

**\*\*\*DRAFT SYLLABUS! Please check back later for updates\*\*\***  
**MARKETING C55.0009 - MARKETING RESEARCH**

Dr. Morwitz

Fall 2004

Office Hours: TBA

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***Course Description and Objectives:***

This course is designed to provide an overview of marketing research and its use in making more effective marketing decisions. The primary emphasis is on designing research studies so that the results are both valid and pertinent. Towards this end, we will examine exploratory research (including projective techniques and focus groups), descriptive research (including cross-sectional and longitudinal survey research), and causal research (including experimentation and test marketing).

The course will cover common areas of application. These include market structure analysis (including positioning and competitive assessment), advertising research (including measurement of advertising effectiveness and advertising substantiation issues), and new product models (including concept testing, new product design, test marketing, and new product demand forecasting).

Finally, the course will include some exposure to analytical techniques currently popular in marketing research, including conjoint analysis, cluster analysis, and multidimensional scaling. The emphasis here will be on the interpretation and proper use of these techniques. We will apply these techniques to actual marketing problems such as product positioning and product design.

This course has three major themes:

- (1) Taking general marketing problems and structuring them in terms of specific questions amenable to research.
- (2) Understanding primary and secondary sources of marketing research information, including issues in data collection.
- (3) Becoming familiar with specific techniques for analyzing marketing research data once it has been collected, and using those analyses to make better marketing management decisions.

These skills are important not only to those directly involved in marketing research activities, but also to "consumers" of marketing research, particularly managers who commission and evaluate marketing research consulting studies. The course will enable you to effectively evaluate

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marketing research proposals, interpret, review and criticize the subsequent reports, and appraise their usefulness to management. The course will also provide a basis from which you may pursue additional study in order to become a research specialist.

***Reading Materials:***

- (1) Textbook: Aaker, David A., V. Kumar and George S. Day (2001), *Marketing Research*, New York: John Wiley & Sons, Inc.

This textbook is also available in the stacks at Bobst library.

- (2) Cases, Available at the Bookstore: We will discuss two cases during the course, the purpose of which is to understand the use of marketing research in actual business situations. Brief descriptions of the cases and preparation questions are included in Appendix A.
- (3) I will post lecture notes for the course on our class website. Occasionally, I may pass out additional reading materials in class.

***Class Requirements:***

Examination 1	40%
Examination 2	40%
Homework Assignments	20%

**Please Note:**

- (i) Unless otherwise specified, all written materials must be typed, double-spaced, have one-inch margins, and use a reasonable font (i.e., 10-12 point).
- (ii) The final grade is calculated on the weighted value of all components.
- (iii) All assignments must be turned in at the beginning of the class session on the specified due date. Except in the event of a serious, documented medical difficulty, late assignments will not be accepted.

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## ***EXAMINATIONS***

There will be two in class examinations. They will cover all material discussed in class and all reading assignments (textbook, class notes, cases and other supplementary reading material). The exams are closed book and closed notes, but you may bring one sheet of paper, 8 ½ x 11 inches, on which you may write anything you like. You may also bring a calculator. The second exam is not cumulative and will only cover material in the second half of the course. We will discuss the exam format in class. The test may include short answer questions, applied statistical questions, and multiple-choice questions.

These exam dates will not change and it will be extremely unlikely that you will be given permission to take a makeup. Therefore, if you know you have a conflict with either of the exam dates you must let me know by the fourth class session, and we will discuss your options. Otherwise, you must request a makeup examination in writing and you must provide written medical proof that you cannot take the examination on the scheduled date. This proof must be on the letterhead stationary of the medical office, must provide the date and time of the medical emergency, and must provide both a telephone number and contact name to verify the situation.

## ***HOMEWORK ASSIGNMENTS***

You are required to complete several homework assignments. Details concerning these assignments will be announced in class. If you miss a class it is your responsibility to find out if an assignment was announced. Late assignments will not be accepted. I will announce in class whether you must work on the assignment individually, or whether you have the option of working in small groups. For all assignments where I allow you to work in small groups, you will be responsible for forming your own group and all members of the group will receive the same grade. Group work will always be optional. You will never be required to work with a group and will always have the option of completing the assignment on your own.

## ***OTHER CLASS-RELATED ISSUES***

### ***Class participation***

Although you will not receive a formal grade for class participation, learning is an active process and your knowledge of the class material will only increase with your active class participation. I therefore encourage active class participation. Class participation is facilitated when I know each of the students. In order to facilitate this, I ask you to provide a photograph of yourself and to respond to a brief survey providing me with information about yourself. I will also ask you to sit in the same seat in each class session. During the 2<sup>nd</sup> class session, I will pass out a seating chart.

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### ***Grading***

Your homework assignments and examinations will be graded either by me or by one of my teaching assistants. In a few rare cases, there may be a mistake in your graded assignment or examination. Sometimes these mistakes may work to your benefit and sometimes to your detriment. If the error was one simply of adding up the points incorrectly, please just write me a note letting me know this, and I will correct the mistake. However, if you believe that an assignment or examination was graded incorrectly or unfairly you must provide me with a written statement requesting that your assignment or examination be re-graded by an additional, independent grader. I will then ask another faculty member to re-grade your examination or assignment. This person will re-grade all questions, not only the question under dispute. If you like, you may indicate the nature of your concern in your letter to me, however that letter will not be forwarded to the independent grader so that his or her grading is unbiased. The grade assigned by the independent grader will be final and cannot be further challenged. In other words, if this grade is higher you will be assigned the new higher grade, however, if this grade is lower, you will be assigned the new lower grade.

### ***Accessing Blackboard and Account Information***

We will be using Blackboard for our class web site. Although some of your other classes may be using Prometheus, the Stern School and all of NYU will be migrating to Blackboard, probably by next year. We will be using Blackboard on an experimental basis in this class. The functionality of Blackboard and Prometheus are very similar, so if you are already using Prometheus you should have no trouble using Blackboard. The main difference between the two is how you access the sites.

Since Blackboard is administered through NYU computing, to gain access to Blackboard, all users must enter through their NYU accounts (note this means you will use your NYU account and not your Stern account). Therefore, to use Blackboard you need to activate your NYUHome account. If you have not already done so, you will need to activate your account by doing the following:

Go to <http://start.nyu.edu>. Enter your NYU netID and leave the password area blank. Then follow through all the steps. Make sure you go to the very end or your account will not be activated. Once you go through the entire process, make sure you login to <http://home.nyu.edu>. You should then see the course listed in NYU's Home if you click on Academics. However, you don't need to always login this way - only the first time. After that, you can simply go to <http://classes.nyu.edu>. The web sites for the two sections of this class are C55.0009.001.SP03 and C55.0009.002.SP03

You can find a Blackboard Student manual on the Stern Educational Technology website at <http://www.stern.nyu.edu/deans/edtech/blackboard/index.html>.

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***Other Bureaucratic Items:***

No cheating or dishonest behavior will be tolerated in this class. If you copy the work of a current or past student, or if you plagiarize, the University discipline committee will be notified.

No extra credit will be given under any circumstances. If you are having difficulty in the course, please come see me during office hours or make an appointment. Come see me as soon as you start to have difficulties and do not wait until the end of the semester.

I expect you to treat class in a professional manner. In other words assume that your class responsibilities are equal to the responsibilities you would have in a professional job. In particular, you are responsible for coming to class (just like you are responsible for coming to work). There may be occasions when you feel you cannot attend class (e.g., sicknesses, job interviews, etc.). You should make your attendance decision in the same manner in which you would make such a decision for work. You are responsible to arrive to class on time and prepared to work. It is both disrespectful and disruptive to your other class members if you arrive once the class is in session. It is also disrespectful and disruptive to leave the classroom while class is in progress. Do not plan on leaving mid-session unless it is absolutely necessary.

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## Appendix A

### **CASE DESCRIPTIONS AND PREPARATION QUESTIONS**

#### **Boston Fights Drugs**

This case is about the de-marketing of drugs to youths in the city of Boston. In the (A) case focus groups have been employed to explore young people's attitudes about illegal substances, as well as the credibility of various attempts to persuade them to avoid or abandon drugs. In the (B) case, teenagers are shown three proposed anti-drug advertisements in an experimental setting.

#### *Preparation Questions:*

A case:

1. Would you have selected focus groups as your research methodology? Why or why not?
2. What do you make of the design of the pre-screening questionnaires and the focus group interview protocols?
3. What are the threats to the validity of this research?

B case:

1. What do you think of the design of the advertising pretest?
2. What conclusions, if any, can we draw from the results?
3. Exactly what do you recommend for the de-marketing communications campaign?