



Mktg 3711 Marketing Research

Spring 2011

2:00-3:15 TTH Room LSBE 225

Prerequisites: Mktg 3701 or Mgt 3701; LSBE candidate or college consent.

Professor: Dr. Stephen B. Castleberry LSBE 385L  
E-mail: [scastleb@d.umn.edu](mailto:scastleb@d.umn.edu) (This is the best way to contact me)  
(218) 726-6314 office phone  
Web: <http://d.umn.edu/~scastleb>

Office Hours: 1-2 T/TH, or by appointment

Course Catalog Description:

Emphasis on improving skills of conducting secondary research, designing a primary research study, and analyzing and reporting results of a research study.

Course Textbook: Marketing Research: 8<sup>th</sup> edition by McDaniel and Gates, 2010, Wiley.

Moodle: This is where you can get the PowerPoint slides I have developed for this course this semester. Go to <https://www.myu.umn.edu>.

Laptop: You will need to bring your laptop to class every day. We will be using laptops for many applications in this course.

Grade Determination:

Project 1	25%
Project 2	25%
Project 3	25%
Course Participation	25%

PROJECT ONE will consist of conducting extensive secondary research for a set of research objectives and presenting the information in a PowerPoint presentation.

PROJECT TWO will consist of designing the methodology and online questionnaire for a set of research objectives.

PROJECT THREE will consist of inputting data and analyzing that data using SPSS statistical software.

COURSE PARTICIPATION This includes such items as the following: attend class (arriving on time), assignments, mini-tests, prepared to intelligently discuss assigned material, prepared to participate in class activities, speak respectfully to class members and to me, provide status reports as required, complete tutorials on time, send thank-you emails to guest speakers, raise your hand to make comments/ask questions/answer questions, etc. Note that course participation occurs both inside and outside the classroom.

REVISED February 14 COURSE OUTLINE (Subject to change during the semester)

T 1/18	Introductions	
TH 1/20	Role of Marketing Research in Decision Making	Ch 1
T 1/25	Research Industry and Ethics	Ch 2
TH 1/27	The Research Process	Ch 3
T 2/1	<b>Jim Vileta Seminar</b> on Secondary Sources	(meet in LSBE 225)
TH 2/3	Secondary Data and Databases/ <i>Introduce Project 1</i>	Ch 4
T 2/8	<i>Work on Project 1</i>	
TH 2/10	Qualitative Research	Ch 5
T 2/15	<i>Work on Project 1</i>	
TH 2/17	Survey Research	Ch 6,7
T 2/22	<b>Guest speaker Brent Ruuska, SMDC</b>	
TH 2/24	Measurement/Scales	Ch 10,11
T 3/1	Questionnaire Design/ <i>Introduce Project 2</i>	Ch 12
TH 3/3	Qualtrics training	
T 3/8	Observation <i>Work on Project 2</i>	Ch 8
TH 3/10	<i>Work on Project 2 (Castleberry in San Diego)</i>	
T 3/15	Spring break	
TH 3/17	Spring break	
T 3/22	Experimentation and Test Markets	Ch 9
TH 3/24	<i>Work on Project 2</i>	
T 3/29	Sampling Issues and <i>Work on Project 2</i>	Ch 13
TH 3/31	<b>Guest speakers Stephanie Leach and Todd Bryan, Maritz Research</b> <b>Project 2 Due</b>	
T 4/5	Data Processing and Data Analysis/ <i>Introduce Project 3</i> <i>Work on Project 3</i>	Ch 15
TH 4/7	<i>Work on Project 3 (Castleberry in Nashville)</i>	
T 4/12	<i>Work on Project 3</i> <b>Project 2 Peer evaluations due</b>	
TH 4/14	Statistical Testing of Differences and Relationships	Ch 16
T 4/19	<i>Work on Project 3</i>	
TH 4/21	Bivariate Correlation and Regression	Ch 17
T 4/26	<b>Guest speaker Steve Luring, VP Customer and Marketing Insights, Ecolab</b>	
TH 4/28	<i>Work on Project 3 (Castleberry in Rochester)</i>	
T 5/3	Sample Size Determination	Ch 14
TH 5/5	Multivariate Data Analysis	Ch 18
Final Exam	<i>Wednesday, May 11, (4:00-5:55 PM is the official time)</i> The Final Exam is to Turn in Project 1 by 4:15 PM	

# Dr. Stephen B. Castleberry's Policies

Last update: December 21, 2010

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Please read these carefully and ask me if you have any questions. If I do not hear from you in writing by the end of the first week of class, I assume you agree to abide by all of the policies and items stated here. Policies can change during the semester. The online version is always the most current one. If I change policies I will inform the class via an email message.

Please read this list of policies with an open mind. Every single professor has policies; I'm just willing to share all of mine with you up front, so there are no surprises on your part.

## I. Grades and Academic Integrity

1. I don't curve grades and there aren't any opportunities for extra credit. For example, papers can't be rewritten, after they have been graded, in order to improve your grade.

2. Final course grade will use the following breakdown:

A 93-100 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C+ 77-79 C 73-76 C- 70-72 D+ 67-69 D 60-66 F 59-0.

Here are the University of Minnesota standards (from official UM publications):

A -- achievement that is outstanding relative to the level necessary to meet course requirements.

B -- achievement that is significantly above the level necessary to meet course requirements.

C -- achievement that meets the course requirements in every respect.

D -- achievement that is worthy of credit even though it fails to meet fully the course requirements.

F -- Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I) Academic dishonesty: academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F for the entire course. Become familiar with all aspects of the student conduct code (e.g., plagiarism will not be tolerated).

I -- (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between myself and the student.

3. "Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This pledge can only be redeemed in an environment of trust, honesty, and fairness. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. In keeping with this ideal, this course will adhere to UMD's Student Academic Integrity Policy, which can be found at [www.d.umn.edu/assl/conduct/integrity](http://www.d.umn.edu/assl/conduct/integrity). This policy sanctions students engaging in academic dishonesty with penalties up to and including expulsion from the university for repeat offenders." EPC Statement

4. "The instructor will enforce and students are expected to follow the University's Student Conduct Code (<http://www.d.umn.edu/assl/conduct/code>). Appropriate classroom conduct promotes an environment of academic

achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom. Examples include ringing cell phones, text-messaging, watching videos, playing computer games, doing email, or surfing the Internet on your computer instead of note-taking or other instructor-sanctioned activities." EPC Statement

5. I destroy exams, papers, assignments, grading notes, and anything else that pertains to how I calculated your grade two weeks after the final exam date due to space limitations. If you wish to review anything that relates to your grade, you should do so before the date I have described above.

## **II. Workload**

University of Minnesota standard (source: from official UM publications). "For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on course work outside the classroom in order to get a grade of C."

## **III. Disabilities**

(Source: UM required statement) "It is the policy and practice of the University of Minnesota Duluth to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements - such as time limited exams, inaccessible web content, or the use of non-captioned videos - please notify the instructor as soon as possible. You are also encouraged to contact the Office of Disability Resources to discuss and arrange reasonable accommodations. Please call 218-726-6130 or visit the DR website at [www.d.umn.edu/access](http://www.d.umn.edu/access) for more information."

## **IV. Student's Personal Responsibility and Courtesy**

1. Learn to take initiative. If you don't understand something in class, even if all your classmates are quiet, you go ahead and ask your question. Also, learn to take initiative while working on projects by checking handouts, class notes, the textbook, and help screens before asking me. In the business world it is unprofessional to demonstrate laziness by not looking at available resources for answers before asking your manager for help. Don't get me wrong, I want to teach you, but I also want you to learn how to use information available to you, rather than feeling that it's your right to be 'spoon-fed.' One sales manager has this rule: he won't answer a salesrep's question until that rep has looked at least two places for the answer to his/her question. I think that's a good rule: please tell me where you've already looked for the answers as you ask me your question about the project.

2. Video or audio taping of class sessions is not allowed without the written consent of Dr. Castleberry. Also, posting or distribution of notes/handouts/exercises/exams/quizzes/slides without written permission is not allowed.

3. ABSENCES. Subpoenas, jury duty, military duty, religious observances, verified illness, bereavement and intercollegiate athletics are excused absences. Students are responsible for informing Dr. Castleberry of the excused absence. Students should notify Dr. Castleberry ahead of time when at all possible, and written verification for all excused absences is required.

4. Each student is expected to be professional: attend class (arriving on time), turn in written case writeups and exercises

as required, be prepared to intelligently discuss assigned cases and text material (as demonstrated by quality of class discussion and pop quizzes), be prepared to participate in class activities, speak respectfully to class members and to me, serve as a well-prepared participant during in-class exercises and role plays, provide significant written and oral feedback that is constructive during in-class role plays and presentations, provide complete status reports as required, etc. Students who do not demonstrate professionalism in these ways may have their final grade in the class lowered.

5. If you arrive late you're responsible for getting counted as present --otherwise you'll be counted absent. If an attendance roster is circulated, it is your responsibility to make sure you sign up on the roster.

6. SPEECH. I expect all speech between students and between myself and students to be respectful. I do not allow or condone oral or written "speech that is intended to degrade, intimidate, or incite violence or prejudicial action against a person or group of people based on their race, gender, age, ethnicity, nationality, religion, sexual orientation, gender identity, disability, language ability, moral or political views, socioeconomic class, occupation, appearance, mental capacity," etc. If you find that someone has engaged in such speech that I'm not aware of, please call it to my attention at once. This comes from an official UMD statement by Chancellor Martin in October 2009: "The University of Minnesota Duluth is dedicated to maintaining a positive learning and working environment for our students, faculty, and staff. The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Both instructors and students have a fundamental obligation to regard the instructional setting as a place for civil, respectful behavior. Thus, the manner in which all parties interact within the classroom must respect our collective commitment to the rights and freedoms of all participants. For example, student behavior that is disrespectful, harassing, or aggressive is grounds for removal from the classroom."

7. Please turn off (or turn to vibrate) your cell phone while in class. Do not use your cell phone during class.

8. You are certainly welcome to use your laptop in class to take notes and read along with the PowerPoints I provided electronically. But you're not allowed to play games, instant message, or do anything that might disrupt your classmates or me.

## V. Assignments

1. The lab computers are notorious for losing your papers and data. Print your results often. Save your work often, and if you're working in a team, make sure all team members have identical copies of all files that are on disk. Work turned in late due to lab problems is not excusable-- print your results, save your work often, and learn to work sooner rather than at the last minute.

2. Any papers or assignments not turned in directly to me, must be time/date verified: have the departmental secretary, or a professor initial next to your time/date notation before placing the assignment in my mailbox.

3. I'm a stickler for promptness because managers beg me to help students learn the importance of meeting deadlines. Thus, I do not accept late homework assignments. Course papers turned in late will result in lower grades: five points if it is turned in even one minute late on the due date; an additional ten points for every additional day or part of a day {Monday-Friday} that it is late.

4. Assignments should be free of misspelled words, poor phrasing, and improper grammar. I generally count off one point for each such error. That means your paper can be perfect in terms of content, but still receive a very poor grade (e.g., 17/100). Also, please follow all directions and required outlines precisely as I reserve the right to count off 1 point for each occurrence of not following directions precisely (e.g., no page numbers when page numbers were required).

5. The MKTG department has a policy on term papers and the use of papers/topics from other classes. For paper assignments or projects, you may not use a topic or a paper that you have used in a previous class without my approval. Please see this web page for more information:

[http://www.d.umn.edu/lbse/marketing/marketing\\_policyinfo.php](http://www.d.umn.edu/lbse/marketing/marketing_policyinfo.php)

6. Avoid plagiarism in assignments. The MKTG. department has a policy on plagiarism:

[http://www.d.umn.edu/lbse/marketing/marketing\\_policyinfo.php](http://www.d.umn.edu/lbse/marketing/marketing_policyinfo.php)

Plagiarism will result in penalties that can include a zero on the assignment or being expelled from the university. I will be using Plagiarism Prevention software in this course (turnitin.com).

7. After many attempts to make it work, I will no longer review complete drafts of your paper. I usually have examples of papers online for you to review and study and will also be happy to answer specific questions you might have about your paper or my expectations.

8. All assignments, papers and the video-tape of any presentations you engage in become my property and may be used in future classes (without grades of course) as examples or cases or as part of an exercise and so forth. However, this is NOT the policy in my ethics courses for personal mission statements. If you object to such use you must initiate a request in writing to me before handing in your paper or giving your presentation that will be videotaped. I will respect all such requests.

9. To save class time, I usually return graded assignments and homework in class by passing around the graded papers and letting students find their own papers in the stack. Thus, other students will see your grade on these homework assignments. If you have concerns about this policy, please let me know via email within the first seven days of class and I will return your assignments in a different way. Note that I will NOT return exams or major projects in this manner.

## **VI. Course Prerequisites**

The prerequisites in this course, as listed in the class schedule and the UMD catalog, are in force. Students who have not met the prerequisites should inform me immediately.

## **VII. Adaptations**

The syllabus and these policies are subject to revision. Revisions will be announced in class or by email. Please check your email often.

It is my desire to be sensitive to the values of individual students. If you are asked to engage in an assignment or classroom exercise that goes against your values and beliefs, please let me know within twenty-four hours for assignments and right away for any in-class exercise. I will then arrange some alternative assignment or exercise.

## **VIII. Exams**

1. There will be no make-up examinations for in-semester exams and no exams can be taken early.

2. If you miss one or more of the exams, that weight will be shifted to the final exam and your final exam may be different from those who didn't miss any of the in-semester exams. Please note that this is not an attempt to penalize you. It simply reflects the fact that it is impossible to easily create a make-up exam that is comparable to the one your peers took. If you want to appeal this procedure and you have a very unusual situation, please see me before the exam you will

miss.

3. If you miss the final exam and ONLY IF you have a legitimate written excuse, you will be provided a comprehensive essay examination covering both the textbook and notes.

## **IX. Communicating with Me** (some of these come from Instructional Development magazine)

1. Email is the best way to reach me outside of class time. I make every attempt to check it often M-F from 8-5, and will answer you as soon as I possibly can. Don't count on a reply during the weekends or at night, although I often do reply during those times. I will respond to all emails within 48 hours, excepting weekends and holidays.

2. I expect you to use your UMD email account and check your email on a regular basis (e.g., at least every 24 hours) to see if I am communicating with you and/or the class as a whole.

3. When you email me, please put your class number in the subject line. Don't forget to identify yourself completely in the body of the email (full name and class). I have no idea who's writing me if it is just signed "Jen" or the like. If your email doesn't include those elements, I might delete it (I get a lot of spam) or I might not reply right away. I always respond to an email with at least a "thanks" reply so you know that I got it. Please use proper etiquette when communicating with me (e.g., avoid using ALL CAPS, no hostile messages). And if you're like me, you'd probably be wise to review your message before hitting the send button to make sure it reads well, and you DID include that attachment, etc.

## **X. Some important things about me**

1. Not for pride, but for establishing a proper working relationship with you in the course, I prefer to be called 'Dr. Castleberry.' As you walk across the stage and accept your diploma, my name changes to Steve.

2. I'm committed to providing you with the latest theory and practice from the real-world. I'm dedicated to helping you improve your skills and will work hard to help you be successful. I want to follow your career throughout your entire lifetime and provide counsel and help along the way.

3. My contract calls for me to spend 50% of my time in teaching activities (giving lectures to various groups, preparing for lectures, working with students, advising students, reading to keep current, grading papers and exams, etc.), 35% time in conducting academic research, and 15% in service to the university, community, and the academy. Please understand if I am not available for you during every minute during the week -- I must meet all of my teaching responsibilities as well as the obligations to my other constituents.

4. It is my goal to always provide the quickest feedback and grades possible on exams, papers, presentations. Unless otherwise stated, it is my goal to provide such feedback in the next class session after you turn in the item to be graded. For large papers it will be my goal to return them within seven days.

5. I encourage constructive comments about my teaching methods, style, delivery, and layout of the course. You are welcome to chat with me or email me with any concerns you may have. I do make changes every semester on the basis of student feedback. You will also be asked to provide formal anonymous feedback near the end of the semester.

6. Disclaimer -- I do not claim that all of my comments in this class or all of the materials in my overheads, handouts, exercises, slides, etc. are my own thoughts. In fact, in most cases they reflect the discussions, thoughts, research, and

published work of others. That is part of my job as a teacher -- to expose you to the thoughts of others. As much as possible I will attribute appropriate authorship of ideas. However, where the textbook, readings, cases, etc. provide such attribution and reference citations, I assume you will use those as your source for the original attribution, and I will likely not repeat this information in class. If you ever have any questions, please do not hesitate to ask. In all cases, I want to make sure that the original thinker is given proper credit.

Also, be aware that in my selling classes, I will be using the textbook for which I am coauthor. I earn royalties for any new books that are sold, but I donate all of those royalties to charity; thus, I'm not making any money when you adopt my textbook.

7. A 'Southern' Translation Guide [Look on the bright side -- you're getting to experience cultural speech diversity]

Long "a" sounds like short "e" (e.g. mail sounds like mell, fail sounds like fell, whale sounds like well).

Short "I" sounds like long "e" (e.g. still sounds like steel).

Long "I" can sound like just about anything! Sometimes it is not pronounced at all, sometimes it picks up whatever vowel it is near, sometimes it sounds like "ah" or short o". For example, right will sound like riaht.

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Endnotes:

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i.Source: [http://en.wikipedia.org/wiki/Hate\\_speech](http://en.wikipedia.org/wiki/Hate_speech)