CONSUMER BEHAVIOR

COURSE SYLLABUS – Spring 2013

COURSE NUMBER: Bus 377 (Sections 2)
INSTRUCTOR: Dr. Birgit Leisen Pollack
OFFICE: CF 217
PHONE: (920) 424-0076
E-MAIL: leisen@uwosh.edu
INTERNET SITE (D2L): https://uwosh.courses.wisconsin.edu/
CLASS TIME: T/R 1:20-2:50
ROOM: Sage 3234
OFFICE HOURS: T/R 8:00-9:30 (& 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.e., careful reading of assigned materials prior to class).

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.

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, equally weighed) ................................................................. 300 points
- 3 “CB in Practice” Short Cases .................................................................................. 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.

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 and the like.
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 will be provided early in the semester when I introduce the project 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

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.

A NOTE ON GROUP WORK
Working in groups may be more difficult than working alone. Be prepared to face the challenges of working with people, something you will do throughout your career, and avoid finger pointing at the end of the semester. Allow me to provide assistance and guidance in the early stages of your project and organizing your group. Ask, and you will receive support.

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 and make sure that I have a copy of this information for the entire team.

Schedule standing meetings when everyone will show-up as if it is an extra class meeting. 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! If there are minor difficulties in scheduling, assignments, etc., at the beginning, I will be glad to lend a hand to organize the team.

"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.

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, she 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.

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.

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.

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.
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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<td>Week 1 1/28 – 2/3</td>
<td>Syllabus, Introduction</td>
<td>Chapter 1</td>
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<td>Culture, Ethnicity, Religion Subcultures</td>
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<td>Week 2 2/4 – 2/10</td>
<td>Culture, Ethnicity, Religion Subcultures (continued)</td>
<td>Chapter 5</td>
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<td>Introduction of Student Spending Project (SSP): consumer variables, questionnaire</td>
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<td>Week 3 2/11 – 2/17</td>
<td>U. S. Values, Societal Demographics, Households, Social class</td>
<td>Chapters 3, 4, 6</td>
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<td></td>
<td>Influence Principle: Reciprocation</td>
<td>Cialdini: Chapter 2 R: Cialdini Quiz #1</td>
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<td>Week 4 2/18 – 2/24</td>
<td>Groups</td>
<td>Chapter 7</td>
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<td>R: Exam 1</td>
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<td>Week 5 2/25 – 3/3</td>
<td>Perception</td>
<td>Chapter 8   T: CB in Practice #1</td>
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<td>Influence Principle: Commitment &amp; Consistency</td>
<td>Cialdini: Chapter 3 R: Cialdini Quiz #2</td>
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<td>Week 6 3/4 – 3/10</td>
<td>Learning &amp; Information Processing</td>
<td>Chapter 9   R: CB in Practice #2</td>
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<td>Week 7</td>
<td>Motivation, Emotion, and Personality</td>
<td>Chapter 10</td>
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<td>3/11 – 3/17</td>
<td>SSP: Data Analysis</td>
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<td>Influence Principle: Social Proof</td>
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<td>Cialdini: Chapter 4</td>
<td><strong>R: Cialdini Quiz #3</strong></td>
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**Week 8**

3/18 – 3/24

*Spring Break*

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<th>Attitude</th>
<th>Chapter 11, 12</th>
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<td>3/25 – 3/31</td>
<td>Self-Concept &amp; Lifestyle</td>
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<td>Influence Principle: Liking</td>
<td>Cialdini: Chapter 5</td>
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<td>Week 10</td>
<td>Situational Influences</td>
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<td>4/1 – 4/7</td>
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<th>Problem Recognition</th>
<th>Chapters 14, 15, 16</th>
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<td>4/8 – 4/14</td>
<td>Information Search</td>
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<td>Alternative Evaluation</td>
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<td>Influence Principle: Authority</td>
<td>Cialdini: Chapter 6</td>
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<td>Week 12</td>
<td>Purchase &amp; Post Purchase Evaluation</td>
<td>Chapters 17, 18</td>
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<td>4/15 – 4/21</td>
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<td><strong>T: CB in Practice #3</strong></td>
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<tr>
<th>Week 13</th>
<th>Influence Principle: Scarcity &amp; Instant Influence</th>
<th>Cialdini: Chapters 7, 8</th>
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<tr>
<td>4/22 – 4/28</td>
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<td><strong>T: Cialdini Quiz #6</strong></td>
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<td><strong>R: Exam 3</strong></td>
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<th>Week 14</th>
<th>Student Spending Project Presentation</th>
<th><strong>T: Student Spending Report</strong></th>
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<td>4/29 – 5/5</td>
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<tr>
<th>Week 15</th>
<th>Student Spending Project Presentation &amp; Discussion</th>
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