates virtually no level of engagement, frequently absent from class.</li> </ul>

