



MKTG 312: CONSUMER BEHAVIOR
3 CREDITS

REPRESENTATIVE SYLLABUS

Course Delivery:

Course Webpage:

Instructor:

Office Hours:

Email:

Telephone:

COURSE PREREQUISITES: C or higher in MKTG 301, degree status

COURSE DESCRIPTION:

A course focusing on consumer behavior has the potential to be one of the most interesting and relevant for your professional and personal lives. First, we are all consumers and have vast amounts of experience buying and consuming products and services, as a result we can use the material in this course to reflect upon our *own behavior*. Second, we will examine concepts, processes and approaches that inform *marketing strategy* as to what, how, when, where and why people consume. To be a skilled marketer you need to understand your consumers and why they behave as they do. It is the aim of this course to equip you with current knowledge of how individual psychology and socio-cultural factors influence consumer behavior

Purpose of the Course: This course focuses on the application of the behavioral sciences to understanding consumer behavior. Emphasis will be placed on developing an appreciation for the scope of the topic, understanding the essentials underlying consumer behavior, and developing the ability to relate such understanding to important issues faced by marketing practitioners. Traditional research-oriented topics will include perception, memory, affect, learning, persuasion, motivation, behavioral decision theory, and environmental (e.g., social and cultural) influences. All topic presentations will also include a discussion of practitioner-oriented managerial implications.

Specific Objectives:

1. To develop an understanding of the various internal and external influences that impact on consumer behavior and the wide range of perspectives and theories that can be used to study it (e.g., sociological, psychological, economic, etc.).
2. To increase students' knowledge of terms, concepts, theories and tools that pertains to the study of buyer behavior and consumer psychology.
3. To help students understand the individual, psychological processes that affect consumer decision-making and purchase behavior (e.g., research on buyer motives, attitudes, and decision processes).
4. To help students appreciate the relevance of buyer behavior to marketing management for product, price, place, and promotion decisions.
5. To instill in students a healthy skepticism that makes you want to interpret theory and research relevant to buyer behavior for yourself, rather than simply accepting someone else's interpretation.
6. To explore how international, cross-cultural considerations influence consumers around the world.
7. To develop students' ability to analyze, and describe in writing, relevant buyer behavior topics as they apply to actual marketing activities (e.g., advertising, pricing, distribution, sales).

Costello College of Business
BS Business Learning Goals
By the end of the BS Business program, students will master:
<ol style="list-style-type: none">1. The social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.*2. The ability to apply knowledge of professional skills necessary for success in business including effective business writing.*3. Technical and analytic skills appropriate for success in business.4. The ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.*5. How research in the business disciplines contributes to knowledge and how such research is conducted.*
Students majoring in the Marketing concentration will master the following by graduation:
<ol style="list-style-type: none">1. <i>Research Competency</i>: Research competency using library databases, secondary and primary sources of market and company information, and marketing data analysis skills.2. <i>Marketing Strategies</i>: Ability to formulate effective marketing strategies derived from an understanding of customer behaviors and application of marketing tools and concepts.3. <i>Writing & Formatting</i>: Communication and information literacy skills in the writing and format of the plan that are consistent with the marketing discipline.
*Program and concentration learning goals that are addressed in this course

TEXTBOOK: *Consumer Behavior: Building Marketing Strategy*, 15th ed., Mothersbaugh, Kleiser & Hawkins, McGraw-Hill

Required Technology and Blackboard Login Instructions

Students are required to have regular, reliable access to a portable computer that meets the required minimum requirements. Detailed information on the Mason and College of Business laptop policy and minimum technology requirements (laptop requirement) are available at <https://business.gmu.edu/current-students/undergraduate-resources/policies-procedures-and-forms>

Access to [MyMason](#) and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check [the IT Support Center](#) website (<http://itservices.gmu.edu/>) for help and information about Blackboard. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

CLASS CONTENT:

DEADLINES IN THE COURSE?

All work in this class – both individual and group – is due by the deadlines specified below and on Blackboard. Work is due on Bb no later than 11:59pm on the date specified and at the start of class for hard copies. There are no exceptions. Without prior permission, work that is turned in after the deadline will NOT be graded and will receive zero points.

Primary “Lectures”: You should keep up with all the materials in the class each week. I will be providing in-class lectures to supplement the text and the other learning materials. These lectures will be used primarily to introduce key concepts, clarify difficult topics, and supplement the text. ***It is strongly recommended that you take notes during these lectures – the PPT slides are only an outline of the class material and will not be sufficient for preparing for exams.***

Exercises, Discussions, and Assignments: These occur throughout the semester and are designed to encourage *application* of the concepts covered in the course. It is very important that you attend classes and stay on top of the schedule and deadlines for work in the class!

Class Discussion Forum Assignments: To supplement our in-class sessions, this course has multiple class wide Blackboard discussion assignments. Your discussion and replies to others posts will be graded based on quality, timeliness, responsiveness, and moving the discussion forward. Discussion posts and replies have specific deadlines after which discussion postings will not count.

Individual Written Assignments: There are four options for written assignments in this course - - **only two** that you are to submit for a grade (these are described in a separate section at the end of the syllabus and on Blackboard). The written assignments should be at least **3** and no more than **5** pages in length. No external research should be used (use of the text and class PPT are fine). NOTE: Assignments are due on the day/time noted in the class calendar. Without prior permission, no work will be graded after the deadline has passed.

♦ *Expectations for all written assignments (individual & group):* Since this is a 300-level course I have high expectations and standards for work handed in during the semester. All work in this class should be neat, well organized (including sections, headings and subheadings), and professional looking – appropriate as professional, business writing.

I expect all students to write business English accurately and clearly and carefully

proofread all deliverables. The minimum writing standard for assignments is a maximum of one major writing error per page of a double-spaced paper. Examples of major errors are: to begin a sentence without a capital letter; to end a sentence without a period or other punctuation mark; to misspell; to confuse "its" and "it's"; to confuse plurals and possessives, "companies" versus "company's"; and so forth. Readability/style, clarity, and writing quality **will** be part of the overall grade for all written assignments.

ADDITIONAL REQUIREMENTS FOR ALL DELIVERABLES (GROUP & INDIVIDUAL)

Formatting written deliverables **All** written work **must** be Word documents (.pdf files will NOT be graded), double-spaced, use 12 pt. Times-Roman font, and have page numbers and one-inch margins and your name (or group's number and members' names) on the paper. Additionally, you need to make use of headings, subheadings and specific sections in order to more effectively organize and present your discussions and analyses.

Naming individual and group deliverable files Word files must be named with your last name as part of the document name or group number for group deliverables.

* You do not have to cite the textbook or PPT slides.

Papers not following any of these guidelines will have their grades negatively impacted or will not be graded.

Additional Writing Information: To cite and reference research sources, please use APA style. Specific instructions for in-text citations and referencing are found in the most recent edition of the *Publication Manual of the American Psychological Association* available at <http://owl.english.purdue.edu/owl/resource/560/01/> .

To help manage the citations and seamlessly create reference lists, Mason supports free software called Zotero at <https://www.zotero.org/> .

George Mason University has a writing center that can help you improve your English writing skills. More information is available at <http://writingcenter.gmu.edu/>

Team Project: Detailed information about the project will be provided on Blackboard. The project is designed to give you experience both in working in groups and in applying your understanding of consumer behavior concepts (as studied in this course). There will be 3-5 students per group and students will be randomly assigned to groups by the second week of classes. **NOTE: Projects used for credit in other classes may NOT be used for credit in this class.**

** **All** students are required to participate, contribute, and cooperate in their groups throughout the *entire* semester. This includes actively communicating with the group throughout the project. Individuals should not plan on "making up" effort as the semester winds down.

** **It will be the group's responsibility to manage how your group functions, including handling most minor problems that arise. If a group member consistently fails to contribute, the rest of the group should come speak to me. In the extreme case, members have the right to "fire" members, but only if I have been consulted in advance and if the team is willing to take a five-percent (5%) penalty on the grade for their project. Fired group members will receive a grade of zero for the entire project.**

The project consists of five parts: (1) First, your group needs to agree on and set up a means of communicating for the semester by **Sunday 9/8**. (2) Next, your group will need to choose the branded product you will be analyzing no later than **Thursday, 9/19** – You will need to submit a brief description of the product on Bb and get approval for the selection before moving on to the rest of the project. The rest of the deliverables are as follows: (3) A written Progress Report (5-7 pages) that provides information on the product, company, industry and information about the performance of the product selected by the group (due on Bb and hard copy turned in by the start of class, **Wednesday 10/9**). (3) A written CB Concept Analysis (5-7 pages) **due on Bb by Sunday 11/10, hard copy at start of class 11/11**. (4) A final, written report (5-7 pages) focusing on the CB concepts and providing recommendations based on them as well as an in- class group PPT presentation. All work, from all groups, is due on Bb and hard copy by start of class by **Monday 12/2** (see class schedule). The presentation must use PowerPoint and be no longer than 15 minutes. All team members must participate in the presentation, although not necessarily for equal periods of time. Additionally: A mandatory individual, confidential peer evaluation (due on Bb by **Monday 12/9**) of each of your group members will be included as part of the final grade.

Chapter Quizzes: Quizzes will help you check your comprehension of key concepts and help you prepare for the exams. You have to take a quiz in Blackboard for each chapter you read. Quizzes contain 10 questions worth 1 point each. You will have up to 15 minutes to complete each quiz. However, you will also have two attempts for each quiz. Only your highest grade will be recorded in the grade center. Quiz questions are similar to the pools of questions used for your exams so taking the chapter quizzes should benefit your exam performance.

Online Exams: There will be three exams this semester administered on Blackboard. All three exams will consist of multiple choice and True/False questions that address issues raised in the textbook as well as other materials covered online. ***It is very important that you keep up with the assigned readings and online calendar in order to perform well on the tests.***

The three exams are closed book, closed notes. This course requires the use of the Respondus LockDown Browser and a webcam (monitor) for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). Watch [this short video](#) to get a basic understanding of LockDown Browser and the webcam feature. A [Quick Start Guide for Students](#) is also available. **The LockDown Browser application needs to be installed on your computer first and you need to access the exams through the class Blackboard site.** The link to detailed instructions is posted in Blackboard. You could also go directly to the ITS website using the following url: <https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/>

Important: You will be recorded during the exam. Any "unusual" (e.g., consistently looking off-screen, using any device, leaving the camera's range, consistently moving out of frame) behavior will be auto-flagged by Blackboard and then reviewed by the instructor.

Possible penalties for these issues will be considered.

Exam 1 covers chapters 1, 2, 6, 7, 12, 20, Exam 2 covers chapters 8 – 11, and the final Exam 3 covers chapters 13 – 18. All three exams have 60 questions. All exams must be taken by the due date noted in the Course Calendar. Exams are timed (max of 75 minutes) and must be completed by 11:59pm on the due date. Only one attempt is allowed, so make sure you find a quiet place with a reliable internet connection to take your exam without any interruptions.

Other Exam Details: The three exams are closed book, closed notes. You must be alone when taking the exam. Any use of notes, text, PPT slides or electronic devices during testing times can be interpreted as a violation of the University Honor Code. These devices include cell phones, electronic translators, and similar devices. Any student using notes or such devices during an exam or any form of cheating during exams will result in a grade of zero for the test and will be referred to the Honor Council. No make-up exams will be given unless there is a legitimate, university approved medical or family emergency. Simply going to the doctor is NOT an excuse. A written note must explain why you could not take the exam. No excuses will be accepted *after* the exam is given. Students missing either of the first two exams with a legitimate, excused absence must clear this with me prior to the exam. There will be no exceptions to this policy.

Attendance, Class Participation, Interaction & Engagement: Because this course is a 300-level course, and comprehensive in nature, active class engagement is particularly important! Class activities will supplement, and often go beyond, text material. The PPT slides from class will provide an “outline” of this material only. Students are expected to attend classes, keep up with the class calendar, read all assigned materials, listen and take notes at weekly lectures, submit all assignments by the due date, and actively participate. If there is a definition, concept or principle you do not understand, it is your responsibility to ask for clarification. You should regularly check your GMU e-mail for class related information. I will evaluate your participation in discussions and exercises, as well as the quality of your questions, comments, etc. and this will make up part of your final grade (30 points). Simply attending class is necessary, but not sufficient – you must participate.

- Out of courtesy to your peers, students are expected to be in class on time and to remain for the entire class period. Multiple late arrivals are not acceptable. Arriving late or leaving early is extremely disruptive and will negatively affect your grade. Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.
- You are encouraged to keep current with CB and marketing related issues by reading newspapers, business magazines, books, and online news sources. *The Wall Street Journal*, *The Washington Post*, *Fortune* and *BusinessWeek* are all highly recommended.

GRADING:

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Chapter Quizzes (16)	160 points

Discussion Boards (8)	180 points
Individual Assignments (2)	100
points Class participation	30
points	
<i>Group CB Project</i>	230 points
Product choice	10
points	
Progress Report	55 points
CB Concept Analysis	75 points
Final report/presentation	90
<u>points</u> TOTAL	1000 points

GRADING SCALE: A+ (1000-970); A (969-940); A- (939-900); B+ (899-870); B (869-840); B- (839-800); C+ (799-770); C (769-700); D (699-600); F (599-0)

Additional Important Course Information:

Deadlines: All deadlines are final. Assignments are due *at the time specified* on the due date. **Any course work submitted after the deadline without prior permission will not be graded and will receive zero points.**

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.
- Some kinds of participation in online study sites violate the Mason Honor code: these include accessing exam or quiz questions for this class; accessing exam, quiz, or assignment answers for this class; uploading of any of the instructor's materials or exams; and uploading any of your own answers or finished work. Always consult your syllabus and your professor before using these sites.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and

determine if outreach is required. If outreach is required, the individual the report is about (the “Complainant”) will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202](#): Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence. Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason’s confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

Common Policies Affecting All Courses at George Mason University

Following Catalog Policy AP.2.5, this Course Policy Addendum must be made available to students in all courses. For addendum, see: <https://stearnscenter.gmu.edu/home/gmu-common-course-policies/>

MY ACCESSIBILITY: OFFICE HOURS & MEETINGS

I am available to talk with you about any aspect of the course – or about anything that is on your mind. Please let me know if I can help. For the semester, students will need to make appointments for in person, virtual or phone meetings. Additionally, Email is the preferred way to get in touch with me.

George Mason Email must be used at all times for correspondence with me. No exceptions. Students should clearly identify themselves and their course number and section in any Email correspondence. I will not respond to messages sent from, or send messages to, a non-Mason email address.

SCHEUDLE OF CLASS ACTIVITIES

** The instructor reserves the right to vary from policies outlined in this syllabus. This syllabus and schedule are my best estimate of how class will proceed. Occasional changes to the schedule and assignments will be announced on Blackboard.

For the purposes of this course, a week is defined as **beginning at 12:01 am each Monday, and ending at 11:59 pm on the following Sunday**

All work in this class – both individual and group – is due by the deadlines specified below and on Blackboard. Work is due on Bb no later than 11:59pm on the date specified and at the start of class for hard copies. There are no exceptions. Without prior permission, work that is turned in after the deadline will NOT be graded and will receive zero points.

All work must be properly formatted and named Word documents (.pdf files will not be graded).

To help you manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concern or encounter a problem about an assignment, please contact me immediately

Date	Modules	Objectives	Activities/Assessments
Week 1:	Module 1 - Introductions, the scope of CB & how we study it	<ol style="list-style-type: none"> 1. Familiarize yourself with the class Discussion Board and how to make posts and learn something about your classmates. 2. Describe the scope of <i>consumer behavior (CB)</i> as a discipline 3. Give examples of how studying CB can benefit marketers, regulators/government, and consumers 4. Distinguish between the two different approaches to studying CB 	<ul style="list-style-type: none"> • Review the syllabus and take the syllabus quiz using Respondus/camera monitor (instructions on Bb) (due Friday 8/30) • Post and reply to the Introductions discussion forum (due Thur. 8/29; replies by Sunday 9/1) • Review details on the group project • Read Chapter 1 and take quiz (due Sunday 9/1)
Week 2:	Module 2 - Regulatory & Ethical Issues in CB	<ol style="list-style-type: none"> 1. Identify ethical issues in consumer behavior and marketing strategies 2. Explain how ethics and regulations are relevant to consumers 3. Explain how ethics and regulations are relevant to marketers 	<ul style="list-style-type: none"> • Contact your group members and set up a formal means of communicating throughout the semester (due Sunday 9/8). • Read Chapter 20, watch the videos and take the chapter quiz (due Sunday 9/8).

			<ul style="list-style-type: none"> Post on Discussion Board related to videos on marketing limits (due Thursday 9/5).
Week 3:	Module 3 - CB & the Self	<ol style="list-style-type: none"> Distinguish between the different types of self-concept Reflect on the idea of the "extended self" and why it is important to marketers 	<ul style="list-style-type: none"> Read Chapter 12 in the text, Watch the related video, Take the Chapter 12 quiz (due Sunday 9/15) Post and reply to the Discussion Board related to "extended self". (due Thursday 9/12, replies by Sunday 9/15)
Week 4:	Module 4 - Cross-Cultural/International CB and Families/Households in CB	<p>Chapter 2:</p> <ol style="list-style-type: none"> Discuss the range of definitions for the concept of culture Describe core values that vary across culture and influence behaviors Explore cross-cultural variations in communications that impact marketers List the key dimensions in deciding to market in a foreign market <p>Chapter 6:</p> <ol style="list-style-type: none"> Describe the concept of household, distinguish between types of households and list their influence on consumption Identify the household life cycle's various stages and marketing implications Explore the family decision process 	<ul style="list-style-type: none"> Read Chapters 2 and 6 Watch accompanying videos Post and reply to the Discussion Board assignment (due Thursday 9/19, replies by Sunday 9/22) Take the quiz for each chapter (due by Sunday 9/22) Submit your group project branded product selection. (due on Bb - Thursday, 9/19) Submit your properly formatted and named Individual Assignment #1 if choosing to do it (due on Bb by Sunday 9/22, hard copy at start of class 9/23)
		<ol style="list-style-type: none"> Identify the various roles that households play in child socialization 	

Week 5:	Module 5 - CB & Other Group Processes	<ol style="list-style-type: none"> 1. Distinguish between different types of reference groups and the criteria used to classify them 2. Explore consumption subcultures, including brand and online communities and their importance for marketing 3. Distinguish between the types and degree of reference group influence 4. Identify within-group communications and the importance of word-of-mouth communications to marketers 5. Distinguish between opinion leaders and market mavens and their importance to marketers 6. Explore innovation diffusion 	<ul style="list-style-type: none"> • Read chapter 7 • Watch related videos • Post and reply to the Discussion Board assignment (due Thursday 9/26, replies by Sunday 9/29) • Take the quiz for the chapter 7 (due by Sunday 9/29)
Week 6:	Module 6 - Information Processing & Perception	<ol style="list-style-type: none"> 1. Explore the nature of human information processing and the perceptual process 2. Explore exposure, the types of exposure, and the resulting marketing implications 3. Explore attention, the factors that affect it, and the resulting marketing implications 4. Explore interpretation, the factors that affect it, and the resulting marketing implications 5. Discuss how perception can enhance strategies for retailing, branding, advertising, and packaging 	<ul style="list-style-type: none"> • Read the Chapter 8 • Watch accompanying videos • Post and reply to the Discussion Board assignment (due Thursday 10/3, replies by Sunday 10/6) • Take the quiz for the chapter (due by Sunday 10/6)
		<ol style="list-style-type: none"> 1. Describe the nature of learning and memory 	<ul style="list-style-type: none"> • Submit your Group Progress Report paper (due on Bb and in class Wednesday 10/9) • Read the text chapter 9

Week 7:	Module 7 - Learning & Memory; EXAM 1	<ol style="list-style-type: none"> 2. Distinguish between the types of memory and describe memory's role in learning 3. Distinguish the different processes underlying high- and low-involvement learning 4. Describe the factors affecting information retrieval from memory 5. Demonstrate the application of memory and learning to brand positioning, brand equity, and brand leveraging 	<ul style="list-style-type: none"> • Watch the accompanying videos • Take the quiz for the chapter (due by Sunday 10/13) • Submit your properly formatted and named Individual Assignment #2 if choosing to do it (due on Bb by Sunday 10/13, hard copy at start of class 10/14) • Take Exam #1 (due by Sunday 10/13)—EXAM must be completed by 11:59pm
Week 8:)	Module 8 - Motivation & Emotions	<ol style="list-style-type: none"> 1. Define motivation and understand the motivation frameworks put forth by Maslow and McGuire 2. Distinguish between latent and manifest, and hedonic and utilitarian motives 3. Articulate how involvement is related to motivation and why it is so relevant to marketers 4. Demonstrate motivation's role in consumer behavior and marketing strategy (Discussion Forum Assignment) 5. Explore emotions and list the major emotional dimensions 	<ul style="list-style-type: none"> • Read Chapter 10 in the text, • Watch related videos • Take the Chapter 10 quiz (due by Sunday 10/20) • Post and reply to the Discussion Board assignment about "motivation" (due Thursday 10/17, replies by Sunday 10/20)
		<ol style="list-style-type: none"> 6. Explore how emotions can be used in developing marketing strategies 	

Week 9:	Module 9 - Attitudes	<ol style="list-style-type: none"> 1. Define attitude and its role in consumer behavior 2. Differentiate between the three components of attitudes (ABC approach) 3. Identify the components of the Multi attribute attitude model 4. Identify specific strategies associated with the Multi attribute attitude model 5. Define attitude-behavior consistency and recognize what influences it 6. Contrast low effort attitude formation and the elaboration likelihood model of persuasion 7. Identify the role of message source, appeal, and structure on attitudes 	<ul style="list-style-type: none"> • Read Chapter 11 in the text, • View related videos, • Take the Chapter 11 quiz (due by Sunday 10/27)
Week 10:	Module 10 - Situational Influences	<ol style="list-style-type: none"> 1. Define situational influence 2. Distinguish between the four types of situations and their relevance to marketing strategy 3. Recognize the five characteristics or dimensions of situations and their influence on consumption 4. Describe ritual situations and their importance to consumers and marketers 5. Recognize the use of situational influence in developing marketing strategy 	<ul style="list-style-type: none"> • Read the text chapter 13 • Watch the accompanying videos • Take the quiz for the chapter (due by Sunday 11/3) • Submit properly formatted and named Individual Assignment #3 (if choosing to do it) (due on Bb by Sunday 11/3, hard copy at start of class 11/4)
		Chapter 14 <ol style="list-style-type: none"> 1. Demonstrate the impact of purchase involvement on the decision process 	

Week 11:	<p>Module 11 - Decision Process & Problem Recognition and Information Search</p> <p>EXAM 2</p>	<p>Chapter 15</p> <ol style="list-style-type: none"> 2. Contrast between Nominal, Limited, and Extended decision making 3. Identify problem recognition and how it fits into the consumer decision process and the concept of motivation 4. Summarize the ways marketers research problems 5. Identify the role of consumer problems and problem recognition in marketing strategy <ol style="list-style-type: none"> 1. Distinguish between internal and external information search and their role in different decision types 2. Identify available information sources 3. Explore the types of information consumers search for 4. Summarize what influences the amount of information consumers search for (the major cost-benefit factors) 5. Explore the categories of decision alternatives relating to the information set concept 6. Demonstrate the marketing strategies based on information search patterns 	<ul style="list-style-type: none"> • Read the text chapters 14 and 15 • Watch the accompanying videos • Take the quiz for each chapter (due by Sunday 11/10) • Take Exam #2 (due by Sunday 11/10) – EXAM must be completed by 11:59pm • Submit your Group CB Concept Analysis paper (due on Bb by Sunday 11/10, hard copy at start of class 11/11)
Week 12:	<p>Module 12 - Alternative Evaluation and Choice</p>	<ol style="list-style-type: none"> 1. Demonstrate how actual consumer choice often differs from rational choice theory 	<ul style="list-style-type: none"> • Read Chapter 16 in the text, • Watch the related videos
		<ol style="list-style-type: none"> 2. Contrast the types of choice processes consumers engage in 	<ul style="list-style-type: none"> • Take the Chapter 16 quiz (due by Sunday 11/17)

		<ol style="list-style-type: none"> 3. Define evaluative criteria and their role in evaluating alternatives 4. Contrast between compensatory and non-compensatory decision rules 5. Identify the five decision rules for attribute-based choice 	<ul style="list-style-type: none"> • Post and reply to the Discussion Board assignment about "rational decision making" (due Thursday 11/14, replies by Sunday 11/17)
Week 13:	Module 13- Outlet Choice & Purchase; Postpurchase CB	<p>Chapter 17</p> <ol style="list-style-type: none"> 1. Describe how and why outlet selection is relevant to CB and marketers 2. Explore omni-channel shopping 3. Identify the retail and consumer attributes that affect outlet selection 4. Explore the in-store and online influences on brand choice 5. Demonstrate how purchase motivation influences the shopping process <p>Chapter 18</p> <ol style="list-style-type: none"> 1. Identify the various post-purchase processes engaged in by consumers 2. Define post-purchase dissonance and compare how it is different from post-purchase guilt 3. Recognize the issues surrounding product use and nonuse and their importance to marketers 	<ul style="list-style-type: none"> • Read the text chapters 17 and 18 • Read "The Science of Shopping" article • Watch accompanying videos • Take the quiz for each chapter (due by Sunday 11/24). • Submit properly formatted and named Individual Assignment #4 (if choosing to do it) (due on Bb by Sunday 11/24, hard copy at start of class 11/25)

		<ol style="list-style-type: none"> 4. Summarize disposition options and their relevance to marketers and public policy 5. Explain the determinants and outcomes of satisfaction and dissatisfaction and the expectancy-disconfirmation model 	
Week 14: 11/25 – 12/1 (No Class – Wednesday)		<ul style="list-style-type: none"> • MONDAY – Group work class 	<ul style="list-style-type: none"> • In class meeting with group and professor if needed.
Week 15: 12/2 – 12/8	Module 14 - Group Projects	<ul style="list-style-type: none"> • Please pay careful attention to all parts of this final deliverable for the project – both individual and group requirements (This final part of the project includes multiple group and individual elements.) • All group materials due on Monday • In-class presentations Monday & Wednesday (attendance is mandatory) 	<ul style="list-style-type: none"> • Group final paper submission (due on Bb and in class by Monday 12/2) • Group final presentation PPT slides handed in (due by Monday 12/2)
Week 16: 12/9 – 12/15 (No Class – Wednesday)	Module 14 - Group Projects	<ul style="list-style-type: none"> • Monday: Finish Group Presentations (attendance is mandatory) • Submit Individual Peer Evaluations 	<ul style="list-style-type: none"> • Individual Peer Evaluation forms (due by Monday 12/9)
FINAL EXAM:	Module 15 - Final Exam	Exam 3 covering Chapters 13-18	Exam will be available 12/14 and must be completed by 11:59pm on Monday, 12/16

Individual Assignments

- * Write-ups are to be at least **three (3)** and no more than **five (5)** pages in length*
- ** IMPORTANT – You may not use examples that were used in class or the text. **
- ** IMPORTANT – **All work in this class is due by the deadline specified above and on Blackboard. Work is due on Bb no later than 11:59pm on the date specified and at the start of class for hard copies.** There are no exceptions. Without prior permission, work that is turned in after the deadline will NOT be graded and will receive zero points.**

Make sure your file is a properly named Word document (with your last name as part of the file name) and that it is formatted as required! **All** written work **must** be double-spaced, use 12 pt. Times-Roman font, and have page numbers and one-inch margins and your name on the paper. It must be organized in sections with headings and subheadings.

YOU NEED TO SUBMIT TWO (OF THE FOUR) FOR GRADING. (I will only grade two (2) from each person).

Please be thorough and specific in your answer to all parts of these questions. You should use relevant concepts from class and the textbook. However, you **SHOULD NOT** do external “research” for the assignments. You do not need to cite the textbook or PPT slides/lectures.

ASSIGNMENT 1: Demographics Assignment

Pick two recent (within the last year) print magazines (online magazines, catalogs, fliers, brochures, or “special editions” are not acceptable) that are targeted toward consumers in two different groups in any one of the demographic categories listed below (see text chapter 4).

For example, select a magazine that is targeted towards Baby Boomers and a magazine that is targeted towards young children (two different groups in the AGE category), or a magazine targeted towards males and a magazine targeted towards females (two different groups in the GENDER category). You may need to do some investigation to find two magazines that you can use!

- a. Income
- b. Age
- c. Occupation
- d. Gender

(1) Name the two magazines. What month, year was the issue? Describe which demographic category (a – d, above) and specific group within the category each magazine is targeting.

(2) **This question is the primary focus of the assignment**:

(a) Analyze and describe the differences and similarities in the *products* advertised across the two magazines, and

(b) (this is a *different* question) Analyze and describe the differences and similarities in the *characteristics of the ads* (*how do they look, how are they selling, the visuals,*

language used, etc...) across the two magazines.

The analyses and descriptions should be specific, thorough and detailed for both (a) and (b). **Note: You will need to provide some “organization” or “structure” for these analyses – most magazines have many, many ads in them and you are not going to be able to analyze and describe every ad individually.**

Note – you are to focus on the entire *advertising content* of the two magazines – not on the *editorial content* of the magazines (i.e., the photos, columns, articles, editorials, etc.). Even if an article mentions specific products it is NOT an ad – these are two different things.

ASSIGNMENT 2: Perception Assignment

According to some research, consumers are bombarded with thousands of commercial messages every single day. As a result, marketers are constantly battling to gain consumers’ attention. There are many different strategies/techniques that have been found to be attention getting. We discussed a number of these in class and some are discussed in the text.

Your job for this assignment is to note those marketing communications that successfully grabbed your attention. Specifically, you need to **identify two advertisements**, from two different ad categories (e.g., TV, radio, billboards, signs, in-store, magazines, newspapers, on- line (including social media), mobile), that grabbed your attention recently (within the last three months). *These should be recent ads (within the last 3 months) you actually were exposed to as a consumer - NOT ones you “researched” on the Internet.*

For each of the ads separately you should:

1. Include the ad or describe it in detail (so I’ll be able to know *specifically* what it is. Providing a URL is not sufficient). Describe specifically where you saw the ad.
2. Describe any other ads (or other *marketing* communications) that were present in your selected ad’s immediate environment (and that were, therefore, competing for your attention).

For example, this could include the other ads in a TV commercial break, other ads in the magazine/newspaper, the presence of salespeople, other radio ads, etc.

You should be pretty specific with your descriptions – e.g., how many other ads, the types of messages in the ads, how effective these other ads were, etc...

3. Describe any other stimuli (i.e., non-marketing – e.g., roommate talking to you, music playing, etc...) that were competing for your attention as well at that time.

4. ** This question is the primary focus of the assignment:**

Using attention-related concepts from class and the text describe **why** you think this particular ad message was successful at grabbing your attention. In other words, what *specific attention concepts* can be used to explain why these ads caught your attention? (see class notes and text for examples of these – these include (a) characteristics of the stimulus [ad], (b) characteristics of the situation, and (c) characteristics of the individual [you]...).

** Remember – explain, describe, and justify all your answers.

ASSIGNMENT 3: Brand equity leveraging assignment

Go to a store that carries a wide variety of products (e.g., grocery store; Wal-Mart/Target; home improvement store, drug store, convenience store). Find **two different examples** of

products that are using a *brand leveraging strategy*.

You may not use the following brands: Arm & Hammer; Clorox; Colgate; Coke; Bic; Aunt Jemima, Dove, Reese's, Snickers, Starbucks, Gillette, Hellman's, Hershey's or any brands used as examples from the text or PPT lecture.

For **each** of these products **separately**, answer the following questions:

1. For the product you selected: What is the brand? What is the product?
2. What was the *original* product associated with this brand name?
3. What specific type of brand leveraging strategy (we discussed four in class – check PPT) is being used? Explain specifically why it is this one.
4. Discuss whether you think it is an effective *brand leveraging strategy* (NOTE: don't just describe if it is a product that you like or not or a "good" product). Explain/discuss why or why not – thoroughly justify/explain your answer using *specific brand leveraging concepts* from class e.g., fit, brand associations, brand schemas, stimulus generalization, etc.).
5. Discuss whether there might be any negative effects associated with this specific use of the brand leveraging strategy for this product (again, answer specifically in terms of the *specific brand leveraging strategy* for this product you described in Q3). Explain/discuss why or why not.

ASSIGNMENT 4: Information search assignment

Choose two of the following product categories (i.e., select two of the five below):

- i. Automobiles
- ii. Energy drinks
- iii. Fast food restaurants
- iv. Auto insurance providers
- v. Snack foods

For **each product category separately** answer the following questions:

1. **Name** the specific brands that are in **your** (a) *awareness set*, (b) *consideration (evoked) set*, (c) *inert set*, and (d) *inept set*. Additionally, for each of the four sets **explain**: why this many, why these ones specifically - As you do this, don't just make a list of these brands - explain the make-up/composition of your four sets!
2. Discuss in what ways you think **each of your four sets (separately)** will differ/be the same as other students' in this class (i.e., compare/contrast the specific brands, number of brands, etc. in each of the four sets separately).

Finally (**for just one product category**):

3. **Choose **one** of the brands in **one** of the product categories *you listed above* and discuss how *this specific information set information* could be relevant to that company's specific marketing activities for the brand (i.e., how could the information about the four sets from

This is a representative syllabus.

part 1 and 2 be used by the marketer?)