

Consumer Behavior

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 # 3549 Section 1 Units 3 Time T 7:00 – 9:45 PM Bell Tower 2598

Office: Sage Hall Rm. 2016, Phone: (805) 490-1065 Office Hour: Thursday 6:00-7:00 PM.

TH 7:00-10:00 PM	Final Schedule	Tuesday 17 May	7:00-9:00 PM
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Final Schedule http://www.csuci.edu/academics/schedule/2012/spring/pdf/page51_final-exam-schedule.pdf

Text: Solomon, Consumer Behavior, Buying, Having, Being 9th edition

ISBN-10: 0136110924 | ISBN-13: 978-0136110927

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

After completing this course, you should be able to:

1. Analyze the meaning and influences guiding the decisions and behaviors of culturally-driven phenomenon.
2. Question the power of individual influences on decision making and consumption.
3. Relate internal dynamics such as personality and motivation to the choices consumers make.
4. Relate group dynamics and the relative influence of various group members to the choices made by groups of people.
5. Evaluate the influence of culture and subculture on consumer consumption preferences.
6. Appraise the applicability of consumer behavior theories to interpreting why consumers behave as they do.
7. Assess the components and stages of the individual decision-making process.
8. Assess the components and stage of the group decision-making process.
9. Demonstrate a high proficiency of critical thinking through interpretation, evaluation, and presentation of marketing concepts, current events or other data sets. (pgs 8/11 through 11/11 of this syllabus)

Course Requirements	Points
a. Three chapter examinations at 75 pts.each.....	225
b. Weekly homework assignments (≈12 for ≈ 10 points each).....	120
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	≈ 640

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 ≈ 10 pts. each).....120

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

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

e. One group Project: Consumption in a Cultural Context150

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. **See page 6-7 for more details**

<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. 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.)

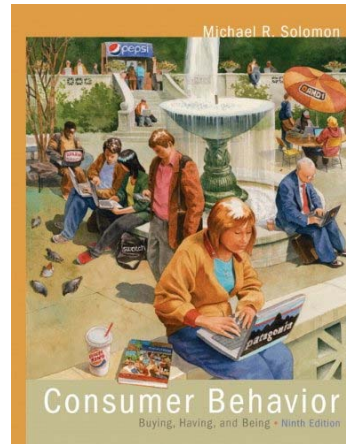
Cell phones, laptops, pagers: These are allowed in the classroom only if they do not make noise. If you need to get a page or call during class, put your phone or pager on vibrate. A better solution would be to tell people not to call you during class time. Upon the second class interruption, you will 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.



Schedule

The schedule may change due to current events, guest speakers, and university activities. The most current syllabus and schedule will always be available in myCI

Wk	Date	Chap	Description
1	1/26/2012	1	Introduction/ Consumers Rule
2	2/2/2012	2	Perception
3	2/9/2012	3	Learning and Memory
4	2/16/2012	4	Motivation and Values
5	2/23/2012	Exam 1, Chap 1-4/ Project Topic Approval	
6	3/1/2012	5	The Self
7	3/8/2012	6	Personality and Lifestyles
8	3/15/2012	7	Attitudes and Persuasion
9	3/22/2012	SPRING BREAK	
10	3/29/2012	8	Decision Making
11	4/5/2012	9	Exam 2, Chap 5-8/ Buying and Disposing
12	4/12/2012	10-11	Groups/ Organizational and Household Decision Making
13	4/19/2012	12	Income & Social Class
14	4/26/2012	Exam 3, Chap 10-12/ Group Time	
15	5/3/2012	13-14	Subcultures
16	5/10/2012	15-16	Cultural Influences (final exam as needed)
17	5/17/2012	Presentations	

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., Thanksgiving, Christmas, Chanukah, New Year's Eve, and Yule). 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.

Holistic Critical Thinking Scoring Rubric

4	<p>Consistently does all <i>or</i> almost all <i>of</i> the following:</p> <p>Accurately interprets evidence, statements, graphics, questions, etc.</p> <p>Identifies the salient arguments (reasons and claims) pro and con.</p> <p>Thoughtfully analyzes and evaluates major alternative points <i>of</i> view.</p> <p>Draws warranted, judicious, non-fallacious conclusions.</p> <p>Justifies key results and procedures, explains assumptions and reasons.</p> <p>Fair-mindedly follows where evidence and reasons lead.</p>
3	<p>Does most <i>or</i> many <i>of</i> the following:</p> <p>Accurately interprets evidence, statements, graphics, questions, etc.</p> <p>Identifies relevant arguments (reasons and claims) pro and con.</p> <p>Offers analyses and evaluations <i>of</i> obvious alternative points <i>of</i> view.</p> <p>Draws warranted, non-fallacious conclusions.</p> <p>Justifies some results <i>or</i> procedures, explains reasons.</p> <p>Fair-mindedly follows where evidence and reasons lead.</p>
2	<p>Does most <i>or</i> many <i>of</i> the following:</p> <p>Misinterprets evidence, statements, graphics, questions, etc.</p> <p>Fails to identify strong, relevant counter-arguments.</p> <p>Ignores <i>or</i> superficially evaluates obvious alternative points <i>of</i> view.</p> <p>Draws unwarranted <i>or</i> fallacious conclusions.</p> <p>Justifies <i>few</i> results <i>or</i> procedures, seldom explains reasons.</p> <p>Regardless <i>of</i> the evidence <i>or</i> reasons, maintains <i>or</i> defends views based <i>on</i> self-interest <i>or</i> preconceptions.</p>
1	<p>Consistently does all <i>or</i> almost all <i>of</i> the following:</p> <p>Offers biased interpretations <i>of</i> evidence, statements, graphics, questions, information, <i>or</i> the points <i>of</i> view <i>of</i> others.</p> <p>Fails to identify <i>or</i> hastily dismisses strong, relevant counter-arguments.</p> <p>Ignores <i>or</i> superficially evaluates obvious alternative points <i>of</i> view.</p> <p>Argues using fallacious <i>or</i> irrelevant reasons, and unwarranted claims.</p> <p>Does not justify results <i>or</i> procedures, nor explain reasons.</p> <p>Regardless <i>of</i> the evidence <i>or</i> reasons, maintains <i>or</i> defends views based <i>on</i> self-interest <i>or</i> preconceptions.</p> <p>Exhibits close-mindedness <i>or</i> hostility to reason.</p>

Critical Thinking Rubric

High Proficiency

Interpretation	Analyzed concepts Critiqued concepts Appreciated information
Evaluation	Applied concepts to personal situation Examined rationally Separate different concepts
Presentation	Constructively went through process Reworked process applying knowledge gained Provided sound conclusion

Some Proficiency

Interpretation	Had an understanding of concepts Delineated concepts Understood information
Evaluation	Applied some concepts Identified some issues Assumed concepts were valid
Presentation	Constructively went through process Determined that some concepts could be used in the process Did not rework process with changes

Little Proficiency

Interpretation	Was unable to distinguish concepts
Evaluation	Did not apply concepts
Presentation	Wrote a book report Reiterated what the book said Failed to draw conclusions

Scoring Guide for Critical Thinking

Scoring Level	Interpretation	Analysis & Evaluation	Presentation
4 - Accomplished	Analyzes insightful questions	Examines conclusions	Argues succinctly
	Refutes bias	Uses reasonable judgment	Discusses issues thoroughly
	Critiques content	Discriminates rationally	Shows intellectual honest
	Examines inconsistencies	Synthesizes data	Justifies decisions
	Values information	Views information critically	Assimilates information
3 - Competent	Asks insightful questions	Formulates conclusions	Argues clearly
	Detects bias.	Recognizes arguments	Identifies issues
	Categorizes content	Notices differences	Attributes sources natural
	Identifies inconsistencies	Evaluates data	Suggests solutions
	Recognizes context	Seeks out information	Incorporates information
2 - Developing	Identifies some questions	Identifies some conclusions	Misconstrues arguments
	Notes some bias	Sees some arguments	Generalizes issues
	Recognizes basic content	Identifies some differences	Cites sources
	States some inconsistencies	Paraphrases data	Presents few options
	Selects sources adequately	Assumes information valid	Overlooks some information
1 - Beginning	Fails to question data	Fails to draw conclusions	Omits argument
	Ignores bias	Sees no arguments	Misrepresents issues
	Misses major content areas	Overlooks differences	Excludes data
	Detects no inconsistencies	Repeats data	Draws faulty conclusions
	Chooses biased sources	Omits research	Shows intellectual dishonesty

Critical Thinking

	Exemplary 4 pts	Accomplished 3 pts	Developing 2 pts	Beginning 1 pts
Integration	Exemplary Analyzed knowledgeable questions during research Disclaimed bias in research Assessed the content during research	Accomplished Asked knowledgeable questions during research Discerned bias in research Classified content during research	Developing Identified some questions during research Noted little bias in research Recognized basic content during research	Beginning Failed to question the data during research Ignored bias in research Recognized no arguments during research
Analysis	Exemplary Examined conclusions during research Showed bias rationally in research Used reasonable judgment during research	Accomplished Devised conclusions during research Noticed differences in research Recognized arguments during research	Developing Identified some conclusions during research Identified some differences in research Recognized some arguments during research	Beginning Failed to draw conclusions during research Ignored differences in research Did not recognize arguments during research
Evaluation	Exemplary Integrated data in research Viewed information critically in research	Accomplished Critiqued data in research Sought out information in research	Developing Restated data in my research Assumed information was valid in research	Beginning Repeated data in research Eliminated data during research
Accuracy	Exemplary Examined discrepancies in research Valued information in sources during research	Accomplished Identified discrepancy in my research Recognized context in sources during research	Developing Stated some discrepancies in research Selected sources adequately during research	Beginning Did not detect any discrepancies during research Chose biased sources