



MKTG332 - Marketing Research

Location: USA

Frequency: Any

Instruction: Franklin

Format: Online

Length: 6-Week

Edition: working

*Note: The PDF version of the course will not include class communications or discussion posts that are added throughout the duration of the course.
This PDF was last updated on 2019/03/13 09:22:33.*

Object: BlueQuill Tutorials and Help**BlueQuill Tutorials and Help****Student Content**

To learn more about using BlueQuill, click on the **Help** icon in the upper right corner of the page or click on <http://bluequill.zendesk.com/hc/en-us/sections/202059597-Students>, which takes you directly to a list of the main BlueQuill student help topics.

If you are having difficulty locating rubrics in this course, please see this [help page](#). In assignment objects that contain rubrics, the rubric icon should appear on the right side of the screen underneath the Hub.

Object: Course Overview**Course Overview****Student Content****Welcome to MKTG 332: Marketing Research**

Welcome to MKTG 332: Marketing Research! In this course, you will learn and apply critical marketing research skills. You will develop and carry out your own marketing research plan in the industry of your choice. While conducting your market research study, you will gain experience with both qualitative and quantitative data collection, as well as analysis and interpretation of the data you collect. These skills will prove to be invaluable for your capstone marketing course, as well as your career in marketing.

Course Description

Students learn and apply critical marketing research skills, including marketing research planning, conducting primary and secondary research, and interpreting marketing research data. Students design and implement a marketing research study and present their findings as the final portfolio project.

Prerequisites

- MKTG300
- MATH215 or MATH230 or equivalent

Course Outcomes

Upon successful completion of this course, you should be able to do the following:

1. Develop a marketing research plan.
1. Conduct secondary research in a given industry.
2. Conduct primary research.
3. Develop a marketing research survey.
4. Interpret marketing research data.
5. Generate recommendations based on research findings.
6. Communicate research findings.
7. Evaluate ethical practices in marketing research.

Lead Faculty Information

The Lead Faculty for this course is [Bruce Ramsey, M.B.A., M.S.C., Program Chair, Marketing \(bruce.ramsey@franklin.edu\)](#).

Students should first discuss any course concerns with their professor; however, if the student is unable to resolve issues regarding course content or design, the student should then contact the Lead Faculty. In addition, if a student has a critical issue with the professor, aside from the grading policy, the student should contact the Lead Faculty.

Course Requirements

Category	Points
Marketing Research Plan	75
Industry Analysis	75
Key Stakeholder Interview	75
Survey Design	75
Data Analysis and Interpretation	75
Presentation	75
Quizzes	300
Meet Session/Class Participation	250
Total	1000

Object: Course Materials



Course Materials

Student Content

Required Text

- Brown, T.J., Suter, T.A., & Churchill, Jr., G.A. (2018). *Basic marketing research* (9th ed.). Boston, MA: Cengage Learning. ISBN: 9781337100298 (print), 9781337516471 (e-text).
 - You may also access a zip file of the PowerPoints for each chapter of the textbook [here](#).

Obtaining Course Materials: A digital copy of the textbook (e-textbook) for this course is accessible via VitalSource, an online platform for digital instructional materials. Clicking on any link to the book from within the course will direct you to an object from which a digital copy of the textbook can be opened in a new browser tab.

Your Franklin account was charged for these embedded materials at the time of registration. For a seamless learning experience, it is strongly recommended that you utilize the materials embedded within your course. To opt out of using these materials, access the Shortcuts menu at the top of the screen. Select the “E-Textbook Opt Out” link and follow the instructions. If you elect to opt out of using these materials, visit <http://www.franklin.edu/current-students/academic-resources/ebooks> (or refer to the ISBN listed above) to help you find and purchase the course materials on your own.

Object: Accessing E-Textbooks



Accessing E-Textbooks

Student Content

To access the text(s) for this course, click on any link to the e-textbook(s) within the course (or directly select the e-textbook object(s) located within the Syllabus container), and then click the **Open** button. It is highly recommended that you then download the e-textbook(s) to your device(s) for offline use.

Note: The e-textbook object(s) are titled using APA style, as follows: Author's last name (copyright year).

Object: Brown et al. (2018)



Brown et al. (2018)

Student Content

Click the **Open** button above to access a digital version of your textbook (e-Textbook).

LTI

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Integrate

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Object: Class Participation Points



Class Participation Points

Student Content

In traditional learning settings, you may have participated in courses in which the professor lectured while you listened and took notes. You will not be sitting in class taking notes while the professor lectures for the entire time. Instead, you will actively participate in your learning. For example, in many courses, you will participate in discussions, role-plays, debates, or simulations. In addition, you will interact with your classmates to share your learning and work experiences and collaborate on case studies and other types of problems.

A portion of the final grade for this course consists of participation points. These points are awarded to students at the end of every class session or at times in the course the professor deems appropriate.

Note that for face-to-face students, participation points are **not** automatically awarded to students simply on the basis of their presence in class. When students attend a class session, they start with zero participation points. It is the student's responsibility to earn participation points during the session by actively participating in class activities, discussions, and presentations.

Similarly for online students, participation points are **not** automatically awarded to students based on their presence at Meet sessions or by completing assignments. Students in the course start with zero participation points. It is the student's responsibility to earn participation points during the course by actively participating in class activities, discussions, and presentations.

Evidence of active participation by a student is defined broadly as:

- Verbal participation in team and class discussions appropriate to the setting.
- Offering relevant comments and questions that are aligned with the topic at hand.
- Offering relevant current events such as current articles that are aligned with the topic at hand.
- Participation in chat activities and the online discussion board.

Students' active participation will be assessed according to the following criteria (adapted from the [Foundation for Critical Thinking](#)):

Criteria	Description
Clarity	Focus on a specific topic and context, give examples, avoid vague generalities or undefined terms, and help others to understand without any confusion.
Accuracy	Give correct information that others can verify; students should acknowledge the limits of their knowledge of the topic.
Precision	Specific details support all comments.
Relevance	Comments connect to the issues currently under discussion and help others to understand those connections.
Depth	Address the problem in all its complexity; consider the context of the problem, its root causes, and the other issues it brings up.

Breadth	Address the problem from many points of view; consider how others might understand the problem.
Logic	Consider how statements and assumptions work together and communicate them so that others can follow their reasoning.
Significance	Focus on the most important elements of a topic or elements that others have overlooked; avoid repeating common knowledge.
Ethics	Students should consider how their statements and actions affect others and judge their own contributions in terms of how they benefit the learning community.

Note: The professor may choose to define and apply alternative participation criteria at his or her discretion.

Object: Policies and Services



Policies and Services

Student Content

Academic Policies

Please follow the links below to find the academic policies that apply to taking courses at Franklin University:

- [Academic Assessment](#)
- [Academic Integrity and Dishonesty](#)
- [Process for Student Concerns](#)
- [Academic Program Requirements](#)

Student Responsibilities

Please follow the links below to understand what your responsibilities are with regard to taking courses at Franklin University:

- [Communications](#)
- [Time Commitment](#)
- [Attendance Policy](#)
- [Virus Policy](#)
- [General Technology Requirements](#)
- [Student Code of Conduct](#)
- Copyright - Materials used in Franklin University courses may be subject to copyright protection. For more information about copyright law, view the following resources:
 - [Franklin University Library's copyright research guide](#)
 - [Franklin University's Plan to Effectively Combat Copyright Infringement](#)

Student Support Services

Please follow the links below to learn about the support services available to you at Franklin University:

- Learning Commons in the [Academic Bulletin](#) and on the [Franklin University website](#)
 - Library Services in the [Academic Bulletin](#) and on the [Franklin University website](#)
 - Testing Center in the [Academic Bulletin](#) and on the [Franklin University website](#)
- Disability Services in the [Academic Bulletin](#) and on the [Franklin University website](#)
- [Harassment, Discrimination, and Sexual Misconduct \(Anti-Discrimination Policy\)](#)
- [Family Education Rights and Privacy Act \(FERPA\) Information](#)
- [BlueQuill Zendesk](#), which you can also access using the Help icon at the top right of your screen
- Technology Help Desk Services in the [Academic Bulletin](#) and on the [Franklin University website](#)

Grading Policy

Please follow the links below to learn about the grading policies for students at Franklin University:

- [Undergraduate Grading Policies](#)
- [Graduate Grading Policies](#)
- [Submission and Return Policy](#)

Object: Portfolio Instructions



Portfolio Instructions

Student Content

Portfolio

The purpose of developing a personal portfolio as you progress through the Marketing program at Franklin University is to provide you with artifacts of your work that demonstrate your skills and critical thinking abilities. A portfolio also enables you to reflect on your own personal growth while building a collection of artifacts demonstrating your professional development.

This course includes a requirement for you to complete a portfolio project. Early in the course, you will develop a Marketing Research Plan for the industry of your choice. Throughout the course, you will implement this marketing research project, culminating in a presentation of your findings.

It is recommended that you save the work products that you develop in the course of this assignment and keep them as part of your professional portfolio.

Object: The Dog House Scenario



The Dog House Scenario

Student Content

Overview

Throughout this course, you will analyze a fictitious scenario about a small business called The Dog House. You will act as a marketing research consultant to assist the owners of The Dog House in determining the best strategies for their business. In weekly worksheets, you will return to the scenario to apply what you have learned. **Note that these assignments will be due prior to the weekly Meet session, so that the instructor can review them with the class.**

In the [Week 1 Meet](#) worksheet, you will use the scenario in order to:

- Compose effective research questions.
- Evaluate the effectiveness of using social media in marketing research.
- Evaluate ethical practices in marketing research.

In the [Week 2 Meet](#) worksheet, you will use the scenario in order to:

- Conduct secondary research in a given industry.
- Identify themes and trends in secondary data.

In the [Week 3 Meet](#) worksheet, you will use the scenario in order to:

- Develop a questionnaire.

In the [Week 4 Meet](#) worksheet, you will use the scenario in order to:

- Explain basic sampling concepts.
- Describe the types of error that can occur in a study.
- Identify methods for addressing potential error in a study.
- Identify several ways to improve the response rate in a study.

In the [Week 5 Meet](#) worksheet, you will use the scenario in order to:

- Identify methods for cleaning the data file and dealing with missing data.
- Describe the basic process of hypothesis testing.

The Dog House

The Dog House is a small business that specializes in dog boarding services. The company has been doing well over the last 4 or 5 years but company growth has begun to plateau. The owners are interested in ensuring financial growth and are eager to take steps necessary to make that happen. They realize that their two main options for growth are to diversify or to expand. However, if it is deemed wise, they could do neither and hold to their current practices. They feel that the ideal scenario would be to both diversify and expand, but they currently have only the resources to pursue one of these options.

What should the company do? Consider more about each option:

Diversify to offer additional services

- Grooming
- Training
- Food retail
- Doggie daycare

Expand to New Location

- New building
- New equipment
- Location based on market need
- Second location

Make no changes

- The current business model has been successful, but will it last without any change?

Object: Belch and Belch





Belch and Belch

Student Content

Open

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