PREREQUISITE: Introduction to Marketing (or equivalent)

REQUIRED READINGS:


Readings: I will periodically distribute readings from sources such as the Wall Street Journal, the New York Times, American Demographics, and Business Week. These readings will be given in an effort to provide the student with knowledge about current events as they relate to course material. Students will be responsible for the content of these handouts as they apply to the course topics.

COURSE OVERVIEW:

The course provides an introduction to the analysis of consumer behavior. During the term we will explore consumer behavior from two perspectives: 1) as consumers who have opinions, thoughts, and feelings about products and must make decisions each day about potential product purchase and use, and 2) as marketing managers who must understand consumers in order to best develop, evaluate, and implement effective marketing strategies.
COURSE OBJECTIVES:

1. To present a conceptual framework for thinking about people as consumers.

2. To provide the student with an understanding of why consumers behave as they do in the marketplace.

3. To understand the interplay between the understanding of consumer behavior and the development of marketing strategies.

4. To evaluate marketing strategies to most effectively meet consumer demand.

GRADING:

The student's grade will be based on a class curve derived from several sources:

**ASSIGNMENT: PERCENTAGE:**

Exams:

Exam 1.......................................25%
Exam 2......................................25%

Project:

Individual Paper.........................10%
Group Paper..............................20%
Presentation............................10%

Class Participation/Exercises.....10%

TOTAL 100%

Final Grades will be based on a class curve of total points earned by each student and will follow the guidelines for grade distribution for college courses, as approved by the undergraduate directors and student council representatives of the Academic Standards Committee.
ETHICS:

The university honor code will be enforced strictly and absolutely. Cheating and dishonest behavior are not tolerated in this class. If you copy from, or plagiarize, the work of someone else, you will be reported to the academic discipline committee. You will be writing two papers in this course. Make sure you know the appropriate way to credit your sources.

EXAMS:

There will be two non-cumulative exams consisting of multiple choice and short-answer questions. Two-thirds of the points will come from the multiple-choice questions. These are closed book and closed note exams. Anything covered in the readings and in the classroom are fair game for the exams. The exams may include questions about material assigned but not discussed in class. You may be tested on all textbook material.

Make-up exams are not given unless something DRASIC happens to you and you have written proof. You will need proof such as a hospital bill or a copy of a police report.

SMALL EXERCISES:

I may periodically assign small in-class or at-home exercises to facilitate classroom discussion. I will assign and explain these exercises as they arise. Whenever I hand out an assignment in class, I will send out an e-mail message to all students at the end of that class day. If you were not present in class when I assigned an exercise, you are still responsible for it. If you are unable to turn in an assignment on or before the due date, for whatever reason (e.g., illness), you must see me prior to the due date. Requests for an extension on the date the assignment is due will be denied. Late assignments will not be accepted. All assignments must be typed and double-spaced. Completion of these assignments will count towards your class participation score.
CLASS PARTICIPATION:

This course requires classroom participation and I will give you many opportunities to participate in a variety of ways throughout the term. The basis for your class participation grade will be the QUALITY not quantity of your contribution to class discussions. You don't need to speak very frequently or in every class meeting to earn the highest possible class participation grade. In fact, a student who participates only occasionally during the semester but contributes high quality comments to the discussion can receive full class participation credit. A student who talks a lot but contributes little of substance will lose class participation credit. Please note that class participation itself is not graded on a curve. It is possible and desirable for everyone in the class to earn a high grade for class participation, I am aware that some of you may be shy about speaking out in the classroom. I respect this but strongly encourage you to participate.

Students will be called on at random to comment upon the material being covered in class. If you are not prepared to participate in the day's discussion, please notify me prior to class. Please note that you need to be present in class to participate in class discussions. Consistent lateness will be reflected in a lower class participation grade.
PROJECT

**Individual Paper:**

Each student is required to write a paper on the consumer subculture of his/her choice. The topic must be okayed with the instructor the second day of class. In the paper you should:

1. Describe the subculture in general
2. Describe their beliefs, lifestyles, and behavior as consumers in particular.
3. Discuss the implications for marketers and marketing strategy. Discuss what sort of things marketers can do to better meet the needs of this segment in terms of product offerings. What are the marketing implications for promotions, distribution strategy and pricing?
4. Attend to grammar and spelling (they count in the grading!)

The paper should be 4-5 (double-spaced, with 11 or 12-point font and one-inch margins) pages long (not including references, tables, and/or figures. You must use a minimum of 5 references for your paper. If you choose a consumer segment that is also discussed in the textbook, you may cite the textbook in your paper but it doesn’t count towards the 5-reference minimum.

Potential Sources of Information (this is not an exhaustive list, just a place to start): *American Demographics* magazine, the *New York Times*, the *Wall Street Journal*, *Businessweek*, *Journal of Consumer Research*, *Journal of Consumer Psychology*, *Adweek*, *Advertising Age*, the Census Bureau (census.gov), Yankelovich’s webwite (yankelovich.com), Gallup’s website (gallup.com).
Group Project:

Students will be responsible for a group project. The point of the project is to give you practice implementing the material used in class. You will be asked to design a new product (good or service) that meets the needs of a particular consumer segment. Ideally, students will be assigned to work on the same consumer segment that was chosen for the individual paper.

The project is comprised of two parts:
1. The paper in which you present the culmination of your work (no page requirement).
2. A 12-minute presentation to the class in which you provide us with an overview of your project: introduce the product and the marketing strategy (4 Ps). Tell us about your advertising/promotion campaign you would use to introduce this new product. You should attempt to do this in an interesting, persuasive, and professional manner. (This should be considered practice for future professional presentations.)

The REQUIREMENTS of the group project are as follows:

Based on your knowledge of your particular consumer segment and your knowledge of consumer behavior in general, you must design a NEW product (or service) that will fulfill an unmet need of the consumer segment you are working with. You must then come up with strategies for the marketing mix variables (4 Ps) for the introduction of your product. Among your strategies, you’ll come up with a PRINT advertisement, using the consumer behavior concepts learned in class, to introduce your new product to the marketplace. You will be graded on your ability to integrate the material discussed during the term and correctly apply it to your particular marketing situation. In order to accomplish this, you are required to survey your target consumers’ needs, beliefs, attitudes, and/or behaviors. You should survey at least 15 people for your paper.

In PARTICULAR:

First you should define and describe your target market. Discuss the important aspects (demographics, lifestyle and psychographics, norms, values, reference groups, etc.) of the segment of consumers. These should all be used in developing your product and your marketing mix. Think about, and discuss, the attributes and
benefits that your brand should have to meet the needs and wants of your market segment. If relevant, also mention how your product differs (and is better than) current competition in the market.

As you create the print ad and the copy, think about what you have learned about learning and information processing, as well as attitude formation and change. You should explain how your ad addresses these aspects of consumer behavior. Also think about the decision process. How does your brand, ad, and copy spark problem recognition? In what media/vehicles would it run to aid exposure and search, give the factors mentioned above? What beliefs should the consumer have about your brand based on the visual and copy aspects of the ad? How should this affect the consumers’ alternative evaluation, behavioral intention, and choice?

You will NOT be graded on your artistic ability. You WILL be graded on your ability to integrate the course material, to apply it to your new brand, and to justify your use of the material as it pertains to the brand and marketing mix strategy. Certainly, some course material will be more relevant to your specific situation than other material. I will be looking to see that you have the ability to determine just what material is relevant to your applied marketing problem. You should NOT merely discuss EVERY topic that we cover in class (regardless of its relevance to your target market/product/marketing mix strategy). Rather, you should discuss ONLY those topics that are RELEVANT to your specific marketing situation (and when discussing the relevant material you should be logical in your use of the information and thorough in your discussion of the material). Finally, please (please, please!) use proper grammar and spelling. They will affect your grade as well.

Other things to remember:
*Provide references in your paper where applicable.
*Provide a copy of your survey as an appendix to the paper along with a summary of ALL of the results (averages, frequencies, or whatever). Although you may end up only discussing some of your results in the body of the paper, I would like you to provide a summary of all of the results in the appendix.
*Don’t forget to hand in your artwork with your paper.
*Your paper must be typed, double-spaced, with 11 or 12-point font and one-inch margins.
*You will also be evaluating your group members’ contribution to the project. I do pay attention to peer evaluations and when necessary they do affect your grade. Please pull your own weight in this project and please be fair in your evaluation of
your peers. All group members share the grade on the paper unless the grade is lowered for a particular group member due to less-than-equal contribution. So that you have ample time to complete the evaluation fully, the peer evaluations are due one day AFTER the last class. The due date is Thursday, August 5 at 6:00 p.m.

**NOTE ABOUT GRADING OF THE PROJECT:** When grading this project, I will be very interested in how well you **integrate** the relevant course material. (It is likely that some topics will be more **relevant** than others depending upon the consumer segment you choose to work with and the type of product you introduce. Use your knowledge of your target segment and what you know about consumer behavior in general to **justify your strategic decisions**.

**OTHER CLASS-RELATED INFORMATION:**

**Grading & Rebuttals**

Sometimes mistakes are made in the grading of exams and assignments. As you know, sometimes these mistakes work to your benefit and sometimes they work to your detriment. If the error is simply an arithmetic error in your total points, please just write me a note letting me know this and the arithmetic error will be corrected. However, if you believe that an assignment or examination was graded incorrectly or unfairly you must provide me with a written statement requesting that your assignment or exam be re-graded by a third-party independent grader. I will ask another professor to re-grade your examination or assignment. In an effort to keep the independent grader unbiased, I will not forward your written letter to him or her. The other professor will **re-grade all** of the questions of your exam or assignment, not just the question under dispute. The grade assigned by the independent grader will be the final grade for that exam or assignment. It cannot be further challenged. Thus, if the grade is higher you will be assigned the new higher grade. However, if the grade is lower, you will be assigned the new lower grade.
Assignments are due at the beginning of class on the day they are due.

Students are given a 10 minute grace period. After the 10 minute grace period, assignments will lose 10% of the possible points and they will lose another 10% of the possible points for every 24 hour period after that. Don’t wait until the last minute to have your paper printed!

Responsibilities for Classroom Material:

Students are responsible for lecture material and assignments given during their absences. If you miss class, do not come to me and ask, “What did we do in class today?” The two hour and 55 minute answer to that question is only given each Monday and Wednesday during class.

No Extra Credit:

Professor Kiesler does not give extra credit assignments. It is the student’s responsibility to monitor his or her own individual performance in the class. If you are having trouble with the class material, please see Dr. Kiesler right away. Summer courses move quickly. Do not make the mistake of waiting until the end of the term to seek assistance.

Turn off your Cell Phones in the Classroom:

Ringing cell phones disturb the learning environment. If your phone rings in the classroom, you will be asked to leave for the rest of the class period. This holds true during an exam as well.
## CLASS SCHEDULE

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<thead>
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<th>Monday</th>
<th>Wednesday</th>
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<tr>
<td><strong>6/28</strong></td>
<td><strong>6/30 THE SOCIAL CONSUMER</strong></td>
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<tr>
<td>I. Introduction to the Course</td>
<td>I. Culture</td>
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<tr>
<td>Read: Text, Ch. 1</td>
<td>Read: Ch. 11, Ch. 13</td>
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<td>II. Overview of Consumer Behavior</td>
<td>II. Subculture</td>
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<td>Read: Ch. 12</td>
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<td><strong>Due: Your Personal Profile Form</strong></td>
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<td>(provided at end of syllabus. NOTE: You need to attach a picture to the form!)</td>
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<td><strong>Due: Tell Dr. K the topic of your individual paper.</strong></td>
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<tr>
<th>7/5 NO CLASS</th>
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<tr>
<td>Independence Day Holiday</td>
<td>I. Reference Groups &amp; Social Class</td>
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<td></td>
<td>Read: Ch. 9, Ch. 14</td>
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<td>II. Family</td>
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<td>Read: Ch. 15</td>
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<td><strong>DUE: Individual Paper</strong></td>
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| **I.** Group Communication, Word-of-Mouth Communication  
Read: Ch. 16 | **I.** EXAM 1                               |
| **II.** Diffusion of Innovations            | **II.** Group Meetings                     |
| **GROUPS ARE ANNOUNCED**                    |                                            |
| **7/19 THE COGNITIVE CONSUMER**             | **7/21**                                   |
| **I.** Motivation & Involvement              | **I.** Cognitive Processing                 |
| **II.** Learning & Memory                    | **II.** Decision Making                    |
| Read: Ch. 3                                 | Read: Ch. 6, Ch. 7                         |
| **7/26**                                    | **7/28**                                   |
| Attitude Formation & Change                 | **I.** Public Policy                       |
| Read: Ch. 8                                 | Read: Ch. 19                               |
| **7/26**                                    | **II.** Topic To Be Announced              |
| **7/26**                                    | DUE FRIDAY: GROUP PROJECT PAPER            |
| **8/2**                                     | **8/4**                                    |
| **I.** EXAM 2                               | **GROUP PRESENTATIONS**                    |
| **II.** Group Meetings                      | Attendance Mandatory                       |

Peer Evaluation Forms are due to Prof. Kiesler by Thursday, 8/5 at 6:00 p.m.
Since I can’t be with you while you work with your group, this form allows me to learn about the contribution your group members made to your project. I will be the only person to see your responses.

A. In the spaces below, please write the name of your group members, EXCLUDING yourself. Then divide 100 points among your group members based on the level of contribution each made to the project. For instance, if there are 4 group members (not including yourself), and they contributed equally to the project then each group member would get 25 points. If group members did not contribute equally then fairly apportion the points according to the contribution made by each group member.

GROUP MEMBER:  POINTS:
1. _________________________     _______
2. _________________________     _______
3. _________________________     _______
4. _________________________     _______

Total = 100

B. Now do the same thing except this time please include yourself in the list. For instance, if there are five people in your group (including yourself) and each person contributed equally to the project, then each person would receive 20 points.

GROUP MEMBER:  POINTS:
1. _________________________     _______
2. _________________________     _______
3. _________________________     _______
4. _________________________     _______
5. _________________________     _______

Total = 100

C. If scores indicate inequity in the group contribution, please give an explanation on the back of this page. Thank you.
Student Profile Form
Consumer Behavior
Summer 2004
Dr. Kiesler

Your Name (Printed): _____________________________

E-mail: ________________________________________

Your Phone #: _________________________________

Your work experience, if any:

Your career aspirations (what would you like to do as a career after graduation?):

Tell me something unusual or funny about you:

I have read and understood the entire contents of the syllabus and agree to abide by the rules and requirements for this course as detailed in the syllabus. I shall also uphold the honor code.

Signature: _____________________________ Date: ___________