

Oregon State University

College of Business

BA 396 – Fundamentals of Marketing Research Spring Quarter 2005



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Office: Bexell 434	Office Hours: M 9:30 – 10:30, W 10:30 – 11:30,
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Course Materials

Book: Churchill, Gilbert A., Jr., and Dawn Iacobucci (2002), Marketing Research: Methodological Foundations, 8th edition, Fort Worth, TX: Harcourt College Publishers.

Online information for this class can be found at <http://classes.bus.oregonstate.edu/ba396/>

Objective

This class focuses on the planning required to do marketing research well, with extra attention given to secondary data. Upon completion of this course students will be expected to have a basic understanding of the planning necessary for a research project. With regard to secondary data, we will explore strategies for the collection, evaluation, and use of relevant data. For primary data collection we will explore the managerial decisions relevant to the collection of such data such as sampling and data collection methods. The student is not expected to be a “Market Researcher” when they complete the course, but rather to have sufficient knowledge to be able to understand and critique a research project.

Background

As you have learned in your 14+ years of school, each instructor has their own idiosyncrasies. Below are four items that I don’t believe are unique, but may give you a better sense of what is important to me.

- I believe a strong sense of ethics is an important personal characteristic.
- 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?

What is the hardest task in the world? To think. Ralph Waldo Emerson (1803-1882)

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)

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)

Work is life, you know, and without it, there’s nothing but fear and insecurity. John Lennon (1940–1980)

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)

The liberally educated person is one who is able to resist the easy and preferred answers, not because she is obstinate but because she knows others worthy of consideration. Allan Bloom (1930-92)

About this class – I think any time we can find answers, it’s cool. This class is about the process of finding answers to support decision making and knowing how much faith to put in the answers.

***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://success.orst.edu/study/honesty.cfm>. If you don’t have access to a computer, you can use the “Mom rule” → would you feel comfortable telling your Mom about what you did or are thinking of doing?

Schedule

Date	Chapter/Topic	Week
29 March	Introduction to class	1
31	Chapter 1, 2: Approaches to Markets and Ethics	
5 April	Chapter 3 – Problem Definition	2
7	Chapter 4 – Research Design (to page 107)	
12	Chapter 6 – Secondary Data, Appendix 6A, and pages I-2 to II-1 in Oregon: 2000 Summary Population and Housing Characteristics (PHC-1-39) → download from http://www.census.gov/prod/cen2000/ , select PHC-1, then select “Oregon” and get to PHC-1-39.pdf (on a computer with a FAST connection) or use a print volume from the stacks in the Library (3 rd floor)	3
14	-- EXAM --	
19	Chapter 6/6A continued, Chapter 4 (page 107 to end)	4
21	Chapter 5 – Causal Designs	
26	Chapter 7 – Data Collection: Primary Data	5
28	Chapter 8 – Data Collection Forms	
3 May	Catch-up	6
5	-- EXAM -- *** Remember your Mom this coming weekend! ***	
10	Chapter 9 – Attitude Measurement, Appendix 9A	7
12	Components 1 and 2 are due in class Chapter 9/9A	
17	Chapter 9/9A	8
19	Chapter 10 – Sampling Procedures	
24	Chapter 10	9
26	Chapter 10 Components 3 and 4 are due in class	
31	Chapter 11 – Sample Size	10
2 June	Catch-up, wrap-up	
June 6-10	Final Exam is W(ednesday) 1200	

Grading

Project	25%	<u>Course Grades</u>	
Exam 1	20%	93%+ = A	77-79.99% = C+
Exam 2	20%	90-92.99% = A-	73-76.99% = C
Final exam	25%	87-89.99% = B+	70-72.99% = C-
Exercises/Quizzes	10%	83-86.99% = B	60-69.99% = D
TOTAL	<u>100%</u>	80-82.99% = B-	< 60 percent = F

Extra Stuff → not necessary to hand out

Schedule for Spring 2005

TTh12-1:20 in GILBERT 124

Possible Items for Reserve [copy of Reserve request is in BA396/Reserv396s4.htm, 3/2004, the .htm copy has the wrong call number for item # 2]

C3.223/18:1990 CPH-1-39 Summary of Population and Housing (18:1990 or 18:990?)

C3.223/23: 990 CPH-5-39 Summary of Social, Economic and Housing for Oregon

C3.223/11:1990 CPH-3-39 Population and Housing for Census Tracts (Benton Co.?)

C3.223/11:1990 CPH-3-144 Eugene-Springfield MSA

C3.223/11:1990 CPH-3-288 Salem MSA

Below is detail from Reserve desk → check that these call numbers are correct...

1990 census of p&h. Population and housin -- **C 3.223/11:1990 CPH-3-144** → Eugene-Spfld MSA

1990 census of p&h. Population and housin -- **C 3.223/11:1990 CPH-3-288** → Salem MSA

1990 census of p&h. Population and housin -- **C 3.223/11:1990 CPH-3-39** → find '90 info for Benton here

1990 census of p&h. Summary population an -- **C 3.223/18:990 CPH-1-39** → details from '90 census

1990 census of p&h. Summary social, econo -- **C 3.223/23:990 CPH-5-39** → details from '90 census

Education is not the filling of a pail, but the lighting of a fire.

W. B. Yeats

Nothing in this world can take the place of persistence. Talent will not; nothing is more common than unsuccessful people with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan "press on" has solved and always will solve the problems of the human race.

Calvin Coolidge (1872 - 1933)

The aim of education should be to teach us rather how to think, than what to think--rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of other men.

Bill Beattie

Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource.

John F. Kennedy (1917 - 1963)

The real object of education is to have a man in the condition of continually asking questions.

Bishop Creighton

Education makes people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.

Henry Peter Brougham

Real education should educate us out of self into something far finer; into a selflessness which links us with all humanity.

Nancy Astor (1879 - 1964)