



# INTRODUCTION TO MARKETING

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Office Hrs: By appointment via Calendly and Zoom. See Canvas, Module 1  
Term: Fall 2022

Class Times & Locations:

Section:	MKTG 2201-14	MKTG 2201-17	MKTG 2209-02
Days:	MW	TR	MWR
Time:	2:50 - 4:30	T: 11:45 - 1:25 R: 2:50 - 4:30	4:35 - 5:40
Location:	West Village G106	Science Engineering Complex 136	East Village 002

Welcome to Introduction to Marketing! I am sincerely looking forward to working with you during this term.

Please read this entire syllabus carefully. But don't stop here. Get on to Canvas ASAP and see what's needed on the first day of class and beyond.

There are two important differences about my Introduction to Marketing classes. First, the class is discussion-based, not lecture-based.<sup>1</sup> A discussion-based class is generally more engaging and helps students process and understand the material more deeply. This method also requires that you arrive at every class prepared and ready to contribute to our discussion. While more effort is required of students, you'll learn the concepts more deeply and you'll be better prepared to engage and communicate during your co-op work experiences.

Second, we'll learn some theories and skills related to working effectively in teams. Teamwork and collaboration are pervasive in most work environments. Yet, few of us get trained in how to work effectively as part of a team. In our class we will begin to rectify that. This semester you will participate in an excellent teamwork online assignment from a company called Marketplace Simulations. It is a challenging, valuable, and fun assignment.

We are still operating in the time of COVID-19. As a result, we may have challenges and opportunities that we have not encountered before. We need to be both flexible and patient as we find our way forward. Flexible and patient with ourselves, our classmates, the instructor, and the university. We all need to do the best we can and to actively be of assistance to our colleagues in need.

Best wishes as we begin this fast-paced and enjoyable semester!



Sean M. Gallagher

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<sup>1</sup> Class discussion is part of a learning methodology called [active learning](#).

<b>Table of Contents</b>	
Description	Page
Assignments & Preparing for Class Discussion	9
Attendance and Punctuality	8
Class Norms	6
Course Description and Objectives	4
Course Structure and Instructor Expectations	5
Evaluation and Grading	12 to 14
Frameworks and Their Importance	15
Instructor Profile	16
Integrity	10
Market Research Experience (MRE) Appendix 1	17
No Man is An Island	7
Public Health Requirements	9
Resources Available to Help Students	10
Teamwork	11
Textbook	4

## **REQUIRED TEXT:**

Armstrong/Kotler, Marketing, An Introduction 14th Edition – Pearson is our required textbook. The e-text version of this book (less expensive than the hardcopy) is available from the bookstore or directly from Pearson.

Occasionally students can find an earlier edition of our assigned text at a lower cost and ask if it is acceptable to use the earlier edition. The earlier edition's readings are modestly different, and the end-of-chapter questions are frequently different than those assigned in the 14<sup>th</sup> edition. You are responsible for preparing for discussion the assigned questions in the 14<sup>th</sup> edition. You can use an earlier edition if you are able to partner with another student to compare reading content and to get access to the assigned end-of-chapter questions. However, you remain responsible for making sure your reading and preparation aligns with the class assignments.

## **MARKETING SIMULATION:**

Students will purchase licenses for the [Marketplace Simulations'](#) Introduction to Marketing game. See the Canvas Week 3 module to learn about this very intensive assignment and for instructions to get your Marketplace license.

## **CLASS MEETINGS: In-Person Only**

This is an in-person class and participation is critical. Remote attendance is not an option. Changes due to public health guidelines will be announced if they occur. Should our class need to meet remotely for whatever reason, I have created a Zoom link in Canvas. Find the Canvas Zoom link and follow instructions.

## **COURSE DESCRIPTION AND OBJECTIVES:**

This is a survey course designed to provide an overview of the role of marketing in business and society. Students will learn the basic vocabulary of marketing as well as fundamental marketing concepts, theories, and principles.

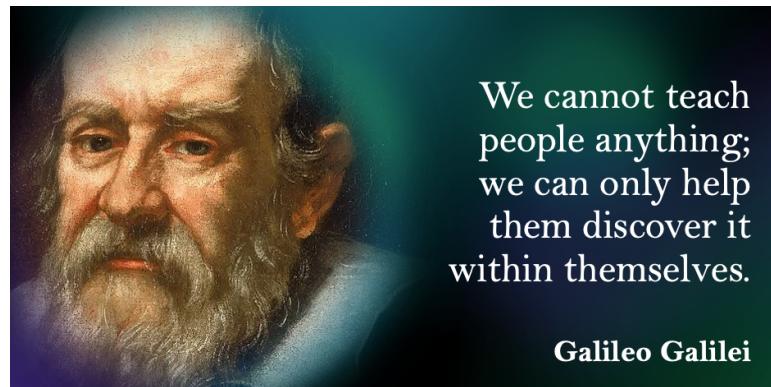
The format of our course will be a combination of group discussion, team project, and lecture. Students will participate as teams in an online marketing simulation. In addition to preparation for more advanced marketing courses, students are given the opportunity to:

1. Assess and evaluate business situations through the use of marketing analysis, tools, and frameworks

2. Develop and utilize knowledge and skills to improve teamwork effectiveness
3. Distinguish marketing and customer behaviors in different business contexts (services vs. goods, consumers vs. business, digital vs. physical)
4. Explain the role of marketing in organizations and societies
5. Practice designing an integrated marketing mix to deliver the marketing strategy
6. Understand and apply the fundamentals of strategic marketing to market segments, identify target customers, and establish positioning

## COURSE STRUCTURE AND INSTRUCTOR EXPECTATIONS:

This is a discussion-based class. Effective learning requires that students process new information deeply to more fully understand and retain it. Coming to class ready to discuss the assigned concepts and questions will accelerate your



We cannot teach people anything; we can only help them discover it within themselves.

Galileo Galilei

understanding of marketing. And, discussion-based classes are more fun for all involved! **If you prefer to be passive in class, you should drop this course.**

Discussion-based learning is an element of a methodology called “active learning.” To test the centuries old hypothesis that lecturing maximizes learning and course performance, researchers meta-analyzed 225 studies that reported data on examination scores or failure rates when comparing student performance in undergraduate science, technology, engineering, and mathematics (STEM) courses under traditional lecturing versus active learning. The researchers reported that:

“The studies analyzed here document that active learning leads to increases in examination performance that would raise average grades by a half a letter, and that failure rates under traditional lecturing increase by 55% over the rates observed under active learning.<sup>2</sup>

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<sup>2</sup> Freeman, Scott, et al. "Active learning increases student performance in science, engineering, and mathematics." *Proceedings of the National Academy of Sciences* 111.23 (2014): 8410-8415.

Our approach will be one of application-oriented discussion of the topics involved. The foundation of our discussions will be the material in the text and other relevant topics selected for class discussion.

The Marketplace Simulation is also an active learning methodology and will allow student teams to apply the principles of marketing to a challenging market situation.

For many, active learning will require you to learn new skills. Learning can be uncomfortable. I'm reminded of this every time I need to learn to use a new software tool. It can be frustrating. But I continually remind myself that patience and diligence will allow me to master the new skill.

If you want to learn marketing, develop your public speaking skills, and learn how to work effectively to solve problems as part of a team, take this class! **If you are a passive person and uncomfortable with personal responsibility and growth, you should drop this course.**

#### **CLASS NORMS:**

- Mutual Respect and Encouragement

Speaking in class, taking risks, and requesting help are difficult if we fear being judged negatively by others. However, when we believe our classmates and instructor value our contributions by speaking in class, taking risks, and requesting help, learning flourishes and we have a lot more fun.

We will actively respect each member of this class and support their efforts to learn, grow, take risks, make mistakes, and find joy in class- and teamwork.

- You Are Both Responsible and Interdependent

You are responsible for your performance in this class, understanding class requirements, proactively engaging in class- and teamwork, and helping your class- and teammates lift their performance.

While we are individually responsible for our performance, we are not alone and have a responsibility to help others. This may sound counterintuitive, but we thrive when members of a community both take personal responsibility and actively help others.

John Donne's famous 1623 poem Meditation 17 (aka No Man is An Island) speaks to this dichotomy. It conveys the concept that humans are social beings, that we need contact and interactions with others to succeed. Don't worry, this poem is not on any of our exams. But it's worth a read!



**"No man is an island, entire of itself;  
every man is a piece of the continent,  
a part of the main. If a clod be washed  
away by the sea, Europe is the less, as  
well as if a promontory were, as well as  
if a manor of thy friend's or of thine  
own were: any man's death diminishes  
me, because I am involved in mankind,  
and therefore never send to know for  
whom the bells tolls; it tolls for thee."**

~JOHN DONNE

Please note: While Donne's language is sexist (No *man* is an island), we know it is equally true for men and women.

- You Are the Final Collaborator

As strange as it may sound, you (the student) are the final collaborator in our class. **Your collaboration will make this a successful or unsuccessful learning experience.**



Musicals are plays, but the last collaborator is your audience, so you've got to wait 'til the last collaborator comes in before you can complete the collaboration.

David Sondheim  
American composer and lyricist

David Sondheim was the most important American composer and lyricist in the second half of the 20<sup>th</sup> century. Unless you're a fan of musical theater, you may only know of one of his musicals, *West Side Story*. But there are many more.

Sondheim is quoted as saying the final collaborator in any show or event is the audience. By that he meant that how the audience engages with the show ultimately determines the quality of the experience.

The same is true in our class. Your preparation, questions, comments, and attention impact the quality of learning and enjoyment for yourself and classmates. Make it a norm to come prepared and willing to actively collaborate in our time together.

To my knowledge, this is one of the few business classes offered globally that has poetry from the 17<sup>th</sup> century in the syllabus along with insights from the brilliant and prolific David Sondheim! I hope including them will help you understand what is required for success in and out of this classroom.

- Time Investment:

Reading the text and other documents are requirements of the course! As is active participation in the team-based Marketplace Simulation. Students should plan on investing 2 +/- hours outside of class for each hour in class, depending on learning style. The degree of your preparation and participation in the class discussion will greatly determine what you get out of it.

- Attendance and Punctuality Are Required:

Missing even a single session may impact your comprehension of the material. Excessive unexcused absences (more than 1) may diminish your final grade. Please inform me prior to class by email if you intend to be absent.

At the end of the term, I will calculate the median absence rate for your class. If you have missed more than 1 standard deviation (ST) more than the class median, your grade will be reduced by one incremental grade. For example, if you earned a Class Participation grade of A-, but your absentee rate was more than 1 ST greater below the class median, your grade would be reduced to a B+. If your absentee rate was 2 ST below the class median, your grade would be reduced to a B, etc.

Homework assignments and changes to the syllabus and schedule are your responsibility. However, they will be announced in class and posted on Canvas.



Please be on time for class. Late entries are distracting for your instructor and classmates. BE KIND, DON'T BE LATE!

- Public Health Requirements.

In all cases, we will follow Northeastern University and relevant government health guidelines, which may change as the term progresses. The University has posted a comprehensive FAQ with current expectations here:  
<https://news.northeastern.edu/coronavirus/>

If you receive a positive test result or are informed that you have been exposed to COVID, communicate with the University Wellness Team as indicated in the University's isolation and quarantine guidelines.

- Electronics Required for In-Person Class

Please bring your internet connected device to class. It may be needed for exercises and for taking attendance.

## ASSIGNMENTS & PREPARING FOR CLASS DISCUSSION

Please see Canvas for the schedule of assignments and their details. The following is an overview of what to expect and how to engage.

For our textbook reading assignments, please note that each chapter is subdivided into "Objectives." Objectives in the text are simply concepts to be addressed in that section of the chapter. You will find them listed on the first page of every chapter. For textbook reading assignments, I refer to the "Objectives" as "**sections**." See Canvas for readings required for each class.

With each assigned reading, there are assigned "End of Chapter Questions" (see Canvas for which questions have been assigned). You are required to prepare answers to those questions. I will be randomly calling on students to address these assigned questions.<sup>3</sup> Failure to be adequately prepared will diminish your learning and the quality of class discussions. It will also result in a lower participation grade.

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<sup>3</sup> Please don't freak out about this. When meeting with peers at school or meeting with colleagues or managers on your co-op assignment, you're asked for your opinion all the time. And it's never killed you! I know that no one is perfect and all of us stumble, stammer, and commit errors. We're all human (including your instructor)! Come prepared as best you can. Expect to be imperfect and do your best. No one has ever received a demerit in my class for speaking in class and being human. Students who actively engage are only respected and appreciated!

In addition to assigned readings in our textbook, there will be other assigned readings and videos to watch. For each I will ask students to share their thoughts on the material.

As you are reading the assigned material or watching the assigned video, take notes so you can recall the material and be able to add value to our class discussion. Of particular value is giving examples of how the concepts are applied to brands or situations you are familiar with and have not been mentioned in the reading. Why? Linking newly learned concepts to your own experiences helps you better understand the concepts and recall them for use.

See the module in Canvas titled “Class Discussion Prep.” There you can find a downloadable PDF form that you may find helpful for capturing notes on assigned readings. You can then bring the form to class and use it to prompt your class participation.

The Marketplace Simulation Team Project is a significant part of the class. You will work with your team to “operate” your virtual business over six weeks. This assignment will require that you learn the marketing concepts as best as you can, see what impact your decisions have on business performance, and learn from your mistakes. More information is provided on Canvas.

## **RESOURCES AVAILABLE TO HELP STUDENTS:**

Schedule time to meet with me virtually to discuss your challenges. If you are having problems of any kind in class, please let me know as early in the course as possible so that we can address them. See the first Module in Canvas, titled Schedule Video Meeting with Sean M Gallagher for details on how to schedule a virtual meeting.

There are no TA's for this class. However, if you are encountering difficulties, help is available through these valuable resources:

- Writing Center: <http://www.northeastern.edu/english/writing-center/>
- Disabilities Resource Center: <http://www.northeastern.edu/drc/>
- Peer Tutoring: <https://undergraduate.northeastern.edu/peer-tutoring/>
- Mental Health: NU Health and Counseling Service:  
<https://www.northeastern.edu/uhs/>

## **INTEGRITY:**

Students must adhere to the highest ethical standards. Honesty and integrity are key elements of good marketing and are detailed in the American Marketing Association’s marketing code of ethics. Northeastern University is similarly

committed to the principles of intellectual honesty and integrity. You can read the official policy [by clicking here](#).

Please review the policy carefully. Students suspected of violating the Academic Integrity Policy will be reported to the Office of Student Conduct and Conflict Resolution for disciplinary action.

We use the Respondus Browser and Monitor systems for our quizzes/exams. If you attempt to cheat, Respondus will capture you cheating and you will be caught, penalized, and reported to the Office of Student Conduct and Conflict Resolution for disciplinary action. ***Be smart, don't even think about cheating!***

NOTE: When starting a quiz/exam where Respondus is utilized, the system asks you to show your work area during the Environmental Check step. Please use this opportunity to clearly show that your work area is free of any prohibited materials or other elements that might be contrary to the Academic Integrity Policy. Failure to adequately perform the Environmental Check may result in a failing grade.

- If you do not wish to have your residence recorded during the Environmental Check, you must find an alternative location to complete the exam (e.g., the library, conference rooms, etc.)

## **TEAMWORK:**

All students must **actively** participant and contribute to the team project. Letting your teammates down is a serious transgression and grades will be adjusted accordingly.

Marketplace Simulation tracks how much time you invest in learning on the Marketplace platform. At the end of the team assignment, I see how much time each person has invested in the game. Lack of investment in learning and working on the Marketplace platform (as compared to your teammates or classmates) may result in a reduction in your Team Simulation Balanced Scorecard grade.

## **FINAL EXAM CONFLICT POLICY**

This course follows the DMSB policy regarding final exams. With proper documentation from the Registrar's Office, you may reschedule a final exam when you have three final exams scheduled on the same day during finals week or two at the same time. It is your responsibility to obtain the documentation from the registrar. Per the Registrar, exam conflicts must be filed as instructed by the Registrar. Without proper documentation, your exam will not be rescheduled.

## **EVALUATION AND ASSESSMENT:**

Course grades will consist of objective and subjective evaluations of the student's completion of the course requirements. Final grades will reflect adjustments related to preparation, participation, and/or poor attendance.

However, since learning is inherently individualized, there are a number of elements to the grading process to allow you a variety of ways to demonstrate competence in the material. The grading elements are also designed to develop and enhance skills important to Marketing: individual effort, teamwork, and oral and written communications skills.

Your course grade will be based upon the following:

- |  |     |
|--|-----|
| • Quizzes (2)  | 30% |
| • Final Exam   | 25% |
| • Team Simulation Project  | 25% |
| ○ Cumulative Balanced Scorecard: 15%                                       |     |
| ○ Peer Evaluations:  | 10% |
| • Class Participation, Attendance, and<br>Market Research Experience (MRE) | 20% |

Class participation is related to the relative quality and frequency of your contributions during class. Poor attendance may result in an additional deduction from your class participation grade.

If you would benefit from speaking with me personally, please don't hesitate to schedule time for a Zoom call! See Module 1 in Canvas for details. I enjoy meeting with students and always learn something.

Tests are designed to draw together larger amounts of material and cover chapters noted on the syllabus. The format is normally multiple-choice questions.

See Canvas Week 3 Module for information of the Marketplace Simulation Team Project.

Per DMSB policy, expect class grades to be similar to a standard distribution with the class average approximating a B+.

## CALCULATING GRADES

Quizzes and the final exam

Quizzes and the final exam will likely be scaled so that the class average will approximate B+. After each quiz I will post an Announcement in Canvas explaining how grades were scaled.

Below is a table that shows how scaled percentages are linked to letter grades

A= 94 – 100%	C = 74 – 76%
A- = 90 – 93%	C- = 70 – 73%
B+ = 87 – 89%	D+ = 67 – 69%
B = 84 – 86%	D = 64 – 66%
B- = 80 – 83%	D- = 61 – 63%
C+ = 77 – 79%	F = 60% and below

### Final Grades

At Northeastern, grades are officially recorded by letters. As a result, all grades are entered into Canvas and the university system as letter grades. However, Canvas may report your calculated final grade as a percentage. **DO NOT RELY ON CANVAS PERCENTAGE CALCULATIONS TO COMPUTE YOUR FINAL GRADE.**

To calculate your final letter grade, create a spreadsheet like the one below.  
NOTE: Percentages are NOT used in the calculation. Do not use percentages.

Student Name: <i>Sample</i>			
Assignment and % Weight of Final Grade	Letter Grade Received	Numerical Grade Received	Weight of Final Grade (Formula: Numerical Grade * Weight of Final Grade)
Quiz 1 15%	B-	2.7	0.41
Quiz 2 15%	B-	2.7	0.41
Final Exam 25%	A-	3.7	0.93
Team Balanced Scorecard 15%	B+	3.3	0.50
Team Peer Evaluation 10%	A-	3.7	0.37
Attendance, Class Participation, Market Research Experience 20%	A-	3.7	0.74
	Final Numerical Grade:		3.34
	Final Letter Grade:		B+

## **WANT TO CHALLENGE YOUR FINAL GRADE?**

If you wish to challenge your final grade – no worries! Everyone makes mistakes, including university professors.

The problem is when students challenge the grade without thinking it through carefully and nonemotionally. To help both of us evaluate a disputed final grade in an effective manner, you must follow these steps:

1. Do not send an email to dispute a grade for at least 14 days after grades have been released, or later (but not more than 60 days). Any requests to review grades before 14 days will not be acted upon. Why? Many times, these requests are more emotion driven than fact driven. Putting a little time between when grades are announced and when they are disputed will give all parties time to see the facts more clearly without the end-of-semester fog of emotions.
2. In your email, **carefully document** why you believe the grade is an error. The more detailed and **evidence-driven** your argument, the more likely you are to succeed.
3. Provide a **spreadsheet** that documents **how the change in the assignment grade will impact your final grade**. If the change will not alter your final grade, there is no need to contest the assignment grade.
4. Keep in mind that reviewing a grade may uncover an error that may not be in the student's favor, so make sure you are on solid ground.

## **FRAMEWORKS AND THEIR IMPORTANCE**

In this class we will use the term framework quite frequently. A framework is an intellectual concept that helps us analyze and/or solve problems. It can be helpful to think about them as business tools that will help you succeed in your career. Our textbook is filled with frameworks that have developed over time by practitioners and studied by academics.

When working to solve a problem, we can save time and energy by first seeking to identify the frameworks that have been developed to help us analyze and/or solve problems. While you may be tempted to use your “gut” when analyzing and solving marketing challenges, my advice is clear, *DON’T!* All professional success is built on learning what has worked in the past and adapting and innovating for the new environment. Please, get in the habit of using frameworks, *first*.

### **Are some frameworks more important than others?**

The answer to that question is a qualified “yes.” Some frameworks are critical when seeking to analyze or solve a problem, but I might not categorize them as critical for this class. Why? Because this is an introduction course and prioritizing some information over others helps us focus on the frameworks applicable in more frequent situations.

However, you remain responsible for understanding the key concepts in all chapters that we will read.

### **Critical Frameworks**

By the end of the semester, you should have a detailed understanding of the following:

- The definition of “marketing” (see page 5 of the textbook)
- Customer Value-Driven Marketing Strategy
- Marketing Mix
- Product Lifecycle
- Competitive Advantage
- Customer Engagement Marketing

## **INSTRUCTOR PROFILE:**

The following is from the DMSB Marketing Department Faculty webpage:

### *Overview:*

Sean M. Gallagher is a lecturer in marketing. His career has included roles as a marketing practitioner, consultant, and academic. In his first role as a marketer for 3M Health Care, Gallagher led the effort to develop and introduce a novel surgical mask, now known generically as N95. His consulting clients have included HP, Bell Canada, Telstra (Australia's largest telecom), and others. He finds great joy in working with students at Northeastern University where he teaches Introduction to Marketing and Marketing Management.

### *Research & Teaching Interests*

The fact that talented, well-meaning people can perform poorly in one environment and suddenly boost their effectiveness when they move to another environment has fascinated Gallagher since early in his career. This interest drove him to explore the academic literature on organizational culture and, later, into the determinants of team effectiveness.

“Market orientation” has been an academic topic since the mid-1980s. Kohli and Jaworski (1990) defined market orientation as “the organization-wide generation of market intelligence, dissemination of the intelligence across departments and organization-wide responsiveness to it”

In collaboration with Linden Brown, PhD., and Christopher Brown, Gallagher helped to extend the research on market orientation and to make it more accessible to businesspeople across the globe. Their contribution was to statistically demonstrate the impact of organizational characteristics like cross-functional collaboration and strategic alignment on outcomes like customer satisfaction, innovation, new product success, and profitability.

# Appendix 1

## Market Research Experience

For any questions about the Marketing Research Experience (MRE),  
study participation or research report option, please send an email to  
[DMSBMarketing.sona@neu.edu](mailto:DMSBMarketing.sona@neu.edu)  
NOT your professor!

## **Marketing Research Experience**

Marketing data and theories depend upon the research methods used to obtain them. Thus, exposure to cutting-edge topics in marketing that are at the forefront of research in the marketing discipline, as well as the research methods used to study them, is an experience that is valuable to understanding marketing and consumer behavior.

### **Your participation is required.**

Your participation is required and we ask that you take your time in completing these studies. They are an important part of faculty research. Not only do these studies help build the knowledge base of your expert faculty to pass on to you in the classroom, but published research also helps boost our school's rankings. An increase in school rankings improves the value of your future diploma.

There are two options for successfully completing the Marketing Research Experience for this course:

1. The Study Participation Option (two online and one in-person studies) and/or
2. The Research Report Option.

These options are described below. **Please note: three Marketing Research Experience credits are required; therefore, to receive full credit you must participate in either three segments of studies, write three reports, or participate in any combination of study segments and research reports to complete three credits** (e.g., two segments and one research report).

Your completion of the Marketing Research Experience credit (study segments, research reports, or both) will be counted for all of the courses in which you are enrolled during a given semester. For example, if you are enrolled in both Consumer Behavior and Marketing Research, you will earn credit in both of those courses when you participate (you DO NOT need to complete three credits in each course).

**For any questions about the Marketing Research Experience study participation or research report option, please send an email to [DMSBMarketing.sona@neu.edu](mailto:DMSBMarketing.sona@neu.edu), NOT your professor.**

## **Study Participation Options**

As a student in a participating Marketing course, you have been enrolled in the DMSB Marketing Insights panel ([DMSBMarketing.sona-systems.com](http://DMSBMarketing.sona-systems.com)). You will receive an email from DMSB Marketing Insights with your unique log-in information. To complete the Marketing Research Experience, you can complete three segments of studies during the semester (approximately one hour each) as a member of this panel. In this role, you will act as a respondent for marketing and consumer research projects conducted by marketing faculty members (typically involving online experiments or surveys). Participation in these studies occurs outside of the regular class period. You will be notified via email announcement (via Canvas and Sona Systems) at the start of each of the three segments. Instructional videos and PDFs for accessing the study segments will also be available on the Blackboard site for your course. You will have a 10-day window to complete each segment of studies.

The first and second segments will take place entirely online. You can log in from any quiet spot and answer the surveys anytime during the stated 10-day window (plan for approximately one hour of studies per segment).

The third segment will be conducted in-person in a computer lab on campus (stay tuned this semester for additional details). You will be required to sign up for a time slot and come into the lab to complete a few studies in person (approximately 45-60 minutes of studies in total).

The study segment windows for Fall 2022 are:

- Segment 1 (Online): Monday, September 26<sup>th</sup> at 12:00 noon through Wednesday, October 5<sup>th</sup> at 12:00 noon\*
- Segment 2 (Online): Monday, October 17<sup>th</sup> at 12:00 noon through Wednesday, October 26<sup>th</sup> at 12:00 noon\*
- Segment 3 (In person): Monday, November 7<sup>th</sup> at 9:00 AM through Thursday, November 17<sup>th</sup> at 5:00 PM

\*Please note that the online segments begin and end at 12:00 NOON (not midnight) so a staff member will be available via email should you have any technical issues before the deadline. Because the data is sent to the researchers just after the deadline for each segment, the studies unfortunately cannot be reopened after the deadline.

A confirmation email will be sent to you after your successful completion of each study. Please keep a copy of these emails for your records through the end of the semester as proof of completion. Participation in studies to complete your Marketing Research Experience credit is encouraged to enhance your

understanding of research topics and methods in the marketing discipline. As with all research efforts, your participation is voluntary, both prior to and during any research study in which you participate.

### **Research Report Option**

Any student who prefers not to participate in a study segment of the DMSB Marketing Insights panel may fulfill the requirement by opting into an alternative report assignment, which involves writing a **two-page report** of an empirical research article from the last six months from the *Journal of Marketing Research*, *Journal of Marketing*, or the *Journal of Consumer Research*. The article you select should involve an empirical investigation (including a data collection effort using experiments, surveys, or other methods). Your report should highlight the article's: (a) research question, (b) topic/subject matter, (c) contribution of the work to research in marketing and to marketing practice over prior work that has been conducted (and referred to in the article), (d) the methods used, and (e) key findings. Please use 12-pt font and 1.5-line spacing on your report. Please submit your work as a PDF document and include your name in the document title. Reports should be emailed back to [DMSBMarketing.sona@neu.edu](mailto:DMSBMarketing.sona@neu.edu), not to your professor. Reports are due within 10 days after the close of a missed or skipped segment. Please note that there are NO extensions for these reports. Please plan your schedule accordingly.

**Please note that this option almost always takes longer than completing a few surveys.**

## MRE Impact on Course Grade

The Marketing Research Experience will be considered as a part of your course participation grade. If a student fails to complete three segments of studies, three alternative reports, or a combination of segments and reports to complete the three credits, **your professor will account for this Marketing Research Experience deficit in the participation portion of your course grade.**

*Grading note from Sean Gallagher:*

You are expected to complete all three MRE segments. For each MRE segment you do NOT complete, your Class Participation numerical grade will be reduced by 0.15.

For example, assume that your Class Participation letter grade is A-, or 3.7 in numerical grade terms. How would your grade be impacted if you missed two MRE segments? See below:

Original Class Participation Grade (A-):	3.7
Debit for missing two MRE segments (0.15 each)	- 0.3
	3.4

A numerical grade of 3.4 rounds down to a B+

Completing each MRE segment is easy, educational, and fun. Failure to participate will result in a lowering of your Class Participation grade (20% of semester grade). So, complete each MRE segment, learn something, and have some fun!