



SAN IGNACIO
UNIVERSITY
MIAMI, USA

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|--------------------------|--------------------------|-------------------------|------------------|
| Date | | Credits | 3 Credits |
| Course Title | Consumer Behavior | Course Number | MA 30420 |
| Pre-requisite (s) | MAR 1011 | Co-requisite (s) | None |
| Hours | 45 Hours | | |

Place and Time of Class Meeting

San Ignacio University
3905 NW 107 Avenue, Suite 301
Miami, FL 33178

Name and Contact Information of Instructor

Book required

(The Institution recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)

Consumer Behavior, 6/E
Wayne D. Hoyer, Deborah J. MacInnis, Rik Pieters
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Classroom expectations for students

Attendance Policy

Students are expected to attend all scheduled university classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than **2** “free” absences in one semester. Students missing **3-5** classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than **6** classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.



Student Tardiness Policy

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than 6 tardies, the instructor will contact the San Ignacio University Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

NOTE: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

Course Description

Students will be able to understand and analyze consumer buying patterns, motivation and search behavior. This course provides students with an understanding of the consumer decision-making process. Among the topics studied we have: Developing information about consumer behavior, the psychological core, the process of decision making, the consumer’s culture, Consumer behavior outcomes and issues.

Learning Objectives

At the end of this course the student will be able to:

- To discuss and describe consumer behavior and the developing information about consumer behavior
- To describe the psychological core and analyze the motivation, ability, and opportunity
- To explain and discuss exposure to comprehension and describe perception and consumer behavior
- To compare and contrast sensory versus working memory and describe memory and knowledge
- To summarize attitudes based on high effort and explain how cognitively based attitudes are influenced
- To describe attitudes based on low effort and evaluate high-effort versus low-effort to persuasion
- To analyze the unconscious influences on attitudes when consumer effort is low

- To evaluate the process of making decision and discuss problem recognition and information search
- To explain and describe judgment and decision making based on high effort
- To describe judgment and decision making based on low effort and learning choice tactics
- To summarize post-decision processes and discuss companies go social for improved customer service
- To describe social influences on consumer behavior and discuss the sources of influence
- To evaluate how age effects consumer behavior and how regional influences affect consumer behavior
- To discuss household and social class influences consumption and explain how social class changes overt time
- To explain psychographics its values, personality, and lifestyle create the consumer's culture
- To describe consumer behavior outcomes and issues and discuss innovations: adoption, resistance, and diffusion
- To analyze symbolic consumer behavior and assess marketing, ethics, and social responsibility in today's consumer society

Topical Outline and Schedule

| DATE | | WEEK 1 |
|----------------------------|---|--------|
| SPECIFIC OBJECTIVES | Describe the course. <ul style="list-style-type: none"> • Define consumer behavior and explain the components that make up the definition • Identify the four domains of consumer behavior shown in Exhibit 1.6 that affect acquisition, usage, and disposition decisions • Discuss the benefits of studying consumer behavior • Discuss the four types of influences that affect the consumer's motivation to process information, make a decision, or take an action • Explain how financial, cognitive, emotional, physical, social, and cultural resources, plus age and education, can affect the individual's ability to engage in consumer behaviors • Identify the three main types of influences on the consumers' opportunity to process information and acquire, consume, or dispose of products | |
| TOPIC (S) | Syllabus Discuss Library Orientation Course, Instructor to verify completion <ul style="list-style-type: none"> • Define Consumer behavior and describe goods, services, activities, experience, people, and ideas | |

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| | <ul style="list-style-type: none"> • Describe what affect consumer behavior from the psychological core to the process of decision making • Discuss who benefits from the study of consumer behavior • Evaluate the marketing implications of consumer behavior • Discuss consumer behavior research methods and the types of consumer researchers, and ethical issues in consumer research • Analyze consumer motivation and its effects and describe what affects motivation |
| LEARNING ACTIVITIES | <ul style="list-style-type: none"> • Discussion of Syllabus • Superior Services • Ethical and Social Dilemma • Power of the Internet |
| HOMEWORK & ASSIGNED READINGS | <p>Review the Syllabus Complete the Library Orientation Course. Instructor to verify completion.</p> <p>Homework: Chapter 1-2 pp. 2-21 Questions for Review and Discussion p. 22 1-8, p. 65 1-9 Consumer Behavior Case p. 22 1-3, p. 65 1-4</p> |
| DATE | WEEK 2 |
| SPECIFIC OBJECTIVES | <ul style="list-style-type: none"> • Discuss why marketers are concerned about consumers' exposure to marketing stimuli and what tactics they use to enhance exposure • Explain the characteristics of attention and how marketers can try to attract and sustain consumers' attention to products and marketing messages • Describe the major senses that are part of perception and outline why marketers are concerned about consumers' sensory perceptions • Discuss the process of comprehension, and outline how marketing-mix elements can affect consumer inferences about products and brands • Distinguish among sensory, working, long-term, implicit, and explicit memory, and explain why marketers must be aware of these different types of memory • Describe how schemas and scripts affect consumers' knowledge content • Explain how and why the content and structure of knowledge, including associative networks, categories, and prototypicality, are relevant to marketers • Discuss what memory retrieval is, how it works, and how marketers try to affect it |
| TOPIC (S) | <p>Discuss Final Class Project & Presentation, List of Topics</p> <ul style="list-style-type: none"> • Describe and discuss exposure and consumer behavior |

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| | <ul style="list-style-type: none"> • Indicate what attention and consumer behavior and describe its characteristics and habituation • Discuss perception and consumer behavior and describe comprehension and consumer behavior • Define and describe what is memory • List and name the knowledge content, structure, and flexibility for consumers • Describe the characteristics of the stimulus of memory and retrieval in consumers |
| LEARNING ACTIVITIES | <p>Participate in a forum.</p> <ul style="list-style-type: none"> • Instructor led group discussion • Study: Key Terms • Review: Chapter Summary |
| HOMEWORK & ASSIGNED READINGS | <p>Homework: Chapter 3-4 pp. 72-119 Questions for Review and Discussion p.92 1-8, p. 120 1-10 Consumer Behavior Case p. 93 1-3, 120 1-3</p> |
| DATE | WEEK 3 |
| SPECIFIC OBJECTIVES | <ul style="list-style-type: none"> • Discuss how marketers can apply various cognitive models to understand and influence consumers' attitudes based on high-effort thought processes • Describe some of the methods for using the communication source and the message to favorably influence consumers' attitudes • Explain how and why a company might try to change consumers' attitudes by influencing their feelings • Analyze why prestige watches have timeless appeal to consumers • Define attitudes and cognitive functions and explain the process of forming and changing attitudes • Illustrate and describe the attitude forming attitude formation and change, for high consumer effort in Exhibit 5.2 |
| TOPIC (S) | <p>Discussion of student topic selection, library research, tentative bibliography</p> <ul style="list-style-type: none"> • Discuss the importance of attitudes and list its characteristics • Identify the cognitive foundations of attitudes and compare direct or imagined experience • Explain how cognitively based attitudes are influenced • Evaluate the affective (emotional) foundations of attitudes of consumers • Describe how affectively based attitude are influenced by the source and message • Assess and describe the consumers attitude toward the ad and discuss when attitudes predict behavior |
| LEARNING | <ul style="list-style-type: none"> • Analysis of reading |

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| ACTIVITIES | <ul style="list-style-type: none"> • Group discussion • Participate in a forum |
| HOMEWORK & ASSIGNED READINGS | <p>Investigate concepts and kinds of objectives. Library Research. Develop Tentative Bibliography</p> <p>Due: Project Topic Due: Tentative Bibliography</p> <p>Homework: Chapter 5 pp. 127 -148 Questions for Review and Discussion p. 149 1-6 Consumer Behavior Case p. 149 1-4</p> |
| DATE | WEEK 4 |
| SPECIFIC OBJECTIVES | <ul style="list-style-type: none"> • Outline some issues marketers face in trying to change consumers' attitudes when processing effort is low • Explain the role of unconscious influences on attitudes and behavior in low-effort situations • Discuss how consumers form beliefs based on low-processing effort and explain how marketers can influence those beliefs • Describe how consumers form attitudes through affective reactions when cognitive effort is low • Highlight how marketers can use the communication source, message, and context to influence consumers' feelings and attitudes when processing effort is low • Discuss and analyze how consumers are being influenced by snacks going social and mobile |
| TOPIC (S) | <p>Due: Project Topic Due: Tentative Bibliography</p> <ul style="list-style-type: none"> • Compare and contrast high-effort versus low-effort routes to persuasion • Describe and discuss the unconscious influences on attitudes when consumer effort is low • Identify the cognitive bases of attitudes when consumer effort is low • Evaluate and describe how cognitive attitudes are influenced • Explain how affective bases of attitudes when consumer effort is low • Discuss how affective attitudes are influenced by consumers |
| LEARNING ACTIVITIES | <ul style="list-style-type: none"> • Adding Value • Ethical and Societal Dilemma • Group discussion |
| HOMEWORK & ASSIGNED READINGS | <p>Continue research and work on final project</p> <p>Homework: Homework: Chapter 6 pp. 157-175</p> |

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| | Questions for Review and Discussion p. 175 1-7 Consumer Behavior Case p. 176 1-4 |
| DATE | WEEK 5 |
| SPECIFIC OBJECTIVES | <ul style="list-style-type: none"> • Describe how consumers recognize a consumption problem and show why marketers must understand this part of the decision-making process • Discuss what happens when consumers conduct an internal search to solve a consumption problem and identify some of the ways in which marketers can affect internal searches • Explain why and how consumers conduct an external search to solve a consumption problem • Identify opportunities and the challenges that marketers face in trying to influence external searches • Discuss how quick response codes for quick information has been helpful in the early stages of marketing stimuli • Define the term problem recognition and compare and contrast of ideal state versus actual state |
| TOPIC (S) | <ul style="list-style-type: none"> • Explain problem recognition and compare and contrast the ideal state versus the actual state • Describe the internal search and discuss searching for information from memory • Discuss how much do we engage in internal search • Describe what kind of information is retrieved from internal search • Evaluate the external search by searching for information from the environment • Identify how much do we engage in external search |
| LEARNING ACTIVITIES | <ul style="list-style-type: none"> • A review of literature • Check of the reading • Group discussions |
| HOMEWORK & ASSIGNED READINGS | Continue research and work on final project Chapter 7 pp. 184-206 Questions for Review and Discussion p. 206 1-6 Consumer Behavior Case p. 207 1-4 |
| DATE | WEEK 6 |
| SPECIFIC OBJECTIVES | <p>EXAM I</p> <ul style="list-style-type: none"> • Distinguish between judgment and decision making, and indicate why both processes are important to marketers • Explain how cognitive decision-making models differ from affective decision-making models and why marketers are interested in both types of models • Identify the types of decision faced by consumers in high- effort |

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| | <p>situations and discuss how marketers can try to influence these decision</p> <ul style="list-style-type: none"> • Outline the ways that consumer characteristics, decision characteristics, and other people can influence high-effort decisions • Discuss how high-tech safety and communications and gizmos and gadgets have been accelerating • Analyze and review the judgment and decision making based on high consumer effort in Exhibit 8.1 |
| TOPIC (S) | <ul style="list-style-type: none"> • Discuss how high-effort judgment processes and explain biases in judgment process • Describe and explain high-effort decision and high-effort decision-making processes • Explain how consumers decide what brand to choose from and discuss the thought-based decision they make • Identify how deciding what brand to choose from can be a high-effort feeling-based decision • Discuss the additional high-effort decisions and discussed delay and describe decision making when alternatives cannot be compared • Describe what affects high-effort decision and discuss the characteristics of the decision |
| LEARNING ACTIVITIES | <ul style="list-style-type: none"> • Participate in a forum • Instructor led group discussion • Analysis of reading |
| HOMEWORK & ASSIGNED READINGS | <p>Chapter 8 pp. 213- 234 Questions for Review and Discussion p. 234 1-7 Consumer Behavior Case p. 235 1-5</p> |
| DATE | WEEK 7 |
| SPECIFIC OBJECTIVES | <ul style="list-style-type: none"> • Identify the types of heuristics that consumers can use to make simple judgments • Explain why marketers need to understand both unconscious and conscious decision-making processes in low-effort situations • Show how the hierarchy of effects and operant conditioning explain consumers' low-effort decision making • Discuss how consumers make thought-based low-effort decisions using performance-related tactics, habit brand loyalty, price-related tactics, and normative influences • Describe how consumers make affect-based low-effort decisions using feelings as a simplifying strategy, brand familiarity, variety seeking, and impulse purchasing • Define and describe representativeness heuristic and availability heuristic |

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| TOPIC (S) | <ul style="list-style-type: none"> • Discuss and describe the low-effort judgment process • Describe the low-effort decision-making process and compare unconscious verses conscious low-effort decision making • Explain the learning choice tactics and list and name them • Analyze and describe the low-effort thought-based decision making • Identify the low-effort feeling-based decision making • Discuss brand familiarity and busying on impulse and its correlation with low-effort feeling-based decision making |
| LEARNING ACTIVITIES | <ul style="list-style-type: none"> • Group discussion • Carry out a micro-class • Review: Chapter Summary |
| HOMEWORK & ASSIGNED READINGS | <p>Continue research and work on final project</p> <p>Homework: Chapter 9 pp. 241- 260 Questions for Review and Discussion p. 260 1-9 Consumer Behavior Case p. 261 1-4</p> |
| DATE WEEK 8 | |
| SPECIFIC OBJECTIVES | <ul style="list-style-type: none"> • Distinguish between the dissonance and the regret that consumers may experience after acquisition, consumption or disposition • Explain how consumers can learn from experience and why marketers need to understand this postdecision process • Discuss how consumers judge satisfaction or dissatisfaction with their decisions about acquisition, consumption, or disposition • Describe how consumers may dispose of something, why this process is more complex for meaningful objects, and what influences consumer recycling behavior • Evaluate and discuss why companies go social for improved customer service • Compare and contrast post-decision dissonance versus post-decision regret |
| TOPIC (S) | <ul style="list-style-type: none"> • Discuss and describe the post-decision dissonance and regret • Describe and assess the learning from consumer experience • Illustrate and describe a model of learning from consumer experience • Evaluate how do consumers make satisfaction or dissatisfaction judgments • Describe and identify the responses to dissatisfaction and list several of them • Assess and discuss is customer satisfaction enough and describe the disposing of meaningful objects |
| LEARNING | <ul style="list-style-type: none"> • Group discussion |



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| ACTIVITIES | <ul style="list-style-type: none"> • Check of the reading • Analysis of reading |
| HOMEWORK & ASSIGNED READINGS | <p>Continue research and work on final project Homework: Chapter 10 pp. 267-289 Questions for Review and Discussion p. 290 1-9 Consumer Behavior Case p. 290 1-4</p> |
| DATE WEEK 9 | |
| SPECIFIC OBJECTIVES | <ul style="list-style-type: none"> • Explain how social influence can come from marketing or nonmarketing sources and can be mass media or personally delivered • Discuss why marketers must pay particular attention to the influence of opinion leaders, both online and offline, and to the effects of social media • Highlight the types and characteristics of reference groups and show how each can affect consumer behavior • Distinguish between normative and informational influence, and explain how marketers can use their knowledge of these types of influence for more effective marketing • Discuss how social influences and the buzz sent angry birds soaring • Compare and contrast marketing and nonmarketing sources and discuss their influence on creating buzz |
| TOPIC (S) | <ul style="list-style-type: none"> • Discuss and describe the sources of influence on consumers • Explain and describe the reference groups as sources of influence • Describe the types and characteristics of reference groups • Analyze and describe how reference groups affect consumer socialization • Compare and contrast normative influence versus Informational influence • Describe the factors affecting informational influence strength |
| LEARNING ACTIVITIES | <ul style="list-style-type: none"> • Analysis of the examples raised in class • Instructor led group discussion • Review: Key Terms |
| HOMEWORK & ASSIGNED READINGS | <p>Continue research and work on final project Homework: Chapter 11 pp. 298-321 Questions for Review and Discussion p. 322 1-8 Consumer Behavior Case p. 323 1-4</p> |
| DATE WEEK 10 | |
| SPECIFIC OBJECTIVES | <ul style="list-style-type: none"> • Explain and describe how the consumer's age affects acquisition, consumption, • Analyze the disposition behavior, and why marketers need to consider age influences when planning marketing activities |

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| | <ul style="list-style-type: none"> • Describe how gender and sexual orientation each affects consumer behavior • Discuss how companies can create more effective marketing by understanding these two influences • Discuss how regional, ethnic, and religious influences can affect consumer behavior • Evaluate why marketers must consider such influences when targeting specific groups |
| TOPIC (S) | <ul style="list-style-type: none"> • Discuss and describe how age affects consumer behavior • Describe the age trends in the United States and list and name them • Analyze how gender and sexual orientation affect consumer behavior • Identify how regional influences affect consumer behavior • Evaluate how ethnic influences affect consumer behavior • Identify the influence of religion on consumer behavior |
| LEARNING ACTIVITIES | <ul style="list-style-type: none"> • Discussion • Carry out a micro-class • Analysis of assigned reading |
| HOMEWORK & ASSIGNED READINGS | <p>Continue research and work on final project Homework: Chapter 12 pp. 329-348 Questions for Review and Discussion p. 348 1-9 Consumer Behavior Case p. 349 1-3</p> |
| DATE | WEEK 11 |
| SPECIFIC OBJECTIVES | <ul style="list-style-type: none"> • Describe the various types of households and families, and explain how the family life cycle and other forces affect household structure • Discuss the roles that household members play in acquisition and consumption decision • Explain how companies can build on these roles to markets more effectively • Define the social class hierarchy and identify the major determinants of social class standing • Explain how social class influences consumer behavior and why these influences are considerations when marketers plan strategy and tactics • Outline three key forces that are, over time, changing social class structure in many countries |
| TOPIC (S) | <ul style="list-style-type: none"> • Discuss how the household influences consumer behavior • List and name the types of households and describe family life cycle • Describe the roles that household members play specially in spouses and children • Evaluate the types of social classes system and its influences and describe how social class is determined |

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| | <ul style="list-style-type: none"> • Explain how social class changes over time with consumers • Assess how social class affect consumption and describe compensatory consumption • Identify, list and define the consumption patterns of specific social classes |
| LEARNING ACTIVITIES | <ul style="list-style-type: none"> • Discussion • Study: Key Terms • Instructor led group discussion |
| HOMEWORK & ASSIGNED READINGS | <p>Due: First Draft of Final Project Chapter 13 pp. 355-375 Questions for Review and Discussion p. 376 1-10 Consumer Behavior Case p. 377 1-4</p> |
| DATE | WEEK 12 |
| SPECIFIC OBJECTIVES | <p>MIDTERM EXAM II</p> <ul style="list-style-type: none"> • Define values and the value system • Show how value and the value system can be described • Identify some values that characterize Western cultures, outline the main factors that influence values, and describe how values can be measured • Discuss the personality characteristics most closely related to consumer behavior, and show why these are important from a marketing perspective • Explain how lifestyles are represented by activates, interests, and opinions • Describe how psychographic applications in marketing combine values, personality and lifestyle variables |
| TOPIC (S) | <ul style="list-style-type: none"> • Discuss how values can be described and evaluate the values that characterize western cultures • Describe why values change and explain the influences on values • Evaluate how research approaches to personality • Assess whether personality characteristics affect consumer behavior • Identify lifestyle and behavior patterns in consumer behavior • Describe the psychographics: combing values, personality, and lifestyle |
| LEARNING ACTIVITIES | <ul style="list-style-type: none"> • Participate in a forum • A review of the literature • Group discussion |
| HOMEWORK & ASSIGNED READINGS | <p>Chapter 14 pp. 382-406 Questions for Review and Discussion p. 406 1-7 Consumer Behavior Case p. 407 1-4</p> |

| DATE | | WEEK 13 |
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| SPECIFIC OBJECTIVES | <ul style="list-style-type: none"> • Describe how innovation can be classified in terms of their type, the benefits they offer, and their breadth • Explain why consumers adopt an innovation • Evaluate why consumers might resist adoption and discuss why marketers must understand the timing of adoption decisions • Define diffusion and discuss how diffusion curves relate to the product life cycle • Outline the main factors that affect adoption, resistance, and diffusion • Show how marketers can use their knowledge of these factors to market effectively | |
| TOPIC (S) | <ul style="list-style-type: none"> • Define innovation and list and name its various characteristics • Describe and analyze resistance versus adoption and discuss whether consumers adopt an innovation explain how and when • Discuss diffusion and explain how offerings diffuse through a market • Describe the factors affecting the shape of the diffusion curve • Identify the influences on adoption, resistance, and diffusion • Summarize and explain the consequences of innovation in the marketplace | |
| LEARNING ACTIVITIES | <ul style="list-style-type: none"> • Instructor led group discussion • Study: Key Terms • Carry out a micro-class | |
| HOMEWORK & ASSIGNED READINGS | <p>Editing & Revision of Final Project Chapter 15 pp. 414-436 Questions for Review and Discussion p. 436 1-8 Consumer Behavior Case p. 437 1-4</p> | |
| DATE | | WEEK 14 |
| SPECIFIC OBJECTIVES | <ul style="list-style-type: none"> • Discuss how products, special possessions, and consumption activities gain symbolic meaning • Describe how this meaning is conveyed from one consumer to another • Identify how marketers can influence or make use of the symbolic meaning that consumption may have for consumers • Distinguish between sacred and profane entities • Show why this distinction is important for marketing strategy • Describe the process of gift giving and discuss how marketers can use knowledge of this process to market more effectively | |
| TOPIC (S) | <ul style="list-style-type: none"> • Describe the sources and functions of symbolic meaning | |

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| | <ul style="list-style-type: none"> • Discuss the meaning derived from culture and the consumer • Identify and name the emblematic function and describe the role of acquisition function • Evaluate the special possession and brands and list and name the types and discuss why some products are special • Explain why consumer characteristics affect what is special • Assess and describe the sacred meaning and discuss the transfer of symbolic meaning through gift giving |
| LEARNING ACTIVITIES | <ul style="list-style-type: none"> • Instructor led group discussion • Analysis of reading • Review: Chapter summary |
| HOMEWORK & ASSIGNED READINGS | <p>Editing & Revision of Final Project Chapter 16 pp. 442-465 Questions for Review and Discussion p. 466 1-8 Consumer Behavior Case p. 466 1-4</p> |
| DATE | WEEK 15 |
| SPECIFIC OBJECTIVES | <p>Final Project Final Presentation Final Exam</p> <ul style="list-style-type: none"> • Distinguish between social and temporal dilemmas • Explain the search for balance in decisions that involve such dilemmas • Define marketing ethics and consumer ethics • Identify some of the issues that arise from unethical or deviant acquisition, consumption, and disposition behaviors • Discuss some of the ways in which consumers and organizations use marketing for socially responsible purposes • Describe what consumers can do to resist unwanted marketing practices |
| TOPIC (S) | <ul style="list-style-type: none"> • Compare and contrast self-interest versus the interest of others • Discuss and describe “Dark Side” versus “Bright Side” outcomes • Explain and describe the marketing ethics, consumer ethics, and deviant consumer behavior • Describe and discuss social responsibility issues in marketing • Evaluate how consumers resist marketing practices • Discuss the consumer behavior case and evaluate the marketing strategies of marketing baby carrots like junk food |
| LEARNING ACTIVITIES | <ul style="list-style-type: none"> • Analysis of reading • Review: Key Terms • Group discussion |
| HOMEWORK | Chapter 17 pp. 472-491 |

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| & ASSIGNED READINGS | Questions for Review and Discussion p. 492 1-7 Consumer Behavior Case p. 492 1-4 |
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Instructional Methods

In developing methodological strategies, it is best to discuss them between teachers and students in an environment of freedom and mutual agreement in order to ensure that the students make them their own and take responsibility for their execution and for attaining the goals of this course.

The following strategies may be used in this class:

1. A review of the literature.
2. Check of the reading.
3. Analysis of assigned readings.
4. Group discussions.
5. Individual and group discussions.
6. Preparation of reports.
7. Preparation of a didactic plan.
8. Carrying out a micro-class.

Additional Instructional Materials and References

- Consumer Behavior: Building Marketing Strategy by Delbert Hawkins, David Mothersbaugh, Roger Best (Hardcover-January 30, 2009)
- Advertising and Promotion: an Integrated Marketing Communications Perspective, 9/e by George Belch, Michael Belch (Hardcover-January 25, 2011)
- The Social Media Bible: Tactics, Tools, and Strategies for Business Success by Lon Safko, David K. Brake (Paperback-May 4, 2009)

Assessment Criteria and Methods of Evaluating Students

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| 96 – 100% | → A |
| 90 – 95% | → A- |
| 87 – 89% | → B+ |
| 83 – 86% | → B |



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| 80 – 82% | → B- |
| 77 – 79% | → C+ |
| 73 – 76% | → C |
| 70 – 72% | → C- |
| 67 – 69% | → D+ |
| 63 – 66% | → D |
| 60 – 62 % | → D- |
| < 59% | → F |

Do not count on a curve!

Generally, the grades “A” through “C-” are considered passing grades. Grades "W" and "I" indicate that no grades were earned for the course. A "W" grade indicates that the student withdrew from the course. An "I" grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an "I" grade instead of an "F", pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the “I” grade becomes an “F”.

Distribution of Grade Elements

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| Homework: | 15% (5% each) |
| Exams I, II, III: | 30% (10% each) |
| Final Presentation: | 30% (15% each) |
| Final Research Project: | 25% |
| Total: | 100 % |

Date Syllabus Was Last Reviewed: 11-10-12