**Marketing 450**

**Consumer Behavior**

**Fall 2017**

**Location and Times**

Tuesdays and Thursdays in McClelland Hall, Room 125

Section 001: 11:00am – 12:15pm

Section 002: 12:30pm – 1:45pm

**Instructor and Contact Information**

Professor: Dr. Caleb Warren

Office: 320X McClelland Hall

e-mail: calebwarren@arizona.edu OR calebwarren12@gmail.com

Phone: 520-626-3372

Office Hours: 4:00 – 5:00 p.m. Wednesdays, and by appointment

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 Website: d2l.arizona.edu

The syllabus, course notes, slides, project instructions, and your grades will be posted on D2L. It is your responsibility to check this site and your e-mail at least twice each week, more often if you want timely information.

Teaching Assistant: Varun Lakshmanan (email: varunlakshmanan@email.arizona.edu)

**Description of Course**

Marketing begins and ends with the consumer, from determining the consumers’ wants and needs to providing customer satisfaction. Therefore, a clear understanding of consumer behavior theories and concepts is critical to creating a successful marketing strategy. This course investigates consumer decision-making as well as how both individual and group characteristics influence consumer behavior. Consumer behavior is an interdisciplinary field grounded in the application of behavioral science theories and principles to marketing problems and opportunities. Students will learn to identify and generate consumer insights, develop and evaluate marketing tactics and strategies, and derive implications for marketing managers, policy makers, and themselves as consumers.

**Course Prerequisites or Co-requisites**

Prerequisites for this course are:

* Successful completion of Marketing 361 (Introduction to Marketing)
* Successful completion of Marketing 376 (Marketing Analytics)
* Successful completion of Marketing 440 (Marketing Research)

Students will also need to have current working knowledge of the material presented in the prerequisite courses. This knowledge base will be essential in successfully completing the exams and assignments for MKTG 450.

**Course Objectives and Expected Learning Outcomes**

The course will help students:

* Learn the concepts and theories that explain consumer behavior
* Learn how to synthesize these concepts and theories into effective marketing tactics and strategies
* Gain a better understanding of yourself as a consumer so you can make better decisions in the marketplace
* Practice applying theory to make help firms and policy makers make better decisions

**Course Format and Teaching Methods**

The core of this course will consist of interactive lectures and discussions. The discussions will focus on eleven different topics, or lessons, related to consumer behavior, each of which will include one or more class session. In order to prepare for class, students will need to read the lesson notes and required readings before class. The lesson notes list the broad topics that we will discuss in class, but are incomplete. Students will need to attend lessons and fill in the missing parts during class.

**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 you will need to interact with people who have different beliefs and opinions than you and in which marketers (and consumers) often engage in morally debatable behaviors related to sex, drug consumption, and the like.

In order to facilitate roll taking and class discussions, students should display their name cards during each class session. The name card should be readable from the front and back of the room. I expect students to arrive with sufficient time to be ready to begin work when the appointed class time begins. Students should come to class on time and prepared to stay for the entire class period. Arriving late and leaving early are both distracting to others and do not contribute to a professional atmosphere. Only in extremely unusual and unavoidable situations should students leave the classroom. If a student needs to leave early for something that is an extremely unusual and unavoidable situation, they should let me know before class, and be sure to sit near the door to minimize the distraction to others.

There is no way to “make up” for a missed class, but you can minimize the damage by carefully going over the readings and working with a classmate to fill in parts of the notes that you missed. The UA’s official policy concerning class attendance, participation, and administrative drops is available at <http://catalog.arizona.edu/2015-16/policies/classatten.htm> The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: <http://policy.arizona.edu/human-resources/religious-accommodation-policy>. Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored.

*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 (calebwarren@arizona.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.

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| **Material and Required Readings***Required Reading** Course Lesson Notes (available on D2L)
* 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 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. You should read the lesson notes and 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* **75%** There will be four exams in this class. 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.Each exam will be worth 25% and I will automatically drop your lowest exam score. In other words, your exam grade will be calculated by averaging your three highest exam scores. If you miss an exam for any reason (including a university excused absence), it will count as your dropped exam. You may not retake any of the exams. I will only offer a makeup exam if a student misses multiple exams and both of the absences are excused by the university. 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. *2. Project* **15%**You will need to complete a group project during the semester. Detailed instructions for the project are provided below the class schedule. *You will have two weeks 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 students’ grades for the project component to reflect their individual contribution. *3. Participation* **10%**I will evaluate your participation 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?
* Feedback survey for the case project presentations: I expect you to actively engage in and evaluate the case 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 the presentations.

Note: Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/2015-16/policies/grade.htm#I>. |

**Final Exam**

Section 001 (11:00 – 12:15): Monday, 12/11, 10:30 to 12:30

Section 002 (12:30 – 1:45): Friday, 12/8, 1:00 to 3:00

Exam Regulations (from university):

<http://www.registrar.arizona.edu/courses/final-examination-regulations-and-information?audience=students&cat1=10&cat2=31>

University Exam Schedule:

<http://www.registrar.arizona.edu/schedules/finals.htm>

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| **Tentative Schedule (dates for the white cells may change; grey cells will not change)** |
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| **Date** | **Topic** | **Deadlines** |
| T 8/22 | Lesson 1: Introduction |  |
| R 8/24 | Lesson 1: Introduction |  |
| T 8/29 | Lesson 2: Goals |  |
| R 8/31 | Lesson 2: Goals | Select group for case projects |
| T 9/5 | Lesson 3: Representation |  |
| R 9/7 | Lesson 3: Representation | Select brand for case projects |
| T 9/12 | Lesson 4: Perception |  |
| R 9/14 | Lesson 5: Learning & Memory |  |
| T 9/19 | Lesson 5: Learning & Memory | Case outlines due for G1 – G3 |
| R 9/21 | Exam 1 |  |
| T 9/26 | Lesson 6: Attitudes |  |
| R 9/28 | 7: Decision-making |  |
| T 10/3 | 7: Decision-making | Case outlines due for G4 – G6 |
| R 10/5 | Case Presentations G1 – G3 |  |
| T 10/10 | Lesson 8: Social Influence |  |
| R 10/12 | Lesson 8: Social Influence |  |
| T 10/17 | Case Presentations G4 – G6 |  |
| R 10/19 | Lesson 9: Identity & Status |  |
| T 10/24 | Lesson 9: Identity & Status | Case outlines due for G7 – G9 |
| R 10/26 | Exam 2 |  |
| T 10/31 | Lesson 10: Symbols & Myths |  |
| R 11/2 | Lesson 10: Symbols & Myths |  |
| T 11/7 | Case Presentations G7 – G9 |  |
| R 11/9 | Lesson 11: Diffusion | Case outlines due for G10 – G12 |
| T 11/14 | Special topic / makeup |  |
| R 11/16 | Exam 3 |  |
| T 11/21 | Reading Day (No Class) | Case outlines due for G13 – G15 |
| T 11/28 | Case Presentations G10 – G12 |  |
| R 11/30 | Case Presentations G13 – G15 |  |
| T 12/5 | Review | Deadline for completing peer evaluation surveys |

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**Project Instructions**

Marketers use a wide variety of communication tactics to try to influence consumers. The purpose of the second project is to apply what you have learned in class in order to analyze and critique a marketing communication of your choice. For this project, you will need to create a 15 to 20 minute case discussing a marketing communication that you find provocative, interesting, or unusual (in either a good or bad way).

Identify a marketing communication used by the brand you registered for at the beginning of the semester (registration due by September 8). The communication can be a print ad, a broadcast ad, outdoor media (billboards, building wraps, etc.), a viral video, a contest, or any other type of marketing communication. If you would like, you can cover an entire campaign, if the campaign uses a similar strategy throughout it (e.g., the “Got Milk” ads).

Carefully study the marketing communication. Use one or more of the concepts that we’ve discussed in class in order to prepare a mini case study to teach to the class. The case will involve you showing the marketing communication and leading the class in a discussion that attempts to answer whether or not the marketing communication was effective and, more importantly, why. When preparing the case discussion, think about questions you could ask or ways that you could engage the audience. Instead of merely telling the audience the important conclusions about the case, I recommend thinking of a way to help the audience arrive at the important conclusions themselves, either through discussion or an engaging exercise. If you would like any help trying to do this, I recommend setting an appointment to meet with me to get feedback about how to create an interesting and informative discussion about the marketing communication.

The structure and format of the case discussion is up to you. You may use slides, the overhead projector, the whiteboard, or whatever other materials that will help you effectively lead the case discussion. You will have between 15 and 20 minutes total. Be sure that you do not go over time.

In addition to the presentation, you will need to create and submit a one-page infographic that summarizes the important takeaways from the case. The infographic should include the marketing communication or a link to where the students can find it. It can (and probably should) include both visual and verbal information. Here are a few sources that might help you create a good infographic:

<https://econsultancy.com/blog/10935-how-to-make-an-infographic-online-five-essential-free-tools>

<http://www.socialmediaexaminer.com/infographics-everything-you-need-to-know/>

Finally, I would like you to write three multiple-choice exam questions about your case (indicate the correct answer). The questions should be easy to answer for anyone who either attended your presentation OR read your one-page handout. However, the questions should also be difficult to answer for students who neither attended the presentation nor read the handout. If you write a good question, you may see it again on the final exam.

In order to create an effective presentation, you will need to get started on this project long before the deadline. To encourage you to start thinking about this project early, you are required to submit a 1 to 2 page outline of your planned presentation to me (calebwarren@arizona.edu) at least two weeks before your presentation (see the class schedule for the date for each group). I also highly recommend that you set an appointment to meet with me around this time so I can give you advice on how to put together an interesting case discussion.

**Submit the following:**

* Upload electronic copies to D2L
* Use the following naming convention for the files: GroupName\_Section\_FileName (e.g., G1\_001\_Questions)
* Under “Assignments”
	+ The three exam questions (and answers)
	+ Any additional presentation materials that you create (e.g., notes, slides, etc.)
	+ A one-page infographic / study guide (pdf)
* Also upload your infographic a second time as a new “Discussion” thread (so your classmates can access it too)

**Project Grading Criteria**

* Outline (5%)
	+ You put thought and time into creating the outline
	+ The outline was submitted on time
* Depth of understanding (30%)
	+ You understood the marketing communication and its likely effects on consumers
	+ You identified the relevant concepts from class to explain the communication
	+ You effectively applied consumer behavior theory into your analysis of the communication
* Quality of presentation (20%)
	+ You completed the presentation in the allotted amount of time
	+ The presentation was well organized and easy to follow
	+ You made it easy for your classmates to understand the important takeaways
* Quality of the one-page handout and questions (20%)
	+ The handout summarized the important takeaways about the case
	+ The handout was clear and aesthetically pleasing
	+ The questions were well thought out and would be easy to answer for someone who attended the presentation and read the handout but would be difficult to answer for someone who didn’t attend the presentation or read the handout.
* Audience engagement (25%)
	+ Based on the relative overall assessment of your classmates; the teams with the highest ranking from classmates will receive the highest grade on this component and teams with the lowest ranking will receive the lowest grade on this component of the project.

**Threatening Behavior Policy**

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

**Accessibility and Accommodations**

**Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit** [http://drc.arizona.edu](http://drc.arizona.edu/)**.**

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. **Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.**

**Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>. The University Libraries have some excellent tips for avoiding plagiarism, available at <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

**UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

**Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.