

Consumer and Organizational Buyer Behavior
MARK 4100
Course Syllabus

TERM	Spring 2009
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OFFICE HOURS

Tuesday and Thursday 3:15 – 4:00 – please request an appointment by email

REQUIRED TEXT AND COURSE MATERIAL

- (1) Consumers 2nd edition, Eric Arnould, Linda Price and George Zinkhan (2004), McGraw Hill-Irwin (*required*).
- (2) Assigned readings that can be accessed through WebCT

*Websites that provide useful information and articles on consumer research include the following: www.acrwebsite.org (Association for Consumer Research)
www.quirks.com (check Article Archive)

COURSE DESCRIPTION

This course presents an overview of what marketers need to know about consumers and how this knowledge is used to satisfy consumer needs. Consumer behavior concepts, processes, and models that help explain differences in consumption behavior and choice are discussed. Concepts from marketing, economics, and basic behavioral sciences are introduced.

PREREQUISITES

Prerequisite: MARK 3000

Final class rosters will be reviewed after Drop/Add. Any student not meeting prerequisites will be administratively withdrawn from the class.

COURSE OBJECTIVES/EXPECTED LEARNING OUTCOMES

Upon completion of this course, the student should:

- Appreciate the importance of understanding consumer behavior in successfully applying the marketing concept.
- Possess an initial understanding of why people buy and what they buy
- Understand how the disciplines of psychology, social psychology, sociology, and economics are integrated into the marketing process
- Explain internal and external influences on consumption behavior and on consumer evaluation of product/service providers
- Understand the growing sophistication of consumers and the challenge for marketers to continually meet changing needs.
- Understand the importance of, and differences between, consumer behavior patterns and processes in the US and global markets.

TOPICAL OUTLINE

- Definition and importance of consumer behavior
- Psychological and social foundations of consumer behavior
- Models of consumer behavior
- Research designs for understanding consumer behavior
- Perception
- Learning (behavioral and cognitive)
- Motivation and values
- Self-Concept
- Personality
- Reference groups
- Demographic influences (Sex, Race/Ethnicity, Income/Social Class, Age)
- Cultural influences

EXAMINATION AND ASSIGNMENT MAKE-UP POLICY

Exam dates and assignment due dates are listed in the calendar at the end of the syllabus. No assignment will be accepted late for any reason. If an assignment is not turned in by the due date, you will receive 0 points for that assignment. If you are absent when an assignment is due, it is your responsibility to make arrangements to get your assignment to me (the best way to get in touch with me is by email). Note: Make-up exams will NOT be given under any circumstances. So please plan ahead and mark your calendars for exam dates listed in the syllabus. Please do not schedule appointments (e.g., doctor or dentist) on exam days.

Two exceptions to this rule for exams are:

- if the Office of the Vice President for Student Affairs verifies that you have a family emergency or personal illness that impedes your ability to take an exam; or
- if you can provide documentation (which will be verified) stating that you have a medical or family emergency that clearly prevents you from attending class. A doctor's excuse must state that you were unable to attend school on the exam day and must include a contact number. A time stamp from the health center is not sufficient. Academic dishonesty procedures will be instituted if documentation is falsified.

If you arrive late for an in-class exam, you will be allowed to take the exam provided no student has left the classroom. However, you will not be given any extra time to complete the exam.

CLASS CANCELLATION POLICY

If the University is closed on the day of a scheduled exam, the exam will be held on the next class day. If classes are cancelled the class day before an exam is scheduled, the exam will be rescheduled with the new date announced during the next class meeting.

ATTENDANCE POLICY

Class participation is important in this course. Students are expected to attend all classes and be prepared to discuss all assigned materials in class. A significant portion of the class will be devoted to the sharing of service experiences and the analysis of cases and articles.

An attendance sheet will be passed around during every class session. It is the responsibility of each student to sign the attendance sheet. If a student forgets to sign the attendance sheet, the student will be marked absent for that class session. There are absolutely no exceptions to this policy. To be considered present, students must sign the attendance sheet.

For emergencies (e.g., illnesses, medical appointments, funerals), campus activities, and/or job interviews, all students may miss up to 4 class sessions without points deducted from their final grade. However, 5 points will be deducted for each absence beyond the 4 allotted excused absences. If you know that you must miss more than 4 classes, please do not register for this course. Your absences will be too disruptive, especially for the effective functioning of group assignments. Please note, I do not collect excuses or doctors notes as every student has 4 excused absences.

ACADEMIC INTEGRITY

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work.

*Please review the policy at <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

Academic dishonesty procedures will be instituted if any of the following activities occur in this class:

- reading another student’s paper during an exam
- allowing another student to read your paper during an exam
- using any materials or any source other than your own knowledge during an exam
- having cell phones or other electronics visible during an exam period
- having an open backpack or loose papers visible during an exam period
- including the name of a person who did not participate on a submitted group activity
- claiming an idea that is not your original work (all references and supplemental materials must be cited on all assignments)
- turning in falsified documentation of any nature

STUDENTS WITH DISABILITIES

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor during the first week of class (see office hours on page 1).

CHANGES TO THIS SYLLABUS

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. In addition, specific changes to assignments, grading criteria, or assignment due dates may be announced in class. Students are responsible for adhering to all changes to assignments, the syllabus, and/or the course calendar, even if students are absent during the class in which a change is announced.

GROUP PRESENTATIONS

Since a portion of your grade involves group presentations, I encourage students to practice using PowerPoint and rehearse for timing before your presentation due date. Presentations should be conducted in a professional manner and adhere to common PowerPoint protocols (e.g., font size, number of words per slide, color of background). *See presentation checklist posted on the WebCT homepage.

GROUP ASSIGNMENTS

There is a NO tolerance policy for irresponsible group members. Group participation is important for the effective learning of materials discussed in class. Lack of group participation will negatively affect an individual's grade (*see participation grade*). It is the responsibility of "participating" group members to notify me of "non-participating" group members. To include the name of a non-participating group member on an assignment is considered a violation of academic integrity. If the group decides that a particular group member is not participating, the non-participating group member will **not** receive the group grade and may be asked to leave the group.

COURSE ASSIGNMENTS AND ALLOCATION OF GRADE POINTS

			% of Grade
1.	Exams	200 points	50%
2.	Reflection Paper Assignments	20 points	5%
3.	Case Studies (group)	10 points	3%
4.	Article Summary Presentation (group)	50 points	12%
5.	Final Project (group)	100 points	25%
6.	Participation Grade	20 points	5%

Total points that can be earned *400 points*

Final grades will be calculated as follows:

375– 400 = A	347 – 360 = B+	305 – 318 = C+	240 – 276 = D
361– 374 = A-	333 – 346 = B	291 – 304 = C	0 – 239 = F
	319 – 332 = B-	277 – 290 = C-	

A	93.75	100
A-	90.25	93.5
B+	86.75	90
B	83.25	86.5
B-	79.75	83
C+	76.25	79.5
C	72.75	76
C-	69.25	72.5
D	60	69

Please note: I do not adjust grades, provide extra credit, or offer additional make-up assignments at the end of the semester. No additional points or make-up points will be offered at the end of the semester. There are absolutely no exceptions!

EVALUATION METHODS FOR COURSE ASSIGNMENTS

1. **Exams (200 points):** *The purpose of exams is to provide a measurement of individual students' learning progress.* Two exams will be given during the semester. Each exam is worth 100 points. Exams will be closed book and will cover all assigned readings and all material covered in class including lectures, assigned articles, and video segments. The exam questions will be based on key terms, definitions, and concepts discussed in the text. Exam chapters and exam dates are noted in the calendar at the end of the syllabus. There will be NO MAKE-UP EXAMS. Being absent on the day of the exam will result in 0 points (see make-up policy on page 2).
2. **Reflection Paper Assignments (20 points):** *The purpose of reflection paper assignments is to provide an opportunity for students to critically evaluate consumer behavior trends and issues.* There are 2 reflection paper assignments worth 10 points each. During the semester, various consumer behavior videos will be shown in class and the reflection papers will focus on bringing together chapter concepts and the video material. See the calendar at the end of the syllabus for due dates. No papers will be accepted late for any reason and no papers will be accepted by email. All papers are to be turned in via WebCT by the designated due date and time.
3. **Case Studies (10 points):** *The purpose of case study assignments is to give students hands-on experience with marketing research concepts.* There are 5 case studies worth 2 points each. Groups will turn in answers to case studies on the scheduled case study days (see the calendar). Case study assignments must include a cover page with the "group" name and all "group member" names (first and last name). Case study assignments must be typed and stapled.
4. **Article Summary & Presentation (50 points):** *The purpose of the Article Summary Presentation is to provide students experience reading and understanding consumer research, applying the research findings to industry, and presenting the research findings to the class.* During the course, groups will choose a consumer research article (see the calendar at the end of the syllabus) and conduct a presentation. Presentations will be graded by the criteria stated below and should follow the same order as the grading criteria. Plan for a 30-40 minute presentation (40 minutes being the max).

Grading Criteria:

- a. Overview (10 points): Provide an overview of the article
- b. Chapter Concepts (5 points): A chapter in the text is to be discussed the same day as your presentation. Five chapter concepts will be provided that correspond with your article. Group members are expected to bridge the concepts from the text with the most important points of the article. In other words,

provide a definition of the term and explain its relevance to your assigned article.

- c. Consumer Behavior Update (10 points): Update the material discussed in your article by providing additional information from a recent source. You may refer to another article in a journal (e.g., Journal of Consumer Research), magazine (e.g., Forbes, Fortune), or a “credible” online source. *See online resources at the bottom of page 1 of the syllabus. Be sure to reference your source in your presentation.
 - d. Consumer Behavior Application (10 points): Apply these concepts to an industry of your choice. Explain how to put the topic(s) discussed in your article into action. You may use a hypothetical application example or a “real” example from industry (e.g., commercials, advertisements, sports, entertainment). If you use a real example, be sure to reference your source in your presentation.
 - e. Discussion (5 points): Pose 2-3 questions to the class to invoke discussion/debate about your topic. Or, create a class activity regarding your topic that involves everyone in the class.
 - f. Visuals (5 points): During your presentation, include visuals, music, or audio to illustrate your topic. This may include advertising and/or promotional examples (related to your topic), or Internet resources (e.g., YouTube).
 - g. Interesting and Engaging (5 points): Students are expected to prepare their presentations in a way that will engage other class members. All presenters should act interested in the information being covered. Please do not read directly from powerpoint slides or from a book. Presenters may use note cards for organization of thoughts. In addition, please do not lean over the podium or mumble when presenting. Presenters are expected to project their voice so that all class members can hear, stand up straight, and have eye contact with the audience.
 - h. On the day of the presentation provide the professor with a folder that includes: (1) a copy of your PowerPoint presentation (6 slides per page), (2) a copy of the articles used in the update and application sections, and (3) an electronic copy of your presentation posted on WebCT.
5. **Final Project (100 points):** *The purpose of the final project is to provide a means for aggregating and applying consumer behavior trends, issues, and concepts discussed throughout the semester.* For the final project, groups will choose a research objective from a list provided in class. In addressing the research objective, groups will conduct interviews with 5 consumers and analyze a related website. Groups will turn in a paper that covers the grading criteria below and provide a formal presentation of their findings to the class. The presentation will be limited to 15 minutes, thus providing a snapshot of the paper. However, presentations should still adhere to the guidelines provided in the presentation checklist (see WebCT). Presentations will focus on the findings of the paper. Remember: the paper and the presentation should use several quotes from interviewees and web-specific illustrations to back up your findings.

Grading Criteria for the Final Project:

- a. Title Page – include all group members’ first and last names
- b. Table of contents – must include pages numbers
- c. Executive Summary -1 page (5 points):
 - Introduction
 - Research question
 - Research method
 - Summary of Findings
 - Conclusions and recommendations
- d. Introduction (20 points): Explain the importance of the topic. Include recent research about the topic (e.g., facts, statistics). Upon reading the introduction, the reader should know exactly what the report is about, why the research was conducted, and what relationships exist between the current study and past or future endeavors. *Include important citations here.
- e. Research Methods (5 points): Communicate how the research was conducted. Provide a summary of your in-depth interviews including when the interviews were conducted, why these informants were selected, and their demographic information. In addition, provide a summary of your website community including why this website was selected, approximate number of members in the community (or # of visits per day), navigational tools on the website, marketing graphics, etc.
- f. Findings Part 1 (20 points): Present themes from the in-depth interviews. Develop 2-3 themes that emerge from your interviews. Give each theme a name or title, define the dimensions of each theme, and explain how the themes are related. Include various quotes from interviewees to support each theme and to help explain your analysis.
- g. Findings Part 2 (20 points): Present website community themes (specific characteristics). Develop 2-3 “web-based” themes that emerge your observations of online discussions/dialogue/chats. Give each theme a name or title, define the dimensions of each theme, and explain how the themes are related. Include various quotes from community members and website features which represent common community traits.
- h. Conclusion (20 points): What can you conclude after analyzing your data? Explain how the interviews and the website are related. Aim at making some overarching conclusions that bridge the interviews and the website. I

challenge each group to develop a conceptual model, chart, or graph that explains how the themes are related. You are aiming to explain why consumers are behaving a certain way (based on your findings).

- i. Areas for future research. (5 points) – If you conducted another follow-up study, what would you do to enhance the findings? What are some interesting questions you would ask? Different views you would explore?
 - j. Implications for practitioners (e.g., applications for marketing and advertising, marketing researchers, managers) (5 points) - What suggestions do you have for industry? I am looking for practical applications derived from your findings parts 1 and 2.
 - k. References: (all papers must be formatted using APA guidelines – references must be cited in the paper)
 - l. On the day of your presentation turn in a 3-ring binder with the following: (1) a paper providing the details of your findings, (2) a copy of your presentation (6 slides per page), (3) a copy of the website homepage, and (4) an electronic copy of both your paper and presentation (post on WebCT).
5. **Participation Grade** (20 points): In view of the extensive teamwork involved in this course, confidential and candid peer evaluations will be used to apprise the instructor of the extent to which each team member contributed effectively to assigned group projects and “class-time” group activities. On the last day of class, each student is to submit an itemized peer evaluation via WebCT, assigning points (0 to 20) to each member of his/her team. Points from each group member (0 to 20) and points from the professor (0 to 20) will be averaged to calculate individual participation grades. Please note, if you do not participate fully in your group’s meetings and workload, or if you are continually late for class, or miss excessive days of class, your participation grade will suffer. If your group has a problematic team member, please notify me as soon as possible. Irresponsible group members are not tolerated in this course!

MARK 4100 Calendar

COURSE ASSIGNMENTS AND DUE DATES

Date	In Class	Class Activity	Due
1/8 (TH)	Review Syllabus		
1/13 (T)	Chapter 1: The World of Consumers Video: Why We Buy		Review Question # 2 p. 24
1/15 (TH)	*Assign Groups *Overview of WebCT	* Complete Seating Chart *Complete Group Sheet	
1/20 (T)	Chapter 2: The Changing World of Consumption Discussion Article: "The New Means of Consumption" Case Study Assignment 1	Discuss Case 1: "Cheaper Drugs ..." p. 63	Be prepared to discuss: "The New Means of Consumption" Bring DQ to class
1/22 (TH)	Video: India		
1/27 (T)	Article Summary Presentation 1 Chapter 3: The Meaning and Nature of Culture Video Clip: Burning Man Festival	ASP1: "Ensoulng Consumption: A Netnographic Exploration of the Meaning of Boycotting Behavior"	
1/29 (TH)	Library Day		

2/3 (T)	<p>Article Summary Presentation 2</p> <p>Chapter 3: The Meaning and Nature of Culture</p> <p>Discussion Article: "How Do you Like Your Beef"</p>	<p>ASP2: "I Want to Believe: A Netnography of the X-Philes' Subculture of Consumption"</p>	<p>Review Question # 3 p. 107</p> <p>Be prepared to discuss: "How Do you Like Your Beef"</p>
2/5 (TH)	<p>Chapter 5: Consumer Behavior and Marketing Strategies</p> <p>Discussion Article: "Square Watermelon"</p> <p>Case Study Assignment 2</p>	<p>Case 2: "Royal Caribbean Cruises" p. 205</p>	<p>Be prepared to discuss Square Watermelon article</p> <p>Bring DQ to class</p>
2/10 (T)	<p>Video: The Mall</p> <p>Chapter 5: Consumer Behavior and Marketing Strategies</p>		<p>Review Question # 2 p. 205</p>
2/12 (TH)	<p>Article Summary Presentation 3</p> <p>Chapter 6: Learning about Consumers</p> <p>Discussion Article: "Technique Isn't Everything"</p>	<p>ASP3: "A Holiday Loved and Loathed: A Consumer Perspective of Valentine's Day"</p>	<p>Be prepared to discuss: "Technique Isn't Everything"</p>
2/17 (T)	<p>Chapter 6: Learning about Consumers</p> <p>Discussion Articles: (1) "Hidden Treasure" and (2) "Friendly Spies on the Net"</p> <p>Video: Fashion</p>		<p>Be prepared to discuss: (1) "Hidden Treasure" and (2) "Friendly Spies on the Net"</p>

2/19 (TH)	<p>Article Summary Presentation 4</p> <p>Chapter 6: Learning about Consumers</p> <p>Case Study Assignment 3</p>	<p>ASP4: "Tipping as a Consumer Behavior"</p> <p>Case 3: "Bizrate.com" p. 251</p>	<p>Bring DQ to class</p>
2/24 (T)	<p>Exam I (chapters 1, 2, 3, 5, 6)</p> <p>Reflection Paper 1 Due by 11 pm (upload to WebCT)</p>		
2/26 (TH)	<p>Video: Wal-Mart</p> <p>Discussion Article: "The Wal-Mart Effect"</p>		
3/3 (T)	<p>Article Summary Presentation 5</p> <p>Chapter 9: Experience, Learning, & Knowledge</p> <p>Case Study Assignment 4</p>	<p>ASP5: "Consumer Activism on the Internet: The Role of Anti-Brand Communities"</p> <p>Case 4: "Affinity.com" p. 379</p>	<p>Bring DQ to class</p>
3/5 (TH)	<p>Article Summary Presentation 6</p> <p>Chapter 9: Experience, Learning, & Knowledge</p> <p>Discussion Article: "The Psychology Behind Counterfeiting"</p>	<p>ASP6: "You-Can-Do-It-We-Can-Help: Emancipation Within the Marketplace"</p>	<p>Be prepared to discuss: "The Psychology Behind Counterfeiting"</p>
3/10 (T)	Spring Break!!!		
3/12 (TH)	Spring Break!!!		
3/17 (T)	<p>Final Project Overview</p>	<p>Create an outline for the Final Project</p>	<p>Turn in your outline</p>

3/19 (TH)	Video: Barbie		
	Discussion Article "Ideal Identities" (skim each page)		
3/24 (T)	Article Summary Presentation 7 Chapter 10: The Self and Selves *Midpoint Withdrawal Deadline	ASP7: "Shoes and Self"	Review Question #3 p. 423
3/26 (TH)	Article Summary Presentation 8 Chapter 10: The Self and Selves	ASP8: "Consuming the Fashion Tattoo"	Review Question #8 p. 423
3/31 (T)	Guest Speaker: Plamen Peev		
4/2 (TH)	*Collect Data		
4/7 (T)	Chapter 12: Economic and Social Segments Video Segment: The Religion Movement Case Study Assignment 5	Case 4: "Translating 'Got Milk' for Latinos" p. 523	Bring DQ to class
4/9 (TH)	Chapter 16: Acquiring Things Discussion Article: "Food Marketing to Children and Youth"		Review Questions #5 & 6 p. 701 Be prepared to Discuss: "Food Marketing to Children and Youth"
4/14 (T)	Guest Speaker: Henrik Hagtvedt		

4/16 (TH)	Exam II (chapters 9, 10, 12, 16)		
	Reflection Paper 2 Due by 11 pm (upload to WebCT)		
4/21 (T)	Final Project Presentations	*turn in powerpoint slides on the day of your presentation	
4/23 (TH)	Final Project Presentations	All Final Project Papers are Due Today	
4/28 (T)	Peer Reviews Due		