



# JOHNS HOPKINS

## CAREY BUSINESS SCHOOL

### Marketing Research

2 Credits

410.601.K3

Tuesday, 1:30pm-4:30pm  
1/23/24-3/12/24

Spring 2024  
Baltimore, MD

### Instructor

Robert Mislavsky

### Contact Information

[mislavsky@jhu.edu](mailto:mislavsky@jhu.edu)

### Office Hours

Wednesdays 3pm-4pm, Thursdays 9am-10am, and by appointment

### Required Texts & Learning Materials

- Readings will be posted on Canvas (in the “Readings” section). Required readings will be marked with an (R) on the schedule. Suggested (but not required) readings will be marked with an (S). Other optional, but interesting, readings are marked with an (O)
- **JASP:** We will be using JASP to conduct statistical analysis in class and for homework assignments. You can download JASP for free at [jasp-stats.org/download](https://jasp-stats.org/download). If you have used SPSS, you will find JASP to be very similar. Although I will be using JASP in class and when developing the assignments, you are free to use any statistics software you would like (e.g., R, Stata). However, I cannot guarantee that I can help you with problems in other software, and you are responsible for making sure that your results are consistent with what you would get in JASP.

### Course Description

This course is an introduction to fundamental concepts, processes and techniques in marketing research. The goal is to enable the students to apply these tools to solve real world problems and to differentiate good research from bad research. The topics in this course cover the whole research process from defining research problems, selecting appropriate research designs and research methods, conducting data analysis and making strategic recommendations. The course will also build on the foundations of statistics and introduce more advanced statistical tools relevant for marketing decision making.

### Prerequisite(s)

(BU.410.620 OR BU.911.610 OR BU.920.605) AND  
(BU.510.601 OR BU.914.610 OR BU.920.621 OR PH.140.611 OR PH.140.621)

## Learning Objectives

By the end of this course, students will:

1. Apply fundamental principles, concepts, and measurement tools essential to planning, conducting, and evaluating marketing research activities.
2. Design marketing research studies using a logical and systematic process.
3. Formulate research questions and hypotheses for marketing decision problems
4. Apply appropriate qualitative and quantitative research methods
5. Collect, organize, and analyze data using JASP statistical software.
6. Interpret findings to address marketing decision problems.

To view the complete list of the Carey Business School's general learning goals and objectives, visit the [Carey website](#).

## Attendance and Class Participation

Attendance and class participation are a meaningful part of each student's course grade. Class participation grades will consist of several components: 1. Submission of required, but ungraded, assignments (e.g., class surveys). 2. Attendance and quality of in-class participation, judged in part by responses to "warm calls." 3. Peer evaluations submitted by group project teammates. Ultimately, students who attend class regularly, participate constructively, and submit all assignments on-time will receive the highest class participation grades.

## Assignments and Grading

Assignment	Group or Individual	Learning Objectives	Weight
4 Statistics Assignments	Individual	1, 4, 5, 6	20% (5% each)
Science Journalism Assignment	Individual	1, 4, 6	5%
Survey Assignment	Individual	1, 2, 4	5%
Focus Group Plan	Group	1, 2, 3, 4, 6	5%
Survey Design	Group	1, 2, 3, 4	5%
Experiment Design and Preregistration	Group	1, 2, 3, 4	5%
Project Presentation	Group	1, 2, 3, 4, 5, 6	10%
Written Research Project	Group	1, 2, 3, 4, 5, 6	10%
Final Exam	Individual	1, 2, 3, 4, 5, 6	25%
Class Participation	Individual		10%
Total			100%

Unless otherwise noted, assignments must be submitted through Canvas **before** the start of class. Additional details about all assignments will be posted on Canvas *at least* one week before the assignment is due.

## Final Exam

A final exam is scheduled for Week 8. The examination is **closed book** (i.e., you are not able to use any outside materials) and will cover the material covered in the lectures. This is an individual exam in which students will apply research principles, concepts, and methods to demonstrate mastery of the core knowledge of marketing research and its value in solving marketing-related problems.

## Group Project

In the working world, marketing research is primarily a series of projects. Because of this, the main focus of this course will be to take you through a marketing research project from start to finish. This project will make up the largest proportion of your grade. The project report and presentation will comprise each comprise 10% of your grade. You will also have three intermediate project deliverables, each worth 5%. So in total, your group work will account for 35% of your grade.

Students will be allowed to either choose their own groups or opt into random assignment of groups of 5-6. If there are not enough students who opt into random assignment to form full groups, those students will be randomly added to existing groups. Groups will work together to decide on a research topic. This topic does not

necessarily have to be marketing- or advertising-related. More information about the group project will be posted on Canvas.

### Grading

The grade of A is reserved for those who demonstrate extraordinary performance as determined by the instructor. The grade of A- is awarded only for excellent performance. The grades of B+ and B are awarded for good performance. The grades of B-, C+, C, and C- are awarded for adequate but substandard performance. The grades of D+, D, and D- are not awarded at the graduate level. The grade of F indicates the student's failure to satisfactorily complete the course work. For Core/Foundation courses, the grade point average of the class should not exceed 3.35. For Elective courses, the grade point average should not exceed 3.45.

### Policy on Generative AI

Academic integrity is a cornerstone of the Carey Business School. Generative artificial intelligence (AI) tools such as ChatGPT are widely available, and these technologies present a number of exciting opportunities in the classroom. In this course, you may use generative AI tools on **certain questions in intermediate group assignments (i.e., preliminary research idea, focus group plan, survey design, and experiment design)**. The questions where generative AI is allowed will be clearly indicated. **You may not use generative AI tools for any questions or assignments where generative AI is not explicitly permitted.** Use of AI must be cited, and all professors have access to an AI indicator on "TurnItIn" which will let them know of the extent to which you likely used AI to complete an assignment. For guidance with referencing AI-generated content, please use the following:

[MLA Style Center](#)

[The Chicago Manual of Style Online](#)

[APA Style](#)

### Tentative Course Schedule

The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

Week	Topics	Readings and Assignments
1	<b>Course Intro</b> <b>Research as Input to Decisions</b> <b>Decision Making Frameworks</b> <b>Asking Good Questions</b>  <b>Group Work:</b> Idea generation	<b>Readings:</b> <ul style="list-style-type: none"> <li>• "Science Isn't Broken" (R) – Read through section on soccer, rest (starting at "What makes science so powerful...") is optional</li> <li>• <i>Expecting Better</i> Introduction (R)</li> <li>• "There are no statistics..." (O)</li> <li>• "I wanted to be a teacher..." (O)</li> </ul> <b>Assignments due:</b> <ul style="list-style-type: none"> <li>• Introductory survey</li> </ul>
2	<b>Finding and Using Data</b> <b>Qualitative vs. Quantitative Data</b> <b>Exploratory Research</b>  <b>Statistics:</b> <ul style="list-style-type: none"> <li>• JASP basics</li> <li>• Descriptive statistics</li> <li>• Hypothesis testing</li> </ul> <b>Group Work:</b> Focus groups; Brainstorm survey questions	<b>Readings:</b> <ul style="list-style-type: none"> <li>• "Once in a Lifetime" (R)</li> <li>• "You Need Hands" (R)</li> <li>• On Average" Podcast (R)</li> <li>• "How to Speak Geek, Part 1" (S)</li> <li>• "The Odds of That" (O)</li> </ul> <b>Assignments due:</b> <ul style="list-style-type: none"> <li>• Preliminary research idea</li> </ul>

Week	Topics	Readings and Assignments
3	<b>CLASS RESCHEDULED TO MAKEUP SESSION (MARCH 9)</b>	<b><u>Assignments due:</u></b> <ul style="list-style-type: none"> <li>Stats assignment #1</li> <li>IRB training certificates</li> </ul>
4	<b>Designing and Analyzing Surveys</b>  <b>Group Work:</b> Refine survey design and prepare analysis  <b>Statistics:</b> <ul style="list-style-type: none"> <li>Intro to regression</li> </ul>	<b><u>Readings:</u></b> <ul style="list-style-type: none"> <li>“Where Does Data Come From?” (R)</li> <li>“How to Speak Geek, Part 2” (R)</li> <li>Qualtrics YouTube Tutorials (O)</li> </ul> <b><u>Assignments due:</u></b> <ul style="list-style-type: none"> <li>Individual survey assignment</li> <li>Team focus group plan</li> </ul>
5	<b>Designing and Analyzing Experiments</b>  <b>Group Work:</b> Analyze survey results; Brainstorm experiment design  <b>Statistics:</b> <ul style="list-style-type: none"> <li>Coding independent variables</li> <li>Comparing proportions and means</li> </ul>	<b><u>Readings:</u></b> <ul style="list-style-type: none"> <li>“Hot Dogs, Pregnancy, and Empirical Methods” (R)</li> <li>“Good vs. Bad Science” podcast (S)</li> </ul> <b><u>Assignments due:</u></b> <ul style="list-style-type: none"> <li>Group survey design</li> <li>Stats assignment #2</li> </ul>
6	<b>Research Ethics</b>  <b>Communicating Research Results</b>  <b>Group Work:</b> Revise and finalize experiment design and preregistration	<b><u>Readings:</u></b> <ul style="list-style-type: none"> <li>Data Colada #65 (R)</li> <li>“How to Read About Science” (R)</li> </ul> <b><u>Assignments due:</u></b> <ul style="list-style-type: none"> <li>Stats assignment #3</li> <li>Group experiment design and draft preregistration</li> <li>Science journalism assignment</li> </ul>
7	<b>GROUP PRESENTATIONS</b>	<b><u>Assignments due:</u></b> <ul style="list-style-type: none"> <li>Stats Assignment #4</li> <li>Group project presentation slides (uploaded to Canvas by <b>11:59pm on the day before class</b>)</li> </ul>
7A	<b><u>MAKEUP SESSION – March 9 on Zoom (time to be announced later)</u></b>  <b>Review</b>  <b>Student-suggested Topics</b>	
8	<b>FINAL EXAM (IN PERSON)</b>	<b><u>Assignments due:</u></b> <ul style="list-style-type: none"> <li>Final team project report (submit on Canvas by 11:59pm Eastern Time on last day of class)</li> </ul>

## Carey Business School Policies and General Information

### Canvas Site

A Canvas course site is set up for this course. Each student is expected to check the site throughout the semester as Canvas will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at [jhu.instructure.com](https://jhu.instructure.com).

### Technical Support

Contact Online Course Technical Support (OCTS) at Carey for questions regarding Zoom, Blackboard, and other technical issues:

- Chat with a technical support specialist: [support.edu.help/carey-support](https://support.edu.help/carey-support)
- Call toll-free at 844-306-1790 (press 2 for Blackboard support)
- Send an email: [carey@support.edu.help](mailto:carey@support.edu.help)

### Disability Services

Students with disabilities who require accommodations for this course should be registered with Student Disability Services and provide a copy of their accommodation letter as soon as possible. If you have not yet registered with Student Disability Services, please contact them to discuss your needs and begin the registration process ([carey.disability@jhu.edu](mailto:carey.disability@jhu.edu)). For more information, please visit the [Student Disability Services webpage](#).

### Academic Ethics Policy

Carey expects graduates to be innovative business leaders and exemplary global citizens. The Carey community believes that honesty, integrity, and community responsibility are qualities inherent in an exemplary citizen. The objective of the Academic Ethics Policy (AEP) is to create an environment of trust and respect among all members of the Carey academic community and hold Carey students accountable to the highest standards of academic integrity and excellence.

It is the responsibility of every Carey student, faculty member, and staff member to familiarize themselves with the AEP and its procedures. Failure to become acquainted with this information will not excuse any student, faculty, or staff from the responsibility to abide by the AEP. Please contact the [Office of Student Affairs](#) if you have any questions. For the full policy, please visit the [Academic Ethics Policy webpage](#).

### Student Conduct Code

The fundamental purpose of the Johns Hopkins University's regulation of student conduct is to promote and to protect the health, safety, welfare, property, and rights of all members of the University community as well as to promote the orderly operation of the University and to safeguard its property and facilities. Please contact the [Office of Student Affairs](#) if you have any questions regarding this policy. For the full policy, please visit the [Student Conduct Code webpage](#).

### Student Success Center

The Student Success Center offers assistance in writing, presenting, and quantitative courses. For more information, visit the [Student Success Center website](#).

### Other Important Policies and Services

Students are encouraged to consult the [Student Handbook and Academic Catalog](#) and [Student Services and Resources](#) for information regarding other policies and services.

### Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden. Violations are subject to sanctions under the [Academic Ethics Policy](#).