Consumer Behavior – MKTG 305
Spring 2014

Monday, Wednesday, Friday – 9:00 am – 9:50 am – Pulliam 042

Instructor: Mr. John Reed, Instructor

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Office Hours: M,W,F 10:00 am – 11:45 am or by appointment

Class Web Page: All announcements, assignment instructions, slides and grades will be posted on Desire2Learn and/or distributed in class.


Both books are available at SIU Campus Bookstore

Course Prerequisites: To register for this course, students must have already taken MKTG 304 and earned a grade of C or better, and be classified as a junior or higher, and be a business major or minor. If you do not meet one or more of these criteria, consent of the department is required.

Course Description: Consumer behavior is an exciting area of study. This class is unique because the minute you walk through the door you are an expert. That said, a specific goal of this class is to help you realize that not all consumers are like you, and that, in fact, this difference is what makes the study of consumers’ behavior such an exciting topic.

Every day, we are exposed to thousands of marketing stimuli, which are designed to inform, persuade, and influence our purchase decisions. Marketers design and construct these stimuli based upon the various theories and concepts that we will review in this course. We will explore contemporary Consumer Behavior theory and principles and we will use class discussion, home assignments, and group projects to analyze how consumers think, feel, and interact with the marketplace, and to provide you with a useful toolkit for your future careers in business.
Course Goals:
After completing the course, students should be able to:

- Understand that while we are all consumers, not all consumers are alike; individuality is at the core of our consumption choices and actions.
- Understand consumers’ mental and physical processes of acquiring, consuming and experiencing products.
- Apply concepts, theories, models, and tools in developing consumer behavior driven marketing strategies.
- Understand the mechanisms of influence that are most likely to lead consumers to change their attitudes, their beliefs, and their consumption patterns.
- Understand and analyze the inter-dynamics between consumer behavior and society as a whole.
- Understand and analyze the connection between Consumer Behavior and Public Policy.
- Explore questions around sustainable consumption at the business, policy and society levels.
- Effectively communicate your ideas about Consumer Behavior.

Class Format: These objectives can only be achieved through a joint effort: I believe that students learn best by experience: reading, writing, class participation, group assignments; thus this class is an interactive experience where you will be the main participant. I will discuss principles in class and will facilitate discussions, but you will be responsible for your own learning by displaying initiative and following a program of self-study through the course.

Course Requirements and Grading:
The course grade is based on a combination of exam scores, minor group assignments, class participation, and a variety of in-class and homework exercises assigned throughout the semester.

Grades will be determined based on the following criteria:

<table>
<thead>
<tr>
<th>GRADING</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>25%</td>
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<tr>
<td>Group Projects</td>
<td>10%</td>
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<tr>
<td>In-Class Activities, Quizzes and Homework Assignments</td>
<td>25%</td>
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<tr>
<td>Three Exams + Final Exam</td>
<td>40%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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Course grades will be assigned according to the following schedule:

90 % or higher = A  
80% - 89.99% = B  
70% - 79.99% = C  
60% - 69.99% = D  
59.99% or lower = F
This class is designed to be a “success-oriented course.” My desire is that all students in the class meet their individual learning (and grade) goals.

However, this does not mean that students can avoid working hard in this class, and it does not mean that all students automatically get a high grade just because they want it. What this does mean is that all students who do well in the class will be rewarded accordingly. That is, the grade distribution will not be adjusted to force it to fit a bell-shaped curve in which an equal number of students must fail as succeed – thus, students are not in direct competition with each other.

Also, I’ve included various types of assignments that tap into different learning styles in order to help students demonstrate their understanding of the material we cover in class. In addition, the exams and assignments are designed to encourage the development of students’ ability to not only restate course material, but to observe, evaluate, communicate and apply the concepts to solving real-world problems, which are skills that are highly valued in the workplace.

**Attendance and Participation:**
Students are expected to attend every class. Attendance will be taken at the very beginning of class - anyone arriving late will be marked absent. Only documented, University-approved excuses will be accepted for absences. You will be allowed one unexcused absence, after that, each additional absence will result in a reduction in your participation grade.

Participation (which includes attendance) will be worth thirty percent of the course grade. Student participation will be evaluated in terms of quality, not just quantity. Students must participate in discussions and activities; however, students who talk a lot but include little relevant content or thoughtful contribution in their comments will not receive full points for participation. **Note that thoughtful and meaningful participation requires good preparation – that requires reading the assigned chapters BEFORE the class in which they are due.** I may call on students in class, and those who are unprepared and unable to answer questions or participate in the discussion can expect to have their participation grades lowered. Participation also requires being fully attentive and active in any in-class activities, and not relying on others to carry the bulk of the activity.

**Minor Group Assignments:**
A portion of the course grade will be based on various group assignments, which may include in-class group tests. (Specific details of the assignments will be provided.)
**In-Class Activities and Homework Assignments:**
Throughout the semester, a variety of graded in-class activities and homework exercises will be assigned, and these assignments will be averaged to be worth fifteen percent of the course grade. Some of these will be individual assignments, other will be team assignments. Some will be announced in advance, others will be assigned on the spot. No “make-ups” will be allowed for missed graded in-class activities, unless documentation is provided for a University-approved absence.

All assignments must be turned in at the beginning of class the day they are due – no late assignments will be accepted – NO EXCUSES. Note that if you are late to class and the assignments have already been collected, then the assignment is late also and will not be accepted.

**Exams:**
There will be three non-cumulative exams during the semester, based on the readings, lecture and discussions in class, and assignments. Questions will focus on your understanding of consumer behavior concepts and your ability to apply these concepts to real-world problems. The final exam will be incremental to these three exams, be comprehensive (covering the entire semester) and be given on the normal university schedule.

No “make-ups” are given for any of these exams unless the student presents documented evidence of a valid university-approved absence. These include: (1) participation in an approved field trip or other official SIU activity (e.g. athletics, debate, AMA conference, etc.); (2) confined under doctor’s orders; (3) granted leave of absence from SIU for reasonable cause by an academic dean. All approved absences require proper documentation, including absences for medical reasons. All absences must be approved by the instructor prior to the class session that will be missed, except for medical emergencies (however, note that medical emergencies still require documentation).
Classroom Policies:
I expect students to treat this course like a job: Be professional in your speech, your writings (including e-mail), and your behavior; be on time; and be prepared.

Prior to Class:
The format of this class necessitates participation and preparedness on the part of the student. You must read all materials before the class to which they are assigned.

During Class:
As a member of this class, you are invited to think, question, disagree and offer alternatives. That is part of the academic experience, as well as part of learning to be a contributing, critical thinker in any professional setting. However, my expectation is that you will behave professionally and courteously and respect the rights of others at all times. Failure to do so will result in being un-enrolled from the course.

Most of you will be graduating soon and taking a job in a corporate setting. It may be helpful in preparing you for that experience to think of class as a business setting. That means:

- You don’t ever simply fail to show up for work in a corporate setting. You can’t decide you’re just “not interested” in going to work today. You have to arrange in advance for time off for valid reasons (such as attending a relevant business conference) or let your manager know if you are too ill to be in the office. You would never schedule vacation during a critical work project – that means that while you're in school you should schedule vacations between semesters or on approved university holidays, not during the semester.
- If you needed to miss a business meeting, you’d inform your manager in a courteous manner and make arrangements with a colleague to fill you in on what you missed.
- You would never ask your manager if “anything important” were likely to happen at the meeting you are not attending. To do so implies that you believe meetings with your manager and colleagues are generally unimportant.
- You would never show up to a meeting empty handed, without bring any materials you might need – including the means to take notes (pen and paper or laptop), as well as any materials that were distributed in advance by your manager that will be referred to during that meeting.
- You would avoid being late, walking out in the middle of the meeting for any reason, or leaving early.
- You would turn off your cell-phone to avoid disturbing the meeting and would never take a call during a meeting.
- You would not use your cell phone to text or IM during the meeting. You would not surf the internet or read/send email on your laptop during the meeting. You would not read a newspaper or work on tasks unrelated to the meeting. Doing any of these is rude, disruptive, and unprofessional.
- You would avoid whispering and laughing with the person sitting next to you. You would listen attentively, take notes, and manage your face and posture to convey interest and competence.
- You would avoid interrupting people or being rude in any way.
• You would wait until after the meeting to discuss special accommodations for your personal situation.

_Why should you avoid these behaviors?_  
_Because doing any of these things reflects badly on you!_  

Deviations from student expectations will affect your class participation grade. If it appears to me that you are particularly unprepared for class or are failing to meet the basic requirements of course etiquette, I reserve the right to ask you to leave the room or withdraw from the course entirely.  

_Continued enrollment in this course indicates agreement with these policies._

OTHER IMPORTANT INFORMATION:  

_**Late Work:**_  
My experience with teaching university students suggests that, on average, 10 to 15 percent of the class will attempt to turn in assignments later than the time specified. Many reasons are given for late work (printer problems, computer files corrupted, flat tire, illness, oversleeping, teammate was supposed to do it, etc.). Trust me, I’ve heard them all. But no matter what the reason, the bottom line is that either (a) the work was completed and turned in _when required_, or (b) the work was _not_ completed and turned in when required.

As specified earlier, assignments are due in class at the beginning of class on the specified due date. They may not be emailed or dropped off, unless given specific permission in advance to do so. Never stick an assignment under an office door. There is NO PROVISION for late work on any assignment.  

_Late submissions are NOT ACCEPTED under any circumstances._  
_No partial credit will be given for late work._  

_Note that if you are late to class and the assignments have already been collected, then the assignment is late also and will not be accepted._

However, assignments may be turned in _early!_ I strongly suggest that students plan and schedule to complete work early (that means not waiting until the last minute!) I also strongly recommend having backup systems in place so that files aren’t lost and all work can be completed on schedule.

Again, treat your classes like a job – you don’t get to miss work deadlines without consequences, and in the corporate world those consequences are often much more serious than missing a grade on one class assignment. And making a reputation for yourself for completing work on schedule – or better yet, early – is a key to success in one’s early business career.

A major complaint of employers is that university faculty don’t instill a responsibility in students to have work done on time; I have a desire to be part of the solution rather than part of the problem. So, start now to develop good work habits for meeting deadlines.
“Extra Credit”:
I do NOT offer “extra credit” to individual students to make up for poor grade performance. There may be opportunities during the semester that will be offered to all students equally to participate in activities that would provide the potential to earn extra points, but these are not guaranteed – they will only become available as an opportunity arises. I suggest you take advantage of them if offered, but do NOT bother asking me for extra work individually.

Peer Evaluations:
“Free riders” on group work are not tolerated.

Peer evaluations at the end of the semester will be used to assess a student’s individual contribution (both effort and quality) to group projects and will be used to adjust individual students’ final course grades to reflect their participation in the group project.

In addition, if a situation arises in which a student’s individual work (especially on the homework assignments and exams) is NOT in line with the grades his/her group earns, it is an indication that the student is relying on his/her group members to learn and apply the course material rather than learning it him/herself. Such a case will invoke a review that may require an adjustment of the final course letter grade to better reflect that individual’s performance than what is represented by the numerical total.

Academic Honest Policy:
All university, college, and departmental policies on academic honesty will be strictly enforced. The consequence of academic dishonesty is failure in the course and referral of the case to the Dean of the college for additional disciplinary action. Please see the College of Business’ academic dishonesty policy at:


Emergency Procedures:
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

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. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
**Help Sessions:**
Students who desire help in studying for exams or preparing homework assignments or projects are encouraged to meet with me during my regularly scheduled office hours or by scheduling an appointment. Although I am very willing to meet with students outside of class to clarify points or provide study suggestions, I will not repeat the lectures outside of class, loan my notes to be copied, or be a private tutor.

I encourage you to make an appointment to see me if you incur any difficulties with the course – but please approach me early in the problem so that we can work together to create the opportunities for you to succeed. If you wait until the end of the semester, it will be too late to take any effective action.

**Final Exam:**
Per the normal university schedule.