



**MARK 4100 – CONSUMER BUYER BEHAVIOR
COURSE SYLLABUS**

TERM	Fall 2009
WHEN & WHERE	Tuesdays & Thursdays, 2:00pm-3:15pm, Caldwell 107
INSTRUCTOR	Name <i>Jenna Drenten</i> Office <i>Brooks 127</i> Phone <i>706-542-4531</i> E-mail <i>jdrenten@uga.edu</i>

OFFICE HOURS

Tuesday & Thursday, 10:30-11:30am

Outside of scheduled office hours, I am happy to meet with you by appointment. Please e-mail me to request an appointment.

In case of an (extreme) emergency, you can reach me on my cell phone at 803-212-8402. Feel free to text message me – just be sure to include your name in the message.

REQUIRED TEXT AND COURSE MATERIAL

- 1) *CB*, 1st Edition
By Barry J. Babin & Eric Harris
South-Western/Cengage Learning© 2009
ISBN-10: 0324379749
ISBN-13: 9780324379747
- 2) Supplemental materials posted on e-Learning Commons (<http://elc.uga.edu>)

Note: I suggest that you purchase a new book because it will include a Printed Code Card, providing access to the supplemental textbook website for the semester. (<http://4ltrpress.cengage.com/cb>)

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 Any student not meeting prerequisites will be administratively withdrawn from the class.

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 regular office hours or by appointment.

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. You are responsible for keeping up with all assignments, even if you miss the class in which an assignment was announced.

TEACHING PHILOSOPHY

My general philosophy is that learning, first and foremost, should be fun! That being said, the achievement of learning and knowledge of the subject matter in a course is a two-way communication process. I expect students to contribute to the discussion, not only based on reading materials, but also based on personal experiences. If a student reads something interesting or sees a cool advertisement, we should talk about it in class! I promise to take an active role in my students' education, and in return, I fully expect my students to be active participants in the learning process. I believe that the amount of knowledge and understanding a person obtains from a course is directly associated with the amount of solid effort given in preparing for the course by the student. My role as the Instructor should be primarily viewed as a resource that should be utilized by the students in order to expand upon and clarify the subject matter covered in the reading assignments. It is expected that the students taking the course will have read the assigned material and adequately prepared prior to class discussions.

CLASS ATMOSPHERE

I mainly teach from PowerPoint slides, but I encourage discussion and feedback on the topics. Please feel free to ask questions and make a contribution. Many times, students provide the best insight on topics. You are always welcome to ask questions and raise interesting arguments. In fact, I encourage such behaviors. Please remember to be professional and courteous. Absolutely no cell phones should ring in class. In my opinion, vibrate counts as a ringtone. **Cell phones should be on silent or entirely turned off. No exceptions.** We will occasionally be using eLearning Commons outside of class so be sure to familiarize yourself with the site which can be accessed at www.elc.uga.edu.

ABOUT ME

I am currently a doctoral student in the Department of Marketing and Distribution at the UGA. My research interests include consumer socialization, interpersonal relationships, goal directed behavior, and consumer culture. Overall, I'm extremely passionate about consumer behavior and the psychology of marketing. Before entering the PhD program at UGA, I graduated from Winthrop University with a BS in Integrated Marketing Communication and worked for a variety of companies, including Minyanville Publishing and Multimedia (New York, NY), BMW Manufacturing Co. (Spartanburg, SC), and The Alison Group (Augusta, GA)

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, economic and social foundations of consumer behavior
- Models of consumer behavior
- Research designs for understanding consumer behavior
- Economic and social influences on consumer behavior
- Psychological influences on consumer behavior
- Needs, motivation and values
- Personality and the self-concept
- Consumer decision-making
- Experience, learning and knowledge
- On-line buying behavior

ASSIGNMENT & EXAMINATION MAKE-UP POLICY

No assignments will be accepted late for any reason. If an assignment is not turned in on-time, you will not receive full credit 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 **before** the scheduled class period (e.g., e-mail, fellow classmate).

Exams must be taken on the day and time that they are assigned unless you make arrangements with the instructor **at least one week in advance**. Failure to take an exam on the scheduled day will result in a grade of zero. Travel plans, work, doctor's appointment, etc. are not legitimate reasons for requesting an alternate exam time. **If you are in an emergency situation, please contact me immediately.**

If you arrive late for an in-class exam, you will be allowed to take the exam provided that no student has left the classroom. However, you will not be given any extra time to complete the exam (when the scheduled class period ends, you must hand it in).

If you have two final exams scheduled for the same time or three final exams scheduled on the same day, then you must complete the process outlined by the Office of Curriculum Systems (<http://www.curriculumsystems.uga.edu>) in order to reschedule your exam.

GRADING POLICY

The University of Georgia has implemented a plus/minus system for course grades. Based on your final percentage, as calculated above, grades will be allocated as follows:

≥ 93%	A	73 – 75.99%	C
90 – 92.99%	A -	70 – 72.99%	C -
86 – 89.99%	B +	66 – 69.99%	D +
83 – 85.99%	B	63 – 65.99%	D
80 – 82.99%	B -	60 – 62.99%	D -
76 – 79.99%	C +	≤ 60%	F

Grading Rubric for this Course

In-Class Activities/Participation	5%
Individual Homework	10%
Exam 1	25%
Exam 2	25%
Group Project	25%
Group Homework	10%

EVALUATION METHODS

In-Class Activities/Class Participation

The purpose of group activities is twofold: 1) to provide some hands-on experience with marketing and consumer behavior concepts and 2) to facilitate teamwork and gain leadership skills. You must be present in class in order to receive full credit. A high level of student participation is expected, not only during in-class activities but throughout the entire course. It is vital that students come to class prepared for discussion. What you get out of this course depends upon what you – and your fellow students – put into it. You cannot expect to develop your skills by passively attending class and taking careful notes. You should actively listen and think critically about the concepts and issues raised. You should be willing and able to present your analysis and viewpoint to the class when the opportunity presents itself.

Individual Homework

There will be small individual homework assignments throughout the semester to assess your understanding and application of consumer behavior concepts. Homework is not meant to be busy work. Your homework assignments have been designed to be both fun and educational. Homework assignments should be completed individually, in that each person must turn in their own assignment; however, I encourage you to get advice and feedback from your classmates. Specific homework assignment details will be available as the course progresses.

Exams

The particular style and content of each exam will be announced in class. (Exams are typically multiple choice and short answer.) I will provide an exam review sheet prior to each exam. The majority of exam questions will stem from your textbook readings. However, all material covered in class, such as supplemental readings, lectures, discussions, cases, videos, speakers, and special presentations, are subject to being covered on the exam. There will not be a comprehensive final exam in this course. Please be sure to carefully review the Assignment & Examination Make-Up Policy.

Group Project

During the first week of class, you will be placed on a team with 4-5 other people (i.e., a total of 5-6 members per group). The purpose of the project is to help you apply consumer behavior concepts to a specific marketing situation of your choice. The projects are to be done collectively, as a group. Your group should conduct both primary and secondary research. If you have not already done a course on marketing research, I can give you a crash course outside of class hours. The purpose here is not to evaluate your research per se, but to provide an opportunity to solve a managerial problem or answer a marketing question through a better understanding of consumer behavior by using research as a tool. I expect a short, focused and original research study where the emphasis is on gaining insights into consumer behavior.

Here are the steps required for the project.

- 1) Identify a marketing problem or consumer behavior issue you are interested in.
- 2) Do a brief background research of this problem or issue and why/how you think a better understanding of consumer behavior will help you solve the marketing issue. This can be descriptive based on your current understanding of the situation or from company literature or research based on published sources.
- 3) Identify one or two research questions that your group would like to address.
- 4) Decide on the best way of doing primary research. Your group may choose any research technique, such as in-depth interviews, focus group, content analysis, observation, metaphor elicitation, surveys, photograph analysis, film documentary, or a combination.
- 5) Analyze the results and come up with some managerial recommendations and marketing strategies.

Since you have almost 4 months, if you start early enough, you can do a fairly in-depth project. Some preliminary guidelines are provided in this syllabus; however, we will have a special topic session in the middle of the semester to specifically discuss conducting and writing research.

Some examples of students' past topics are as follows:

- Super Bowl Ads: Are they really worth it?
- Wedding Dresses: What's the big deal?
- The Order They're In and the Money They Spend: The effect birth order takes on purchasing behavior and financial planning
- Are the Jags Packing their Bags? An exploratory investigation into the possible relocation of the Jacksonville Jaguars
- Personal product consumption behavior
- Rock On: Music, Fashion, and How Marketers Relate
- Everyday Fuel, Every Day: Coffeehouse Consumer Behavior
- Here Comes the Bride: Examining Differences in the Priorities of Brides and Grooms in Wedding Planning
- E-Shopping: Taking Away the Role of the Common Consumer
- I Need It Right Now, But Why?: A Study of How Consumers Perceive Impulsive Behaviors
- What's In a Name? : Purchase Motivations of Brand Name vs. Generic Products
- Hip Hop for Sale: The Use of Product Placement in Hip-Hop Lyrics
- The Organic Phenomenon: Who is purchasing organic products and why?
- All-Stars – The Impact of Athletes in Advertisements for Products Unrelated to Sports
- Database Marketing and Customer Relationship Marketing: The Future of Personal Advertising
- Striking the Right Chord: Can the music industry realize greater profits by finally embracing internet radio?

Some examples of other potential topics are given below:

- *WALL-E's* World: A Study of Consumerism and Technology in the Disney-Pixar's Animated Film *WALL-E*
- The Changing Music Marketplace: Piracy and Consumer Misbehavior on the Internet
- Sexting: Teens' Risqué Texting Habits and Implications for the Future of Adolescent Consumer Culture
- The Day Technology Died: A Personal Experiment of Life without Technology for a Day
- An American Abroad: Exchanges of Consumer Culture through Study Abroad Programs
- That's what she said: Word of Mouth Marketing Among Female Fashion Consumers
- The Birds and the Bees of Budgeting: A study of how young consumers learn financial knowledge
- Remember when... The role of nostalgia in purchasing classic cars
- I just had to have it! Impulse-Control and Impulse-Control Disorders
- Are we selling ourselves online?: How the online dating marketplace is changing social interactions
- Who I am is who I want to Be: A Study of How Future Goal's Influence Consumers' Present Purchases
- Binge Drinking among College Students: Marketing and Public Policy Implications
- The Making of a President: How Obama's Campaign Revolutionized Political Marketing
- Trendsetters: Who Decides What is "Cool" and How?
- The Hot Dog and Beer Diet: Are Sport Spectators at a Greater Risk of Obesity?
- Buy yourself something nice: The purchase motivations of luxury brands vs. private label brands
- iHeart Apple: The fine line between Macintosh brand loyals and brand fanatics
- Older but not Wiser: Aging Consumers' Susceptibility to Deceptive Marketing
- Maybe She's (Not) Born With It: Self-Esteem among Plastic Surgery Patients
- Hip-Hop for Sale: The Use of Hip-Hop Music in Mainstream Commercials
- Material Girls: The influence of popular women's magazine advertising on materialism
- Just one of the guys: The role of group influence in fraternity life

Each group is responsible for completing a professional looking, high quality, well-written final project report. The report should conform to the following guidelines:

- Page numbers on bottom of each page
- Double-spaced, using 12-point Times New Roman or Calibri font
- Well-organized, including a title page, headings and subheadings, reference page
- Edited for typos and grammatical errors
- Tables, graphs, and charts that are labeled properly and referenced in the text of the paper (if applicable to your topic and method choice)
- Proper citations throughout the paper (use APA format)

All final projects will be presented during your scheduled final exam session. Each group will give a 15 minute, professional, power point presentation summarizing their project. Each group should e-mail their PowerPoint presentations to me by 11:59 p.m. on Thursday, December 12th. All hardcopies of your projects are due on Friday, December 11th.

Outline & Grading Criteria for the Final Project:

1. Title Page – include all group members' first and last names
2. Table of contents – must include pages numbers
3. Executive Summary -1 page (5 points):
 - Introduction
 - Research question(s)
 - Research method
 - Summary of Findings
 - Conclusions and recommendations
4. Introduction (15 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.
4. Research Methods (15 points): Communicate how the research was conducted. Your group may choose any research technique, such as in-depth interviews, focus group, content analysis, observation, metaphor elicitation, surveys, photograph analysis, film documentary, or a combination. Provide a summary of your sample, why these informants were selected, and their demographic information.
5. Findings (20 points): Present specific findings from your research, including (if applicable) statistics from your data analysis and supporting quotes from your interviews. Develop 2-3 themes that emerge from your research. Give each theme a name or title and define the dimensions of each theme.
6. Discussion (10 points): Explain how the themes are related. Discuss the themes from a broad integrated perspective. 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).
7. Marketing Implications (20 points): What can you conclude after analyzing your data? Explain how the interviews can inform marketing managers. Suggest some key insights and marketing strategies based on your research. In other words, what can marketers learn from your research (e.g., applications for marketing and advertising, marketing researchers, managers)? I am looking for practical applications derived from your findings.
8. Areas for future research (5 points): If you were to conduct a follow-up study, what would you do to enhance the findings? What are some interesting questions you would ask? Different views you would explore?
9. References: All papers should be formatted using APA guidelines – references must be cited in the paper.
10. Final Presentation (10 points): See details below.

Group Homework

You will have two group homework assignments relating to the group project: a project proposal and a progress report. Project Proposals are due on Tuesday, September 15th. The main purpose of the proposal is to get you started on the project and to get feedback from me. You may choose one of the above topics or come up with one on your own. If you would like to research one of the topics listed above, please let me know as soon as possible. I don't want students to overlap, so it's first come, first serve! That being said, I strongly encourage you to come up with a topic of your own, as you're sure to be more interested in a topic that you come up with as a group. Project Progress Reports are due on Tuesday, October 27th. Mostly, I just want to see that you are in fact working on your paper and not putting it off until the end of the semester. The more work you put into your proposal and progress report, the better off you'll be in the long run.

TARDINESS & ATTENDANCE POLICY

The University of Georgia Bulletin states: "Students are expected to attend classes regularly. A student who incurs an excessive number of absences may be withdrawn from a class at the discretion of the professor."

Promptness is expected. Late arrivers disrupt the learning of everyone. Please be considerate of others. The class period only lasts one hour each day. Thus, it is critical that we get started on time, without interruption. **Repeated tardiness will count as an absence.** If you must leave the class early for any reason, please talk the instructor in advance.

Students are allowed no more than 3 absences (excused or unexcused). On the fourth absence, a student's final grade will be dropped by one letter (e.g., if you currently have an A, you will now have a B). On the fifth absence, a student may be withdrawn from the course with a grade of WF (withdraw, failing). Do not regard these 3 allowed absences as "personal free days". They should only be used in cases of emergencies (e.g., illnesses, medical appointments, funerals), campus activities, and/or job interviews. I will not collect excuses or doctors notes as every student is allowed 3 absences; however, if you **know** that you are going to miss a class, please let me know in advance. Be sure to review the Assignment and Examination Make-Up Policy section of this syllabus in advance if you plan to be absent. Below is an outline of allotted absences and corresponding consequences.

# of Absences	Consequence
0	2 points added to final letter grade—YAY! 😊
1	No penalty
2	No penalty
3	No penalty
4	5 points deducted from final grade
5	5 more points deducted from final grade
6	Withdrawn from the course with a grade of WF

Attendance will be tracked by a sign in 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. Attendance sheets will only be passed around the room once. If you are tardy and miss the sheet, it is your responsibility to remember to sign it at the end of the class period. Under no circumstances should you ever sign a fellow classmate's name to the attendance sheet. This is considered academic dishonesty and you will be punished.

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.

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. The policy can be found at <http://uga.edu/honesty>. Transgressions will result in a grade of zero and judicial proceedings. You are encouraged to discuss assignments with your fellow students and professors, but the written work must be completed on an individual basis. If issues of academic integrity arise in this class, consult the instructor **immediately**.

For the purposes of this class, "honest" academic work includes, but is not limited to, the following:

- Not cheating during examinations in any way
- Individually completing assignments
- Handing in original written work
- Participating equally in group projects
- Not signing other class members' names to the attendance sheet
- Properly citing resources and materials in written work

Bottom line: Do not cheat. Do not plagiarize. Do not pass off others' work or ideas as your own.

COURSE ASSIGNMENTS AND DUE DATES

**Dates and assignments are tentative and subject to change.

Date	In Class	Homework Due
8/18 (T)	Introduction to Course Review Syllabus Introduction to Individual Project Group Requests	
8/20 (Th)	Ch.1 – What is CB and Why Should I Care? Assign Groups	“All About Me” Form Due Read Chapter 1 Read Syllabus Thoroughly
8/25 (T)	Man on the Street Interviews Ch. 2 – Value and the Consumer Behavior Framework	Read Chapter 2
8/27 (Th)	Finish Ch. 2 Lecture Malcolm Gladwell Video	
9/1 (T)	Ch. 3 – Consumer Learning Starts Here: Perception	Read Chapter 3
9/3 (Th)	Ch. 4 – Comprehension, Memory, and Cognitive Learning	Read Chapter 4
9/8 (T)	Special Topic Session: Consumer Socialization	Read Research Article: “An Exploratory Investigation of the Dramatic Play of Preschool Children Within a Grocery Store Shopping Context”
9/10 (Th)	Ch. 5 – Motivations and Emotion: Driving Consumer Behavior	Read Chapter 5
9/15 (T)	<i>Special Topic Session: Tailgating Motives</i>	Read Research Article: “Not Just a Party in the Parking Lot: An Exploratory Investigation of Motives Underlying the Ritual of Football Tailgaters” Project Proposal Due
9/17 (Th)	Ch. 6 – Personality, Lifestyles, and the Self-Concept	Read Chapter 6
9/22 (T)	Finish Ch. 6 Lecture Share Brand Collages	Brand Collage HW Due
9/24 (Th)	Ch. 7 – Attitudes and Attitude Change	Read Chapter 7
9/29 (T)	Ch. 8 – Consumer Culture Share TV Ad Attitude HW	Read Chapter 8 TV Ad Attitude HW Due
10/1 (Th)	Finish Chapter 8 Brand Logo Challenge Consumer Choice Video	

10/6 (T)	<i>Special Topic Session: Writing Quality Research</i> Exam Review	
10/8 (Th)	EXAM 1 (Ch. 1-8)	<i>Exam Review Sheet</i>
10/13 (T)	Return Exams	
10/15 (Th)	Ch. 9 – Group Influence	Read Chapter 9
10/20 (T)	Ch. 10 – Consumers in Situations Midterm Evaluations	Read Chapter 10
10/22 (Th)	Group Research Work Day	
10/27 (T)	Ch. 11 – Decision Making I: Need Recognition and Search	Read Chapter 11 Project Progress Report Due
10/29 (Th)	<i>Guest Speaker: Internships & Career Plans</i>	
11/3 (T)	Ch. 12 – Decision Making: Alternative Evaluation and Choice	Read Chapter 12
11/5 (Th)	Ch. 13 – Consumption to Satisfaction	Read Chapter 13
11/10 (T)	Ch. 14 – Consumer Relationship	Read Chapter 14
11/12 (Th)	Ch. 15 – Consumer Misbehavior	Read Chapter 15
11/17 (T)	Case Study	
11/19 (Th)	Ch. 16 – Marketing Ethics, Misbehavior, and Value	Read Chapter 16
11/24 (T)	No Class – Thanksgiving Break!	
11/26 (Th)	No Class – Thanksgiving Break!	
12/1 (T)	Ethics Role Playing Scenarios Exam Review	<i>Exam Review Sheet</i>
12/3 (Th)	EXAM 2 (Ch. 9-16)	
12/8 (T)	Return Exams Group Meetings with Professor throughout week Last day of Class	
12/10 (Th)	(No Class) E-mail your PowerPoint Presentations by 11:59pm on Thursday, December 10th	
12/11 (F)	Final Exam Session – 3:30-6:30pm	ALL Hardcopies of Full Research Papers Due Peer Reviews Due