

Course: BU430D &N-D Marketing Research  
Credit: 3 Credit Hours  
Semester: Spring 2022, Cycle 4  
Time: Monday 8-11am E Ed 120  
Instructor Name: Allen Prodoehl  
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- I. Description:** This course teaches business students how to acquire the data needed to make marketing decisions in profit or non-profit organizations. Students should already have a basic knowledge of marketing principles. Students will learn a variety of strategies to gather important information and organize the data to make informed marketing decisions. Students **MUST** have access to a computer with internet capabilities.

## SYLLABUS DISCLOSURE

The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.

## II. Objectives:

- A. General Competencies to be achieved. The student will:
1. Understand what marketing research is and what it does. (PLO 3,5,6)
  2. Learn about buying decisions of people. (PLO 3,5,6)
  3. Understand how to conduct focus groups. (PLO 3,5,6)
  4. Learn differences in non-profit vs. profit organizations. (PLO 2, 3,5,6)
  5. Formulate reports of useable marketing data. (PLO 2,5,6)

*Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."*

Specific Competencies to be achieved.

B. The student will:

1. Demonstrate critical thinking skill relative to conducting qualitative and quantitative research (PLO 3, 4, 5,6)
2. Understand how various software tools can assist in understanding complex data. (PLO 3, 4, 5,6)
3. Develop research plans utilizing quantitative and qualitative methods. (PLO 3, 4, 5,6)
4. Experiment with software available for market research. (PLO 3, 4, 5,6)
5. Develop an understanding of how marketing research complements Christian ministry efforts and the proclamation of the gospel (PLO 1,5,6)

### III. REQUIREMENTS

- a. Read text, complete assignments, and participate in class activities.
- b. Completion of course materials in each section according to the prescribed schedule.
- c. Complete comprehensive final examination.

- Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.
- *Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.*
- The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.
- All class papers must follow the APA style according to the *Publication Manual of the American Psychological Association, 7<sup>th</sup> edition*.
- See Canvas Course for Attendance Policy

### IV. METHODS

- a. Reading assignments
- b. Student Participation – Forum discussions
- c. Written assignment
- d. Quizzes

**V. MATERIALS****a. TEXTBOOK:**

Burns, A. C. & Bush, R. F. (2016). *Marketing Research*, 7<sup>th</sup> ed. Pearson Inc. ISBN-13: 978-1292153261(Amazon). Retail Price Paperback: \$75

**The Bible** is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

**VI. METHOD OF INSTRUCTION:** This class will be open to a variety of methods of instruction such as lectures, case study, discussion, and group projects. Lecture material will reflect and supplement, rather than duplicate, the reading assignments. As such, lectures will emphasize those points deemed salient by the instructor to the comprehensive understanding of communication concepts. Therefore, class sessions will emphasize discussion of issues and clarification of significant passages in the text. Students are responsible for reading the text/cases prior to each class session and completing assignments.

**VII. METHOD OF EVALUATION:**

**Course Weight** 1000 points possible for cycle

<b>Item</b>	<b>Point</b>	<b>Total Points</b>
Reading	460 pp of course books	200
Research or Problem solving assignments	Focus groups Non-profit vs. profit	300
Canvas Discussions/Forum	1 each week	200
Final Exam	Comprehensive	300
<b>Total</b>		<b>1000</b>

**VIII. ASSIGNMENTS****TENATIVE CLASS SCHEDULE**

<b>Date/ Week</b>	<b>Class Topic &amp; Discussions</b>	<b>Assignments</b>	<b>Quizzes on Canvas</b>	<b>Reading</b>
week 1	Intro to Marketing Research & Marketing Research Industry (PLO 1,4, SLO 2,5)			Read ch. 1& 2  (PLO 1,4, SLO 2,5)
Week 2	Marketing Research Process, Research Design (PLO 5,6; SLO1,2,3,4,5)	Assignment (PLO 5,6; SLO1,2,3,4,5)		Read ch. 3-4 (PLO 5,6; SLO1,2,3,4,5)
Week 3	Secondary data, Qualitative Research (PLO 5,6; SLO1,2,3,4,5)			Read ch. 5,6 (PLO 5,6; SLO1,2,3,4,5)
Week 4	Data Survey Evaluation, Measurement and Question Development (PLO 1,2,3,4 5,6; SLO1,2,3,4,5)	Assignment (PLO 1,2,3,4 5,6; SLO1,2,3,4,5)	Quiz (PLO 1,2,3,4 5,6; SLO1,2,3,4,5)	Read ch. 7,8 (PLO 1,2,3,4 5,6; SLO1,2,3,4,5)
Week 5	Principles of Sampling (PLO 5,6 SLO 1,2)			Read (PLO 5,6 SLO 1,2)
Week 6	Data Quality Issues, Using Descriptive Analysis, Hypothesis testing (PLO 5,6 SLO 1,2)	Assignment (PLO 5,6 SLO 1,2)		Read ch. 11,12 (PLO 5,6 SLO 1,2)
Week 7	Difference Testing, Association Tests (PLO 1,5,6 SLO 1,2)			Read ch. 13,14 (PLO 1,5,6 SLO 1,2)
Week 8	Regression Analysis Basics, Research Report. (PLO 1,2,3,4,5,6;SLO 1,2,3,,4,5)	Research Paper due (PLO 1,2,3,4,5,6; SLO 1,2,3,,4,5)		Read Ch 15,16 (PLO 1,2,3,4,5,6;SLO 1,2,3,,4,5)

## RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
<b>CONTENT</b> 75%	The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.  <i>48.9 or FEWER POINTS</i>	The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.  <i>49 to 65.9 POINTS</i>	The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.  <i>66 to 75 POINTS</i>  <b>Grade:</b>
<b>ORGANIZATION</b> Including Readability & Style 20%	Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).  The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.  <i>15.9 or FEWER POINTS</i>	Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.  Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.  <i>16 to 18.9 POINTS</i>	The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.  The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.  <i>19 to 20 POINTS</i> <b>Grade:</b>
<b>FORMAT</b> 4%	The paper does not conform to Turabian or APA style. Students must use one or the other correctly.  <i>0 POINTS</i>	The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).  <i>Up to 2 POINTS</i>	The paper is correctly formatted to style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i> ).  <i>2.1 to 4 POINTS</i> <b>Grade:</b>
<b>GRAMMAR, PUNCTUATION, &amp; SPELLING</b> 1%	The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.  <i>0 POINTS</i>	The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.  <i>0.5 POINTS</i>	The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.  <i>1 POINT</i> <b>Grade:</b>

### Bibliography

- Barker, L. & Gaut, D. (2002) *Communication* (8<sup>th</sup> Ed.) Boston: Allyn & Bacon.
- Bovee', C. & Thill, J. (2012). *Business communication essentials: A skills-based approach to vital business English*. (5<sup>th</sup> Ed.) Upper Saddle River, NJ: Pearson. ISBN# 9780132539715
- Conrad, C. (1990). *Strategic Organizational Communication*. Fort Worth, TX: Holt, Rinehart, & Winston.
- May, S. & Mumby, D. (2005). *Engaging organizational communication theory & research*. Thousand Oaks, CA: Sage.
- Modaff, D. & DeWine, S. (2002). *Organizational communication: Foundations, challenges, misunderstandings*. Los Angeles, CA: Roxbury Publishing Company.
- Patterson, K., Grenny, J., McMillan, R., & Switzer, A.(2002). *Crucial conversations: Tools for talking when stakes are high*. NY: McGraw-Hill.
- Sweeney, P. & McFarlin, D. (2002). *Organizational behavior: Solutions for management*. Boston: McGraw-Hill.
- Tripp, P.D. (2000). *War of words: Getting to the heart of your communication struggles*. Phillipsburg, NJ: P & R Publishers.

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