Course Materials

Students should regularly check “BA396” on Blackboard for updated information.

Objective and Outcomes
This class focuses on the planning and knowledge required to do marketing research well, with extra attention focused on secondary data. Upon completion of this course students will be expected to:

- Understand and determine the appropriate research design to address specific marketing questions.
- Give examples of secondary data sources and typical challenges to the quality of secondary data.
- Infer the potential value of secondary data based on the source and details of the methodology.
- Combine knowledge about the target audience, consumer behavior, attitude measurement, questionnaire design and scales of measurement (i.e., nominal, ordinal, interval and ratio) to design questions for a survey and identify analysis options.

Students are NOT expected to be “Market Researchers” when they complete the course, but rather to have sufficient knowledge to be able to understand and critique a research project. To continue into the Marketing Research Practicum (BA496) a “C” or better is required (a C- does not satisfy this requirement).

Background
Listed below are four items that may give you a better sense of what is important to me.

- I believe a strong sense of ethics and a significant work ethic are important personal characteristics.
- Activity falling under the umbrella of academic dishonesty* will be prosecuted to the fullest extent allowed. Assigning an “F” for the course is the action I have pursued in the past.
- I believe in the worth of the individual, and everyone’s right to participate in the academic process. Therefore, discrimination based on race, color, national origin, religion, sex, age, or disability will not be tolerated in class.
- What is “education” and what comprises an “educated” person?

Loyalty to a petrified opinion never yet broke a chain or freed a human soul. Mark Twain (1835–1910)
Every act of conscious learning requires the willingness to suffer an injury to one’s self-esteem. That is why young children, before they are aware of their own self-importance, learn so easily; and why older persons, especially if vain or important, cannot learn at all. Thomas Szasz (b. 1920)

Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it’s the only thing that ever has. Margaret Mead (1901–1978)

“You have to expect things of yourself before you can do them” and “I can accept failure, but I can’t accept not trying.” Michael Jordan (b. 1963)

When one door closes another door opens; but we so often look so long and so regretfully upon the closed door, that we do not see the ones which open for us. Alexander Graham Bell (1847-1922)

Objectivity cannot be equated with mental blankness; rather, objectivity resides in recognizing your preferences and then subjecting them to especially harsh scrutiny — and also in a willingness to revise or abandon your theories when the tests fail (as they usually do). Stephen Jay Gould (1941-2002)

Science may have found a cure for most evils; but it has found no remedy for the worst of them all — the apathy of human beings. Helen Keller (1880-1968)

Would you teach your children to tell the truth/ Would you take the high road if you could choose/ Do you believe you're a victim of a great compromise/ 'Cause I believe you could change your mind and change our lives. John Mellencamp from "Your Life is Now." (1998)

"It matters not how strait the gate, how charged with punishments the scroll/ I am the master of my fate: I am the captain of my soul." William Ernst Henley (1849-1903) the final stanza of his poem, "Invictus"

About this class – I think any time we can find answers, it’s amazing! This class is about the process of finding answers to support decision making, and understanding how much faith to put in what you have found.
*Academic Dishonesty* is defined as seeking to “claim credit for the work or effort of another person.” This may include cheating, fabrication (falsification or invention of any information), assisting in dishonesty, tampering and plagiarism (representing the words or ideas of another person as one’s own). You can find detailed descriptions and definitions about this topic at: [http://oregonstate.edu/studentconduct/regulations/index.php#acdis](http://oregonstate.edu/studentconduct/regulations/index.php#acdis). If you do not have access to a computer to access this URL, you can use the “Mom rule” → would you feel comfortable telling your Mom about what you did or are thinking of doing?

**Statement Regarding Students with Disabilities**

Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

**Expectations for Student Conduct:**

Student conduct is governed by the university’s policies, as explained in the [Office of Student Conduct: information and regulations](http://www.bus.oregonstate.edu/about/professionalstandards.htm).

**OSU College of Business**

Guiding Professional Standards for members of the OSU College of Business Community

As a member of the College of Business Community you should strive to:

- treat others with honesty, respect, and courtesy;
- maintain the highest levels of academic integrity;
- act in accordance with ethical and social responsibilities;
- foster a professional learning environment; and
- act in a professional manner.

Additional information regarding student conduct in the College of Business can be found at this URL - [http://www.bus.oregonstate.edu/about/professionalstandards.htm](http://www.bus.oregonstate.edu/about/professionalstandards.htm).

**Components of the BA396 Course Grade**

- **Quizzes**
  - Quizzes provide some examples of the types of questions that you will see on the exam. Please note, the quizzes include some ridiculously easy questions – this is not typical of the exams. Also, the quizzes have very few “integrative” questions as they only cover material from one or two chapters.
  - Quizzes are “open book,” are worth 10 points and no quizzes are dropped (all count in the grade).
  - Quizzes are typically open in Blackboard for about 4 days (Friday to Tuesday at 11:30am). After the quiz closes, you should be able to compare your answers to the key by clicking on the number score.
  - The quiz that closes on Tuesday will cover information for that week’s lectures.
  - It is your responsibility to look for and locate the quiz on Blackboard. If you plan to take it on Saturday, make sure you can locate the quiz before noon on Friday. If the quiz is not showing up, this will give you enough time to contact me and/or the OSU computer help desk to figure out why Blackboard is hiding the quiz from you.
  - If the student does not complete the quiz before it closes a grade of zero will be entered.

- **Exams**
  - This course includes THREE exams; two mid-terms and a final.
  - There will be no make-up exams – if you do not take one of the mid-term exams during the assigned class period, the final will be worth 45% of the course grade. If the final exam is not taken at the University scheduled time, an F for the class will be assigned.
  - Mid-term exams have between 40 and 50 multiple choice questions. Questions vary from definitional (e.g., the four P’s of marketing are?) to integrative (e.g., Given your knowledge of different methods to create a sample for a survey and how a consumer buys fine art, what type of sample would best fit this situation?). The midterm exams are given in weeks 3 and 6.
  - Former students have commented that these exams are very difficult.
- **Exercises**
  - Introducing students to a variety of sources of information, using the wealth of data available at [www.census.gov](http://www.census.gov), and writing and classifying a few questions for a pretend (or real) survey.
  - No exercises will be accepted after class ends on the due date.
  - There are three exercises (i.e., Library, Census, and Questionnaire) and each is worth approximately 30 points.

- **Project**
  - Working with census data and other government data to better understand a consumer market.
  - Projects completed by students in prior terms are not available, but an outline will be provided.
  - No projects will be accepted after class ends on the due date shown in the syllabus.

**Schedule for Spring 2010**

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Topic</th>
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<tbody>
<tr>
<td>30 Mar</td>
<td>Introduction to class</td>
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<tr>
<td>1 Apr</td>
<td>Chapter 1, 2, 2A: Research Overview, Approaches to Markets, Research Ethics</td>
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<tr>
<td>6</td>
<td>Chapter 3 – Process and Problem Definition</td>
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<tr>
<td>8</td>
<td>Chapter 4 – Research Design</td>
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<tr>
<td>13</td>
<td>Chapter 7 – Secondary Data, Appendix 7 and pages I-2 to II-1 in Oregon: 2000 Summary Population and Housing Characteristics (PHC-1-39) [<a href="http://www.census.gov/prod/cen2000/">http://www.census.gov/prod/cen2000/</a>. select PHC-1, then select “Oregon” in the right hand window. PHC-1-39.pdf should open (use a computer with a FAST connection) or use a print volume from the stacks in the Valley Library (3rd floor)]</td>
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<tr>
<td>15</td>
<td><strong>- - EXAM - -</strong> → covers all topics and chapters covered to-date unless otherwise noted</td>
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<tr>
<td>20</td>
<td>Chapter 7 continued, Chapter 5 – Descriptive Research</td>
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<tr>
<td>22</td>
<td>Chapter 6 – Causal Designs</td>
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<tr>
<td>27</td>
<td>Chapter 8 – Data Collection: Primary Data</td>
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<tr>
<td>29</td>
<td>Chapter 9 – Data Collection Forms</td>
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<tr>
<td>4 May</td>
<td>Catch-up</td>
</tr>
<tr>
<td>6</td>
<td><strong>- - EXAM - -</strong> → covers all topics and chapters covered since Exam 1 unless otherwise noted ** *** Remember your Mom this coming weekend! *** **</td>
</tr>
<tr>
<td>11</td>
<td>Chapter 10 – Attitude Measurement, Appendix 10A</td>
</tr>
<tr>
<td>13</td>
<td>Components 1 and 2 are due in class</td>
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<tr>
<td>18</td>
<td>Chapter 10/10A</td>
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<td>20</td>
<td>Chapter 11 – Sampling Procedures</td>
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<tr>
<td>25</td>
<td>Chapter 11</td>
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<tr>
<td>27</td>
<td>Chapter 11, Components 3 and 4 are due in class</td>
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<tr>
<td>1 June</td>
<td>Catch-up, wrap-up</td>
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<tr>
<td>3</td>
<td>Chapter 12 – Sample Size</td>
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<tr>
<td>10</td>
<td>Final Exam is R(Thursday) 9:30am – the exam covers all chapters &amp; readings</td>
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**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Course Grade Breaks</th>
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</thead>
<tbody>
<tr>
<td>Project</td>
<td>20%</td>
<td>Course Grade Breaks</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20%</td>
<td>93%+ = A</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
<td>90-92.99% = A-</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
<td>87-89.99% = B+</td>
</tr>
<tr>
<td>Exercises/Quizzes</td>
<td>15%</td>
<td>83-86.99% = B</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>80-82.99% = B-</td>
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< 60 percent = F
Some additional quotes:

First of all, we must face the truth, and then we can change our course. We simply must have faith in each other, faith in our ability to govern ourselves, and faith in the future of this Nation. Restoring that faith and that confidence to America is now the most important task we face. It is a true challenge of this generation of Americans.

One of the visitors to Camp David last week put it this way: “We've got to stop crying and start sweating, stop talking and start walking, stop cursing and start praying. The strength we need will not come from the White House, but from every house in America.”


“Hearts of fire, will of iron, band of brothers” Bruce Alexander (1957-2008)

“But my point is that the world is more malleable than you think and it's waiting for you to hammer it into shape.” – Bono, speaking at the University of Pennsylvania commencement, 2004

“People are like stained-glass windows. They sparkle and shine when the sun is out, but when the darkness sets in their true beauty is revealed only if there is a light from within.” – Elisabeth Kubler-Ross

Success is not final, failure is not fatal: it is the courage to continue that counts – Winston Churchill (1874-1965)

True genius resides in the capacity for evaluation of uncertain, hazardous, and conflicting information – Winston Churchill

We make a living by what we get, but we make a life by what we give – Winston Churchill

You have enemies? Good. That means you've stood up for something, sometime in your life – Winston Churchill

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has. Margaret Mead (1901-1978)

The Man in the Arena is the title of a speech given by Teddy Roosevelt at the Sorbonne in Paris, France on April 23, 1910. It was subsequently re-printed in his book Citizenship in a Republic.

The speech is notable for the extended passage:

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.
More quotes – all from Professor Randy Pausch (1960-2008), Carnegie Melon University professor from his “Last Lecture,” 20 September 2007 (this can be found on YouTube http://www.youtube.com/watch?v=ji5_MqixSo )

“Brick walls are there for a reason: they let us prove how badly we want things.”

“Experience is what you get when you didn’t get what you wanted.”

“Don’t complain; just work hard.”

Assistant Coach: “Coach Graham rode you pretty hard didn’t he?”
RP: “Yeah”
Assistant Coach: “That’s a good thing. When you are screwing up and nobody’s saying anything to you anymore – that means they gave up…they don’t care anymore.”

“Best story about my Dad … [after] he passed away … we were going through his things. He fought in WWII in the Battle of the Bulge…we found out that he had been awarded the Bronze Star for Valor. My Mom didn’t know it, in 50 years of marriage it had just never come up.”

“When I was here [CMU] studying to get my Ph.D., I was taking something called the “theory qualifier” which I can definitively say is the second worst thing in my life after chemotherapy. And I was complaining to my mother about how hard this test was and how awful it was and she just leaned over and patted me on the arm and said, “We know how you feel honey, and remember, when your father was your age, he was fighting the Germans.”