

Marketing Research

Course code: MKT 375

Semester and year: Spring 2021

Day and time: Thursday, 8.15 a.m.–11 a.m.

Instructor: Christopher M. G. Shallow BA (Hons.); MSc (Marketing), Merit; DipExM; DipITB

Instructor contact: Phone: Mobile: +420-603-489474 (*if you text me, include your name and class*)

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Consultation hours: One hour after the lesson, on MS Teams.

Course Schedule, on MS Teams.

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|------------------------|----------|----------------------|---------------------------|
| Credits US/ECTS | 3 | Level | Advanced |
| Length | 15 weeks | Pre-requisite | MKT248, MTH222 |
| Contact hours | 42 hours | Course type | BachelorRequired/Optional |

1. Course Description

This advanced course describes the role of marketing research in the current marketing environment and in marketing-oriented organizations, and its applications, concepts, methodologies, techniques, and terminologies. Designed to make the student a knowledgeable marketing research consumer, and a beginning practitioner, it demonstrates how research contributes to the effectiveness of marketing, advertising, sales, and product design and development. In particular, the course illustrates the importance of market research for successful decision-making concerning the final consumer / customer – B2C, as well as in B2B.

The course details the stages of the market research process, starting with the definition of the problem, brief setting, and proposal evaluation, through data collection, analysis, and interpretation, to presentation of research findings, and the application of findings and analysis in management decision making. The focus is on qualitative (exploratory) research techniques, quantitative research execution, and the latest developments in technology. New internet related market research techniques are described.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Comprehend and have a clear understanding of the relationship between market research and decision making
- Comprehend and have a clear understanding of the processes used in formulating and conducting market research projects
- Place in context and lend perspective to the market conditions under which research may be undertaken, and the impact of these conditions on the type of research to be conducted, including methodologies and project management
- Comprehend and have a clear understanding of the range of qualitative and quantitative techniques and methods available in marketing research, including applicability and limitations
- Comprehend and have a clear understanding of how to design a market research to obtain actionable information as a decision support and be able to make a Request for proposal for a market research project

- Place in context and lend perspective to the language of marketing research as it is used by practitioners and businesspeople
- Place in context and lend perspective to some of the more common qualitative and quantitative techniques, including proposal / survey construction, data collection / fieldwork and analysis and reporting.

3. Reading Material

Required Materials (Available in AAU Library* or to Download)

- The course Study Guide is available online for students. You should also refer to:
- *Essentials of Marketing Research*, Fourth Edition, Zikmund, Babin, 2010, South-Western ISBN: 978-1-4390-8090-0*.
- *Marketing Research with SPSS Eighth Edition, International Student Version*, McDaniel, Gates, 2010, Wiley*. [One copy in AAU library.]
- *Marketing Research: An Applied Approach*, Fifth Edition, Malhotra N., 2007, Pearson Prentice Hall*.
- * On reserve (cannot be checked out but only used in the library) in the AAU Library.

Recommended Materials (One copy of each – except where noted – available on loan from course leader, a book loan form must be completed and signed)

- *Market Research in Practice*, Hague, Hague, & Morgan, 2004, Kogan Page / MRS.
- *Guerrilla Marketing Research*, Kaden RJ, Levinson C (Foreword), 2006, Kogan Page. [2 copies]
- *More Guerrilla Marketing Research*, Kaden, Linda, Conrad Levinson, 2009, Kogan Page.
- *Marketing Research: An Integrated Approach*, Wilson, 2006, FT / Prentice Hall / MRS.
- *The Official CIM Revision Cards: Marketing Research and Information, Professional Diploma in Marketing*, Williams, 2006, Elsevier Butterworth-Heinemann, The Chartered Institute of Marketing.
- *Essentials of Marketing Research*, Hair, Wolfinbarger, Ortinau, Bush, 2008, McGraw-Hill.
- *Marketing Research*, Cooper, Schindler, 2006, McGraw-Hill Irwin
- *Questionnaire Design*, Brace, 2004, Kogan Page / MRS
- *Qualitative Research*, Keegan, 2009, Kogan Page / MRS.

4. Teaching methodology

The course is divided into 13 lessons, during which a variety of student participation methods are used. Classes will be organized around presentations based on the course books (see **Required Materials** above). Discussions are encouraged and case studies will be used to demonstrate students' analytical thinking, creative problem-solving skills, and information acquisition. Before each class, each student should be prepared to discuss the session topics (see the **Course Schedule**, below, and the **Study Guide**).

5. Course Schedule

| | |
|-----------------------------------|--|
| Week One 11 th Feb. | Class 1: Course Information: expectations, deadlines, and procedures. Introduction to the subject area. <i>Part One: An Introduction to Marketing Research.</i> Chapter 1: The Role of Marketing Research Chapter 2: Information Systems and Knowledge Management. |
| Week Two 18 th Feb. | Class 2: Chapter 3: The Marketing Research Process Chapter 4: The Human Side of Marketing Research: Organizational and Ethical Issues. |
| Week Three | Class 3: Part Two: Designing Research Studies |

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|--|--|
| 25 th Feb. | Chapter 5: Qualitative Research Chapter 6: Secondary Data Research in a Digital Age. Deadline to select topic and chapter for YOUR Marketing Research class presentation, CW1: 23:59 Friday, 26th February 2021. |
| 26th Feb. | Class Make-up Day (if required), NB FRIDAY |
| Week Four 4 th March | Class 4: Chapter 7: Survey Research. |
| Week Five 11th March | Class 5: Chapter 8: Observation. 1st Assignment (Individual PowerPoint Presentation, CW1) DUE: 23:59 Friday, 12th March 2021. |
| Week Six 18 th March | Class 6: Chapter 9: Conducting Marketing Experiments. |
| Week Seven 25 th March | Part Three: Measurement Class 7: Chapter 10: Measurement and Attitude Scaling. |
| 26th March | Class Make-up Day (if required), NB FRIDAY |
| Week Eight 1st April | Mid-term exam (E1): Chapters 1 to 8. If teaching is still online only, will be replaced by individual assignment based on key concepts from the same chapters. Due: 9th April 2021. Mid-term exam. results sent by Monday, 12 th April 2021. |
| 2nd April | State Holiday; (Good Friday 2021) |
| 5th April | State Holiday; (Easter Monday 2021) |
| Week Nine 8th April | Mid-term Break (5 th to 9 th April) |
| Week Ten 15 th April | Class 8: Chapter 11: Questionnaire Design. |
| Week Eleven 22 nd April | Class 9: Part Four: Sampling and Statistical Theory Chapter 12: Sampling Designs and Sampling Procedures 2nd Assignment (Group Assignment: Marketing Research Proposal, CW2) DUE: 23:59 Friday, 23rd April 2021. |
| Week Twelve 29 th April | Class 10: Chapter 13: Determination of Sample Size: A Review of Statistical Theory. |
| 30th April | Class Make-up Day (if required), NB FRIDAY |
| 1st May | State Holiday - Labour Day, FRIDAY |
| Week Thirteen 6 th May | Class 11: Part Five: Analysis and Reporting Chapter 14: Basic Data Analysis. Chapter 15: Testing for Differences Between Groups and for Relationships Among Variables. |
| 8th May | State Holiday - Liberation from Fascism Day, FRIDAY |
| Week Fourteen 13 th May | Class 12: Chapter 16: Communicating Research Results. 3rd Assignment (Group Assignment: Marketing Research Plan, CW3) DUE: 23:59 Friday, 8th May 2021. CW2: Marketing Research Proposals returned, graded by Monday, 28 th April 2021. |
| 14th May | Class Make-up Day (if required), NB FRIDAY |
| Week Fifteen 20th May | Final Exam (E2): Chapters 9 to 16. If teaching is still online only, will be replaced by individual in-class assignment based on key concepts from the same chapters. E2: Final exam. results sent by Monday, 31 st May 2021. CW3: Marketing Research Plans returned, graded by Monday, 7 th June 2021. |

6. Course Requirements and Assessment (with estimated workloads)

| Assignment | Workload (average) (hours) | Weight in Final Grade | Evaluated Student Learning Outcomes |
|---|-----------------------------|-----------------------|---|
| CP Class Participation (<i>Individual</i>) | 42 | 10% | See Participation , below. (1, 2, 3) Ability to read, think, and express ideas analytically, critically, and creatively. Ability to ask and answer questions relating to subject knowledge. Ability to communicate effectively in oral English. |
| CW1 (<i>Individual Assignment</i>): PowerPoint-based presentation on a Marketing Research topic chosen from the list of Course Content Chapter Topics in the syllabus. | 15 | 10% | (1, 2, 3) Ability to recognize when information is needed and to locate, evaluate, and effectively use (including citation) that information. Ability to read, think, and express ideas analytically, critically, and creatively. Ability to identify and use fundamental principles, concepts, and methods essential for the acquisition and application of knowledge. Ability to cite from relevant texts. Ability to identify and summarize key points relating to a topic. Ability to create and give a business presentation. Ability to explain a topic to peers. Ability to communicate effectively in oral and written English. |
| CW2 (<i>Group Assignment</i>): Marketing Research Proposal, using template distributed. | 25 | 20% | (1, 2, 3) Ability to recognize when information is needed and to locate, evaluate, and effectively use (including citation) that information. Ability to identify and use fundamental principles, concepts, and methods essential for the acquisition and application of knowledge. Ability to cite from relevant texts. Ability to read, think, and express ideas analytically, critically, and creatively. Ability to identify and summarize key points relating to a topic. Ability to write in a variation of a business report format. Ability to work in a team. Ability to communicate effectively in written English. |

| | | | |
|---|-----------|------|---|
| CW3 (<i>Group Assignment</i>): Marketing Research Plan, using template distributed. | 20 | 20% | As CW2 . |
| E1 Mid-term Exam (<i>Individual</i>) Chapters 1 to 8 (<i>see above</i>); handouts. | 24 | 20% | (1, 2) See Exams , below. Ability to understand and recall the theoretical aspects of, and terminology used in, the course. Ability to understand, recall, interpret and extrapolate theory into practice. |
| E2 Final Exam (<i>Individual</i>) Chapters 9 to 16 (<i>see above</i>); handouts. | 24 | 20% | (1, 2) See Exams , below. Ability to understand and recall the theoretical aspects of, and terminology used in, the course. Ability to understand, recall, interpret and extrapolate theory into practice. |
| TOTAL | 150 hours | 100% | |

1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

- *Deadlines* in business are *critical*. **Each student is responsible for checking the course Website and their AAU Student e-mail box regularly, attending every class on time, and completing all assignments on time.**

7. Detailed description of the assignments – see below

Assessment breakdown summary for all assignments

| Assessed area | Percentage |
|---|------------|
| TITLE, INTRODUCTION, CONCLUSION AND TABLE OF CONTENTS | 15 |
| ORGANIZATION AND DEVELOPMENT Structure of the paper, logical coherence (including title page, table of contents, executive summary, introduction, conclusion, and works cited) | 10 |
| CONTENT / QUALITY OF IDEAS Knowledge of methodology, its application Includes: correct use of supportive material (e.g., charts, diagrams, illustrations, maps, and tables) | 50 |
| QUALITY OF RESEARCH Work with sources and literature – includes proper citation | 15 |
| CLARITY, FORMAT, READABILITY, AND QUALITY: Writing style, level of English: 5 Formal quality and format of report: 5 | 10 |
| PENALTY FOR ERRORS IN SPELLING, USAGE, MECHANICS | Up to -5 |

NB See the [Course Assignments handout](#) for detailed **Course Assignment Grading Criteria** under each of the above headings.

CW1 (*Individual Assignment*): PowerPoint-based presentation (plus Speaker's Notes in Word format) on a Marketing Research topic previously agreed from the list of Course Content Chapter Topics in the syllabus. See **Presentations Requirements**, below, p6.

CW2 (*Group Assignment: 3-5 students*): Marketing Research Proposal, using **template** distributed. For details, see below, p7. A **Group Self-Assessment form (see handout) MUST be completed by each member of the group.**

CW3 (*Group Presentation: 3-5 students*): Marketing Research Plan, using **template** distributed. For details, see below, p7. A **Group Self-Assessment form (see handout) MUST be completed by each member of the group.**

(The number of students will be taken into account when marking group work.)

NB For ALL assignments, as per university regulations, five academically respectable correctly cited sources are the minimum expected. Any assignments NOT meeting this standard will NOT be graded.

Participation (CP: 10%): Participation is evaluated on the quality of your contribution to the learning experience of the class. Participating by actively responding to questions, asking questions yourself, and engaging in class discussions will help you earn your participation grade. Simply attending every class is *not* participation. If you are not sure, please ask your course leader on what you can do to increase your participation.

- **Note that the quality of your participation is not necessarily a function of the quantity of your participation.** Your participation grade will be evaluated, (at the end of the course), as follows:
 - **Outstanding (90-100%):** Contributions provided important insights for the class. Arguments were well-supported (with evidence) and persuasively presented. If this student were *not* a member, the quality of the class would have been significantly less.
 - **Good (80-89%):** Contributions were on-target, fairly well-supported and persuasive. If this student were *not* a member, the quality of the class would have been slightly less.
 - **Attending Non-participant (70-79%):** Contributed nothing to the class. The student attended every class but was silent and did *not* participate.
 - **Repetitive (-10%):** If a student's class comments were repetitious and obvious and did *not* add value to the class. That is, you will be penalized for 'airtime' without value.
 - **Unsatisfactory (-20%):** Unsatisfactory contribution occurs due to inadequate preparation. If this student were *not* a member of the class, the quality of the discussions would have been enhanced.
- **NB Any or all of the following will IMMEDIATELY reduce your participation grade by 10% for each occasion:**
 1. Arriving late for, or leaving early, a class. Leaving a class apart from hourly breaks.
 2. Continually talking. (This means talking for longer than a few seconds.)
 3. Reading non-course related material, e.g., newspapers and magazines, or online, e.g., Facebook, during class.
 4. Any breach of the **Electronic Devices policy**, below.
 5. Any other action which another student may reasonably find distracting during class.

Individual Presentation (CW1: 10%):

- Each student will be **required to deliver one PowerPoint presentation** on a previously mutually agreed (via email) **course topic**.
 - Students are *required to read and use* the **presentation format guidelines**, (available on the online course space), when preparing their presentations.
 - Each individual PowerPoint presentation must be approximately 30 minutes long (including time for questions) and must present and analyse in a clear and concise way information relevant to the agreed topic.
 - This presentation should *not* be just a summary of the topic (*an inadequate presentation; worth 60-70%*) as you will be expected to explain the significance of the topic as well as critically review the topic (*a good presentation; worth 80-89%*). It is recommended to supplement the course book text by finding other texts (e.g., other textbooks and reliable and legitimate online sources) that cover the topic and cite these also (*an excellent presentation: worth 90-100%!*).
- Each presentation *must* be correctly uploaded via the NEO LMS (it is your responsibility to learn how to achieve this) PLUS **e-mailed** to me in **Microsoft PowerPoint compatible format** together with speaker's notes in a **Microsoft Word compatible format (no PDFs)**, as well as presented in class (but *NOT printed*).
- Your presentation *must* include a **cover 'page'**, a **list of the contents**, an **introduction** explaining what is to come and why it is important, a **conclusion / summary**, and a **works cited** at the end of the presentation, all as *separate slides*. **All sources are to be written in an academic style using Harvard formatting with appropriate in-line citation (author, year, page number)**. **Information on proper Harvard citation** is available as a link on the online class course space. **Sources should be fully cited at the bottom of each slide and listed in a final Works Cited slide(s)**.
- The **slide master** *must* include a header (*title of course, term and name of student*) and footer (*date and page number*).
- Each presentation will be graded on your understanding of the topic; plus, relevant data use, clarity, organization, time management, graphics, etc.
- An 'A grade' (90-100%) presentations should demonstrate all of the **7Cs**:
 - **Clarity** in the message
 - **Charisma** when delivering
 - **Credibility** when presenting
 - **Confidence** in front of your audience
 - **Competence** at an essential business skill
 - **Convincing** demeanour
 - **Compelling** case
- A **Group Self-Assessment form** (see *handout*, available on the online course space) **MUST** be completed by each member of the group (3-5 students). **Failure to do so will result in the assignment not being graded.**
- During the final week, you will receive feedback on the results of your group presentation.
- See the **Course Assignments handout** (available on the online course space) for my detailed **Course Assignment Grading Criteria**.

Written Assignment (CW2: 20%, CW3: 20%) Requirements

- All assignments are due, in **printed format**, at the beginning of class on the due date (*unless otherwise agreed*). All assignments **MUST** also be correctly uploaded via the NEO LMs (it is your responsibility to learn how to achieve this) PLUS **e-mailed** in **Microsoft Office compatible format (no PDFs)** to your course leader by **midnight of the due date**.

- All written assignments (essays, presentations, research projects, case studies, etc.) – **except presentations** (see below) – **must be word processed**, in an appropriate **Business Report format**, as per the **Business Report format** handout, (available on the online class course space). **All sources must still, however, be written in an academic style using Harvard formatting with in-line citation and a complete works cited and bibliography at the end of the paper.** (**Information on proper Harvard citation** is available as a link on the online class course space.)
- Assignments in business report format *must*, as a *minimum*, include a **cover 'page'** (use the **SBA cover page**), a **table of contents**, an **executive summary**, an **introduction**, a **conclusion / recommendation**, and **works cited**, as separate pages. The main body of the paper should include a header (title of course, term and name of student) and footer (date and page number). The paper should have normal margins (1" on all sides), be single-sided, 1.5-spaced, **12-point font**, Times New Roman.
- Creativity is to be demonstrated in the content of your paper. Your work should reflect your understanding of the material. An emphasis on synthesis and critical thinking rather than simply "reporting" is expected.
- You will need to submit two word-processed papers (the first, **CW2 Marketing Research Proposal**; the second, **CW3 Marketing Research Plan** (which follows on from the first), *both* as a member of a group (3-5 students) and using the **templates** (supplied on the online course space).
- Some **guidelines**:
 - For your **PowerPoint presentation, Marketing Research Proposal** and **Marketing Research Plan**, think of your audience as the CEO of a for-profit company or Executive Director of a *not-for-profit*, with *no specialist knowledge* of the field of marketing research, who has hired you as an external marketing research consultant / agency. Accordingly, I expect to see *concise*, well-organized, well-explained documents free of typing mistakes, spelling, and grammar errors. The first time they are used, any technical terms must be explained (using the definition from the course book wherever possible), and any abbreviations have the original term written in full, e.g., Total Quality Management, (TQM).
 - For the **Marketing Research Proposal** and **Marketing Research Plan**, you are strongly recommended, due to the amount of work required, to team up with up to two others of your classmates (a total of three should be sufficient), for this assignment. (The number of students will be taken into account when marking these two assignments.) **A Group Self-Assessment form** (see handout) **MUST be completed by each member of the group. Failure to do so will result in the assignment not being graded.**
 - In the design of your **Marketing Research Proposal**, I will be looking for a well-thought out practical program with detailed objective and critiqued (critically reviewed) reasons for why you chose the research methods described (especially if you decide that focus groups are appropriate for your research program).
 - It is important to answer *all* aspects of each assignment.
 - A good summary of a topic (for your **PowerPoint presentation**) will earn you no more than a C; adding practical examples will enhance your grade; adding reasoned recommendations will further enhance your grade.
- **A Group Self-Assessment (GSA) form** (see handout, available on the online course space) **MUST be completed by each member of the group. Failure to do so will result in the assignment not being graded.**
- During the final week, you will receive feedback on the results of your presentation.
- See the **Course Assignments handout** (available on the online course space) for my detailed **Course Assignment Grading Criteria**.

- **Shared Assignments:** Your course leader may share completed student assignments with the class as “good examples” of work. If you do *not* want to have your work shared, please notify the course leader at the beginning of the semester. Additionally, your papers may be shared in subsequent sessions of this class. Please, notify the course leader if you do *not* wish that to happen.

Exams (E1, 20% & E2, 20%):

A **mid-term exam** and a **final exam**. will be given on the dates stated in the **Course Schedule**, above. **Students are expected to attend on those dates.** These exams will assess *not* only your understanding of the theoretical aspects of and terminology used in the course but also your ability to interpret and extrapolate this theory into practice. The material to be tested will be taken from the textbook(s), class discussions and my handouts and presentations. In both exams, the format *may* combine a mixture of short answer, true / false, matching, sort answer, and short essay questions. ***No excuses for absence from either of the exams. will be accepted; the dates are stated here.***

The Importance of Taking Notes

Students should come equipped to **take notes** at all sessions. Experience shows that learning any subject requires **active involvement** with the material: passively listening, or scanning documents – even repeatedly, leaves little impression. (Still less does looking at your notebook / tablet PC during the lesson; students who do so are more likely to get poor grades or **even fail**.) *The act of making one’s own notes, by hand, has a ‘magic effect’ of stimulating thought and understanding.* Any student who takes the course *seriously will need to take his or her own notes in the lessons, and his or her own notes on the textbook(s) and do further reading (i.e., from my handouts) – and will need to revise those notes in preparation for the tests and/or exams. My lessons are no more than an introduction to a complex and demanding subject; and just reading my PowerPoint slides will not be enough to gain the necessary level of knowledge and understanding.*

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Not knowing the rules, misunderstanding the rules, running out of time, submitting the wrong draft, or being overwhelmed with multiple demands are not acceptable excuses. There are no excuses for failure to uphold academic integrity.

Quality of Written Assignments

All written assignments, including in-class quizzes, exams, exercises, assigned papers etc., **must be written at an acceptable university English level of quality.** This means students **must** proofread exams, assignments, papers, etc. and make sure that they are free of grammatical, spelling, sentence structure and other errors. Papers with a high level of errors of this type (meaning more than one per page) will be graded down substantially. This means students must **take responsibility for the overall quality of the work they submit.**

For students who need assistance with writing skills, the school offers the Academic Tutoring Center (ATC). Students who are unsure of their writing abilities should work with

the ATC's writing lab **before assignments are due**. All assignments with a significant writing component are given in enough time for students to work with the writing lab **before submitting work**.

Electronic communication and submission

Communication: The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Email Protocol: Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "**MKT375-2 Mid-term Exam. Question**".

Document Submission & Naming: All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS. The file name must be structured as follows: CourseCode_Section_AssignmentNumber_YourLastName. Example: "**MKT375-2_CW1_Smith.docx**". (Section to be added where applicable.)

For all hard copies submitted **Student Name, Course# and Assignment No.** should be clearly visible on first page. (Use the **Assignment Template**, provided.)

Attendance

Attendance is required. Students who are absent 35 percent of classes [i.e., 5 times or more] will be failed (or administratively withdrawn from the course if most absences are excused). Students might also be marked absent if they miss a significant part of a class (by arriving late or leaving early) as specified in the syllabus. **Therefore, any student who has missed five classes of this course will be asked to WITHDRAW. Should they fail to WITHDRAW from the course they will be FAILED.**

Remote students: Attendance takes the form of watching the recorded class session and submitting a brief attendance-proving assignment within 48 hours (specified in NEO), unless otherwise agreed with the instructor.

Absence excuse and make-up options

Should the student be absent from a class for relevant reasons (illness, serious family matters), he/she needs to submit an Absence Excuse Form supplemented with documents proving the reasons for absence to the Dean of Students. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if they submit an Absence Excuse Form along with the finalized add/drop form. The form and documents must be submitted within one week of absence. The student is responsible for making arrangements with the instructor about make-up options, as necessary.

Assignments missed due to unexcused absences cannot be made up which may result in a decreased or failing grade as specified in the syllabus.

Late work: **No late submissions will be accepted** – please, follow the deadlines in the Course Schedule, above.

Electronic devices

Mobile phones must be turned off during classes and placed in a bag on the floor. No calling or texting during class meetings (wait until the break). Unauthorized usage of said devices will result in a **lowering of the class participation grade by 5%**.

Laptops and Tablets: may NOT be used during class time unless approved by the course leader. They must be placed in a case or bag on the floor. Unauthorized usage of said devices will result in a **lowering of the class participation grade by 5%**.

Eating

Is not allowed during classes.

Cheating and disruptive behaviour

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behaviour to the Dean.

Students engaging in behaviour which is suggestive of cheating (e.g., whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehaviour, the student will be expelled from the exam and the exam will be marked as failed.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities are asked to contact the Dean of Students as soon as possible to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

| Letter Grade | Percentage | Description |
|--------------|------------|--|
| A | 95 – 100 | Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject. |
| A- | 90 – 94 | |
| B+ | 87 – 89 | Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort. |
| B | 83 – 86 | |
| B- | 80 – 82 | |
| C+ | 77 – 79 | Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course but has <i>not</i> succeeded in translating this understanding into consistently creative or original work. |
| C | 73 – 76 | |
| C- | 70 – 72 | |
| D+ | 65 – 69 | Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has <i>not</i> shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives. |
| D | 60 – 64 | |
| F | 0 - 59 | Fail. The student has <i>not</i> succeeded in mastering the subject matter covered in the course. |

* Decimals should be rounded to the nearest whole number.

LinkedIn

My LinkedIn network includes some leading academic and, particularly, practical marketers as well as executive recruiters. Therefore, all keen students of marketing (particularly its practical aspects) are STRONGLY encouraged to join me on LinkedIn: <http://www.linkedin.com/in/chrisshallow>

Prepared by and when: Chris Shallow BA MSc, Chair of Department of Marketing, 15th January 2021.

Approved by and when:

Chris Shallow BA MSc, Chair of Department of Marketing, 15th January 2021;
Jan Vasenda, Ph.D., Dean of School of Business Administration, 7th February, 2021.