2012

370-01 Consumer Behavior

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REQUIRED TEXT


COURSE DESCRIPTION & OBJECTIVE

The course objective is to provide a basic understanding of some of the major concepts and theories in consumer decision making and behavior in an enjoyable atmosphere. The course will consider marketing, psychology, and other social sciences as they contribute to the understanding of these notions.

PREREQUISITE

Business students should have already completed MKTG 300 (with grade of a “C” or better) in order to be enrolled in this course (exceptions are made for psychology majors/students – please talk with Prof. Manolis).

IMPORTANT DATE

March 6th and 8th—no class (Spring Break); April 5th—no class (Easter Holiday)

ACTIVITIES/ASSIGNMENTS, TESTS, & GRADES

Two in-class exams will be given. Each exam may consist of multiple choice, short answer, and/or essay questions. The exams will cover lectures and the text. The first exam will cover (approximately) the first half of the course (see Course Outline), and the second exam will cover the second half. Exams will not be comprehensive in nature, and the second exam will be given during the final examination period as specified in the University Calendar (to be announced in class). Make-up exams will be in accordance with University policy. If you are going to miss an exam due to an emergency (only), please notify the professor prior to the exam if possible. Students must provide proper documentation in all emergency cases, and make-up exams may be all essay and/or comprehensive.

In addition to the exams, each student is expected to 1) write a decision process paper, 2) complete an article commentary assignment, 3) present a consumer behavior research article to the class and keep a “presentation journal/log,” and 4) complete the LTD assignment. Please refer to separate handouts regarding these activities/assignments. Final course grades will be based on the following distribution:

<table>
<thead>
<tr>
<th>activity</th>
<th>percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>two exams</td>
<td>46 (23 each, unless otherwise noted)</td>
</tr>
<tr>
<td>decision process paper</td>
<td>13</td>
</tr>
<tr>
<td>article commentary assignment</td>
<td>13</td>
</tr>
<tr>
<td>research presentation &amp; journal</td>
<td>18</td>
</tr>
<tr>
<td>LTD (“lead-the-discussion”) assignment</td>
<td>5</td>
</tr>
<tr>
<td>attendance</td>
<td>5</td>
</tr>
</tbody>
</table>
Grades on the two exams will be determined on a modified-curve basis. Guidelines for the distribution of grades are approximately: 20-25% of students receive A's, 25-30% of students receive B's, 25-35% of students receive C's, and 10-15% of students receive "other" grades. If a curve is not necessary, however, exam grades will be determined according to the traditional "\( \geq 90\% \) - A, 89-70\% - B, 79-60\% - C, 69-60\% - D, and \( \leq 59\% \) - F " scale. Grades for the two written assignments, the presentation assignment, the LTD assignment, and for the course, will be based on 100 percentage points and calculated according to a \( \geq 90\% \) - A, 89-80\% - B, 79-70\% - C, 69-60\% - D, and \( \leq 59\% \) - F scale (please note – no plusses or minuses will be assigned except in extreme cases). Finally, any student wishing to receive a **midterm grade** must submit a written request to Prof. Manolis no later than **Thursday, March 1st**. THANK YOU.

**EXTRA CREDIT**

Extra credit is available and worth up to **two additional, un-weighted percentage points**. Students may select extra-credit assignments from a group of predetermined assignments (see separate list of possible projects). Students choosing to earn extra-credit must sign-up on **Thursday, January 26th** (see separate form).

**GENERAL EXPECTATIONS/DESIREs**

I would like students to really enjoy the course and learn about the importance of consumer behavior, marketing, and exchange. I expect the classroom atmosphere to be relaxed, informal, and interactive. I encourage you to contribute to discussions, ask questions, and actively participate during class whenever possible/appropriate.

As upper-division students, I expect each of you to complete the assigned readings and attend class on a regular basis. It is a distinct advantage to be a full-fledged, consistent participant in the course.

**ATTENDANCE & OTHER POLICIES**

The basic policy of the class is to relax and interact with other students and the professor. In addition, respect others and be polite. There are three things I specifically ask that you **not** do during class: 1) read (e.g., newspapers, material[s] from other classes, computers, computer-like devices (e.g., iPads), and/or phone screens, etc.), 2) talk while others (e.g., fellow students, Prof. Manolis, etc.) are talking and/or presenting, and 3) sleep. Thank you.

As indicated above, attendance is worth **five percent** of your grade. Here is how attendance will be evaluated: students attending every class will receive 100 percent for the attendance portion of their grade; students attending all but one of the scheduled classes will receive 88 percent for the attendance portion of their grade; students attending all but two of the scheduled classes will receive 74 percent for the attendance portion of their grade; students attending all but three classes will receive 50 percent for the attendance portion of their grade; students missing four or more classes will NOT pass the course (the highest grade possible for students missing four or more classes will be a D). (There will be a roll sheet made available in every class ..., it is up to each student to make sure he/she signs every attendance sheet for each class he/she attends. Any students found signing-in for one another will be not be happy .... specifically, the entire course grade for both students involved [the “signer” and the “absentee”] will be dropped by two full letter grades. Thank you.)

Finally, students are expected to know and follow the **Academic Honesty policy** from the University handbook. Please review the policy.

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*Williams College of Business Mission Statement*

"We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition."
# COURSE OUTLINE

<table>
<thead>
<tr>
<th>topics *</th>
<th>chapters **</th>
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</thead>
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| **I brief introduction to consumer behavior** | 16: entire chapter  
17: 17-3 (pgs. 587-594) |
| **II consumer decision making** | 1: 1-2 (pgs. 21-25)  
8: 8-1  
6: 6-2  
11: entire chapter  
14: 14-1 through 14-4  
15: 15-3  
8: 8-3 and 8-4 |
| • the consumer decision process model | 2: entire chapter  
3: 3-1 & 3-2 |
| • pre-purchase processes: need recognition, search, & evaluation | — exam one — ( either directly before Spring Break or very soon after Spring Break ) |
| • purchase | 3: 3-3 & 3-4 |
| • post-purchase processes: consumption & post-consumption evaluations | 4: entire chapter |
| **III consumer information processing** | — exam two — ( Final Week ) |
| • self-concept and personality | 5: entire chapter |
| • learning and memory (this section may be 'text only' depending on time) | 7: entire chapter |

* depending on availability and time, additional (in addition to the textbook) readings/articles may be provided, a video(s) may be shown, in-class-type exercises may be assigned, and/or a ‘guest speaker/lecturer’ may address the class on one or more of the course topics

** a review sheet pertaining to the assigned readings (chapters) will be made available prior to each exam
Various (& Potentially Important) “Extras”

• back-up all written work (also, save OFTEN — like at least once every five minutes — as you prepare assignments/write-ups on a computer); and, all submitted written (typewritten) work should be 12 inch font, one inch margins all-around, and double-spaced

• assignments may not be turned-in via e-mail or fax without prior consent by Prof. Manolis

• written assignments may take up to two or three weeks to be returned

• written assignments that are turned-in late will be down-graded fifteen percentage points (from the original grade) for every day that the assignment is late for up to three days (including weekends); written assignments later than three days will not be accepted; non-written assignments (e.g., presentations, etc.) will only be accepted on the day they are due (i.e., no late assignments will be accepted)

• all written work is “checked-in” the day that it is received

• please staple (securely) all written assignments (e.g., please do not rely on paper clips)

• please do not turn-in assignments with folders (plastic or otherwise)

• please include full-name and class information (including section number) on all work that is turned-in

• all reference sources (e.g., journal articles, etc.) must be included in a references (i.e., bibliographical) section (this pertains to all written assignments)

• all written work WILL be graded (somewhat heavily in fact) on grammar and must be typewritten

• please proof-read all written work before turning it in

• please do not whine to Professor Manolis about grades (thank you) ……. if a student does get a "less than desired" grade on an assignment(s), specifically do NOT tell Prof. Manolis that 1) "this is not the kind of grade I usually get" and/or 2) "I should not be getting this kind of grade in this particular class," etc., etc.; lastly, please note that "discussing" grades is very much permitted and even encouraged — just no "whining" and/or complaining

• please smile whenever possible

• please talk with Professor Manolis about any and all concerns (positive, negative, or in-between) if and when you would like

• please laugh (or at least smile) when and if Professor Manolis tries to be humorous

• students have until the (one) week after finals (Friday) to pick-up any and all assignments (after this time, all papers, projects, etc., will be discarded)

• re-read information/instructions for each assignment numerous times before you actually begin work on the assignment

• re-read this page of the syllabus numerous times throughout the semester

• enjoy the class (to the fullest extent possible)

• really enjoy the class

• think to yourself, “wow, this is the best class I’ve ever taken ….. I’m really blown away ……. ”
Article Commentary Assignment

The purpose of this assignment is to give students the opportunity to become familiar with original marketing/consumer behavior research. Each student is asked to read and comment meticulously and extensively on an academic article in an appropriate consumer behavior/marketing journal (a list of appropriate journals has been provided).

First, students need to find an article in an appropriate journal. Students may obtain articles on-line, but they need to make sure (double sure) that the article is from an acceptable source (academic journal). Having found a journal article, students need to print-out (or photocopy) the article and read it very thoroughly. Writing directly on the copy/print-out itself (in the margins, etc.) in blue ink, students are asked to make poignant, thoughtful, intelligent, thought-provoking, astute, and creative comments throughout the entire article (raising poignant, thoughtful, intelligent, thought-provoking, astute, and creative questions is also very appropriate and appreciated). These comments/questions must be hand-printed (i.e., no cursive please), clear, and VERY legible. Although there is no specific requirement as to the number of comments/questions that are necessary, assignments receiving an "A" grade will likely have numerous “high quality” comments/questions in each section of the article. Most importantly, students receiving an "A" on this assignment will have demonstrated that they have read the research article thoroughly and have thought about it carefully and critically.

The article commentary assignment is due on Thursday, April 26th, and worth 13 percent of your grade. Please feel free to discuss this assignment with Professor Manolis at any time.
Research Presentation Assignment

The research presentation assignment has two components. The first part is the research presentation itself. The objective of the presentation is for each student to present an interesting, somewhat recent, and relevant (i.e., relevant to the subject of consumer behavior) business/consumer-related research article to the class. (A list of acceptable journals for this assignment has been provided on a subsequent page.) In other words (i.e., this is a sum-up of the assignment), read and understand an academic journal article relating to consumer behavior, and, subsequently, present a summary of the article to your fellow students that is clear, concise, interesting, and informative. During each presentation, students must clearly identify where and how the consumer is relevant to the discussion at hand. In addition, each student must identify a web-site that pertains to the article. Students may choose any existing (i.e., working) site that is both appropriate to the article and “decent” (details provided in class). Students may use visual props (i.e., posters, overheads, videos, DVD’s, PowerPoint slides, etc.), but these are not necessary required. One handout is required of each student, however, and a related website(s) must be incorporated into the presentation (details regarding these requirements will be provided in class). A student may NOT present an article that he/she is using for his/her article commentary assignment.

Each student must sign-up for a presentation date on a first-come-first-serve basis. There will be one or possibly two presentations scheduled per class meeting, and it is up to each student to secure a presentation date as soon as possible. There will be a sign-up sheet in class. The presentation will be worth 18 percent of your grade and evaluated on content, organization, clarity, and time (see questions below). Each presentation will last no longer than 12 minutes. (Please note — presentations should last as close to 12 minutes as possible..... presentations lasting significantly longer OR SHORTER than 12 minutes will be down-graded.) Students may obtain their presentation grade and feedback at the end of the following class. The following questions represent the criteria I will use in evaluating the presentations:

- Was the article from an appropriate/acceptable source?
- Did the student provide the required handout for the audience/class? If so, was it helpful?
- Did the student indicate the main points of his/her presentation?
- Were these main points presented clearly and early in the presentation?
- Was the presentation organized logically (e.g., beginning, middle, and end)?
- Did the student provide appropriate examples to support claims and/or illustrate concepts/definitions?
- Was the handout effective? If other visual props were utilized, were they helpful and informative?
- How appropriate was the subject matter for the intended audience?
- Was the presentation within the proper time-frame (i.e., 12 minutes)?
- Was a web-site(s) identified? If so, was it appropriate/relevant?
- Did the student speak clearly and slowly?
- In the end, what could the audience “take away” from the presentation?

The second aspect of the assignment involves comments and feedback. On a pre-formatted “comment sheet” (see separate handout), students will indicate positive aspects as well as aspects that “need improvement” as per each presentation they hear throughout the semester. These comments should pertain primarily to “stylistic issues” of the presentation. In addition, students may comment on interesting points, questions, and/or important issues raised or neglected during the presentation. Comment sheets will be turned-in at the end of the class in which the presentation is made, and returned to the student-presenter the following class period.
The “research reaction log” constitutes a log or journal wherein each student reacts to his/her classmates' presentations. In the journal, students should focus primarily on “content issues” and note interesting points, research findings, questions, important issues raised or neglected, and any other pertinent information (comments, critiques, etc.) with respect to ten (10) of the research presentations they hear during the semester. Students may pick their “top” (i.e., favorite, etc.) ten presentations to write-up. The presentations will cover top-notch research from the consumer behavior/marketing discipline. The reaction log gives the student the opportunity to write-out his/her thoughts and reactions regarding this research, thereby facilitating the learning process. (For each presentation that you write-up, also indicate the presenter, the date, and the source-journal.)

The reaction log must be turned-in (type-written) on the day of the second (final) exam. The log will be graded "pass/no-pass." A "no-pass" will result in 20 (percentage) points being deducted from a student's presentation grade, and a "pass" will result in zero points being deducted from the student's presentation grade. The journals will be evaluated on consistency, content (insights, etc.), clarity, and organization. Incomplete journals (e.g., less than ten entries, consistently sparse comments, etc.) will result in a grade of "no-pass." If you have any questions regarding this assignment, please ask Professor Manolis.
Journal Sources

Acceptable sources for a journal article for both the presentation assignment and the article commentary assignment (please note — students may not use the same article for the two assignments) include:

• Journal of Marketing Research (not Marketing Research)
• Journal of Marketing
• Journal of Consumer Research
• Journal of Consumer Psychology
• Psychology and Marketing
• Journal of Retailing
• Journal of the Academy of Marketing Science
• Journal of Advertising
• Journal of Business Research

all articles must have been published within the last five years and involve the consumer

PLEASE NOTE: various other academic journals (e.g., psychology journals) may be acceptable — but, be sure and check with Professor Manolis prior to using a source not listed above; and, finally, full-length articles or studies ONLY no matter the journal (i.e., no book reviews, commentaries, or the like)

ALSO — it is strongly recommended that students show Prof. Manolis their articles PRIOR to conducting the various assignments
remember, the comments below should pertain primarily to **stylistic issues** per the presentation

Student Comments: Research Presentation

Presenters ______________________________ Date ________________

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**positive aspects of the presentation —**

**aspects/areas that might be improved upon —**
Consumer Decision Process Assignment

This assignment consists of applying the consumer decision process (as discussed in both lecture and the textbook) to an important purchasing-related decision that you and an acquaintance have made sometime during the last three years. The assignment is worth 13 percent of your grade and due on Thursday, February 16th. A satisfactory assignment will consist of approximately five double-spaced, type-written pages (12 font, one inch margins all-around) wherein students discuss concepts covered both in lecture and the textbook.

The first part of the assignment concerns you. Please discuss each of the decision process steps listed below in terms of an important purchasing-related decision you have made over the last three years.

1) Need Recognition

The buying process begins when a consumer senses a difference between his or her actual state and a desired state. Identify the stimuli that triggered your interest in the purchase (see chapter 2 in your textbook).

2) Information Search

The consumer can obtain information from personal, commercial, public, and experiential sources. Identify your sources of information and the importance of each source of information (see chapter 2 in your textbook).

3) Evaluation of Alternatives

The consumer sees a product (i.e., goods, services, and ideas) as a bundle of product attributes. How did you evaluate your alternatives (see chapter 3 in your textbook)?

4) Purchase Decision

The consumer makes a decision. How did you make your decision(s) about your purchase? Justify it (see chapter 3 in your textbook).

5) Post-Purchase Behavior

The consumer will be satisfied or dissatisfied with the product after purchasing it. Discuss your level of satisfaction about your purchase (see chapter 4 in your textbook).

The second part of the assignment involves a friend, family member, or acquaintance. Please discuss the same decision process steps above in terms of an important purchasing-related decision that a friend, family member, or acquaintance has made over the last three years. Make every effort to select someone you believe to be very “different” compared with yourself in regards to consumer behavior and/or decision patterns.

The third, final, and most important aspect of the assignment involves comparing the two decision processes. Discuss the biggest, smallest, and most interesting differences between the two decision processes (i.e., your decision process/outcome compared with an acquaintance) with respect to both lecture and textbook material.
LTD Assignment

Leading the Discussion (LTD) is a fun (relatively fun that is) assignment wherein students get the chance to come-up with and lead a short in-class discussion on some of their favorite consumer behavior topics. This assignment is worth five percent of your grade. Scheduled on a volunteer basis one class period in advance, an LTD will comprise the following: students will locate a current “event” or news story (not more than one month old) from a mainstream news source (e.g., Fortune, Time, or Newsweek magazines and/or websites; CNN or MSNBC websites; the Wall Street Journal, New York Times, Los Angeles Times, or any other major newspaper website; etc., etc., etc.); the story must have something to do with consumers, marketing, and/or customers (any topic covered either in class or the textbook is appropriate); students will informally communicate the story to the class, inform the class as to why they chose the news story (e.g., why they feel the story is significant, etc.); relate the story to a specific topic covered in the textbook (any chapter/topic in the textbook); and, finally, pose a thought-provoking question to the class about the story or story topic. Students will turn-in a short type-written page on the day they conduct an LTD that will include the title of the story, the source of the story, the topic to which the story relates, and the question that they posed to the class. Each student must complete a minimum of three LTD’s over the course of the semester and there will be no more than five LTD’s per class meeting. Each LTD will be graded on how well the story relates to a lecture or textbook topic, how well the student prepares his/her story (discussion), how enthusiastic the student is regarding the topic, and, finally, the quality of the question posed to the class. The average grade across each LTD that a student completes will serve as the overall grade for this assignment. Any and all inquiries regarding this assignment should be directed to Prof. Manolis.
Extra-Credit Options/Assignments

*each assignment is worth one un-weighted percentage points, and students may complete up to two assignments; unless otherwise noted, extra-credit assignments are due on April 26th*

• answer the “Team Talk” questions at the end of a chapter in the textbook (students may choose any chapter in the text); responses must be turned-in as typewritten responses, etc.

• complete a “workshop” exercise at the end of a chapter in the textbook; students may choose any chapter in the text, yet may not choose a workshop exercise that was conducted as an in-class assignment; responses must be typewritten, etc.

• write-up a new/different journal article summary (refer to research presentation assignment, etc.); students may not use articles that were used for either the presentation or the commentary assignments

• a marketing-/consumer-based project for a campus or non-campus entity/organization/company (groups or individuals can devise, etc.); Prof. Manolis must “approve” the project before students begin, etc. (this option may be worth two extra-credit points)

• help Prof. Manolis with research (subject to availability)
IF you would like to complete an extra-credit assignment(s), please make a copy of this form or download it from Blackboard —

Extra-Credit Sign-Up Form

this form is due on Thursday, January 26th (thank you)

name: _____________________________________________________

consumer behavior (MKTG 370/PSYC 470), section(s) 01

extra-credit assignment(s) you would like to do:

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________