

MARKETING 313: Sections 320, 321 - Consumer Behavior

INSTRUCTOR/COURSE INFORMATION:

Instructor: Kris Lindsey-Hall
Office: Alston 124
Email: kklindsey@cba.ua.edu
Website: www.krislindseyhall.com
Office Hours: Monday and Wednesday, 3:00 – 4:30pm and by appointment

Course Schedule: Monday and Wednesday, January 13 – April 29, 2016
Section 320, 5:00-6:15pm
Section 321, 6:30-7:45pm

Course Location: Bidgood Hall 219

COURSE DESCRIPTION:

Description from the Course Catalog (<http://courseleaf.ua.edu/pdf/2013-14.pdf>):

MKT 313. Consumer Behavior. 3 sem. hrs., Prerequisite(s): MKT 300.

Analysis of the basic processes underlying buyer behavior. Various factors are examined, including external influences (e.g., culture, reference groups, family) and internal influences (e.g., perceptions, attitudes, personality). Primary emphasis is on final consumers with a secondary emphasis on the external and internal influences affecting organizational buyers.

STUDENT LEARNING OUTCOMES

A good understanding of consumer behavior is basic to the development of marketing strategy. Therefore, the primary purpose of this course is to provide students with a usable, managerial understanding of consumer behavior. Specifically, at the conclusion of this course, students should be proficient in:

- 1) Applying terminology, concepts, and principles of consumer behavior to marketing problems
- 2) Recognizing how internal and external factors influence consumers' decision processes
- 3) Identifying and explaining specific sociological and psychological factors which may affect consumers' behaviors
- 4) Determining characteristics of consumers' decision processes

TEXTBOOK:

Consumer Behavior: Building Marketing Strategy, 12e (2013), Hawkins, Mothersbaugh, McGraw-Hill Irwin: New York.

It is helpful to read the assigned portions of the text prior to our reviewing it in class. You are expected to know and be able to discuss the concepts presented in the readings. Students are also encouraged to ask questions and make comments relevant to our class discussions. *Each group will need access to at least one textbook for in-class group assignments and cases.*

GRADES AND GRADING SCALE:

Your grade is based on your performance in the following areas: exams, class discussions, in-class exercises, and case assignments, as well as on attendance. The grading scale and specific point values for assignments are outlined below.

A+ = 97-100

B+ = 87-89

C+ = 77-79

D+ = 67-69

A = 93-96

B = 83-86

C = 73-76

D = 63-66

A- = 90-92

B- = 80-82

C- = 70-72

D- = 60-62

F = 59 and below

Activity	Points	% of Grade
Attendance and Participation	100	10%
In-class Group Exercises	150	15%
Group Case Assignments (2)	150	15%
Exam 1	200	20%
Exam 2	200	20%
Exam 3 (<i>Growth Assign. = 20 points</i>)	200	20%
Total	1000	100%

Grades will be uploaded to Blackboard as grading is completed. Midterm and final grades will be posted to Blackboard and MyBama. Students should immediately notify the instructor by email or during office hours if they believe there is a problem/discrepancy with their grades.

ATTENDANCE AND PARTICIPATION/CLASSROOM DECORUM:

Attendance: It is important that students make every effort to attend all class meetings. Only students who attend every class and make a strong effort to participate will earn full credit for attendance. If you know you must miss class for any reason, please email the instructor prior to missing class to see if making up work is an option. You should attach scans or copies of relevant notes from physicians, approved athletics absences, etc., in the email sent to the instructor.

All students are expected to be in class at the beginning of the class period. Points will be deducted for arriving late. If you are late, it is your responsibility to follow-up with the instructor after class to make sure your attendance was counted. Excessive late arrivals will negatively affect your attendance score.

Participation: Participation is required and is part of your grade. Examples of participation include, but are not limited to, providing examples or sharing an experience during a lecture, conveying your knowledge of the textbook principles, and asking and answering questions. *As your participation is dependent on your being in class, frequent absences will hurt your participation grade.*

Other examples of unacceptable behavior, which may earn you zero points for participation, include: chronic late arrival to class, sleeping, leaving class early, texting during class, talking to your classmates or using the internet in isolation from class discussion, playing computer games, and any other behavior which is considered disruptive by the instructor.

Quizzes: If students are not contributing to class lectures, I reserve the right to administer reading and participation quizzes throughout the semester. If given, these quizzes will count towards your attendance and participation grades.

Personal Technology Usage: I reserve the right to restrict usage of personal computers during class if they interfere with the teaching/learning environment. Cellphones should be powered off or in silent mode during course meetings with the exception of permitted breaks, or technology infusion assignments.

IN-CLASS EXERCISES:

Exercises will be completed in class to accompany and reinforce the chapter lectures. These can include case studies and other exercises from the textbook, responses to videos shown in class, or any other activity that is relevant to the session's topic. Graded, in-class exercises will generally be completed in groups, which will be assigned during the first full week of classes by the instructor. Each group will work together to meaningfully discuss the topic and to answer questions provided by the instructor. The entire class will then discuss conclusions and contributions of the exercise.

Grades will be assigned at the group level based on the quality of the group answer, and its contribution to the class discussion as a whole. Since these will be completed during class time, students must be present and participate in order to receive credit. *Only students with excused absences will be allowed to make-up these assignments, and will do so individually. It is the responsibility of the student to obtain and complete the missed assignment within one week of their absence in order to receive credit.*

POWERPOINTS AND IN-CLASS CONCEPT OUTLINES:

General PowerPoints for each chapter will be posted on Blackboard prior to our class meetings. However, the slides used in class lectures will have additional information that will not be posted online. It is the student's responsibility to get missed notes from a classmate.

Often, there will also be printed concept outlines given during class. To reward class attendance, these are generally NOT posted on Blackboard. *Only students with excused absences may obtain copies of these outlines from the instructor.* However, it is the student's responsibility to get the information to complete these outlines from a classmate, as I will not repeat missed lectures during office hours.

EXAMS:

There will be three exams for this course, which may include any material covered in lectures, class discussions, group exercises, case studies, and the course textbook. Exams may consist of multiple-choice, matching, and/or short-answer questions. Exams will not be comprehensive (as

outlined in the course calendar below). The use of course materials is NOT allowed during the exams.

Students will only be allowed to take make-up exams in the case of illness/family death or emergency, and only if students contact the instructor BEFORE the scheduled exam. Students will need to bring written evidence of why they could not attend in order to make up any exam. Exams will not be given after May 3, 2016, for any reason.

Individual GROWTH Assignment for Exam 3:

You will have one final assignment in order to evaluate your understanding of some of the key concepts from the course. This is to be completed independently, and will count towards **10% of your exam 3 grade**. These should be properly formatted (Times New Roman, size 12, double-spaced, 1" margins) and **include your name, CWID, and class section**. Submissions should be no more than 2 pages. You will have time during class (M, 4/25) to work on this assignment and ask any questions. These are due April 27, 2016. Please bring a paper copy to class.

Each student should complete the following:

- 1) Do you feel that you are able to apply the terminology, concepts, and principles of consumer behavior to real-world marketing problems as a result of this class? Why or why not?
- 2) How might you explain the value of this course to a future employer (i.e., what have you learned in this course that can help you in a future job)?
- 3) Give an example of how you might apply what you have learned to a real-world marketing problem.

CASE ASSIGNMENTS:

An important part of this course is applying what you learn in the course to real examples. Responding to case studies is one way to demonstrate your ability to do this. One case assignment will be given prior to each of the first two exams. Cases will be distributed during class on the assigned Case Study Days (2/17 and 3/30) and will be completed in your assigned groups.

Once groups are assigned, each group will select a team leader who will be responsible for submitting the case to me. The team leader should communicate any problems to me **before** the submission deadlines. Late or handwritten case submissions will not be accepted. **One paper copy for the group should be submitted in class, AND the team leader should email me a digital copy,** which will be reviewed through turnit.com.

Groups will meet in class to begin discussing the case. Groups will have until the next class period to complete and submit their case write-up (2/22 and 4/4). You may write cases in traditional case format, or in a question and answer format. However, if using a traditional format, please indicate the question number being answered in parentheses prior to answering that question in order to receive credit. These submissions should be typed, and professionally

formatted (Times New Roman, size 12, double-spaced, 1” margins). Case assignment submission should be between 5 and 8 pages. Each student’s name and your group number must be included on the case in order to receive credit. The cases are graded on the following criteria:

- The Case Study description is complete in its examination of all the areas indicated in the assignment (i.e., all questions assigned are completely answered).
- Quantity and quality of information referenced and its relatedness to the course are appropriate for college level work.
- Students are able to synthesize and analyze information provided to create quality conclusions and recommendations that are appropriate for college level work.
- Writing mechanics (e.g., style, format, length, punctuation and syntax) are appropriate for college level work.
- Writing quality (e.g., appropriate use of terminology, theories and concepts from the course) are appropriate for college level work.

EXTRA CREDIT:

Extra credit opportunities may arise throughout the course at the discretion of the instructor. It is not possible to make up these extra credit opportunities. No individual extra credit will be given.

DISABILITY STATEMENT:

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 or visit 133-B in Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services *before* receiving academic adjustments.

HONORS BY CONTRACT:

The deadline for submission of Honors by Contract applications to The University of Alabama Honors College is February 3, 2016. If you are interested in using this course for Honors by Contract, you must plan to meet with the instructor by January 27, 2016, to determine if a project will be possible and mutually beneficial.

IMPORTANT DATES:

01/13/2016	First day of class
01/30/2016	Last day to drop this course <u>without</u> a grade of “W”
02/22/2016	Case 1 Due
02/24/2016	Midterm grades entered by this date; Exam 1
03/11-18/2016	Spring Break – No classes
03/30/2016	Last day to drop this course <u>with</u> a grade of “W”
04/04/2016	Case 2 Due
04/06/2016	Exam 2
04/27/2016	Final Exam (Exam 3); Individual Growth Assignment Due

COURSE CALENDAR:

Part A – Introduction to CB, Marketing Strategy, and Internal Influences				
Day:	Date:	Topic:	In-class exercise(s):	Assignment(s):
1	W - Jan. 13, 2016	Intro to MKT 313	Student Info Notecard	Read Ch. 1
	M - Jan. 18, 2016	No class – MLK Jr. Day		
2	W - Jan. 20, 2016	Chapter 1 – Introduction to CB	Assign Groups	Read Ch. 8
3	M -Jan. 25, 2016	Chapter 1 wrap-up, Chapter 8 – Perception		Read Ch. 9
4	W – Jan. 27, 2016	Chapter 8 wrap-up, Chapter 9 – Learning, Memory, and Product Positioning	Ch. 8 in-class exercise	Read Ch. 10
5	M - Feb. 1, 2016	Chapter 10 – Motivation, Personality, and Emotion	Ch. 10 in-class exercise	Read Ch. 11
6	W - Feb. 3, 2016	Chapter 11 – Attitudes and Influencing Attitudes		
7	M - Feb. 8, 2016	Chapter 11 wrap-up,	Ch. 11 in-class exercise	Read Ch. 12
8	W - Feb. 10, 2016	Chapter 12 – Self-Concept and Lifestyle		
9	M - Feb. 15, 2016	Chapter 12 wrap-up	Ch. 12 in-class exercise	Bring book next class for case study.
10	W - Feb. 17, 2016	Group Case Study Day		Bring questions for exam review; Submit copy of case study at beginning of next class.
11	M - Feb. 22, 2016	Exam 1 Review for Chapters 1 and 8-12	Submit Case Study	Review for Exam
12	W - Feb. 24, 2016	Exam 1 (75 minutes)	Take Exam 1 in class	Read Ch. 2
Part B – External Influences and the Consumer Decision Processes				
Day:	Date:	Topic:	In-class exercise(s):	Assignment(s):
13	M – Feb. 29, 2016	Chapter 2 – Cross-Cultural Variations in Consumer Behavior		Read Ch. 7
14	W - Mar. 2, 2016	Chapter 7 – Group Influences on Consumer Behavior	Exam 1 Questions/Scores Discuss Case 2	Read Ch. 13
15	M - Mar.7, 2016	Chapter 13 – Situational Influences	Ch. 7/13 in-class Activity	Read Ch. 14
16	W - Mar. 9, 2016	Chapter 14 – Consumer Decision Process and Problem Recognition	Ch. 14 in-class Activity	Read Ch. 15
	Mar. 14-18, 2016	Spring Break – No Classes		

17	M - Mar. 21, 2016	Chapter 15 – Information Search	Ch. 15 in-class Activity	Read Ch. 16
18	W - Mar. 23, 2016	Chapter 16 – Alternative Evaluation and Selection	Ch. 16 in-class Activity	Bring book next class.
	M - Mar. 28, 2016	Easter Break – No Class		
19	W - Mar. 30, 2016	Group Case Study Day		Bring questions for exam review; Submit copy of case study at beginning of next class.
20	M - April 4, 2016	Exam 2 Review for Chapters 2, 7, and 13-16	Review for Exam Submit Case Study	Study for Exam 2 (Chs. 2, 7, 13-16)
21	W - April 6, 2016	Exam 2 (75 minutes)		Read Ch. 17
Part C – CB, Strategy, and Services Marketing				
Day:	Date:	Topic:	In-class exercise(s):	Assignment(s):
22	M - April 11, 2016	The Gap Model and Services Blueprinting	<i>Guest Lecturer: Dr. Mothersbaugh</i>	<i>*Reminder: Please complete course evaluations. Constructive feedback is valuable and appreciated.</i>
23	W - April 13, 2016	Chapter 17 – Outlet Selection and Purchase	Exam 2 Questions Discuss Case 2	Read Ch. 18
24	M - April 18, 2016	Chapter 18 – Postpurchase Processes	Ch. 18 in-class activity	Read Ch. 19
25	W - April 20, 2016	Chapter 19 – Organizational Buyer Behavior	Ch. 19 in-class exercise	Bring questions for final exam review.
26	M - April 25, 2016	Growth Assignment Day Final Exam (Exam 3) Review for Chapters 17-19 and Gap Model and Services Blueprinting		Study for Exam 3 (Final) (Chs. 17-19, Gap Model and Services Blueprinting)
27	W - April 27, 2016	Exam 3 (Final)	Review for Exam <i>*Final day to submit typed growth assignment</i>	

*It is unlikely, but possible, that the calendar will change as necessary throughout the course. You will be advised with sufficient notice of any changes.

POLICY ON ACADEMIC MISCONDUCT:

UA Code of Academic Conduct

All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student.

The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.*

*A copy of the policy can be found at: <http://provost.ua.edu/uploads/1/6/5/5/16553942/academicmisconductpolicy.pdf>

SEVERE WEATHER PROTOCOL:

In the case of a tornado warning (tornado has been sighted or detected by radar, sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

UA is a residential campus with many students living on or near campus. In general, classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate lifesaving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service (<http://www.weather.gov/>) and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff, and students take. The Office of Public Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through Connect-ED--faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM

Weather advisories are broadcast via WUOA/WVUA-TV, which can be viewed across Central Alabama. Also, visit wuatv.com for up-to-the-minute weather information. A mobile Web site is also available for your convenience.