



Marketing 322
Buyer Behavior
Fall 2014
MW 9:35-10:50 (section 1)
MW 11:10-12:25 (section 2)
Wehner 108

Course Description and Prerequisites

Marketing begins and ends with the consumer, from determining the consumers' wants and needs to providing customer satisfaction. Thus, a clear understanding of the principles and concepts of consumer behavior is critical to creating a successful marketing strategy.

This class examines how psychological and cultural processes influence how people buy, use, or experience products and services. By taking this class you should learn to analyze consumer behavior and be able to recommend marketing strategies based on theory and empirical evidence.

Prerequisite: Students must have received TAMU credit for MKTG 321 and must be a business major. Business students who have not met upper level requirements will be dropped from the class. Non-business students classified as U1 and U2 are also not permitted to enroll in upper level business courses.

Learning Outcomes or Course Objectives

The course will help students:

- Gain a deeper understanding of how the consumer contributes to the success of a brand or firm
- Learn the concepts underlying and theories explaining consumer behavior
- Learn how to implement these theories and concepts into effective marketing strategies
- Develop an initial understanding of how to conduct consumer research
- Gain a better understanding of themselves as consumers
- Develop presentation skills and the ability to communicate your work to an audience

Instructor Information

Name	Caleb Warren
Email address*	cwarren@mays.tamu.edu
Office hours	Wednesdays from 3:00 to 4:00 or by appointment
Office location	220G
Teaching Asst.	J.J. Chen
Asst. Email	chenj@tamu.edu

*The best way to contact me is via email. I check it regularly and will get back to you as soon as possible, most likely within 24 hours unless it is a weekend or holiday.

Course Conduct

This course should be exciting, challenging, and fun for everyone. In order to encourage this process there are certain rules about your conduct in the classroom:

- When you come to class be prepared to actively participate. The classroom is not the place to sleep, chat with friends, read the paper, do Sudoku puzzles, etc.
- Turn off your cell phones, laptops, and other electronic devices when you enter the classroom. There will be no texting or other uses of electronic devices during class unless you request and receive special permission from me (see below).
- Be respectful when your classmates are speaking – let other people finish when they speak and carefully listen to what they have to say. You do not have to agree with everything others say, but you should respect their opinions.
- There will be a few controversial topics and examples discussed in class. My intention is not to offend anyone, but to encourage you to expand your thinking and consider ideas that might take you outside of your comfort zone. I also want to prepare you for working in a marketplace in which marketers (and consumers) often engage in morally debatable behaviors related to sex, drug consumption, and the like.

Policy for Electronic Devices

I recommend not using electronic devices in class. Research shows that students who use laptops and other electronic devices in class perform worse than students who take notes by hand: <https://www.winona.edu/psychology/media/friedlaptopfinal.pdf>. However, I understand that some students prefer and may benefit by taking notes on laptops or tablet computers. If you feel that you are one of these students, you may apply to use either a laptop or tablet computer in class by emailing me (cwarren@mays.tamu.edu) and requesting permission to use an electronic device during the class. In your email please include the specific device you would like to use and how you will use this device to enhance your learning. If you get approved to use a device in class, you should only use it for taking notes or other activities directly related to the lesson. Browsing the internet, checking Facebook, reading emails, playing games, or other unrelated activities is distracting both for you and your classmates. If I see you doing any of these activities, I will revoke permission to use the device.

Material and Required Readings

Required Reading

- Course Lesson Notes (available on e-campus)
- Articles, book chapters, and blogs listed in the lesson notes (links or full reference information provided)

The course is intended to be an interactive experience. Therefore, instead of a conventional textbook, I provide you with an outline of notes for each lesson. The note outlines are incomplete. You will need to attend class and fill in parts of the notes based on what we discuss in class.

It is very important for you to print the notes and bring them to each class in order to best follow and document the discussion. In addition to outlining and overview the topics that we'll discuss in class, the lesson notes will direct you to additional articles, book chapters, blogs, and videos that you will need to view. I recommend skimming the lesson notes and reading (or viewing) the linked material before class. Reviewing the notes will give you get a sense of what you will need to record during the discussion. The notes and linked content will also give you an opportunity to think about the topics and related examples so that you can better contribute to the class discussion.

Recommended Reading

The lesson notes list original source material and recommended additional readings related to each lesson. I also suggest finding any additional consumer behavior textbook. If you have never taken a consumer behavior course, then you will greatly benefit from a basic Consumer Behavior textbook (you may be able to find an inexpensive, older version online). However, for this course, I plan to

spend the bulk of our time discussing cutting edge perspectives related to consumer behavior and decision-making, and as such we will focus on applying concepts from our readings to various contexts throughout the semester. Therefore, this basic textbook is not necessary for you to be successful in the course, but it is a terrific supplement to course materials.

Grading

1. Exams 60%

You will need to take three exams in this class, two midterms (worth 15% each) and a final (worth 30% of your final grade). The exams will assess your understanding of the material discussed during the lectures, provided in the lesson notes, and documented in the assigned readings. The exams will include both multiple-choice and open-ended response questions.

You may not retake or drop any of the exams. Only students with a University excused absence will be permitted to take a makeup exam. University excused absences include: participation in a University authorized activity, death or major illness in the student's immediate family, illness of a dependent family member, participation in legal proceedings that require the student's presence, religious holy days, confinement because of illness, or required participation in military duties. To be excused the student must notify me in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not feasible (e.g. accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. Failure to notify and/or document properly may result in an unexcused absence and a zero on the missed exam.

2. Projects 30%

You will need to complete two group projects during the semester (each will be worth 15% of your total grade). You and your teammates will present each of the projects to your classmates.

I will provide detailed instructions for the projects later in the semester, but here is a quick summary to give you an expectation of the types of things you will need to do.

Project 1: Identify and create a visual illustrating the associations that consumers have of a specific brand. You will need to conduct research in order to identify the brand associations.

Project 2: Present a case study about a marketing communication or a campaign conducted by the brand you researched in project 1. You will need to lead a class discussion by helping your peers relate the concepts you learned in class to a specific marketing campaign.

You will have one week to register for a team for the group projects. We will send you a link to a Google spreadsheet in which you can register by entering your name into any team in which there is an open slot.

At the end of the semester, you will have the opportunity to evaluate the contribution of each of your team members. If everyone on the team contributes equally, then all teammates will earn the average grade across the two projects. If, however, some teammates contributed more than others, I will adjust each student's individual grade for the project component to reflect his or her individual contribution.

3. Participation 10%

Ten percent of your grade will be for class participation. You can earn participation points by contributing to the discussion in the classroom and by offering feedback to your peers through online

surveys after each of the group projects.

(a) I will evaluate your contribution to the in-class discussions based on the following criteria:

- Preparation – Do you come to class having read the assigned material? (Note that if you don't come to class at all, you can't contribute to the discussion.)
- Content understanding and integration -- Do you follow the flow of class discussion and build on others' ideas? When you do not understand something, do you ask questions? Are you an active participant in in-class group discussion?
- Creativity -- Do you generate your own insights and applications?
- Curiosity and interest -- What degree of curiosity, interest, and enthusiasm do you bring to the classroom?
- Supplemental activities -- Do you bring in examples from the "real world" that demonstrate concepts or are related to issues we are discussing in class? Do you suggest content that could help enrich the discussion or your peers' understanding of the concepts?

(b) Feedback Surveys for Class Presentations

I expect you to actively engage in and evaluate the project presentations of your classmates. I also expect you to offer constructive feedback via online surveys that you will have the opportunity to complete after each class in which there are student presentations. Part of your participation grade will be determined by the quality of feedback that you offer your classmates.

Challenging Grades or Test Questions

If you feel that a grade you received or a question on an exam is incorrect you may submit a written challenge to your grade or exam question. Please include three things in your challenge: 1- why you believe the grade or question is incorrect, 2- what you would like me to do to fix the situation, and 3- any evidence (from the readings, class notes, etc.) that supports your argument. I will review all challenges and respond to them within a week of receiving them.

Scale

I will use the following scale, although I might scale everyone's grade at the end of the semester if the grades do not fit a reasonable distribution (e.g., if the highest average is in the 80s):

Average	Grade
90 - 100	A
80 – 89.9	B
70 – 79.9	C
60 – 69.9	D
< 60	F

Tentative Schedule (dates for the white cells may change; grey cells will not change)

Date	Topic	Deadlines
M 9/1	Lesson 1: Introduction	
W 9/3	Lesson 1: Introduction	
M 9/8	Lesson 2: Goals	Select group for projects
W 9/10	Lesson 3: Representation	
M 9/15	Lesson 4: Perception	
W 9/17	Lesson 5: Learning & Memory	
M 9/22	Lesson 5: Learning & Memory	Submit proposal for project 1
W 9/24	Guest Speaker	
M 9/29	Midterm 1	
W 10/1	Lesson 6: Attitudes	
M 10/6	Lesson 7: Decision-Making	
W 10/8	Lesson 7: Decision-making	
M 10/13	Lesson 8: Social Influence	
W 10/15	Lesson 8: Social Influence	
M 10/20	Project 1 presentations	Project 1 materials for groups M1 – M5
W 10/22	Project 1 presentations	Project 1 materials for groups W1 – W5
M 10/27	Lesson 9: Identity & Status	
W 10/29	Lesson 9: Identity & Status	
M 11/3	Lesson 10: Ideology & Myth	
W 11/5	Lesson 10: Ideology & Myth	
M 11/10	Lesson 11: Diffusion	
W 11/12	Special topics	
M 11/17	Midterm 2	
W 11/19	Makeup	
M 11/24	Make up	
W 11/26	Course Review	
M 12/1	Project 2 presentations	Project 2 materials for groups M1 – M5
W 12/3	Project 2 presentations	Project 2 materials for groups W1 – W5

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an

accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit <http://disability.tamu.edu>. *Please also see me within the first two weeks of class.*

Wehner Building Policy

We have beautiful and state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality condition of these rooms for current and future students. Thus, please do NOT bring beverages, food, tobacco products or animals (unless approved) into the classroom. An exception is made for water: you may bring water into class as long as the container has a lid. Please respect these rules.

Academic Integrity

Upon accepting admission to Texas A&M University, individuals immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor system. *For additional information please visit: <http://aggiehonor.tamu.edu>*

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Be especially careful not to plagiarize. The following is quoted from the TAMU library website: <http://library.tamu.edu/help/help-yourself/using-materials-services/online-tutorials/academic-integrity/academic-integrity-3.html>

According to the [Aggie Honor System Office](#), Plagiarism is "The appropriation of another person's ideas, processes, results, or words without giving appropriate credit." Plagiarism is just one form of academic misconduct; plagiarism and cheating are perhaps the most commonly practiced.

The most prevalent form of plagiarism occurs when a writer neglects to credit the author textual sources in a term paper or writing assignment. Plagiarism applies to written or electronic text found in books, journals, magazines, newspapers, web sites, etc. However, it also pertains to visual documents such as photographs, charts, graphs, drawings, statistics and material taken from lectures, interviews or television programs. In other words, it covers all created sources.

Less experienced writers may commit plagiarism as a result of an incomplete or poor knowledge of citation and documentation standards or because they are incorporating standards from one field or culture inappropriately into another. Inexperienced writers may also be unsure of the difference between direct quotation, paraphrasing, and summary. It is your responsibility as an author, and yours alone, to acknowledge and document your sources. In other words, if you use another person's ideas or words, you must tell the reader which words or ideas you borrowed, from whom, and where he or she might find the text you used.

Any time you use ideas or words that appear in a document written by someone else, you must formally reference that work (document), even if it is not something that has been published. Whether the ideas were written about by a recognized expert in your field, or by a person who is "unknown" you must cite any words or ideas that did not originate with you.

If you paraphrase (put into your own words) another person's ideas, you must still provide a reference citation. Be careful that your paraphrasing is not so close to the original that it would be better to simply use a direct quotation with quotation marks. (Leaving off quotation marks is a large error, even if you have made a parenthetical reference at the end of the sentence or passage; you could face a charge of plagiarism for such an omission.)