

**UHCL Fall 2019
Consumer Behavior
MKTG 3343
Section 01, Bayou Building room 2234
Thursday 4:00-6:50pm**

Instructor: Lynn Place, MBA
Office: Bayou 3121.13
Phone Number: 281-283-3219 (cell: 512-922-8776 emergency only)
Email: Place@UHCL.edu
Office Hours: Tuesday 12-2:15pm
Wednesday 12-3:45pm
Thursday 12-2:15 and other times by appointment

APPLIED CRITICAL THINKING STATEMENT

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose*, asking *questions*, using *information*, applying *concepts*, drawing *inferences and conclusions*, identifying *assumptions*, anticipating *implications and consequences*, and recognizing *points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness*.



Communication

COURSE DESCRIPTION: The course introduces students to consumer behavior in a marketing context. Theories from consumer research, psychology, economics, and other social sciences will be covered to provide the necessary background to address the **central questions of the course: How and why do consumers engage in marketing exchanges?** To answer this central question, this course will explore how the fundamental concepts of **affective, cognitive, and behavioral responses influences consumers' decision-making processes.**

- *Affective responses – moods, feelings, and emotions*
- *Cognitive responses – thoughts and analytical processes*
- *Behavioral responses – actions, such as trying, buying, and communicating*

The format of class is face-to-face lecture and in-class activities. Class requirements include reading assigned chapters before coming to class and participation in both lecture and in-class activities.

PREREQUISITES: MKTG 3301 or equivalent

REQUIRED MATERIALS: Consumer Behavior by Wayne D. Hoyer, Deborah J. MacInnis and Rik Pieters (7th Edition – 2016, available in the university bookstore). Additional readings may be required and will be provided.

LEARNING OUTCOMES: Upon successful completion of this course, students will have the ability to

1. Identify the major *concepts* to logically analyze consumer behavior in a marketing planning context.
2. Develop an understanding of various marketing segments' *points of view* to create a marketing mix to *communicate* value to consumers using factors that affect consumer decisions.
3. Develop an accurate understanding of consumer decision-making processes related to marketing management and public policy to solve marketing problems related to consumer behavior.
4. Provide useful techniques and tools for analyzing relevant consumer behavior *information*.
5. Clearly *communicate* your analysis of marketing *information* to generate *conclusions* and update or create a marketing mix.

ATTENDANCE: You are highly encouraged to attend class. You cannot make-up any in-class activities, including exams, quizzes, or projects, unless your absence is excused as per university policy. Students who regularly attend class consistently outperform those who do not. If you miss a class, please contact your teammates or instructor for an overview of covered content.

ACADEMIC HONESTY: *"I will be honest in all my academic activities and will not tolerate dishonesty."* Submission of this exam/assignment certifies my compliance with the UHCL Honesty Code that I signed at the start of the semester. I pledge on my honor that I have complied with this policy, inclusive of not acquiring unauthorized information or assistance, not providing others with unauthorized information or assistance, avoiding plagiarism, avoiding conspiracy, avoiding fabrication/falsification, avoiding abuse of resources and materials, and reporting the academic dishonesty of others. University policies regarding cheating and plagiarism will be enforced. Any student found guilty of cheating or plagiarism on any class assignment or exam will receive zero points on said assignment, quiz or exam. See this [Link to More Detail](#) for more information

STUDENTS WITH DISABILITIES: The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 pertaining to the provision of reasonable academic adjustments/auxiliary aids for students who have a disability. In accordance with Section 504 and ADA guidelines, the University of Houston-Clear Lake strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact Disability Services at 281-283-2648, disability@uhcl.edu, and www.uhcl.edu/disability.

EDUCATIONAL ASSESSMENT: The School of Business may use assessment tools in this course and other courses for curriculum evaluation. Educational Assessment is defined as the systematic collection, interpretation, and use of information about student characteristics, educational environments, learning outcomes and client satisfaction to improve program effectiveness, student performance and professional success. These assessment tools will not impact student grades, but will provide faculty with detailed information that will be used to improve courses, curriculum, and students' performance.

DROP RULE: 6 Drop Rule Limitation - Students who entered college for the first time in Fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops. You should take this into consideration before dropping this or any other course. Visit www.uhcl.edu/records for more information on the 6 drop rule and the census date information for the semester/session.

GRADING:

	Percent of Total
Exam 1	20%
Exam 2	20%
Exam 3	20%
Critical Thinking Case Studies	20%
Class Participation Activities	20%
TOTAL	100%

Letter Grade Equivalents:

A	100-93.00	B ⁺	89.99-87.00	C ⁺	79.99-77.00	D ⁺	69.99-67.00	F	<60
A-	92.99-90.00	B	86.99-83.00	C	76.99-73.00	D	66.99-63.00		
		B-	82.99-80.00	C-	72.99-70.00	D-	62.99-60.00		

CRITICAL THINKING CASE STUDIES: This activity is a written and formal presentation of an assigned case to teams of two students throughout the semester. You will demonstrate your ability to use the following elements of thought and fulfill all Learning Outcomes

- **Question at issue** (problem, issue)
- **Information** (data, facts, observations, evidence)
- **Interpretation and Inference** (conclusions, solutions)
- **Concepts** (theories, definitions, laws, principles, models)

Case study deliverables and rubric are attached.

EXAMS: Regular exams are in-class and non-cumulative. Questions may be multiple choice, short answer (about a paragraph), or long answer (about a page). Exam questions may cover material from the book, PowerPoint slides, class discussion, or other assigned material. All exams are 75 minutes in length. Students who arrive late to an exam will be allowed to (attempt to) complete the exam during the remaining scheduled time.

EXAM MAKE-UP PROCEDURE: You must have an excused absence to be eligible to have a makeup exam. Here is how you get an absence excused:

1. Email me before the exam period to explain why you are not taking the exam. Explain in your email why you are unable to take the exam and provide me with a phone number where you can be reached. If you email me after the exam period has started your absence will not be excused. No exceptions.
2. If I determine your reason for missing the exam is a legitimate reason, then you will need to provide me with documentation to support your excuse. Please note, "I had to work" or "I have had a vacation planned for some period of time" will not be an excused absence. Generally, only medical reasons are considered a valid reason to miss an exam.
3. You have until three days after the scheduled exam to provide me with the documentation. I will verify the documentation. For example, let's say you were ill. I will call your physician to verify your illness. If you fail to provide me with the documentation within 3 days of the missed exam, your absence will be unexcused and you will receive a zero for that exam score.
4. If I determine your reason for missing the exam is not a sufficient reason to miss the exam or I cannot verify the documentation you provided, you will not have an excused absence; therefore, you will receive a zero for that exam score.

STUDENT RESPONSIBILITIES:

- Read material to be covered before class so discussion will be meaningful and lectures will be more interactive.
- Attend class. Arrive on time. Take notes. Review class material. Participate in class discussions and activities. Ask questions. Questions will improve the quality of lecture and facilitate discussion. You may also ask questions after class or set up an office appointment.
- Cell phones should never be heard in the classroom. Out of respect for your fellow students and for the instructor, silence them before coming to class. Do not send or read messages during class.
- Practice classroom behavior that does not interfere with the learning of others.

LAST DAY TO DROP CLASS: The last day to drop the course or withdraw without a grade penalty is **11/11/2019**.

TENTATIVE COURSE SCHEDULE**

Week	Consumer Behavior	Chapters	Topics
1	8/29/2019	1	Introduction, Marketing Research Overview
2	9/5/2019	2 & 3	Motivation - Ability - Opportunity, Exposure - Comprehension
3	9/12/2019	4 & 5	Memory and Knowledge, High Effort Attitude
4	9/19/2019	6	Low Effort Attitude
5	9/26/2019	Exam 1	
6	10/3/2019	7	Problem Recognition and Information Search
7	10/10/2019	8	Judgement and Decision Making with High Effort
8	10/17/2019	9	Judgement and Decision Making with Low Effort
9	10/24/2019	10	Post Decision Process
10	10/31/2019	Exam 2	
11	11/7/2019	11 & 12	Social Influence, Consumer Diversity
12	11/14/2019	13 & 14	Social Class Influence, Psychographics
13	11/21/2019	15 & 16	Innovation Process, Symbolic behavior
	11/28/2019		Thanksgiving
14	12/5/2019	17	Ethics & Social Responsibility
Finals	12/12/2019	Exam 3	

**Subject to change as announced in class or on the class website. Additional readings may be required.

**MARKETING 3343, CONSUMER BEHAVIOR
APPLIED CRITICAL THINKING CASE STUDY ASSIGNMENT**

PURPOSE: To gain a critical thinking perspective, deeper understanding and application of information in the book and lecture each week in preparation for course mastery

METHOD: A team of two students will prepare a case study to present to the class each week, which demonstrates the principles we are studying in the world of marketing and recommendations for the company using critical thinking.

FORMAT: Power Point presentation and discussion. Do not write and read your presentation.

DELIVERABLES:

- Situation Summary
- Identify the key issues that relate to the lecture/chapter topics
- Answer each question and provide the rationale for your answer
- Identify which other alternatives were considered and why they were rejected
- Provide a summary solution to the problem and the next steps the company should take

EVALUATION:

	Less Than Expected	As Expected	Exceeds Expectations
Summary	Regurgitation of case	Summary of case	Clear and concise summary using original description of situation avoiding information not relevant to the case
Key Issues	Unable to identify key issues	Regurgitation of issues stated in case and loose connection to concepts we are studying	Concise statement of key issues with insight as to why they relate to concepts we are studying
Answer and Rationale	Unable to provide logical rationale	Moderate logic between answer and rationale	Rationale logic tightly matches answer
Alternatives	No or inappropriate alternatives identified. Limited use of data or facts.	Alternatives identified but implications and consequences are not clear. Some data or facts cited.	Clear relationship of implication and consequences of alternatives. Strongly supported with data or facts
Solution and Next Steps	The relevance of the solution and suggested next steps is not obvious.	The solution and next steps are relevant but the closing argument is not strong.	The solution and next steps are relevant. The closing argument is strong enough to get instant agreement from the client.
Points	70-79	80-89	90-100

WEEK	DATE	CHAPTER	CASE	CASE TITLE
1	8/29/2019	1	1	How Unilever's Brands Connect with Consumers
		1	2	Swatch Makes Time for Luxury
2	9/5/2019	2	1	USAA: Millions of Customers, One Bank Branch
		2	2	What's in Store at Umpqua Bank
		3	1	How Under Armour Gets Noticed
		3	2	Heinz Is Looking for Attention
3	9/12/2019	4	1	Nostalgia Marketing Brings Memories Back
		4	2	Hyundai Accelerates New Image Marketing
		4	3	Remember the Apple
		5	1	Volkswagen's Drive to Become the World's Top Automaker
		5	2	GEICO Makes Its Case for Savings and Service
4	9/19/2019	6	1	The Old Spice Man Spices Up Brand Marketing
		6	2	Tugging on Shoppers' Heartstrings
6	10/3/2019	7	1	Searching for a Search Engine
		7	2	Using Cell Phones for Price and Product Comparisons
7	10/10/2019	8	1	Harley-Davidson Wheels into India
		8	2	Winnebago Wants RV Owners to Get on the Road
8	10/17/2019	9	1	Bargain-a-Day Deal Appeal
		9	2	Try It, You'll Like It: Sampling
9	10/24/2019	10	1	What to Do with Old Cell Phones?
		10	2	Service Recovery Helps JetBlue Fly Higher
11	11/7/2019	11	1	Big Buying on Black Friday and Cyber Monday
		12	1	Marketing to Teens Worldwide via Music
		12	2	Can Canned Soup Translate?
12	11/14/2019	13	1	IKEA's Household Appeal
		13	2	Getting to Know Mom
		14	1	Earache Treatment, Aisle 3: The Rise of Retail Walk-In Clinics
		14	2	McDonald's Goes Upscale from Paris to Peoria
13	11/21/2019	15	1	It Is Brewing: Single-Serve Coffeemakers Are Hot
		15	2	The CFL: Coming Soon to a Light Socket Near You
		16	1	Bicycles: More than Pedal Power
		16	2	Buying that Special Something Online
14	12/5/2019	17	1	Marketing Baby Carrots Like Junk Food
		17	2	Is Your Personal Data Private? Is It Safe?