

ACU COLLEGE OF BUSINESS ADMINISTRATION
COURSE SYLLABUS
MKTG 342.01: CONSUMER BEHAVIOR
MWF 9:00-9:50AM
SPRING 2020



Instructor:	Ryan Jessup, PhD Associate Professor of Marketing College of Business Administration	Office Hours:	MW: 1:30-3:30; T: 9:30-11, 1:00-2:30; Or By Appointment None on Thurs or Fri
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*"To glorify God by creating a distinctively Christian environment in which excellent teaching, combined with scholarship, **promotes the intellectual, personal, and spiritual growth of business students**, and educates them for Christian service and leadership throughout the world."*

The COBA Mission Statement

To educate students for Christian service and leadership throughout the world.

The ACU Mission Statement

Course Description: This course focuses on understanding buyer behavior. Depth of understanding is the key to success in today's complex marketplace. Marketing managers who possess in-depth, scientific understanding of their customer bases will succeed where others fail. The goals of science are to describe, predict, explain, and control phenomena. Furthermore, recent research has shown that training students to analyze problems using the scientific method (1) enables students to achieve a deeper understanding of these problems, and (2) improves students' judgment, reasoning, and decision-making skills in general. Hence, the scientific approach to understanding consumer behavior will be emphasized throughout the course.

Contribution of Course to Overall Business Perspective: This course should ground you in knowledge of product and/or service consumption. Every for-profit business and not-for-profit organization deals with customers. Those customers may be final consumers or may provide a product/service to the final consumer. In either case, understanding behavior of consumers is vital to all enterprises in a capitalistic economy.

Contribution of Course to Christian Service and Leadership: Every day you engage in exchanges with consumers or as a consumer. These exchanges may be relational, professional or economic. Each exchange, particularly economic and professional, involves a need to understand consumer behavior and how it relates to Christian principles. Because marketing is based on meeting customer needs, meeting their spiritual needs through service and/or leadership can be enhanced through understanding how individuals generally behave so as not to take advantage of them but rather to help them. *(Leviticus 19:9-10 NIV: When you reap the harvest of your land, do not reap to the very edges of your field or gather the gleanings of your harvest. Do not go over your vineyard a second time or pick up the grapes that have fallen. Leave them for the poor and the foreigner. I am the Lord your God.)*

Goals for Student Competency: Upon successful completion of this course you should:

- Understand what is involved in consumers making purchase choices
- Understand what is involved in consumption of products/services and disposal and remains after consumption is complete

- Understand the global ramifications of consumer diversity on marketing
- Recognize relationships between biblical principles and marketing

Format: Class time will generally consist of lecture, class discussion, and experiential exercises. Being prepared for class (e.g., reading the assigned material) is expected. Expectations for outside of class involve timely completion of homework assignments, participation in group project meetings, and contribution to group effort.

Prerequisites: MKTG 340, MKTG 341

Text and Supplements:

- (1) Kardes, F. R., Cronley, M. L., & Cline, T. W. (2011). *Consumer Behavior*. Cincinnati, OH: South-Western.
- (2) Ariely, D. (2010). *Predictably Irrational: The Hidden Forces that Shape our Decisions*. Harper.
- (3) Cialdini, R. (2007). *Influence: The Psychology of Persuasion*. Collins Business.
- (4) [Recommended but not required]: Kahneman, D. (2011). *Thinking Fast and Slow*. New York: Farrar, Straus, & Giroux.

Grade Composition: Your grade will be computed on the following basis:

Activity	Value	Points
Exam 1	15%	150
Exam 2	15%	150
Exam 3	15%	150
Participation	10%	100
Assignments	5%	50
Class Presentation	10%	100
Research Project	(30%)	(300)
Research Prospectus	10%	100
Research Report	10%	100
Research Presentation	10%	100

Grading System

Letter Grade	Semester Combined Average
A	90 or above
B	80 – 89
C	70 – 79
D	60 – 69
F	Below 60

Course Assignments and Policies:

I. Exams

Each of the exams will be based on material covered since the previous exam. *There will be no make-up exams without prior approval.*

II. Participation

Class participation is essential to the success of this learning experience and will be considered an important element in the evaluation process. This includes your presence in class and involvement in class discussion, a good attitude, asking questions during or after team presentations, and completion of class assignments; your individual contribution to your team project will also weigh heavily on your semester participation score. **Moreover, students will not be allowed to use any type of computational, communicational, or combustible device during class time, except when directed to do so by the instructor as part of an in-class activity or designed “lab working time.”** If you believe that a reasonable exemption from this rule should be made for you, please see the instructor.

A participation score will be awarded based on attendance, preparedness, attentiveness and appropriate contribution to discussion and involvement in your group project. Thus, simple class attendance is not sufficient to qualify for full class participation credit.

III. Assignments

Homework will be assigned periodically. Unannounced quizzes may also be administered periodically. Each assignment will be weighted to contribute to the assignment grade total. No late work will be accepted except for unexpected excused absences (e.g., an illness for which you have a doctor's note). Unless otherwise noted, all assignments need to be turned-in in-person, not via dropbox. Print things the night before to avoid doing work but getting no credit for it.

IV. Class Presentation

Each student will be paired with another student and together they will be responsible for conducting one class presentation on either the Ariely or Cialdini book. The purpose of this is multifold: (1) to better help you learn the material, (2) to help you generate ideas for your research project, and (3) to allow you to see how to properly collect and analyze data from an experiment. Note: it is important that when you read your assigned chapter(s) that you question everything – don't just believe whatever the author says but make the author prove to you that what they are saying is accurate. Come up with as many counter-arguments as you can to see if you can dispute what the author says. This is the critical evaluation component. If you are convinced by certain findings make sure you present those findings. Feel free to bring up your own counter-arguments during the presentation to get us to think. Your job is not so much to convince everyone to believe in the observed effects but rather to lay out the evidence and let people decide for themselves. What convinces me may not convince you (or vice versa).

The presentation should take the following form:

- (1) Begin with an exemplary experiment (One person analyzes this data, if possible, while the presentation continues)
 - (2) Explain the purported fallacy or irrationality or effect on behavior
 - a) How was it observed (as described in the text)
 - b) Why is it claimed to be irrational or a fallacy?
 - c) What are the implications
 - (3) Critical evaluation: do you agree with the author/researcher?
 - a) Is it a fallacy or irrational behavior?
 - b) Why or why not?
 - (4) Discussion questions – get the students to talk about the findings
 - (5) Results of our in-class exemplary experiment. (Descriptive statistics will suffice)
- Grading will be easier on the first 2 groups to present.

V. Research Project

Each student will be part of a team consisting of approximately 5 members. Teams will be formed near the beginning of the semester. Each team member is expected to contribute equally to the prospectus, paper, and presentation.

This group project may be a little bit different from projects that you have done in your other classes. The focus of your project is developing an intimate understanding of the consumer. Then, you can use what you have learned to make recommendations about the appropriateness of particular marketing strategies.

The group project for Marketing 342 is an original research project. Though original, the library should not be avoided! Secondary research must support your research question. You choose a consumer-related topic and a research question that you would like to study. Then, you design an experiment to probe your research question, collect the data, analyze the results, and report findings that are both significant and interesting. Throughout the project, I will be looking for your original ideas, your interpretations, and your critical thinking around concepts learned in class as they apply to your particular research problem.

Finally, it is up to you and your team to select a topic that interests you AND is approved by me. Choose a marketing problem or an interesting marketing-related question or issue that you would like to study. You may get some ideas from any of our assigned course readings or current business magazines about actual business problems that could be resolved with a better understanding of the consumer. It is better to research a specific question or issue as opposed to studying a broad area of interest. Remember, the single most important criteria is to choose a project that interests you and your team-mates.

(1) **RESEARCH PROSPECTUS**

The prospectus is a double-spaced two page (maximum) paper that briefly explains what the research team intends to do and how they intend to do it. For those who have taken Marketing Research, it is a hybrid of the Research Request Agreement and the Research Proposal. The prospectus should provide the following information in paragraph form:

1. Title of project and team members (not in paragraph form)
2. Overview
 - a. Related research: what other research has inspired your study?
 - b. Research question of interest: what are we interested in and what do we expect to find?
3. Proposed Methodology and Analysis: How and what data will be collected and how will it be analyzed? What will be the control condition? What inferential statistic will be used to assess the results?
4. Proposed timeline

(2) **RESEARCH REPORT**

Overall, make sure that your paper is consistent across sections and that all sections "fit" together. Check to see if you addressed appropriate marketing issues within your research. Do you use the same concepts discussed in your consumer behavior issues section to analyze your findings? Do your conclusions and recommendations flow logically from your findings? This is often difficult with group papers. However, spending some extra time to ensure that the paper is consistent and well-organized will really improve your paper. It is highly recommended that you assign one person to not write but rather edit the entire paper after it has been written.

Sample Format

Your research paper should not exceed 20 pages (double spaced) in length including text, tables, graphs, and references. However, an appendix may be used to include research questionnaires, other graphics, etc. Below is a sample format for your research paper. Make sure you include all of these sections at least somewhere in your research paper.

1. Title Page.
2. Abstract.
3. Introduction and Literature Review.
4. Specific Area of Inquiry (Hypothesis).
5. Methodology.
6. Results.
7. Discussion.
8. References.

Title Page

Title of paper (a real title- -not Mkt 342 Group Project) and authors' names.

Abstract

The abstract should be at the beginning of the paper and is a summary of the major points in your paper. In ½ to 1 page, you should present a clear and concise overview of your paper. Include a general description of your objectives, your major findings, and major conclusions that you make in the report. The abstract is the last portion of the paper that is written.

Introduction

In 1-3 pages, you should identify and briefly describe the key marketing topic or problem that you have chosen to study. In the introduction, explain why your topic is interesting and important. Be sure to cite relevant literature that discusses the topic under investigation to bolster your supposition that this is an interesting and important topic.

For example, choose at least 3-5 articles to review (preferably peer reviewed). Summarize the research reported in the articles and discuss some major conclusions from each study. You must cite relevant literature -- journal articles, trade publications, popular press, books, newspapers, journals, from press sources that illustrate or relate in some way to your topic (Bloomberg Business Week, Fortune, Time, Newsweek, The Wall Street Journal, Advertising Age, The Journal of Consumer Research, The Journal of the Academy of Marketing Sciences, The Journal of Marketing, etc.). For example, if you choose to investigate consumers' shopping behavior, find articles which discuss shopping in some form. If you decide to investigate consumers' bottled water drinking behavior, find articles that discuss recent trends regarding this topic. It doesn't have to relate precisely to your specific area of interest. Cite enough literature to identify your position, justify your position, and focus your paper.

Note: You may wish to include sample ads or other illustrative materials in the Appendix. Your questionnaire or data collection method should be included in the appendix.

Specific Area of Inquiry

In this section, you should identify the specific question or issue that you have studied. State clearly the purpose of your research. You will need to suggest or propose some sort of hypothesis that you will be testing in your research. Even if you are conducting exploratory analysis, propose some sort of hypothesis based on your readings. For example, if your main goal was to investigate how temperature influences consumers' shopping behavior, a hypothesis might be:

H1: The greater the store temperature, the less amount of time spent shopping in the store.

If you studied consumer attitudes and behaviors with e-commerce, you may specifically investigate gender and age differences. Your hypothesis might be:

H1: Age is inversely related to attitudes toward engaging in e-commerce (i.e. older persons use e-commerce less than younger persons).

If you investigate the effects of music in advertising, you may specifically focus on identifying types of music in advertising, for what products, and for who music may be most effective. Your hypothesis might be:

H1: Music type is related to customer perceptions of quality.

Methodology

In this section you should explain the research process you use. Describe your research question and how you conducted your research, where the research took place, how many people were involved, etc. Simply describe how you carried out your research plan according to traditional methodology write-ups learned in your research class.

Results

In this section you are to describe your findings. Provide text and graphical presentations of the data. Report what you found from your research. This section should include data analysis. Charts, tables, graphs, and text should be used to effectively communicate your findings.

Discussion

Here, you are to discuss the implications of your findings. Answer the question: What do these findings mean? Also, offer suggestions for marketing strategies relative to your chosen topic.

(3) RESEARCH PRESENTATION

The presentation should not be longer than 20 minutes (but check with me because the time available may differ) and will be followed by a short question and answer session. The objective of your presentation is to effectively communicate your ideas to the audience. Therefore, your presentation does not have to follow the format of your paper. In fact, creative presentations are encouraged! Remember that the content of your presentation is very important. Choose a presentation style that you are most comfortable with and one that best communicates your ideas.

These presentations should be creative and fun yet analytical in nature. Each presentation should include at least (1) an introduction of each presenter and a brief summary of the specific type of consumer behavior under study, (2) in-depth analysis of issues within the topic area, (3) a brief section on the methodology used in your study, (4) a report on the major findings of your study, and (5) a brief conclusion with a discussion about the implications of your findings.

VI. ADA Compliance Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or email alpha@acu.edu.

VII. Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Business Administration, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this [link](#).

VIII. Anti-Harrassmennt Policy

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the [link](#) to ACU's policy.

Tentative Class Schedule

Wk	D	DATE	CLASS ACTIVITY	DUE
1	1	Mon Jan 13	Syllabus, Introductions	
1	2	Wed Jan 15	Intro: Why Study CB?	Read CB Ch 1
1	3	Fri Jan 17	The Consumer Decision Making Process	Read CB Ch 9
2	x	Mon Jan 20	HOLIDAY: MLK JR DAY	
2	4	Wed Jan 22	"	
2	5	Fri Jan 24	Product Consideration, Evaluation, and Choice	Read CB Ch 10
3	6	Mon Jan 27	"	
3	7	Wed Jan 29	Behavioral Decision Theory	Read CB Ch 11
3	8	Fri Jan 31	"	
4	9	Mon Feb 03	"	
4	10	Wed Feb 05	Predictably Irrational	Read PI Ch 1-2
4	11	Fri Feb 07	Predictably Irrational (students teach)	Read PI Ch 3-5
5	12	Mon Feb 10	"	Read PI Ch 7-8
5	13	Wed Feb 12	"	Read PI Ch 10-11
5	14	Fri Feb 14	EXAM 1	
6	15	Mon Feb 17	Consumer Focused Strategy: Segmentation & Positioning	Read CB Ch 2
6	16	Wed Feb 19	Consumer Perception	Read CB Ch 3
6	17	Fri Feb 21	"	
7	18	Mon Feb 24	Attitude and Judgment Formation & Change	Read CB Ch 4
7	19	Wed Feb 26	Motivation and Emotion	Read CB Ch 5
7	20	Fri Feb 28	"	DUE: PROSPECTUS
8	21	Mon Mar 02	Learning and Memory	Read CB Ch 6
8	22	Wed Mar 04	"	
8	23	Fri Mar 06	"	
x	x	Mon Mar 09	HOLIDAY: SPRING BREAK	
x	x	Wed Mar 11	HOLIDAY: SPRING BREAK	
x	x	Fri Mar 13	HOLIDAY: SPRING BREAK	
9	24	Mon Mar 16	"	
9	25	Wed Mar 18	Automatic Information Processing	Read CB Ch 7
9	26	Fri Mar 20	Predictably Irrational (students teach)	Read PI Ch 13-15
10	27	Mon Mar 23	EXAM 2	
10	28	Wed Mar 25	Self-Concept and Personality	Read CB Ch 8
10	29	Fri Mar 27	"	
11	30	Mon Mar 30	Influence & Persuasion (students teach)	Read I Ch 1,4
11	31	Wed Apr 01	"	Read I Ch 5,6
11	x	Fri Apr 03	workday (Dr. Jessup away)	
12	32	Mon Apr 06	"	Read I Ch 2,7
12	33	Wed Apr 08	"	Read I Ch 3,epilog
12	x	Fri Apr 10	HOLIDAY: GOOD FRIDAY	
13	34	Mon Apr 13	The Influence of Culture and Values	Read CB Ch 12
13	35	Wed Apr 15	Online Consumer Behavior	DUE: RESEARCH PAPER
				Read CB Ch 15
13	36	Fri Apr 17	Contemporary Strategies in Reaching Consumers	Read CB Ch 14
14	37	Mon Apr 20	Guest Speaker	
14	38	Wed Apr 22	Branding Strategy and Consumer Behavior	Read CB Ch 16
14	39	Fri Apr 24	"	
15	40	Mon Apr 27	Presentations	
15	41	Wed Apr 29	Presentations	
15	42	Fri May 01	Presentations	
			EXAM 3: (See ACU Academic Schedule)	

Note: Certain events may necessitate the changing of this schedule. Abbreviations: **CB = Consumer Behavior textbook; PI = Predictably Irrational book; I=Influence book.**