# UMSL

## About the Instructor

### Contact information:

Ho Kim, Ph.D.
314-516-6298
kimho@umsl.edu
Anheuser-Busch Hall 222

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. 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

### 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 (2017). *Basic Marketing Research: Customer Insights and Managerial Actions*, 9th ed. ISBN-10: 1337100293.

### Lecture Slide Deck

The lecture slides are the essential learning material for this course. You can download the whole slide deck. I will also post the corresponding weekly slides on Canvas in 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 (https://www.jamovi.org/download.html) for free. You can also use jamovi on the cloud server (https://www.jamovi.org/cloud.html) without downloading the software on your computer. In Week 12 of the semester, I will explain how to download and install the program on your computer.

### Time Requirements

If this course were offered on campus, you would 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. This means that you will need to plan to spend a minimum of **3 hours every week** (up to 4-6 hours a week) on activities related to this course.

### 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 (Windows, Mac)
2. Updated Internet browsers (Apple Safari, Microsoft Edge, Google Chrome, Mozilla Firefox)
3. Ability to navigate Canvas
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. DSL or Cable Internet connection or a connection speed no less than 6 Mbps.

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[1] The Course Schedule table on page 5 maps each week's lecture to most closely related chapters of the book. 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.

6. Media player such as VLC Media Player.
7. Adobe Reader or alternative PDF reader (free)
8. A webcam and/or microphone is **highly recommended.**

**Course Description in the Catalog**
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**
*Upon completion of this course, students will be able to:*
- Use appropriate marketing research designs and data collection methods to collect marketing data and solve given marketing research questions
- Identify and apply appropriate statistical methods for given marketing research problems, interpret the results, and suggest managerial implications based on the results
- Understand elements of effective research presentation

# 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 discussion. 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**.

# Assessment/Grading

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

- Ice Breaking (1%)
    a. There will be one ice-breaking chance in the first week. The purpose of the ice-breaking chance 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.
- Weekly Lecture (13%)
    a. There are 13 weekly VoiceThread lectures. You are expected to watch each lecture. Watching the lectures account for 13% of your course grade.
- Weekly Review Quizzes (11%)

a. 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-answer/essay questions as well.

b. 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.

- Assignments (20%)
   a. Assignment 1: 10 %
      i. Assignment 1 covers Week 1 through Week 8. You can start the assignment anytime and should submit during Week 8.
      ii. Download the assignment file from Canvas. It is an MS Word file. <u>Write your answer in the Word file</u> and upload it to Canvas. (Note: Do NOT use text submission.)
      iii. I recommend that you download the assignment file in the first week, work on the assignment every week as the course unfolds, and submit before the deadline. This way, you can avoid doing the assignment at the last minute.
   b. Assignments 2: 10 %
      i. Assignment 2 covers Week 10 through Week 15. You can start the assignment anytime but should submit during Week 15.
      ii. Download the assignment file from Canvas. It is an MS Word file. <u>Write your answer in the Word </u>file and upload it to Canvas. (Note: Do NOT use text submission.)

- Exams (40%)
   a. The Midterm Exam: 20 %
      i. The midterm exam will be given in Week 9. You have 180 minutes to complete the exam. If you do not finish within the time limit, the Canvas system will automatically stop the exam and submit. <u>No multiple attempts.</u>
   b. The Final Exam: 20 %
      i. The final exam will be given in Weeks 16 and 17. You have 180 minutes to complete the exam. If you do not finish within the time limit, the Canvas system will automatically stop the exam and submit. <u>No multiple attempts.</u>

- Discussion (15%)
   a. There are eight discussions, which collectively worth 15%. To earn the full credit, you should submit your answer by Wednesday and reply at least to one student by Sunday.

Discussion Rubric

| Criteria | Exceeds Expectations | Meets Expectations | Developing | Needs Improvement | Missing |
|---|---|---|---|---|---|
| **Original Post** | **5 - 6 pts.**<br><br>Use of analysis, synthesis and evaluation<br><br>Critical and/or creative contribution<br><br>Incorporates readings/lectures well into responses, demonstrating excellent understanding<br><br>Asks questions that extend the discussion and relate material to prior course content<br><br>Makes insightful, critical comments on the readings and to fellow students<br><br>Contributes new information and identifies the source | **3 - 4 pts.**<br><br>Use of comprehension and application<br><br>Incorporates readings/lecture into responses, demonstrating solid understanding<br><br>Exhibits some insights and understanding of course content, but may not ask critical questions of the readings or fellow students<br><br>May relate module's issues to prior material covered in the course | **2 pts.**<br><br>Use of knowledge<br><br>Repeats basic correct information related to discussion, but neglects to extend conversation or critically analyze course content | **1 pt.**<br><br>No clear evidence that the topics were understood | **0 pts.**<br><br>No postings throughout the week |
| **Reply(ies)/Question to Classmate** | **4 pts.**<br><br>Insightful question or reply to a classmate's post. Asks questions that extend the discussion and makes insightful, critical comments | **3 pts.**<br><br>Exhibits good insights and understanding of discussion questions. | **2 pts.**<br><br>Repeat basic correct information related to discussion | **1 pt.**<br><br>Only agreed/disagreed but never contributed to the ongoing conversation | **0 pts.**<br><br>Did not reply or question any classmates. |

**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 6**.
- Assignment 2: The feedback and score will be provided **by Wednesday, May 1**.
- Midterm Exam: The feedback and score will be provided by **Wednesday, March 20**.
- Final Exam: The feedback and score will be provided by **Wednesday, May 8**.

## Course Schedule

| Module #/Name | Week | Lectures | Tests and Assignments |
|---|---|---|---|
| Module 1: Introduction to Marketing Analysis | Week 1 (1/16 – 1/21) | Introduction to Marketing Analysis (Chs. 1, 2)[*] | Ice Breaking Review Quiz 1 Discussion 1 |
| Module 2: Research Design | Week 2 (1/22 – 1/28) | Exploratory Research, Descriptive Research (Ch. 4) | Review Quiz 2 Discussion 2 |
| | Week 3 (1/29 – 2/4) | Causal Research (Ch. 8) | Review Quiz 3 |
| | Week 4 (2/5 – 2/11) | Validity (Part of Ch. 12) | Review Quiz 4 Discussion 3 |
| Module 3: Data Collection | Week 5 (2/12 – 2/18) | Primary and Secondary Source of Data (Chs. 7, 9, 10) | Review Quiz 5 |
| | Week 6 (2/19 – 2/25) | Measurement Scales (Ch. 12) | Review Quiz 6 |
| | Week 7 (2/26 – 3/3) | Questionnaire Design (Chs. 11, 13) | Assignment 1 (Due: 3/5) |
| | Week 8 (3/4 – 3/10) | Sampling (Ch. 14) | Review Quiz 7 Discussion 4 |
| Midterm Exam | Week 9 (3/11 – 3/17) | Midterm Exam (Due: Sunday 3/21) | |
| Module 4: Marketing Data Analysis | Week 10 (3/18 – 3/24) | Data Preparation for Analysis (Ch. 16) | Review Quiz 8 |
| | Week 11 (3/25 – 3/31) | Spring Break (No Class) | |
| | Week 12 (4/1 – 4/7) | Summarizing Data (Ch. 17) | Review Quiz 9 Discussion 5 |
| | Week 13 (4/8 – 4/14) | Hypothesis Testing (Chs. 17, 18) | Review Quiz 10 Discussion 6 |
| | Week 14 (4/15 – 4/21) | Analyzing Association Between Variables (Ch. 18) | Review Quiz 11 Discussin 7 |
| | Week 15 (4/22 – 4/28) | Storytelling with Data: Research Presentation (Ch. 19) | Assignment 2 (Due: 4/30) Discussion 8 |
| Final Exam | Week 16 (4/29 – 5/5) | Final Exam (Due: Sunday 5/5) | |

[*] Corresponding chapters in Brown, Suter, and Churchill (2017), *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.](#)

**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.

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.umsl.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@umsl.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: umslsea@umsl.edu
- Website: https://www.umsl.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@umsl.edu
- Website: https://www.umsl.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@umsl.edu
- Website: http://www.umsl.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.umsl.edu/~umslenglish/Writing Center/
- Appointments: https://umsl.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)
- Website: http://www.umsl.edu/mathcs/math-academic-center/