Course Objectives:
The following are the objectives of the course:
1. To familiarize you with the major research in consumer behavior. This course will also help you understand and be able to develop effective marketing strategies that impact consumer behavior in a positive way.
2. To equip each student with the expertise needed to critically evaluate published research papers, identify meaningful gaps in existing research, and be familiar with fundamental theories of consumer behavior.

Readings and Student Responsibility
Ultimately, my goal is for you to understand the existing in consumer behavior and be able to advance and build on this prior knowledge. I expect each student to come to class prepared to discuss each required article in depth. If you are leading the discussion for that day, then be prepared to present your ideas to the class about the major ideas in the article, contributions, as well as limitations of each article. *The required and suggested readings for each week will be provided (available on D2L) the week before the articles are to be discussed.* Note that the suggested articles are relevant papers. As such, for a better understanding of consumer behavior research, you should read those articles as well.

Grade Components
Your final grade is based on the following aspects:
1. Class participation (presentation and discussions) – 35%
2. Research Proposal – 30%
3. Review a Manuscript – 10%
4. Midterm – 12.5%
5. Final Exam – 12.5%

The above components are described below:
1. Class Participation

Your grade for class participation will be based on in depth discussion of the articles and critique of the assigned papers. Each week one student will lead the discussions of the articles for that week. The “presenter” should make a critical assessment of each article and is expected to guide the discussions on the assigned required articles for that week.

When guiding the class discussion, first give a brief summary of the paper and then focus on the following:

a. The central findings of this article
b. Why paper was published (how does the article contribute to CB research)?
c. Would you have tested the hypotheses differently? Here, think of alternative ways of testing the hypotheses.
d. Specific future research directions
e. Alternate explanations to the results
f. Additionally, be prepared to answer questions that others may have about issues in the paper that were unclear.
g. Finally, prepare a 1 – 2 page summary of the week’s articles and distribute to the class. Here, do not just summarize each article. Rather, synthesize/integrate the weeks readings.

Not a “presenter”? Even if you are not the “presenter”, please be sure to read all the articles assigned each week. Further integrate the week’s readings and share your thoughts with the class.

2. Research Proposal

The second component of your grade is a research proposal. Your proposal can be on any CB topic of interest to you and can go beyond the topics discussed in class. Regardless of your topic of interest, your proposal should indicate you have an in-depth knowledge of your chosen topic. For some students, this could lead to a potential dissertation topic.

A brief outline (1-page) of the research idea you will be working on for the remainder of the semester should be submitted in class on the due date. You should also prepare and make a 3 – 5 slide presentation of your idea to the class on that day. I plan to devote the last hour or so for this.

The final paper should include a literature review of the chosen area, the propositions and hypotheses you wish to examine. Your proposal should also include the methodology that you would use to collect and analyze the data for this paper. Your proposal should be specific and detailed enough to allow me to carefully evaluate it and provide useful feedback. The final paper is due the last day of class. You will present your proposal to the class on this day as well.

3. Reviewing a Manuscript

For this part of your grade, I will give you a manuscript that has been submitted to a journal for review. Your task is for you to pretend to be a reviewer of the article. Please prepare a 3 – 5 page review of the manuscript for the authors. In addition, write a letter to the editor indicating your recommendations. In your review, be sure to include the theoretical and managerial importance of the paper. Critique the manuscript and provide constructive feedback that the authors can incorporate to improve the paper. My goal is that this assignment will help you to become aware of what you should be focusing on when developing your manuscripts. Refer to the calendar for the due date.
## Midterm and Final exams

My goal is for the Midterm and final exams are meant to help prepare you for the CB section of your comprehensive exams. For the most part these exams will be based on the readings discussed in class. However, for the CB portion of your comps you are expected to go beyond the readings assigned in class. Your responses should reflect a more in depth knowledge of the area.

### Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/24</td>
<td>Introduction</td>
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<tr>
<td>2</td>
<td>8/31</td>
<td>Motivation</td>
<td></td>
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<tr>
<td>3</td>
<td>9/4</td>
<td>Attention &amp; Perception 1</td>
<td></td>
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<tr>
<td>4</td>
<td>9/11</td>
<td>Attention &amp; Perception 2</td>
<td></td>
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<tr>
<td>5</td>
<td>9/18</td>
<td>Decision Making Processes 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9/25</td>
<td>Decision Making Processes 2</td>
<td></td>
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<tr>
<td>7</td>
<td>10/2</td>
<td>Attitude</td>
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<tr>
<td></td>
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<td>- Research idea – due 5pm on 9/29</td>
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<td></td>
<td></td>
<td>- Preliminary presentation</td>
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<tr>
<td>8</td>
<td>10/9</td>
<td>Information Processing &amp; Attitude Change 1</td>
<td></td>
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<tr>
<td>9</td>
<td>10/16</td>
<td><em>Midterm Exam</em></td>
<td>No Class</td>
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<tr>
<td>10</td>
<td>10/23</td>
<td>Information Processing &amp; Attitude Change 2</td>
<td></td>
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<tr>
<td>11</td>
<td>10/30</td>
<td>Learning</td>
<td></td>
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<td></td>
<td></td>
<td>- Proposal Draft due</td>
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<tr>
<td>12</td>
<td>11/6</td>
<td>Group &amp; Interpersonal Influences</td>
<td></td>
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<tr>
<td>13</td>
<td>11/13</td>
<td>Culture</td>
<td></td>
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<td></td>
<td></td>
<td>- Manuscript Review due</td>
<td></td>
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<tr>
<td>14</td>
<td>11/20</td>
<td>Interpretive Approaches/Other topics</td>
<td></td>
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<tr>
<td>15</td>
<td>11/27</td>
<td>Thanksgiving Break</td>
<td>No Class</td>
</tr>
<tr>
<td>16</td>
<td>12/4</td>
<td><em>Final Proposal &amp; Presentation</em></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>12/11</td>
<td><em>Final Exam</em></td>
<td></td>
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</table>
IMPORTANT DATES
Last day to add a class (without instructor permission) ...................... 8/30/2013
Last day to withdraw completely and receive a 100% refund ................ 9/1/2013
Last day to drop a course using SalukiNet ...................................... 10/7/2013
Last day to file diploma application (for name to appear in Fall Commencement program) ................................................................. 11/1/2013
Final examinations ........................................................................... 12/9 – 12/13/2013

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage. Hyperlink reference not valid.

FALL SEMESTER HOLIDAYS
Fall Break 10/12—10/15/2013
Thanksgiving Break 11/27—12/1/2013

WITHDRAWAL POLICY – Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/gradcatalog1314p.pdf

INCOMPLETE POLICY – Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/gradcatalog1314p.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

STUDENT CONDUCT CODE
http://policies.siu.edu/other_policies/chapter3/conduct.html

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate, and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Cares: (618) 453-5714, or suicares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu. Department of Safety’s website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs: http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVICEMENT: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvcaes.siu.edu/
SIU ONLINE: http://online.siu.edu