

**Department of Agricultural, Food & Resource Economics  
Rutgers University, New Brunswick, New Jersey**

**Applied Marketing Research (11:373:465) or (16:395:510)<sup>1</sup>**

**Spring 2023**

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**Office Hours:** Email me for a Zoom appointment.

**Class Meeting Time and Location:** M/W/Thu, 2<sup>nd</sup> period (10:20 am - 11:40 am); COB 118 and Waller 209

**Pre-requisite:** Statistics

**Description of course and Learning goals:** Marketing Research is an important tool in the real world of business and marketing management. It is a systematic inquiry of challenges facing businesses in the real world in order to provide information that guides managerial decision making. This course will equip you with a comprehensive and hands-on understanding of marketing research concepts and methods.

The primary emphasis of this course is on teaching students the value of marketing research in business decision making using hands-on live projects that students develop and complete within the semester. Students use survey research techniques in their projects to collect primary data, analyze their data using SPSS, and then submit both oral and written reports by end of the semester. This project-based approach is designed to provide students with experience in formulating and conducting relevant and meaningful marketing research projects they can call their own, i.e., becomes a part of their skills portfolio. Because this course takes a live project-based or hands-on approach, the enhancement of your ability to apply marketing research concepts and techniques in the real-world marketing situations is of paramount importance. Details of the project follow.

Assuming that you are present, participate in discussions, speak to me about anything and everything related to this course, and that you do the reading and the work required, then by end of the course you will be able to:

- a) Understand the usefulness of marketing research as a management tool in the real world,
- b) Define research questions based on challenges or dilemmas faced by managers and business owners,
- c) Develop research hypotheses to address challenges business owns and managers face, and develop appropriate research design to reflect the research hypotheses,

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<sup>1</sup> **COPYRIGHT WARNING!** Students may not **post** ANY class materials, such as syllabus, slides, tests, examinations, and other professor-created documents, including those the notes they take in class (on paper or in electronic media or any media) to sites such as Course Hero. ANY and ALL class materials are subject to the IP rights of the professor as defined in the Rutgers Policy. Sharing class notes via means other than posting is acceptable, e.g., giving another student a copy of your class notes is acceptable.

- d) Understand the survey research techniques, and develop and implement survey instruments,
- e) Evaluate quality and characteristics of primary data and then carry out statistical and descriptive analyses using statistical software, such as SPSS, and
- f) Present scientific research-based oral and written reports.

**BE PREPARED! THIS IS A VERY TIME CONSUMING BUT REWARDING COURSE!!** Your work throughout the semester should show strong and coherent evidence of these learning objectives, embodied primarily in the live project you will complete. The quality of your research reports, both oral and written, will influence your final grade.

**Course Materials:** You have enrolled in this class voluntarily. *You are responsible for all reading and computer lab assignments.* The primary texts selected for this course are given below. Textbook(s) is (are) used to teach concepts and applications, begin discussions in classes, and to frame issues addressed in written work. I will be using the primary textbook(s) listed below to teach concepts, their application and for all graded assignments. So, although it is not required (mandatory) for students to buy textbooks, I recommend it, including sharing of a textbook among multiple students. Additional readings, including handouts, will be given or assigned throughout the semester. You should regularly read news magazines (e.g., Bloomberg BusinessWeek) and newspapers (e.g., the WSJ) to complement your course.

Hair, Jr., J.F.; D.J. Ortinau; & D.E. Harrison (**HOH**). *Essentials of Marketing Research*, 5th ed., McGraw-Hill, 2021, OR Hair, Jr., J.F.; M.W. Celsi; D.J. Ortinau; & R.P. Bush (**HCOB**). *Essentials of Marketing Research*, 4<sup>th</sup> ed., McGraw-Hill, 2017.

Salkind, N.J. (**NJS**). *Statistics for People Who (they think) Hate Statistics*. 4<sup>th</sup> ed. Thousand Oaks, CA: Sage Publications, 2010. OR a text book on Statistics for Business.

#### **Technology tools:**

**SPSS.** A statistical software package and comes with your textbook (and also available in the PC labs in campus, e.g., Waller). You will be using SPSS extensively to complete various assignments, including project analysis and reporting. Familiarize yourself with the software so that you are ahead of the game (install it in your personal computer and follow the examples in your text).

**Make yourself familiarize with the Rutgers virtual lab – you’ll be using it to learn and use SPSS for your data analysis:** <https://it.rutgers.edu/virtual-computer-labs/>

**Internet.** As you know, this is a very valuable resource. Use it wisely (note that plagiarism carries stiff penalty) to collect secondary data and other information necessary for your project, including sample surveys, past studies and reports, etc.

**Canvas:** If you are registered for this course, you should be able to access this course (11:373:465 or 16:395:510) in your Canvas page. We will be using Canvas for accessing course materials (syllabus, articles, assignments, quiz/exams from past, videos, etc.), etc.

**CAUTION!** Statistics is a prerequisite to enroll in this course and you will be using it heavily. It is expected of you to know at least the following statistical concepts and their applications: Measurement of Central Tendency, Sampling, Association between variables, and Hypothesis testing (and linear regression - for grad students). Although I will be reviewing these topics in class (key word: reviewing), **I strongly advise you** to review and

consult an applied statistics or business statistics textbook, including the one mentioned above. You may want to consult RU libraries for a good reference statistics book for business students.

## COURSE OUTLINE AND ASSIGNMENTS<sup>2</sup>

Planned Class meetings	Topics coverage and relevant Chapters	Student self-study with follow-up Q&A	Assignments, Exams, Projects, etc.
	Marketing Research for Managerial Decision Making; <i>Reading assignment: HOH Ch. 1</i>		Orientation and discussion of syllabus, and explanation about MR projects and teams, and lab sessions.
	The Marketing Research Process; <i>Reading assignment: HOH Ch. 2</i>		
		Secondary data, Lit review, and Hypotheses <i>Reading assignment: HOH Ch. 3</i>	Search online, including RU libraries, for data relevant to your topic of interest
		Exploratory and observational research <i>Reading assignment: HOH Ch. 4</i>	Feel free to watch YouTube videos on Focus Group studies
	Descriptive and causal research design; <i>Reading assignment: HOH Ch. 5</i>		Search online and explore availability of survey related to your topic. Survey samples (see Canvas)
	Sampling; <i>Reading assignment: HOH Ch. 6</i>	Statistics begins! Review your statistics knowledge.	Develop questions for your survey instrument
	Measurement and scaling <i>Reading assignment: HOH Ch. 7</i>		Develop questions for your survey instrument (contd.)
	Designing the questionnaire (Survey); <i>Reading assignment: HOH Ch. 8</i>		Finalize your survey instrument. Use of Qualtrics.
		Qualitative data analysis <i>Reading assignment: HOH Ch. 9</i>	
	Preparing data for quantitative analysis; <i>Reading assignment: HOH Ch. 10</i>		

<sup>2</sup> Depending on the need of the live projects, the class schedule is subject to change. Graduate students will have additional workload, e.g., doing econometric analysis of the data collected. Reading assignments do not include additional readings.

	Basic data analysis for quantitative research; <i>Reading assignment: HOH Ch. 11</i>	Review your statistics knowledge.	
	<b>SPSS lab session</b>	Review your statistics knowledge.	
	Examining relationships in quantitative research; <i>Reading assignment: HOH Ch. 12</i>	Review your statistics knowledge.	
	<b>SPSS lab session</b>	Review your statistics knowledge.	
	Communicating research findings (Written and oral reports); <i>Reading assignment: HOH Ch. 13</i>		See term paper template and sample term paper reports.

<b>IMPORTANT DATES RELATED TO THE MARKETING RESEARCH PROJECT</b> (This IS your work schedule to complete the term project successfully)		
<i>Class meetings</i>	<i>What is planned and expected</i>	<i>What is due and When</i>
Jan - first two weeks in January (or the first two weeks of classes)	<ul style="list-style-type: none"> <li>Market research teams are formed by random drawings.</li> <li>Each team needs to email its members' contact info (names, emails, etc.) with each other as soon as teams are formed.</li> <li>Between now and first week of Feb, teams discuss their project ideas in class.</li> <li>There will be regular peer evaluations for ALL team/group projects starting Feb.</li> </ul>	Market research teams are formed by random drawing on the 3 <sup>rd</sup> or 4 <sup>th</sup> class period (Jan 24 <sup>th</sup> or 26 <sup>th</sup> in 2023)

<p><b>Feb - first two weeks</b></p>	<ul style="list-style-type: none"> <li>• Develop a 1-2 pages proposal for your project and your plan of work and send it to Dr. Bhuyan <i>by 9pm of the due date</i> so that we can discuss it in class. This is your Research Progress Report#1 (RPR#1) and you'll be asked to discuss this in class.</li> <li>• Your draft proposal should include or answer the following questions: what is/are the issues? why are they imp (rationale)? what are your objectives? who is your target population? Also, submit at least 10 questions that you'd like to ask your target population to collect the necessary information for your project.</li> <li>• Each team needs to let Dr. Bhuyan know how the project work will be divided and which team member will be responsible for what work (i.e., who does what).</li> <li>• Teams are allowed to make the necessary adjustments as the semester and project work progress. Having to agree upon the division of work before or at the beginning the project reduced the occurrence of group members saying they did not know what they were responsible for doing or how to do it. This is the <b>Work Responsibility Plan (WRP)</b>.</li> </ul>	<p>Revise your prop after you get comments in class and from Dr. Bhuyan and then submit your revised prop by 9pm on the Second Sat in Feb.</p> <p>This revised proposal is the basis of your term project report, so make every effort necessary to do an excellent job.</p> <p>Add your team's <b>Work Responsibility Plan</b> to the revised proposal.</p> <p>Peer evaluations take place every mid-month.</p>
<p><b>Feb - last two weeks</b></p>	<ul style="list-style-type: none"> <li>• Using comments by Dr. Bhuyan on the questions on your draft proposal, develop a draft survey questionnaire that will be able to collect the necessary data for your project. Submit this draft survey. This is your RPR#2.</li> <li>• Dr. Bhuyan will return your draft survey with comments and also discuss them in class. Revise your survey and now use Qualtrics to design your survey using the revised survey.</li> <li>• Export the draft final version of the survey to Word and submit to Dr. Bhuyan. Note that your survey needs to be ready before end of Feb for implementation. This is your RPR#3.</li> <li>• How's your lit review going? Add lit review to your revised proposal.</li> <li>• How's work on the Research methodology section going? Utilize the existing lit as well as consult Dr. Bhuyan.</li> </ul>	<p>Submit draft survey questionnaire on the third Sat of Feb.</p> <p>Submit the final survey questionnaire on the 4<sup>th</sup> Sat of Feb.</p>
<p><b>March - first two weeks (before spring break)</b></p>	<ul style="list-style-type: none"> <li>• Complete primary data collection (using Qualtrics).</li> </ul>	<p>Complete data collection by the second Sat of March.</p>

<p><b>March - second two weeks (after spring break)</b></p>	<ul style="list-style-type: none"> <li>• <b>Complete prelim analysis of your data</b> – in pc lab, in libraries, or personal computers (remote access to SPSS is available for free to students).</li> <li>• Teams will be presenting and discussing their analysis and results in class and will get input from Dr. Bhuyan and other teams for the necessary revisions. Explore ways to improve your analysis and reporting.</li> <li>• Writing of your report needs to continue simultaneously.</li> </ul>	<p><b>Peer evaluation takes place every mid-month.</b></p> <p>In-class presentations and discussions of team projects.</p>
<p><b>April - first week</b></p>	<ul style="list-style-type: none"> <li>• Submit your completed draft report. Consult Dr. Bhuyan as well as reports from past years (in Canvas for this course) and prepare your report accordingly. This is your RPR#4.</li> <li>• Once you get comments from Dr. Bhuyan on your draft report, revise and resubmit it to Dr. Bhuyan in the second week of April.</li> </ul>	<p>In-class presentations and discussions of team projects.</p> <p>Completed draft report is due on the <b>second Sat of April</b> (it will be returned with comments for revision and resubmission).</p>
<p><b>April - second week</b></p>	<ul style="list-style-type: none"> <li>• Revise your draft report based on comments received in class and submit.</li> </ul>	<p>Submit your revised draft report by <b>third Sat in April.</b></p> <p><b>Peer evaluation takes place every mid-month.</b></p>
<p><b>April - third week</b></p>	<ul style="list-style-type: none"> <li>• Teams make their final oral presentations.</li> </ul>	<p><b>FINAL ORAL REPORTS PRESENTED IN CLASS (date TBD)</b></p> <p>Revise your written report AFTER your final oral presentation; final submission is soon!</p>
<p><b>April – last week</b></p>	<ul style="list-style-type: none"> <li>• <b>SUBMIT YOUR REPORTS OR LOSE ALL REPORT POINTS (both oral and written)!</b></li> </ul>	<p><b>FINAL VERSIONS of BOTH ORAL (ppt) and WRITTEN REPORTS (in Word) ARE DUE BY 9pm (due date last day of class or TBD).</b></p> <p><b>Final peer evaluation takes place AFTER the final written report is submitted.</b></p>
<p><b>IMPORTANT NOTE for ALL submissions: submit your assignments, any and all, via email ONLY.</b></p>		

**Teaching Methods and Expectations:** A variety of methods will be used to accomplish the course objectives. These methods include instructor's lectures, case discussions, exams, videotapes, group presentations and papers, and most importantly class discussion. Lectures and discussions will be used to integrate the topics covered in the course, to explain and amplify information contained in the reading assignments, and to present supplementary material. When possible, outside guest lecturers will be invited to speak to the students on relevant topics. The course is designed to elaborate and clarify the material in the textbook and outside material, stimulate your thinking about key issues related to food marketing, and relate the covered material to real world situations. Emphasis will be placed on active student participation and discussions. Ideally, I will like to create an open atmosphere in which we can creatively and imaginatively analyze ideas and concepts. In the process we will add to our intellectual skills and become more analytical in our thinking about events related to (or not) food marketing. You are expected to come to class prepared to discuss the relevant issues. You are strongly encouraged to and are expected to participate actively during class discussions and analyses. You are responsible for the material in the reading assignments and materials handed out in class. *Note* that for each hour of the class, you may need to devote at least 2-3 hours outside the classroom, particularly later part of the semester when the marketing research project is in full gear.

**My commitment regarding Teaching and Learning:** I see my role as a teacher to be a facilitator of learning. My goals include, among others, the transfer and discovery of knowledge and the development of YOUR abilities to think critically and analytically. This is accomplished through both theory and practical work in- and outside the classroom. Teaching and learning require a collaborative effort where I assume the primary responsibility for guiding the learning process and YOU assume the personal responsibility for learning. In this collaborative approach, I expect YOU to participate actively and provide feedback throughout the semester to improve my teaching and your learning.

Even after a decade of teaching this and other courses, I still consider myself learning continuously how to teach better. Therefore, I am committed to continuous improvement in the quality of teaching and learning. To achieve this, I will use several mechanisms. First, you are invited to speak to me freely at any time about any aspect of the course. Second, we will conduct a mid-terms evaluation of the course. You may indicate the merits and demerits of the course and your suggestions for improvements. Your feedback will help me gauge how the course is progressing and make it a worthwhile learning experience for you. I will share the summary of your feedback with you and will try to make the necessary adjustments in my teaching based on your feedback. Finally, course evaluation forms will be administered at the end, and I encourage you to write comments on the back in addition to filling up the bubbles. This will be particularly helpful for making effective changes in future.

**Evaluations:** The main question of interest here is "What did you learn in this class that you did not know before?" One enrolls in a course to learn something new or to expand the horizon of something already learnt, and I hope this course will be able to offer students exactly that. To evaluate student understanding and progress, the principal instrument is the successful completion of the marketing research project. Several interim presentations during the semester lead to a final presentation at the end of the semester by each team. There is typically no in-class examination in this course; however, **a comprehensive examination (typically take-home)** is administered at the end of course work. There may also be **homework** and **quizzes** during the semester based on both theory (text book) and lab (using SPSS to analyze marketing research data).

**Grading:** Given the possibility of uneven contributions by individual team members in a team, an individual's grade will also be based on peer evaluation of the effort his/her contributed toward your team's live project. Therefore, I urge you to negotiate among your team members the live case project workload distribution based

on other class requirements or commitments. Additionally, each team will be evaluated by their peers at the oral presentation.

It is also my responsibility to prepare appropriate evaluation to your progress in learning and give feedback regularly. My part of the grading will be based on written work (homework, quiz, research paper) and class participation. I aim for fairness in grading. Please remember that grading is a subjective process whose end is not always satisfactory to everyone. Also please remember that your grade in this course is not a prediction of your success after graduation, nor is it an evaluation of your worth as a person.

**The final grade for the course is based on, i.e., distribution of credits are as follows:**

Hands-on field project (team; includes instructor and peer evaluations)		
Progress reports (written + oral) in Feb, Mar, & Apr	30	300
Final oral report (April)	100	
Written reports (draft 20 + final 100)	120	
Peer evaluation in Feb, Mar, Apr, and final eval in May (5+5+5+35)	50	
Theory Quiz, typically after each chapter		50
SPSS-based practical test/quiz (individual; <b>this could be a one-on-one test/quiz including requiring students to do exercises using SPSS</b> )		50
Exams (typically theory-based; comprehensive), typically at the end of April ( <b>there's no final exam in this course</b> )		100
Participatory activities designed for each class period (e.g., answering questions on topics discussed during class) – bonus points		(10)
<b>TOTAL</b>		<b>500</b>

**Grades:** A: GE 90% and F: LE 60. However, final grades will be adjusted based on overall class performance. *Improvement during the semester will be taken into consideration in determining course grades in borderline cases. University policy regarding incomplete grades will be followed.*

**Your Responsibilities:** Some of YOUR responsibilities, as a student in this class, include:

1. **You signed up for this class voluntarily, so you are expected to attend each class.**
2. **Be** committed to and **responsible** for learning. This includes using all the college-level skills you have for reading, writing, thinking, listening, and the “grit.” For instance, prepare for each class by **READING** assignments **BEFORE** class, ask relevant questions, and study adequately for quizzes, exams, and term papers.
3. Use the principles of **critical thinking** when completing assignments, e.g., analysis of articles and term paper. Some of the elements of critical thinking include: relevancy (your statements must be relevant to the question), accuracy (statements presented as facts and used to support your position must be accurate and clearly supported with evidence), clarity (expand on your idea and provide examples or illustrations to explain what you meant), depth (address the complexity of the problem), breadth (consistently and thoughtfully consider alternative points of view and interpretations), logic (your line of reasoning needs to



be logical, and your conclusions must follow your logic), and significance (you must draw conclusions from the experience) [adapted from *Foundation for Critical Thinking* by Richard Paul, 1996].

4. Do your assigned work **on time**. If you think you will need help in the class, get it as soon as possible. The longer you wait to get help, the harder it gets to catch up with the class.
5. **Participate** in class discussions. *There are credits to be earned!* You are strongly encouraged to provide feedback to the instructor throughout the semester in order to improve this class.
6. If you are having difficulty learning in this class, or having any class-related problem, or just want to stop by, I expect you to contact me via email: [bhuyan@sebs.rutgers.edu](mailto:bhuyan@sebs.rutgers.edu).
7. You have chosen to enroll in this class therefore, **you are expected to** be responsible for all class assignments, including reading, HW, quizzes, etc.
8. **Practice online etiquette and do not engage any activities that may distract others from the class.** For example, to discourage and eliminate distractions during class, you may want to avoid having banner (religious, political, or sports) behind you or use as background of your WebEx or Zoom; or avoid engaging in any activities that may distract others from the class.
9. **Academic dishonesty** will not be tolerated. You are expected to follow all applicable University, School, and Departmental policies and regulations. You may be asked to sign an honor pledge with each assignment, including HW, Quiz, and Exams. All students are expected to abide by the *academic honor system* followed at Rutgers. Any form of cheating, including plagiarism in reports, will be handled accordingly. Please visit <http://academicintegrity.rutgers.edu/integrity.shtml> for more details. **Each examination may include questions based on the RU academic integrity policy.**
10. **Rutgers Student Food Pantry** (<http://ruoffcampus.rutgers.edu/food/>): You should not be worried about putting food in your plate but the reality is that many students do. But there's help – please contact Rutgers Student Food Pantry for assistance.
11. Last but not the least, kindly note that **this syllabus is like a contract** for enrolling in this course. If you decide to continue with this course beyond the point of drop and add, I shall consider that all rules, policies etc. outlined in this syllabus and/or discussed in the class are acceptable to you.

#### **ASSIGNMENT, EXAM, AND ANY CLASSWORK RELATED POLICIES**

1. **Formatting related:** If your HW and/or any written work has more than one page, properly number the pages and staple the report *before* you submit. Folding pages at the corner is not considered stapling. I am not responsible for any lost or missing pages in your written work. Do not forget to write your name on any submitted work.
2. **Labeling related:** Clearly label items that needs labeling (e.g., \$, lb, ft, proper nouns, etc.). Points may be deducted if completed work is not properly labeled.
3. **Show work details:** Getting the answer correctly is not sufficient, you need to show how you got to the correct answer, i.e., show your work, particularly in work that involves math. Points may be deducted if completed work is missing details.
4. **Penalty for non-completion:** Complete and submit ALL assignments, whether individually or in a group, in a timely manner and in a suitable/professional format. Non-submission of homework and other assignments on the due date will result in a @20% deduction of points per calendar day AFTER the due date, i.e., if you submit the day after the due date, you will lose 20% and so on.

5. **Getting acknowledgement:** If you submit your completed assignments by email, make sure you receive my acknowledgment of receipt. If you drop off your completed assignment in my mail box, make sure to get a written acknowledgment from one of the Secretaries in my Department. If you are sliding your completed assignment under my office door, it is your responsibility to obtain an acknowledgment from me.
6. **Missing examinations and quizzes:** *There are NO make-ups for any class assignments, including quizzes, hw, and exams.* You may miss a maximum of one quiz during the entire semester without incurring any penalty. That is, if you miss a quiz, it will be replaced by your average quiz score, including those that you missed, for the semester. IF you must miss an exam and have a valid, documented excuse (e.g., illness documented by a physician's note – *no need to mention what the ailment is* - is a valid excuse), you have the option of (i) writing a short paper on a class-related and instructor approved topic, or (ii) increase proportionately the weight of the other exams and having the final grade determined accordingly. Without any documented valid excuse, you will be given zero grade for the missed exam(s).
7. Plagiarism carries severe penalty, including but not limited to, suspension and expulsion. **Note that Rutgers subscribes to a service ([www.turnitin.com](http://www.turnitin.com)) that can and will detect and verify plagiarism and all faculty members have access to this service.** I will be using Turnitin to check the originality of your term paper (both the team section and the individual section). I suggest that you use Turnit to check your final report before submission (revise accordingly before submission). The cutoff point is 25% in terms of the 'similarity index.' So, if your report is flagged by Turintin as above 25% in its originality report, you will lose 75% of total points; and if your paper is flagged at 50% or above, you will be reported to the proper authorities who handles academic integrity issues at Rutgers. Please consult Rutgers University's policies on academic integrity for details.
8. If you have questions regarding this syllabus, or about the course, or any class material, please feel free to see me.

## **Marketing Research Live Case Project**

**(Consult the "Important Dates" section above)**

The purpose of this live team project is to practice what you learned in class! Materials presented in class are mirrored in this live project, therefore, your understanding of the class materials is critical to the success of your project. Each project includes the defining the research problem that would provide the necessary information to the management to address the management problem the business is facing, then use the defined research problem to develop a survey questionnaire, collect primary data, analyze the primary data, and present the research results in the form of both oral and written reports.

This project is designed to motivate you to learn and apply marketing research and analytical (statistical) concepts presented in classroom into a real-world situation. Granted such a project is difficult (even for the instructor!), but it will help you understand the relevance of the marketing research concepts you learned in the context of the real-world marketing management situations. Your team will present both oral and written reports at the end of the semester as a partial fulfillment of the course requirements to receive a final course grade.

An additional benefit is that at the end of the semester you will have something tangible to put on your resume and to talk about in your job interviews! This is a team effort, in other words, a hands-on cooperative learning process. If you plan your work as scheduled and work together as a team from the very beginning, this will be a

much enjoyable experience for you and your team. **Members of marketing research teams WILL need to meet many times after class and/or in the evenings** (use Zoom/WebEx if you are unable to meet in-person).

**Here's how this team project works** (see IMPORTANT DATES RELATED TO THE MARKETING RESEARCH PROJECT):

1. **Form a team** of 3-4 students and identify a team leader (optional). Such teams are generally formed using random drawing of student names by the 2<sup>nd</sup> week of class (typically in the 3<sup>rd</sup> class).
2. **Create and submit a work plan**, i.e., how the project work will be divided, and which team member will be responsible for what work (i.e., who does what). The table IMPORTANT DATES RELATED TO THE MARKETING RESEARCH PROJECT includes the tasks and deadlines for these tasks for each team. Having to agree upon the division of work before beginning the project reduced the occurrence of group members saying they did not know what they were responsible for doing or how to do it.
3. Your team should **identify a marketing research question** of your own liking. However, the topic must be approved by Dr. Bhuyan; if your team cannot come up with your own topic, Dr. Bhuyan will assign one. If you know any community organizations and/or local businesses that may serve as your client for the MR project, you are welcome to bring such potentials to the attention of Dr. Bhuyan who will work both as a liaison and a guide in such cases. If you do not know any such organization or business, take the initiative, and contact your local community organizations or agribusinesses (food distributors, retailers, restaurants, or food manufacturers, or non-profits, such as community food bank) for a relevant project. See Dr. Bhuyan for guidance and assistance.
4. **Each member of the team** will now develop his/her own research objective under the umbrella of the research question that the team decided to pursue together. Each member will later develop his/her own hypothesis, survey questions, etc.
5. Each and all students on a team will be responsible for participating in the project, and each will be evaluated by his/her peers in the team.
6. **Develop a research design** to investigate the question your group has chosen. Specifically,
  - a. Search for existing secondary data on the question you are researching. Use the Internet and the databases in RU libraries – Alex and Kilmer in particular. If no secondary data is available, include in your report the databases and search terms used. Wikipedia is good place to start for some information, but it is NOT an acceptable source of reference.
  - b. Develop a research design using a survey research methodology.
  - c. Develop a detailed sampling plan (who/how/when/where/why).
  - d. Construct a questionnaire (in your paper, you should explain what types of questions you chose, and why).
  - e. Develop sampling frame and sample size relevant to your study
  - f. **Interview at least 100 respondents (more if you are interested in multiple sub-group analysis) using the questionnaire as your data collection instrument. Data collection outside Rutgers require official permission from the IRB, so it is discouraged as the process of getting permission from the IRB takes time.**
  - g. Explain your field data collection method(s), and the pros and cons you experienced.

- h. Analyze your data. We will do this by using the SPSS statistical package available on the PC labs in campus. Use of all statistical techniques taught in class is expected in your final report, i.e., analyze your data and descriptive statistics, t-tests, and chi-square tests, etc. State your hypotheses clearly and test these hypotheses using the statistical tests you have learned in this and in your statistics classes. Tables and graphs should be used in the presentation of results.
  - i. Develop a final report, focusing on:
    - i. A description of the research process.
    - ii. Analysis and reporting of your data and findings
    - iii. Strategic implications of your findings.
7. **Prepare and present** at least **3 written and** at least **3 oral progress reports** (a.k.a. Check points) in class during the semester. Each team will get about 15 minutes for each of their oral progress reports which to be presented in class. NOTE that significant progress IS expected between the progress reports. Do provide constructive criticisms of progress reports (and the final oral report) presentations by other teams. I will also meet with individual teams regularly to help and guide each team. Reporting of project progress will take place in class, unless deemed necessary, in which case extra classes may be necessary.
8. **Prepare a final report.** The Final Report consists of two parts: oral presentation and written report. Guidance for and examples of oral part of the report will be presented in class.
- a. In the **final** oral presentation, each team is to assume that your team is giving a **formal presentation in front of a Board of Directors**. Major effort in oral presentation should be made to make it easy to digest to your audience regardless of the technicalities involved. You can provide complicated technical explanations in your written report. Each team will get 30 minutes to present their respective reports, plus 10 minutes each for Q and A. *Review Chapter 20 of CS when preparing your oral report.*
  - b. The **final** written report should be “business like” in tone and appearance: cover, table of contents, appendices, pages numbered, no typos or grammatical errors, names of group members included. Each final written project report should not exceed 25-30 typed, double-spaced pages (11-point Times Roman or similar type faces pages) excluding title, toc, references and appendices. The report should follow a typical market research report shown in class, i.e., professional looking (see recommended style below).
  - c. **Work responsibilities related to analysis:** The **final** written report MUST contain an appendix list (or table) which provides details on the analytical responsibilities of each member in a team and what he/she has done, i.e., a detailed list or table showing “who did what” for the data analysis part of the report (this part requires use of SPSS). For example, Jane did frequency analysis, Joe did the association tests, etc. The SPSS clicks involved needs to be shown as well. It is the responsibility of each member of the team to verify what is claimed by other members of team in terms of analytical tasks completed, e.g., if Jane writes that she did the profiling and market segmentation analyses, it is the responsibility of other members of her team to verify that Jane actually did that and not claiming someone else’s work!
  - d. **Final data set:** Over the course of the analysis, you will have modified your original SPSS data set that you downloaded from Qualtrics after your data collection was completed. **You need to submit that modified SPSS data set used for your analysis along with your final written report.**

- e. **Contents of the final report:** Major effort in the written report should be devoted to the research question, consequent research methodology, analyses, and results sections. Professionalism in the presentation of the written report will count. *Review Chapter 13 of HCOB textbook when preparing your written report.* The final written report should consist of the following sections. **Sample project reports from the past semesters in Canvas.**
- i. **Title Page:** appropriate, descriptive, title? Researcher(s) identified, i.e., is your name there?
  - ii. **Table of Contents:** well organized? Consistent with headings/subheadings in paper?
  - iii. **Executive summary:** brief summary of the project, including purpose of research.
  - iv. **Introduction:** good background but concise? Is problem well defined, i.e., does it clearly state the research question? Objectives clearly related to the problem statement? Objectives clear and precise? Hypothesis, if any, clearly explained?
  - v. **Literature Review:** relevant? Updated? Focuses on the objectives of the study?
  - vi. **Research Methodology:** Research design (typically survey research) clearly stated? Secondary data and sampling plan well explained? Example of questionnaire given?
  - vii. **Analysis and Discussion of Findings:** Summary of raw data and Statistical analyses used and their explanation provided? Is analysis appropriate for the objective(s)? Discussion clear and informative? Appropriate use of tables/graphs to support discussion? Was any hypothesis tested? Avoids claiming findings not supported by procedure? Avoids opinions and biased presentation of results? Findings clearly related to objectives?
  - viii. **Summary and Conclusions:** Strategic implications, based on your analyses of the data? Major conclusions clearly summarized in logical order? Have all objectives listed earlier been accomplished? Honest discussion of shortcomings? Easy to understand?
  - ix. **Recommendations** Recommendation clearly related to conclusions?
  - x. **References:** a complete set of references included? Follow a consistent style, e.g., adopt your textbook's style of reference. You must provide **proper citations and a reference in your term paper** even if you only rewrite someone else's writing. *Wikipedia is good place to start, but it is NOT an acceptable source of reference.* Plagiarism implies academic dishonesty and if caught, you will be penalized accordingly (see #5 below). ALL citations must be under a heading, "References" and placed at the end of the term paper and not at the end of each section.
  - xi. **Appendix Material (e.g., survey, code book):** Description and explanation of appendix material sufficient to inform reader of its importance and role? *Submit all completed surveys in a separate folder.* All appendix materials should be well defined and submitted in an organized manner. For example, if you have tables or graphs in the appendix, they need to be identified clearly and must have cross-referenced in the main text.
9. IF members of the team are working on his/her own objectives but working as a team to develop the survey instrument, collect data, etc., the final written report will be evaluated as follows:
- a. **Parts that are evaluated as a team (these parts require the members to work as a team):** Cover page, TOC, Executive Summary, Introduction, Research Method(s), Respondent characteristics, Conclusions, Appendix, and formatting of the report.

- b. **Parts that are evaluated individually (these parts may not require working as a team):**  
Respective literature review and Results & Discussions
10. Use Turnitin available on this course's Canvas site and check the originality of your term paper as well as proper citation (Chicago style). The cutoff point is 25%, i.e., if your report is flagged by Turnitin as above 25% in its originality report, you will lose 25% of total points; and if your paper is flagged at 50% or above, you will be reported to the proper authorities who handles academic integrity issues at Rutgers.
11. AFTER proper checking with Turnitin, submit a your term paper in Word or compatible format, your revised ppt, and your final SPSS data set via email.
12. Last but not the least, **REVISE, REVISE and REVISE** before you submit any report.
13. Other points to remember:
  - a. DO NOT perform any illegal activities, whether out of ignorance or otherwise, in order to complete the project (you are fully responsible for any illegal activity). If in doubt, ask Dr. Bhuyan.
  - b. All project-related expenses are student's responsibility (as per university rules and regulations). However, Dr. Bhuyan will try to subsidize some expenses, e.g., printing survey instruments, if needed.

**Statement on Diversity:** This course aims to satisfy the learning needs of ALL students from ALL backgrounds by providing a welcoming environment that respects Rutgers University's diverse student body. It is understood that different students may need different levels of support and thus, structured this course that promotes interaction, collaboration, critical thinking, self-reflection, and evidence-based respectful debates. Diversity among students is an asset and much is gained, and our educational experience is enriched by students with various backgrounds and experiences working together. If you have a documented learning difference that may prevent you from fully realizing your abilities, please contact Rutgers Office of Disability Services at 848-202-3111 ASAP; additionally, contact me at [bhuyan@sebs.rutgers.edu](mailto:bhuyan@sebs.rutgers.edu) to discuss accommodations that may enable you to successfully complete this course.

***Good Luck and Best Wishes!***

**If you have questions regarding this syllabus, or class policies, or about the course, or any class material, please do not hesitate to contact me: [bhuyan@sebs.rutgers.edu](mailto:bhuyan@sebs.rutgers.edu).**