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OCNR 375 Office hours: MTWR 9:30 – 10:50; T 6:30 – 7:00  
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Text: Essentials of Marketing Research by Hair, Wolfinbarger, Ortinau, Bush 3rd ed

I. Objectives:  
The overall objective of the class is that students learn to use marketing research as an information tool. The information gathered in marketing research aids the decision maker in making informed managerial decisions. So that information is useful, the user must understand the function and methodology of gathering, storing, applying, and judging research. Theory which explains the appropriateness of various types of research must be comprehended. Thus the underlying objective of the course in marketing research is that students grasp this fundamental concept of the use and application of research to ongoing organizational problems.

In order to accomplish the basic objective, specific objectives are presented that allow students to acquire a basic level of expertise in the understanding and use of marketing research tools. To accomplish these objectives, students will 1) formulate a research problem, 2) develop a research design, 3) collect data, 4) analyze data using a statistical software package (SPSS) and 5) present a professional oral and written report.

II. Procedure:  
The pedagogy in this class is designed to move students to the higher levels of learning involving synthesis and evaluation/appreciation. Variety is used with class discussion utilized to explain research concepts. Lecture/discussion is employed to present some of the concepts and homework questions and problems are assigned and discussed in class.

A critical objective is the application of marketing research to organizational problems. Hence, a team project is required in which concepts are applied to a “real world” client. The team plans, executes, and presents the results of the project to the class and the clients. You work on a team to resolve the issues for your project. You apply concepts within the project coincidentally as they are learned in class. To avoid redundant effort, try not to go beyond in your project where the class is in our studies. Specific tasks are presented in the Research Project and in the Research Project Progress Report both of which are included in this syllabus.

Each team member is evaluated in a peer evaluation at the end of the semester. Individual grades are influenced by the peer evaluations. You are expected to attend all meetings and classes. You are not excused from team meetings except under unusual circumstances and you must verify all absences from meetings and from class.

In my classes, the Total Quality Management (TQM) process is used to organize, evaluate, and implement the class. Following the Taxonomy for Students learning objectives, students are expected to demonstrate knowledge, comprehension, application, analysis, and synthesis and evaluation/appreciation skills. The student evaluation process discussed in the
following paragraphs explains the application of QM processes in the class. All student expectations and assignments presented and discussed in the following paragraphs explain the application of QM processes in the class.

III. Quality Components of Your Work:

All work is evaluated by the qualitative ratings of: High Quality (HQ), Acceptable Quality (AQ), Needs Improvement Quality (NQ), Unacceptable Quality (UQ) or Failing Quality (FQ). Each rating is given a quantitative value such as HQ=10, 9; AQ= 8, 7; IQ = 6, 5; UQ = 4. Work is not redone in this class; make the quality effort on the initial endeavor. A further note, continuous improvement is a paragon of quality management and also in the class. If you demonstrate continuous improvement throughout the semester you demonstrate understanding and your final grade will reflect such improvement. The following components are the basis for your final evaluation (grade).

IV. Semester Summary Paper:

A summary paper describing your attendance, your team project and your contribution to the project and explanation of missed assignments. is due at the end of the semester.

A. Attendance: You are expected to attend all classes and all team meetings. The only excuses for any absences are the same types of reasons that allow you to miss work at a professional position. Show your attendance record in your portfolio and document any absences. Value 50 points.

B. Regular Assignments: You will be assigned questions and problems from the text. All assignments must be word processed except for problems in the quantitative section. Grammar is evaluated for all written assignments. The use of improper grammar will lower your grade. The Just In Time (JIT) methodology is used in which assignments must be turned in when due. Late assignments are not accepted except for unusual and non-controllable circumstances. Cumulative late work will be evaluated as FQ work. Put answers to questions in your own words-do not simply write down the words in the text. You will be assigned as lead discussant for one or more question assignments. Value 150 points

C. Short Exams: A number of short exams will be given during the semester to evaluate the students understanding of basic concepts. These exams will be approximately fifteen minutes in duration. 100 points

D Team Project: Discuss the team project and explain your role on the team. Describe the objectives of the project and how your team met these objectives. Value 100 points

E. Bloom’s Taxonomy of Learning: Evaluate each assignment type and explain where on the level of learning you would place that type of assignment. For example, at what level of learning would you place the daily question assignments and why? Value 50 points

F. Pedagogy Evaluation: Candidly discuss the learning pedagogy of the class. Discuss whether or not you feel that the learning objectives were accomplished. Compare this approach to learning with more traditional methods where examinations are stressed.
Consider both short-term learning goals and the learning objectives that were described at the beginning of the semester.

**G. Self-Evaluation:** Evaluate your performance this semester. Compare your performance with the learning goals. Explain what grade you think you have earned and document this expectation.

**H. Individual Grades:**

**Relative Value of Tasks:**

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<tr>
<th>Task</th>
<th>Value</th>
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<tr>
<td>Summary</td>
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*Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

A High Quality Grade (A):

- Has high quality ratings on all work or demonstrates improvement to high quality on work of lower initial quality.
- All assignments are turned in when due.
- Regular attendance at all classes and meetings.
- Receives a quality rating from peers on the project.
- Assumes a leadership role on the team.
- Demonstrates a “joy in learning” attitude.
- Is not habitually tardy

An Acceptable Quality Grade (B):

- Has at least acceptable quality rating on work or improves initial lower ratings.
- Attends most classes and all team meetings.
- All work is submitted and in a timely manner.
Receives a quality rating from peers on the projects.
Is an active team member.
Demonstrates a “joy in learning” attitude.
Is not habitually tardy.

A Needs Improvement Quality Grade (C):
All or some of the items listed can earn a grade of less than a B.
Have numerous “needs improvement” or “unsatisfactory Quality” ratings.
Does not demonstrate continuous improvement.
Has unexplained absences or tardiness from class and meetings.
Does not turn work in or attempts to submit work late.
Receives a low peer evaluation.
Is not a productive team member.

An Unacceptable Quality Grade (D):
A combination of one or more of the listed items may earn a grade of D.
Numerous unexplained absences.
Significant number of assignments not turned in.
Lack of active participation on the team.
Does not demonstrate a collegial attitude.
Ratings on work of UQ without showing improvement.
Poor peer rating on the team.
Does not turn in a quality portfolio of performance.

A Failing Quality Grade (F):
Any one or a combination of the listed items may earn a failing grade.
Numerous absences
Assignments not submitted
Numerous FQ ratings on assignments
Does not participate on the team
Absent from team presentations
Poor team peer evaluations
Does not submit a portfolio of performance

V. Summary of Course Requirements:
A. Individual
   Regular attendance
   Individual “homework” assignments
   Class Question Discussion assignment
   Blooms Taxonomy Evaluation
   Portfolio of Effort
B. Team
   Development of time line
   Research Project Progress Acceptance
   Final oral and written report
Tentative Schedule

Week 1  Introduction  
Week 2  The Scientific  Foundation of Research  
Week 3  Construction of The Questionnaire  
Week 4  Developing The Questions  
Week 5  Developing The Questions  
Week 6  Developing The Questions  
Week 7  Choosing The Sample  
Week 8  Choosing The Sample  
Week 9  Choosing The Sample  
Week 10  Gathering the Data  
Week 11  Gathering the Data  
Week 12  Analyzing The Data  
Week 13  Writing the Report  
Week 14  Presentation Of the Results

VI. Important Dates
  Team Selected
  Rough Draft of Report
  Summary
  Oral Presentation of Research Report
  Final Written Report
  Peer Evaluations

VII. General Comments:
  Be aware that you may drop any class up to. Carefully plan your work, especially the project, from the first day of the semester. Good planning early will cause less work later in the semester.

VIII. American with Disabilities Act Compliance
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

IX. College of Business Code of Ethics
This course and all other courses offered by the College of Business (COB), requires all of its students to abide by the COB Student Code of Ethics (available online at http://www.cob.tamucc.edu). Provisions and stipulations in the code are applicable to all students taking COB courses regardless of whether or not they are pursuing a degree awarded by the COB.
Research Project Requirements

I. Project Title

II. Statement of the Problem
   One or two sentences to outline or to describe the general problem under consideration.

III. PERT Chart or other time line of the study
   A PERT chart or other time line showing all decision, paths, critical paths, and tasks to be given to the instructor early in the semester.

IV. Define and delimit the Project
   The researcher states the purpose/s and scope of the project. Purpose refers to goals and objectives that guide and justify the project. Scope refers to the actual limitations of the research effort; the boundaries of the project and what cannot be accomplished and why it cannot be accomplished are explained. Hypotheses to be investigated are presented.

V. Project Outline
   An outline is developed for the entire project by topical areas. The outline must be flexible to allow for changes and accommodate unforeseen difficulties yet be precise enough to guide the research project.

VI. Methodology and Data Sources
   Secondary and primary data sources are identified. A brief explanation of how the necessary information is obtained; secondary sources must be researched and cited. All techniques, both statistical and non-statistical, are noted and the relevance of each technique to the task is explained.

VII. Sample Design
   The limits of the universe to be studied and identification of the sampling frame is provided. The researcher specifies the population, sampling process or other method, sample size, and justifies the process.

VIII. Data Collection Forms
   The forms used to collect the information are discussed and included in the report. The questionnaire is provided, the reliability and validity of the process is described.

IX. Tabulation
   A description of the editing, proofing, coding, and codebook are provided.

X. Data Analysis
   The expected data analysis process is discussed and justified. Include the statistical methods used in the software package and its relevance.

XI. Oral Presentation
   A formal and professional oral presentation is made to the client and/or the class. The oral presentation presents the findings, outlines the procedure, and provides recommendations.

XII. Written Report
   A formal, detailed written report is provided to the sponsor/client.
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<td>II. Statement of the Problem</td>
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### For Hair and Bush Text

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PEER EVALUATION FORM

TASK GROUP __________________ TASK ASSIGNMENT __________________

Evaluate each member (including yourself) of your group on the basis of the criteria below using a scale of 1 (low) to 10 (high).
In the overall contribution column, indicate a percent grade based on 100% for each person.

<table>
<thead>
<tr>
<th>Name</th>
<th>Contribution To Solution</th>
<th>Attendance At Meeting</th>
<th>Quality of Contribution</th>
<th>Interest in Task</th>
<th>Overall Contribution</th>
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Learning Levels from the Mt. Edgecumbe Outcome/Competency Matrix Explained
Updated 5/17/93

**KNOWLEDGE (REMEMBERING)**

What is the student’s role at knowledge?
I read, listen, watch or observe, take notes, and am able to recall information, ask and respond to questions. I practice self-help.

What is the teacher’s role at knowledge?
Teacher introduces, lectures, shows, presents information, and provides resources.

How is knowledge demonstrated?
I can define by stating who, what, where, when, why, and how.

**COMPREHENSION (UNDERSTANDING)**

What is the student’s role at comprehension?
I understand the information or skill and can recognize it in other forms; I can explain it to others and make use of it. I practice self-help.

What is the teacher’s role at comprehension?
Teacher observes, listens, questions, evaluates, guides, and responds to students.

How is comprehension demonstrated?
I can give a personal or original example of how I use this information.

**APPLICATION (SOLVING THE PROBLEM)**

What is the student’s role at application?
I can apply my prior knowledge and understanding to new situations. I practice self-help.

What is the teacher’s role at application?
Teacher observes, coaches, facilitates, and questions work being done.

How is application demonstrated?
I can solve problems on my own. I recognize when the information or skill is needed, and I can use it to solve new problems or complete tasks.

**ANALYSIS (LOGICAL ORDERING)**

What is the student’s role at analysis?
I examine process. I break down information into component parts and can explain the individual parts. I know how and when to put the parts back together so that the organization of the whole becomes clearer. I practice self-help.

What is the teacher’s role at analysis?
Teacher observes, probes, guides, asks critical questions, and acts as a resource.

How is analysis demonstrated?
I am able to teach the knowledge or skill effectively to another person and act as a resource for others. I can compare/contrast the information or skill with other knowledge or skills.

What is the student’s role at synthesis?
I use all knowledge, understanding, and skills to develop new tools, plan effectively, and create alternatives. I practice self-help.

What is the teacher’s role at synthesis?
Teacher supports, guides, stimulates, and facilitates evaluation.

How is synthesis demonstrated?
I combine, develop, and create.

What is the student’s role at evaluation/appreciation?
I am open to and appreciative of the value of ideas, procedures, and methods and can make well-supported judgements backed up by knowledge, understanding, and skills. I practice self-help.

What is the teacher’s role at evaluation/appreciation?
Teacher listens, discusses, challenges, and accepts.

How is evaluation/appreciation demonstrated?
I formulate and present well-supported judgements, display consideration of others, examine personal options, and can make healthy choices.
REQUEST FOR ACCEPTANCE OF LATE ASSIGNMENTS

Student Name________________________________________

Class____________________________Date____________________
Assignment_____________________________________________
Date Assignment Was Due_______________________________

Reason Assignment Could Not Be Provided When Due
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
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Accepted (Instructor Signature)_____________________________
Comments____________________________________________

Rejected (Instructor Signature)_____________________________
Comments____________________________________________