MARK 311, Section 01E and 02E  
Marketing Research  
Fall Semester 2014  
MWF 101E 1.40p-2.30p CLC Room 301 & 102E 2.45p-3.35p CLC Rm 302

Catalog Description

Prerequisites: Junior standing, minimum grade of "C-" in MARK 201 and ISOM 241.  
This course develops an understanding of the steps involved in survey research and how  
marketing research influences the development of marketing strategies.  
Outcome: Students identify managerial problems and research objectives, design a questionnaire,  
plan sampling procedures and analyze data. A written a research proposal or research report is  
required.

Course Overview

Upon the completion of this course you will possess two fundamental capabilities: the ability to  
distinguish good research from bad and how market research integrates with sound marketing-  
decision making.  
This course is classified as Engaged Learning by Loyola’s Center for Experiential  
Learning.  
Engaged learning means a method under which students of participants learn and develop  
through active participation in thoughtfully organized service that is conducted in and meets the  
needs of a community and is thoughtfully organized service that is conducted in and meets the  
needs of a community and is coordinated with an elementary school, secondary school,  
institution of higher education or community service program, and with the community; helps  
foster civic responsibility; is integrated into and enhances the academic curriculum of the  
students or the educational components of the community service program in which the  
participants are enrolled; and includes structured time for the students and participants to  
reflect on the service experience.
For additional information about Loyola’s Center for Experiential Learning, please visit www.luc.edu/experiential.
SOURCE: National and Community Service Trust Act of 1993

**Course Objectives and Learning Outcomes**

- Distinguish marketing *problems* (*i.e.* *managerial decision opportunities*) from market research *objectives*.
- Determine what secondary and/or exploratory data to collect for synthesis into research objectives.
- Determine *how* data should be collected to address research objectives: develop an understanding of methodology with emphasis on *conclusive, descriptive, primary data collection*.
- Use sound, evaluative criteria to distinguish “good” questions from “bad” and a “good” research instrument from a “bad” one.
- Determine what *type* and, when appropriate, how *large* a sample to use.
- Analyze data using appropriate SPSS (Statistical Package for the Social Sciences) application; convert the data into information that addresses research objectives.
- Write a clear, coherent, organized and informed business research report, especially the executive summary for such reporting, as communicated through standard white paper format.
- Uphold Service Learning expectations as they relate to building Client (internal and external) relationships through professional communication across channels and media.

**Required Materials**

1. **Class materials organized via Sakai.**
   Students are expected to prepare for class sessions through active use of Sakai.
2. **Qualtrics account and supplementary articles, ebook references: Refer to the Qualtrics folder via Sakai.**
   *When creating a Qualtrics account, use only your luc.edu email. Create an account via [www.loyolaquinlan.qualtrics.com](http://www.loyolaquinlan.qualtrics.com)*

**Suggested Supplementary Resources**

Note: You are not required to buy the textbook, but this is the text which influences fundamental course materials and upon which the course schedule is based. Many students buy older versions of the textbook, and others do not buy it at all. Copies of other Market Research texts are on reserve in Lewis Library for further reference as needed and as determined by the student. It is the student’s responsibility to determine what resources are needed to achieve course objectives and learning outcomes.

Text Note: You are not required to buy the Churchill textbook, but this is the text upon which the course schedule is based. Some students buy older versions of the textbook, and others do not
Others use the texts placed on reserve under the instructor’s name in Lewis Library. It is up to you to determine what resources you need to achieve course objectives and associated learning outcomes. Only the student can make this decision.

Course Requirements and Grading Criteria

Each of the five course requirements is valued at 20% of your final course grade.

1. Deliverable I: RFI (Request for Information)
2. Deliverable II: RFP (Request for Proposal)
3. Final Deliverable: White Paper
4. Service-Learning/Course Engagement (SLCE) (activity related to course objectives and applied to Client)
5. Client Engagement (CE) (activity directly related to Client organization)

*No extra credit opportunities are available unless otherwise offered by the instructor. Do not inquire about extra credit.

*Standards and expectations regarding written work, paper length, grammar usage, etc. is contained in the MARK311 Market and Consumer Surveys Policies posted to the Syllabus section of Sakai.

*Final grades are determined by adding up the scores earned on the requirements above. The final summative score will be assigned based on a letter grade according to the chart below.

Only requirements missed due to unavoidable circumstances such as those noted in Quinlan School Policies will be accepted without penalty. Otherwise, no late work is accepted.

<table>
<thead>
<tr>
<th>Course Grading Scale*</th>
<th>Loyola University Grading Scale and Weights</th>
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<tbody>
<tr>
<td>A 100-94%</td>
<td>A 4.00</td>
</tr>
<tr>
<td>A- 93-90</td>
<td>A- 3.67</td>
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<tr>
<td>B+ 89-87</td>
<td>B+ 3.33</td>
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<tr>
<td>B 86-83</td>
<td>B 3.00</td>
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<td>B- 82-80</td>
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<td>C+ 79-77</td>
<td>C+ 2.33</td>
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<td>C 76-73</td>
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<td>C- 72-70</td>
<td>C- 1.67</td>
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<td>D+ 69-67</td>
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<td>D 66-60</td>
<td>D 1.00</td>
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<tr>
<td>F 59 and below</td>
<td>F 0</td>
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</tbody>
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* Sakai’s Gradebook scale may be calculated differently than the grading scale intervals above.
Quinlan School of Business Policies:

Attendance

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class meeting period, is expected of Quinlan students. Faculty may set participation policies unique to their courses and use class participation as a component of the final grade. The student is responsible for any assignments or requirements missed during an absence.

Absences: You are expected to attend every class session. Any student not able to come to class on a given day is responsible for obtaining all materials and information distributed in class from a classmate or via Sakai. Make-up work is at the instructor’s discretion. Be in touch with the instructor to share your absence via email; the student-initiated email will be returned per the Email Communication policy but will be prioritized below other emails for a response.

Late Arrival/Departure from Class Sessions: Arrive on time to class; avoid leaving class before its official end time. Once you enter the classroom, it is expected that you stay seated for the complete class session. These are standard behaviors maintained by business professionals during business meetings, and the classroom environment will maintain these expectations consistently per Course Engagement Behaviors.

The penalty for missing a class or for leaving early/coming late is a reflection in Client Engagement and Service-Learning Course Engagement score for this class.

Make-Up Examinations

Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believe examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. Make-up examinations are discouraged. Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician’s note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. The only regular exception is for a student athlete, who may use the testing services of the Athletics Department to complete a make-up examination. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, self-plagiarism, cheating, misrepresentation,
fabrication, and falsehood…Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of “F” for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website: http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf