

School of Administrative Studies
ADMS 4260A
MARKETING RESEARCH
Summer 2024

COURSE DIRECTOR: Dr. Manfred F. Maute

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Office Hours: Tues/Thurs 14:00 – 15:00 and by appointment

ORGANIZATION and DELIVERY

This is a BLENDED course that meets on Tuesday/Thursday from 16:00–19:00 to review and discuss course material. Although *eClass* and *Zoom* platforms will be used to distribute course materials, submit written exercises/assignments for grading and conduct office hours, opportunities to engage course materials at other times and modes of delivery will be limited. In addition to a stable, high-speed Internet connection, students will require a computer with a webcam and microphone, and/or a smart device with these features.

Review the [technology requirements and FAQs for eClass](#) here:

<https://lthelp.yorku.ca/student-guide-to-moodle>

Consult the following links for computing information, resources and help:

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

Zoom, including content recorded through the platform, is hosted on servers in the U.S. The platform is configured so that all participants are automatically notified when a session is being recorded. If you have privacy concerns about your data, provide only your first name when you join a Zoom session.

Consult the following links for information and FAQs on Zoom:

[Zoom@YorkU User Reference Guide](#)

COURSE DESCRIPTION

Marketing Research provides management with timely, relevant, objective information about marketing problems. The foundation concept for this course is the *Research Process*, the series of steps used to identify, gather, analyze and report research information, and the focus throughout the course is on developing the research literacy and competence to translate marketing problems into research plans, execute marketing research studies and translate research results into insights that inform marketing decision-making. The ability to apply research knowledge/skills to real-world marketing problems is cultivated with exercises, assignments and a marketing research project.

Prerequisites:

For Hon. B. Comm. students: 1) 72 credits including AP/ADMS 2200 (3.0) and 2) AP/ADMS 2320 (3.0). For other B. Comm. students: 1) a grade of C+ or better in AP/ADMS 2200 (3.0) and <https://www.pewresearch.org/2>) AP/ADMS 2320 (3.0). For non-B. Comm. students: 1) a grade of C+ or better in AP/ADMS 2200 (3.0) and 2) ADMS 2310 (3.0), HH/KINE 2050 (3.0), AP/ECON 2500 (3.0), AP/POLS 3300 (6.0), AP/PPAS 3300 (6.0), HH/PSYC 2020 (6.0),

HH/PSYC 2021 (3.0), or any other courses deemed acceptable in lieu of AP/ADMS 2310 (3.0). Prior to Fall 2009: For Hon. BAS students, 1) 72 credits including AK/ADMS 2200 (3.0) or 2) AK/ADMS 3200 (3.0) (prior to Summer 2005). For other students: 1) a grade of C+ or better in AK/ADMS 2200 (3.0) or AK/ADMS 3200 (3.0) (prior to Summer 2005). Students who do not complete prerequisites may be administratively de-enrolled from the course.

TEXTBOOK

Brown, Tom J., Suter, Tracy A., Churchill, Jr., Gilbert A. Jr. (2024). *Basic Marketing Research: Customer Insights and Managerial Action*, Tenth Edition, Mason, Ohio: Thomsen South-Western. ISBN: 978-0-357-90184-7.

New and used copies may be available from other sources and earlier editions of the book can serve as workable substitutes.

Consult the following sources for additional information on research topics of interest:

1. American Marketing Association (www.marketingpower.com)
2. Council of American Survey Research Organizations (www.casro.org)
3. Pew Research Center (<https://www.pewresearch.org/>)
4. The Gallup Organization (www.gallup.com)
5. Survey Monkey (www.surveymonkey.com/)
6. Five Thirty Eight (<https://fivethirtyeight.com>)
7. Civiqs (<https://civiqs.com>)
8. YouTube (<https://www.youtube.com>)
9. Electronic Statistics textbook (www.statsoft.com/textbook/stathome.html)

COURSE OVERVIEW

The Research Process is examined from two perspectives. In adopting the perspective of the marketing decision-maker, generally the consumer of research information produced by others, we consider how problem identification and the interpretation of research results affect the conception of research studies and the use and ultimate value of research information. Shifting focus to the research professional, generally the producer of research information consumed by others, we examine how research design, data collection, sampling and data analysis influence the type, quantity and quality of research information available to marketing decision-makers.

Specific objectives include:

1. to understand the role that research information plays in marketing decision-making;
2. to enhance critical thinking skills that inform the management of the research process and research error;
3. to identify ethical dilemmas that confront marketing research professionals and learn how to apply decision-making frameworks to resolve ethical problems;
4. to strengthen capabilities to translate marketing problems into research plans and research results into marketing insights and actions;
5. to develop the knowledge and capability to manipulate data, test hypotheses and interpret research results using statistical analysis software; and
6. to provide students with opportunities to critically evaluate marketing research studies and marketing decisions based on research results.

GRADE BREAKDOWN

Students must undertake each of the following requirements to successfully complete the course

Exercises (2):	Spark Integrity Module	(compulsory)
	Research Study*	10% (plus presentation bonus)
Assignments (2):	Questionnaire Design*	15%
	Marketing Research Report*	20%
Midterm Examination		25%
Final Examination		20%
Class Participation		10%

POLICIES AND PROCEDURES

Academic Honesty:

The Code of Student Rights and Responsibilities governs student conduct in this course. Plagiarism, cheating, misrepresentation of identity, falsification of results, improperly obtaining examination papers, submitting academic work twice for credit, and aiding or abetting any of these offences violates the legal/ethical standards of the University and is subject to severe penalties, including possible expulsion. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Review the York Academic Honesty policy at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>.

An interactive on-line tutorial on academic integrity is available at:

http://www.yorku.ca/tutorial/academic_integrity/

Third-Party Tutoring and Support Resources:

Some private, third-party tutoring companies who represent themselves as affiliated with, or recognized and supported by York University claim to assist student by providing quiz and test answers, suggesting that this practice is safe and permitted by the university. York University does not officially recognize or endorse any third-party tutoring services. When you are provided with quiz, test and exam answers you risk violating the university's academic honesty policy. Using these services to cheat and gain unfair advantage may result in academic dishonesty penalties that range from failing courses, to being expelled. Block ads from third party tutoring services by changing your eClass profile settings to private using the following steps: *1. Click your name on the top-right of the eClass website, then click "Profile" on the drop-down menu; 2. Under "User details" click "Edit profile"; 3. From the "Email display" drop-down menu choose "Hide my email address from non-privileged users"; and 4. Scroll to the bottom of the page and click on the "Update Profile" button.*

A variety of officially supported resources, offered at no cost, are available to help students master course material. Course Directors provide weekly office hours to meet with students. If you require help with numeracy-related courses that involve math, statistics or Excel, drop in online to meet with one of the peer tutors at the Student Numeracy Assistance Centre at Keele (SNACK). If you are ever uncertain about whether a resource is allowable or endorsed by York University, please email the School of Administrative Studies for guidance.

Copyright and Intellectual Property:

A license with the Canadian Copyright Licensing Agency permits York faculty, staff and students to copy, in paper or electronic form, short excerpts from a copyright protected work for research, private study, criticism, review, news reporting, education, satire or parody in accordance with the Fair Dealing Guidelines. “*Short excerpt*” means that the copy is either: 10% or less of a Work, *or* no more than: (a) one chapter from a book; (b) a single article from a periodical; (c) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart and plan) from a Work containing other artistic works; (d) an entire newspaper article or page; (e) an entire single poem or musical score from a Work containing other poems or musical scores; or (f) an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work, whichever is greater.

Review copyright guidelines at:

<http://copyright.info.yorku.ca/fair-dealing-requirements-for-york-faculty-and-staff/>.

Lecture slides and notes, lists of readings, in-class activities, assignments, and other course materials are the intellectual property of the Course Director. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Any such actions may be considered a Code of Conduct violation and lead to sanctions.

Class Preparation:

Active presence at class meetings is necessary for everyone’s success in this course. The complexity and pace that topics will be covered implies that students who are absent or unprepared will quickly fall behind. Students should review course materials prior to class and be ready to discuss the meaning, significance and implications of concepts/ideas raised in lecture notes, assigned readings and videos.

Class participation is an important part of the course. Frequent, high-quality contributions in the form of thoughtful questions, comments and observations that display respect for all participants and are offered and received in the spirit of collaborative learning are especially valued.

Examinations and Assignments:

Reasons other than duly authenticated illness and bereavement are normally not admissible justifications for failure to appear for an examination or meet submission deadlines. You must advise the instructor in advance if unable to appear for an examination or meet an exercise/assignment deadline. Instructions regarding exercises/assignments will be distributed and discussed in class in advance of due dates. Note that there is a limitation of one calendar week for queries following the return of graded exercises, assignments and examinations. When a request for re-grading is received, the entire work will be re-marked. The new grade may be higher, the same, or lower.

Peer Evaluation:

To ensure that each group performs effectively and can draw on the full knowledge and effort of all team members, students may submit confidential peer evaluations for group work. Marks

assigned for group exercises and assignments may be adjusted to reflect disproportionate contributions, or lack thereof, on the basis of peer evaluations.

Deferred Standing:

Deferred standing may be granted to students who are unable to write their final examination at the scheduled time, or to submit their outstanding course work on the last day of classes. Please note that as of March 13, 2020, Senate Executive has waived until further notice the requirement for students to submit an Attending Physician's Statement in support of a request for deferred standing or petitions. In order to apply for deferred standing, students must register at: <http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf> and submit a completed DSA form and supporting documentation to the School of Administrative Studies via email at: apsas@yorku.ca, complete with a ticket number no later than five (5) business days from the date of the exam or deadline. Requests will be considered on their merits and decisions will be available at the following link: <http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>.

No individualized communication will be sent by the School to students. Students with approved DSAs will be permitted to write deferred examinations during the School's regular deferred examination period. No further extensions of deferred exams shall be granted. The format and content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include any and all course subjects/topics whether covered in class or not. The Deferred Standing Agreement Form is available here:

http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf

Electronic Devices:

The use of electronic devices to support learning is encouraged in class. Please be mindful that they do not serve as a distraction to you or other students.

OTHER IMPORTANT YORK UNIVERSITY POLICIES

Academic Honesty (Senate Policy):

The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Policy on Academic Honesty is an affirmation of the obligation for members of the University community to maintain the highest standards of academic honesty. As academic honesty is fundamental to good scholarship, the policy recognizes the responsibility of all faculty members to foster acceptable standards of academic conduct and of students to be mindful of, and abide by, such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist. Students should review the York Academic Honesty Policy at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

An interactive on-line Tutorial on academic integrity for students is available at:

http://www.yorku.ca/tutorial/academic_integrity/

Written assignments may be submitted to *Turnitin* to verify originality. Students should review York guidelines on the use of text matching services at:

www.yorku.ca/academic_honesty/students/tunitin-students.htm

Grading Scheme and Feedback Policy:

The grading scheme shall be announced, and be available in writing, within the first two weeks of class. Under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Terms, and 30% for 'full year' courses offered in the Fall/Winter Term shall be received by students prior to the final withdrawal date from a course. Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/secretariat/policies/document.php?document=86>

In-Class Tests and Exams - 20% Rule:

For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please refer to: <http://www.yorku.ca/secretariat/policies/document.php?document=141>

For further information on examination scheduling and other important dates, please refer to: <http://www.registrar.yorku.ca/enrol/dates/index.htm>

Reappraisals:

With sufficient academic grounds, students may request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work includes written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. A request for a reappraisal may result in the original grade being increased, decreased, or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://www.registrar.yorku.ca/grades/reappraisal/index.htm>

ACCOMMODATION PROCEDURES**Deferred Standing:**

Contact your home Faculty for information on how to apply for deferred standing. For further information visit: <http://www.registrar.yorku.ca/services/policies/def.htm>

Senate Religious Observance Policy (Senate Policy):

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents (Senate 032). For further information on accommodation procedures required due to religious commitment, and the schedule of dates see: <http://calendars.registrar.yorku.ca/lectureschedules/fw03/dates/religious.htm>

Academic Accommodation for Students with Disabilities:

The nature and extent of accommodations shall be consistent with, and supportive of the integrity of the curriculum and the academic standards of programs and courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take

reasonable steps to accommodate these needs in a manner consistent with the guidelines established under the Academic Accommodations Policy. For more information visit the Disabilities Services website at <http://www.yorku.ca/cds/> York Disabilities Offices and the Registrar’s Office work in partnership to support alternate examinations and test accommodation services for students with disabilities at the Keele campus. Students requiring special accommodations must advise the Course Director. For more information on alternate exams and tests visit: <http://www.yorku.ca/altexams/>.

TOPICAL OUTLINE

DATE	TOPIC	ASSIGNMENT
May 07	Introduction, Scope & Objectives Marketing Decision-making Introduction to Marketing Research	Review the Senate Policy on Academic Integrity https://spark.library.yorku.ca/academic-integrity BSC Ch. 1, pp. 5-8, 13. BSC Ch. 9, pp. 126-132. Andreasen (1983). “Cost Conscious Marketing Research,” <i>Harvard Business Review</i> , July/August, 74-80.
May 09	Research Process – Problem Identification Research Ethics	BSC Ch. 3, 2, pp. 20-24, Skim Ch. 6 Gelb & Gelb (1986). “New Coke Fizzles – Lessons for the Rest of Us,” <i>Sloan Management Review</i> , 28(10), 71-76. Chen, “I Downloaded the Information Facebook Has on me Yikes!” <i>New York Times</i> , April 12, 2018. Milgram Experiment (2021, June, 10). In Wikipedia. https://en.wikipedia.org/wiki/Milgram_experiment
May 14	Research Design Exploratory & Descriptive Research Causal Research	SPARK Academic Integrity Module Due BSC Ch. 4, Ch. 9, pp. 123-124. Maute & Pattie (2010), “Reflections on a New Model of Graduate Business Education,” <i>Review of Higher Education</i> , 3(5), 19-27. BSC Ch. 8 Skim Harmon, “New Drugs Stir Debate on Clinical Trials,” <i>New York Times</i> , Sept. 18, 2010.
May 16	Data Collection Secondary versus Primary Data Communication versus Observation	Exercise #1: Marketing Research Study Due BSC Ch. 7 Flegenheimer, “Collecting Data on the Habits of Passengers Underground,” <i>New York Times</i> , April 15, 2013.
May 21	Measurement & Scaling in Marketing Questionnaire Design Question Form, Wording & Sequence	BSC Ch. 12, pp. 162-172. Bryant, “Fly Me! Why No Airline Brags, ‘We’re the Safest,’” <i>New York Times</i> , June 09, 1996. BSC Ch. 13, Ch.11, pp.148-152 See: https://www.pewresearch.org/methods/2018/03/21/methods-101-video-question-wording/101/ Arumugam, (2012, December 06). “The Littlest Tasters.” See: http://www.slate.com/articles/life/futuretense/2016/06 .
May 23		MIDTERM EXAMINATION
May 28	Sampling & Sample Size	BSC , Ch. 14 Assignment #1: Questionnaire Design Due Peer Evaluation #1 Due

May30	Field Work & Non-Sampling Error Data Analysis Descriptive Analysis	BSC Ch. 15, pp. 225-227. Harwood, “Pollsters Struggle to Pin Down the Right (Cell) Number,” <i>New York Times</i> , August 06, 2012. BSC , Ch. 16, Ch. 17, pp. 246-254. Poushter, Bishop & Chwe, “Social Media Use,” The Pew Center, June 2018. Retrieved from http://www.pewglobal.org/2018/06/19 .
June04	Testing for Differences	BSC , Ch. 17, pp. 254-258, Ch. 18, pp. 264-265.
June06	Testing for Differences with SPSS Testing for Association	BSC , Ch. 18, pp. 266-270.
June11	Testing for Association with SPSS Reporting Research Results	BSC , Ch. 19, Ch. 20 Kohli, S, Timelon, B., Fabius, V. & Moulvad Veranen, S. (2020). “How Covid is Changing Consumer Behavior – Now and Forever,” McKinsey & Company.
June13		FINAL EXAMINATION Assignment #2: Marketing Research Report Due TBA Peer Evaluation #2 Due TBA