



TEXAS TECH UNIVERSITY  
**Rawls College of Business™**

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**MKT: Survey Methods**

CREDIT HOURS: 3  
ROOM-

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\*Please direct all grade and course scheduling emails to our TA. All content related questions should be sent to Dr. Frias.

**COURSE RESOURCES:** Blackboard: <http://blackboard.ttu.edu>. Please note: I will frequently post announcements, calendar updates, speaker bios, and other critical material to our blackboard course page.

**REQUIRED:**

Groves, R. M., Fowler, F. J. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2004). *Survey Methodology*. Hoboken, NJ: Wiley-Interscience.

Dillman, D. A. (2006). *Mail and internet surveys: The tailored design method* (2nd ed.). New York: John Wiley and Sons. (Note: You may buy the 2000 edition.)

## REFERENCE:

Harvard Business Review  
Fortune  
The Economist

## COURSE OBJECTIVES:

The primary purpose of this course is to provide students with opportunities to apply their knowledge via scenarios, cases, and projects to the design and implementation of surveys and their resulting data. The course aim is to equip students with skills to thrive in a field that is has expanding opportunities for data collection and analysis in the context of marketing.

The course will focus on the study survey research and design. We will examine such topics as: sampling, question design, question order, missing data, modes of data collection, response rate and response error, constructing the questionnaire, post-data collection survey processing and analysis.

## LEARNING OUTCOMES:

- The ability to discern among sampling methods and sampling errors
- The ability to analyze question design and order
- The ability to discern among different approaches to handling missing data within and across respondents
- The ability to apply survey data as an approach for gaining market intelligence.
- The ability to deeply think about modes of data collection and their impact on the resulting data
- The ability to demonstrate higher order thinking and critical thinking
- The ability to realize ethical dilemmas in marketing and apply decision data collection approaches
- The ability to work in teams
- The ability to construct a survey questionnaire and analyze the resulting data

## CHANGES TO THIS SYLLABUS

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. **You are responsible for keeping up with all assignments, even if you miss the class in which an assignment was announced. Please check Blackboard regularly for announcements, the whiteboard, calendar updates, and course content. This semester the college will begin an initiative to deliver more communications via electronic mediums rather than traditional paper copies. As such, it will be your responsibility to print the syllabus (if you are were not in class), cases, supporting materials etc. Please do not email with questions about what you will miss in class. Instead, ask colleagues and/or go to blackboard.**

## APPROACH

***Co-creating knowledge.*** Unlike some courses you may have taken that were primarily "lecture-driven," this course is highly interactive and therefore requires your active participation during each session. To encourage your involvement and to help me get to know you by name, please be sure your name is on the seating chart.

***Creative Thinking.*** There will be various creative exercises that students will be a part of, some of which will be individual exercises and some will be group exercises.

***Academia meets practice.*** In order to help bring marketing strategy closer to students, there will be various external experts who will be brought in to help reinforce some of the concepts taught in the course.

***Real-life projects.*** Students may work on at least one project involving actual clients.

More information on specific readings and the expected output in each class session is provided in the CLASSROOM SCHEDULE and PROJECT SCHEDULE pages that follow.

### **TEAM PROJECT POLICY**

The team project policies include five elements: positive interdependence, face-to-face interactions, individual accountability, social skills and team processing. Positive interdependence means each student's success is dependent on the success of the team. The sense of interdependence is made possible by having a common goal, shared resources and rewards, and complementary roles. Students use their individual abilities and talents to ensure the success of the team. Face-to-face interaction occurs when students work together and the instructor provides encouragement, concern, and feedback. Students work in teams to process exercises, this process helps to develop social skills and team processing skills that are essential in the workplace. The interactions occur in time set aside for active learning in-class. All students are required to sign a contract regarding their participation in teams.

**Your group will evaluate all individuals during the session and this will be taken into account when your grades are assigned! Groups reserve the right to fire a member after consulting with the Professor.**

### **ACADEMIC INTEGRITY**

Standards of academic honesty will be observed in accordance with TTU policy, as detailed in Operating Policy 34.12. Special accommodations to students with disabilities will be made, as detailed in Operating Policy 34.22. Student absences for the observance of religious holy days will be allowed, as detailed in Operating Policy 34.19.

### **IN-CLASS DISTURBANCES**

Use of cell phones, outside reading material and tobacco products are prohibited in class. If I see you texting or using your cell phone in class (other than for our purposes), I will ask you to leave the classroom. As you would expect your professors to arrive on time, I expect you to arrive on time. I think it is very rude to continually arrive late—not only do you disrupt lecture by entering late, but you also create unnecessary commotion in trying to get yourself to an empty seat. You will also be missing valuable class notes as well as important announcements. If you have a valid reason for arriving late (e.g., job interview, doctor's appointment, etc.), slip in as quietly as you can.

### **ATTENDANCE/PARTICIPATION POLICY**

Please see grading schema and description below.

### **BONUS POINTS**

Bonus points may be given throughout the semester for, in-class discussions, projects, volunteer opportunities and presentations at the discretion of the instructor.

### **STUDENTS WITH DISABILITIES**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as possible to make necessary arrangements. Students must present appropriate verification from Student Disability Services during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services office in 335 West Hall or call 806-742-2405.

I would appreciate hearing from anyone who has a disability that may require special accommodation. I am sure we can work out whatever arrangements are necessary. Please make an appointment with me during my office hours.

## GRADE COMPUTATION

(subject to change)

<b>Class Participation</b>	_____ (25%)
<b>Assignments (i.e. case write-ups, final project)</b>	_____ (75%)
<b>TOTAL</b>	<b>_____ (100)</b>

**I reserve the right to change the grading scheme and/or specific grading requirements with appropriate notice. I will discuss any changes during class time.**

*Grading Component 1 - Class Participation.* Includes attendance, preparation, and discussion during lectures and cases. Quality is more important than quantity. High quality contributions to class discussions (1) are concise and to the point, (2) build on group analyses and insights, (3) reveal thought and preparation prior to class, and (4) challenge the views of others without being derogatory. Class participation scores will range from 0 to 3 with 0=no show, 1=show up to class but do not contribute, 2=show up and make minimal contribution and 3=show up to class and make substantive contributions to the discussion.

*Grading Component 2 - Assignments.* There will be five (tentatively) case write-ups and/or simulations and quizzes during the semester. All assignments (both group and individual) will not be re-administered if not submitted on the due date. Each assignment will be graded on a 100-point scale. Additionally, each group will be responsible for leading case discussions at least one time during the semester. The case presentation day will account for more points than the other cases as it will be a portion of your participation points.

In assigning grades for this course, there will be no curve, which would require that a certain percentage of students receive As, Bs, etc. Instead, the grading policy of this course is a flexible one, which does not pit students against each other. Accordingly, the distribution of grades will reflect the actual performance of students, with as many (or as few) students receiving grades of as their actual performance dictates. Expect a good grade only if you do all the work carefully, thoughtfully, thoroughly and punctually. Top grades are reserved for demonstrated academic excellence. Typically after aggregating across the four grading components the aggregate score will be standardized to 100%, based on which grades will be assigned as stated below:

**A = 90-100%**

**B = 80-89.99%**

**C = 70-79.99%**

**D = 60-69.99%**

## GENERAL POLICIES AND PROCEDURES:

1. The individual and group projects are designed to enhance your understanding of class lectures, reading materials and exams. Therefore, you are required to actively participate in this project and class discussions to ensure your group received the best grade possible. Thus attendance is extremely important for this type of “interactive” class.
2. You must come to class prepared. Preparation requires you read, understand, and identify important considerations related to each case. Cases are NOT like most textbooks...you will not find a solution or answer in a case. They will also not give many hints as to the more valuable information.
3. All announcements, assignments and grades will be posted to blackboard and/or written on the board during class. Please check blackboard daily to ensure you do not miss any information.
4. All emails should be sent to **kelli.frias@ttu.edu** email account. Do not email me on blackboard. I check emails on my phone regularly. This will ensure a timely response.
5. Class will begin on time and conclude on time. Class attendance and participation are indicative of your commitment and desire to succeed.
6. Working on crossword puzzles, conducting sidebar conversations, working on other course assignments, etc. during this class WILL NOT BE TOLERATED. These types of pre-professional behaviors are not consistent with the Rawls College of Business Academic Standards.
7. If you have or are experiencing any difficulties that will inhibit your performance in this class, we need to communicate. Please make an appointment to speak with me.
8. In class work and assignments cannot be made up if you are absent – (the only exceptions are official University business with appropriate documentation – the work must be made up within one week).
9. Please turn off (or make silent) your cell phone prior to entering class.

## **TENTATIVE COURSE SCHEDULE**

### **Topics of Discussion**

1. How to design surveys
2. How to sample in surveys
3. How to develop, evaluate, and ask survey questions
4. How to measure survey reliability and validity
5. How to conduct self-administered and mail surveys
6. How to decrease survey nonresponse
7. How to reduce error in survey research
8. How to do post-collection survey data processing
9. How to conduct survey research with integrity
10. Methods of Analysis