

CLO5 Learn to perform qualitative and quantitative techniques, including survey construction, data collection, analysis, and reporting		PLO1, PLO2, PLO3, PLO4, PLO5, and PLO6	
COURSE TEACHING AND LEARNING ACTIVITIES			
Course Teaching and Learning Activities		Expected contact hour	Study Load (% of study)
T&L1. Interactive Lectures with Discussions		36 hours	26 %
T&L2. Self study		36 hours	26 %
T&L3. Data-Based Study and Analysis		20 hours	14 %
T&L4. Group Discussion (Group Projects)		48 hours	34 %
Total		140 hours	100%
Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A1. Class participation	Individual	10%	CLO1, CLO3, CLO4, CLO5
A3. Final Quiz	Individual	55%	CLO1, CLO2, CLO3, CLO5
A4. Project presentation	Groups of 5-6	25%	CLO1, CLO2, CLO4, CLO5
A5. Revised presentation slides	Groups of 5-6	10%	CLO1, CLO2, CLO3, CLO4
Total		100%	
STANDARDS FOR ASSESSMENT			
Course Grade Descriptors			
A+, A, A-	Consistently demonstrating through understanding of the materials in class and assignments		
B+, B, B-	Frequently demonstrating through understanding of the materials in class and assignments		
C+, C, C-	Some of the responses are well organized but with insufficient elaboration		
D+, D	Containing unstructured but relevant observations in assignments and lack of participation in class		
F	Little evidence of basic understanding about course materials and lack of participation		
Assessment Rubrics for Each Assessment			
Please refer to the pages 4-8.			
<p>Class participation: To a large extent, learning in this class is related to your willingness to expose your insights and viewpoints to the critical judgment of your classmates. Thus, to make the learning process much more beneficial and enjoyable for all of us, each one of you is expected to contribute to class discussions. This includes preparation for class by reading the text and cases, and presenting your opinions or summaries of material covered in class.</p> <p>Quiz: At the end of the semester, there will be a quiz to test students' understanding of the course materials.</p> <p>Group project: The project is the cornerstone of the course, providing a forum in which to apply the material learned in the course and in which to grapple first-hand with the issues and trade-offs that market researchers face. Make sure you have a clear understanding of the key research problem(s), an understanding of the organizational constraints (including time and budgetary restrictions), and have thought through how the information from your research will facilitate decision making. You will also develop the data collection methods, collect data, and analyze your data using appropriate statistical techniques.</p>			
COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE			
Week 1: Course introduction, Research design Week 2: Experimental design Week 3: Sampling, Survey design Week 4: Survey design, Attitude measurement Week 5: Midterm quiz			

Week 6: Basic data analysis, Comparisons, significance testing
Week 7: Making comparisons (ANOVA) and Relationships between variables
Week 8: Regression
Week 9: Factor analysis, Cluster analysis, MDS
Week 10: Conjoint analysis
Week 11 and 12: Final project presentations
Week 13: Final Quiz

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS

Text: No textbook is required
Other Materials: Teaching notes, cases, and relevant articles

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

SETL around the end of the semester

COURSE POLICY

Professionalism: You are expected to behave with the professionalism you would bring to the workplace. Behavior that would not be appropriate in a marketing team meeting at work is probably not appropriate for class either. Also, you are expected to approach the class with the goal of actively maximizing both your learning and the learning of your classmates.

Attendance: Attendance is a necessary but not sufficient condition for participation. If you do not actively participate, you will receive a low participation grade even if you attend every class.

Participation: The basis for class participation is quality, not quantity. While lively debate is encouraged, please make sure your comments are constructive and on-topic.

Course Policies on Academic Dishonesty:

We are serious in students' ethical conducts. The University Regulations on academic dishonesty will be strictly enforced.

- We do not tolerate students engaging in academic dishonesty which includes, but is not necessarily limited to, the following types: plagiarism, paraphrasing of someone else's ideas, unauthorized collaboration on out-of-class projects, cheating on in-class exams, and unauthorized advance access to an exam
- Students are expected to be aware of what plagiarism is and how to avoid it. Please refer to the HKU Policies on Plagiarism.
- Students should also be familiar with the HKU regulations and policies particularly on attendance, absence, examination, and copyright. Please refer to the HKU Undergraduate Student Handbook and HKU Examination Unit webpage.

Turnitin Originality Check:

- Students should avoid plagiarism and have proper citations for their work. Students' written assignments and presentations will be sent to the Turnitin for originality check. Student work with plagiarism will be seriously handled according to the University and Faculty policies.

ADDITIONAL COURSE INFORMATION

Assignments are due at the beginning of class on their due date. Dates are generally not negotiable. Failure to meet the "due dates" will result in grade penalties of at least 20%. If for valid reasons dates cannot be met, please let me know in advance.

Assessment Rubrics for Each Assessment Task:

Class Participation:

Performance Level	Assessment Rubrics for Class Participation
A+, A, A-	<ul style="list-style-type: none"> ▪ All or almost all oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Consistently actively contribute to the class discussions and activities by providing relevant and helpful examples and analyses, suggesting creative and insightful solutions, raising thoughtful questions, synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with thoughtful improvement suggestions in the future.
B+, B, B-	<ul style="list-style-type: none"> ▪ Most oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Actively contribute to the class discussions and activities by providing relevant examples and analyses, suggesting creative solutions, raising some thoughtful questions, occasionally synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with good improvement suggestions in the future.
C+, C, C-	<ul style="list-style-type: none"> ▪ Some oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Contribute to the class discussions and activities by providing some relevant examples and analyses, suggesting solutions but lacking of creativity, raising questions for clarification, sharing ideas only based on required readings, and/or describing the group process and individual contribution to the group work with limited improvement suggestions in the future.
D+, D	<ul style="list-style-type: none"> ▪ Few oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Contribute to the class discussions and activities by providing limited relevant examples and analyses, suggesting incomplete solution, raising questions and sharing ideas not closely related to the topic being discussed, and/or including incomplete descriptions of the group process and individual contribution to the group work without improvement suggestions in the future.
F	<ul style="list-style-type: none"> ▪ Very few or no oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Do not contribute or have limited contribution to the class discussions and activities by providing irrelevant examples, analyses, and solutions, raising questions and sharing ideas unrelated to the topic being discussed, and failed to reflect on the group process and individual contribution to the group work and to suggest improvement in the future or the reflection is unrelated to the objectives.

Group Project Presentation:

Performance Level	Assessment Rubrics for Group Presentation
A+, A, A-	<u>Executive Summary</u> (5%)

	<ul style="list-style-type: none"> ▪ The executive summary is thorough, precise, articulated with clarity and fluency, and consistent with the analyses and recommendations followed. <p><u>Data analysis</u> (50%)</p> <ul style="list-style-type: none"> ▪ All or almost all kinds of data analyses are properly used to support marketing strategies. ▪ Set clear hypotheses, used proper analyses, and provided clear interpretations. ▪ The analysis is insightful, critical, thorough, systematic, consistent, with sufficient supports of relevant and helpful fact/data, and effective application of appropriate concepts /techniques/examples which are nicely integrated to the analysis. <p><u>Recommendations</u> (30%)</p> <ul style="list-style-type: none"> ▪ Recommendations are well thought-out and well-articulated with logical flow, consistent, responsive, feasible, and highly innovative. ▪ Almost all pros and cons of alternatives are thoroughly and critically evaluated. ▪ The overall recommendations of the marketing plan are closely aligned to all of the objectives - profitability, competitiveness, and sustainability – and explicitly and clearly addressed. <p><u>Effectiveness of Presentation</u> (15%)</p> <ul style="list-style-type: none"> ▪ The presentation is well organized with clear coherence, smooth progression of ideas, articulated and polished with clarity and fluency, effective use of presentation aids, and appropriate length, pace, and tone. ▪ The presentation group skillfully engages the audience and demonstrates consistently high level of creativity, confidence, enthusiasm, and capability of handling Q&A session.
B+, B, B-	<p><u>Executive Summary</u> (5%)</p> <ul style="list-style-type: none"> ▪ The executive summary is generally thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed. <p><u>Data analysis</u> (50%)</p> <ul style="list-style-type: none"> ▪ More than 5 different types of data analyses are properly used to support marketing strategies. ▪ Set relatively adequate hypotheses, used proper analyses, and provided adequate interpretations. ▪ The analysis is critical, thorough, systematic, and consistent with supports of relevant and helpful fact/data and application of appropriate concepts /techniques/examples. <p><u>Recommendations</u> (30%)</p> <ul style="list-style-type: none"> ▪ Recommendations are generally clear, logical, consistent, responsive, feasible, and innovative. ▪ Most pros and cons of alternatives are sufficiently examined. ▪ The overall recommendations of the marketing plan are aligned to most of the objectives - profitability, competitiveness, and sustainability – and clearly addressed. <p><u>Effectiveness of Presentation</u> (15%)</p> <ul style="list-style-type: none"> ▪ The presentation is well organized with coherence, generally effective use of presentation aids, generally clear and fluent, and appropriate length, pace, and tone. ▪ The presentation group is generally able to engage audience and demonstrated creativity, confidence, enthusiasm, and capability of handling Q&A session.
C+, C, C-	<p><u>Executive Summary</u> (5%)</p> <ul style="list-style-type: none"> ▪ The executive summary is moderately thorough, precise, clear, fluent, and

	<p>consistent with the analyses and recommendations followed.</p> <p><u>Data analysis (50%)</u></p> <ul style="list-style-type: none"> ▪ 3 or 4 types of data analyses are properly used to support marketing strategies. ▪ Set relatively adequate hypotheses, used some proper analyses, and provided some adequate interpretations. ▪ The analysis is systematic, with insufficient elaboration, some inconsistency, supported by relevant fact/data but not directly helpful to the analysis, and application of some appropriate concepts /techniques/examples. <p><u>Recommendations (30%)</u></p> <ul style="list-style-type: none"> ▪ Recommendations are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for responsive, feasible, and innovativesolutions ▪ Some pros and cons of alternatives are examined with some elaboration. ▪ The overall recommendations of the marketing plan are aligned to some of theobjectives - profitability, competitiveness, and sustainability – and addressed. <p><u>Effectiveness of Presentation (15%)</u></p> <ul style="list-style-type: none"> ▪ The presentation is organized with some coherence, moderately clear and fluent, moderately effective use of presentation aids, and some inappropriate length, pace,or tone. ▪ The presentation group shows attempts to engage audience and moderate creativity, confidence, enthusiasm, and/or capability of handling Q&A session.
D+, D	<p><u>Executive Summary (5%)</u></p> <ul style="list-style-type: none"> ▪ The executive summary is adequately thorough, precise, clear, fluent, and consistentwith the analyses and recommendations followed. <p><u>Data analysis (50%)</u></p> <ul style="list-style-type: none"> ▪ Only 1 or 2 types of data analyses are properly used to support marketing strategies. ▪ Don't have clear hypotheses, used only 1 or 2 proper analyses, and provided fewadequate interpretations. ▪ The analysis lacks of a clear focus, with insufficient elaboration, insufficient consistency, largely descriptive, with limited support of helpful and relevant data/facts and application of appropriate concepts/techniques/examples. <p><u>Recommendations (30%)</u></p> <ul style="list-style-type: none"> ▪ Recommendations are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only adequate attempt to look forresponsive, feasible, and innovative solutions ▪ Some pros and cons of alternatives are identified with limited elaborations. ▪ Limited alignment of overall recommendations of the marketing plan to theobjectives - profitability, competitiveness, and sustainability - is shown. <p><u>Effectiveness of Presentation (15%)</u></p> <ul style="list-style-type: none"> ▪ The presentation is adequately organized with some lapses in coherence or progression of ideas, adequately clear and fluent, adequately effective use of presentation aids, and inappropriate length, pace, and/or tone. ▪ The presentation group shows adequate effort to engage audience, creativity, confidence, enthusiasm, and/or capability of handling Q&A session.
F	<p><u>Executive Summary (5%)</u></p> <ul style="list-style-type: none"> ▪ The executive summary is missing most important parts, imprecise, unclear, halting,and/or inconsistent with the analyses and recommendations followed.

Data analysis (50%)

- Failed to perform any kind of data analyses we learned.
- Don't have hypotheses at all, did not use proper analyses, and did not provided adequate interpretations.
- The analysis is missing or descriptive with no or little supports of relevant data/facts and application of appropriate concepts/techniques/examples.

Recommendations (30%)

- Recommendations are not well thought-out, lack of logical flow, inconsistent, not responsive, impractical, not innovative, and/or even biased.
- Very few or no pros and cons of alternatives are identified.
- The alignment of overall recommendations of the marketing plan to objectives - profitability, competitiveness, and sustainability - is not shown.

Effectiveness of Presentation (15%)

- The presentation poorly organized with serious problems in coherence or progression of ideas, unclear, halting, ineffectively use of or lack of use presentation aids, and inappropriate length, pace, and/or tone.
- The presentation group shows no or little effort to engage audience, creativity, confidence, enthusiasm, and/or capability of handling Q&A session.