



Course Description

Welcome to Consumer Behavior. This course will require a combination of individual study as well as group work. This course will immerse you in the study of consumer behavior in the way they behave when they buy products. We will learn about theories developed in marketing, psychology, and other behavioral sciences. We are all consumers. We buy groceries, computers, and cars. We purchase services ranging from bank accounts to college educations. However, we also know that consumers are different from one another. We buy different clothes, drive different cars, and eat different foods. Moreover, even the same consumer can make different decisions depending on the situation. So how are we to construct coherent marketing strategies?

A survey of individual and organizational decision-making in the acquisition, consumption and disposition of goods and services, with selected applications in market segmentation, marketing communications and marketing management. Topics include consumer behavior technology, consumer motivation, perception, positioning, consumer learning and attitude formation, types of media/advertising, cultural & cross cultural values and international perspective. Marketing ethics and social responsibility, etc.

Consumers are humans. They are affected by their perceptions, attitudes, motivations, goals, personality, culture and peer groups, and many other factors. Even though we are all consumers ourselves, we still may not always have the best insight into why we or others behave in certain ways. Therefore, we need to systematically study how different psychological characteristics and processes affect people when they buy, use or experience products or services.

The course will use reading materials, case discussions, in-class examples, and exercises to apply the principles learned in the lectures and readings to real-world marketing problems. Keep in mind that effective management results not from simply memorizing marketing facts and vocabulary, but from systematic critical thinking, reasoned application of underlying principles, and strong conceptual analyses.

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 Prerequisite(s):

Must complete MKTG 3650 or MKTG 3651 with a C or better. PBUS/BUND students may not enroll in this course unless they are assigned to BFND sub-plan.

Course Goals

(What you should take away from this course)

You will learn to use these theories to predict how consumers will respond to different marketing activities. To summarize:

1. Define the consumer decision making process and its role in marketing.
2. Explain how consumers form and change their attitudes towards products, brands and services.

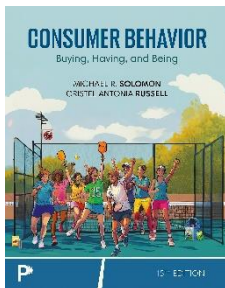
3. Articulate how consumers process, interpret and use marketing related information when forming evaluations and making decisions.
4. Identify basic psychological processes that influence consumer behavior and their implications for marketing.
5. Gain a thorough knowledge of key concepts in marketing and consumer psychology (i.e. be able to describe and distinguish key concepts).
6. Identify and explain the underlying influences of psychological processes on common behaviors in which consumer engage.
7. Develop effective marketing tactics that apply and reflect a systematic understanding of the processes driving consumer behavior.
8. Understand consumer decision-making processes and their role in marketing.
9. Understand how consumers form and change their attitudes towards brands.
10. Understand how consumers process, interpret, and use marketing-related information when forming evaluations and making decisions.
11. Understand basic psychological processes that influence consumer behavior and their implications for marketing.

Course Learning Objectives and Competencies

(What you will be expected to do in order to demonstrate mastery)

- **Understand consumer behavior:** Delve into the psychological, social, and cultural factors that influence consumer decision-making.
- **Analyze market research:** Learn how to gather, interpret, and apply market research data to develop effective marketing strategies.
- **Identify consumer trends:** Stay ahead of the curve by understanding emerging consumer trends and their implications for businesses.
- **Develop effective marketing campaigns:** Create targeted marketing campaigns that resonate with consumers and drive sales.*
- **Enhance customer satisfaction:** Improve customer experiences by understanding their needs, wants, and expectations.

Required Textbook



The following textbook is required:

Consumer Behavior 15th Ed. (Michael R. Solomon and Cristel Antonia Russell)

This semester I am integrating **MyLab** into my course through Access Pearson. This is a more interactive platform that will allow you to read the text, take quizzes, watch videos and access other resources that should enhance your educational experience. To learn more, check out (<https://www.pearson.com/au/revel/index.html>). You can access MyLab through Canvas.

Course Policies

Academic Integrity Notice: Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. Academic dishonesty includes cheating and plagiarism. For more information on academic dishonesty and academic integrity, please visit vpaa.unt.edu/academicintegrity.htm.

Communications: Under all circumstances, accurate and timely communication between the instructor (me) and students (you) is vital. Therefore, please:

- **Check Canvas on a regular basis.** For general communications, I will post announcements to the Course homepage on Canvas.

Use email for all course-related correspondence. Email is the appropriate media to utilize for essential communications between students and instructor in a closed environment. It is possible to

forward your Canvas emails to an external email account, which allows you to receive course-related communications without logging into Canvas. Instructions for doing this are provided at the end of this syllabus. If you need to speak with me directly, please email me so that we can schedule an appointment.

- Assignments will be completed and submitted through Pearson MyLab and Canvas. Students should select the Access Pearson link to get access to the e-Text and MyLab content.

Syllabus Change:

The instructor reserves the right to make changes to this course schedule. It is the student's responsibility to take note of these changes as announced in class or to be aware of these changes as they are posted in Canvas.

Communications: Since it is a traditional course hence classroom interaction is very important. Accurate and timely communication between the instructor (me) and students (you) is vital. Therefore, please:

- **Check Canvas on a regular basis.** For general communications, I will post announcements to the Course homepage on Canvas.
- **Use email for all course-related correspondence.** Email is the appropriate media to utilize for essential communications between students and instructor in a closed environment. It is possible to forward your Canvas emails to an external email account, which allows you to receive course-related communications without logging into Canvas. (Instructions for doing this are provided at the end of this syllabus.) If you need to speak with me directly, please email me so that we can schedule a phone, video conference, or face-to-face appointment.
- **Course Timing:** Please note the start and finish times of the course activities (*see also Course Structure*) described below. All times listed – and all scheduling in Canvas – are U.S. Central Standard Time.
- **Course:** Once opened, course will remain available throughout the duration of the semester, so that students can study the materials at their own pace.
- **Quizzes/Exams:** All quizzes and other material will be available usually on the weekend or a day mutually agreed in the class at the beginning of the course; however, each closes at 11:59 p.m. on the day of the week specified in the Course Schedule. The Final Exam would be in person in class during the final exam week.
- **Assignments and Other Deliverables:** Please refer to Access Pearson Ebook and MyLab for specifics. All deliverables are due by 11:59 p.m. on the date specified in the Course Schedule.

Course Structure

This course covers the key principles in Consumer Behavior. Most of the course will be administered in conjunction with Pearson Revel, which can be found in CANVAS on the left-hand menu on the course page. The total points possible in this class is 100. Some key features of course are discussed below:

Lecture Slides. Lecture slides will be provided on CANVAS for each chapter that highlights the most important concepts from the book. These slides should be thought of as a supplement to the readings and not in place of the reading. Being the first semester that I am using this book, I will add content to the slides periodically to enhance their educational value.

Read Chapters. You should read the chapters before attending the lectures, supplementary materials will also be provided to enhance your learning (and application) of the concepts. These include case studies, video files, etc.

- **Case Studies (5%):** Students will complete two case studies in Pearson Revel. There are 5 questions per case study so please read carefully. These case studies are designed to provide real world marketing situations where students can apply concepts from class. Across the case studies you can obtain a small but still meaningful **5%** of your overall grade.

- **Student Perception of Teaching (SPOT 2%)** 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. 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. Evaluations of teaching effectiveness are required for all organized classes at UNT. The short survey will be made available to you at the end of the semester and gives you the opportunity to comment on how this class is taught. If 90% of the class completes the anonymous survey, the entire class will be awarded **2%** of the course points (2 points) as a reward. **Please keep in mind:** that considerable time and energy has gone into the development and administration of this course.
- **Attendance (3%):** Attendance is required and will be monitored through a combination of in-class participation and in-class submissions. There will be a penalty of half (0.5) point assessed against your final grade for each class missed after the first two (2) unexcused absences and a penalty of one (1) point after four (4) absences. If you expect to be absent for an extended period, please let me know as soon as possible. It is the responsibility of the student to inform me about their absences. Visit the University of North Texas' Attendance Policy for additional information. If you have a 100% attendance record in this course you will score **3%** additional marks.
- **Chapter quizzes (20%):** Each chapter has chapter quizzes. These quizzes make up the largest proportion of your overall grade so it's very important to complete each chapter quiz. These quizzes aim to evaluate your mastery of the chapter's content. The quizzes contribute **20%** of your overall grade. Quizzes close at 11:59 p.m. on the dates specified on CANVAS.
- **Class Participation (15%):** Students are expected to be prepared by reading the appropriate materials prior to class so that they can participate in group discussions and other works assigned in the class. In organizations where more work is done in teams, an important part of a person's contribution is the way he or she participates in meetings. The percentage of the grade assigned to class participation is partially designed to encourage you to enhance and test your abilities in this area. Participation concerns both quality and quantity. Unless required per an official UNT disability accommodation request, photo, video, or audio recordings of any kind is strictly prohibited in the classroom. All students are encouraged to participate in the class discussions and case studies. Active listening and meaningful interaction in the class throughout the term can easily help you obtain up to **15%** marks of your overall grade. Therefore it is imperative to be present in the class and participate in the class happenings. Rubrics will be available/posted which will be followed.
- **Group Project (20%):** You are required to form groups of 4 to 5 students to work on the group project. Students should form their groups by the end of second week. I will be available to help form the groups in case you are unable to form the groups after the second week. Each group should select/elect a group leader (GL) to help in the coordination and cohesion of the group members. Group leaders should let me have the names of their group members. Progress Report Team work: Each team will be required to submit a detailed outline reflecting upon the structure of the final report and class presentation. This outline should contain summary of the argument you are presenting in the bullet form. Reports will vary in length depending upon each group's description of their project. This report will be a part of your final project grade. A total of **10%** is assigned for the group report.

Final Team Project presentations will be conducted during the class days designated for the presentation prior to the Final exams. Students must attend all presentations. The groups also need to submit the proposals on time. One point per day will be deducted if the progress report is not submitted on time.

Final Presentations will be held on the designated class before the final week. Every student of the group is required to give their part of the presentation. A total of **10%** marks are allocated for the group project for each member of the group who also makes a presentation.

Note: The written report should be a minimum of 8 pages and a maximum of 12 pages, double-spaced, Times Roman, 12 font. Rubric will be posted which has to be followed.

- **Final exam (30%):** At the end of the semester, students will also complete a comprehensive final assessment to test their mastery of the principles of the course and their mastery of the course objectives, which is **30%** of your overall grade. It will be a combination of open questions and mcqs. Rubric will be posted which has to be followed. It will be an in class in person exam.

IN-CLASS ACTIVITIES

A study of consumer behavior requires an understanding of the self as a consumer. This not only makes you a better consumer, but it also makes you a better student of consumer behavior. Most weeks there will be an in-class activity that will be completed in small groups during class. If you are absent, you will be responsible for making up the assignment – on your own – within one week of the original due date. Each group member is expected to participate to their level of comfort but must be “present” during the work. This means each group member must be engaged with the assignments while avoiding distractions and taking care of personal matters. To be successful with the in-class assignments, you need to properly and clearly apply the concepts, make a compelling presentation, and generally make individual and group efforts to put together a high-quality assignment. I do reserve the right to deduct points if it appears effort was not made, concepts were missed/ignored, the presentation is not up to standard, and/or a student is disengaged with their group.

Some specific examples of academic integrity violations include cheating; plagiarism; or inappropriate assistance (including but not limited to utilization of AI when not expressly given permission to do so) on examinations, homework, and research papers and 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 professor. Group assignments should only be discussed with members assigned to your group, and all group members may be held accountable for known academic integrity violations in a group assignment.

Another example of academic dishonesty is improper attribution. You must quote or footnote all outside sources used when preparing your assignments. 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 also considered as plagiarism. You should synthesize this material in your own words and provide a footnote. Your professor 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 an academic referral or penalty. The use of online assistance, group chat, cell phones, smart watches, and similar tools during exams is not allowed for any reason unless University of North Texas | January 16, 2024 (v1.0) | pg. 4 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 an academic dishonesty report 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.

Research Experience Program
unt-cob.sona-systems.com
cob.unt.edu/research/research-experience-program

The Research Experience Program at the RCoB allows faculty and PhD researchers to collect data on consumer behavior, marketing, and other areas of study. Researchers apply their findings to current industry needs, and deepen our understanding of human behavior in business markets, organizations, and management.

As part of your learning experience in this course, you will be required to participate in research studies to gain experience with the research process. Your participation in these research studies will make up **5%** of your final class grade. Your participation in this program is critical to the furthering of UNT's research goals.

To fulfill the requirement, you **must** create an account on the **College of Business REP** webpage—unt-cob.sona-systems.com—which allows you to browse and sign up for available studies. **DO NOT** sign up for the SONA in the Psychology Department! Use the **CoB SONA** link provided above.

The amount of credit assigned is based on the format and duration of the study.

Online Studies

- <15 minute studies = 1 credit
- 15-30 minute studies = 2 credits
- >30 minute studies = 3 credits

In-Person Lab Studies (Behavioral Lab - BLB 279)

- <15 minute studies = 3 credit
- 15-30 minute studies = 4 credits
- >30 minute studies = 5 credits

To fulfill the **5%** course requirement, you must earn a total of **5 REP credits** throughout the semester (**i.e., 1 credit = 1 percent of your final grade**). All credits earned will be added to your final course grade at the end of the semester. Additional extra credit points may be available at my discretion.

- ➔ To sign up, please visit unt-cob.sona-systems.com. If you have questions, DO NOT contact me. Instead, contact the REP Admin Team via email at RCoBRep@unt.edu. Your questions will be addressed promptly, usually within 24 hours.
- ➔ Visit cob.unt.edu/research/research-experience-program for detailed sign-up instructions and more information.

Important Deadlines!

November 27th, 5:00 PM – Last day to participate in SONA for Spring semester.

You will have one week from this date to adjust your final credits assigned to particular classes in SONA. On **December 4th**, final scores will be distributed to instructors and cannot be changed after that point.

COURSE FORMAT

A variety of teaching methodologies are used in this course. Class periods include lecture (to describe basic concepts and their applications), discussions (to get your perspective on marketing topics), and in class activities (to encourage you to learn from one another). All students are encouraged to participate in class and to demonstrate their preparation and level of understanding of the material being discussed.

READING ASSIGNMENTS/CLASS NOTES:

You are expected to come to class prepared. I strongly encourage you to print the PowerPoint slides posted on Canvas (<https://unt.instructure.com>). The power point slides will be available on Canvas at the beginning of the semester. As such, they do not contain all the information presented in class and are not a substitute for attending class and taking complete notes.

EXAMS:

The exams are designed to test your understanding of the basic terminology as well as your depth of understanding of important concepts. Exams cover information from the textbook, PowerPoint slides, handouts, videos, plus all topics discussed in class. The exams are **not** cumulative. The final exam will be in person and in class containing open short questions as well as mcqs.

Guidelines for Professional Communication. Students are expected to treat any digital communications in the Course—including emails—as professional communication. Thus, it is expected that such communications:

- Will be written in complete sentences and utilize proper punctuation, spelling, grammar, capitalization, usage, etc.
- Words will be spelled out completely (i.e., no jargon/text messaging short-hand)
- Will not be written in all capital letters.
- Email messages should come from appropriate (i.e., not be from addresses such as hotmama@gmail.com) accounts, and it is suggested that students utilize their UNT email addresses. Due to the threat of viruses, etc., emails from questionable accounts will be deleted without being read.
- Emails should include a specific subject line.

All communications should be courteous and respectful (see **Code of Conduct** below).

Course Code of Conduct

Students are expected to adhere to the following Codes of Conduct:

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation so we will work as a class to collaborate in ways that encourage inclusivity.

Respect other users. Be polite, open, and respectful in your online communications. Any abusive, offensive or inflammatory posts, or any comments that personally attack any individual will not be tolerated, will be removed, and additional actions might be taken, including your removal from the Course and the seeking of further disciplinary action, as needed.

- **Academic Integrity Standards and Consequences.** 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 ranging from admonition to expulsion from the University.
- **Emergency Notification & 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.
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- **Course Contract Agreement to the Terms of the Syllabus:** This syllabus should be considered a “contract”, whereby you agree to abide by the terms and requirements within this syllabus. If you are uncomfortable with or do not wish to abide by the requirements listed in this syllabus, you should make arrangements to drop the class. Your continued enrollment in the class assumes that you have agreed to all of the terms listed herein.

Student Evaluation:

GRADING ITEM	% OF GRADE
SONA Credits	5%
Chapter Quizzes	20%
Case Studies	5%
Class Participation	15%
Full Attendance	3%
SPOT Evaluation	2%
Final Term Project	20%
Final Exam	30%
TOTAL	100%

GRADING SCALE
A = 90% – 100%
B = 80% – 89%
C = 70% - 79%
D = 60% - 69%
F = below 59%

A Final Note on Grading: All final grades are just that – FINAL. Any and all grade discrepancies should be raised prior to the end of the semester. Do not wait until the final grades have been posted to contact me. If you need help, or cannot complete work because of a personal difficulty, please contact me immediately so that your needs can be accommodated.

Course Schedule

This schedule is an initial guideline and subject to change. I reserve the right to amend the dates herein to accommodate special and/or unforeseen circumstances. If changes to this schedule are made, you will receive notification via a Canvas announcement and an email.

WEEK	DATES	ACTIVITY	DUE
SECTION 1: FOUNDATIONS OF CONSUMER BEHAVIOR			
1	August 17 - 22	INTRODUCTION Chapter 1: Buying, Having, and Being: An Introduction to Consumer Behavior	Read
2	August 24 - 28	Chapter 2: Consumer Ethics, the Marketplace, and the Planet	Read
SECTION 2: MAKING SENSE OF THE WORLD			
3	Aug. 31 – Sep. 4	Chapter 3: Perceiving and Making Meaning	Read/Quiz
4	September 7 - 11	Chapter 4: Learning, Remembering, and Knowing	Case Study 1
5	September 14 - 18	Chapter 5: Motivation	Read/Quiz
SECTION 3: BUYING AND HAVING: CHOOSING AND USING PRODUCTS			
6	September 21 - 25	Chapter 6: Attitudes and How to Change Them	Project Proposal due on Sep. 28 by 11.59 pm
7	Sep. 28 – Oct. 2	Chapter 7: Deciding	Read/Quiz
8	October 5 - 9	Chapter 8: Buying, Using, and Disposing	Read/Quiz
SECTION 4: BEING: USING PRODUCTS TO CREATE AND COMMUNICATE IDENTITY			
9	October 12 - 16	Chapter 9: Identity and the Self	Read/Quiz
10	October 19 - 23	Chapter 10: Personality, Values, and Lifestyles	Case Study 2
11	October 26 - 30	Chapter 11: Social and Cultural Identity	Read/Quiz
SECTION 5: BELONGING			
12	November 2 - 6	Chapter 12: How Groups Define Us	Read/Quiz
13	November 9 - 13	Chapter 13: Social Class and Status	
14	November 16 - 20	Chapter 14: Culture	Final Project due November 27
15	November 23 - 29	Thanksgiving Break	No class
16	Nov. 30 – Dec. 4	Final Term Project Presentation	

Syllabus Change

The instructor reserves the right to make changes to this course schedule. It is the student's responsibility to make note of these changes as announced in class or to be aware of these changes as they are posted in Canvas.

Grading criteria for examination, written reports, summary of articles, and final group projects

Grade A [89-100%]

- Excellent level of understanding of the chosen area/work/concepts.
- Excellent analysis of the problem/case/concepts.
- Excellent and well-thought-out discussion commensurate with the level of the class.
- Excellent explanation of rationale, conclusion, and/or proposed solution.
- No major errors of principle or interpretation.
- Overall, a well-argued and well-thought-out response to the assignment.
- Good quality written presentation and neat work.
- Clearly written style, with a consistently high degree of effective communication.
- Evidence of diligence in tackling the assignment.

Grade B [79-88%]

- Sound understanding of the problem/assignment.
- Sound use of critical analysis.
- Some minor errors of interpretation and/or fact.
- Some "fog" or "woolly" analysis, but only to a minor extent.
- A well-written presentation, but some parts are weaker.
- Variable standard in written style, with some inconsistency in effective communication.

Grade C [69-78%]

- Adequate understanding of the problem/assignment.
- Analysis is rather basic, with a tendency to be uncritical and too descriptive.
- Thinking and argument show "a good deal of fog" with a rather muddled approach. Overall, adequate conclusions, but the work requires major revisions before being accepted.
- Work needs further revision and correction.

Grade D [59-68%]

- The work demonstrates a basic understanding of the problem/assignment. Very basic written communication, and at times lacks coherence.
- Very basic to poor written presentation.
- Overall, the work can be described as weak.
- Oral presentation.