Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

The sections shown on this interface are based on the templates UG OBTL+ or PG OBTL+

If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to Data Transformation Status for more information.

Expected Implementation in Academic Year	AY2023-2024
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1
Course Author * Faculty proposing/revising the course	Xun (Irene) HUANG
Course Author Email	huangxun@ntu.edu.sg
Course Title	Market Intelligence
Course Code	BM2510
Academic Units	3
Contact Hours	39
Research Experience Components	

Course Requisites (if applicable)

Pre-requisites	Nil
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

This course aims to develop students' basic skills in conducting and evaluating marketing research projects. It is primarily designed for those who intend to pursue a career in marketing research and for those who will rely on marketing research information for decision-making. The main emphasis is on problem formulation, research design, methods of data collection, and data analysis.

Throughout this course, you will be guided into thinking like a Marketing Manager when applying marketing research concepts and tools to assist marketing decision-making. Specifically, at the fundamental level, this course
will introduce you to key marketing research concepts and methods, thus equipping you – as future managers – with the knowledge to make effective marketing decisions. More broadly, you will learn to appreciate the relevance
of marketing research for marketers, policymakers, and organizations.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Identify research problems and formulate marketing research objectives/questions
ILO 2	Develop and evaluate the appropriateness of alternative research designs
ILO 3	Apply the techniques/skills of different methods of data collection
ILO 4	Analyse simple research data to offer insightful information for decision-making

Course Content

Marketing Research (Qualitative and Quantitative), Data Analysis.

Reading and References (if applicable)

No textbook is required for this course. However, students are strongly encouraged to read the following reference book.

Malhotra, Naresh K. (2019), Marketing Research: An Applied Orientation(Global Edition). 7th Edition, Pearson.

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Course Introduction Introduction to Marketing Research	1	Interactive lecture		
2	Research Design	ILO1, ILO2, ILO3	Interactive lecture		
3	Exploratory Research Design	ILO1, ILO2, ILO3	Interactive lecture		
4	Descriptive Research Design: Survey and Observation	ILO1, ILO2, ILO3	Interactive lecture		
5	Business Case Project Proposal Feedback & Discussion Session	ILO1, ILO2			Online Discussion Session
6	Causal Research Design: Experimentation	ILO1, ILO2, ILO3	Interactive lecture		
7	Measurement and Scaling	ILO2, ILO3	Interactive lecture		
8	Questionnaire Design and Sampling	ILO2, ILO3	Interactive lecture		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
9	Data preparation and data analysis	ILO2, ILO3, ILO4	Interactive lecture		
10	Data analysis: hypothesis testing, correlations, and regressions	ILO2, ILO3	Interactive lecture		
11	E-Learning Week				
12	Project presentations	ILO1-4	Business Project Presentations		
13	Quiz	ILO1, ILO3			

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Class Participation	All students are expected to attend every class session. Students should do the assigned readings or tasks before coming to class. It is important that students arrive on time and do not leave early, as late entrance and early exit are disruptive and inappropriate. Students are encouraged to contribute to in-class discussions, examine current issues, and to bring in news articles for class discussion. Evaluations of class participation are mainly based on the contributions and relevance of students' spoken responses in each class throughout the whole semester. For instance, students are expected to take part actively in team discussions and present their ideas in classes. Activities in the e-learning week will also count towards class participation. During the e-learning week, students are required to submit a posting (not more than 400 words) on the class online discussion forum. In this posting, students should describe an interesting observation or news that they have recently come across and apply a principle or theory that was taught in class to this observation or news. Students should explain the principle or theory and how it applies to the phenomenon as clearly and concisely as possible.
Business Case Project	This assignment requires student teams to do a case study of an existing (local or international) company, identify business-related problems and propose solutions. Students should select a company that has sufficient scope for the project and at the same time give them access to the information needed. The sources of information can come from published materials (e.g. company reports, research journals, newspaper articles, magazines, websites) and/or from primary data collection (interviews, surveys, focus groups). Students are required to conduct at least one interview with an employee, customer, or potential customer of the company, and at least one small-scale survey.
Participative Learning Paper	Students are required to do mystery shopping for the course and describe their experience in the paper. The paper should not be longer than 3 pages (double-spaced, Times New Roman, font-size 12). Students will be graded on the clarity of their ideas as well as their ability to generate actionable and creative marketing insights.
Quiz	The in-class assessment gauge the extent to which students understand and acquire the course-specific knowledge disseminated in lectures and through class activities. The quiz will include multiple-choice questions and be conducted in class.

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Class Participation()	1-4	Oral Communication; Critical Thinking	15	Individual		
2	Continuous Assessment (CA): Project(Business Case Project (Team (40% for the content of slides and written report) Individual (10% for the individual oral presentation)))	1-4	Teamwork & Interpersonal Skills; Written Communication; Oral Communication	50			
3	Continuous Assessment (CA): Assignment(Participative Learning Paper)	1-3	Creative Thinking	15	Individual		
4	Continuous Assessment (CA): Test/Quiz()	1,3	Acquisition of Knowledge	20	Individual		

Description of Assessment Components (if applicable)

Important Notes:

For group presentations, it is mandatory that every member in the group presents one part. In our assessment of the content of group work, students are assessed as a group to ensure that each member contributes to the group
project. However, there will also be a component of individual presentation to evaluate each teammate's oral presentation performance. Moreover, students found not to be contributing to their group work and not fulfilling their team responsibilities will be penalized (see rubric on how they will be assessed on "roles and responsibilities"
and "contributions" for both team assignments: article presentation and business case project).

To ascertain their performance on these two rubrics, a mandatory peer evaluation survey will be administered online at the end of the course. Students will be asked to complete specific survey questions regarding their appraisal of their own contribution and their teammates' contributions (See Annex D for the actual questions they
will be answering). The peer evaluation survey is mandatory given that the team assessments account for 40% of the course. Teammates, a website which hosts the survey and is widely used among academics as a tool to conduct
peer evaluations, will collect this data and compute each individual team member's estimated contribution to each
assignment based on a formula that includes both claimed contribution (i.e., appraisal of one's own contribution) and perceived contribution (i.e., peers' appraisal of one's contribution). If students consistently receive low scores from their group members in the peer evaluation survey, Teammates will flag these students and we will adjust their scores by deducting the points indicated by Teammates (the points will be based on the algorithm from the website).

Formative Feedback

Based on a seminar style, the classes are designed for you to raise issues and voice your points of view. During some
of the class sessions, you will have the opportunity to work on a problem with the guidance of the instructors. The instructor will provide feedback directly during such class and in-class team discussions. The instructors will also give feedback for the participative learning paper and proposal of business case project.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Collaboration	Intermediate
Communication	Intermediate
Decision Making	Advanced
Information Literacy	Advanced
Critical Thinking	Intermediate

Course Policy

Policy (Academic Integrity)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You will be penalised for late submissions of assignments. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar class sessions you have missed. You are expected to participate in all seminar discussions and activities.

Policy (Absenteeism)

Absence from your seminar class without a valid reason will affect your overall participation score. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a seminar class, you must inform the course instructor via email prior to the start of the class.

Policy (Others, if applicable)

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