

MKTG 4120

Consumer Behavior

Dr. Scott Koenig

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Online

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Office: Virtual Office Hours every Monday at 10:00 AM and also other times by appointment

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W/TH: 2:00-3:30 or by appointment

Course Introduction

Consider the last major purchase you made. What questions did you ask yourself in order to justify that this was the right product to buy? Were you persuaded by an advertisement? Or was it the manufacturer's reputation?

This course is designed to introduce you to some theoretical frameworks that will help you understand how consumers act, think, and feel. You should be able to apply these frameworks to everyday marketing problems ranging from determining consumer needs to ensuring consumer satisfaction. The theories in this course are based on psychology, economics, and marketing since consumer behavior is an interdisciplinary field.

Course Objectives

1. Understand consumer decision-making processes and their role in marketing.
2. Understand how consumers form and change their attitudes towards brands.
3. Understand how consumers process, interpret, and use marketing-related information when forming evaluations and making decisions.
4. Understand basic psychological processes that influence consumer behavior and their implications for marketing.

How to Succeed in this Course

This is a five-week course. We need to jump right in and get started. Helping you succeed in this course is my top priority. Because of this, I encourage you to consider these "best practices" which I have found to be what differentiates the top students from those who struggle:

1. **Review all course material with a strong desire to learn and grow.** It's all about having a growth mindset.
2. **Challenge yourself.** Try to learn something new each week.
3. **Pay attention to the introductory materials.** These introductory materials include both the welcome/orientation materials found in the "start here" module on Canvas AND the materials found under the "Prepare" section of each module.

At the end of the semester, students often reflect on their learning from this class. Below is a sample of what some have shared. *Note: While these comments are from the face-to-face class, the principles apply to an online environment:*

- It made me think and get creative with lots of activities and group discussions that helped me learn more.
- Made me love going to school again and has stimulated my brain and my education in a major way.

- This class was very intellectually stimulating because of all the real-life examples and guest speakers that were given. It was not just memorization, it felt more real because we're engaging in real situation.
- I was able to see selling and marketing in a different light that has multiple facets other than just trying to sell someone something.
- It was a very good class for learning professional communication skills

Class Communications

Canvas supports the class administratively as well as delivers the majority of the course content. I will do my best to be available to all students. You may email or text me. I will also check Canvas diligently and reply to all messages within 24 hours.

We will also use a course GroupMe for general announcements and questions, but you can private message me through there as well.

Do not send emails through Canvas.

Teaching Philosophy

Preparing my students for the world by empowering them to be the best version of themselves is a core value and fundamental leadership behavior I hold dearly. It starts from day one and is manifested throughout the semester via in-class activity, group discussions and assignments, all of which leads to building positive habits that fulfill students' natural curiosity and drive to learn. For students to build and retain knowledge, they need the opportunity to discover for themselves and apply skills in realistic situations. To that point, building and harnessing an inclusive learning environment is very important to me and I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. That means all class discussions should be respectful and civil. Although debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please let me know. We are all on a learning journey.

Textbook

There are no textbooks or other purchased materials for this course.

Technology Requirements:

To maximize the value and learning of this class, students will need:

- Computer with a reliable internet connection
- Canvas Learning Management System
- UNT Email
- Microsoft Office 365: <https://outlook.office.com/>
- Google Docs: <https://docs.google.com/>
- Zoom App: <https://zoom.us/>
- Adobe Reader: <https://get.adobe.com/reader/>
- Web-camera and/or ability to videoconference and record videos

Technical Assistance

Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other tech issues.

UIT Help Desk: [UIT Student Help Desk site \(http://www.unt.edu/helpdesk/index.htm\)](http://www.unt.edu/helpdesk/index.htm)

Email: helpdesk@unt.edu **Phone:** 940-565-2324 **In Person:** Sage Hall, Room 130 For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Course Policies

Academic Integrity Policy

The G. Brint Ryan College of Business takes academic honesty seriously. Ethics and integrity are important business values, essential to building trust and adhering to both professional and legal standards. Academic dishonesty destroys trust, damages the reputation and the value of the degree and is unacceptable.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions from admonition (a warning) to expulsion from the University.

Some of the most common examples of academic integrity violations include plagiarism or cheating, such as unauthorized assistance on examinations, homework, research papers or case analyses. Your work must be entirely your own. When working on assignments, you should not discuss your work with others unless approved by the course instructor. Group assignments should only be discussed with members assigned to your group, and all group members may be held accountable in some way for known academic integrity violations in a group assignment.

Another example of academic dishonesty relates to improper attribution. When preparing your assignments, you must cite all outside sources in the manner requested by your instructor. Copying or using material from any source prepared by or previously submitted by others, at UNT or other institutions, or downloaded from the Internet, is plagiarism. Unless directed otherwise in an assignment, large scale “cutting and pasting” from other sources, even if properly footnoted, is not appropriate. You should synthesize this material in your own words and provide a footnote.

Your instructor will specify what materials, if any, may be used on the tests and exams. Using materials other than those permitted, talking with other individuals during the exam, individuals exchanging information about an exam when one has taken the exam and the other has not, or copying or using material from another individual's exam is academic dishonesty and will result in a meeting to discuss academic integrity violations and potentially issue sanctions mentioned above, and may result in ineligibility for academic scholarships. The use of online assistance, such as sites commonly used for finding homework solutions, group chat, cell phones, smart watches, and similar tools during exams is not allowed for any reason unless specifically permitted. No portion of an exam may be copied or photographed without permission.

Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. A student is responsible for responding to a request to discuss suspected academic dishonesty when issued by an instructor or other University official. If a student fails to respond after a proper attempt at notification has been made, the University may take appropriate academic actions in the absence of the student's participation.

Requests for Special Consideration

When any student requests special consideration for missing a quiz, an assignment due date, or any other reason, written documentation must be submitted to me via email. Giving special consideration to a student without documentation discriminates to the favor of the requesting student and to the detriment of all others.

Grading Challenge Policy

This Instructor strictly follows the guidelines set forth in the current Undergraduate Catalog for grade appeals, changes, and the awarding and removal of an ‘Incomplete’. Should you believe there is a grading error for a particular activity, you may make a grade “challenge”. This grade “challenge must be made in writing to your instructor no more than 48 hours (two days) after the grade is posted and should specify why you believe the grade is incorrect. Challenges made after this time will not be accepted and your grade will stand as recorded.

Late Submissions

You are expected to turn in assignments on time. Please pay attention to the deadlines. All late assignments will receive a 3% penalty for each day they are late. *Note: Canvas is set up to auto-deduct points on assignments that are submitted late. If you have reached out to me about a special exception/permission for being late, Canvas may still do the auto-deduction, but I will adjust your grade manually (the manual adjustment may not happen right away on auto-graded assignments).*

Americans with Disabilities Act

UNT makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information, see the ODA website at disability.unt.edu.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Student Perception of Teaching

Student Perception of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey is available to you at the end of the semester, providing you a chance to comment on how this class is taught. Feedback from students helps to improve this course.

Note: I consider SPOT to be an important part of your participation in this class.

Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email spot@unt.edu.

Emergency Notification and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Course Main Components & Grading

There are three components described below that make up your total grade.

- 1) **Quizzes (10*50)=500 Points**
- 2) **Discussion boards (2*50 points)=100 points**
- 3) **Consumer Behavior in Action=300 points**

Weekly readings and quizzes

The course will consist of reviewing the lecture materials – this includes the lecture slides, my recorded lecture videos, and supplemental reading materials.

The only assignments due that week are quizzes associated with the chapter materials. *Note: All material presented in the module for that week (i.e., what you are given to read and watch) can be included in the quizzes.*

The quizzes are open-note but not open Internet, open “ask a friend”, or open anything else. In other words, you may use any notes you personally took and the actual module materials themselves. You may not use outside sources, including search engines, AI, or other students. Please don’t try to find a loophole in these instructions or other ways to justify not following the rule. Simply put, if you use anything other than notes you produced based on your review of the material or the material itself, you are cheating.

I will provide a study guide for the quizzes, but keep in mind that the concepts you are quizzed on may not be as simple as identifying the correct definition. You may need to figure out how a concept or definition applies to a scenario.

Discussion Board Assignment

You will respond to prompts on the discussion board for one of the chapters, and you will have an end-of-semester discussion board, giving a reflection/review of the class. As part of these, you will respond to at least two of your classmates’ posts. Discussion boards are tricky to grade – especially responses to classmates. Refer to the instructions at the end of each discussion board prompt for specifics on what I am looking for in those assignments.

Consumer Behavior in Action

The centerpiece of this course is not a traditional exam. Rather, it is an assignment that asks you to take what you have learned and find it happening in the real world. You will receive a list of 15 consumer behavior terms. For each term, you will define the concept in your own words, explain how it works and why it matters to a marketer, and, most importantly, show it in action through a photo you took yourself - not a Google image, not a screenshot – and actual photo you captured “in the wild”, whether that is a grocery store, a mall, a restaurant, a billboard, a gym, or anywhere else consumers and marketers interact. The goal is simple: if you truly understand a concept, you can find it in the real world. You may complete this assignment individually or in a group of up to three students. If you work in a group, the work must be shared equally among all members of the group. You are responsible for organizing your own groups but must let me know before starting the assignment who is in your group. I will approve the group, and then you can proceed.

Ordering of Topics, Exams, and Projects for Summer 2025

Weekly material, including topics covered, readings, assessments, and assignments, is found on Canvas. While I try to remain consistent with what is currently listed in Canvas, a feeling that we need to go a different direction may necessitate a change in schedule. I will send a weekly email/announcement with specifics for the upcoming week.