CONSUMER BEHAVIOR MKTG 329

Professor: Dr. Rhonda Mack
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Course Description
An essential component of marketing is consumer insight. However, the most complex aspect of marketing often is the consumer: their hearts and minds and actions. If consumer behavior were easy to understand and predict, all marketing strategies would be successful. In practice, we find that consumers are frustratingly human, they are irrational, emotional and often unpredictable. 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 ourselves, it is important to be aware of the influence that marketing has on our own purchasing behavior, and, more generally, on 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. We will also address various types of research designs often employed in the study of consumer behavior.

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 from these designs.


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

*Grading (See Attendance Policy and Project Group peer review which may impact you grade as well)

**Quizzes 70% total (Quizzes 1&2 = 20% each. Quiz3 part I=20%. Quiz 3 part II = 10%)
Group Projects 30%

*If you miss an exam, you can take a cumulative make-up exam during our assigned final exam time..
**Quiz 3, Part II is a somewhat cumulative. You will be given this question on the day of the third exam and one week to prepare your individual answer.

Grading Scale
A  90-100  A- (I do not give A- grades. If you make an A (90 or over) you deserve to get an A.
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 CoC sanctioned absences—this does not include health center excuses—they are not sanctioned absences), your grade will go down one grade category (this includes “+ and –“ for each absence beyond two.

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** (I have zero tolerance for honor code violations.)

**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/studianthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studianthandbook/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 TEACHING PHILOSOPHY
My teaching philosophy is simple. I believe that students learn best (as do I) when they talk about and experience the topics and processes which they are studying. Thus, I will not lecture class the entire time nor recite everything you need to learn. Instead, I have developed a course that covers major topics in consumer behavior which you need as a student of marketing and I will assume that you will be responsible in our learning partnership. I will bring up major issues from your readings and from the current business environment and lead class discussions and/or assign projects that emphasize the important points. Thus, YOU MUST BE ACTIVE in the learning process. Do not expect a PowerPoint regurgitation.

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 every student will speak up in class, ask questions and be part of an active learning environment.

I expect you to spend around 2 hours outside of class for every hour in class. More time will be needed when preparing for exams and your project work.

Your failure to meet these expectations will likely result in a less than ideal grade from your perspective.

For any class that you miss, make sure that on the first day or so of class, you identify a class “buddy” who you can contact to get any class notes or assignments from that you may have missed.

ELECTRONICS POLICY
FIRST, your phone is to be silenced and out of sight (my sight as well as your sight).
IN ADDITION, to encourage an active and engaging environment, please do not use laptops in class. THAT IS RIGHT, laptops (ipads, etc.) are to be closed in this class unless you are specifically looking up something as a part of a class requirement, or making a presentation for which you need your laptop. There is an increasing body of knowledge indicating that students learn better when taking notes by hand versus on their computer, that they learn more, and are more engaged when not taking notes on or involved with the computer. Students also score better on class assessments/tests when taking notes by hand. Basically, the type and depth of information processing is much more effective when you are taking notes by hand.

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. I also want to encourage you to be a more involved, more aware, and more socially responsible consumer.

CLASS STRUCTURE
Our class consists of readings, mostly text with a few exceptions, group and individual projects (presented in class) based on our readings, lecture, and a great deal of class discussion. I fully expect you to read the chapters before the class for which they are assigned. Failure to do so will result in unannounced testing which will count for a large percentage of your grade.
We may introduce an occasional activity or assignment that diverges from the schedule outlined on the syllabus as time and marketing practices evolve during the semester. You never know what may be happening in the public arena that can be quite valuable to our study of consumer behavior.

There are several class assignments that you do not get “credit” for but that are required for more in-depth learning of our course content. Takeaways from these assignments will be quite relevant to quizzes.

**CLASS GROUP PROJECTS AND PRESENTATIONS**
You will be assigned to groups of 4-5 people (dependent on class size) to conduct and present various project topics. I will give you the maximum time allowed for your presentation. However, we are a large class. There will be days when, due to limited time and our class size, that each group cannot present. Regardless, each group should be ready. A written report will be collected for each group project. Written reports will NOT be accepted after the class meeting.

The primary bases of the project grades will be:

- **Use of consumer behavior principles** used in your work. You should use the tools that you have gathered from the class.
- **Clarity of points and arguments.** Your arguments should follow logically and should lead smoothly to the overall point you are making.
- **Addressing of counterarguments.** You should be able to answer obvious counterarguments preferably using consumer behavior principles.
- **Presentation style.** Everyone has their own style, but it is important to be succinct and clear in your presentation, to talk loud enough that everyone can hear you, not to repeat yourself (or others in your group). Professionalism will be expected. Please remember that humor is difficult to incorporate into a serious business presentation.
- A report that is **grammatically correct** and with **appropriate spelling.** Use of **headings and subheadings** are a must for structural soundness and logical reading.

Group peer assessments will be administered. Failure to “give your fair part of the group effort” as perceived by your peers will lower your grade.
# TENTATIVE SCHEDULE

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
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<td>Introduction to class structure</td>
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<td>1/11</td>
<td>An Overview of the Consumer Behavioral Economics/Marketing</td>
<td>Article re “Nudge” provided in class, BE READY TO DISCUSS, YOUR POSITION? (Individual)</td>
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<td></td>
<td><strong>INSIDE THE MINDS OF CONSUMERS</strong></td>
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<td>1/16</td>
<td>Consumer Perceptions</td>
<td>Chpt. 8 (273-289)</td>
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<td>1/18</td>
<td>“Objects in store are smaller than they appear,” Judd Hirsch, LA Times, Nov. 9, 2008. BE READY TO DISCUSS (Individual)</td>
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<td>1/23</td>
<td>Learning, Memory &amp; Product Positioning</td>
<td>Chpt. 9</td>
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<td>1/25</td>
<td>Research the “Dove” brand and be ready to discuss all aspects re. positioning (good and bad). Also reflect on perception. TAKE A POSITION – (Individual)</td>
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<td>1/30</td>
<td>Consumer Motivation, Personality and Emotion</td>
<td>Chpt. 10</td>
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<td>2/1</td>
<td>Attitudes and Influencing Attitudes</td>
<td>Chpt. 11</td>
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<td><strong>Method Highlight: Attitude Scales</strong></td>
<td>Appendix A: Attitude Scales 740-742, 743 Table A3</td>
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<td>2/27</td>
<td>Brand Project presentations in class</td>
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<td>Consumer Culture</td>
<td>Chpt. 2</td>
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<td>3/6</td>
<td>Changing American Values</td>
<td>Chpt. 3</td>
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3/8 Values Project (Individual)  Be ready to informally present ideas (bulleted/paragraph outline due)

3/13 S CAREER CENTER WORK

3/15 S Quiz 2  Chpts. 12, 2, 3 and Appendix A

3/20 SPRING BREAK

3/22 SPRING BREAK

3/27 Changing American Subcultures  Chpt. 5

3/29 Chpt. 3 examples  Bring to class examples illustrating Chpt 5, one brand across multiple subcultures

4/3 Group Influences on Consumer Behavior  Chpt. 7

4/5 Group Influences Project (Individual)  Be ready to present group influences examples

4/10 Consumer Decision Making  Chpt. 14

4/12 Consumer Decision Making Project  (Group in class quick discussion choosing best examples for group to present in class (individual example lists due

4/17 Consumer Policy & class wrap up  Chpt. 20

4/19 Quiz 3  Chpts. 5, 7, 14, 20

Last day of this class  Exam discussion part II due Wed, April 25, 9:00 a.m.

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Monday 4/24 Last day CofC classes; Tuesday 4/24 Reading Day; Exams:4/25-5/12; Saturday, SB grad.
PROJECTS
All project materials handed in should be typed, spell-checked, grammatically correct and organized well.

CofC Project - Group
Create a collage of at least 6 photos/pictures/props/various items (pasting them on a board or any object to collect representations) that represents and describes how you feel about:
“My experience at the College of Charleston”.
In your group of X students, each will individually discuss your creation. Based on all X, as a group, identify common threads in motivation, attitudes, emotions, etc. that CofC could use in developing their marketing and branding program to target specific segments. What are some particular things that may/may not be missing from the collages developed? Develop a cohesive class presentation? After you create your collage, take a visit to the CofC website that prospective students may be exposed to—or visit the Admissions Office to view the materials they provide to prospective students. This may help in your analysis.

Brand Project - Group
As a group of X, select a brand. Using Qualitative Research methods, develop a research plan to address your brand, its positioning and consumer perception based on previous chapters studied. Clearly state your objective before developing the research plan. Make sure to address consumers’ relationships with brands. Implement your research project with 10-15 subjects (10 for the entire group)

Values Project - Individual
Come to class ready to discuss what YOU think are the major values in the U.S. today impacting marketing and public policy. Be ready to discuss your topics. You might want to also reference Chpt. 20.

Group Influences Project (Individual)
Before class, conduct a depth interview with “someone” (not just like you). Topic: what are the various groups that influence this person’s consumer behavior. Be ready to discuss in class. Hand in, the guide that you followed for the interview as well as notes taken from the interview and a brief summary.

Consumer Decision Making Project – Group
Referring to the Figure 14-1 on Involvement and Types of Decision Making, identify an example of each category. Be ready, in class to discuss each and the consumer’s “journey” through the process from problem recognition to post purchase.