Course Description
Consumer behavior is an important topic of study. As marketers, it is imperative that we understand the underlying motivations of consumers. With this information, we can more effectively design and implement our marketing strategies to reflective of consumers’ needs and profiles. As consumers, it is important to be aware of the influence that marketing has on our own purchasing behavior, and, more generally, the lifestyle decisions we make. This course is designed to provide a broad overview of these and related issues. In addition, selected topics will be examined in greater detail in an attempt to provide the student with a better understanding of how questions relating to the behavior of consumers are explored.

Course Learning Objectives
1. To understand concepts and theories of consumer behavior and decision making and their application in marketing strategy decisions.
2. To become familiar with some of the various methods by which consumer behavior is studied and develop an understanding of the types of conclusions that might be drawn for the various types of research designs.


Prerequisites:
ECON 200 and 201; MKTG 302; junior standing

Grading
There will be two exams to test over readings. These will consist of multiple choice items and short answer questions.

Individual Tasks
*Exams (2) 60%

Group Tasks
*Industry Project 40%

*If you miss an exam there will be a cumulative make-up exam during exam week.

Grading Scale
A  91-100   A- 90-<91
B+  88-<90   B  81-<88   B-  80-<81
C+  78-<80   C  71-<78   C-  70-<71
D  60-<70
F  <60
Class Attendance Policy

Class Attendance: Because class attendance is crucial for any course, students are expected to attend all classes and laboratory meetings of each course in which they enroll. Instructors maintain the authority to determine how absences will be addressed, which should be detailed in their attendance policies. Participation in college-sponsored activities, where students are official representatives of the College of Charleston, may result in absence(s). Instructors will recognize absences in which students are official representatives of the College of Charleston (such as intercollegiate academic or athletic team competition, or academic program sanctioned research presentation or artistic performance) as excused. During the first week of classes, instructors will announce and distribute their attendance policies, including criteria to be used in determining excused absences. Instructors determine whether absences are excused or unexcused for the purposes of participation grades, in-class assignments, and laboratories. Regarding formal graded work (such as exams, presentations, papers), instructors will make “reasonable accommodations” when a student misses class for an event at which s/he is an official representative of the College of Charleston. Examples of reasonable accommodations might include: rescheduling an exam, altering presentation times, or flexibility in assignment submission dates. Students are required to submit documentation of their College representation related commitment from the appropriate College authority at least one week prior to the scheduled absence in order to be eligible for reasonable accommodations by the instructor. Regardless of any accommodation granted, students are responsible for satisfying all academic objectives, requirements, and prerequisites as defined by the instructor and the College. Instructors ascertain whether both excused and unexcused absences count in determining the basis for a grade of “WA,” which stands for “withdrawn excessive absences” and is equivalent to a failing grade. If attendance is used for grading purposes, the instructor is responsible for keeping accurate attendance records. If a student has more than the maximum allowed absences as defined in the course syllabus, the professor may assign a “WA.” Instructors are required to submit an electronic “WA” form (located in MyCharleston faculty tab) to the Registrar on or before the last meeting day of the class. The Registrar will then send an email notification to the student. The student is responsible for keeping personal addresses and contact information current through the Office of the Registrar. All students, whether absent or not, are responsible for all information disseminated in the course.

The above the CofC official attendance policy. With respect to this class (MKTG 329), attendance is required. The class includes a high amount of group discussion and project work, therefore, it is important to your group members, as well as to yourself and your grade, that you attend. Poor attendance (more than two absences) will impact your grade. The only exceptions are official absences due to academic program sanctioned activities as specified in the College’s policy. If you are absent more than twice (except CofC sanctioned absences—this does not include health center excuses), your grade will go down one grade category (this includes “+ and –” for each absence beyond two. If you miss any of the final project presentation days, your final grade will be dropped by one full letter grade (A,B,C,D,F) for each absence.

School of Business Learning Goals

- The SB learning goals are:
  - **COMMUNICATION SKILLS:** Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.
  - **QUANTITATIVE FLUENCY:** Students demonstrate competency in logical reasoning and data analysis skills.
  - **GLOBAL AND CIVIC RESPONSIBILITY:** Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge and skills in addressing these issues.
  - **INTELLECTUAL INNOVATION AND CREATIVITY:** Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.
  - **SYNTHESIS:** Students demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.
Reflective of School of Business Learning Goals, this class addresses the following of these goals:

**Global and Civic Responsibility**: Students will be able to identify and define social, ethical, environmental and economic challenges at a local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues. **Implementation**: Students will be required to complete human subjects protection certification training targeted to ethical and legal requirements for working with human subjects research and will discuss these issues in class. **Demonstration of Achievement**: Passing of certification test.

**Communication skills**: Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. **Implementation**: Students will write their written report based on their semester long marketing research project, and present the results of this project in class. **Demonstration of Achievement**: Presentation of a concise and effective report.

**Accommodations for Students with Disabilities or Special Needs**
The College will make reasonable accommodations for persons with documented disabilities. If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Service/SNAP, please come and discuss this with me during my office hours during the First Two Weeks of class.

**Disability Statement from the SNAP Office**
Students approved for SNAP Services are instructed to meet with each of their professors during the first two weeks of classes or as soon as they are approved for services to discuss accommodations and present a copy of their SNAP-issued Professor Notification Letter (PNL). Though it is the student’s responsibility to initiate discussion regarding accommodations that may be needed, an announcement on your syllabus or in class encouraging them to do so would be helpful. Students will feel more comfortable about identifying themselves as having a disability if they are approaching someone they believe to be receptive to the discussion. Such an invitation can go a long way toward encouraging students with a disability to approach the instructor early in the course.

**Honor Code**
**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission— is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the **Student Handbook** at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)
Need Communications Help????
College Skills Writing Lab and Speaking/Presentation Lab located in the in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

MY EXPECTATIONS OF YOU are that you come to class prepared (have completed all readings and assignments before the class), that you work hard and give this class your full attention and effort, that you show integrity, and you are honest and treat everyone in this class with respect, that you enjoy yourself while we learn together.

I expect that you will spend around 2 hours outside of class for every hour you spend in class. You will need to spend more when preparing for exams and your major project work near the end of the semester.

MY OVERALL OBJECTIVE for you is that when you leave this course, you will have a new set of knowledge and tools and, that in your future professional role, you will be able to identify the aspects of consumer behavior that are relevant to your organization’s decision making and understand how to begin gathering the relevant consumer information.

CLASS STRUCTURE
On most Tuesdays, you will have chapters assigned for reading before class. Class will involve lecture, activities, and student explanations of content when called upon.

On most Thursdays, your project group will be called upon to give an explanation of how your industry’s decisions are made based upon the “content topic of the week”. In the event that you feel the week’s content in no way impacts your industry, choose another industry for that week and provide examples. You should always compare/contrasts the two companies/brands that you choose within the industry.

Since you will not be reading assigned chapters for Thursday’s classes, your out-of-class time should be used to meet with your group and organize your presentation for Thursday’s class. You may have a few minutes at the beginning of the Thursday class to finish your notes, but time will be limited. All groups may not be called upon each Thursday, but most will. Expect your informal, but organized, presentations to take around 5-10 minutes each. Give specific examples like product changes, promotional campaigns, pricing strategies, distribution strategies, global implications, etc. across your brands in the industry.

We may introduce an occasional activity or assignment that diverges from this usual pattern.
# TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>8/22</td>
<td>Introduction to class structure</td>
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<tr>
<td>8/24</td>
<td>Introduction to Consumer Behavior</td>
<td>Chpt 1</td>
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<td><strong>EXTERNAL INFLUENCES</strong></td>
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<td>8/29</td>
<td>EXT. Cross Cultural Values</td>
<td>Chpt 2 We will begin forming groups</td>
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<td>8/31</td>
<td>Project topic discussion</td>
<td>First Stab: Groups bring an example within an industry</td>
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<td>9/5</td>
<td>EXT. Changing American Values</td>
<td>Chpt 3 Due: Group members, industry and companies/brands</td>
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<td>9/7</td>
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<td>9/12</td>
<td>EXT. Changing American, Demographics, and Social Stratification</td>
<td>Chpt 4</td>
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<td>9/19</td>
<td>EXT. Changing American Subcultures</td>
<td>Chpt 5</td>
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<td>9/21</td>
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<td>9/26</td>
<td>EXT. American Society: Family and Households</td>
<td>Chpt 6</td>
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<td>9/28</td>
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<td>10/3</td>
<td>EXT. Group Influences on Consumer Behavior</td>
<td>Chpt 7</td>
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<td>10/5</td>
<td>EXAM 1</td>
<td>Chpts 1-7</td>
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<td><strong>INTERNAL INFLUENCES</strong></td>
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<td>10/10</td>
<td>INT. Perception</td>
<td>Chpt 8</td>
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<tr>
<td>10/12</td>
<td><strong>HARD COPY OF MIDTERM PROJECT BULLET DRAFT DUE by 11:00 a.m.</strong></td>
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<td>10/17</td>
<td>Fall Break</td>
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<td>10/19</td>
<td>INT. Learning, Memory, Product Positioning</td>
<td>Chpt 9</td>
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<tr>
<td>10/24</td>
<td>INT. Motivation, Personality, Emotion</td>
<td>Chpt 10</td>
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FINAL GROUP PROJECT – INDUSTRY CONSUMER BEHAVIOR PROFILE CONTRAST/COMPARISON
Select an industry category that you can work with throughout the semester (suggestions below). In a group as assigned in class, you will work each week with this industry on specified topics of the week. At the end of the semester you will present (and hand in a hard copy) a formal written report detailing two brands/companies within this industry on the topics covered in this class.

Include an introduction to the industry and your companies/brands with respect to size, trends, market share, etc (industry and company/brand data). Your Consumer Behavior Profile should specify the target market(s) and compare and contrast the two on our CB topics. Provide very specific examples detailing how these differences are utilized/implemented in the respective marketing strategies. You can also address the evolution of your industry in your class examples.

This is a semester long project. Before Thursday’s class, your group should communicate regarding the week’s class content topic and your industry and brands. Be ready on Thursday to make an “information”, but organized, presentation on your industry and how the content is reflected in your brands....the relevant implications and how they are represented in marketing decision making—comparisons/contrasts. On most of our “Thursdays” you will have a few minutes for group discussion at the beginning of class, but the “homework discussion” should have already taken place. Part of this homework will necessitate research in marketing publications (industry/academic) to gather information for your presentation.
At mid-term, you will hand in a bulleted-project draft of your progress at that time. For this draft, the entire industry and company/brand should be complete and provided. **The draft is due on Thursday October 12 by 11:00 a.m. in HARD COPY - no electronic copies accepted.**

Sample topics:
Men’s cologne, Automobiles, Mobile phones, Athletic wear, “health beverages”, Grocery stores, Fast food restaurants, Hotels, Nonprofits, Life insurance, Watches, Sunglasses, Pet food or pet products in general, home furniture lines/companies, home/life insurance, bicycles, and more.

Your final industry project should be well organized, broken into sections indicated below. The project should be typed, double spaced, spell and grammar checked. The content of the project is the key to grading, but the above factors as well as to its organization and how well it is written will be considered as well. The professionalism of the group and the group presentation will also be factored in. There will also be a group peer-evaluation and I will meet individually with your group once or twice throughout the semester for a discussion of group participation. I expect that your final project will be 15-20 pages long. CITE YOUR REFERENCES WITHIN YOUR PAPER AS WELL AS PROVIDE THEM IN THE REFERENCE SECTION.

In body of paper:
In a recent publication, Mack (2017) indicates that every student should study hard.

or:
One well-known author (Mack 2017) indicates that every student should study hard.

In Reference Section:

**TITLE PAGE** (Including names of group members)

**Part 1  INTRODUCTION**
- Industry Introduction
- Brand/Company A Introduction and Brand/Company B Introduction

**Part 2  STRATEGY CONTENT ANALYSIS**
- Content section
- Content section
- Content section

Etc....

**Part 3  CRITICAL ANALYSIS SUMMARY**
Summary of group’s critical analysis of effectiveness of each brand’s strategy in content areas.

**REFERENCES**