



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)	
Course Title:	MKT 312 - Marketing Research
Last Update:	December 2013



Course Specifications

Institution: Al Yamamah University	Date of Report: October 30, 2013
College/Department: College of Business Administration	

A. Course Identification and General Information

1. Course title and code: MKT 312: Marketing Research			
2. Credit hours Three hours			
3. Program(s) in which the course is offered. BBA (Marketing)			
4. Name of faculty member responsible for the course Dr. Majdi Khaleeli			
5. Level/year at which this course is offered 3 rd year, 2 nd semester			
6. Pre-requisites for this course (if any) Intermediate Statistics (STT 202)			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="checkbox"/> *	What percentage?	<input type="text" value="%85"/>
b. Blended (traditional and online)	<input type="checkbox"/> *	What percentage?	<input type="text" value="%15"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: Students will be assigned to use SPSS program			



B Objectives

1. What is the main purpose for this course?

Course Description:

This course addresses the use of marketing research as an aid to making marketing decisions; precisely, how the information used to make marketing decisions is gathered and analyzed. Accordingly, the marketing research course is suitable for both potential users of research results (decision makers) and potential marketing researchers.

Purpose of The Course:

Upon successful completion of the course the students will be able to:

- Translate a marketing problem into a feasible research question.
- Appreciate marketing research as a process that involves a sequence of activities, each compatible with the previous activities.
- Have a general understanding of the strengths and weaknesses of alternative research designs.
- Be aware of the sources of marketing information and the various means for gathering such information.
- Be more sensitive to the biases and limitations of marketing research.
- Be able to design and perform a basic survey research project.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- *On yearly basis, review the textbook requirement and add or update the edition of the main textbook.*
- *Periodically, in every two years, review the entire course content and develop the course as per the need and requirement of the environment.*



C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Course Introduction and Background	1	3
Introduction to Marketing Research	2	6
Defining the Marketing Research Problem and Developing an Approach	2	6
Research Design	1	3
Exploratory Research Design: Secondary Data	1	3
Exploratory Research Design: Qualitative Research	1	3
Descriptive Research Design: Survey and Observation	1	3
Measurement and Scaling: Fundamentals and Comparative Scaling	1	3
Measurement and Scaling: Noncomparative Scaling Techniques	1	3
Questionnaire & Form Design	1	3
Sampling: Design and Procedures	1	3
Report Preparation and Presentation	2	6

2. Course components (total contact hours and credits per semester): 48 contact hours 3 contact hours per week						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total



Contact Hours	33			10	2	45
Credit	3					

3. Additional private study/learning hours expected for students per week.	4
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<p>4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy</p> <p>Upon successful completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Be able to translate a marketing problem into a feasible research question. • Appreciate marketing research as a process that involves a sequence of activities, each compatible with the previous activities. • Have a general understanding of the strengths and weaknesses of alternative research designs. • Be aware of the sources of marketing information and the various means for gathering such information. • Be more sensitive to the biases and limitations of marketing research. • Be able to design and perform a basic survey research project.
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes,



assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1 1.2	Students should be able to: <ul style="list-style-type: none"> Understand marketing research process Differentiate between management decision problem and marketing research problem. Understand the different types of research. Understand the differences between secondary data and primary data. Understand qualitative versus quantitative research. Understand measurements and scaling Understand comparative and non-comparative scaling techniques. 	<ul style="list-style-type: none"> <i>Combination of lectures, tutorials and individual and group assignments using print media and web based materials.</i> <i>Lectures begin with overview of content to be presented linking it to previous information and explaining its significance, and conclude with a review.</i> <i>Tutorials review material presented in lectures to check understanding and provide clarification required before discussing the potential uses of the information.</i> <i>Essay assignments require students to locate and use significant information in the field.</i> 	<ul style="list-style-type: none"> <i>Multiple choice tests carrying 20% of final assessment.</i> <i>Mid and final examination with a combination of multiple choice and essay items counted for 60% of the final assessment, respectively.</i> <i>Research Report and Presentation will be granted 20% of the final assessment.</i>
2.0	Cognitive Skills		
2.1 2.2	In General: <ul style="list-style-type: none"> <i>The ability to analyze and interpret business situation and its problems in terms of available information.</i> <i>The ability to apply conceptual understanding of knowledge, theories,</i> 	<p><i>Various methods will be applied like:</i></p> <ul style="list-style-type: none"> <i>Giving assignment where students need to apply skills to solve the problems mentioned in</i> 	<ul style="list-style-type: none"> <i>Each test given during semester to include at least one item requiring students to apply formulae or conceptual insight in solution of a new</i>

	<p><i>models and procedures to solve a range of business situations and problems.</i></p> <p><i>In Specific:</i></p> <ul style="list-style-type: none"> • Define their research problem. • Build research approach and design. • Draw the theoretical framework of their research project. • Construct the research questionnaire. • Differentiate between ethical and unethical behavior in conducting the research. • Use SPSS program. • Analyze the data and interpret it in order to test the hypothesis. • Apply several statistical techniques. • Prepare a research report. 	<p><i>the assignment.</i></p> <ul style="list-style-type: none"> ▪ <i>Arranging tutorials that includes discussion of issues and problems where analytical skills are needed to solve it.</i> ▪ <i>Conducting in-class assignments including some open ended problem solving tasks where students need to select appropriate methods or solutions.</i> 	<p><i>problem.</i></p> <ul style="list-style-type: none"> ▪ <i>End of semester test in each course to include items requiring students to identify and use appropriate analytical tools for a new problem.</i> ▪ <i>Assessment of final year capstone group problem solving task has 40% of assessment based on appropriate choice and use of appropriate investigative methodology, and includes mark bonus for creativity on solution.</i>
3.0	Interpersonal Skills & Responsibility		
3.1 3.2	<ul style="list-style-type: none"> ▪ <i>The ability to work effectively in groups and exercise leadership when appropriate.</i> <ul style="list-style-type: none"> ▪ <i>The ability to act responsibly in personal and professional relationships with high moral and ethical standards.</i> 	<ul style="list-style-type: none"> ▪ <i>Each course includes at least one group project with a randomly selected team leader. Instructors give mid task counselling on approach taken.</i> ▪ <i>Assessments include evaluation of standard of report by group and individual performance rating on contribution made.</i> <p><i>Ethical issues considered in case study and role play tasks with group analysis of appropriate resolution.</i></p>	<ul style="list-style-type: none"> ▪ <i>Assessment of group assignments within each course.</i> ▪ <i>Individual project assignments in courses require independent study skills.</i> ▪ <i>Senior project includes an individual component for the contribution of each person.</i>
4.0	Communication, Information Technology, Numerical		



4.1	<ul style="list-style-type: none"> ▪ <i>Ability to communicate effectively in oral and written forms.</i> ▪ <i>Ability to use information and communications technology, and use basic mathematical and statistical techniques.</i> 	<ul style="list-style-type: none"> ▪ <i>Students will go through eight levels of English proficiency courses during orientation year to learn basic communication skills in English.</i> ▪ <i>There are two computer courses and one math course during the orientation year where students learn the basic skills of handling computers and the basic of mathematics.</i> ▪ <i>The Introduction of statistics course during the first year of the academic program enables students to learn various statistical tools and techniques.</i> ▪ <i>Some courses in each year include required use of ICT for analysis and reporting, with quality of usage forming part of assessment. Assignments include required use of search engines on the internet.</i> 	<ul style="list-style-type: none"> ▪ <i>Direct assessment of basic skills including communications skills in English Language and use of IT, like class tests, assignment and exams.</i> ▪ <i>For testing the students math and statistical skills, class tests and assignments are taken along with major exams.</i>
4.2			
5.0	Psychomotor		
5.1			
5.2			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise



Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct



Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Participation	6th	5%
2	Midterm Exam	8th	20%
3	Presentation	10th	10%
4	Assignments & Quizzes	5 th & 11th	10%
5	Report & Proposal	14 th	15%
6	Final exam	16th	40%



D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- *In addition to class lectures time, faculty members assign minimum two hours per week for student consultations and academic advice. The consultation time is mentioned in the Faculty Time Table and is display on the faculty member's office door.*
- *During the registration period, faculty members also spend time for review and approving students' registration form. Each faculty member is assigned a group of students for advising. The list is posted in the faculty office and students are advised to visit the faculty member during the time mentioned in his/her faculty time table.*

E. Learning Resources

1. List Required Textbooks

Basic Marketing Research
Naresh K Malhotra, 4th Edition,
Prentice Hall,
ISBN-13: 9780132544481

2. List Essential References Materials (Journals, Reports, etc.)
Research Databases such as PREQUEST.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
Websites as indicated in the textbook

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

SPSS program
The CD provided by the publisher of the textbook.

F. Facilities Required



Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- *A classroom with 40 seating capacity is required.*
- *Classroom should be equipped with multimedia projector and Internet access.*

2. Computing resources (AV, data show, Smart Board, software, etc.)

- *Currently there is no need of any special computing resources.*

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Currently there is no need of any other resources.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- During week 13 and 14, the YU's "Student Affairs" department conducts a survey covering all aspects relating to their learning experience for the concerned course. Students are given questionnaire on different areas of the course including the effectiveness of the course.
- There are two ways that the survey is undertaken: manually by distributing the printed forms to the students during the class meeting hours and by electronically, where students are required to go to the computer lab for participating in the survey.
- The responses are forwarded to the "Information Center" where it is analyzed and reports are prepared.
- The report is called "Course Evaluation Survey" or CES and is submitted to the department chairman, who shares the report with the respective faculty members.

Attachment:

** Copy of questionnaire

** Sample copy of CES

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- Classroom observations are conducted by the Department chairman during class periods, especially for the newly recruited faculty members.
- A form with some standard questions regarding classroom activities is used to evaluate the performance of the faculty members during the classroom visits.
- Faculty members are informed about the classroom visits without notifying a specific day for the



<p>visit.</p> <ul style="list-style-type: none">▪ The reports are shared with the faculty members. <p>Attachment:</p> <p>** Classroom Observation Policy</p> <p>** Classroom Observation form</p> <p>** A sample copy</p>
<p>2 Processes for Improvement of Teaching</p> <p>The process for improving the teaching includes the following:</p> <ul style="list-style-type: none">▪ Workshops and seminars are conducted throughout academic year to address specific teaching strategies and improvements.▪ Feedbacks from students using different types of survey are shown and discussed with faculty members to improve the teaching.
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <ul style="list-style-type: none">▪ The university is currently in the process of finalizing agreement with other universities to manage this issue.
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none">▪ <i>At the end of each semester, Curriculum committee conducts a meeting with all faculty members in which surveys filled by the students and other feedbacks from faculty members are discussed. Effectiveness of the courses, mistakes done and weaknesses are discussed. These points are made basis for the planning for improvements for next semester/ year.</i>▪

Faculty or Teaching Staff: _____ **Dr. Majdi Khaleeli** _____

Signature: _____ **Date Report Completed: October 30, 2013**

Received by: _____ **Dean/Department Head**

Signature: _____ **Date: _____**

