Course Syllabus
MKTG 3012-002 – Consumer Behavior
SPRING 2019
3.0 Credit Hours

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Office Hours: Mondays and Wednesdays 9:30 am – 10:30 am or by appointment.

Course Overview:
This is a general introductory business course in which you will learn the fundamentals of marketing. Students on completion of this course will have clarity and understanding of the concepts used in marketing and will develop familiarity with these concepts.

Pre-Requisites/Co-Requisites:
The prerequisite for MKTG 3012 is MKTG 3010 (Principles of Marketing). Students must have completed MKTG 3010 with a grade of C or better to be eligible to take this course. Those students not meeting this prerequisite will not be allowed to take MKTG 3012. Students may not take MKTG 3010 and MKTG 3012 concurrently. If a student has not met the prerequisite and fails to properly withdraw, the student may be administratively withdrawn, possibly without the refund of tuition and fees.

Required Texts (and Related Materials):
- Why we Buy by Paco Underhill. It is available on Amazon. Students can buy either online version or a book version (costs around $10).

Recommended Texts (and Related Materials):
It is highly recommended for students to read articles from academic journals like Journal of Consumer Research, Journal of Consumer Psychology to enhance their understanding of consumer behavior research.
It is recommended (but not required) that students have access to at least one periodical that includes business news (*Commercial Appeal, Wall Street Journal, Bloomberg, etc.*)

**Location of Course Materials:**

All course materials (lectures, discussion topics, news, etc.) are located on the [eCourseware website](http://ecourseware) (opens in new window).

**Course Objectives:**

MKTG 3012 is a marketing course that applies concepts, theories, and principles from a variety of relevant social sciences to the study of consumers’ acquisition, consumption, and disposition of products (i.e., goods, services, and ideas). Knowledge and understanding of consumer behavior is an essential asset for anyone working in marketing. An appreciation of the influences on consumers will also help an individual better understand their own preferences and behaviors. An understanding of consumer behavior is becoming increasingly important for individuals working in the marketing arena. Moreover, a better understanding of the factors that influence consumers may assist an individual in understanding his or her own consumer preferences and actions. Therefore, the course objectives are as follows:

1. Provide students with a general understanding of consumer behavior principles and concepts.
2. Provide students with an understanding of the factors that influence consumer behavior.
3. Offer students the opportunity to apply consumer behavior concepts to marketing situations.

**Fogelman College: Learning Outcomes for Your Degree**

This course is designed to help you to meet the overall learning objectives for the BBA degree offered by the Fogelman College. You should take the time to become familiar with the overall learning objectives as a student in the BBA degree program.

- [BBA Program Outcomes](http://bba-program-outcomes) (opens in new window)

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**Grading and Evaluation Criteria**

Over the semester, you will have a variety of opportunities to earn points towards your final (overall) letter grade in this course. This section of the syllabus describes the assessed work you will be doing and how overall (final) letter grades will be computed.
Final Course Grades

Final course grades are earned according to the following table:

<table>
<thead>
<tr>
<th>Point Range</th>
<th>Assigned Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above or = 900 Points</td>
<td>A</td>
</tr>
<tr>
<td>Above or = 800 Points</td>
<td>B</td>
</tr>
<tr>
<td>Above or = 700 Points</td>
<td>C</td>
</tr>
<tr>
<td>Above or = 600 Points</td>
<td>D</td>
</tr>
<tr>
<td>Under 600 Points</td>
<td>F</td>
</tr>
</tbody>
</table>

Your overall grade for the semester is based on how well you perform on a mixture of formal activities including discussions, quizzes and assignments. A detailed description of each of the assessed activities can be found after the scoring summary table below.

Summary of Graded Activities

Points earned on the assessed activities will be distributed as follows:

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online discussions 20 @ 10 points each</td>
<td>200</td>
</tr>
<tr>
<td>3 Exams @ 100 points each</td>
<td>300</td>
</tr>
<tr>
<td>Project: Presentation</td>
<td>300</td>
</tr>
<tr>
<td>Project: Report</td>
<td>150</td>
</tr>
<tr>
<td>Project: Team evaluation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000 pts</td>
</tr>
</tbody>
</table>

Exams

Three exams will be given. The format will be discussed in class. Under NO circumstances will a test be administered to one (or a few students) separately, on a day different from the date scheduled for the entire class. This means that exams will NOT be given early because of travel, etc. If you fail to show up for an exam without contacting me prior to the exam, you will receive a zero for the exam. In the case of an emergency, you must contact me within 24 hours of the scheduled exam; otherwise, a zero will be assigned.

A make-up exam for individuals missing any exams will be available only under the following conditions:

1) The individual notifies Ms. Daraboina the day before the exam or
2) has an official university excused absence or a written doctor’s excuse. (Make-up exams will not be permitted without written documentation of the absence!) The make-up exam will be scheduled at the professor’s discretion and may consist of a series of essay questions. If such procedures are not followed, a zero will be assigned for a missed exam.

Although all the text material may not be covered in class, students are responsible for all assigned readings and handouts. Of course, anything discussed in class or presented on video may be included on the exams.

Regrading: If you believe an error has been made in grading your assignments, you may request a re-grade by doing the following:

i. Write a brief note to me (by e-mail) explaining why you think there is an error. I may ask you to re-submit the assignment.

ii. All re-grade requests must occur within seven (7) calendar days of the day graded material is returned to the class or the final course grade is posted.

iii. I reserve the right to re-grade the entire contents of any submitted assignment. Your grade may go up or down.

**Schedule of Activities**

For a complete semester schedule of readings, activities, and due dates for assignments, please refer to the “Semester Calendar” that can be on the last page of this syllabus.

*Online discussions:*

The online discussions will be evaluated by the following criteria:

10 points – Student starts a discussion thread. Comments and analysis offered are substantive, provide major insights, and move the class discussion forward. Arguments are robust, well defended, and presented with persuasion. Participates in the discussion by providing comments on at least two other posts.

8 points – Student starts a discussion thread. Comments and analysis offered are substantive and insightful. Arguments are generally well substantiated and persuasive. Comment provided on at least one other post.

6 points - Student starts a discussion thread. Ideas offered generally reflect facts, but little is offered in terms of analysis or argument. Comment provided for a post.

4 points – Student does not provide comments but does starts a discussion thread.

2 points – Just a comment.

0 points – Student has not started a discussion thread nor a comment.

*Projects:*

For the group projects students need to form a group of 4 -5. They can choose their group members or ask the instructor to do so. The groups can come up with any project idea that involves a problem recognition currently faced by a company. All the project topics must be
finalized by the instructor. Incase the students are unable to find a problem on their own they can contact the instructor for help.

All work is graded for both form and content: content is defined as meeting the objectives of the assignment, and form includes both the clarity of communication and presentation and conciseness. Grading for each project (both the oral presentation and written reports) will be assessed using the following five criteria:

1. **Clarity**: careful, well-organized preparation (including spelling, syntax, and punctuation)

2. **Conscientiousness**: thorough coverage

3. **Course Relevance**: pertinence to key concepts in Consumer Behavior

4. **Conciseness**: fitting within the page or time limit

5. **Creativity**: imagination, insightfulness

You will participate in the project in groups of 4-5 individuals (groups formed by you), and you will be graded as a group. All group members are expected to participate fully in the project, including attending group meetings, preparing and applying each research method, conducting analyses, and preparing and presenting the project in the final presentation. If there is a “free rider” problem in any group, the group should talk to the group member first to try to resolve the problem. If that doesn’t solve the problem, the group should meet with me to work it out. At the end of the class, I will also ask each group member to assess their fellow group members’ contributions to the project. These assessments may influence individuals’ project grades.

**Formatting Guidelines for ALL Submitted Work**

I am very particular about any work submitted, either as part of a visual presentation to the class or as any hard-copy presentation. If I find 5 or more grammatical, spelling, or formatting errors, 5% will be deducted from your score on the project. I hope never to have to do this: please consider this simply a form of motivation to you to proofread your work before submitting it. All reference sources must be properly cited at the end of the report. If the report is the work product of a team, and not just of an individual, only a single report is due.

The following formatting criteria apply to ALL submitted work:

- Typed in 12-point font
- Double-spaced
- Standard one-inch margins (top/bottom, left/right)
- Numbered pages, at the bottom
- Stapled in the upper left-hand corner or bound
- Cover page with title of assignment, your name(s), and date submitted

**Final Exam Schedule**

The final exam for this class will be scheduled according to the Registrar’s academic calendar website (opens in new window). As there is no final exam scheduled the students need not come in person but email the final report on the due date (April 30th by 10 am).
Course Policies

E-MAIL:

All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student’s responsibility.

Attendance:

Attendance is highly recommended as it will affect the level and quality in which you participate. In certain circumstances, you may have a conflict and might be unable to attend the class, will need to be tardy and/or leave early. If you know you will not be able to attend class, please email me prior. While you will not be able to make up in-class lectures, this will not dramatically reduce your overall grade (assuming this is not a frequent occurrence). If you must leave early please tell me before class, sit near the door, and then leave quietly. If you continuously come to class late it will impact your final score. It is expected that your conduct will be in a professional manner in the class. Please make sure your cell phones are on silent and put away.

Adding / Dropping:

If you have questions about adding or dropping classes, please refer to this page on the Registrar’s website (opens in new window).

Academic Integrity: [REQUIRED]

The University of Memphis has clear codes regarding cheating and classroom misconduct. If interested, you may refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a “Solutions Manual” is considered cheating. Should your professor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ Office of Student Conduct website (opens in new window). If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the Fogelman College’s Website on Academic Integrity (opens in new window).

Participation:

To be successful in this course as a student, you must stay active and involved throughout the entire semester. Students are expected participate in all interactive aspects of the course. You should also regularly communicate with the instructor as part of your overall learning experience, check into the course frequently for announcements (usually on the course home page), and actively participate in threaded discussion events (both formal and informal). You should plan on logging into the course at least three times each week.

Classroom or Online Behavior:

All participants in the course should be considerate of the other course participants and treat them (as well as their opinions) with respect. The class will operate under the assumption that
any and all feedback offered is positive in nature and that the intentions of the person(s) providing feedback are strictly honorable. Insensitivity in this area will not be tolerated. If you have any questions about online communication, you should review the Fogelman College’s Netiquette website (opens in new window).

**Late Assignments:**

All quizzes, projects, and assignments are due no later than the due dates posted in the outline and due date files in eCourseware website (opens in new window). There are no extensions / make up / or other exceptions like partial credit; as explained in their respective sections. In case of extreme conditions, contact me as soon as possible.

**Extra Credit:**

There is no extra credit offered in this course. Your final grade will be computed based on your work on the formal/assessed activities previously described in this syllabus.

**Reporting Illness or Absence:**

Due dates and deadlines have been established for each graded assignment. In this course, deadlines are taken very seriously. Please do not wait until the last day to submit assignments or to take quizzes and exams. If an emergency should arise, it is the student’s responsibility to contact the instructor prior to the deadline to discuss the matter. A deadline extension will be considered only if all of the following conditions are met: (1) Extreme emergency and (2) Instructor contacted prior to the due date.

**Inclement Weather:**

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an Inclement Weather Hotline at 678-0888 as well as TigerText (opens in new window), an emergency alert text messaging service to students, faculty and staff. This optional service is used in the event of an on-campus emergency, an unscheduled university closing, or a delay or cancellation of classes due to, for instance, inclement weather. Additional information on TigerText (opens in new window).

**Syllabus Changes:**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

**Student Services**

Please access the FCBE Student Services (opens in new window) page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
Advising Services for Fogelman Students
Technical Assistance

Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic/ Activity</th>
<th>Online Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue</td>
<td>Jan 15</td>
<td>Syllabus and Introduction; Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>Jan 17</td>
<td>Chapter 2: Cross cultural variations in CB</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Tue</td>
<td>Jan 22</td>
<td>Chapter 3: Values</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Thu</td>
<td>Jan 24</td>
<td>Chapter 4: Demographics and Social stratification</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Tue</td>
<td>Jan 29</td>
<td>Chapter 7: Group influences on CB</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Thu</td>
<td>Jan 31</td>
<td>Review Day</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Tue</td>
<td>Feb 05</td>
<td>Exam 1 (Chapters 1-4; 7)</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>Feb 07</td>
<td>Chapter 8: Perception</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Tue</td>
<td>Feb 12</td>
<td>Chapter 9: Learning, Memory &amp; Positioning</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Thu</td>
<td>Feb 14</td>
<td>Chapter 10: Motivation, Personality and Emotion</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Tue</td>
<td>Feb 19</td>
<td>Chapter 11: Attitudes</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Thu</td>
<td>Feb 21</td>
<td>Chapter 12: Self-concept and lifestyles</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Tue</td>
<td>Feb 26</td>
<td>Review Day</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Thu</td>
<td>Feb 28</td>
<td>Exam 2 (Chapters 8-12)</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>Mar 05</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>Mar 07</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>Mar 12</td>
<td>Project selection: All project must be approved by the instructor.</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Thu</td>
<td>Mar 14</td>
<td>Chapter 13: Situational Influences</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Tue</td>
<td>Mar 19</td>
<td>Chapter 14: Consumer Decision Processes &amp; Problem Recognition</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Thu</td>
<td>Mar 21</td>
<td>Chapter 15: Information Search</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>Tue</td>
<td>Mar 26</td>
<td>Chapter 16: Alternative Evaluation &amp; Selection</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>Thu</td>
<td>Mar 28</td>
<td>Chapter 17: Outlet Selection &amp; Purchase</td>
<td>Chapter 17</td>
</tr>
<tr>
<td>Tue</td>
<td>Apr 02</td>
<td>Chapter 18: Post-purchase Processes: Satisfaction &amp; Commitment</td>
<td>Chapter 18</td>
</tr>
<tr>
<td>Thu</td>
<td>Apr 04</td>
<td>Guest lecture / Review Day</td>
<td>Chapter 19</td>
</tr>
<tr>
<td>Tue</td>
<td>Apr 09</td>
<td>Exam 3 (Chapters 13-18)</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>Apr 11</td>
<td>Project discussions / Optional class</td>
<td>Chapter 20</td>
</tr>
<tr>
<td>Tue</td>
<td>Apr 16</td>
<td>Presentations 1-3</td>
<td></td>
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<tr>
<td>Thu</td>
<td>Apr 18</td>
<td>Presentations 4-6</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>Apr 23</td>
<td>Presentations 6-10</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>Apr 30</td>
<td>Report due online by 10 am.</td>
<td></td>
</tr>
</tbody>
</table>
Team Member's Evaluation Form

Name of Team Member doing evaluation: _________________________________________

Name of Team Members being evaluated: __________________________________________

INSTRUCTIONS: You have 50 points to allocate to all members of the group (including yourself). Please list the team member’s name, the number of points out of 50 the team member earned (based on the amount of work they did), and your reasoning for why they deserved the number of points specified.

1. Team Member 1 Name (YOU): _______________________________________________
   Points: ______ Comments:

2. Team Member 2 Name: _____________________________________________________
   Points: ______ Comments:

3. Team Member 3 Name: _____________________________________________________
   Points: ______ Comments:

4. Team Member 4 Name: _____________________________________________________
   Points: ______ Comments:

5. Team Member 5 Name: _____________________________________________________
   Points: ______ Comments:

*TOTAL POINTS SHOULD NOT EXCEED 50