COURSE SYLLABUS – Spring 2013

COURSE NUMBER: Bus 377 (Section: 001)  
INSTRUCTOR: Dr. Melissa G Bublitz  
OFFICE: Sage Hall 1453  
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E-MAIL: bublitzm@uwosh.edu  
CLASS TIME: M/W/F 9:10-10:10 am  
ROOM: Sage 4221  
OFFICE HOURS: M/W 1:00-3:00 pm & by appointment

COURSE DESCRIPTION
This course is designed to provide the student with a detailed analysis of factors that influence purchasing behavior. Consumers are analyzed in terms of how they form perceptions of brands, and how they use these perceptions to make purchase decisions within the problem solving process. Marketing variables are considered in terms of how they affect the consumers’ perceptions and decisions. Related topics include post purchase satisfaction and brand loyalty.

Theoretical foundations will be discussed, but a substantial amount of attention will be devoted to practical applications of the text material to issues that occur each day in the business world. You will be expected to understand the various theoretical perspectives, but you will also be expected to understand how and why they are important to marketers. This ability to apply the course concepts will be assessed in exams and other assignments.

The course will be conducted as a mixture of lecture, peer learning, and class discussion. Therefore, the success of any class discussion is dependent on class participation, which, in turn, requires preparation. I expect you will come to class each day (having read assigned class materials) and prepared to discuss how the topic is or is not used in the consumer world you are exposed to each and every day.

COURSE OBJECTIVES
This course is designed to assist the students in:
- Understanding the purchase decisions making process.
- Understanding external, internal, and situational factors affecting the decision making process.
- Developing a managerial and operative understanding of consumer behavior.
- Utilizing quantitative analysis tools to arrive at managerial decisions.
- Learning the responsibility of cooperating and working within a team.
- Develop, improve and use written communication skills.

The mission of the College of Business (COB) is to prepare traditional and nontraditional students to compete as professionals in the global marketplace by providing an education that meets the high standards set by AACSB-The International Association for Management Education; to facilitate student learning by blending theoretical foundations with practical application; to advance business knowledge through scholarship and to share expertise through partnerships with organizations. To achieve our mission, we have three categories of learning goals: (1) Business Knowledge, (2) Knowledge of the Business Environment, (3) Business Skills.
This course supports the following specific COB objectives:

**Business Knowledge**
The COBA graduate will be competent in a functional area (major field). The COBA graduate will also understand the basic aspects of all other functional areas, and understand how those areas are integrated.

While it is essential that each graduate have a deep understanding of one main area of business, all business organizations are highly integrated. Effective managers in business need to understand the basic operations of all functional areas, and understand how those areas can be optimally integrated.

**Business Skills**
(1) Communication Skills
The COBA graduate will use oral, written, and computerized media to present information to effectively communicate.

Each COBA graduate will be required to satisfactorily complete at least four papers, four oral presentations, and one computerized media presentation during the course of his/her undergraduate business education.

(2) Analytical Thinking & Problem Solving Skills
COBA graduates will analyze situations and make decisions, using problem solving techniques, as well as creative and advanced critical thinking skills.

COBA graduates will satisfactorily conduct at least two case analyses and will effectively participate in professional experiences. They should know how to gather data correctly, how to organize it for analysis, and how to use common software tools to aid in the data analysis.

(3) Interpersonal and Leadership Skills
COBA graduates will work effectively in teams, using interpersonal, communication, and leadership skills.

The COBA graduate will satisfactorily complete at least two team projects, during which the graduate will learn team dynamics, small-group leadership, and group problem solving skills.

**PREREQUISITES**
- Essentials of Marketing (Bus 371 or its equivalent)
- Quantitative Business Analysis (Bus 389 or its equivalent)

**COURSE MATERIAL**
- Cialdini, Robert, *Influence*, Allyn and Bacon

**GRADES**
- 3 Exams (multiple choice) ................................................................. 300 points
- 3 “CB in Practice” Written Assignments .................................................. 150 points
- Student Spending Project (Team Project: Report & Presentation) ................ 150 points
- 6 Quizzes ............................................................................................. 60 points
- Participation ....................................................................................... 40 points

TOTAL POINTS 700 points
Letter grades for all assignments and your final course average are calculated on a relative basis. At the end of the semester there may be a curve, based on the highest and standard deviation of scores. Final letter grades for the course will be determined as follows: 100 to 93 percent (A), 90 to 92.9 (A-), 87 to 89.9 (B+), 83 to 86.9 (B), 80 to 82.9 (B-), 77 to 79.9 (C+), 73 to 76.9 (C), 70 to 72.9 (C-), 67 to 69.9 (D+), 63 to 66.9 (D), 60 to 62.9 (D-), below 60 (F).

Note: All assignments and exams are due at the beginning of class on the date assigned, scheduled, or given. There are absolutely no extensions or no make-ups unless approved by the instructor prior to the due, scheduled or given date. The only possibility of an exception will be for a documented illness or documented family emergency. A visit to the student health center or a doctor's appointment is not an acceptable excuse for missing class or for delinquent assignments. And, I must be informed of a problem prior to the assignment deadline (i.e., not the day an assignment is due or a test is scheduled).

EXAMS
Three exams will be given throughout the semester. The exams will cover notes and any relevant class discussions unless specifically exempted in class by the instructor. Typically, exams will consist of 50 multiple-choice questions. The dates of the exams are listed on the schedule. Although I have every intention of following the outlined schedule, if any changes are made to this schedule, such changes will be announced in class. It is your responsibility to be aware of such changes.

The exact format of each exam will be explained prior to each scheduled test date. The exams are designed to assess your knowledge of the material and your understanding of how the concepts are interrelated. Thus, they are challenging and mere memorization of the text and/or class notes will not assure a passing grade by any means. Please take each exam seriously.

In the case of multiple-choice items, individual exam questions require you to select the single "best" answer. All alternatives are designed to be reasonably attractive. Please read each question and alternative carefully!! Expect several "not" questions. That is, questions that take the form, "Which of the following is NOT a major factor to consider in developing..." You are looking for the alternative that does not fit. Remember, if any one aspect of an alternative response to an objective question is false, the alternative is false.

The questions are designed to assess your ability to think so you should be able to relate various concepts discussed in class. They are, however, challenging and require careful reading. One word can alter the meaning of a sentence so please do not be hasty. You will have sufficient time to complete the exam. NOTE: Do NOT use the number of "a", "b", "c", etc. responses as a means of determining an answer. I typically create exams with a disproportionate number of answers for each letter alternative.

CB IN PRACTICE
The CB in practice assignments are individual-based and consist of three quantitative/qualitative application projects. These projects are designed to translate consumer insights into managerial actions. The assignments will be posted on our D2L site and will be discussed approximately one week prior to their due dates. The due dates of the assignments are listed in the class schedule. The homework has to be word-processed and MUST be turned into the D2L Dropbox – No Exceptions!

QUIZZES
Six quizzes related to the Cialdini’s Influence book will be given throughout the semester. The quizzes will be given at the beginning of the class and are related to the Cialdini chapter assigned for discussion that day.
STUDENT SPENDING PROJECT
The Student Spending Project (SSP) is a team project. Your team is a marketing consultant firm specializing in market research on the college student market. You are contracted by an organization of your choosing (e.g., local store, bank, student loan provider, apartment complex, local bar or restaurant, non-profit against drinking) to develop a profile of student values, student income, spending habits, etc.

The project involves collecting data on student spending habits from current students. Each team summarizes the findings and relates student spending to selected consumer behavior variables (e.g., values and self-concept). The teams will present their findings at the end of the semester. Your written report should include the following sections (a more detailed outline when project is introduced in class):

- Executive Summary
- Introduction
- Review of Concepts (select theories along with their applicability to spending behavior)
- Method (description of sample and questions)
- Results & Discussion of Findings (general and organization specific)
- Conclusions & Recommendations

A NOTE ON GROUP WORK
Working in groups can often be more difficult than working individually on a project. However, working in teams can provide different insights and have a synergistic effect on your work. It is your responsibility to ensure that all team members contribute to the grade. As in business, your team must learn to work together, come to a consensus on ideas and resolve conflicts that arise. I will be available for consultation if your team cannot resolve their own differences.

Organize early and you will be rewarded! Select a team leader who can organize meetings, keep assignments on time, and make the administrative burden much lighter on everyone. Exchange telephone numbers and e-mail addresses with each other to make contact easy.

Set up a regular schedule of meetings when everyone is likely to attend. Allow extra meeting time during the heavy load periods in case it becomes necessary. Remember, the only people responsible for an efficient team are the team members! All the members will receive the same grade for the team project. "Freeloaders" exist only if the team allows it. Do not complain at the end of the semester that a member of the team did not do his or her part. Let me know at the beginning of such tendencies. We will have peer evaluations. An individual’s grade for a project may be downwardly adjusted depending on this evaluation.

PARTICIPATION
Throughout the semester attendance and participation each class period will be tracked. Participation includes: asking or answering a question; providing feedback; bringing in an example for class; or presenting a small group’s response to a discussion question. In addition, I will post discussion questions online for each chapter. These discussion questions will be used as part of the small group discussion. Knowing these questions in advance will help you to think about the material and prepare for class each day. You may also use the D2L discussion boards to share examples or to add your thoughts and ideas.

As you might expect, there may not be time each class period for every student to answer a question or share their ideas. Evaluation of your participation may also include any online participation if completed BEFORE the class discussion. Note that some in-class participation is expected so not all participation points may be earned online. In addition, I will periodically call on students who do not seem to be prepared or willing to participate in class discussions.
GENERAL GUIDELINES AND EXPECTATIONS
Below are some guidelines and expectations from your Marketing Professors. We hope they help clarify our expectations. See Professor Michael Godfrey if you have questions. Dr. Godfrey is currently the Department Chair and, therefore, he coordinates administrative material for the Marketing Professors.

ATTENDANCE EXPECTATIONS
The Marketing Professors believe that when students miss class, they are not available to share their insights and help develop discussion. They are also not exposed to the “un-scripted” discussions and comments that invariably pop up in most classes. As such they lose out on the richness and perspective that is so important to truly understand how business works. We want our students to possess the insights and dimensionalities gained from the class discussions.

Two percent (2%) of the total semester possible points will be deducted for each unexcused absence. Excused absences may include participation in all-university events and emergencies, provided appropriate documentation is submitted in a timely manner by the student who is absent. Your professor has the right to adjust this policy, for example excusing one non-emergency absence. Missing part of a class multiple times may be treated as an absence. To illustrate, missing part of class four times may equate to two absences.

USAGE OF ELECTRONIC DEVICES
During class, mobile devices are to be turned off and put away (e.g., in a backpack, purse or pocket) unless explicitly approved for use by your instructor. If you are expecting an important call, please set your phone to vibrate and advise your instructor of the potential disruption.

GRADE EXPECTATIONS
For an Introduction to Marketing class, the class GPA ranges from 2.4 to 2.6. For upper level marketing classes, the class GPA ranges from about 2.6 to 2.9. Some variation will exist across classes with respect to grades, but this variation should be fairly small. We believe elevated performance comes in tandem with elevated effort. But please understand that when grading, we grade performance rather than effort.

When grading papers, we examine your ideas, but also the clarity and accuracy of how you present these ideas. So grades will be higher among papers where spelling and grammar are correctly applied, where tables are clearly formatted, and so on.

OFFICIAL POLICY ON ACADEMIC HONESTY AND INTEGRITY
UW Oshkosh students are subject in their behavior to the Wisconsin Administrative Code, as well as specific disciplinary procedures duly adopted for our campus. The UW System disciplinary code and UW Oshkosh provisions are available to all students in the Dean of Students Office, Polk Library, Reeve Memorial Union Office, Oshkosh Student Association (OSA) Office, Residence Life Office, and in each residence hall.

Academic misconduct is an act in which a student seeks to claim credit for the work or effort of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student’s academic performance, or assists other students in any of these acts.

Examples of academic misconduct include, but are not limited to: cheating on an examination, collaborating with others on work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one’s own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to
the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

The disciplinary sanctions that may be imposed for academic misconduct include suspension or expulsion from the university. Any questions may be directed to the Dean of Students Office, Dempsey 125, which administers the University’s student disciplinary code.

Details at:  https://www.uwosh.edu/stuaff/images/Chapter%20UWS%2014.pdf

RESOURCES TO HELP YOU SUCCEED
No matter which major or career you choose, excellent writing skills will help you succeed. Good writing skills will help you organize and clearly articulate your ideas, often with the intent to persuade your reader. You may want to persuade a prospective employer to call you to set up an interview, persuade a client to accept your proposal over the competition, or persuade your boss that your idea will succeed. In the case of this course, you should strive to persuade your professor that you have learned the material in a way that not only demonstrates the knowledge you have acquired but also facilitates application in the workplace in a fashion that will make your employer glad they hired a UW Oshkosh graduate. The University of Wisconsin Oshkosh Writing Center aims to help all students become better writers. Use the resources available to help you succeed.

The Writing Center offers students:
- Free, confidential, one-to-one, collaborative sessions
- Opportunities to work with trained peer consultants
- Help at any stage of the writing process
- Assistance with any assignment or project in any discipline
- A comfortable, welcoming place to explore and develop ideas
- Opportunities to develop better writing and critical thinking
- Collaborative learning that recognizes writers have full authority over their writing

The writing center is open to all majors at all levels. More than half of students who used the writing center last year had a GPA of 3.0 or higher. It is always helpful to have someone else (a classmate, a roommate, your grandmother, or the writing center) read your paper and give you feedback to ensure you clearly communicate your ideas.

DISABILITY SERVICES
The University of Wisconsin Oshkosh is committed to providing reasonable accommodation for students with disabilities. Please contact the Disability Services [Dean of Students Office, 125 Dempsey Hall, 424-3100 (Voice), 424-1319 (TTY)] for the University’s accommodation request form and documentation requirements or visit their website at http://www.uwosh.edu/dean/disabilities.htm. Information related to an individual’s accommodation request and/or arrangements will be confidential and will be shared with relevant University personnel or offices on a ‘need to know’ basis.
CLASS SCHEDULE

The tentative course outline below indicates the approximate dates when selected topics will be discussed. Note that students are expected to complete the chapter reading assignments prior to coming to class on the dates indicated below. This will assist in note taking and will result in more insightful class discussion. If changes in the schedule are necessary, students will be held responsible for such changes as announced in class. The course schedule contains information regarding the overall flow of the semester as well as week-by-week assignments and readings.

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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
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<tr>
<td>Week 1</td>
<td>Syllabus, Introduction Culture, Ethnicity, Religion</td>
<td>Chapter 1</td>
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<td>1/28–2/1</td>
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<td>Chapter 2</td>
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<td>Week 2</td>
<td>Subcultures</td>
<td>Chapter 5</td>
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<td>2/4–2/8</td>
<td>American Society &amp; Values Introduction of Student Spending Project (SSP): consumer variables, questionnaire</td>
<td>Chapter 3</td>
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<td>Cialdini: Chapter 1</td>
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<td>Week 3</td>
<td>Demographics</td>
<td>Chapter 4</td>
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<td>2/11–2/15</td>
<td>Households, Social class Influence Principle: Reciprocation</td>
<td>Chapter 6</td>
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<td>Cialdini: Chapter 2</td>
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<td>Week 4</td>
<td>Groups</td>
<td>Chapter 7</td>
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<td>2/18–2/22</td>
<td>F: Exam 1 (Chapters 1-7)</td>
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<td>Week 5</td>
<td>Perception</td>
<td>Chapter 8</td>
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<td>2/25–3/1</td>
<td>Influence Principle: Commitment &amp; Consistency</td>
<td>Cialdini: Chapter 3</td>
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<td>Week 6</td>
<td>Learning &amp; Information Processing</td>
<td>Chapter 9</td>
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<td>3/4–3/8</td>
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<td>Week 7</td>
<td>Motivation, Emotion, and Personality Influence Principle: Social Proof</td>
<td>Chapter 10</td>
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<td>3/11–3/15</td>
<td>SSP: Data Analysis</td>
<td>Cialdini: Chapter 4</td>
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<td>3/18–3/22</td>
<td>Spring Break: Have Fun &amp; Be Safe</td>
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<td>Week 8</td>
<td>Attitude</td>
<td>Chapter 11</td>
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<td>Chapter 12</td>
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<td>Week 9</td>
<td>W: Exam 2 (Chapters 8-12)</td>
<td>Chapter 13</td>
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<td>4/1–4/5</td>
<td>Situational Influences</td>
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<td>Week 10</td>
<td>Problem Recognition</td>
<td>Chapter 14</td>
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<td>4/8–4/12</td>
<td>Information Search</td>
<td>Chapter 15</td>
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<td>Week 11</td>
<td>Alternative Evaluation</td>
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<td>4/15–4/19</td>
<td>Influence Principle: Authority</td>
<td>Cialdini: Chapter 6</td>
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<td>Week 12</td>
<td>Purchase</td>
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<td>4/22–4/26</td>
<td>Post Purchase Evaluation</td>
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<td>Week 13</td>
<td>Influence Principle: Scarcity &amp; Instant Influence</td>
<td>Cialdini: Chapters 7, 8</td>
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<td>4/29–5/3</td>
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<td>W: Exam 3 (Chapters 13-18)</td>
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<td>F: SSP Project Presentations</td>
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<td>Week 14</td>
<td>Student Spending Project Presentation</td>
<td>M: Student Spending Report</td>
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