

Texas A&M University – Central Texas
MKTG 3320 – Marketing Research
Spring 2020

Monday/Wednesday 2:30 – 3:45 p.m. – Founder’s Hall 313

Instructor: Dr. Utsav Shenava, Visiting Assistant Professor of Marketing

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Department Phone: (254) 519 – 5437

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Email: Canvas Inbox or ushenava@tamuct.edu (**preferred**)

Office Hours: Monday & Wednesday 2:00-2:30 PM and 3:45–5:00PM; Thursday 5:00-6:00 PM; or by appointment

Class Web Page: <https://tamuct.instructure.com/login/ldap>
All announcements, assignment instructions, course materials, and grades will be posted on Canvas.

Textbook: *Marketing Research*, 8th Edition
Burns, Veeck, and Bush (2016)
ISBN: 9780134167404
Pearson

COURSE CATALOG DESCRIPTION:

Study accurate, objective, and systematic gathering, recording, and analyzing of data about problems relating to marketing goods and services.

COURSE OVERVIEW AND DETAILED DESCRIPTION:

Marketing managers need data or information to make a wide range of decisions from product development to sales management to retailing management to advertising and promotion. This course gives you the knowledge and skills needed to conduct and apply research for marketing decision making. You will learn how to identify and define researchable problems, collect relevant primary data (qualitative and quantitative), analyze and interpret the data, and communicate your findings.

You will become familiar with qualitative research methods such as literature search, in-depth interview, and observation. However, the focus of this course is survey research, a quantitative research method. You will participate in a live survey research project that will take the entire semester to complete. Be prepared that it is a very demanding project and numbers and statistics are an integral part of it. However, when it is completed, you will have had the opportunity to learn how to design and create survey questionnaires and to use a wide array of extremely valuable data analysis tools.

This course consists of two major parts: (1) data collection and (2) data analysis. For collecting data, you will learn and use **Qualtrics**, an online survey software. For analyzing the data collected, you will learn and use **SPSS**, a statistical software.

COURSE OBJECTIVES:

This is a “hands on” course the heart of which is a research project. The emphasis in this course is *experiential learning*. It is students’ responsibility to actively attempt to learn through doing rather than passively being “taught.”

Specifically, you will have the opportunity to learn to:

1. **State the information needed** for marketing problem solving in the form of a research proposal.
 - (Week 1–3; assessed by tests and research project)
2. **Identify** the different **sources** from which the marketing information needed for solving problem may be obtained.
 - (Week 4–6; assessed by tests)
3. **Propose and design a questionnaire** for acquiring that information.
 - (Week 6–8; assessed by tests, research project, and Qualtrics assignment)
4. **Execute** correct methods of **data collection**.
 - (Week 6–8; assessed by tests and research project)
5. **Conduct** appropriate **statistical analyses** on the questionnaire data.
 - (Week 10–14; assessed by tests, research project, and SPSS assignments)
6. **Write a formal report about** and make an oral **presentation** of the results of the analyses.
 - (Week 16–17; assessed by research project)
7. **Explain the basic processes** for conducting marketing research that generates information useful when making marketing decisions.
 - (Week 1 & 17; assessed by tests and research project)

Because of the course’s experiential learning format, this course also reinforces many of the core educational values of the TAMUCT College of Business, including:

- Developing critical thinking/problem solving skills.
- Improving written and oral communication skills.
- Building teamwork and interpersonal skills.
- Building business professionalism.

COURSE PREREQUISITES:

MKTG 3301 (Marketing), BUSI 3301 (Business Communications & Research), and BUSI 3311 (Business Statistics). Satisfactory grades from these courses are needed to succeed in this course.

CLASS FORMAT:

This is a traditional, face-to-face class. The classroom sessions are a combination of lectures, discussion, and experiential learning. To facilitate effective utilization of the lecture time and the time of your classmates, you are required to read the chapters *before* they will be covered in class. Sometimes you may not fully understand the concepts explained in the text, but nevertheless you are expected to read *before* you attend the class.

This course is very demanding as it involves many concepts that may be entirely new to you and involves statistics and numbers. Therefore, it is imperative that you attend every class fully prepared!

STUDENT/INSTRUCTOR INTERACTION:

Do not hesitate to contact me when you have questions. I completely understand that this course may be one of the most challenging courses you ever take at TAMUCT. Feel free to stop by my office during my office hours. If you cannot make it to my office hours, you may email me to make an appointment. I am usually very quick in replying emails (same-day reply) and emailing is probably the best way to reach me. However, please do not wait till the last minute to email me and ask questions about tests or assignments. Cramming the night before a due date is not an effective strategy for this course and it may cause poor grades.

SOFTWARE:

- Qualtrics (online survey software):

Our university has campus-wide access to Qualtrics. Instructions on how to set up your Qualtrics accounts will be provided at a later date on Canvas.

- SPSS (statistical software):

Our university has a site license for the latest version of SPSS (Statistical Package for The Social Sciences). To the best of my knowledge, all student computers in classrooms and in general-use labs have SPSS installed. You are expected to complete SPSS-related homework on campus.

COURSE REQUIREMENTS AND GRADING:

The course grade is based on a combination of the research project, assignments related to SPSS and Qualtrics, three tests, and the student's attendance and participation and performance in the in-class applications. Grades will be determined based on the following criteria:

Grading		
Requirements	% of Grade	Points
Research Project	35%	350
SPSS and Qualtrics Assignments	22%	220
Tests	30%	300
Attendance, Participation, and In-class Applications	13%	130
Total	100%	1000

Course grades will be assigned according to the following schedule:

90 % or higher (900-1000 points)	= A
80% - 89.9% (800-899 points)	= B
70% - 79.9% (700-799 points)	= C
60% - 69.9% (600-699 points)	= D
Below 60% (0-599 points)	= F

This class is designed to be a “success-oriented course.” My desire is that all students in the class meet their individual learning (and grade) goals. **However, this does not mean that students can avoid working hard in this class, and it does not mean that all students automatically get a high grade just because they want it.** What this does mean is that all students who do well in the class will be rewarded accordingly. That is, the grade distribution will not be adjusted to force it to fit a bell-shaped curve in which an equal number of students must fail as succeed – thus, students are not in direct competition with each other. Also, I’ve included various types of assignments that tap into different learning styles in order to help students demonstrate their understanding of the material we cover in class.

In addition, the tests and assignments are designed to encourage the development of students’ ability to not only restate course material, but to observe, evaluate, communicate, and apply the concepts to solving real-world problems, which are skills that are highly valued in the workplace.

Research Project:

A team research project involving the development, administration, and analysis of a survey questionnaire is required for this class. Students will work in teams for the design, administration, and data processing of the questionnaire. Each team will prepare a final report detailing the analysis of the findings of their research.

Each team should have 3-4 members. Each team member is expected to do his/her fair share of work **and** good quality work on the project. A **peer evaluation** will be collected at the end of the semester to evaluate the quality of each student’s contribution to his or her team’s project. I suggest that you discuss group expectations for contribution and effort as you begin to work

together, and that you address any conflicts that arise immediately. I will be happy to serve as a mediator in this process if needed. Do not wait until the end of the semester and rely solely on the peer evaluations to resolve a problem. Ideally, any conflicts will be resolved to everyone's satisfaction before the peer evaluations are collected and thus no team member receives an extremely low peer evaluation.

The total points available for the project (**350 points**) consist of research proposal and model (**100 points**), survey questionnaire (**100 points**), written report and oral presentation (**100 points**), and peer evaluation (**50 points**). *Detailed instructions and materials for each project assignment will be provided separately at a later date on Canvas.*

All the teams will work on the same real-world research topic, which will be announced at a later date. Students are responsible for finding appropriate respondents to fill out the survey questionnaire. Students of this course are NOT allowed to fill out the questionnaire. Falsifying data by filling out the questionnaire yourself will NOT be tolerated and will cause serious consequences (i.e., failing the course). You will learn and use Qualtrics to design your survey questionnaire and collect responses. Qualtrics allows me to check whether you indeed collected valid responses.

All written assignments related to your project should be grammatically correct, neat, organized, succinct, and clear. Formal language is required for all written assignments. Appropriate (APA format) citation is required if applicable. For your oral presentation, you will be evaluated on clarity of your presentation, organization and use of time, quality of visual aids, if you maintained audience interest, and the professionalism of presenters.

SPSS and Qualtrics Assignments:

There will be assignments related to SPSS and Qualtrics (**220 points** in total) that are required to be completed **individually**. These assignments allow you to practice how to use SPSS and Qualtrics, which is needed for your project. That being said, you must do well on your individual assignments in order to do well on your project. *Detailed instructions and materials for each assignment will be provided separately at a later date on Canvas.*

All SPSS-related assignments should be completed on campus in one of the labs/classrooms. I strongly encourage that you discuss the assignments with your classmates, although the assignments are individual. However, this does **not** mean that you can copy your classmate's assignments and avoid doing your own work. *Your answers to the questions must look (i.e., stated) different from your classmate's answers. All similar sets of homework will receive grades of zero (0) points for that entire assignment.* Copying someone else's work does **not** help you or make your life easier in this course; it will only lead to poor course grades. What is even worse is that you do **not** acquire the powerful tools supposedly offered by this course.

All SPSS-related assignments should be typed, accurate, and clear. All charts, graphs and figures should be properly placed and labeled.

No late assignments will be accepted, unless you have a **documented**, university-approved reason (see my late work policy). *Merely informing me of the reasons is not sufficient; documentation must be provided.*

Tests:

There are three (3) non-cumulative multiple choice tests throughout the course. Each test is worth **100 points** so **300 points** in total. The tests evaluate your understanding of the concepts discussed in the textbook. I strongly encourage you study in groups for any text-related content.

Tests must be taken during their scheduled class period. If you must miss an exam for a documented, university-approved reason, contact me before the day of the test to make other arrangements. Only documented university-approved absences will be accepted – if you miss an exam for any other reason, no “make-ups” will be allowed and you will receive a grade of “0” for the test.

All approved absences require proper documentation, including absences for medical reasons. All absences must be approved by the instructor prior to the class session that will be missed, except for medical emergencies (however, note that medical emergencies still require documentation.)

Attendance, Participation, and In-Class Applications:

Attendance, participation, and in-class applications are worth a total of **130 points**. Class attendance is necessary, especially given the rigor of this course. However, attendance is **not** sufficient for good participation. You are expected to be active contributors to the classroom experience. (Merely showing up for work, but not contributing anything to the organization, generally would not be considered acceptable behavior in the real workplace.)

In addition to arriving on time for every class, you should plan to be prepared for class by reading all assigned chapters and materials in advance and to contribute to in-class discussions and ask questions when concepts are not clearly understood. During the semester, we will be doing a number of in-class activities involving the application of important concepts, and you should fully engage in those activities. By missing a class session, you are at risk of missing a class activity. **No “make-ups” of missed class activities will be allowed.**

Finally, the participation grade will be affected by the student’s **professionalism** in and out of class including working appropriately with other team members, department staff, and the professor. (See next section on Classroom Policies to understand what professionalism refers to.)

CLASSROOM POLICIES:

I expect you to treat this course *like a job*: Be **professional** in your speech, your writings (including emails to me; see email etiquette on page 8), and your behavior; be on time; and be prepared.

Prior to Class:

The format of this class necessitates participation and preparedness on the part of the student. You **must** read all materials before the class to which they are assigned.

During Class:

As a member of this class, you are invited to think, question, disagree and offer alternatives. That is part of the academic experience, as well as part of learning to be a contributing, critical thinker in any professional setting. However, my expectation is that you will behave **professionally and courteously** toward other students and the professor and respect the rights of others at all times. Failure to do so will result in being un-enrolled from the course.

Most of you will be graduating soon and taking a job **in a corporate setting**. It may be helpful in preparing you for that experience to think of class as a business setting. That means:

- You don't ever simply fail to show up for work in a corporate setting. You can't decide you're just "not interested" in going to work today. You have to arrange in advance for time off for valid reasons (such as attending a relevant business conference) or let your manager know if you are too ill to be in the office. You would never schedule vacation during a critical work project – that means that while you're in school you should schedule vacations between semesters or on approved university holidays, not during the semester.
- If you needed to miss a business meeting, you would inform your manager in a courteous manner and make arrangements with a colleague to fill you in on what you missed.
- You would never ask your manager if "anything important" were likely to happen at the meeting you are not attending. To do so implies that you believe meetings with your manager and colleagues are generally unimportant.
- You would never show up to a meeting empty handed, without bring any materials you might need – including the means to take notes (pen and paper), as well as any materials that were distributed in advance by your manager that will be referred to during that meeting.
- You would use the bathroom before the meeting.
- You would avoid being late, walking out in the middle of the meeting for any reason, or leaving early.
- You would turn off or silence your cell-phone to avoid disturbing the meeting and would never take a call during a meeting.
- You would not use your cell phone to text or Facebook during the meeting. You would not surf the internet or read/send email on your electronic devices during the meeting. You would not read a newspaper or work on tasks unrelated to the meeting. You would not use computers provided during meetings to conduct activities for personal purposes such as surfing the internet. Doing any of these is rude, disruptive, and unprofessional.
- You would avoid whispering and laughing with the person sitting next to you. You would listen attentively, take notes, and manage your face and posture to convey interest and competence.

- You would avoid interrupting people or being rude in any way.
- You would wait until after the meeting to discuss special accommodations for your personal situation.

**Why should you avoid these behaviors?
Because doing any of these things reflects badly on you!**

Deviations from these expectations will affect your class participation grade. If it appears to me that you are particularly unprepared for class or are failing to meet the basic requirements of course etiquette, I reserve the right to ask you to leave the room.

Continued enrollment in this course indicates agreement with these policies.

EMAIL ETIQUETTE:

Communication via email is the norm in today’s business world. A poorly written email that students sent to a potential employer will cost them the job! Thus, it is important that students learn how to write emails in a professional manner while they are in college. *These standards also apply to Canvas Messages.*

When communicating with me via email, be sure to follow the email etiquette standards: **(1)** begin your message with a greeting, **(2)** formally address the person you are emailing (e.g., Dr. Shenava or Professor Shenava), **(3)** identify yourself and state the purpose of your email, **(4)** add a signature, including your name and contact information, **(5)** add an email title that is brief but informative, and **(6)** proofread all the emails before clicking “send.”

PREFERRED EMAIL CORRESPONDENCE

To: ushenava@tamuct.edu
Cc:
Subject: MKTG 3320-Golf Tournament, Absence Request Reminder

Dear Dr. Shenava,

(All emails to me must be professional). You should always address the person by name with a salutation preceding the name (e.g., Dear Dr. Shenava or Good Day Dr. Shenava). These are simple courtesies that every business professional must be familiar with in order to retain likeability. “Likeability is an important component for relationship development. Likability creates an emotional connection between people and is the foundation from which trust and economic ties may develop” (Nowlin, Anaza, & Schetzle, forthcoming).

Body of the email must be succinct and to the point.

It is preferred to close with a pleasantry (Sincerely, Thanks, Regards, All the Best)

Sincerely,

John Jones

LATE WORK POLICY:

My experience with teaching college students suggests that, on average, 10 to 15 percent of the class will attempt to turn in assignments later than the time specified. Many reasons are given for late work (computer files corrupted, busy with the corporate job, roommate issues, etc.) Trust me, I've heard them all. But no matter what the reason is, the bottom line is that either (a) the work was completed and turned in *when required*, or (b) the work was not completed and turned in when required.

Assignments are due on the specified due date indicated in the course schedule. There is no provision for late work on assignments, unless you have a documented, university-approved reason.

Treat your classes like a job – you don't get to miss work deadlines without consequences, and in the corporate world those consequences are often much more serious than missing a grade on one class assignment. And making a reputation for yourself for completing work on schedule is a key to success in one's business career.

COPYRIGHT NOTICE:

Students should assume that all course material is copyrighted by the respective author(s).

Reproduction of course material is prohibited without consent by the author and/or course instructor.

Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

OTHER IMPORTANT INFORMATION:

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat: \[http://hdc.tamu.edu\]](http://hdc.tamu.edu)

Please let the support technician know you are an A&M-Central Texas student.

Warrior Shield: Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](#)

[<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](#) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel), [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel]. If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important Information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the

pregnancy as possible. For more information, please visit the [Student Affairs](#) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring will not offer writing support beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style

guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to

actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

MKTG 3320 Marketing Research
CLASS SCHEDULE
(This schedule is subject to changes and corrections.)

Week/Date	Topics	Chapters/Tasks/Deadlines
Week 1		
M - 1/13	Syllabus Overview	
W - 1/15	Intro to Marketing Research	Read & Study Chapter 1; Form Research Teams
Week 2		
M - 1/20	NO CLASS	MARTIN LUTHER KING JR. DAY
W - 1/22	Marketing Research Process	Read & Study Chapter 3;
Week 3		
M - 1/27	Marketing Research Process (continued)	Read & Study Chapter 3 (continued);
W - 1/29	Research Design	Read & Study Chapter 4; Group Contract Due in Class Qualtrics Accounts Set Up by 2/2 (Sunday) Midnight Ethics Training Due by 2/2 (Sunday) Midnight
Week 4		
M - 2/3	Group Project Day: Research Proposal	
W - 2/5	Secondary Data	Read & Study Chapter 5
Week 5		
M - 2/10	Qualitative Research Techniques	Read & Study Chapter 6
W - 2/12	Survey Research	Read & Study Chapter 7

Week 6		
M - 2/17	Test 1 (Chapters 1, 3, 4, and 5)	
W - 2/19	Survey Research (continued)	Read & Study Chapter 7 (continued); Group Project: Research Proposal Due 2/19 (Wednesday) Midnight through Canvas
Week 7		
M - 2/24	Measurement & Questionnaire Design	Read & Study Chapter 8;
W - 2/26	Measurement & Questionnaire Design (continued)	Read & Study Chapter 8 (continued)
Week 8		
M - 3/2	Qualtrics (Online Survey Software)	Explore how to use Qualtrics
W - 3/4	Group Project Day: Survey Questionnaire	
Week 9		
M - 3/9	No classes. Have a great Spring Break and please come back recharged! :)	
W - 3/11		
Week 10		
M - 3/16	Class Cancelled due to COVID-19	
W - 3/18	Class Cancelled due to COVID-19	
Week 11		
M - 3/23	Sampling	Read & Study Chapter 9;
W - 3/25	Descriptive Statistics & SPSS Basics	Read & Study Chapter 12; Individual Qualtrics Assignment due by 3/28 (Saturday)

Week 12		
M - 3/30	Descriptive Statistics & SPSS Basics (continued)	Read & Study Chapter 12 (continued); SPSS Assignment #1 Due by 4/5 (Sunday)
W - 4/1	Test 2 (Chapters 6, 7, 8, and 9)	Group Project: Online Survey Due 4/5 (Sunday) Midnight through Qualtrics (you must complete this by the deadline to receive my feedback for revision; survey must be revised based on my feedback before launching)
Week 13		
M - 4/6	Difference Tests	Read & Study Chapter 13; SPSS Assignment #2 Due by 4/12 (Sunday)
M - 4/8	Difference Tests (continued)	Group Project: Survey Should be Revised and Launched through Qualtrics by No Later Than 4/12 (Sunday) Midnight to Ensure Enough Time for Data Collection
Week 14		
M - 4/13	Association Tests	Read & Study Chapter 14
W - 4/15	Association Tests (continued)	SPSS Assignment #3 Due by 4/19 (Sunday) ; Survey Data Should be Collected by No Later Than 4/19 (Sunday) Midnight to Ensure Enough Time for Analysis
Week 15		
M - 4/20	Group Project Day: Data Analysis	
W - 4/22		
Week 16		
M - 4/27	Group Project Day: Final Report	
W - 4/29	Test 3 (Chapters 12, 13, & 14)	
Week 17		
M - 5/4	Group Project Day: Final Report	
W - 5/6	Presentations	Group Project: Written Report, Presentation Slides, and Peer Evaluation Due on 5/6 (Wednesday) through Canvas