

Oregon State University

College of Business

BA 396 – Fundamentals of Marketing Research Spring Quarter 2006



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Course Materials

Required Text: custom book *Marketing Research: BA396/496*, Thomson Learning, available at the Bookstore.

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

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 this information.
- 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.

Background

As you have learned in your 14+ years of school, each instructor has their own idiosyncrasies. Listed below are four items that I do not 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?

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)

There is a saying among prospectors: 'Go out looking for one thing, and that's all you'll ever find.'

[Robert Flaherty](#) (1884-1951)

“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)

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)

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 understanding 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 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.

Schedule for Spring 2006

Date	Chapter/Topic	Week
4 April 6	Introduction to class Chapter 1, 2: Approaches to Markets, Ethics	1
11 13	Chapter 3 – Process and Problem Definition Chapter 4 – Research Design	2
18 20	Chapter 7 – Secondary Data, Appendix 7 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 Valley Library (3 rd floor) - - EXAM - -	3
25 27	Chapter 7 continued, Chapter 5 – Descriptive Research Chapter 6 – Causal Designs	4
2 May 4	Chapter 8 – Data Collection: Primary Data Chapter 9 – Data Collection Forms	5
9 11	Catch-up - - EXAM - - * * * Remember your Mom this coming weekend! * * *	6
16 18	Chapter 10 – Attitude Measurement, Appendix 10A Components 1 and 2 are due in class Chapter 10/10A	7
23 25	Chapter 10/10A Chapter 11 – Sampling Procedures	8
30 1 June	Chapter 11 Chapter 11, Components 3 and 4 are due in class	9
6 8	Chapter 12 – Sample Size Catch-up, wrap-up	10
June 15	Final Exam is R(Thursday) 9:30am	

Grading

Project	20%	<u>Course Grade Breaks</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	15%	83-86.99% = B	60-69.99% = D
TOTAL	<u>100%</u>	80-82.99% = B-	< 60 percent = F