

About the Instructor

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Virtual Office Hours via Zoom: Wednesday 1 – 2 pm or by email appointment
(Zoom link can be found in the weekly folders in Canvas)
In-Person Office Hours: by email appointment

Welcome

Welcome to the exciting world of Marketing Analysis! I am so excited to teach this course because it is my passion to understand consumers using scientific methods of data collection and analysis. Marketing is a blend of art and science. Marketing Analysis is the science part of Marketing, which is why some people call it left-brain marketing. In this course, you will learn various methods of data collection and analysis for more effective marketing decision making.

Instructor Bio

I am an Associate Professor of Digital and Social Media Marketing at University of Missouri-St. Louis. I earned my Ph.D. in Marketing from UCLA in 2013. I teach Digital Marketing Strategies and Measurement (MBA), Marketing and Business Analytics (MBA), and Marketing Analysis (Undergraduate) as well as Statistical Modeling (DBA). My research interests include online word-of-mouth, online search, content analysis (text mining and LDA topic modeling), pricing of online products, advertising of experience products, and causal inference methods in time-series cross-section data. I use econometric/statistical models to understand how companies' marketing activities influence consumers in the real world. I use observational (versus lab experiments) data to conduct research. I have published in leading academic journals in marketing and business, such as *Journal of the Academy of Marketing Science*, *International Journal of Research in Marketing*, *Journal of Business Ethics*, *Journal of Interactive Marketing*, and *European Journal of Marketing*. My research has been featured in various outlets, including [Harvard Business School's Working Knowledge](#), [Forbes](#), [Huffington Post](#), and [The Globe and Mail](#). I was also invited by the [Maeil Business Newspaper](#) (South Korea's leading business daily) to introduce my 2017 *Journal of Interactive Marketing* paper for practitioners and by the [Missouri Business Alert](#) to discuss the social media success of Chappell Roan. I am a recipient of the 2019 Emerald Literati Award and the 2019 Durand Award for Research Excellence. If you want to know more about my professional activities, please visit [my home page](#).

Teaching Philosophy

I strongly believe that motivation is the key factor for successful learning. Therefore, I will do my best to motivate you to engage in the learning process. Considering that marketing is an applied discipline, I believe that students are best engaged when I can effectively link what is learned in the class to what is actually happening in the real world. I exploit various materials, including discussion about real-world problems and business news.

About the Course

Course Description

Prerequisites: INFSYS 1800, MKTG 3700, SCMA 3300 and a 2.0 overall GPA. An investigation of the acquisition, presentation, and application of marketing information for management. Particular problems considered are defining information requirements, evaluating research findings, and utilizing information. Statistical methods, models, and/or cases are employed to illustrate approaches to marketing intelligence problems, such as sales forecasts, market delineation, buyer motives, store location, and performance of marketing functions.

Goals of the Course

After completing this course, students will be able to:

1. Use appropriate marketing research designs and data collection methods to collect marketing data and solve given marketing research questions
2. Identify and apply appropriate statistical methods for given marketing research problems, interpret the results, and suggest managerial implications based on the results
3. Apply elements of effective research presentation

Recommended Textbook

There is NO required textbook. Lecture slides (see below) should serve as the ultimate learning resource for this course. However, some students may want to study lecture slides with a textbook. If you are one of them, you may benefit from reading the following textbook.¹

- [Brown Tom J, Tracy A. Suter, and Gilbert A. Churchill \(2023\). *Basic Marketing Research: Customer Insights and Managerial Actions*, 10th ed. ISBN-10: 0357901851.](#)

Lecture Slide Deck

The lecture slides are the essential learning material for this course. You can download the whole slide deck from the Canvas course site. I will also post the weekly slides on Canvas each week.

Data Analysis Software

For statistical computations, we will use jamovi, a statistical software program. It is user-friendly and performs all the statistical analyses that we will run in this course. You can download the software from the [jamovi website](#) for free.

Time Requirements

If this course were offered on campus, you'd be in class 2.5 hours/week plus travel time. The online version is no different in terms of expectations for your involvement. This is an active online course that requires 3 hours of your time each week **in addition to** the time it takes you to read the required materials, watch the videos, and complete the assignments. That means that you need to plan to spend a minimum of **6 hours**

¹ The textbook is included in the Cengage Unlimited program. If you subscribe to the program, you can access the electronic version of the textbook for free. The Course Schedule table on page 6 maps each week's lecture to most closely related chapters of the book.

every week (up to 9-10 hours a week) on activities related to this course. If you would like to explore how the online Canvas activities work, consult the [Online Course Overview course in Canvas](#), where you can practice posting to a discussion board, take a practice quiz and more.

Technology Requirements

As a student in an online course, you are expected to have reliable internet access almost every day. If you have computing problems, it is your responsibility to address these or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, [get help in solving it immediately](#). At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g., Windows, Mac, Linux)
2. Updated Internet browsers (e.g., [Google Chrome](#))
3. Ability to navigate Canvas (Learning Management System)
4. Minimum Processor Speed of 1 GHz or higher recommended
5. Reliable and stable internet connection.
6. [Adobe Reader or alternative PDF reader](#)
7. A webcam and microphone

How to Succeed in This Course

This course is divided into 16 weekly sessions. The activities you need to complete will be inside each weekly folder with a clear outline of deadlines for each activity. Common weekly activities include watching the VoiceThread lectures, studying lecture slides, solving weekly quizzes, and participating in discussions. You will also have two exams and two written assignments to assess your progress throughout the semester. Please plan to complete assignments as early as you can to allow for any complications you may encounter submitting your work.

This course is delivered using an **asynchronous model**. This means that the weekly sessions offer you some flexibility to finish. There are deadlines, however, and this is **not a self-paced course**.

If you are new to or unfamiliar with Canvas, consult the Canvas Online Overview course site where you can learn about and practice with tools that will be used in this course. Follow [this link](#) to temporarily leave our course and learn more about Canvas. You'll learn about technologies and learning strategies to help you be successful in this course. If you've already completed the orientation, you do not have to retake it but you can refer to it at any time.

Course Plan for the Unexpected

Please stay informed about university policies, instructions and resources as they relate to the [campus closures](#). It is important to me that you stay on track toward your degree completion. This section presents our course continuity plans for how we will handle situations to avoid disruption to your learning.

Assessment/Grading

Grade Composition: The course grade will be based on weekly quizzes, two assignments, and two exams.

1. Ice Breaking (1%)

- There will be an ice-breaking activity in the first week. The purpose of the activity is to get to know each other by introducing yourself to classmates and responding to **at least two students**. You will find the ice-breaking page in the **Welcome** module that will be covered in the first week.

2. Weekly Review Quizzes (19%)

- There will be 11 weekly quizzes. The purpose of the weekly quizzes is to test whether you watched the weekly lecture videos and understood the basic lessons of the week. As such, they will be short and simple, with mostly less than ten questions. Most of the questions will be multiple-choice or True/False. In some weeks, however, you will have short essay questions as well.
- Here are important things you need to know about the weekly quizzes:
 - i. Multiple attempts: You can take each week's quiz up to three times.
 - ii. Forced completion: You are expected to complete the quiz in one sitting.
 - iii. Time limit: You are given 60 minutes to complete the quiz. If you do not finish within 60 minutes, the Canvas system will automatically stop the quiz and submit.

3. Assignments (20%)

- Assignment 1: 10 %
 - i. Assignment 1 covers Week 1 through Week 7. You should submit the assignment by the end of Week 7.
 - ii. Download the assignment file from Canvas. It is an MS Word file. Write your answer in the Word file and upload it to Canvas. (Do NOT use text submission.)
 - iii. I recommend that you download the assignment file in the first week and work on it every week as the course unfolds. This way, you can avoid doing the assignment at the last minute.
- Assignments 2: 10 %
 - i. Assignment 2 covers Week 10 through Week 15. You should submit the assignment by the end of Week 15.
 - ii. Download the assignment file from Canvas. It is an MS Word file. Write your answer in the Word file and upload it to Canvas. (Do NOT use text submission.)

4. Exams (44%)

- The Midterm Exam: 22 %
 - i. The midterm exam will be given in Week 9. You have 180 minutes to complete it. If you do not finish within the time limit, the Canvas system will automatically stop the exam and submit it. No multiple attempts.
- The Final Exam: 22 %
 - i. The final exam will be given in Week 17. You have 180 minutes to complete it. If you do not finish within the time limit, the Canvas system will automatically stop the exam and submit it. No multiple attempts.

5. Discussion (16%)

- There are eight discussions, collectively accounting for 14% of the course grade. To earn the full credit, you should submit your answer by Wednesday and reply to at least one student by Sunday.

6. Extra Credit (2%)

- Throughout the semester, there are 16 questions in the VoiceThread lectures. Students who answer my questions in the VoiceThread recordings will earn extra credit. Specifically, those who answer ten or more questions will earn **2% extra credit**, and those who answer fewer than ten but more than five questions will earn **1% extra credit**.

Grading Scale

The UMSL Grading System is based on a four-point scale. The grade value for each letter grade is as follows:

A : 4.0	B- : 2.7	D+ : 1.3	EX = Excused
A- : 3.7	C+ : 2.3	D : 1.0	DL = Delayed
B+ : 3.3	C : 2.0	D- : 0.7	FN = Failure/Non
B : 3.0	C- : 1.7	F : 0	Participation

Feedback and Grading Timeline

- Weekly Quizzes: Unless announced otherwise, the feedback and score will be provided by **the end of Wednesday of the following week**.
- Assignment 1: The feedback and score will be provided by **Wednesday, March 12**.
- Assignment 2: The feedback and score will be provided by **Wednesday, May 7**.
- Midterm Exam: The feedback and score will be provided by **Wednesday, March 26**.
- Final Exam: The feedback and score will be provided by **Wednesday, May 14**.

Proctored Exam

The midterm and final exams require the use of the [Honorlock](#) platform. Honorlock is an online, remote proctoring system that uses a combination of live proctors and AI to ensure test integrity. This platform allows you to take proctored exams from the comfort of your home using a computer extension. You do not need to create an account or schedule an appointment in advance. Honorlock is available 24/7, and all that is required is a computer, a working webcam/microphone, your ID, and a stable internet connection.

You must have a laptop or desktop computer with a webcam and a microphone; you cannot use a smartphone or tablet. You must have a stable internet connection to take the assessment. The University recognizes that not all students may be able to meet the minimum requirements. If you do not have access to the minimum technology requirements or have disabilities that require the use of a screen reader or keyboard navigation shortcuts, please inform me before the quiz or test so that accommodations may be made.

Please be aware that:

- You, your computer, and your physical test-taking environment may be recorded.
- As you may be recorded, please dress appropriately.
- You may be asked to show a picture ID to the camera.

- You will need a quiet place to take the assessment — both for your concentration and as interruptions (voices, another person on camera) may be flagged for potential cheating.

See the [Missouri Online website](#) for your specific software to learn how to:

- Install any needed extensions.
- Set up your assessment environment.
- Complete the pre-assessment checks.

Course Schedule

Module #/Name	Week	Lectures	Tests and Assignments
Module 1: Introduction to Marketing Analysis	Week 1 (1/21 – 1/26)	Introduction to Marketing Analysis (Chs. 1, 2)*	Ice Breaking Review Quiz 1
Module 2: Research Design	Week 2 (1/27 – 2/2)	Exploratory Research, Descriptive Research (Ch. 4)	Review Quiz 2 Discussion 1
	Week 3 (2/3 – 2/9)	Causal Research (Ch. 8)	Review Quiz 3
	Week 4 (2/10 – 2/16)	Validity (Part of Ch. 12)	Review Quiz 4 Discussion 2
Module 3: Data Collection	Week 5 (2/17 – 2/23)	Primary and Secondary Source of Data (Chs. 7, 9, 10)	Review Quiz 5
	Week 6 (2/24 – 3/2)	Measurement Scales (Ch. 12)	Review Quiz 6 Discussion 3
	Week 7 (3/3 – 3/9)	Questionnaire Design (Chs. 11, 13)	Assignment 1 (Due: 3/9)
	Week 8 (3/10 – 3/16)	Sampling (Ch. 14)	Review Quiz 7 Discussion 4
Midterm Exam	Week 9 (3/17 – 3/23)	Midterm Exam (Due: Sunday 3/23)	
Module 4: Marketing Data Analysis	Week 10 (3/24 – 3/30)	Data Preparation for Analysis (Ch. 16)	Review Quiz 8
	Week 11 (3/31 – 4/6)	Spring Break (No Class)	
	Week 12 (4/7 – 4/13)	Summarizing Data (Ch. 17)	Review Quiz 9 Discussion 5
	Week 13 (4/14 – 4/20)	Hypothesis Testing (Chs. 17, 18)	Review Quiz 10 Discussion 6
	Week 14 (4/21 – 4/27)	Analyzing Association Between Variables (Ch. 18)	Review Quiz 11 Discussion 7
	Week 15 (4/28 – 5/4)	Using Gen AI (Copilot) for Marketing Data Analysis	Discussion 8
	Week 16 (5/5 – 5/11)	Storytelling with Data: Research Presentation (Ch. 19)	Assignment 2 (Due: 5/4)
Final Exam	Week 17	Final Exam	

	(5/12 – 5/15)	(Due: Thursday 5/15)
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*Corresponding chapters in Brown, Suter, and Churchill (2023), *Basic Marketing Research*.

Course Policies

Participation

- It is vitally important that our classroom environment promotes the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions. Please speak with me before recording any class activity. It is a violation of University of Missouri policy to distribute such recordings without my authorization and the permission of others who are recorded.
- I will not respond to each post but will be monitoring each discussion. At the end of each discussion period, I will post my own opinions about the discussion topic. I may also summarize your opinions as necessary. Students are encouraged to check my opinion.
- Your success in this course will heavily depend on your ability to communicate, engage, and participate in all course activities. Successful completion of this course requires that you keep up with all assignments, coursework, and discussions. Timely participation in online discussions is a very important part of this course.
- You are expected to prepare and post to discussions in a timely manner consistent with the requirements contained within the course syllabus.

Attendance Policies

- *Present* in class for online courses is determined by participation in an “academically related activity,” i.e., submission of an assignment, assessment or discussion forum posting. The last day of attendance is the last day a student is academically participating in the online course.
- Documentation that a student has logged into an online class is not sufficient by itself to demonstrate academic attendance.

Academic Integrity/Plagiarism

- You are responsible for being attentive to and observant of University policies about academic honesty as stated in the [University’s Campus Policies](#) and [Code of Student Conduct](#) found in the UMSL Bulletin.
- Academic dishonesty is a serious offense that may lead to [probation, suspension, or dismissal from the University](#). One form of academic dishonesty is plagiarism – the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by using any unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member (e.g., copying someone else’s answers on tests and quizzes). Unauthorized possession or distribution of academic materials is another type of academic misconduct. It includes the unauthorized use, selling or purchasing of examinations or other academic work, using or stealing another student’s work, unauthorized entry or use of material in a computer file, and using information from or possessing exams that an instructor did not authorize for release to students. Falsification is any untruth, either verbal or written, in one’s academic

work. Facilitation is knowingly assisting another to commit an act of academic misconduct.

Plagiarism, cheating, and falsification are not acceptable.

- All instances of academic dishonesty will be reported to the Office of Academic Affairs, who will determine whether you will appear before the Student Conduct Committee for possible administrative sanctions such as dismissal from the university. The instructor will make an academic judgment about the student's grade on that work in this course. The campus process regarding academic dishonesty is [described in the "Policies" section of the Academic Affairs website.](#)

Generative AI Policy

The use of generative AI tools (e.g., ChatGPT, Copilot) is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Finding information on your topic
- Drafting an outline to organize your thoughts and
- Checking grammar and style

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you to answer discussion board questions
- Solving questions in Assignments #1 and #2.
- Writing entire sentences, paragraphs, or paper to complete assignments
- Solving questions in the midterm and final exams

To determine the authenticity of your work, I will scan your work on [GPTZero](#), which predicts the probability that a text is written by AI. If the probability exceeds 20%, I will not accept your work for grading.

Online Class Netiquette/Behavior

- **Be self-reflective** before you post an emotional response and reread what you have written to be sure it is positive. Think of your comments as printed in the newspaper. Your online comments will be seen, heard, and remembered by others in the class.
- **Use effective communication.**
 - Avoid the use of all caps or multiple punctuation elements (!!!, ???, etc.).
 - Be polite, understate rather than overstate your point, and use positive language.
 - If you are using acronyms, jargon or uncommon terms, be sure to explain them so everyone can understand and participate in the discussion.
 - Use humor carefully. Sarcasm in particular does not translate well in an online environment. It is best to avoid the potential pitfalls of misunderstood messages.
 - Add some emotion. 😊 Sometimes it helps communicate the tone of your message when you add an emotion. However, only do so as necessary for it can also be annoying to readers if you use too many (which is probably the opposite of your intention.)
- **Ask for clarification** to a point if you feel emotional from a classmate's post. It is likely that you misunderstood his/her point. This strategy will also help you step away from the intensity of the moment to allow for more reflection.
- **Sign your name.** It is easier to build a classroom community when you know to whom you are responding.

- **Foster community.** Share your great ideas and contribute to ongoing discussions. Consider each comment you make as one that is adding to, or detracting from, a positive learning environment for you and your classmates.
- **Be constructive.** You can challenge ideas and the course content, but avoid becoming negative online. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
- **Keep the conversation on topic** by responding to questions, adding thoughtful comments about the topics at hand. Online dialogue is like conversation. If there is a certain dialogue going on, please add to it, but if you have something new to say, please post it in another thread.
- **Define your terms.** When using acronyms or terms that are particular to your field (or new to our course), please define them for others.

Title IX Policies

- **Mandatory Reporting:** Under Title IX, I am obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals.

Student Resources

Access, Disability and Communication

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact Disability Access Services (DAS) immediately. Students must provide documentation of their disability to the office of Disability Access Services in order to receive official University services and accommodations. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. Information about your disability is confidential. Once DAS reviews your medical documentation, they will provide you with the information and steps to inform me about the accommodations to which you are entitled. Your accommodations will begin as soon as we discuss your approved accommodations.

- 144 Millennium Student Center (MSC)
- Phone: (314) 516-6554
- Website: <http://www.umsi.edu/services/disability/>

Office of International Students and Scholar Services

If you have difficulty communicating in English with the instructor of this course, contact ISS.

- 362 Social Sciences & Business Building (SSB)
- Phone: (314) 516-5229
- Email: iss@umsi.edu

Student Enrichment and Achievement

SEA provides comprehensive support and intervention strategies that support your road to graduation!

- 107 Lucas Hall
- Phone: (314) 516-5300
- Email: umsisea@umsi.edu

- Website: <https://www.umsi.edu/services/sea/>

Office of Multicultural Student Services (MSS) and the University Tutoring Center (UTC)

MSS provides comprehensive student retention services to diverse student populations; through their tutoring center, the MSS offers comprehensive tutoring services free to students at UMSL.

- 225 Millennium Student Center (MSC)
- Phone: (314) 516-6807
- Email: multicultural@umsi.edu
- Website: <https://www.umsi.edu/~mcraa/index.html>

Technical Support

Canvas

If you have problems logging into your online course, or an issue within the course site, please contact the Technology Support Center:

- Phone: (314) 516-6034
- Email: helpdesk@umsi.edu
- Website: <http://www.umsi.edu/technology/tsc/>

If you are having difficulty with a technology tool in Canvas, consider visiting the [Canvas Student Guides](#), which has overviews of each tool and tutorials on how to use them.

Academic Support

The Writing Center

At the Writing Center, students collaborate with consultants on their writing. Students can make appointments to meet with writing consultants on campus, or to work online. Consultants work with lots of writing concerns: bigger issues such as clarity, developing ideas, and organization—or with other concerns such as grammar and academic citation. Students can also access more resources, including Turnitin, by enrolling in the Writing Center Canvas site.

- To find the WC course, click on Courses→All Courses. Then click to join the course
- Location: 222 Social Sciences and Business Building (SSB)
- Website: <https://www.umsi.edu/~umslenglish/Writing Center/>
- Appointments: <https://umsi.mywconline.com>

Math Academic Center (Math Lab)

The Math Academic Center offers free individual assistance on a walk-in basis to students needing help with any mathematics from basic math through calculus or any course involving mathematical skills.

- 222 Social Sciences and Business Building (SSB)



Syllabus: MKTG 3740, Spring 2025

Marketing Analysis

- Website: <http://www.umsu.edu/mathcs/math-academic-center/>