



Consumer Behavior – MKT 4340.001
Summer 2015

Course Information

Consumer Behavior, MKT 4340.001, JSOM 12.202

Professor Contact Information

Sonja C. Corbin; 972-883-5084; JSOM 13.303; Office Hours: W 12:15 to 1:15 and by appointment; scc130530@utdallas.edu; *email is the best way to reach me and I do my best to return communication within 24 hours. In your emails to me, please type “MKT 4340” in the subject line.*

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Prerequisites: MKT 3300 and MATH 1326 or MATH 2414 or MATH 2419

Course Description

MKT 4340 discusses the theories and research findings to understand how and why consumers make purchase decisions. Topics include information search and information processing models, perception, evaluation of alternatives, consideration set formation and psychological aspects of household decision making. Students apply these concepts to practical design and marketing of products.

Student Learning Objectives/Outcomes

1. Define consumer behavior and understand its implications on marketing strategy.
2. Understand various consumption behaviors during purchase stages.
3. Understand major influences on consumer behavior.
4. Describe the decision making process.
5. Think critically about ethical marketing decisions regarding consumer behavior.

Required Textbooks and Electronics

- Consumer Behavior, 7th edition, Babin /Harris, Cengage Publishing, 2015
- Access to UTD email account and eLearning

Suggested Course Materials

Business publications like the *Wall Street Journal*, *Forbes*, *Business Week* and *Fast Company*
Marketing websites like www.marketingpower.com and www.interbrand.com

Grading Policy

Schematic

<u>Assignment</u>	<u>Points</u>
• Exam #1	100
• Exam #2	100
• Consumer Behavior Project	100
• Consumer Behavior Team Presentation	100
• Quiz Average (top three)	100
• <u>Class Participation</u>	<u>20</u>
Total	520

Scale

510-520	(98-100%)	= A+
489-509	(94-97%)	= A
468-488	(90-93%)	= A-
452-467	(87-89%)	= B+
437-451	(84-86%)	= B
416-436	(80-83%)	= B-
400-415	(77-79%)	= C+
385-399	(74-76%)	= C
364-384	(70-73%)	= C-
348-363	(67-69%)	= D+
333-347	(64-66%)	= D
312*-332	(60-63%)	= D-

**Below 312 is failing*

Quizzes (100 points)

Four multiple-choice quizzes over the assigned chapter readings and discussions will be given in class. (See course schedule for dates in bold.) *The lowest quiz grade will be dropped, and the remaining three scores will be averaged for the final quiz grade.*

Exams (200 points)

Two multiple-choice exams (first one covers first half of course material, second covers second) will be given during class. (See course schedule for dates in bold.) Questions will focus on material from the quizzes.

Group CB Research Project (100 points)

All students will be assigned the same group consumer behavior project in which they will observe, record and analyze behavior. Specifics on the project will be provided roughly two months prior to the due date (see course schedule). This project will include a video presentation component. *Individual grades will be determined by the average of the instructor's evaluation and peer evaluation scores.*

CB Class Presentation in Two-Person Teams or Individually (100 points)

Students will take turns focusing on the current text subject and presenting the material to the class in a 20-minute PPT, Prezi, or interactive game. The idea is to ensure the audience (class) understands the material (chapter) in a manner that both keeps its attention and maximizes retention. (Inclusion of real-world examples, discussion, etc. helps tremendously.) Presentations are also meant to assist students in preparing for the quizzes and exams. (See course schedule for presentation dates. Presentations assigned randomly.)

Class Participation (20 points) – remember to display your name card at every class meeting!

Class participation is expected and rewarded. The only way to earn *full* participation points is to offer insightful comments regularly during in-class discussions and exercises (*AND to display your name card*). However, students should not feel that they have to talk constantly or attempt to answer every question; rather, they should add *quality* observations and questions as an attempt to benefit the overall discussion. In other words, *quality trumps quantity every time*. Students who make positive contributions to the value of the class session will be awarded full points at the end of the semester. In the past, the following scale has been used for awarding points.

- 20 points = Leads class discussion/exercises; comments regularly
- 15 points = Good in-class participation; comments in class occasionally
- 10 points = Participates in class exercises; does not speak in class

****Special Course and Instructor Policies (Please read carefully - important)****

Make-Up Exams

Make-up exams may only be taken under certain circumstances of severe illness or family death/emergency if students contact me (at or before the scheduled exam) and provide written proof of why they could not take the exam (i.e., doctor's excuse).

Policy on Professionalism and In-Class Electronics

General professionalism: Students are expected to conduct themselves in class as they would in a business meeting, and I extend students the same professional courtesy. So, students must: arrive on time

and stay until the end of class (I understand the occasional unavoidable exception); get coffee, etc. before and after class (not during); and manage their time as effectively as in the business world (e.g. secure a group for the project early, not at the last minute).

Cell phones and laptops: As noted above, please conduct yourself in this class the way you would in a business meeting. That means that in-class use of electronic devices *must be limited to class-related tasks*, i.e. note taking or research. This is simply good manners (both in the workplace and in class) because of the distraction not doing so poses for your colleagues, classmates, and professor.

Students who violate either policy may receive a warning and/or lose course participation points for the day. Repeated violations may mean the student is asked to leave and forfeit participation points.

Slides/Expectation of Reading/Preparation Prior to Class

The chapter slides posted on eLearning are a skeletal outline meant to be filled out by students in class, and are NOT a substitute for active engagement and note taking during lecture. They do not contain detail on purpose; students learn and retain much more by the method just described. (And even more learning and retention happen by *participating in activities* on the subject matter!) So, **if you are absent, please see below** for your best course of action.

I come to class with the expectation that everyone else has also read the assigned chapter. So, proper preparation means that you have: read the assigned chapter for the day (see course schedule) and are ready to discuss and engage meaningfully in activities based on the material.

If You Are Absent

- On a regular class day: Please ask a classmate what you missed (and get the notes, as well, if appropriate for the day).
- On a quiz day: That will be your dropped quiz grade.
- On an exam **or presentation** day: *As stated under "Make-Up Exams," you may only miss an exam for severe illness (with doctor's/emergency room excuse) or family death/emergency. Please contact me at or before the time of the exam via email.*

Policy on Email Use for Class Communication

eLearning announcements and UTD email will be our exclusive method of communication in this course. Therefore, *students MUST have a working UTD email account for the semester.* If you experience any problems with your UTD account, you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Sign-In Sheets

An attendance sheet will be passed each class. Attendance will not count toward your final grade *per se*; the records are kept so I may see which students are coming to class regularly.

UT Dallas Syllabus Policies and Procedures:

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus: <http://go.utdallas.edu/syllabus-policies>

The descriptions and course schedule contained in this syllabus are subject to change at the discretion of the professor. It is also the student's responsibility to be aware of any announced changes to the syllabus and/or course schedule.

Course Schedule with Due Dates

<u>Date</u>	<u>Reading and Discussion Assignments</u>
5/27	Course Introduction and Chapter 1: What is CB and Why Should I Care?
6/1	Chapter 1: What is CB and Why Should I Care?
6/3	Chapter 2: Value and the Consumer Behavior Value Framework <i>Presentation #1</i>
6/8	Chapter 4: Comprehension, Memory and Cognitive Learning <i>Presentation #2</i>
6/10	Quiz 1 (Chapters 1, 2 and 4)
6/15	Chapter 5: Motivation and Emotion: Driving Consumer Behavior <i>Presentation #3</i>
6/17	Chapter 6: Personality, Lifestyles and the Self-Concept <i>Presentation #4</i>
6/22	Quiz 2 (Chapters 5, 6 and 7)
6/24	Chapter 7: Attitude and Attitude Change <i>Presentation #5</i>
6/29	Exam 1 (Chapters 1, 2, 4, 5, 6 and 7)
7/1	Chapter 8: Group and Interpersonal Influence <i>Presentation #6</i>
7/6	Chapter 10: Microcultures <i>Presentation #7</i>

7/8	Chapter 11: Consumers in Situations <i>Presentation #8</i>
7/13	Quiz 3 (Chapters 8, 10 and 11)
7/15	Chapter 12: Decision Making I: Need Recognition and Search <i>Presentation #9</i>
7/20	Chapter 13: Decision Making II: Alternative Evaluation and Choice <i>Presentation #10</i>
7/22	Chapter 14: Consumption to Satisfaction <i>Presentation #11</i>
7/27	Quiz 4 (Chapters 12, 13 and 14)
7/29	Exam 2 (Chapters 8, 10, 11, 12, 13 and 14)
8/3	All Team Projects Due Today Team Presentations of Class Projects
8/5	TBA
