



COURSE SYLLABUS

Course Prefix & Number	Business 331
Course Name	Marketing Research
Term	Spring 2022

1. COURSE INFORMATION

1.1. Instructor Information

Instructor:	Kit Kiefer
Virtual Office Hours:	2 p.m.-3 p.m. M-W; virtual office hours available via Facebook (Kit Kiefer), Twitter (@KitKatUWSP), LinkedIn, Zoom, and email
Office Telephone:	Mobile: (715) 570-2120
E-mail:	kkiefer@uwsp.edu
Expected Response Time:	24 hours

1.2. Course Information

Course Description:	Per the catalog: "Objectives and methods of acquiring data to make intelligent marketing decisions; research planning, sampling, collection methods; data analysis, interpretation, and application"; additionally, "a survey of current marketing research methods and applications, with an emphasis on determining proper research tools to use with various use cases"
Credits:	3
Prerequisites:	Bus 330


1.3. Textbook & Course Materials

Required Text(s):	Malhotra, Naresh, <i>Essentials of Marketing Research</i> (2019)
Other Readings:	As assigned

1.4. Course Technology

Course Website:	N/A
Other Websites:	N/A
Course Delivery:	In-person as of September 2021

Delivery Mode Changes: Changes to course delivery may occur at any time during the term to address public health and safety concerns.

Canvas Support: Click on the HELP button () in the global (left) navigation menu and note the options that appear:

- Ask Your Instructor a Question: *Submit a question to your instructor*
 - Use sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
- Chat with Canvas Support (Student): *Live Chat with Canvas Support 24x7!*
 - Student request initiates a *text chat* with Canvas support. Response qualified with severity level.
- Contact Canvas Support via email: *Canvas support will email a response*
 - This will let you explain in detail or even upload a screenshot to show your difficulty.
- Contact Canvas Support via phone: *Find the phone number for your institution*
 - Calling the Canvas number will let Canvas know that you're from UWSP; available 24/7.
- Search the Canvas Guides: *Find answers to common questions*
 - [Canvas guides](#) connect you to documents you can search by issue. [Video guides](#) connect you to videos.
- Submit a Feature Idea: *Have an idea to improve Canvas?*
 - If you have an idea for Canvas, offer your thoughts through Submit a Feature.

Self-train on Canvas through the Self-enrolling/paced Canvas training course: <https://uws.instructure.com/courses/45767>

UWSP Technology Support:

The Office of Information Technology (IT) provides a [Service Desk](#) to students connect to the Campus Network, remove viruses and spyware, recover files, get equipment on loan, or fix their computer. You can email the Service Desk at techhelp@uwsp.edu, call (715) 346-4357 (HELP) or click the hyperlink above.

For technology instruction sheets, online support videos, and other related resources, click [here](#).

The university also provides a [Technology Tutoring service](#) where tutors meet students one-on-one to provide technology assistance.

Additional tools designed to help students taking online or hybrid courses can be found [here](#).

2. LEARNING OUTCOMES

2.1. Course Goals

After taking this class, you should have a working knowledge of what marketing research is, the types of market research, and how the various types of market research can work together. You'll

learn how to create research instruments, how to select a sample and distribute studies, and how to aggregate and measure data. You'll also learn how budget and schedule market research, and how to create market-research reports and dashboards. Most importantly, you'll learn how to assess clients' marketing needs and come up with research plans that are viable, actionable, and can enhance their marketing efforts.

2.2. Course Learning Objectives

- Understanding the traits and applications of the following marketing research methods:
 - Qualitative research
 - Quantitative research
 - Competitive intelligence
 - Social media research
 - SEO and web analytics
 - Customer experience research
 - UX/UI research
- Understanding the changes in the marketing research landscape – not only the changes that have already occurred, but the changes to come;
- Knowledge of tools available to help with marketing research;
- A working knowledge of how to apply marketing research to solve marketing problems;
- Being able to fit marketing research into a broader marketing plan;
- Knowledge of and experience working with clients on their marketing research issues.

2.3. Academic Unit

SBE Mission: The UW-Stevens Point School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills.

The SBE achieves its mission by valuing:

- Talent development
- Lifelong learning
- Career preparation
- On the job experiences
- Community outreach
- Regional partnerships
- Continuous improvement

Accreditation SBE is accredited by the Association to Advance Collegiate Schools of Business
Commitment: (AACSB), a designation earned by only 5% of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community.

3. COURSE POLICIES

3.1. Attendance

Until told otherwise, making class attendance part of your grade is allowed. As a result, class attendance and participation will be an important part of your grade.

One of the most important characteristics of a good marketing professional is the ability to listen and contribute to the conversation (even if you don't happen to be listening at that time – believe me, I've been there). Expect to be asked to contribute to the conversation several times in each class period, and I hope you volunteer thoughts and insights more frequently than that.

You'll find class periods to often consist of free-flowing dialogue, which may be different than other class sessions you've been a part of. Hopefully, you'll find it more enjoyable and engaging.

3.2. Late Work

I give you a lot of time to do your work; as a result, I have little tolerance for late work. Therefore, late work is subject to a penalty of up to 75% of the available points for that assignment.

3.3. Etiquette/Netiquette

There are excellent speakers lined up; out of respect to them, I ask that you make an extra-special effort to be in class and to be present, to interact with them and get everything you can from them. They are here in part because I bribed them with a Starbucks gift card, and in part because they actually care about you and your future. Take advantage of that.

4. GRADING

4.1. Grading Scheme

Letter Grade	Percentage Range (x = your score)				
A	93.0%	≤	x	≤	100.0% (or other max)
A-	90.0%	≤	x	≤	92.9%
B+	87.0%	≤	x	≤	89.9%
B	83.0%	≤	x	≤	86.9%
B-	80.0%	≤	x	≤	82.9%
C+	77.0%	≤	x	≤	79.9%
C	73.0%	≤	x	≤	76.9%
C-	70.0%	≤	x	≤	72.9%
D+	67.0%	≤	x	≤	69.9%
D	60.0%	≤	x	≤	66.9%
F	0.0%	≤	x	≤	59.9%

4.2. Grading Notes (if provided)

Assignments should be approached as if you were in charge of market research at an organization and your boss asked you to do a project. If it wouldn't cut it in the business world, it's not going to cut it in class. If you have any questions on what that entails, ask me.

It goes without saying (yet I'm saying it) that all assignments should be completed on time, should be relatively attractive, and should be well-written, with attention paid to grammar, spelling, and wordiness. I'm a professional writer and a grammar freak, and while I'll cut you some slack, I don't have much tolerance for needlessly sloppy writing. Any assignments using graphics should be clean and attractive.

Also: Do the assignment as it's assigned. If I ask you to reflect on a speaker, genuinely reflect. Don't submit a couple of half-hearted bullet points. I know the temptation is to do the bare minimum, because college. That's not what you do in the business world. I expect your best, all the time.

4.3. Points Available

Points (if provided)	Item Description
240	Class participation
160	Assignments
150	Midterm
200	Final project
150	Final Exam
100	Extra credit points
1,000	TOTALS

5. COURSEWORK DESCRIPTIONS & COMMENTARY

5.1. Exams

The midterm and final will be take-home. There's little to be gained long-term in me asking you the difference between chi-square and Pearson's coefficient; what's vital is that you can apply the research techniques you learn here to real-life marketing situations. I expect your exam work to be thorough and display creative and innovative applications of the content you've been provided, through the readings and in class. I'm interested in how you think.

5.2. Quizzes

Expect there to be assignments that will pop up at any time during any class period. Basically you will be given a case study with some relevance to the topic being discussed, and be asked to formulate a research plan in a limited amount of class time. If you are prepared and use common sense you will do well. And just to be very clear: Being prepared means bringing paper and a writing instrument to every class.

5.3. Assignments

Your final research assignment is to work with other members in your assigned group to conduct market research with an actual client and present a report, to myself, the class, and the client.

You will be assigned a client and a group at random. You will be presented with your organization and a briefing report which outlines what they are looking to accomplish and what their expectations are of you. At that point you will want to hold a discovery meeting with your client, and from there come up with a research plan that addresses multiple aspects of the scenario.

Your client's situation will likely not be solved by a quantitative survey alone. Be creative, be exhaustive, and let the needs dictate your survey approach. In addition:

- Be realistic about your outcomes. You're probably going to have low response rates, and not all the pieces of information you need will be available.
- Let the data dictate your next steps. Try hard to not go approach the project with preconceived notions.

What are your deliverables?

- A research report, with:
 - An executive summary;
 - A description of your scenario, outlining challenges and opportunities;
 - A description of your chosen research tactics;
 - Details on the findings; and
 - Recommendations based on the findings, which may include suggestions for ongoing research.
- A presentation of no longer than 15 minutes (and I'm gonna hold you to that) describing your scenario and how you plan to address it.

Your grade for the project will be based on the group's work but also your part in it. Expect to be asked at any time about your contribution to the project.

One final thought: For this assignment, it's better to be detailed than grandiose. A series of small victories are a more realistic – and in many ways, a better – expected outcome.

IRB/CITI online course and exam

According to University policy, each student must be certified to conduct research. This educates students on ethical issues and behavior involved in researching human subjects.

The CITI course you want is "[Human Subjects Research – Social-Behavioral-Educational Focus.](#)"

You will read and be tested on 12 modules (2 elective/10 required). ***If you don't complete the CITI course with an 80% average score, the University will not allow you to work on a project.*** Fortunately, you can take the tests for each module multiple times. Scores are averaged, so study the material or take notes as you go through it.

Completions and grades on the course are automatically reported to the University. If you're having trouble fulfilling this requirement, please see me.

The CITI course will take about a weekend of work. You need to take the CITI course and tests by the time noted in class or on the syllabus, or you won't be able to work on the project.

IRB approval of all project documents and permission is needed to proceed with research.

5.4. Smiley Professional Events (or Pro Events)

Several UWSP departments and programs, including the School of Business & Economics, sponsor **Smiley Professional Events** (or **Pro Events**).

Pro Events connect you to:

- *Campus* (e.g., academic coaching, student clubs);
- *Community* (e.g., Rotary, Business Council); and
- *Careers* (e.g., internships, networking).

As an SBE student, you can choose more than 300 events per year – speakers, workshops and special events. Visit the [Pro Events website](#) for announcements of upcoming events. You can also follow them on social media. Facebook: [UWSP School of Business & Economics](#); Twitter: [@UWSPBusiness](#)

Attendance at Pro Events will be confirmed with automatic emails to you and updated on the Pro Events web site. Please allow a week for confirmation of attendance at events held outside the SBE, such as Career Services events. If you have a question about Pro Events attendance, please email proevents@uwsp.edu.

If you have multiple courses/affiliations with Pro Events requirements, it's your responsibility to make sure you've attended enough events for each course/affiliation. If you haven't, your attendance will be allocated to your courses in alphanumeric order followed by any other affiliations.

If you are having trouble finding events that fit your schedule, check out the [“Create Your Own Event”](#) option. You can meet with an expert from Career Advising, Financial Coaching or Academic Coaching. During “Kickstart Your Career,” there's the “Lunch with a Leader” program that allows you to set up a lunch with a local business expert to learn more about their industry, company and profession. Normally, the Anderson Center pays the cost of lunch for SBE students and their guests; during COVID, the lunches will be “virtual” (Zoom).

6. SCHEDULE

6.1. *Dates and Deadlines*

The instructor will provide a tentative course schedule in a supplementary file. All provided course schedules are organized by week number in accordance with the official UWSP Academic calendar. A direct link to the UWSP Academic calendar can be found [here](#).

7. OTHER ADMINISTRATIVE DETAILS

7.1. *ADA / Equal Access for Students with Disabilities*

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. Links to UWSP's policies regarding ADA, nondiscrimination, and Online Accessibility (IT & Communication Accessibility) can be found at: <https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx>

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs, compromise academic standards, or intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center (DATC) to complete an Accommodations Request form. The DATC is located on the 6th Floor of Albertson Hall. For more information, call 715-346-3365, email datctr@uwsp.edu or visit: <https://www.uwsp.edu/datc/Pages/default.aspx>

7.2. *Nondiscrimination Statement*

No person shall be discriminated against because of race, ethnicity, color, age, religion, creed, gender, gender identity, sexuality, disability, nationality, culture, genetic information, socioeconomic status, marital status, veteran's status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To address concerns regarding any of these issues please call 715-346-2606 or click [here](#).

7.3. *SBE Inclusivity Statement*

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring in and out of class be viewed as a resource, strength, and benefit. Every person has a unique perspective and we learn from hearing many of them, but not all perspectives are represented in course readings. So, learning depends upon all of you contributing to the class with your own opinions and perspectives. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using [this link](#). You may also contact the Dean of Students' office directly at dos@uwsp.edu.

7.4. Help Resources

The Tutoring and Learning Center, at 018 Albertson Hall, helps with study skills, writing, technology, math, & science. For more information, call 715-346-3568 or click [here](#).

If you need healthcare, UWSP Student Health Service provides student-centered healthcare that empowers and promotes wellness for all UWSP students. Student Health Service is located on the 1st floor of Delzell Hall. For more information, call 715-346-4646 or click [here](#).

The UWSP Counseling Center is staffed with licensed mental health professionals dedicated to assisting students as they navigate difficult circumstances or resolve personal concerns. Therapy and consultation services are free of charge for registered students. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. For more information, call 715-346-3553 or visit: <http://www.uwsp.edu/counseling/Pages/default.aspx>

In addition to the support services provided by Student Health Service and UWSP Counseling, professional support services are available to students through the Dean of Students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As such, an instructor may contact the Office of the Dean of Students if he or she senses that a student is in need of additional support beyond what the instructor is able to provide. For more additional information, click [here](#).

UWSP students may also share a concern directly if they or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success and/or the safety of others. Please report any concerns of this nature at: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>

7.5. Emergency Response Guide

In the event of an emergency, follow UWSP's emergency response procedures. For details on all emergency response procedures, please click [here](#).

7.6. UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. To ensure that each student has the opportunity to succeed, a set of expectations known as the Rights and Responsibilities document has been developed for all students, staff, and faculty to help establish a positive living and learning environment at UWSP. For more information, click [here](#).

7.7. University Attendance Policy

In addition to the course attendance policies determined by the instructor (noted above if applicable), the university provide standard guidelines by which students are to abide. All exceptions to the course attendance policy or the university guidelines should be documented in writing. A link to the university's attendance guidelines can be found [here](#).

7.8. University Drop Policy

You're expected to complete the courses for which you register. If you decide you don't want to take a course, you must follow the procedures established by the university to officially drop the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at end of the semester. A link to the university's drop policy can be found [here](#).

7.9. Academic Honesty

UW System policy (UWS 14) states that students are responsible for the honest completion and representation of their work, for appropriate citation of sources, and for respect of others' academic endeavors. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy is [here](#).

7.10. Grade Reviews/Appeals

A formal grade appeal, also known as a Grade Review, can be requested when the student feels that s/he was not provided a syllabus with a grading scale in a timely manner (i.e., the end of the second week of classes) and/or the instructor did not stick with the grading scale published in the syllabus. Questions of whether or not the instructor appropriately graded one or more of the course assignments, quizzes, exams, etc. are not matters to be decided by a formal grade appeal, but rather should be taken up with the instructor directly. Information on grade reviews can be found in the University Handbook, Chapter 7, Section 5. More information is available [here](#).

7.11. Non-Academic Misconduct

Information on non-academic misconduct can be found in Chapters 17 and 18 of the Student Rights and Responsibilities Document. A link to the university's policies on non-academic misconduct can be found at: <https://www.uwsp.edu/dos/Pages/stu-conduct.aspx>.

7.12. Confidentiality

Under FERPA, students cannot remain anonymous in a class. Students are permitted to know who else is in their class.

Learning requires risk-taking and sharing ideas. Please keep classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

This course may require students to post their work online using applications or services that have not been approved by UW-system. In this situation, the students work will only be viewable only by his or her classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating

in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. Please contact your instructor prior to the due date if you wish not to participate in these online assignments due to confidentiality concerns.

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, go to: <https://www.wisconsin.edu/dle/external-application-integration-requests/>. Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357. Links to the Terms of Use and Privacy Policies for tool used at UWSP be found [here](#).

Here are steps you can take to protect your data and privacy:

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

Additional resources regarding information security at UWSP can be found [here](#).

It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful.

7.13. Intellectual Property - A Guide to Student Recording & Sharing Class Content

Lecture materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

7.14. Sample Coursework Permission

I may want to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used, your identity will be concealed. If you prefer not to have your work included in any future projects, please send me an e-mail indicating that

you're opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes.

7.15. Revision Clause

This syllabus, the provided schedule, and all aforementioned coursework, are subject to change. It is the student's responsibility to check the course website for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

7.16. COVID-19

Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of six feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

Class Schedule:

WK	DATE	TOPIC	READING/ ASSIGNMENT
1	Jan. 24-26	Syllabus Review – Introductions What is marketing research? Marketing research overview	READ: Chapters 1 and 2 IRB/CITI certification Qualtrics signup Organizational assignment
2	Jan. 31-Feb. 2	Quantitative research: Introduction Survey Design Audiences/Distribution	READ: Chapters 3 and 5 “The Nightmare of Our Snooping Phones” Organizational research/client meeting
3	Feb. 7-9	Quantitative Research: Types of quantitative studies Employee research Political research	READ: Chapters 7 and 8 Survey selection/instrument preparation READ: “Why The Next Generation Of Consumer Profiling May Leave You Speechless”

4	Feb. 14-16	Quantitative research: Analysis	READ: Chapter 11 Instrument review with client
5	Feb. 21-23	Qualitative research: Types, scenarios, and best practices	READ: Chapter 4 Background/supplemental research
6	Feb. 28-Mar. 2	Analyzing qualitative research Social research GUEST: Steve Cohen	READ: Resource list/TBD Surveying
7	Mar. 7-9	Competitive intelligence Predictive modeling GUEST: Nick Myers	READ: Resource list/TBD Surveying
8	Mar. 14-16	Predictive modeling MIDTERM	READ: Resource list/TBD Surveying
9	Mar. 28-30	Other types of market research (CSAT, IVR, CX, etc.)	READ: Resource list/TBD Surveying
10	Apr. 4-6	Customer Journey Mapping GUEST: Brad Rutta	READ: "Musts for mapping out the B2B customer journey, now that digital habits are here to stay" "For airlines, customer journeys begin long before takeoff" "Critical Trends In Customer Experience"
11	Apr. 11-13	Market research and product development Market research and content marketing GUEST: Greg Mischio	READ: Resource list/TBD Analysis
12	Apr. 18-20	Creating research reports, dashboards, and presentations GUEST: Danielle Bliven	READ: Chapter 13 Reporting
13	Apr. 25-27	Diversity, ethics, and careers GUESTS: Lark Lewis and Anna Schuttenhelm	READ: Resource list/TBD Reporting
14	May 2-4	Capstone presentations	
15	May 9-11	Capstone presentations	
16	May 16ish	FINAL	