**MKT 311 CONSUMER BEHAVIOR (3)**

**Prerequisites:** MKT 310

A comprehensive study of behavioral models and concepts designed to help understand, evaluate, and predict consumer behavior. Deepens a student’s knowledge about consumer psychology and applies the knowledge from the perspective of a marketing manager. Stresses analytical thinking about consumer psychology and prediction of how marketing tactics may influence demand for products and services.

**Instructor**  
Robert Baker, MBA, DBA (ABD)

Class # 2187  Section 1 Units 3 Time Thursday 6:00 – 8:45 PM Bell Tower 1424
Office: Sage Hall Rm. 2016, Phone: (805) 490-1065  Office Hour: Thursday 5:00-6:00 PM.

**Text:** Consumer Behavior, Student Value Edition Plus 2012 MyMarketingLab with Pearson eText -- Access Card Package, 10/E

**Course Description**
This course is an introduction to the world of consumer behavior. The discipline borrows from several social sciences including psychology, sociology, and anthropology to explain behavior in the marketplace. In this course, the student will explore how perceptions, learning, memory, personality, and attitudes influence consumption behavior, how consumption changes during one’s life cycle, and how powerful cultural and subcultural influences are on consumers.

**Learning Objectives** (Program Learning Goals)
After completing this course, you should be able to:

1. Analyze the meaning and influences guiding the decisions and behaviors of culturally-driven phenomenon. (1,2,3,4,6)
2. Question the power of individual influences on decision making and consumption. (1,2,3,4,6)
3. Relate internal dynamics such as personality and motivation to the choices consumers make. (1,2,3,4,6)
4. Relate group dynamics and the relative influence of various group members to the choices made by groups of people. (1,2,3,4,5,6)
5. Evaluate the influence of culture and subculture on consumer consumption preferences. (1,2,3,4,6)
6. Appraise the applicability of consumer behavior theories to interpreting why consumers behave as they do. (1,2,3,4,6)
7. Assess the components and stages of the individual decision-making process. (1,2,3,4,6)
8. Assess the components and stage of the group decision-making process. (1,2,3,4,6)
9. Demonstrate a high proficiency of critical thinking through interpretation, evaluation, and presentation of marketing concepts (orally and in writing), current events or other data sets. (1,2,3,4,6)

**Program Learning Goals**
1. Critical Thinking
2. Oral Communication
3. Written Communication
4. Collaboration
5. Conduct (Ethics)
6. Competency in Discipline
### Course Requirements (points are approximate) | Points
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a. Three chapter examinations at 75 pts. each | 225
b. Weekly homework assignments (≈12 for ≈ 20 points each) | 240
c. One promotion and ad campaign | 25
d. One group oral report graded individually | 50
e. One group written report | 150
f. One (1) page paper describing contributions to group work | 25
g. Class participation | 20
h. Group participation | 25

Subtraction for excessive absences – 25 points each class after 2

**Total** | ≈ 760

Scale >90% = A, 80%-89.99% = B, 70%-79.99% = C, 60%-69.99% = D, > 60% = F.

Withdrawals and incompletes will be allowed under the policies in the Student Handbook with sufficient proof a student’s situation requires that grade.

Utilization of office hours is not a requirement, but may be helpful if you need extra help understanding concepts, content or assignment requirements.

### Description of Assignments

- **a. Three chapter examinations at 75 pts. each** | 225
  One exam will be in class and the other three will be take home. The in class Exam one, will include: fill in definitions, matching, short answers and short essay. Take home tests will contain questions types like those in Exam 1 plus integrated essays. Four exams will be offered during the course. Your lowest score will be dropped. The fourth and Final Exam will be comprehensive.

- **b. Weekly homework assignments (≈12 assignment ≈ 20 pts. each)** | 240
  Weekly assignments will be given based on the chapters we are covering each week. These will usually be selected from the Discuss, Apply or Case Studies at the back of the book. These assignments will be used to hone and demonstrate your critical thinking skills (see critical thinking rubrics at the end of this syllabus pgs 8/11 through 11/11 of this syllabus).

- **c. One group promotion and ad campaign 25 pts** | 25
  For a real or fictional event or product which I approve, prepare a small promotional campaign and ad. Your group will need to create brochure(s)/marketing pieces for the chosen event or product. Groups must create at least one sheet or brochure. An in-class discussion of your campaign will be 5 of the 25 points.

- **d. One group oral report** | 50
  Each group will present a 10-20 minute oral report/summary about you group project. Requirements include use of error-free media such as DVDs, overhead transparencies, and PowerPoints. Each person must prepare at least one handout and duplicate enough copies for each classmate. For presentations, professional dress is required.

Syllabus Subject to change
(stockings, closed toe shoes, and jackets are required). A grade sheet will be provided in advance.

e. One group Project: Consumption in a Cultural Context ..................150
A research report (20 pages) will be assigned to each group of two or three people. The research must follow a template with an executive summary, background, statement of the problem, conclusions, and recommendations for future action. A proposal, or everything except the findings, conclusions, and recommendations, will be due during the semester. The completed group project & presentation is due the final day of class. Use APA style.
http://owl.english.purdue.edu/owl/resource/560/01/
http://citationmachine.net/index2.php?start=&reqstyleid=2&newstyle=2&stylebox=2

f. One (1) page paper describing contributions to group work........... 25
Each student will complete an evaluation form and one full page paper describing group contributions and learning.

g. Class participation and in class assignments........................... 20
Each student will be required to join class discussions, participate in class work, arrive on time, be prepared for class, not leave early, and answer questions.

h. Group participation ................................................................. 25
You will be given points based upon your group’s analysis of your contribution.

Subtraction for excess absences – 25 points each class after 2
Attendance is mandatory except for hospitalization or a death in the family. If you miss the first class without contacting the professor or if you miss 2 classes without consulting the professor, you should expect to be dropped from the course.

Other Policies

Academic Dishonesty.
Ethical conduct is expected at all times in accordance with CSUCI published academic honesty policies. Dishonesty will not be tolerated and will result in an F grade for the assignment. This includes plagiarism (passing someone else’s work as your own) or turning in work done for another class

Standards
STYLE: APA. FONTS: Arial 11 or Times Roman 12. MARGINS: One inch.
For work not delivered over the internet, only STAPLED papers will be accepted if the document exceeds one piece of paper. If you turn in work electronically, please turn in a blank sheet of paper with your name and assignment description. I will use that sheet to communicate your score on the particular assignment. Keep copies of your work.

How to avoid a late assignment penalty.
If you will be late or absent, your work will be deemed late and one letter grade will be subtracted for each day late. However, you can meet your assignment deadline prior to class time by Emailing completed work or completing it in MyMarketingLab. When you return to class, hand in a paper copy. The Email copy will note your time of completion.
Americans with Disabilities Act Compliance:
Reasonable accommodations will be made to aid students with a documented disability. If you have a disability that may require assistance or accommodation or if you have any questions related to any accommodation for testing, note taking, reading, etc. Let me know by the second class meeting. Please bring any paperwork for special testing arrangements by the third class meeting or as soon as the university documents your disability. You may also contact Disability Accommodation Services at (805) 437-8528 with any questions. Only students who have specific accommodations may tape record class lectures.

Instructor Absence: If the instructor is absent, an assignment will be posted on my website and will be due at the beginning of the next class. Get online at class time to see if the class session will be conducted on myCI (formerly Blackboard.)

Cell phones, laptops, pagers: These are allowed in the classroom only if they do not make noise. If you need to get a page or call during class, put your phone or pager on vibrate. A better solution would be to tell people not to call you during class time. Upon the second class interruption, you will be asked to leave class. Laptops must be on class materials at all times (notes on word, etc.)—if not you will be asked to leave.

Rules for Email: In the subject line, put the topic or name of the assignment. Include your name in the text of the message.

Rules for groups: Throughout the semester, you will actively participate in a group. This helps students learn about teams and group communication vital to the workplace. To create a real world setting, you have these rights as group members:

1) You may (and are encouraged by me to) fire any group member who is not doing their share of the work. You may fire them at any time—up to the third to last week of the semester.
2) Before you fire a group member, please consult me to discuss the situation. We will work on strategies such as public relations and saving face, since the class will be aware of your personnel changes.
3) You may quit your group to find new group members or work alone. Again, please consult me before this action is finalized.
4) Other groups may try to recruit you away from your group. Again, consult me before making a change.
5) Please do not complain that a student did not do his or her share of work. You have the power to control that.
6) The written group proposal and written final report will be graded one paper per group. All other work will be graded individually.

The standard of writing is that of an upper division class. Students should have already achieved correct grammar and punctuation; those who have not should catch up by asking for help or going to a writing center. For each written assignment, any page not proofread will get a zero.

Syllabus Subject to change
The schedule may change. The most current syllabus and schedule will always be available in myCI & on MyMarketingLab.

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Project: Consumption in a Cultural Context

Instructions: The project for this course requires that you analyze and describe the consumption behaviors and sources of influence associated with some widely-recognized cultural occurrence. The cultural occurrence is yours to choose. However, the assignment will likely be easier to conduct if you choose a context that is occurring around the time of this course (e.g., Superbowl, Thanksgiving, Christmas, Chanukah, New Year’s Eve, Chinese New Year, and Yule etc.). The context must be one that is not simply an individual expression of self, but rather a consumption opportunity driven by individual, group, and cultural influences. Your primary task is to analyze the consumer behavior associated with the context of choice. Your analysis should be supported by examples and descriptions of the behaviors identified.

- Begin by describing the cultural context that will serve as the focus of your project. What is the historical relevance of the context? How did the current culturally-accepted forms of consumption behavior become established over time (if available)? For example, the sending of cards at Christmas time evolved from the practice of giving small, inexpensive favors to wish distant family, friends, and acquaintances well over the holidays. Over time, this custom gave way (largely due to marketing influences from greeting card companies) to the more widespread use of holiday cards to acknowledge both business and personal relationships.

- Describe the potential for consumption-related decision making given the cultural context in question. Provide examples of the purchases that might be involved for consumers participating in this context. For example, a high school prom provides the opportunity for the consumption of apparel, cosmetics, jewelry, personal care services, limousine services, and meals.

- What is the meaning of consumption as it relates to the cultural context you've chosen? To answer this question, apply the consumption typology described in your text.

- Are marketers manipulating consumer behavior relative to the context in question? Why or why not? Provide examples to support your position. For instance, some say that Christmas is too commercialized with Christian children unlikely to acknowledge the religious underpinnings of the holiday due to their obsession with gifts. One way to provide support for this position is to compare the number of gift-related messages to the number of messages related to the larger meaning of the holiday.

- How were consumers socialized to the cultural expectations surrounding the context? In other words, how did consumers learn what behaviors (purchase behaviors and others) were expected of them?

- Develop an associative network for the context.

- Are consumers responding to needs or wants when they make consumption decisions related to the cultural context in question? Explain. What motivational conflicts do consumers wrestle with relative to this context?

- Maslow's hierarchy of needs emphasizes that only an unsatisfied need motivates. Likewise, many decisions can be motivated by the different need levels, depending on the person. For example, one consumer may choose to shop at Whole Foods because
of the esteem associated with shopping at an upscale market, while another may shop at Whole Foods because of her need for the safety of organic foods. Assess the levels of Maslow's hierarchy that may be motivating consumption behaviors related to this cultural context.

- Identify the instrumental and terminal values expressed through consumer behavior surrounding the context. For example, young women may use consumption of products for a prom as a way of feeling pretty and popular (instrumental values), but ultimately seek happiness (terminal value).

- Assess the situational aspects affecting consumer behavior in this cultural context. Include analysis of the antecedent states and purchase environment (you do not need to evaluate the postpurchase processes for this project).

- Describe the reference groups that may be affecting consumers relative to this cultural context and provide examples. Is the influence from reference groups informative, utilitarian, or value-expressive? Explain. Does social comparison theory play a role in consumer behavior? Explain.

- Apply the family life-cycle model to the cultural context. How do consumption behaviors vary according to stage? Provide examples to support your assessment.

- How might various subcultural components affect individual consumer behavior? Include a discussion of age, income, social class, money personalities, and consumer confidence.

- What are the status symbols associated with this cultural context? Explain and provide examples.

- What myths and rituals (including gift giving) are associated with this cultural context? Provide examples.

- Conclude your paper with an assessment of the sources of influence on consumer behavior for this specific context. Do you expect to see changes in the future? Why or why not? How has your view of the cultural context changed as a result of your analysis? (A 20-page paper is required. 20 pages of prose. Title page, references, tables and charts don't count as pages). This assignment must be submitted via hard copy and electronically the day of or before the final is due.
MyLab & Mastering

Student Registration Instructions

To register for MKT 311 Consumer Behavior Spring 2014:
2. Under Register, click Student.
3. Enter your instructor’s course ID: baker81124, and click Continue.
4. Sign in with an existing Pearson account or create an account:
   · If you have used a Pearson website (for example, MyITLab, Mastering, MyMathLab, or MyPsychLab), enter your Pearson username and password. Click Sign in.
   · If you do not have a Pearson account, click Create. Write down your new Pearson username and password to help you remember them.
5. Select an option to access your instructor’s online course:
   · Use the access code that came with your textbook or that you purchased separately from the bookstore.
   · Buy access using a credit card or PayPal.
   · If available, get 14 days of temporary access. (Look for a link near the bottom of the page.)
6. Click Go To Your Course on the Confirmation page. Under MyLab & Mastering
   New Design on the left, click MKT 311 Consumer Behavior Spring 2014 to start your work.

Retaking or continuing a course?
If you are retaking this course or enrolling in another course with the same book,
be sure to use your existing Pearson username and password. You will not need to pay again.

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Additional Information
See Students > Get Started on the website for detailed instructions on registering with an access code, credit card, PayPal, or temporary access.

Syllabus Subject to change