



MKT 367 - Marketing Research  
Summer Session II 2026 – June 22, 2026 – July 25, 2026  
online asynchronous – 3 credits

Instructor Name: Dr. Lauren Labrecque  
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Office Hours: by appointment (email to set up)

### Course Catalog Description

Describes the nature and scope of marketing research activities. Reviews research designs, sampling, measurement, analysis, and other issues with focus on providing marketing information to management. (Lec. 3)

### Full Course Description

Marketing research is the process of gathering information to assist managers in decision-making. The marketing research course is designed to provide you with tools to design a research study, collect data, and analyze data. Various types of data collection techniques, including focus groups, secondary data collection using electronic databases, and surveys, are discussed in class. The course will involve statistics to the extent that they are helpful in making decisions. Students will gain firsthand experience creating a survey and analyzing the results.

### Prerequisites

BAI210 or STA308, and MKT265 or MKT265H, and BAI211 or BAI311 (prior or concurrently).

### Learning Outcomes

After successful completion of this course, you will be able to:

1. Explain how businesses can use research
2. Design a research plan
3. Analyze marketing research data
4. Interpret research findings

### Required Texts

The text for the class is Essentials of Marketing Research by William G. Zikmund and Barry J. Babin, 4<sup>th</sup> Edition (available on Brightspace).

### Course Assignments and Grading

#### Grades

You will be evaluated on three exams, applied assignments, and attendance & participation.

	Percentage
Quiz 1: Module 1	10%
Quiz 2: Module 2	10%
Quiz 3: Module 3	10%
Quiz 4: Module 4	10%
Quiz 5: Module 5	10%
Assignment 1: Module 1	10%
Assignment 2: Module 2	10%
Assignment 3: Module 3	10%
Assignment 4: Module 4	10%
Assignment 5: Module 5	10%
Final Grade	100%

#### Quizzes (50%)

Each module includes a Quiz. These quizzes are closed book (no notes, internet, friends, etc.)

#### Assignments (50%)

Each module includes an Assignment. Please follow individual instructions for each assignment.



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• **Late Assignment Policy**

- All on-time assignments must be submitted electronically to Brightspace on or before midnight of the due date.
- All late assignments must be submitted via Brightspace and via email. Late assignments submitted within 24 hours of the deadline will be reduced by one full letter grade. Assignments submitted 24-48 hours of the deadline will be reduced by two full letter grades. Assignments submitted 48-72 hours of the deadline will be reduced by three full letter grades. Assignments submitted more than 72 hours late will not be graded.

**Grading Scale**

<b>A</b>	95%-100%
<b>A-</b>	90%-94%
<b>B+</b>	87-89%
<b>B</b>	83-86%
<b>B-</b>	80-82%
<b>C+</b>	77-79%
<b>C</b>	73-76%
<b>C-</b>	70-72%
<b>D+</b>	67-69%
<b>D</b>	60-66%
<b>F</b>	59% and below

*Consider the online Brightspace Grade Book as a courtesy to you, subject to errors given various upgrades and shifts in the software. I reserve the right to make Grade Book corrections so that your grade reflects true performance, not software or user error. If you see something that doesn't make sense, please alert me!*

**Academic Honesty & Integrity:**

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, and properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. Students charged with plagiarism will receive an F for the paper. In some cases, this may result in a failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the following websites: the URI Student Handbook, and Sections 8.27.10 – 8.27.21 of the [University Manual \(web.uri.edu/manual/\)](http://web.uri.edu/manual/).

The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data, or references
- Facilitating or aiding another's academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors.

**Make-Up/Late Submission Policy**

Unless arrangements are made before the due date or a student has an excused absence, **LATE WORK** will result in one grade drop per each day late (for example: the highest grade for assignments 1 day late is a B, the highest grade for assignments 2 days late is a C, etc.). Late submissions are not accepted after 3 days. Plan ahead and make sure you give yourself enough time to complete assignments- for instance, I will not give extensions because you waited until the due date to start an assignment and Qualtrics or SPSS is not working.

**The following are not acceptable excuses:**

scheduled non-emergency doctor appointments, picking up relatives at the airport, chauffeuring a friend somewhere, etc. If you schedule something else during a class when you are to give a presentation or take an exam, you will get a zero for that grade.



### Course Schedule Overview

- **Module 1 (June 22 – June 27):** Foundations, Ethics, and the Research Process
  - **Module 2 (June 28 – July 4):** Qualitative Research, Observation, & Secondary Data
  - **Module 3 (July 5 – July 11):** Survey Design & Measurement
  - **Module 4 (July 12 – July 18):** Experiments, Sampling, & Data Analysis
  - **Module 5 (July 19 – July 25):** Final Assignment
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### Module 1: Foundations & The Research Process

**Dates:** Monday, June 22 – Saturday, June 27

#### Learning Objectives:

- Define marketing research and distinguish between basic and applied research.
- Understand the ethical implications of research (human subjects, privacy).
- Map the stages of the marketing research process.

#### 1. Required Readings:

**Chapter 1:** The Role of Marketing Research  
**Chapter 3:** The Marketing Research Process  
**Chapter 4:** The Human Side of Marketing Research (Ethics)

**2. Assignment 1:** The Ethics of "Sugging" & Privacy (Due June 27)

**3. Quiz 1:** (Due June 27)

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### Module 2: Qualitative Research & Secondary Data

**Dates:** Sunday, June 28 – Saturday, July 4

#### Learning Objectives:

- Differentiate between qualitative and quantitative research.
- Design a focus group discussion guide.
- Understand observational research methods (Direct, Mechanical, Eye-Tracking)
- Evaluate the pros and cons of secondary data.

#### 1. Required Readings:

**Chapter 5:** Qualitative Research  
**Chapter 6:** Secondary Data Research in a Digital Age  
**Chapter 8:** Observation  
(Focus: Pay attention to "Mechanical Observation" (e.g., scanners, eye-tracking) vs. "Direct Observation" (e.g., watching shoppers).

**2. Assignment 2:** The Focus Group & Observation Guide (Due July 4)

**3. Quiz 2:** (Due July 4)



### **Module 3: Survey Design & Measurement**

**Dates:** Sunday, July 5 – Saturday, July 11

#### **Learning Objectives:**

- Identify the four levels of measurement scales (Nominal, Ordinal, Interval, Ratio).
- Design a survey questionnaire that avoids common errors (leading questions, double-barreled questions).

#### **1. Required Readings:**

**Chapter 10:** Measurement and Attitude Scaling

**Chapter 11:** Questionnaire Design

**Chapter 7:** Survey Research

**2. Assignment 3:** "Fix the Questionnaire" (Due July 11)

**3. Quiz 3** (Due July 11)

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### **Module 4: Experiments, Sampling, & Data Analysis**

**Dates:** Sunday, July 12 – Saturday, July 18

#### **Learning Objectives:**

- Understand the basics of Marketing Experiments (A/B Testing, Test Markets).
- Distinguish between probability and non-probability sampling.
- Understand basic descriptive statistics (Mean, Median, Mode) and hypothesis testing.

#### **1. Required Readings:**

- **Chapter 9: Conducting Marketing Experiments**
- **Chapter 12:** Sampling Designs
- **Chapter 13:** Determination of Sample Size
- **Chapter 14:** Basic Data Analysis

**2. Assignment 4:** The "Jelly Belly" Sampling Problem & Experiment (Discussion Board; Due July 18)

**3. Quiz 4** (Due July 18)

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### **Module 5: Hypothesis Testing & Data Analysis**

**Dates:** Sunday, July 19 – Saturday, July 25

#### **Learning Objectives:**

- Apply hypothesis testing concepts to raw data.
- Interpret statistical output (Mean comparisons, Correlations) using SPSS or Excel.
- Draw marketing conclusions based on statistical evidence.

#### **1. Required Readings:**

- Chapter 15
- Chapter 14: Basic Data Analysis (Review)



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2. **Assignment 5:** Complete the Data Analysis Assignment (Due Jan 16)

3. **Quiz 5** (Due Jan 16)

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This course abides by [University Policies](#). In particular, please note the following:

**Viral Illness Precautions Statement:** The University is committed to delivering its educational mission while protecting the health and safety of our community. Students who are experiencing symptoms of viral illness should NOT go to class/work. Those who test positive for COVID-19 should follow the [isolation guidelines](#) from the Rhode Island Department of Health and CDC.

If you are unable to attend class, please notify me prior to the start of class at [lauren33@uri.edu](mailto:lauren33@uri.edu) or through the medium we have established for the class.

**Academic Honesty:** Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, and properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite, and reference the work of others with integrity.

**AI Policy**

AI tools, such as ChatGPT, Gemini, CoPilot, etc., are prohibited. Assignments identified as using AI will result in a zero grade.

**Excused Absences:** Absences due to serious illness or traumatic loss, religious observances, or participation in a university sanctioned event are considered excused absences. Students are responsible for work missed during an excused absence but will not be penalized by grading or assignment/exam make-up policies. Students should notify faculty in advance of absences due to religious observance or university-sanction events, and as soon as possible for other absences See [University Manual sections 8.51.11-8.51.14](#) for details.

**Mental Health and Wellness:** We understand that college comes with challenges and stress associated with your courses, job/family responsibilities and personal life. URI offers students a range of services to support your [mental health and wellbeing](#), including the [URI Counseling Center](#), [MySSP](#) (Student Support Program) App, the [Wellness Resource Center](#), and [Well-being Coaching](#).

**Land Acknowledgement:** The University of Rhode Island land acknowledgment is a statement written by members of the University community in close partnership with members of the Narragansett Tribe. The statement recognizes and pays tribute to the people who lived on and stewarded the land on which the University now resides. The statement seeks to show gratitude and respect to Indigenous people and cultures and build community with the Narragansett Nation and other Native American tribes.

**University of Rhode Island Land Acknowledgment**

The University of Rhode Island occupies the traditional stomping ground of the Narragansett Nation and the Niantic People. We honor and respect the enduring and continuing relationship between the Indigenous people and this land by teaching and learning more about their history and present-day communities, and by becoming stewards of the land we, too, inhabit.

**Anti-Bias Syllabus Statement:** We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at [www.uri.edu/brt](http://www.uri.edu/brt). There you will also find people and resources to help.

**Disability, Access, and Inclusion Services for Students Statement:** Your access in this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: [web.uri.edu/disability](http://web.uri.edu/disability)

**Academic Enhancement Center:** The Academic Enhancement Center (AEC) offers face-to-face and online services to undergraduate students seeking academic support **beginning Monday, September 11th, 2023**. Services are based out of Roosevelt Hall, the Carothers Library room LL004, and online. Peer tutoring is available for STEM-related courses through drop-in centers and small-group tutoring. The Writing Center peer consultants offer feedback focused on supporting undergraduate writers at any stage of a writing assignment. The UCS 160 course and one-to-one



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Academic Skills Consultations offer strategies for improving studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information, and self-service study resources are all available on the AEC website, [uri.edu/aec](http://uri.edu/aec).

**Graduate Writing Center (for graduate courses):** The [Graduate Writing Center](#) provides writing support to all URI doctoral and master's students to foster continuing development of academic and professional writing skills necessary to succeed in graduate programs and academic or professional careers.

**URI College of Business Commitment to Inclusion in Teaching and Learning**

Our College of Business strives to create a learning environment where all students are supported. We value and honor diversity of thoughts, perspectives, and experiences. We are committed to open dialogue and learning from others, and we encourage you to respectfully share any ideas and experiences of yours that can enrich our learning environment.

In our courses, we make our best effort to incorporate readings, cases, and other learning materials that represent diverse authors, issues, situations, and individuals. We acknowledge that, historically, some business learning material may be biased in its presentation or content. Please know that our College of Business leaders and professors are committed to identifying and integrating business subject matter that truly represents the diversity that exists in today's global business environment. We are actively working to bring more diverse authors, issues, situations, and individuals into our in-person and virtual classrooms. If you have additional ideas on how we might do this, please feel free to share them.

Lastly, we welcome you to contact us if there's anything we can do to enhance the inclusive excellence of your learning experience. If you prefer to speak with someone outside of a specific course, the College of Business Executive Director of Inclusive Excellence – Dr. Alejandro Hazera – may be reached at [sofborder@uri.edu](mailto:sofborder@uri.edu).

We are all in the process of learning more and doing better when it comes to classroom inclusion. Together, we will achieve inclusive excellence in our URI College of Business.