MKTG 3341:900, **Marketing Research**, Spring 2024, CRN: 23585
Department of Management & Marketing, College of Business
Course Syllabus

Class Modality:	**Hybrid**
Class Meeting Time and Place:	**Tuesdays 5:30 – 6:45 PM CST in BLH 366** Students attend 1 in-person, on-campus class each week, then complete online work, as assigned. Recordings of on-campus lectures will <u>not</u> be provided.
Class Duration:	01/16/2024 to 05/07/2024
Instructor:	Dr. Ruby A. Daniels Office: BLH 341.F Tel: 210-784-2308 E-Mail: RDaniels@tamusa.edu Student emails will receive a reply within two business days.
Course Website:	https://tamusa.blackboard.com/

Office Hours:

	Mon & Wed	8:30 AM – 12:30 PM (Phone or Zoom conferences)
	Tues	3:30 PM – 4:30 PM (BLH 341.F) and by appointment *Office hour meetings are available in-person, by phone, or through virtual conference. Students must schedule office hour appointments (preferably at least 24 hours ahead of time) to ensure the instructor does not have a prior appointment.*

Catalog Course Description:
Marketing research methods as applied to management problems involving marketing strategy and policy formulation, and economic-industry-firm-sales forecasts.

Course Objectives:
The course explores how businesses use secondary, qualitative, quantitative, and mixed method marketing research to minimize risk and maximize return. The course extensively incorporates experiential activities to help students apply theoretical research concepts to current marketing problems. After learning research best practices, students will study a contemporary product/service and present recommendations based on their project findings.

Prerequisites: MKTG 3311, BUAD 3360.

Student Learning Outcomes: After successful completion of this course, students will be able to:
- Understand the role of marketing research
- Formulate research questions
- Collect descriptive primary data
- Search external secondary data
- Conduct exploratory research
- Conduct causal research by designing experiments
- Interpret and present the results of marketing research

AACSB Assessment:

The College of Business received AACSB accreditation in Spring 2023. As part of that ongoing process, students will be assessed on program level outcomes based on course outcomes from various courses. The materials from this course may be used for assessing such program level outcomes, and hence students must follow the necessary rigor to ensure mastery and retention of the above course outcomes.

Required Materials:
- **Textbook:**
  - Brown, T. J., Suter, T. A., & Churchill, G. A. (2018). *Basic marketing research* (9th ed.). Cengage Learning.
  - Students are responsible for purchasing the textbook. Unlike prior semesters, an e-book is no longer provided in Blackboard.

- **Blackboard:** Connect to http://tamusa.blackboard.com. You will have a list of all the readings, video, assignment descriptions, grading rubrics, PPT lectures, and other supplementary materials in Blackboard. To maximize your scores, review all of the material before completing your assignments.
- **Software:** You will be required to use Microsoft Word and Excel to complete various assignments. These products are available in the computer labs on campus. You will also be able to download the installation software from the Microsoft software center. You will receive your login name and password at your Jaguar email address. Additional programs (such as PowerPoint, Camtasia, or other video-editing software) will be required when working on your final video project. TAMU-SA's library provides computers with Camtasia for students. The instructor will provide additional information in class.
- **Computer Hardware:** In order to participate in the tutoring sessions you will need a computer with an internet connection, a microphone and speakers/headphones.
- **Time Expectation for coursework:** You are expected to spend 4-8 hours per week for the course. Based on the background, some student may require more time. Time spent may be longer when assignment/exams are due.

Other Recommended / Reading Materials: Additional reading materials are available on the course website as recommended by the instructor.

Course Requirements every student must fulfill in order to succeed in course:
1. Students should check the Course Calendar, Announcements, and Messages (e-mail) systems in Blackboard on a regular basis.
2. Students should keep current with all course assignments, quizzes, and examinations.

3. If the course uses remote proctoring for exams, students must schedule their exam early in the semester.
4. Students should ask questions and communicate with the instructor either in class, online, off-line or during office hours.
5. For all classwork, exams, quizzes etc., if a student is completing it off-campus, then they are responsible for availability of internet connectivity. Extensions will not be granted for lack of availability of internet connections.
6. Students should remember that hybrid and Hyflex courses assume greater responsibility and independent learning skills by the student for their own learning outcomes.
7. For Hyflex courses, students should keep current on class recordings, if not attending the live class (either in person or online).
8. For Hyflex courses, students are not required to come to class, even for proctored examinations.
   a. The instructor can require students to physically sit for an examination in a proctored environment at the facilities of university testing services – setup of exam is responsibility of the student.
   b. The instructor can require students to take examinations using proctoring software as indicated in the Proctored Exams section.
   c. The instructor decides which type of examination works best for the class and the student must comply with their instructions – as long as they are not required to take an in-class examination, or are required to take the examination at one specific time that applies to all students. In other words, the instructor will offer the student some flexibility on test location and the time to sit for the examination. Instructors should allow 72 hours for students to complete any examination.

Grading Policy: The final course grade will be based on your performance on the exams, assignments, and class participation using the following weights:

Assignments	%
On-campus participation	10.0%
Experiential exercises	13.5%
Experiential market research project	26.5%
Exams	50.0%
TOTAL	100%

The final letter grades will be assigned as follows: Above 90% $\Rightarrow$ A; 80 – 89% $\Rightarrow$ B; 70 – 79% $\Rightarrow$ C; 60 – 69% $\Rightarrow$ D; Below 60% $\Rightarrow$ F.

Examinations: There will be a mandatory mid-term exam and a mandatory final exam (as per university schedule). <u>Being absent for an exam will result in a grade of zero for that exam and may result in a fail grade in the course</u>. The midterm and final exams will be open-book, open-note, timed, and hosted in Blackboard. The exams will consist of a series of true/false, multiple-choice, multiple answer, and short answer questions. The exam questions materials will come from lecture notes, readings, videos, and class discussions. Questions will emphasize understanding and applications of concepts and topics covered in class.

Proctored Exams: Examinations in this class may/will be administered using secure online testing services. Details regarding proctored test sign up and administration will be provided at least 2 weeks prior to the exam.

Assignments/Research papers: There will be face-to-face (F2F) as well as online assignments during each week of the course. Individual assignment descriptions and due dates will be posted through Blackboard. <u>Students are expected to read all assignment instructions carefully before attempting the assignment</u>. Grading rubrics for all assignments are located at the end of the syllabus.

- **Participation (10%)** – Students are expected to demonstrate their understanding of the course concepts by consistently, constructively, and actively participating during the live in-class discussions.
- **Experiential Exercises (13.5%)** – To learn how to use common tools used by organizations that conduct market research, students will complete a series of short exercises to demonstrate their ability to use software such as Excel and Google Forms.
- **Experiential Market Research Project Activities (26.5%)** – To learn how to apply the course concepts in real-world situations, students will complete various experiential project activities. Early in the course students will select a contemporary product or service to study. To demonstrate their understanding of the research concepts presented in class, students will complete a series of project activities that will be incorporated into a major presentation at the end of the course. <u>To maximize their scores, students are strongly encouraged to use the templates and resources provided in Blackboard</u>. All papers should be submitted in APA format.
- **Exams (50%)** – Students will take an online mid-term exam (20%) as well as an online final exam (30%). The exams will include true/false, multiple choice, and short answer questions based on the assigned readings/videos and in-class lectures.

Make up and Late Assignment/exam/quiz policy: <u>As a general rule, make-ups or late submissions will **NOT** be offered or accepted for any missed assignments/exams/quizzes</u>. Late submissions or make-ups may be accepted/administered only in extra-ordinary circumstances such as an excused official university activity, a severe illness, or a dire emergency. However, you must provide comprehensive documentation either before or within a few days of the missed assignment/quiz/exam.

Extra credit and "redo" policy: No extra credit assignments will be provided and students cannot "redo" assignments.

Class conduct and civility code: Everyone in class is expected to follow all rules in the student handbook, as well as common courtesy during classroom lectures and discussions in class and online, including the following:
1. Attendance may be taken at the beginning or the end of the class.

2. It is the students' responsibility to obtain and be able to use the required materials and software for this class.
3. Student must retain copies of all assignments and graded work for verification purposes and provide it to the instructor, if necessary. Keep own copies of all computer files and e-mails until the final grade is received.
4. Talking while the instructor is lecturing is extremely disruptive and discourteous to the instructor and other students.
5. Using computers or phones (except for a valid urgent need) during class for a purpose not related to class is disruptive. All cell phones and gadgets should be turned OFF and headphones removed.
6. For any questions about the exams and assignments, a student should contact the instructor, well in advance of the day they are due, so the instructor may have enough time to provide feedback.
7. All communications will be via e-mail communications to the Texas A&M University e-mail account, and students are expected to use their school provided email account. The instructor will reply to a student e-mail messages and voice messages within 2 business days (Monday-Friday).
8. All assignment submissions must be uploaded to Blackboard by the due date and time. Submission window may close or marked late, even if late by one second.

Anyone violating these policies may be subject to disciplinary actions.

Class Attendance and Participation: A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work, and frequent or persistent absences may result in a failing grade. Students are responsible for the materials covered in class. The course covers a lot of material and most students find at least some parts of it difficult. Class participation is highly encouraged as it makes the class more interesting and enhances the learning experience. Students are strongly encouraged to ask questions, participate in class discussions and problem solving, and visit/contact the instructor during office hours in case of questions or concerns. Good attendance and participation will be rewarded when final grades are assigned. **Because this is an on-campus course, students are expected to participate in live sessions each week. Recordings of the live sessions will <u>not</u> be provided.**

The course is intensive and challenging and you are expected to master the materials presented in class. The structure of the class makes your individual study and preparation outside of class extremely important, and may vary considerably based on student background. However, a **<u>minimum</u>** of two hours of work outside the class is expected for every one hour of class period per week. Reading the assigned chapter(s) and having some familiarity with them before class will be very useful for understanding lectures.

Spring 2024 MKTG 3341:900 Class Schedule

The provisions and information set forth in the schedule below are intended to be informational and not contractual in nature. The instructor reserves the right to amend, alter, change, delete, or modify the provisions of the schedule.

Week	Dates	Topic & Chapters	Live On-Campus Sessions Tuesdays 5:30 - 6:45 PM	Due ONLINE by Sunday 11:59 PM
1	Jan 16 - 21	Overview of Market Research Chapters 1 & 2	On-campus participation	Project: Topic Selection
2	Jan 22 - 28	Research Process and Overview of Excel Chapters 3, 9, & 19	On-campus participation	Excel: Basic Formatting Excel: Inputting Formulas Excel: Charts
3	Jan 29 - Feb 4	Sampling and Data Collection Strategies Chapter 14	On-campus participation	Project: Library Articles Exercise: Google Forms
4	Feb 5 - 11	Instrumentation - Chapters 11, 12, & 13	On-campus participation	Project: RQs
5	Feb 12 - 18	Secondary Research & Observation Chapters 5, 7, & 10	On-campus participation	Exercise: Observation Data
6	Feb 19 - 25	Exploratory Research - Chapter 4	On-campus participation	Project: Content Analysis
7	Feb 26 – Mar 3	Interviews & Focus Groups; Chapter 4 (pp. 43-49) and 13 (pp. 188-190)	On-campus participation	Project: Interviews
8	Mar 4 - 10	Mid-Term Exam	Online mid-term exam	Project: Build Your Survey
	Mar 11 - 17	Spring Break		
9	Mar 18 - 24	Descriptive Research - Chapters 15 & 19	On-campus participation	Project: Data Collection
10	Mar 25 - 31	Correlation Research & Hypotheses Chapters 6 & 18	On-campus participation	Project: Frequencies & Descriptive Statistics
11	Apr 1 - 7	Comparative & Experimental Research Chapter 8	On-campus participation	Project: Correlation & ANOVA
12	Apr 8 - 14	OPTIONAL: Instructor Conferences	Zoom	N/A
13	Apr 15 - 21	OPTIONAL: Instructor Conferences	Zoom	Project: Market research report
14	Apr 22 - 28	Reflection about lessons learned	N/A	Exercise: Lessons learned video
15	Apr 29	Study for the final exam	N/A	N/A
16	Apr 30	Study for exam Reading Days	N/A	N/A
	TBD May 1 -5	**Final Exams** – As per A&M-SA Schedule. See A&M-SA catalog for schedule	N/A	Final Exams held per Univ Schedule

IMPORTANT!

See Blackboard for a list of additional readings and videos for each week of class.

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit https://www.tamusa.edu/index.html or email us at **dss@tamusa.edu**. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Modular C, Room 166 (Rear entrance).

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services**.**

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: https://tamusa.bbcportal.com/.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf and https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf

Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any

student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at https://bit.ly/WLDCCenter.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or

discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.

2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.

4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.

2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, University Catalog and to comply with them, as well as federal, state, and local laws.

3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.

4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.

5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct.](#)

<u>Important Dates:</u>

January 16	First day of class
March 11-17	Spring Break – No classes
March 29	Study Day – No classes
April 13	Last day to drop with an automatic "W"
April 20	Last day to drop a course or withdraw from the University
April 29	Last day of classes
April 30	Study Day – No classes
May 1-7	Final exams

The complete academic calendar is available online: https://www.tamusa.edu/academics/academic-calendar/index.html

Rubrics

Weeks 1 to 11 - Participation (10 points each week)

Criteria	Missing	Proficient
On-Campus Participation ⌄ **Weight** 100.00%	**0.00 %** Did not submit the participation code or did not sign the in-class roster	**100.00 %** Submitted the participation code and signed the in-class roster

Week 1 - Topic Selection

Criteria	Missing	Need to choose another topic	Average	Good
Proposed Project ⌄ **Weight** 100.00%	**0.00 %** Did not submit a topic by the deadline	**20.00 %** Submitted a topic that does not align well with the assignment. Another topic needs to be selected by Week 2.	**60.00 %** Submitted a topic that may be problematic later in class. Visit with the instructor before Week 2 to discuss your topic.	**100.00 %** Submitted an appropriate topic for the final project

Week 2A – Excel: Basic Formatting

Criteria	Missing	Poor	Below Average	Average	Good	Excellent
Basic Excel Formatting ⌄ **Weight** 100.00%	**0.00 %** Did not submit the assignment by the deadline	**20.00 %** None of the information in the spreadsheet was properly reformatted.	**40.00 %** Little of the information in the spreadsheet was properly reformatted. Major (4+) revisions were needed.	**60.00 %** Some of the information in the spreadsheet was properly reformatted. Several (3 to 4) revisions were needed.	**80.00 %** Most of the information in the spreadsheet was properly reformatted. Minor (1 to 2) revisions were needed.	**100.00 %** All of the information in the spreadsheet was properly reformatted. No omissions or errors.

Week 2B – Excel: Inputting Formulas

Criteria	Missing	Poor	Below Average	Average	Good	Excellent
Formulas ⌄ **Weight** **100.00%**	**0.00 %** Did not submit the assignment by the deadline	**20.00 %** None of the formulas were inputted properly in the spreadsheet	**50.00 %** Few of the formulas were inputted properly in the spreadsheet	**75.00 %** Some of the formulas were inputted properly in the spreadsheet	**85.00 %** Most of the formulas were inputted properly in the spreadsheet	**100.00 %** All of the formulas were inputted properly in the spreadsheet

Week 2C – Charts

Criteria	Missing	Needs Major Improvement	Below Average	Average	Good	Outstanding
Charts in the PowerPoint template ⌄ **Weight** **100.00%**	**0.00 %** Did not submit an assignment by the deadline	**25.00 %** None of the charts in the PowerPoint file were accurate and/or properly formatted; major opportunities for improvement.	**50.00 %** Few of the charts in the PowerPoint file were accurate and/or properly formatted; several opportunities for improvement.	**70.00 %** Some of the charts in the PowerPoint file were accurate and/or properly formatted; some opportunities for improvement.	**80.00 %** Most of the charts in the PowerPoint file were accurate and/or properly formatted; a few opportunities for improvement.	**100.00 %** All of the charts in the PowerPoint file were accurately, consistently, and professionally formatted.

Week 3 – Project: Identifying Secondary Research

Criteria	Needs Major Improvement	Below Average	Average	Good
Number of Sources ⌄ **Weight** 50.00%	**0.00 %** 0 sources with insight about your project's topic	**50.00 %** 1 source with insight about your project's topic	**75.00 %** 2 sources with insight about your project's topic	**100.00 %** 3 sources with insight about your project's topic
References in APA format ⌄ **Weight** 50.00%	**25.00 %** FEW of the references are in APA-format; major errors.	**50.00 %** SOME of the references are in APA-format; several errors.	**75.00 %** MOST of the references are in APA-format; minor errors.	**100.00 %** ALL of the references are in APA-format; 0 errors.

Week 3 – Exercise: Using Google Forms

Criteria	Missing	Needs Major Improvement	Below Average	Average	Good	Excellent
Formatting ⌄ **Weight** 100.00%	**0.00 %** Did not submit the assignment by the deadline	**20.00 %** None of the online survey was properly programmed and formatted in Google Forms. Major revisions were needed.	**40.00 %** Little of the online survey was properly programmed and formatted in Google Forms. Several revisions were needed.	**60.00 %** Some of the online survey was properly programmed and formatted in Google Forms. Some revisions were needed.	**80.00 %** Most of the online survey was properly programmed and formatted in Google Forms. Some small revisions were needed.	**100.00 %** All of the online survey was properly programmed and formatted in Google Forms.

Week 4 – Project: Research Questions & Survey Planning

	Missing	Needs Major Improvement	Below Average	Average	Good	Excellent
Research Questions	**0** (0.00%) Did not submit the information by the assignment deadline	**1** (5.00%) None of the research questions were clearly phrased; major opportunities for improvement.	**2** (10.00%) Few of research questions were clearly phrased; several opportunities for improvement.	**3** (15.00%) Some of the research questions were clearly phrased; some opportunities for improvement.	**4** (20.00%) Most of the research questions were clearly phrased and align well with the project's topic; a few opportunities for improvement.	**5** (25.00%) All of the research questions were clearly phrased and align well with the project's topic.
Levels of Measurement & Variable Names	**0** (0.00%) Did not submit the information by the assignment deadline	**1** (5.00%) Did not accurately identify the level of measurement and name of any of the variables in the research questions; major revisions were needed.	**2** (10.00%) Accurately identified the level of measurement and name of some variables in the research questions; several revisions were needed.	**3** (15.00%) Accurately identified the level of measurement and name of some variables in the research questions; some revisions were needed.	**4** (20.00%) Accurately identified the level of measurement and name of most variables in the research questions; a few revisions were needed.	**5** (25.00%) Accurately identified the level of measurement and name of every variable in the research questions.
Question Phrasing	**0** (0.00%) Did not submit the information by the assignment deadline	**1** (5.00%) Included unclear or inappropriate question phrasing that did not with the RQ and level of measurement for the research questions; major opportunities for improvement.	**2** (10.00%) Included below average question phrasing that did not align well with the RQ and level of measurement for most research questions; several opportunities for improvement.	**3** (15.00%) Included average question phrasing that aligned with the RQ and level of measurement for some research questions; some opportunities for improvement.	**4** (20.00%) Included good question phrasing that aligned with the RQ and level of measurement for most research questions; a few opportunities for improvement.	**5** (25.00%) Included excellent question phrasing that aligned with the RQ and level of measurement for each research question.
Potential Responses	**0** (0.00%) Did not submit the information by the assignment deadline	**1** (5.00%) Did not include appropriate phrasing of potential responses for any questions; major opportunities for improvement.	**2** (10.00%) Included appropriate phrasing of potential responses for a few questions; several opportunities for improvement.	**3** (15.00%) Included appropriate phrasing of potential responses for some questions; some opportunities for improvement.	**4** (20.00%) Included appropriate phrasing of potential responses for most questions; a few opportunities for improvement.	**5** (25.00%) Included clear and appropriate phrasing of potential responses for each question.

Week 5 – Exercise: Observation Data

Criteria	Missing	Needed Improvement	Below Average	Average	Good	Excellent
Observation Data ⌄ **Weight 100.00%**	0.00 % Did not submit the assignment by the deadline	20.00 % Provided clear responses to NONE of the questions	40.00 % Provided clear responses to FEW questions	60.00 % Provided clear responses to SOME questions	80.00 % Provided clear, responses to MOST questions	100.00 % Provided clear, detailed responses to ALL questions

Week 6 – Exercise: Content Analysis of Online Reviews

Criteria	Missing	Needed Major Improvement	Below Average	Average	Good	Excellent
Online Review Data ⌄ **Weight** 25.00%	0.00 % Did not submit the assignment by the deadline	20.00 % Missing most the required information and/or 9 or less online reviews about the project's topic	40.00 % Provided LITTLE of the required information and/or only 10 to 13 online reviews about the project's topic	60.00 % Provided SOME of the required information and/or only 14 to 16 online reviews about the project's topic	80.00 % Provided MOST of the required information and/or only 17 to 19 online reviews about the project's topic	100.00 % Provided ALL of the required information for 20 online reviews about the project's topic
Theme Identification and Coding ⌄ **Weight** 25.00%	0.00 % Did not submit the assignment by the deadline	20.00 % Did not identify appropriate themes and/or code any online reviews	40.00 % Identified appropriate themes and accurately coded 10 to 13 of the online reviews.	60.00 % Identified appropriate themes and accurately coded 14 to 16 of the online reviews.	80.00 % Identified appropriate themes and accurately coded 17 to 19 of the online reviews.	100.00 % Identified appropriate themes and accurately coded 20 online reviews.
Chart ⌄ **Weight** 25.00%	0.00 % Did not submit the assignment by the deadline	20.00 % Created a chart that needed major improvement to display the frequencies of the content analysis.	40.00 % Created a below average chart to display the frequencies of the content analysis; several opportunities for improvement.	60.00 % Created an average chart to display the frequencies of the content analysis; some opportunities for improvement.	80.00 % Created a good chart to display the frequencies of the content analysis; a few opportunities for improvement.	100.00 % Created a professional, engaging chart to display the frequencies of the content analysis.
Written Results ⌄ **Weight** 25.00%	0.00 % Did not submit the assignment by the deadline	20.00 % Needed major improvement – All of the information was confusing and did not use APA-format.	40.00 % Below average - Most of the information was not understandable; several opportunities to improve clarity and/or APA-formatting.	60.00 % Average written results – Some of the information was understandable; some opportunities to improve clarity and/or APA-formatting.	80.00 % Good – Most of the information was understandable; a few opportunities to improve clarity and/or APA-formatting.	100.00 % Excellent - Fluent, precise, clear, and in APA-format.

Week 7 – Project: Interviews

Criteria	Missing	Needed Major Improvement	Below Average	Average	Good	Excellent
Included the Required Information ⌄ **Weight 75.00%**	0.00 % Did not submit the information by the deadline	20.00 % Included no insight about the project's research questions.	60.00 % Included minimal information that provided little qualitative insight about the project's research questions.	70.00 % Included some information that provided average qualitative insight about the project's research questions.	80.00 % Included detailed information that provided good qualitative insight about the project's research questions.	100.00 % Included vivid, detailed information that provided strong qualitative insight about the project's research questions.
Writing ⌄ **Weight 25.00%**	0.00 % Did not submit the information by the deadline	20.00 % 10+ writing errors	60.00 % 6 to 9 writing errors	70.00 % 3 to 5 writing errors	80.00 % 1 to 2 writing errors	100.00 % No writing errors

Week 8 – Project: Build Your Survey

Criteria	Missing	Needs Major Improvement	Average	Good
Adapted to prior feedback from the instructor ⌄ **Weight** 14.00%	0.00 % Did not submit the assignment by the deadline	25.00 % Adapted to little (if any) of the instructor's prior feedback.	50.00 % Adapted to some of the instructor's prior feedback.	100.00 % Adapted to all of the instructor's prior feedback.
Included at least 2 appropriate demographic questions ⌄ **Weight** 14.00%	0.00 % Did not submit the assignment by the deadline	25.00 % Did not include any demographic questions	50.00 % Included 1 demographic question	100.00 % Included at least 2 demographic questions
Included effectively phrased questions with nominal, ordinal, and continuous levels of measurement ⌄ **Weight** 14.00%	0.00 % Did not submit the assignment by the deadline	25.00 % FEW questions are phrased well (most need revision) and/or the survey does NOT include nominal, ordinal, AND continuous levels of measurement.	50.00 % SOME questions are phrased well (others need revision) and/or the survey does NOT include nominal, ordinal, AND continuous levels of measurement.	100.00 % All questions are phrased well and the survey includes items with nominal, ordinal, AND continuous levels of measurement.
Named the survey appropriately - Such as "Class Project - John Doe" ⌄ **Weight** 14.00%	0.00 % Did not submit the assignment by the deadline	25.00 % Did not include a customized title for the survey.	50.00 % Included a customized title with inappropriate phrasing	100.00 % Included a customized title with the appropriate phrasing
Configured the survey so it can only be taken ONCE ⌄ **Weight** 14.00%	0.00 % Did not submit the assignment by the deadline	25.00 % The survey can be taken MULTIPLE times.	100.00 % The survey can only be taken ONCE.	100.00 % The survey can only be taken ONCE.
Changed the confirmation message to include your name - Such as "Thanks for helping with John Doe's class project." ⌄ **Weight** 15.00%	0.00 % Did not submit the assignment by the deadline	25.00 % Did not include a customized confirmation message for the survey.	50.00 % Included a customized confirmation message that did NOT include appropriate phrasing	100.00 % Included a customized confirmation message with the appropriate phrasing
Included proper spelling, grammar, and punctuation ⌄ **Weight** 15.00%	0.00 % Did not submit the assignment by the deadline	25.00 % Several spelling, grammar, and punctuation errors	50.00 % Included appropriate spelling, grammar, and punctuation in most the survey; some small revisions are needed	100.00 % Included appropriate spelling, grammar, and punctuation throughout the survey

Week 10 – Project: Frequencies & Descriptive Statistics

Criteria	Missing	Below Average	Average	Good	Excellent
Frequencies / **Weight** 50.00%	0.00 % Did not submit the information by the assignment deadline	40.00 % Provided LITTLE the required information with SEVERAL computational or format errors	70.00 % Provided SOME the required information with SOME computational or format errors	80.00 % Provided MOST the required information with MINOR computational or format errors	100.00 % Provided ALL the required information with NO computational or format errors
Descriptive statistics / **Weight** 50.00%	0.00 % Did not submit the information by the assignment deadline	40.00 % Provided LITTLE the required information with SEVERAL computational or format errors	70.00 % Provided SOME the required information with SOME computational or format errors	80.00 % Provided MOST the required information with MINOR computational or format errors	100.00 % Provided ALL the required information with NO computational or format errors

Week 11 – Project: Correlation & ANOVA

Criteria	Missing	Below Average	Average	Good	Excellent
ANOVA / **Weight** 50.00%	0.00 % Did not submit the information by the deadline	40.00 % Provided LITTLE the required information with SEVERAL computational or format errors	70.00 % Provided SOME the required information with SOME computational or format errors	80.00 % Provided MOST the required information with MINOR computational or format errors	100.00 % Provided ALL the required information with NO computational or format errors
Correlation / **Weight** 50.00%	0.00 % Did not submit the information by the deadline	40.00 % Provided LITTLE the required information with SEVERAL computational or format errors	70.00 % Provided SOME the required information with SOME computational or format errors	80.00 % Provided MOST the required information with MINOR computational or format errors	100.00 % Provided ALL the required information with NO computational or format errors

Weeks 13 - Market Research Report

	Missing or Needs Major Improvement	Below Average	Average	Good	Excellent
Introduction	**0** (0.00%) Did not include an introduction or APA-formatted citations to provide context for the report	**7** (7.00%) Includes little introductory information (with at least 1 APA-formatted citation) to provide context for the report	**9.8** (9.80%) Includes an average introduction (with at least 2 APA-formatted citations) to provide context for the report	**11.2** (11.20%) Includes a general introduction (with at least 3 APA-formatted citations) to provide context for the report	**14** (14.00%) Includes an engaging introduction (with at least 3 APA-formatted citations) to provide context for the report
Research questions	**0** (0.00%) Did not present any research questions	**5.6** (5.60%) Confusing and/or wordy; included few of the required levels of measurement and/or was missing some of the required RQs	**8.4** (8.40%) Somewhat clear; included most of the required levels of measurement	**11.2** (11.20%) Moderately clear; included all of the required levels of measurement	**14** (14.00%) Clear, precise, objective, and included all of the required levels of measurement
Sample and data collection strategy	**0** (0.00%) None of the sampling and data collection strategy info was clearly presented; major opportunities for improvement.	**5.6** (5.60%) Little of the sampling and data collection strategy info was clearly presented; numerous opportunities for improvement.	**8.4** (8.40%) Some of the sampling and data collection strategy info was clearly presented; several opportunities for improvement.	**11.2** (11.20%) Most of the sampling and data collection strategy info was clearly presented; a few opportunities for improvement.	**14** (14.00%) All of the sampling and data collection strategy info was clearly and credibly presented
Results (charts & statistics)	**3.5** (3.50%) None of the charts were professional and engaging; none of the statistics were in APA format; and/or none of the project's RQs were clearly answered. Major improvement was needed.	**7** (7.00%) Few of the charts were professional and engaging; few statistics were in APA format; and/or few the project's RQs were clearly answered. Numerous opportunities for improvement.	**10.5** (10.50%) Some of the charts were professional and engaging; some statistics were in APA format; and/or some the project's RQs were clearly answered. Several opportunities for improvement.	**11.9** (11.90%) Most of the charts were professional and engaging; most statistics were in APA format; and/or most the project's RQs were clearly answered.	**14** (14.00%) All of the charts were professional and engaging; all statistics were in APA format; all the project's RQs were clearly answered.

Recommendations	**0** (0.00%)	**7** (7.00%)	**10.5** (10.50%)	**11.9** (11.90%)	**14** (14.00%)
	Did not identify any marketing recommendations OR the recommendations needed significantly more development to be credible	Identified 1 general marketing recommendations based off the project's findings; the information needed additional development to be credible	Identified 2 general marketing recommendations based off the project's findings; the information needed slightly more development to be credible	Clearly identified 2 actionable and specific marketing recommendations based off the project's findings	Clearly and fluently identified 2 actionable and specific marketing recommendations based off the project's findings
References	**0** (0.00%)	**6** (6.00%)	**9** (9.00%)	**12** (12.00%)	**15** (15.00%)
	Did not list any APA-formatted references	Listed at least 1 APA-formatted reference	Listed at least 2 general APA-formatted references	Listed at least 3 general APA-formatted references	Listed at least 3 credible (from the TAMUS-SA library) APA-formatted references
Report Design and Writing	**3.75** (3.75%)	**7.5** (7.50%)	**11.25** (11.25%)	**12.75** (12.75%)	**15** (15.00%)
	Did not submit a report by the assignment deadline	SEVERAL sections of the report were inaccurate and/or needed to demonstrate better college-level writing (6+ writing/APA errors). Several opportunities to make the report more cohesive and/or engaging.	SOME of the report was accurate and demonstrated college-level writing (3 to 5 writing/APA errors). Some opportunities to make the report more cohesive and/or engaging.	MOST of the report was professional, accurate, and demonstrated college-level writing (1 to 2 writing/APA errors). A few opportunities to make the report more cohesive and/or engaging.	ALL of the report was professional, engaging, accurate, and demonstrated college-level writing (0 writing/APA errors). All of the information was credible, cohesive, and persuasive.

Weeks 14 – Exercise: Lessons Learned video

Criteria	Missing	Needs Major Improvement	Below Average	Average	Good	Excellent
ANALYSIS ⊻ **Weight** **70.00%**	0.00 % The assignment was not submitted by the deadline	25.00 % INADEQUATE analysis about lessons learned during the course; ideas seemed rushed, generic, and/or confused.	50.00 % BELOW AVERAGE analysis about lessons learned during the course; integrated FEW or GENERIC examples from the lectures, class discussion, and final project	75.00 % AVERAGE analysis about lessons learned during the course; integrated SOME GENERAL examples from the lectures, class discussion, and final project	85.00 % GOOD analysis about lessons learned during the course; integrated SEVERAL SPECIFIC examples from the lectures, class discussion, and final project	100.00 % OUTSTANDING analysis about lessons learned during the course; CONSISTENTLY integrated HIGH QUALITY and SPECIFIC examples from the lectures, class discussion, and final project
DELIVERY ⊻ **Weight** **30.00%**	0.00 % The assignment was not submitted by the deadline	20.00 % NOT engaging - The student sounded like he/she was reading, nervous, and/or bored.	40.00 % RARELY engaging with minimal eye contact, gestures, and vocal inflection	60.00 % SOMEWHAT engaging with average eye contact, gestures, and vocal inflection	80.00 % MODERATELY engaging with good eye contact, gestures, and vocal inflection	100.00 % EXTREMELY engaging with strong eye contact, gestures, and vocal inflection