

MGT 6310 Syllabus

Marketing Research Analytics, Sections A and EMA, 3 Credits

Fall 2026

Instructor Information

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General Course Information

Description

This course develops the fundamental data analysis skills needed to support effective marketing decision-making in modern organizations. Students learn a structured, analytical approach to marketing through hands-on experience with databases, analytics, and computing systems used to evaluate marketing performance and inform strategy. While quantitative methods are used throughout the course, the focus is not on technical specialization. Instead, students build the ability to interpret analytical results, communicate marketing insights clearly, and collaborate effectively with analytics and research teams.

The course combines lectures, case discussions, demonstrations, and applied exercises to reinforce key concepts and connect theory to practice. With a strong experiential emphasis, students work with real-world datasets and acquire practical tools that can be applied directly in internships and early-career roles. The course also emphasizes critical thinking about data, helping students understand both the value and the limitations of marketing analytics in managerial decision-making.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- Select and justify appropriate data analysis techniques to address specific marketing decision contexts.
- Apply statistical analysis software to conduct marketing data analyses using real-world datasets.

- Interpret and evaluate quantitative analysis output to derive actionable marketing insights.
- Communicate analytical findings and recommendations clearly and persuasively to managerial and business stakeholders.

Required Course Materials

Students are required to bring a laptop to class to run statistical analyses. A variety of statistical software packages may be used to perform marketing analyses. In this course, students will use SPSS, which features a point-and-click interface.

Students with a strong interest in analytics-focused career paths are encouraged to explore programming language such as R. While R is not required to complete course assignments, I am happy to provide supplementary examples demonstrating how selected analyses covered in class may be implemented in R.

Grading Policy:

Assignments

- Quizzes (2): 50%
- Final Presentation (Group): 20%
- Capstone Case: 15%
- Class Contribution: 10%
- Homework Assignments (6): 5%

Grade Distribution

- A: 90.0 – 100
- B: 80.0 – 89.9
- C: 70.0 – 79.9
- D: 60.0 – 69.9
- F: Below 60.0

Description of Graded Components

The two quizzes assess students' understanding of core concepts, frameworks, and analytical methods covered in the course.

The final presentation is a group assignment based on an in-depth analysis of a marketing analytics business case. Student teams will analyze data, develop insights, and present recommendations.

The capstone case is an individual assignment that requires students to analyze marketing data to address a business problem and support actionable recommendations.

The class contribution score reflects the quality of the contribution each student makes to the overall class (positive points for comments that build upon the course content, negative points for disruptive behavior or low participation). Peer evaluations will be used to inform the instructor's assessment of individual contributions.

The six homework assignments are designed to provide hands-on practice with course concepts and analytical techniques. Unlike the quizzes, homework assignments allow multiple attempts to encourage learning through practice.

Additional details regarding assignments, deadlines, and expectations will be provided on Canvas and discussed during class.

Course Policies

Attendance and Participation

This course places a strong emphasis on in-class discussion and collaborative learning. Students are expected to attend class and actively contribute to the learning in this course. The overall quality of the learning experience depends significantly on consistent attendance, active engagement, thorough preparation of reading materials, and thoughtful participation.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student

body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.