

# Chaminade University Day Undergraduate Program

**MKT 437: Consumer Research (3 credits)**

**MKT 437L: The Lab – Research Project (1 credit)**

## Course Schedule

**Semester:** Fall 2024

## Course location and time

MKT 437 - BHS 102, T/Th 1pm-2:20pm

MKT 437 Lab - BHS 102,, Tue 2:30pm - 3:50pm

## Instructor Contact Information and Availability

Course Instructor: Wera Panow-Loui

Administrative Assistant Phone: (808) 440-4280

Mobile Phone: (808) 282-1100

E-Mail: ***Utilize the "Inbox" via the Canvas dashboard***

Secondary: wera.panow-loui@chaminade.edu

Office Hours: by appointment, Office: Kieffer 24

I am available to answer questions and provide any assistance needed – to you individually and your project teams.

## Program Learning Outcomes (PLO)

Upon completion of the business program, students will be able to

1. Communicate effectively regarding business related tasks, in both oral and written modes
2. Select and use the appropriate quantitative tools for decision-making
3. Undertake analysis, perform tasks, and develop strategies using the central concepts of each functional area of business
4. Assess and create business strategy appropriate for organizations in specified business environments, including global and domestic markets
5. Use business skills to promote service, justice and peace within community organizations

### **Course Catalog Description:**

Students learn the purpose of consumer research and how to implement a market research project. The class explores traditional types of research designs, as well as newer ethno-graphic approaches for both quantitative and qualitative. Ethical issues related to the practice of consumer research are also covered.

Prerequisite: MKT 301, EN 102, COM 101

### **General Purpose of the Course:**

Marketers operate in a challenging environment. It is challenging because they are trying to understand consumer behavior so that they can produce goods and services that create loyal satisfied consumers. Also, marketers are faced with the situation where the “right” answer to their strategy options cannot be known until AFTER their strategies are implemented. Hence, the more marketers can study and research their options, the better they are able to reduce the risk of implementing strategies that fail—strategies that fail to create satisfied, loyal customers. Therefore, this course covers some of the consumer psychology and the various research techniques used to support effective marketing decision-making.

### **Course Learning Outcomes**

After completing this course students will:

1. Explain the purpose of marketing research and the various methods and approaches.
2. Explain the key factors that influence consumer behavior, including psychological, social, and cultural influences.
3. Analyze common issues marketers face and apply marketing research techniques to provide data to help with strategic marketing decisions.
4. Apply the typical steps in conducting a marketing research project

This course is taught in conjunction with a Lab project.

### **Lab Project Outcomes:**

Students will be able to

- Construct a research design that will lead to informed marketing decision making for a proposed project.
- Apply quantitative research tools to create data for analysis.
- Apply qualitative tools to create data for analysis.
- Synthesize research results to provide answers to project questions.
- Create a professional presentation to deliver conclusions and proposals.

## Characteristics of a Marianist Education

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. · Educate for formation in faith
2. · Provide an integral quality education
3. · Educate in family spirit
4. · Educate for service, justice and peace
5. · Educate for adaptation and change

Providing an **integral quality education** is one of the Marianist characteristics which is also the aim of this course by providing relevant and up-to-date information, challenging students to think critically, and promoting active learning through classroom or online discussions.

One of the main projects includes working as a team to plan and implement a research project needed to help solve a real-world question. One of the criteria of the selection of the research project will involve an aspect of solving a social problem. By addressing a “social problem” it encourages you to think in the spirit of **service and social justice** and incorporate these principles into a business idea that can provide social value in the community and/or society overall.

Finally, my role as a professor is aligned with the Marianist characteristic of **educating in family spirit**: I care about each student as part of the Chaminade family and I am not only there to support your educational journey in this course, but I am available to provide guidance and support in other areas you may need... be in their career or life skill development.

## Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No‘eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No‘eau 364) May I live by God
2. Provide an Integral, Quality Education (Na‘auao) Lawe i ka ma‘alea a kū‘ono‘ono (‘Olelo No‘eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No‘eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Olelo No‘eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Olelo No‘eau 203) All knowledge is not taught in the same school

## Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2,3	2,3,	2,3	2,4	2
Program Learning Outcomes	1, 2, 5	1, 2,4	1, 2,4	2, 3,,5	1,5

## Course Material

Marketing Research, 2<sup>nd</sup> edition. Bonita Kolb eISBN-13: 9781526422927

Handouts from various sources.

## Instructional Methods and Email Communication

**Canvas** will be utilized to supplement in-class instruction. Course materials, assignments, announcements will be posted on the course website. **It is important to follow the modules in Canvas and to read the necessary chapters and other supplemental work.** You are responsible for checking the Canvas website regularly.

## Instructor Communication

All email communication will be conducted via the Canvas Inbox.

You may see me after class, or make an appointment at any time. **When emailing me, please provide the class title and your full name. Use Canvas email when reaching out.** You may expect to receive a reply within 24-hours weekdays, 48-hours weekends.

*A note regarding communication style: Please use a professional tone in your communication.*

In urgent situations, you may text me at (808) 282-1100.

In addition, there **will be 1 individual required progress meeting** with me throughout the semester. This is a great opportunity for questions, feedback, and dialogue regarding your progress in class.

## COURSE ORGANIZATION:

## Course Expectations

To excel in this course, meeting the following criteria are crucial for success:

### Active Participation

You will be asked to switch from a traditional, “passive” listening role to **active involvement in the learning process**. Hence, **taking notes and participating in discussions** will make learning more fun and reflect positively on your grade.

### Respectful conduct in the classroom to promote a positive learning environment

Communicate respectfully  
Put aside digital devices to stay focused in class

### Commitment to Required Work:

Dedicate the necessary effort to complete assigned tasks and meet course requirements.

### Effective Time Management:

Cultivate strong time-management skills to ensure efficient use of study and project time.

### Communication with me:

Please communicate with me promptly should any issues or concerns arise regarding assignments, class attendance, or you have any questions regarding the course. You can email me or see me in person.

### Attendance Requirement:

Regular attendance is mandatory to maximize your learning experience and academic success in this course.

## Summary of Assignments and Participation

### 1. Required Reading:

Weekly readings of the chapters from your textbook as indicated and the assignment section. The **Learning Objectives** in the beginning of each chapter are a great way to focus your reading on the main ideas.

Additional reading may be assigned.

It is suggested that you at least skim the reading assigned BEFORE class. You do not need to spend a lot of time studying the reading assignment prior to class, but you should have an idea of the topics covered. After class, then you should review the reading assignment.

### 2. Discussion Posts/ Quizzes

There will be weekly online discussion posts or quizzes regarding a topic covered that week. Each student is required to post their answer to the question(s). We will review and discuss the posts in class.

### **3. Exams / Quizzes**

There is 1 Mid-term and 1 Final Exam. These will be a combination of essay, multiple choice and true/false questions from the required reading, as well as possible article excerpts test how well you can make connections between specific concepts and theories you have learned about and the situation described in the articles.

### **4. The Lab Research Project: (Group Project)**

Your research project will involve planning and implementing a research project needed to help solve a real-world issue. The lab project is designed to simulate a real-world work environment, where applying classroom knowledge is only part of the task. You will also need to demonstrate **professional conduct, effective communication, and productive teamwork to succeed.**

Throughout the project, you'll collaborate with peers, just as you would in a professional setting, and be expected to manage responsibilities and meet deadlines. At the end of the semester, **there will be a peer review process**, where your individual contributions will be evaluated by your teammates. Based on this feedback, individual grades may be adjusted to reflect your role in the team..

### **5. Progress Meetings: see Canvas for appointment slot**

This assignment involves scheduling 1 progress meeting with me, so that together we can discuss your work in the class. Periodic performance reviews are common in business settings, so this simulates what you might expect when you are on the job. **It is your responsibility to set up this meeting.**

### **6. Chapter Presentations:**

This assignment involves presenting a chapter from your text. Your task is to read the chapter and, taking on the role of a teacher, present to the class the main points of the chapter using PPT or similar.

### Assessment and Grading Policy

Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter

<b>A (100-90%)</b>	<b>B (89-80%)</b>	<b>C (79-70%)</b>	<b>D (69-60%)</b>	<b>F (59-0%)</b>
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#### Assessment:

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Letter grades for the course will be determined by the following formula:

Discussion Post / Quizzes	- 60 pts
In-class Assignments & Participation	- 40 points
1 Progress Meeting	- 5 pts
1 Article Assignment	-10 pts
1 Chapter Presentation	- 20 pts
1 Mid-term exam	- 30 pts
Final	- 20 pts
Lab Research Project*	- 60 pts
<b>TOTAL:</b>	<b>245 points</b>

#### \*Lab Research Project Grading Criteria:

Teamwork and engagement	-10 pts
Deliverables	-30 pts
Final Analysis and Presentation	-20pts
<b>TOTAL SCORE</b>	<b>60 pts</b>

### Late Work Policy

You are expected to turn in assignments on the due date. You may request an extension, however you need to **communicate with me**. There will be point penalties for repeated late work without explanation.

Missed exams or quizzes will automatically receive a zero.

### Credit Hour Policy:

This is a three-credit hour course with a one-credit hour Lab portion requiring 180 clock hours of student engagement, per the official CUH Credit Hour Policy. The following breaks down the credit hours for students enrolled in this course:

- Class Time, including Lab: 60 hours
- Chapter presentations: reading, prepping: 8 hours
- Mid-term: studying, exam time: 5 hours
- Final: studying, exam time: 8 hours
- Marketing Research Lab Project: 35 hours

There will be an additional 64 hours of work required beyond what is listed here, including but not limited to, course readings, homework assignments, etc., averaging 4.2 hours each week.

### Technology Requirements

The following are the hardware, software and applications required for this course. Should you have any issues or concerns regarding these requirements, please contact me.

Hardware: **Laptop with WIFI, video and mic capabilities**

Software: **Microsoft Office tools:** Word, PowerPoint or equivalent software for **Mac users** for word processing and presentations

Web-based apps: **Canvas** will be utilized for all instruction, online discussions, and assignments for this course.

I will also periodically utilize [Google Docs](#) to share documents. You may consider using Google Docs for your assignments as well.

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or



to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students’ cell numbers will be connected to Chaminade’s emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you

provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting **Kokua Ike: Center for Student Learning** to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

## **RESOURCES for Student Success:**

### **[Kōkua 'Ike: Tutoring & Learning Services](#)**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **[Sullivan Library](#)**

As a Chaminade student, you have access to Chaminade's library and its resources:  
[www.chaminade.edu/library](http://www.chaminade.edu/library)

### **Instructor Background Information**

As a full-time business faculty at Chaminade University, Wera Panow-Loui teaches a wide range of marketing courses both at the undergraduate and graduate level, including: Marketing Principles, Global Marketing, Marketing Strategy, Consumer Research, and Managerial Marketing. She has extensive professional experience in the corporate, non-profit, and small business sectors which provides her students real-world relevance while equipping them with functional business knowledge.

Panow-Loui has held marketing leadership positions at top Hawaii companies, including Aston Hotels and Resorts, Sprint, and Aloha Petroleum, where she was responsible for developing marketing strategies, strategic partnerships, led product launches and implemented marketing communication campaigns. She regularly provides career advice to students and continues to consult small businesses and start-ups, and finds it highly rewarding when she can utilize her marketing expertise to make a difference inside and outside the classroom.

Originally from Germany, Wera lives with her family in Honolulu, Hawaii. She travels back to her roots regularly every year.

### **Syllabus Modification**

The syllabus is only a plan. The instructor may modify the plan during the course. The requirements of the course may be altered from those appearing in the syllabus. Further, the plan contains criteria by which the student's progress and performance in the course will be measured. These criteria may also be changed.

### **Course Schedule and Topics**

<b>Wk 1</b>	<b>Introductions</b> <b>Overview Marketing Research</b>
<b>Wk 2</b>	<b>Overview continued and Research as a process</b> <b>Consumer Behavior</b>

<b>Wk 3</b>	<b>Consumer Behavior</b>
<b>Wk 4</b>	<b>Research Design and Critical Thinking</b> <b>Determining the research question</b>
<b>Wk 5</b>	<b>Cultural and Ethical Considerations</b> <b>Quiz</b>
<b>Wk 6</b>	<b>Secondary Research</b>
<b>Wk 7</b>	<b>Qualitative Marketing Research</b>
<b>Wk 8</b>	<b>Qualitative Marketing Research</b> <b>MID TERM</b>
<b>Wk 9</b>	<b>Quantitative Marketing Research</b>
<b>Wk 10</b>	<b>Quantitative Marketing Research</b> <b>- ARTICLE - CTD</b>
<b>Wk 11</b>	<b>Quantitative Marketing Research</b>
<b>Wk 12</b>	<b>Data Mining and Big Data</b>
<b>Wk 13</b>	<b>Analyzing and Reporting</b>
<b>Wk 14</b>	<b>Analyzing and Reporting</b>
<b>Wk 15</b>	<b>Research Project Reports</b>  <b>FINALS WEEK</b>