

USC Marshall

School of Business

University of Southern California

Marshall School of Business

BUAD 493 – Honors Research Seminar: Marketing Spring 2019

Monday 10:00– 11:50 am (2 units) HOH 706

Instructor	Joseph C. Nunes	Kristin Diehl
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Course web page: <https://blackboard.usc.edu/>

Department Marketing Department
Hoffman Hall, Room 331

Phone: (213) 740-5033

Hours: Monday to Friday 9 am – 5 pm

Course Description

This class is designed to help students develop their own, unique research project from the initial idea to a completed research paper. Over the course of the semester we will discuss how to identify interesting research questions, learn how to conduct a literature review, propose specific hypotheses and design ways in which these predictions can be tested empirically. The class will guide you in writing a thesis proposal at the end of the spring semester. This proposal will form the starting point of BUAD 494 in the fall of 2018 during which you hopefully will write a successful honor thesis.

Note that even if you excel in this course (BUAD 493), you must still fulfill all the honors program requirements (e.g., enroll in BUAD 494 and actually conduct research and submit an excellent thesis before you graduate) to obtain the Marshall Honors designation.

Learning Objectives

The intention of this class is to develop your ability to

- Critically read and understand academic articles
- Generate interesting research questions and testable hypotheses
- Conduct a thorough literature review
- Identify methods appropriate to your research question
- Write an academic research paper

Prerequisites and/or Recommended Preparation:

This course is only open to Marshall students who have been invited to participate in the Marshall Undergraduate Honors Program and who wish to write an honors thesis on marketing. Advanced classes in marketing are highly recommended as a basis for students to develop novel research ideas.

Course Format

This class will consist of discussions, lectures, workshops, and short student presentations. Your participation is crucial to the success of this class. The more each of you will contribute to this class, the more we will all get out of it.

Course Materials and Notes

Throughout the semester I will assign different academic readings that will serve as the basis of our class discussion. To the extent that they are available, I will also share papers presented in the marketing seminar series prior to each presentation. Articles will either be handed out in class or made available online. It will be the student's responsibility to obtain these materials if a class session is missed for any reason.

In addition I encourage you to regularly read business news as they may provide interesting examples and inspiration. The New York Times, The Wall Street Journal, The Washington Post and the Atlantic cover a lot of marketing related topics, as do specialized trade journals such as Advertising Age.

This book will serve as a general guide of the research process:

O'Leary, Zina: The Essential Guide to Doing Your Research Project, Sage (2nd Ed.) (2014).

I will provide handouts in class and also share these with you electronically.

Communication:

The best way to reach me is via email.. I am in the office throughout the week, so please feel free to stop by to ask questions about the class or marketing in general. If you want to discuss your project or just want to make sure I am actually available, please email me to set up a meeting.

Attendance Policy

- Class attendance is expected. Attendance is a necessary component of your class participation grade.
- It is your responsibility to be aware of all handouts distributed and announcements made in class.
- If you have to miss class, you are responsible for getting notes, etc. from other students and for making up the material we covered that day. If you are not able to attend please do notify me a priori.

Course Conduct

This should be an exciting, challenging and fun class for everybody. However, there are certain rules that I hope will help all of us to have a good experience.

- Don't be late or leave early, otherwise we will all feel like we are at the airport – not a place conducive to learning.
- Laptop and Internet usage is not permitted in class unless specified. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted.
- Please arrive thoroughly prepared for the discussion. It is difficult to “hide” in small discussion classes and your preparation is generally evident.

Extra Credit Policy

Please note that there will be no opportunities to improve your grade through the completion of extra credit work.

Grading

Each Student will be assigned a final course grade based on his/her performance in the class.

Each student will be evaluated on the following basis:

Class contribution	10%
Assignments	
Two Speaker Series assignments (5% each)	10%
How to read an academic article (worksheet)	5%
Research by Marketing Faculty assignment	5%
Research question and testable hypothesis	5%
Literature Review	5%
Secondary Data analysis	5%
IRB certification	5%
Term Project	
Research proposal	5%
In-class Presentation	10%
Final Term Paper	35%

If you join the class after the first class, you are responsible for all content and deliverables that have already been assigned or covered.

Class Contribution

Class contribution will be assessed based on the relevance, depth, and consistency of participation. Attendance is a necessary part of contribution, but it is not sufficient. When discussions take place, both quality and quantity of your contribution is important. Class contribution also takes into account student activities that disrupt and/or hamper good class discussion. Engaging in disruptive activities will lower one's class participation grade, regardless of how valuable other contributions may be.

Assignments and Assignment Submission:

Assignments are designed to explore and practice all aspects of the research process. Some assignments serve as preparation for our class discussion, while others build on what we learn in class. A short explanation and due dates for each assignment are noted below. More information will be provided in class.

Assignments must be turned in on time in person and/or via email. Any assignment turned in late will be penalized. If you are unable to attend class on that day and cannot email your assignment, you have to make arrangements for it to be delivered to the marketing department office (HOH 307) on time.

Since the assignments aim at building a variety of skills necessary to write a successful thesis, you must turn in all required assignments for this class in order to pass the class (even if they are late).

Marketing Speaker Series and Assignment (reflection paper due the Wednesday following the talk at 10 am)

As you will soon discover, marketing is an interdisciplinary area with people from many backgrounds studying theoretical or applied aspects. As such, many different disciplines (e.g. marketing, management, psychology, statistics, and economics) are relevant for, and to this research area.

In order to get a sense of academic research in marketing I will ask you to attend (at least) two academic seminars in the marketing department. These are seminars that the marketing faculty and Ph.D. students attend on a weekly/bi-weekly basis and will expose you to cutting edge research in marketing.

Seminars are typically held Fridays **9:30am to 11 am in ACC 310** (there is free breakfast to make the early start easier ☺). If locations differ or are not yet determined, this is noted in the table below.

Jan 11 9.30 am	Christine Moorman (Duke)
Jan 25 9.30 am	Donkyu Lee (Joint MKT/DSO Seminar), ACC 303
Feb 6 & Feb 8 TBD	Dan Ariely (Duke, iORB Visit), location TBD
Feb 7 Noon – 1.15 pm	David Hardesty (UBC), location TBD
Feb 15 9.30 am	Alex Chernev (Northwestern)
Mar 29 9.30 am	Michel Pham (Columbia)
Apr 5 9.30 am	Ron Berman (Wharton)
Apr 12 9.30 am	Rebecca Hamilton (Georgetown)
Apr 26 9.30 am	Dean Eckles (MIT)
May 3 9.30 am	Juanjuan Zhang (MIT)

Remember you need to attend 2 seminars. If there will be are other hseminars (by Marshall faculty) announced throughout the semester you are more than welcome to attend those as well or in lieu of the ones listed above, but for now, please plan on attending two of the ones listed above since they have been scheduled.

For each seminar, I will distribute the paper that the presenter made available roughly a week prior to the talk (or as soon as it is available). You should read the paper before the talk. In our class after the talk, I will ask you to briefly summarize what the paper (and the talk) is about. In particular I will ask you to draw the conceptual model the author/s want to test and to briefly discuss how they test this model. By Wednesday following the talk you should submit a short (1 page) reflection paper that includes the conceptual model, your own summary of the paper, and discusses questions that arose in the talk (either questions that arose for you from the talk or questions that others asked during the talk – you will see it is a very lively crowd).

How to read an academic article (email worksheet by 8 pm on 1/13)

Research papers have a format that you will quickly begin to recognize and that you will be asked to follow in your term paper (see below). The main paper is preceded by a short abstract (typically 150 - 250 words) that summarizes the main idea and findings. The main part of a paper starts with an introduction, which often presents a motivating example for the importance of the research question, followed by the conceptual development section. The conceptual development section outlines the reasons (theory) for the hypothesis/hypotheses under investigation. After the conceptual development is the methods section. In this section, the authors outline how they tested their hypothesis. Behavioral papers typically present multiple, mostly experimental studies that build on each other, while quantitative papers may either present mathematical proofs or the analysis of one large data set. After describing in detail how the authors proceeded to test their hypotheses (ideally so you could conduct the same analysis) the results are described and discussed. At the end of the paper is a general discussion where the author tries to pull together the insights and acknowledge any potential limitations of the manuscript.

For this assignment you are asked to read the following article prior to class

Brian Wansink and SeaBum Park (2001), "At the Movies: How External Cues and Perceived Taste Impact Consumption Volume," *Food Quality and Preference*, 12:1 (January), 69-74.

As you read through this article note how the authors develop their arguments and then test them. It is important to be able to articulate the impact or contribution of a manuscript to our understanding about marketing. Specifically, how do the insights in the paper add to what we know about marketing and consumer/firm behavior?

After reading the article please complete the worksheet distributed in class. Note you will need to reread the article or parts of it to answer these questions. Email that worksheet to me by 8 pm on 1/13 and bring a copy for yourself to class.

Research by Marketing Faculty (email annotated slides by 10 am 2/25)

Identify an article by somebody on the USC Marketing faculty that agreed to discuss their research with you (list provided via email). Read the article carefully multiple times, note down questions you want to ask the author, think about future research that could stem from this work. Then discuss the article with the author. You should plan for a 20-30

minute meeting. Make sure to set up an appointment with the respective faculty member as early as possible. You will be asked to present the article and any additional insights you gained through your discussion in class (2/25). Please email your annotated (in notes pages) Power Point slides to me by 10 am on 2/25.

Research Question and Hypothesis (due 2/25, 10 am)

Develop and specify your research question. Note, use the four-step process identified in O'Leary (pp. 36 ff) to narrow and refine your research question.

Generate two novel hypotheses and specify what kind of data/method you may need to test it.

Literature review (due 3/18, 10 am)

- Identify at least 10 articles in the academic literature that are related to your area of interest and potential research question.
- Create a summary spreadsheet covering all articles you read (following example provided in class).
- Summarize the main insights from the literature as they relate to your area of interest and potential research question in a few (3-5) short paragraphs. For each paragraph list the articles that support each paragraph

Secondary data analysis (due 4/1, 10 am)

In class you will be provided with a secondary data set. Based on this data set

- Generate 3 hypotheses that are testable using the provided data set. For each hypothesis briefly describe and explain what they mean and why you think that is the case.
- Think about what aspects of the data and what format will give you the answer? Are you going to examine a correlation, make a contingency table, a pie chart, a scatter plot, etc.? Statistical sophistication is not important but meaningful data representation is!
- For each hypothesis: Describe the data approach you took to examine your hypothesis and the results that approach yielded
- Draw conclusions with regard to each hypothesis. Not just whether you found evidence for/against your hypothesis but also why you think that is and what you learned from the data.
- Who would be able to use these insights (e.g. what kind of organization, etc.) and how could they use this insight (i.e. what would they potentially do differently?)?
- What next steps would you recommend to learn more about your hypotheses? Be specific! Suggesting "Collect more data" is not sufficient.

Complete IRB training (email verification of CITI course completion by 5/6)

Research projects involving human participants require review and approval by an Institutional Review Board (IRB). An IRB is an ethics committee composed of scientists and non-scientists who serve as advocates for human subjects involved in research. The IRB is charged with the responsibility of reviewing and overseeing human subjects research conducted at USC or by USC researchers.

Researchers need to be trained in human subject regulations and need to submit a

protocol prior to conducting any research.

Note there are two committees at USC, one medical, one non-medical. We fall under the non-medical IRB, the University Park IRB. <http://oprs.usc.edu/upirb/>
After our class discussion on 4/29, please create an iStar account using your USC email (<http://istar.usc.edu>) This will allow you to complete the online IRB training and later to submit a protocol if required for your thesis data collection. Once you completed the training you will receive an electronic receipt. Please email me that receipt to verify completion.

Term Paper

The major project in this class is to develop a full-length research paper. This document, if well developed and approved by me, would then form the basis of your work towards the completion of BUAD 494 in the Fall of 2019.

Your proposal should describe a new empirical study on any topic in the area of marketing that interests you. You are required to go beyond reviewing the literature by proposing original hypotheses and designing a way to test these hypotheses. Specifically you will need to provide an in-depth review of the selected topic, develop a conceptualization of the problem, develop measures, define the analyses, and outline the expected results. Note that you do not need to actually gather and analyze data at this point. In other words, this proposal should look a lot like a fully developed paper with the results section missing.

While your inspiration may come from real-life problems, this is not a business field project, where a student solves an imminent business problem for a client company. Your research project needs to make a contribution to the field beyond what is already known. Hence it needs to go beyond extending a known principle or effect to a new context or to conduct a replication of an existing study.

The research proposal and presentation should include:

1. Motivation
2. Lit Review
3. Contribution
4. Hypotheses
5. Methodology for at least one study

Although students are not required to conduct any empirical data collection or analyses for this project, they are required to develop a proposal that is detailed enough in terms of hypotheses to be tested. This includes the study design, method and procedure. Students should use style guidelines from to either a major journal in the field (e.g. JCR) or an established organization (e.g. APA, University of Chicago) to format their paper prior to submission. The final paper should be no more than 25 pages of text, double spaced.

- A proposal of your term paper is due March 10.
- You will present your research idea to the class on May 6th. Please email slides by 10am to me.
- Your final paper is due May 8th.

Research Proposal (due 3/10, 6 pm)

The research proposal should introduce your main research idea and your predictions and should clearly specify the contribution you expect to make with your paper. In order to force you to become clearer writers and communicators, the proposal should be written in outline format. Essentially every idea that will become a paragraph in your paper later on should be represented by at least one bullet point in your outline. This way it will become quickly apparent to you (and me) where there are logical jumps and inconsistencies. I will provide you written feedback and we will meet the after spring break one on one to further discuss your idea.

Academic Integrity and Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Although I encourage you to help one another, the *individual* work that you present to me, must be yours and yours alone.

No recording and copyright notice.

It is a violation of USC’s Academic Integrity Policies to share course materials with others without permission from the instructor. No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and me.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC’s Blackboard learning management system (<http://blackboard.usc.edu>), teleconferencing, and other technologies.

Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. <http://dsp.usc.edu>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an official-ly declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000

24-hour emergency or to report a crime.

Provides overall safety to USC community. <http://dps.usc.edu>

Return of Paperwork

Returned paperwork, unclaimed by a student, will be discarded after 4 weeks. Students who miss class sessions when assignments are returned are responsible for arranging an appointment to retrieve their materials.

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: abil-ity@usc.edu

Specific accommodations (e.g. for presentations) need to be arranged with the instructor at least one week prior to each (!) occasion requiring accommodations.

Projected Class Schedule Spring 2019

**You are responsible for any changes announced in class or via email

Date	Topic	Assignments
1/7	Intro to class	
1/14	How to read an academic article	Worksheet due by Sunday 8 pm
1/21	MLK Day - No Class	
1/28	Overview of research in marketing	
2/4	Generating ideas and testable hypotheses	
2/11	Learning from others - Meeting the 2018/2019 honor class students	You will meet last year's students who can provide important tips on how to navigate the thesis process
2/18	President's Day - No Class	
2/25	Generating ideas and testable hypotheses	Student presentations, annotated slides due Develop and specify your research question.
3/4	How to conduct a lit review Guest Speaker: Kelsey Vukic, Social and Behavioral Sciences Librarian, USC Libraries	Bring your laptop to class.
3/11	SPRING BREAK – No Class	Research proposals due March 10 by 6 pm
3/18	Individual research consultations – No in-class meeting	Literature review due by 10 am
3/25	Research methods and Survey design	
4/1	No class (canceled in lieu of marketing seminar attendance)	Secondary Research analysis due
4/8	Writing an academic paper	
4/15	Individual research consultations – No in-class meeting	
4/22	IRB / Ethics	
5/6	Research Presentations Class Wrap up (time TBD)	Email slides Email evidence of IRB training