SYLLABUS – FALL 2018

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course Information

Course Title: Surveys for Market Research
Credits: 3
Format: Online
Prerequisites: No formal prerequisites. If you are enrolled in the Graduate Program in Survey Research or Public Administration, you are expected to have completed PP 5379 Principles and Methods of Survey Research before taking this course. You may also take the course with the permission of the Survey Research Program Director, Jennifer Dineen (jennifer.dineen@uconn.edu).

Instructor Information

Professor: Marisa Dolan Paraschak
Preferred Method of Contact: Please use the message function on the HuskyCT system to contact me. I try to check the course website once a day, including on the weekends. I will do my best to respond to all messages within 48 hours.
Office Hours: By appointment.
E-mail: marisa.paraschak@uconn.edu
Telephone: (207)650-0771 (Please use only under urgent circumstances or when previously discussed - e.g. for a scheduled call to discuss an assignment or other issue)

Course Materials

1) Required Textbooks:

Required textbooks should be obtained before the first day of class. Required textbooks are available for purchase through the UConn Bookstore (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped (fees apply).

Additional course readings and media are available within HuskyCT.

Course Description

This course is an online course within the Graduate Program in Survey research (GPSR). This class explores the application of survey research methods in the market research industry. How are surveys used by companies to better understand consumer markets? To develop new products and services? To measure customer satisfaction? To define market segments? To price products and services? To expand and improve sales and market share? In addition to exploring the use of surveys to address these questions, the course will provide an overview of the market research
industry including the job market for research professionals. Also, the course examines the key elements in the conduct of market research survey projects: proposal writing, questionnaire design, and sampling.

**Course Organization**

The course is organized into 15 distinct weeklong modules. Each module begins on a Monday, when the content for the week's class is made available.

On **most** weeks, you can expect the following:

- Lecture videos with an accompanying PowerPoint, which students are expected to review before the following Monday
- Book chapters, articles, and other course materials to read / go through, which students are expected to review before the following Monday
- Participation in that week’s discussion board (by midnight on Sunday)

In addition, there will be several larger assignments to be completed during the semester.

**Course Assignments and Grading**

**Summary of Course Grading:**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion Participation</td>
<td>20%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Assignment 1: Research Design / Proposal Paper</td>
<td>20%</td>
<td>October 7 (by midnight)</td>
</tr>
<tr>
<td>Assignment 3: Questionnaire Writing Assignment and Presentation</td>
<td>30%</td>
<td>November 4 (by midnight)</td>
</tr>
<tr>
<td>Assignment 2: Expert Advice Paper and Presentation</td>
<td>20%</td>
<td>December 9 (by midnight)</td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Discussion Board Participation and Grading**

In addition to the aforementioned larger assignments, there will be regular discussions via HuskyCT.
During the weeks for which there is a discussion, the activity / discussion question will be posted on the course website on Wednesday. The discussion board will be open for students from Monday and will close the following Sunday at midnight.

Students should read the activity / discussion question posted each week and follow instructions regarding how they should respond to the discussion question on the “Discussion Board.” Some weekly discussions require students to respond to a particular discussion question(s) and comment on other students’ responses. Other weekly discussions will be dedicated to student presentations of and discussion related to the larger assignments. Students are expected to participate in all discussion sessions, which constitute a portion of their total grade.

Here are some guidelines for participating in an online discussion:

1. Post at least one message to each discussion area. There is no upper limit to the number of times you can contribute to a discussion, and you will find that a busy discussion is a good one.
2. Keep your comments fairly brief. A paragraph or two is plenty unless you are posting something that by nature has to be longer--a short story, for example.
3. Do the appropriate preparation, such as reading and lesson activity work, before you join the discussion.
4. Help move the discussion along. When contributing to a discussion, read other people’s comments first. Introduce new ideas, but also build on what others have said (“Piggy-back” on other people’s ideas).
5. Do more than state agreement or disagreement. Justify and support your opinion. The most persuasive opinions are supported by evidence, examples, reasons, and facts. If you disagree with something, say why. If you really like something that you’ve read, let people know what makes you think that way.
6. Share your experience with your fellow students. You may be able to offer advice to someone who is newer to the course material.
7. Check your message before you send it. Pay attention to your spelling and grammar, and be sure your message makes the points you want to make in a clear and concise way. Remember, other students and instructors can read your messages.
8. Respect others’ ideas and opinions. Feel free to disagree, but express your disagreement in a respectful manner. Disrespectful communication is poor communication and not acceptable.
9. Keep up with the discussion throughout the course. After you have made your contribution on a topic, check back a few times to find out how the discussion is evolving. Does someone’s comment make you think twice about your view?

Often, I will monitor a discussion but not participate immediately in an effort to give you and your classmates time to think and respond. I will respond to posts that are addressed to me directly.

Discussion board postings will be evaluated based on the quality and frequency of the postings, as well as the extent to which they promote discussion among the class. Each discussion will be graded separately. Online discussions will be assessed using the following:

<table>
<thead>
<tr>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student provides a minimal or basic response to the discussion question.</td>
<td>Student’s posting addresses the discussion question but does not stimulate further discussion.</td>
<td>Student’s posting fully addresses discussion question AND stimulates at least 1 substantial follow-up posting.</td>
</tr>
</tbody>
</table>

Your weekly discussion participation grade will be derived from the average of all of the individual discussion grades.

Feedback and Grades

I will make every effort to provide feedback and grades in a timely manner. I will try to notify students when grades on assignments become available via the “Announcements” page on HuskyCT. To keep track of your performance in the course, refer to “My Grades” in HuskyCT.

Due Dates and Late Policy

All course due dates are identified in the syllabus. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly.
The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated on the "Announcements" page for the course in HuskyCT.

Late assignments will not be accepted unless 1) the necessity for a late submission is communicated to the instructor in advance and a solution to receive the assignment earlier is not possible or 2) an emergency situation occurs (e.g. the death of a family member, etc.) – in this case, please contact your instructor as soon as possible.

**Course Announcements**

You will find any course announcements (changes to due dates, syllabus changes, answers to recurring student questions, etc.) on the "Announcements" page on HuskyCT.

**Course Outline**

*This schedule is subject to change. Any changes will be clearly communicated. All due times are 11:59 PM ET, unless otherwise noted.*

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Course Orientation</td>
<td>August 27- September 2</td>
</tr>
<tr>
<td>Week 2: The Market Research Industry</td>
<td>September 3-9</td>
</tr>
<tr>
<td>Week 3: Defining the Problems for Market Research to Solve / Research Design</td>
<td>September 10-16</td>
</tr>
<tr>
<td>Week 4: Survey Data Collection Methods</td>
<td>September 17-23</td>
</tr>
<tr>
<td>Week 5: Sampling in Market Research Projects</td>
<td>September 24-30</td>
</tr>
<tr>
<td>Week 6: Questionnaire Design and Measurement Issues, Part I</td>
<td>October 1-7</td>
</tr>
<tr>
<td>Week 7: Questionnaire Design and Measurements Issues, Part II</td>
<td>October 8-14</td>
</tr>
<tr>
<td>Week 8: Types of Market Research Studies</td>
<td>October 15-21</td>
</tr>
<tr>
<td>Week 9: Secondary and Qualitative Research Methods</td>
<td>October 22-28</td>
</tr>
<tr>
<td>Week 10: STUDENT QUESTIONNAIRE PRESENTATIONS, PART I</td>
<td>October 29 - November 4</td>
</tr>
<tr>
<td>Week 11: STUDENT QUESTIONNAIRE PRESENTATIONS, PART II</td>
<td>November 5-11</td>
</tr>
<tr>
<td>Week 12: The Research Report</td>
<td>November 12-18</td>
</tr>
</tbody>
</table>

**THANKSGIVING RECESS**
November 19-25
Week 13:
The Future of Surveys in Market Research

Week 14:
STUDENT EXPERT ADVICE PRESENTATIONS, PART I

Week 15:
STUDENT EXPERT ADVICE PRESENTATIONS, PART II

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Professionalism, Integrity, and Conduct

Professionalism and conduct. This is a graduate-level course that demands that students be carefully prepared. It entails a substantial weekly workload. This course is presented within the context of a professional degree program and will be conducted according to the standards of the professional workplace. Class members should consider themselves colleagues who will collaborate to help each other develop a solid understanding of course materials and concepts. That said, individual proficiency is a must, and all assignments should represent your own work.

Integrity. Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated. Disciplinary action will be pursued if such conduct is discovered. All work that you submit for credit during this course, including problem sets and exams, must represent your own work and no one else’s. Students are expected to abide by the University of Connecticut’s policies on academic misconduct which are found in Appendix B of the University of Connecticut student code located on the web at http://www.dosa.uconn.edu.

Academic misconduct includes (but is not limited to):

- Writing someone else’s paper or handing in a paper that someone else wrote
- “Sharing” answers during an exam
- Including the ideas or research of others in a paper, assignment, or exam without proving proper documentation

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/.
Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. (Retrieved March 24, 2013 from Blackboard's website)

**Religious Observances**

Every reasonable effort will be made to accommodate absences from the course necessary to observe religious beliefs in accordance with the University Senate policy, which states that “students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.”

**Software / Technical Requirements (with Accessibility and Privacy Information)**

This course is completely facilitated online using the learning management platform, HuskyCT.

The software / technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- Word processing software*
- Adobe Acrobat Reader ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended)

*Microsoft Office is free to UConn students through [uconn.onthehub.com](http://uconn.onthehub.com) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))

**Technical support.** Most technical problems result from improper computer settings. For example, you must disable pop-up blocking to have full functionality in HuskyCT. If you encounter problems you cannot resolve, get help. You may be able to resolve problems using HuskyCT’s built-in help function. In addition, UConn’s Learning Resource Center maintains a help desk to assist students with technical issues, which can be reached at (860)486-1187 or [https://lms.uconn.edu/](https://lms.uconn.edu/).

**NOTE:** This course has NOT been designed for use with mobile devices.

**Minimum Technical Skills**

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

**Evaluation of the Course**

Students will be provided an opportunity to evaluate instruction in this course using the University’s standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.