

**Business Research (11:373:465)**  
**[also offered as Agribusiness Marketing Research, 16:395:510]**  
**Spring Semester**

**School of Environmental & Biological Sciences**  
**Rutgers University**

**Instructor:** Dr. Sanjib Bhuyan  
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**Office Hours:** Monday and Wednesday, 10-12, or please email to make an appt.

**Class Meeting Time and Location:** M/W, 5<sup>th</sup> period (3:55-5:15 pm), Waller 210, **AND**  
Thu, 2<sup>nd</sup> period (10:55am -12:15pm), Computer lab - Waller 209.

**Pre-requisite:** Introduction to Marketing I, Statistics

**Description of course and Learning goals:** Business research is an important tool in the real world of business and marketing management. It is a systematic inquiry of challenges facing businesses in the real world in order to provide information that guides managerial decision making. This course will equip you with a comprehensive and hands-on understanding of business research concepts and methods.

Assuming that you are present, participate in discussions, speak to me about anything and everything related to this course, and that you do the reading and the work required, then by end of the course you will be able to:

- a) Understand the usefulness of business research as a management tool in the real world,
- b) Define research questions based on challenges or dilemmas faced by managers and business owners,
- c) Develop research hypotheses to address challenges business owns and managers face, and develop appropriate research design to reflect the research hypotheses,
- d) Understand the survey research techniques, and develop and implement survey instruments,
- e) Evaluate quality and characteristics of primary data and then carry out statistical and descriptive analyses, and
- f) Present scientific research-based oral and written reports.

The primary emphasis of this course is on the survey research methods. Thus, the overriding goal here is to have students apply survey research techniques in their projects. This project-based approach is designed to provide students with experience in formulating and conducting a relevant and meaningful marketing research project. Because this course takes a live project-based or hands-on approach, the enhancement of your ability to apply marketing research concepts and techniques in the real world marketing situations is of paramount importance. Details of the project follow.

**BE PREPARED! THIS IS A VERY TIME CONSUMING BUT REWARDING COURSE!!** Your work throughout the semester should show strong and coherent evidence of these learning objectives, embodied primarily in the live project you will complete. The quality of your research reports, both oral and written, will influence your final grade.

**Course Materials:** You have enrolled in this class voluntarily. *You are responsible for all reading and computer lab assignments.* The primary texts selected for this course are given below. Text book(s) is (are) used to teach concepts and applications, begin discussions in classes, and to frame issues addressed in written work. Additional readings, including handouts, will be given or assigned throughout the semester. You should regularly read newsmagazines (e.g., BusinessWeek) and newspapers (e.g., the WSJ) to complement your course.

Cooper, D.R. & P.S. Schindler (**CS**). *Business Research Methods (with DVD)*. 11<sup>th</sup> ed. New York: McGraw-Hill Irwin, 2010.

Salkind, N.J. (**NJS**). *Statistics for People Who (they think) Hate Statistics*. 4<sup>th</sup> ed. Thousand Oaks, CA: Sage Publications, 2010.

**CAUTION!** Statistics is a prerequisite to enroll in this course and you will be using it heavily. It is expected of you to know at least the following statistical concepts and their applications: Measurement of Central Tendency, Sampling, Association between variables, and Hypothesis testing (and linear regression - for grad students). Although I will be reviewing these topics in class (key word: reviewing), **I strongly advise you** to review and consult an applied statistics or business statistics text book, including the one mentioned above. You may want to consult RU libraries for a good reference statistics book for business students.

#### **Technology tools:**

**SPSS.** A statistical software package and comes with your text book (and also available in the PC labs in campus, e.g., Waller). You will be using SPSS extensively to complete various assignments, including project analysis and reporting. Familiarize yourself with the software so that you are ahead of the game (install it in your personal computer and follow the examples in your text).

**Internet.** As you know, this is a very valuable resource. Use it wisely (note that plagiarism carries stiff penalty) to collect secondary data and other information necessary for your project, including sample surveys, past studies and reports, etc.

**Sakai:** If you are registered for this course, you should be able to access this course (11:373:465) in your Sakai page (go to <https://sakai.rutgers.edu/portal> and login using your RUID and PW). We will be using Sakai extensively for accessing course materials (syllabus, articles, assignments, quiz/exams from past, videos, etc.), submitting assignments, and communicating with the course instructor. For problems with SAKAI, contact: [help@sakai.Rutgers.edu](mailto:help@sakai.Rutgers.edu).

## Class Outline and Assignments<sup>1</sup>

Planned Class meetings	Topics coverage and relevant Chapters	Student self-study and follow-up Q&A	Assignments, Exams, Projects, etc.
	Introduction to Business Research: Research in Business <i>Reading assignment:</i> CS Ch. 1	Ethics in Business Research, CS Ch. 2	Orientation and discussion of syllabus, and explanation about MR projects and teams, and lab sessions.
	Thinking like a Researcher <i>Reading assignment:</i> CS Ch. 3		
	The Research Process <i>Reading assignment:</i> CS Ch. 4	Secondary data sources, CS Ch. 5	
	Research Design <i>Reading assignment:</i> CS Ch. 6		
	Surveys <i>Reading assignment:</i> CS Ch. 10	Qualitative research, CS Ch. 7, 8 & 9	Search online and explore availability of survey of similar nature. Survey samples will be given in class.
	Measurement in Business Research <i>Reading assignment:</i> CS Ch. 11 and Ch. 12		
	Survey Design: Questionnaires and Instruments, CS Ch. 13		
	Sampling ( <b>SPSS lab will start only AFTER this topic is completed</b> ) <i>Reading assignment:</i> CS Ch 14		Statistics begins! Review your statistics knowledge.
	Data Preparation and Analysis <i>Reading assignment:</i> CS Ch. 15 & 16		Statistics begins! Review your statistics knowledge.
	<b>SPSS lab:</b> SPSS for Business Research Projects		Practice using the Hobbit Case (see Sakai)
	Hypothesis Test <i>Reading assignment:</i> CS Ch. 17		Statistics continues! Review your statistics knowledge.

<sup>1</sup> Depending on the need of the live projects, the following schedule is subject to change. Graduate students will have additional workload, e.g., doing econometric analysis of the data collected. Reading assignments do not include additional readings.

	<b>SPSS lab:</b> SPSS for Business Research Projects		Practice using the Hobbit Case.
	Measures of Association <i>Reading assignment:</i> CS Ch. 18		Multivariate Analysis, Ch 19 ( <b>Grad only</b> )
	<b>SPSS lab:</b> SPSS for Business Research Projects		Practice using the Hobbit Case.
	Written and Oral Reports <i>Assignment:</i> CS Ch. 20 and Ch. 21	Written and Oral Reports <i>Assignment:</i> CS Ch. 20 and Ch. 21	See term paper template and sample term paper reports..

<b>IMPORTANT DATES</b>		
<b>Research reports are due during the semester are as follows</b> ( <i>note: given there is only one team this semester, we may not need that many oral presentation dates</i> )		
<b>Date</b>	<b>What is due</b>	<b>What is expected</b>
<b>Jan end</b>	Finalize market research teams	Email each team's members' names to Dr. Bhuyan. <i>Between now and Feb 7<sup>th</sup>, initiate discussion in class about your project ideas.</i>
<b>Feb first week</b>	<b>Progress report (<i>Written</i>;</b> email RPR along with plan of action between now and next progress report)	Develop a 1 or 2 page proposal for your project and send to Dr. Bhuyan <i>by 10am on this due date</i> so that we can discuss it in class. The proposal should include or answer the following questions: what is/are the issues, why they are imp (rationale), who is your target population, and at least 10 sample questions that you may ask the target population.
<b>Mid-Feb</b>	<b>Progress reports (<i>Written</i>;</b> email RPR along with plan of action between now and next progress report)	Incorporate comments you received on your RPR#1, revise as necessary. Add how you are going to carry out the project (i.e., research design). Also add literature review. <b>In addition, attach a draft of the survey questionnaire in formal format.</b> Finally, report what progress you have made since the last RPR.
<b>Early Mar</b>	<b>Progress reports (<i>Written</i>;</b> email RPR along with plan of action between now and next progress report)	Incorporate comments in your research project report#2; revise as necessary, including Intro, Lit review, and Res

		Methods parts. <b>Add the final survey questionnaire and the data collection plan, or status report on data collection, including pre-testing.</b> Properly note the progress you have made since the last RPR.
<b>April first week</b>	<b>Progress reports (Oral;</b> plus submit RPR along with plan of action between now and next progress report)	<b>Time to write your report!</b> Submit the completed main body parts of the report and the analysis and reporting presented so far as a part of this RPR. Must present preliminary analysis of your data and possible conclusions. Explore ways to improve your analysis and reporting. Revise project report #2 into a draft of the full report.
<b>Apr second week</b>	<b>Progress reports (Oral;</b> plus submit RPR along with plan of action between now and next progress report)	<b>Revise!</b> Present the revised and additional analyses and possible conclusions and recommendations. Explore ways to improve your analysis and reporting. Revise the earlier draft of the full report and submit as a part of this RPR.
<b>Apr third week</b>	<b>Progress reports (Oral;</b> plus submit RPR along with plan of action between now and next progress report)	<b>Revise! Revise!</b> Present the revised and additional analysis and possible conclusions and recommendations. Explain how you are planning to wrap up your term paper (both oral and written parts) within the remaining days.
<b>April last week</b>	<b>FINAL ORAL REPORTS PRESENTED IN CLASS</b>	<b>Revise! Revise!! Revise!!!</b> Make final revisions based on comments received here. The final report should include these revisions.
<b>End of April or first week of May</b>	<b>FINAL VERSIONS of BOTH ORAL and WRITTEN REPORTS ARE DUE</b> ALONG WITH THEIR SOFT COPIES and AEBPPENDIX MATERIALS <b>BY 9pm.</b>	SUBMIT YOUR REPORTS <b>OR</b> LOSE ALL REPORT (oral and written) POINTS!

**Teaching Methods and Expectations:** A variety of methods will be used to accomplish the course objectives. These methods include instructor's lectures, case discussions, exams, videotapes, group presentations and papers, and most importantly class discussion. Lectures and discussions will be used to integrate the topics covered in the course, to explain and amplify information contained in the reading assignments, and to present supplementary material. When possible, outside guest lecturers will be invited to speak to the students on relevant topics. The course is designed to elaborate and clarify the material in the textbook and outside material, stimulate your thinking about key issues related to food marketing, and relate the covered material to real world situations. Emphasis will be placed on active student participation and discussions. Ideally, I will like to create an open atmosphere in which we can creatively and imaginatively analyze ideas and concepts. In the

process we will add to our intellectual skills and become more analytical in our thinking about events related to (or not) food marketing. You are expected to come to class prepared to discuss the relevant issues. You are strongly encouraged to and are expected to participate actively during class discussions and analyses. You are responsible for the material in the reading assignments and materials handed out in class. *Note* that for each hour of the class, you may need to devote at least 2-3 hours outside the classroom, particularly later part of the semester when the marketing research project is in full gear.

**My commitment regarding Teaching and Learning:** I see my role as a teacher to be a facilitator of learning. My goals include, among others, the transfer and discovery of knowledge and the development of YOUR abilities to think critically and analytically. This is accomplished through both theory and practical work in- and outside the classroom. Teaching and learning require a collaborative effort where I assume the primary responsibility for guiding the learning process and YOU assume the personal responsibility for learning. In this collaborative approach, I expect YOU to participate actively and provide feedback throughout the semester to improve my teaching and your learning.

Even after a decade of teaching this and other courses, I still consider myself learning continuously how to teach better. Therefore, I am committed to continuous improvement in the quality of teaching and learning. To achieve this, I will use several mechanisms. First, you are invited to speak to me freely at any time about any aspect of the course. Second, we will conduct a mid-terms evaluation of the course. You may indicate the merits and demerits of the course and your suggestions for improvements. Your feedback will help me gauge how the course is progressing and make it a worthwhile learning experience for you. I will share the summary of your feedback with you and will try to make the necessary adjustments in my teaching based on your feedback. Finally, course evaluation forms will be administered at the end, and I encourage you to write comments on the back in addition to filling up the bubbles. This will be particularly helpful for making effective changes in future.

**Evaluations:** The main question of interest here is “What did you learn in this class that you did not know before?” One enrolls in a course to learn something new or to expand the horizon of something already learnt, and I hope this course will be able to offer students exactly that. To evaluate student understanding and progress, the principal instrument is the successful completion of the marketing research project. Although no examination is planned, **a comprehensive examination (typically take-home)** may be administered at the end of course work. There will be **home work** and **quizzes** during the semester based on both theory (text book) and lab (using SPSS to analyze marketing research data).

**Grading:** Given the possibility of uneven contributions by individual team members in a team, an individual’s grade will also be based on peer evaluation of the effort his/her contributed toward your team’s live project. Therefore, I urge you to negotiate among your team members the live case project workload distribution based on other class requirements or commitments. Additionally, each team will be evaluated by their peers at the oral presentation.

It is also my responsibility to prepare appropriate evaluation to your progress in learning and give feedback regularly. My part of the grading will be based on written work (homework, quiz, research paper) and class participation. I aim for fairness in grading. Please remember that grading is a subjective process whose end is not always satisfactory to everyone. Also please remember that your grade in this course is not a prediction of your success after graduation, nor is it an evaluation of your worth as a person.

**The final grade for the course is based on, i.e., distribution of credits:**

Live project (includes instructor and peer evaluations)		
Progress reports at least 3 written and 3 oral in Feb, Mar & April	60	300
Oral report (final)	100	
Peer evaluation of final oral report	40	
Written report (final)	100	
Quiz throughout the semester, typically after each chapter (take-home)		50
HW (lab-based; team or individual)		50
Examination (theory/lab)		0/100
<b>TOTAL</b>		400/500

**Grades:** *Undergraduates:* A: GE 90% and F: LE 60 (grades adjusted based on overall class performance).

*Improvement during the semester will be taken into consideration in determining course grades in borderline cases. University policy regarding incomplete grades will be followed.*

**Your Responsibilities:** Some of YOUR responsibilities, as a student in this class, include:

1. **Be** committed to and **responsible** for learning. This includes using all the college-level skills you have for reading, writing, thinking, listening, and the “grit.” For instance, prepare for each class by **READING** assignments **BEFORE** class, ask relevant questions, and study adequately for quizzes, exams, and term papers.
2. Use the principles of **critical thinking** when completing assignments, e.g., analysis of articles and term paper. Some of the elements of critical thinking include: relevancy (your statements must be relevant to the question), accuracy (statements presented as facts and used to support your position must be accurate and clearly supported with evidence), clarity (expand on your idea and provide examples or illustrations to explain what you meant), depth (address the complexity of the problem), breadth (consistently and thoughtfully consider alternative points of view and interpretations), logic (your line of reasoning needs to be logical, and your conclusions must follow your logic), and significance (you must draw conclusions from the experience) [adapted from Foundation for Critical Thinking by Richard Paul, 1996].
3. Do your assigned work **on time**. If you think you will need help in the class, get it as soon as possible. The longer you wait to get help, the harder it gets to catch up with the class.
4. **Participate** in class discussions. *There are credits to be earned!* You are strongly encouraged to provide feedback to the Instructor throughout the semester in order to improve this class. Please participate in the Mid-semester evaluation.
5. If you are having difficulty learning in this class, or having any class-related problem, or just want to stop by, I expect you to **see you in my office**.
6. You have chosen to enroll in this class, therefore, **you are expected to** arrive on time and attend every class session for its entirety. Absence from class does not excuse you from being responsible for contents missed.

7. **Be mindful** of your neighbor. Notify me if you are having any difficulty in class.
8. Your active engagement in the following is **PROHIBITED** during class: any portable electronic devices (e.g., laptop, cell phone and similar devices), newspaper, and similar other items. IF you must make or take a call/mssg, please step outside the classroom without disturbing other students or the instructor. *Continuing to conduct prohibited activities in class after being warned may include but not limited to dismissal from the class.*
9. **Academic dishonesty** will not be tolerated. You are expected to follow all applicable University, School, and Departmental policies and regulations. You may be asked to sign an honor pledge with each assignment, including HW, Quiz, and Exams. All students are expected to abide by the *academic honor system* followed at Rutgers. Any form of cheating, including plagiarism in reports, will be handled accordingly. Please visit <http://academicintegrity.rutgers.edu/integrity.shtml> for more details. **Each examination may include quizzes based on the RU academic integrity policy.**
10. *Those students with learning or other disabilities should contact the instructor at the beginning of the semester with appropriate paper work.*
11. Last but not the least, kindly note that **this syllabus is a contract** for enrolling in this course. If you decide to continue with this course beyond the point of drop and add, I shall consider that all rules, policies etc. outlined in this syllabus and/or discussed in the class are acceptable to you.

#### **ASSIGNMENT, EXAM, AND ANY CLASSWORK RELATED POLICIES**

1. **Formatting related:** If your HW and/or any written work has more than one page, properly number the pages and staple the report *before* you submit. Folding pages at the corner is not considered stapling. I am not responsible for any lost or missing pages in your written work. Do not forget to write your name on any submitted work.
2. **Labeling related:** Clearly label items that needs labeling (e.g., \$, lb, ft, proper nouns, etc.). Points may be deducted if completed work is not properly labeled.
3. **Show work details:** Getting the answer correctly is not sufficient, you need to show how you got to the correct answer, i.e., show your work, particularly in work that involves math. Points may be deducted if completed work is missing details.
4. **Penalty for non-completion:** Complete and submit ALL assignments, whether individually or in a group, in a timely manner and in a suitable/professional format. Non-submission of homework and other assignments on the due date will result in a @20% deduction of points per calendar day AFTER the due date, i.e., if you submit the day after the due date, you will lose 20% and so on.
5. **Getting acknowledgement:** If you submit your completed assignments by email, make sure you receive my acknowledgment of receipt. If you drop off your completed assignment in my mail box, make sure to get a written acknowledgment from one of the Secretaries in my Department. If you are sliding your completed assignment under my office door, it is your responsibility to obtain an acknowledgment from me.
6. **Missing examinations and quizzes:** *There are NO make-ups for missed exams or quizzes.* IF **missed** an exam or a quiz, and have a valid, documented excuse (e.g., illness documented by a physician's note is a valid excuse), you have the option of (i) writing a short paper on a class-related and instructor approved topic, or (ii) increase proportionately the weight of the other exams and quizzes and having the final grade determined accordingly. Without any documented valid excuse, you will be given zero weight for the missed exam.

7. Plagiarism carries severe penalty, including but not limited to, suspension and expulsion. **Note that Rutgers subscribes to a service ([www.turnitin.com](http://www.turnitin.com)) that can and will detect and verify plagiarism and all faculty members have access to this service.** I will be using Turnitin to check the originality of your term paper (both the team section and the individual section). The cutoff point is 25% in terms of the 'similarity index.' So, if your report is flagged by Turnitin as above 25% in its originality report, you will lose 75% of total points; and if your paper is flagged at 50% or above, you will be reported to the proper authorities who handles academic integrity issues at Rutgers. Please consult Rutgers University's policies on academic integrity for details.
8. If you have questions regarding this syllabus, or about the course, or any class material, please feel free to see me.

## Marketing Research (or Business Research) Live Case Project

The purpose of this live team project is to practice what you learned in class! Materials presented in class are mirrored in this live project, therefore, your understanding of the class materials is critical to the success of your project. Each project includes the defining the research problem that would provide the necessary information to the management to address the management problem the business is facing, then use the defined research problem to develop a survey questionnaire, collect primary data, analyze the primary data, and present the research results in the form of both oral and written reports.

This project is designed to motivate you to learn and apply marketing research and analytical (statistical) concepts presented in classroom into a real world situation. Granted such a project is difficult (even for the instructor!), but it will help you understand the relevance of the marketing research concepts you learned in the context of the real world marketing management situations. Your team will present both oral and written reports at the end of the semester as a partial fulfillment of the course requirements to receive a final course grade.

An additional benefit is that at the end of the semester you will have something tangible to put on your resume and to talk about in your job interviews! This is a team effort, in other words, a hands-on cooperative learning process. If you plan your work as scheduled and work together as a team from the very beginning, this will be a much enjoyable experience for you and your team. You WILL need to meet many times after class and/or in the evenings. Here's how it works, i.e., instructions to students are:

1. **Form a team** of 2-3 students, and identify a team leader (optional). Such teams are generally formed by the 2<sup>nd</sup> week. Submit team the names of team members to Dr. Bhuyan.
2. Your team should **identify a marketing research question** of your own liking. However, the topic must be approved by Dr. Bhuyan; if your team cannot come up with your own topic, Dr. Bhuyan will assign one. If you know any community organizations and/or local businesses that may serve as your client for the MR project, you are welcome to bring such potentials to the attention of Dr. Bhuyan who will work both as a liaison and a guide in such cases. If you do not know any such organization or business, take the initiative and contact your local community organizations or agribusinesses (food distributors, retailers, restaurants, or food manufacturers, or non-profits, such as community food bank) for a relevant project. See Dr. Bhuyan for guidance and assistance.
3. Each and all students on a team will be responsible for participating in the project, and each will be evaluated by his/her peers in the team.
4. **Develop a research design** to investigate the question your group has chosen. Specifically,

- a. Search for existing secondary data on the question you are researching. Use the Internet and the databases in RU libraries – Alex and Kilmer in particular. If no secondary data is available, include in your report the databases and search terms used. Wikipedia is good place to start for some information, but it is NOT an acceptable source of reference.
  - b. Develop a research design using a survey research methodology.
  - c. Develop a detailed sampling plan (who/how/when/where/why).
  - d. Construct a questionnaire (in your paper, you should explain what types of questions you chose, and why).
  - e. Develop sampling frame and sample size relevant to your study
  - f. Interview at least 50 respondents using the questionnaire as your data collection instrument.
  - g. Explain your field data collection method(s), and the pros and cons you experienced.
  - h. Analyze your data. We will do this by using the SPSS statistical package available on the PC labs in campus. Use of all statistical techniques taught in class is expected in your final report, i.e., analyze your data and descriptive statistics, t-tests, and chi-square tests, etc. State your hypotheses clearly and test these hypotheses using the statistical tests you have learned in this and in your statistics classes. Tables and graphs should be used in the presentation of results.
  - i. Develop a final report, focusing on:
    - i. A description of the research process.
    - ii. Analysis and reporting of your data and findings
    - iii. Strategic implications of your findings.
5. **Prepare and present at least 3 written and at least 2 oral progress reports** (a.k.a. Check points). Each team will get 15 minutes for each of their oral progress reports which to be presented in class. NOTE that significant progress IS expected between the progress reports. Do provide constructive criticisms of progress reports (and the final oral report) presentations by other teams. I will also meet with individual teams regularly to help and guide each team. Reporting of project progress will take place in class, unless deemed necessary, in which case extra classes may be necessary.
6. **Prepare a final report.** The Final Report consists of two parts: oral presentation (70 points), and written report (90 points). Guidance for and examples of oral part of the report will be presented in class.
- a. In the **final** oral presentation, each team is to assume that your team is giving a **formal presentation in front of a Board of Directors**. Major effort in oral presentation should be made to make it easy to digest to your audience regardless of the technicalities involved. You can provide complicated technical explanations in your written report. Each team will get 30 minutes to present their respective reports, plus 10 minutes each for Q and A. *Review Chapter 20 of CS when preparing your oral report.*
  - b. The **final** written report should be “business like” in tone and appearance: cover, table of contents, appendices, pages numbered, no typos or grammatical errors, names of group members included. Each final written project report should not exceed 25-30 typed, double-spaced pages (11-point Times Roman or similar type faces pages) excluding title, toc, references and appendices. The report should follow a typical market research report shown in class, i.e., professional looking (see recommended style below).

- c. Major effort in the written report should be devoted to the research question, consequent research methodology, analyses, and results sections. Professionalism in the presentation of the written report will count. *Review Chapter 20 of CS when preparing your written report.* The final written report should consist of the following sections.
- i. **Title Page:** appropriate, descriptive, title? Researcher(s) identified, i.e., is your name there?
  - ii. **Table of Contents:** well organized? Consistent with headings/subheadings in paper?
  - iii. **Executive summary:** brief summary of the project, including purpose of research.
  - iv. **Introduction:** good background but concise? Is problem well defined, i.e., does it clearly state the research question? Objectives clearly related to the problem statement? Objectives clear and precise? Hypothesis, if any, clearly explained?
  - v. **Literature Review:** relevant? Updated? Focuses on the objectives of the study?
  - vi. **Research Methodology:** Research design (typically survey research) clearly stated? Secondary data and sampling plan well explained? Example of questionnaire given?
  - vii. **Analysis and Discussion of Findings:** Summary of raw data and Statistical analyses used and their explanation provided? Is analysis appropriate for the objective(s)? Discussion clear and informative? Appropriate use of tables/graphs to support discussion? Was any hypothesis tested? Avoids claiming findings not supported by procedure? Avoids opinions and biased presentation of results? Findings clearly related to objectives?
  - viii. **Summary and Conclusions:** Strategic implications, based on your analyses of the data? Major conclusions clearly summarized in logical order? Have all objectives listed earlier been accomplished? Honest discussion of shortcomings? Easy to understand?
  - ix. **Recommendations** Recommendation clearly related to conclusions?
  - x. **References:** a complete set of references included? Follow a consistent style, e.g., adopt your text book's style of reference. You must provide **proper citations and a reference in your term paper** even if you only rewrite someone else's writing. *Wikipedia is good place to start, but it is NOT an acceptable source of reference.* Plagiarism implies academic dishonesty and if caught, you will be penalized accordingly (see #5 below). ALL citations must be under a heading, "References" and placed at the end of the term paper and not at the end of each section.
  - xi. **Appendix Material (e.g., survey, code book):** Description and explanation of appendix material sufficient to inform reader of its importance and role? *Submit all completed surveys in a separate folder.* All appendix materials should be well defined and submitted in an organized manner.
7. Log into Turnitin ([www.turnitin.com](http://www.turnitin.com)) as a Rutgers student (also in your Sakai page) and check the originality of your term paper as well as proper citation (Chicago style). The cutoff point is 25%, i.e., if your report is flagged by Turintin as above 25% in its originality report, you will lose 25% of total points; and if your paper is flagged at 50% or above, you will be reported to the proper authorities who handles

academic integrity issues at Rutgers.

8. AFTER proper checking with Turnitin, submit a soft copy (i.e., via Sakai, email, or in a floppy/CD) of your term paper as instructed.
9. Last but not the least, **REVISE, REVISE and REVISE** *before* you submit any report.
10. Other points to remember:
  - a. DO NOT perform any illegal activities, whether out of ignorance or otherwise, in order to complete the project (you are fully responsible for any illegal activity). If in doubt, ask Dr. Bhuyan.
  - b. All project-related expenses are student's responsibility (as per university rules and regulations). However, Dr. Bhuyan will try to subsidize some expenses, e.g., printing survey instruments.

***Good Luck and Best Wishes!***

## STUDENT INFORMATION:

Please email the following info by the 2<sup>nd</sup> class period to [Bhuyan@aesop.rutgers.edu](mailto:Bhuyan@aesop.rutgers.edu). Thank you!

1. Your name and the name you like to be called:
2. Your E-mail address that you use more frequently:
3. Your expected graduation date:
4. Why are you taking this course, i.e., what is your learning goal or what are you expecting to learn in this course?
5. Your previous education and/or experience in marketing or allied field:
6. What do you know about the **marketing research and its usefulness** BEFORE taking this course?
7. Courses you have taken on micro- and macroeconomics, math, calculus, and statistics:
8. Best course yet, and why:
9. How much time per week do you plan to devote to this class outside of scheduled class hours?
10. If you were teaching a course, any course, how would you teach it?