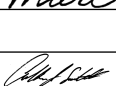
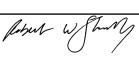


 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	Department Marketing College Business (To obtain a course number, contact erudolph@fau.edu)			
Prefix MAR Number 7622	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Lecture	Course Title	
Credits (See Definition of a Credit Hour) 3	Grading (Select One Option) Regular ☐ Sat/UnSat ☐	Course Description (Syllabus must be attached; see Template and Guidelines)		
Effective Date (TERM & YEAR) Spring 2026				
Prerequisites <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		Academic Service Learning (ASL) course ☐ Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		Corequisites	Registration Controls (For example, Major, College, Level)	
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		List textbook information in syllabus or here		
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course		

Approved by Department Chair <u></u> College Curriculum Chair <u>Robert Pinsker</u> College Dean <u>Marc Rhorer</u> UGPC Chair <u></u> UGC Chair <u></u> Graduate College Dean _____ UFS President _____ Provost _____	Date 10/7/2025 10/8/2025 10/8/2025 11/05/2025 11/05/2025 11/05/2025 _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



FLORIDA ATLANTIC UNIVERSITY

MAR 7622

Methods in Marketing Research

Date: Saturday null

3 Credit(s)

Fall 2025 - 1 Full Term

Instructor Information

Hong Yuan

Email: yuanh@fau.edu

Office: Fleming Hall - Room 201 (Boca Raton)

Office Hours: via Zoom

Phone: (561) 297-3036

All messages/emails must originate through the course Canvas Inbox. In case of Canvas' problems send you emails to yuanh@fau.edu

All emails should include course name and number in the subject line.

Zoom: <https://fau-edu.zoom.us/my/yuanh>

Course Description

PREREQUISITES: Admission to Ph.D. program

Seminar covers topics including but not limited to research design and implementation, commercial and electronic data sources, qualitative research, survey methods, sampling techniques and multivariate analysis. Throughout, emphasis will be placed on types of analyses appropriate to particular kinds of marketing data; however, the course will not be statistically intensive.

Required Texts/Materials

No book required

Course Objectives/Student Learning Outcomes

- To understand different stages of the marketing research process.
- To unambiguously define a research goal and formulate research ideas and proposals.
- To become familiar with research terminology and methodology and create an effective measurement instrument (e.g., survey, focus group, in-depth interview).
- To develop analytical skills to rigorously analyze the data collected.
- To appreciate how marketing research impacts business decisions.
- To develop the ability to communicate research findings and implications in oral and written forms that appropriate for academic discourse.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

Components	%	Overview (details to each component will be provided on Canvas)
Class discussion, participation, and contributions	20%	Class sessions will follow a seminar discussion format. Students are expected to have thoroughly read and critically analyzed all of the assigned readings prior to the class meeting. Every student will be expected to contribute to the class exercises and discussion.

Final Project Research Proposal Report	10%	The first report serves as a preview of your overall research plan and should ideally get you thinking about what you want to find out and how you will go about it. Some aspects of your research plan (especially plans for data collection) may change throughout the term, so you should do your best to outline your research plan as you see it at the current stage and keep updating it as the project progresses. The focus of this report is formulating decision and research problems.
Final Project Literature Review Report	10%	In this report, you need to summarize your findings for the literature review by conducting a thorough review of the academic literature and information search from trade publications, public and commercial secondary data sources from electronic databases.
Final Project Qualitative Research Report	10%	This report should include the design of focus groups/in-depth interviews, details of data collection, qualitative data analysis, and summary of findings.
Final Survey Design Report	10%	Design a survey for the final project topic, using a variety of data types and scales. Make sure to elicit demographic information relevant to the survey at hand; also, if relevant, try to gather psychographic (life style), geographic and behavioral information as well. Finally, try to include creative questions that might help you judge less tangible aspects of the situation. You also need to pay attention to question sequencing, wording, possible biases, reliability and validity of measures.

Final Presentation	15%	Throughout the semester, students will work in small groups on an original research paper related to a topic of the choice. The final presentation PPT slides and the final paper are due at the end of the course and will be presented in class (15-20 pages excluding references, double-spaced with 1" margins in TNR 12 font). Details on Canvas.
Final Report	25%	
	100	

*Group project – groups will contain 3-4 students and will be assigned by the professor before the start of the semester. The same group composition will be maintained throughout the semester and different projects

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Class sessions will be delivered live, and students are required to attend the live session either remotely or in person. Students who sign up for the on-campus option may attend in person. Other students will view class sessions remotely in Canvas. Class sessions will be recorded so that if you cannot view them live, you may view them at a later time. Students must be aware that they are required to attend two in-person weekends each term.

Please note that certain sessions are only offered synchronous on Zoom. Those sessions are when there is a group presentation of a project involved (data analysis, research proposal, final presentation) and are marked as such in the syllabus.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Letter Grade
A	93 - 100%
A-	90 - 92.99%
B+	87 - 89.99%
B	83 - 86.99%
B-	80 - 82.99%
C+	77 - 79.99%
C	73 - 76.99%
C-	70 - 72.99%
D+	67 - 69.99%
D	63 - 66.99%

Letter Grade	Letter Grade
D-	60 - 62.99%
F	Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily within one week. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence. Late assignments will not be accepted without providing documentation of a university-excused absence within the stated time frame, barring extenuating circumstances.

Special Course Requirements

Required Technology

Required technological skills

- Basic Skills in computer use
- Access to the internet
- Basic Canvas LMS skills
- Basic Skills for Office programs (word processing and presentation programs)

Required Software

- Microsoft 365 Suite [Link to download](#)
- Reliable web browser (recommended Chrome or Firefox)
- Java – [Link to download](#) and/or [Link to verify Java on your computer](#)
- Adobe Flash Player: [Link to download](#)
- Mobile App: Instructions on how to download the Canvas App on an iOS device ([Link for iOS Instructions](#)) or Android device ([Link for Android instructions](#)).

Internet Connection

- Recommended: Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- To check your Internet speed, [click here](#).

Minimum Technical Skills Requirements

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

1. Accessing Internet.
2. Using Canvas (including taking tests, attaching documents).
3. Using email with attachments.
4. Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
5. Copying and pasting functions.

6. Downloading and installing software.
7. Using presentation, graphics, and other programs.
8. Posting and commenting in an online discussion.
9. Searching the FAU library and websites.

Computer Requirement - Basic computer specifications for Canvas [Link to Specifications](#)

Operating System

- A computer that can run Mac OSX or Win 7.0 or higher.

Peripherals

- A backup option should be available to minimize the loss of work, such as an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas, make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these occurrences can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased; please plan appropriately. If a problem occurs, it is essential that you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem.

Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

Upon clicking the “Help” tab, you will be able to:

- Report a problem
- Search Canvas guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, take a Print Screen image of the monitor when the problem occurs. Save the image as a .jpg file. If you are unfamiliar with creating a Print Screen image, visit [Link to Print Screen Instructions](#).
3. Complete a Help Desk ticket ([Link to Help Desk](#)). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. The process includes the following steps:
 1. Select “Canvas (Student)” for the Ticket Type.
 2. Input the Course ID.
 3. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 4. Attach the Print Screen file, if available.
4. If you do not hear back from a Help Desk representative in a timely manner (48 hours), it is your responsibility to follow up with an appropriate staff member until a resolution is reached.
5. Once you have submitted a Help Desk Ticket, inform your instructor. Include all pertinent information of the incident (steps 3b-d above). Keep your instructor informed of the status.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject.

Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited.

Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001.](#)

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual therapy, group therapy, and crisis services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- ♦ [Center for Learning and Student Success \(CLASS\)](#)
- ♦ [Counseling and Psychological Services \(CAPS\)](#)
- ♦ [FAU Libraries](#)

- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center\(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

*CHANGES OR MODIFICATIONS TO THE SYLLABUS: The instructor reserves the right to change or modify the syllabus as necessary in order to meet the objectives of the course.

Module	Date/Time	Topic	Tasks Due Before Coming to the Seminar
Module 1	August 23rd, 8-11.00 am	Introductions: Class Overviews, Topic 1a: Problem Formulation	• Review Syllabus • Read marketing research introductory article
	August 23rd, 11.15-3.00 Pm	Topic 1b: Research Design (Exploratory, Descriptive, Causal)	• Read and review articles • Teamwork: Research Proposal
Module 2	September 13th 8-11.00 am	Topic 2a: Exploratory Research Methods Overview	• Read Focus Group article • Read In-depth Interview article • Final Project Research Proposal Due 9/11

	September 13th 11.15-3.00 pm	Topic 2b: Exploratory Research Methods (continued): Focus Group and In-depth Interviews	• Class Exercise on Secondary Data Search • Class Exercise on Qualitative Data Analysis
Module 3	October 4th, 8-11.00 am	Topic 3a: Descriptive Research: Overall of Measurements	• Read and review articles • Class Exercise on Writing Survey Questions • Final Project Literature Review Report Due 10/2
	October 4th 11.15-3.00 pm	Topic 3b: Descriptive Research (Continued) Constructing a Survey	• Read and review articles • 1 main posts by Thursday 2/13 noon • Class Exercise on Survey Critique
Module 4	October 25th 8-11.00 am	Topic 4a: Sampling and Sample Size Research Proposal Presentations	• Read and review articles • Final Project Qualitative Research Report Due 10/23 • Peer Review of Final Project
	October 25th 11.15-3.00 Pm	Topic 4b: Data Preparation and Coding	• Class Exercise on Data Preparation • Class Exercise on Data Coding
Module 5	November 15 th 8-11.00 am	Topic 5a: Data Analysis	• Read and Review Articles • Class Exercise on Data Analysis

			• Final Project Survey Design Report Due 11/13
	November 15th 11.15-3.00pm	Topic 6: Causal Design	• Read and Review BFD Case • Class Exercise on Experimental Design •
Module 6	December 6th 8-11.00am	Final Project Presentations (Groups 1-4)	• Students submit final paper by Thursday 12/4 noon
	December 6th 11.15-3.00pm	Final Project Presentations (Groups 5-8) and Wrap-up	• Students present final paper 20-25min + Q&A Final peer evaluations due

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

Appendix: Selected Readings Executive PhD - [MAR7622](#)

Hong Yuan, PhD

Selected Readings:

- Smith, Daniel C. "The importance and challenges of being interesting." *Journal of the Academy of Marketing Science* 31.3 (2003): 319-322.
- Shugan, S. M. (2003). Defining interesting research problems. *Marketing Science*, 22(1), 1-15.
- McGrath, J. E. (1981). Dilemmatics: The study of research choices and dilemmas. *American Behavioral Scientist*, 25(2), 179-210.
- Kohli, A. K., & Haenlein, M. (2021). Factors affecting the study of important marketing issues: Implications and recommendations. *International Journal of Research in Marketing*, 38(1), 1-11.
- Holbrook, M. B. (1986). A note on sadomasochism in the review process: I hate when that happens. *Journal of Marketing*, 50(3), 104-108.
- Spiggle, S. (1994). Analysis and interpretation of qualitative data in consumer research. *Journal of consumer research*, 21(3), 491-503.
- Hodges, B. T., & Chen, H. (2022). In the eye of the beholder: The interplay of numeracy and fluency in consumer response to 99-ending prices. *Journal of Consumer Research*, 48(6), 1050-1072.
- Fournier, S. (1998). Consumers and their brands: Developing relationship theory in consumer research. *Journal of consumer research*, 24(4), 343-373.
- Arora, N., Chakraborty, I., & Nishimura, Y. (2025). AI-human hybrids for marketing research: Leveraging large language models (LLMs) as collaborators. *Journal of Marketing*, 89(2), 43-70.
- Schwarz, N., Knäuper, B., Oyserman, D., & Stich, C. (2012). The psychology of asking questions. *International handbook of survey methodology*, 18-34.
- Lehmann, D. R., Keller, K. L., & Farley, J. U. (2008). The structure of survey-based brand metrics. *Journal of International Marketing*, 16(4), 29-56.
- Daly, T. M., & Nataraajan, R. (2015). Swapping bricks for clicks: Crowdsourcing longitudinal data on Amazon Turk. *Journal of Business Research*, 68(12), 2603-2609.
- Paolacci, G., Chandler, J., & Ipeirotis, P. G. (2010). Running experiments on amazon mechanical turk. *Judgment and Decision making*, 5(5), 411-419.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, 51(6), 1173.
- Pieters, R. (2017). Meaningful mediation analysis: Plausible causal inference and informative communication. *Journal of Consumer Research*, 44(3), 692-716.
- Boyce, C., & Neale, P. (2006). *Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input* (Vol. 2). Watertown, MA: Pathfinder international.