



MKTG 4120-004: CONSUMER BEHAVIOR FALL 2025

Instructor:	Dr. Yafei Guo
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Class Hours:	Thursdays 3:30pm – 6:20pm
Classroom:	BLB 140
Office Hours:	Wednesdays 3:00pm - 4:50pm or by appointment
Office:	BLB 385B

COURSE OVERVIEW

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?

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.

COURSE OBJECTIVES

In this class, we will learn how and why consumers behave the way that they do. We will explore our consumer intuitions about our own behavior. We will learn about theories developed in marketing, psychology, and other behavioral sciences. We will learn to use these theories to predict how consumers will respond to different marketing activities. To summarize:

1. Gain a thorough knowledge of key concepts in marketing and consumer psychology (i.e., be able to describe and distinguish key concepts).
2. Identify and explain the underlying influences of psychological processes on common behaviors in which consumer engage.
3. Develop effective marketing tactics that apply and reflect a systematic understanding of the processes driving consumer behavior.



PREREQUISITES

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 subplan.

COURSE MATERIALS

Required Materials:

Textbook: *Consumer Behavior: A Marketer's Look into the Consumer Mind, Stukent*, by Radhika Duggal. This is a digital course packet that can be purchased and used online through the Bookstore or directly through Stukent (registration code: <https://join.stukent.com/join/233-2FC>). Assigned book chapters and reading materials (including the syllabus) *should be read before class*.

Students needing Stukent support, please email support@stukent.com or call (855) 788-5368 Monday-Thursday 7am-9pm, Friday 7am-6pm, Saturday 11am-3pm, and Sundays (email only). [Click here](#) for student help resources. All call times are CST.

All course slides, videos, and additional readings will be posted on Canvas throughout the semester.

COURSE ASSESSMENT

Component	Percentage
Participation	
<i>Class Participation</i>	10%
<i>Research Participation</i>	5%
Individual Assignment	5%
Group Assignment	
<i>Demand Landscape Project</i>	20%
<i>Team Case Reports</i>	10%
<i>Final Project</i>	25%
Final Exam	25%
Extra Credit (Optional)	5%
Total	105%

GRADING SCALE

Score	Letter Grade
Above 90	A
80 – 89.9	B
70 – 79.9	C
60 - 69.9	D
Below 60	F



Please note that your grades are **YOUR RESPONSIBILITY**, and under no circumstances are they negotiable. **If you experience any issue or difficulty, please contact me as early as possible. Please do not wait until the end of the semester to assess your course performance.**

Grade Appeal Policy: I will provide timely feedback and adopt a fair and equitable grading philosophy. Grades on exams and assignments are intended to reflect the overall quality of performance of the student(s). **If a student thinks a grade on an exam or assignment does not reflect his or her quality of performance, the student must submit a clear written explanation of the specific reasoning *within one week after the return of the assignment or exam.***

The written document need not be long, but must clearly identify the problem or issue of concern. Any grade appeals must be conducted **in writing via email**. I will carefully consider all such appeals. I reserve the right to re-grade all portions of an assignment or exam, which may result in either a higher or lower grade than initially earned. *There will be no grading appeals after the one-week deadline has passed.*

ASSESSMENTS

Students are graded on the quality of their work. To earn a good grade in this course, students must be both hardworking and creative. I appreciate students who show their effort, respect, and insights for the course.

1. Class Participation (10%)

As business professionals, you'll learn that engagement and participation in key activities is critical to your success. The same is true in the classroom where learning is enhanced if students actively engage in the process. Your participation grade will be based on the followings:

a) Attendance (5%)

Because this is an interactive course, your input is extremely important in all classes. This is why students should NOT skip classes. There will be no "excused absences" so you need not send excuses for missing a class—I accept your reason for an absence but this will not excuse it (except for illness or emergency). However, I understand that there are many valid reasons to miss a class. My policy is designed to provide you with flexibility: you are allowed for up to **two absences** without affecting your grade. Missing more than that will affect your class participation grade, such that 1 absence (beyond the first 2) will deduct 1 point (i.e., 1% of final grade) from the 10 points allocated to class attendance.

Students are also expected to attend classes on time. Please arrange your schedule so that you can attend class on time, in general. Arrive no later than 5 min after the start of class to receive credit for participating. **Three late shows will count as 1 absence.**



b) *In-class/post-class contribution (5%)*

Students are expected to actively participate in discussions. Active contribution in discussions will count towards your class participation grade. Class contribution will be assessed based on your relevance, depth, and consistency of participation. Several elements will determine your contribution to the class.

- 1) Your comments and questions in class, including on case and project presentation days. Before class, you should read the materials covered in each class beforehand, including texts and video materials, so that you are prepared for in-depth discussions. Sometimes I will call upon individual students to answer specific questions during our in-class discussions. The quality of comments is weighted more heavily than quantity. It is quite possible to make good use of only a modest amount of “air time” and receive a high grade. Please remember the tone of comments to your fellows should always be constructive, and that points of disagreement should be introduced courteously.
- 2) Completion of in-class exercises when assigned. Note that this requires on-time arrival and late credit will not be given.
- 3) Postings on the class bulletin board in response to specific prompts that will be announced. I will occasionally post discuss question or short quiz related to what we discussed during the class to facilitate post-class discussions on Canvas. Your participation will count toward your class participation grade.

*** Please be respectful and mindful about other students in the class. Everyone comes from a different background and may have different exposure to marketing research and statistics. Collectively, we can create a friendly and non-judgmental environment for everyone to learn.

2. Research Participation (5%)

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 and learn about methods and scaling techniques. Your participation in these research studies will make up **5%** of your final class grade.

To fulfil 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 length of time the study takes to complete and whether you participate online or in-person in the COB behavioral Lab (BLB 279):

Online Studies

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

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

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



- >30 minute studies = 3 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 SONA managers via email at RCoBRep@unt.edu. Your questions will be addressed promptly, usually within 24 hours.

Please Note:

- 1) Don't wait! Create your account ASAP! Get first access to available studies.
- 2) Assign your credits to the proper course. This course is: **MKTG 4120. 004**.
- 3) If you have another course that also requires SONA credits, you must complete those credits separately. On the main SONA account page, you can assign your completed credits to specific courses (of your choice). You have up to December 5th to adjust these credits!
- 4) If you do not want to participate in the posted studies, you can complete a 2-page research article critique for 2 points of REP credit each. To do so, please email RCoBRep@unt.edu and they will assign you an article to critique. Critiques are due on or before Nov 28th.

Important Deadlines!

November 28th, 5:00 PM – Last day to participate in SONA for Fall semester. You will have one week from this date to adjust your final credits assigned to particular classes in SONA. On December 8th, final scores will be distributed to instructors and cannot be changed after that point.

3. Individual Assignment: Consumer Behavior in the Real World (5%)

Each person will pick a date during the semester (list of available dates will be posted on Google docs) to briefly (~ 5 min) present to the class a real-world example that hit the news within the last month and that relates to consumer experiences either pre-purchase, during the purchase or consumption, or post purchase or consumption. In your discussion, you should make it clear which “phase” or “phases” of the consumer experience you think your example best fits in, how it relates to consumer behavior and why consumer behavior is important to take into account in that context.

Examples presented/learned in other classes are not eligible! You cannot use more than 30 seconds of video material.

Within 48 hours after your presentation please upload any slides you used or a brief summary of your presentation (if you did not use slides) on Canvas



4. Group Assignment I: Demand Landscape Project (20%)

You will form groups of 2 members and work in these groups for all group assignments. The objective of this group project is to simulate an approach companies would use to understand consumer perceptions of the categories in which their products belong. To do so, students will be asked to keep a detailed journal related to their interactions with the category they choose. Each time you think about or make a purchase in that category, you will be asked to note the following in your journal:

- Your goals, activities, and the priorities of those activities
- The social context, positive experiences, and pain points
- Any additional feelings you can add

Then, you'll discuss your journal entries with your team (who should have chosen the same product category) and turn in a **2–3-page (single-space, Times New Roman 12) write-up** of:

- The trends in the goals, activities, and priorities of team members as they think about or make purchases in the product category
- The trends in the positive experiences and pain points team members feel as they make purchases or consider the category
- The unmet needs in the category your team chose
- The products, services, and experiences a company could create in that space

Groups in class will be required to make a 15-minute presentation on the above.

Note that your group presentation/write-up will be graded on the following criteria:

- Presentations are logically structured
- Presentations touch on at least two aspects of consumer behavior discussed in class
- Every member of the group speaks

5. Group Assignment II: Team Case Reports (10%)

In this course, we use case studies to learn how knowledge from class can be applied in a real-life, business setting. Other than discussing cases in class, before each case discussion day, you and your team members will submit a brief case report showcasing your understandings and insights of the case. Your case report grades are determined by these reports.

Please submit a 2-page (single-space), Times New Roman, 12 font-size write-up from your understanding for each of the cases. Remember to include all group members' names in your report so that I can know whose work it is. You can refer to "case report" in each case in the textbook as a template to inspire you, but your write-up should not be limited. For example, what can be other interesting marketing questions, facts, or strategies you find in this case? Try to briefly show your understandings in your own words. Each case report is due prior to the beginning of the class in which the case is discussed. For this and any other assignments, if you have to miss a class for whatever reason, the assignment is still due on the due date at the beginning of the class; make arrangements to upload it by that time.



6. Group Assignment III: Final Project (25%)

The final project allows you to apply theories you learned throughout the semester to solve an actual consumer behavior project. I will provide detailed guidelines for this final project later in a separate document.

This project is a team project. My expectations are that everybody in the team does their fair share of the work. Please keep in mind that your responsibility as a group member includes to encourage others in your group to contribute and to listening to what they have to say even if you do not agree. Also, it is each student's responsibility to keep in touch with their group members!

Note: Typically, members within a team will share the same grade for the group project. However, I will consider peer evaluation results when determining each team member's individual grade. Peer evaluations are confidential, but the general tone of the team's evaluations will be shared if anyone asks.

7. Final Exam (25%)

There will be a final exam at the end of the semester. The exam will primarily include material covered in lectures and from the textbook, but material from other assigned readings and exercises might also be included. The exam will consist of multiple choice and short essay questions. The exam is designed to synthesize what you have learned.

8. Extra Credit Quiz (5%)

There will be two quizzes throughout the semester. Each quiz will have a 5 point total score, with 10 multiple choices and true/false questions. Your highest score among these two quizzes will be used as your final extra credit.

COMPUTER ACCESS AND TECHNOLOGY

All course-related materials and grades will be posted on the Canvas course website. Course announcements will be posted on the course website, so please check the course website frequently. No special software is required. Students will also submit all assignments and take all quizzes through Canvas.

COMMUNICATION

The best way to contact me outside of class is via email. Students who come to see me during office hours do not have to make an appointment. To see me at another time, please ask me for an appointment via email.



I will use Canvas or emails, as needed, to share information (e.g., course slides, directions for assignments, readings, syllabus, etc.) out of class. Please make sure to **access your account daily** and be familiar with the process of submitting and/or downloading materials.

Email Policy: Whenever you communicate with me through emails, do not forget to include **MKTG 4120** as the email subject. Doing so will not only ensure that I don't miss your email but also, I will be able to respond to your emails in a timely manner.

ACADEMIC INTEGRITY

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.

Limited Use of GenAI. Throughout the semester, you will or may use specific Generative AI (GenAI) tools for certain assignments, with guidance on responsible use. These assignments help build ethical resilience and GenAI literacy, preparing you for careers in a GenAI-oriented workforce.

I use GenAI to search relevant news or company information, enhance materials, and streamline language. I will always disclose how I use GenAI, and I expect the same from you.



In accordance with the UNT Honor Code, unauthorized use of GenAI tools is prohibited. Using GenAI content without proper credit or substituting your own work with GenAI undermines the learning process and violates UNT academic integrity policy. If you're unsure whether something is allowed, please seek clarification.

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.

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.



- **ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (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.
- **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.



TENTATIVE COURSE OUTLINE

***Note:** This outline is tentative. Always check Canvas for the most up-to-date information. The instructor reserves the right to make changes to the schedule.*

Date	Topic	Assignment
8/21	<ul style="list-style-type: none"> Course Overview Introduction to Consumer behavior 	<ul style="list-style-type: none"> Read Chapter 1
8/28	<ul style="list-style-type: none"> Consumer Research: Methodology 	<ul style="list-style-type: none"> Additional Reading: Causation and Experimental Design (pp. 106-113)
9/4	<ul style="list-style-type: none"> Consumer Decision Journey 	<ul style="list-style-type: none"> Additional Reading: Watch the “Ask A Researcher” Video
9/11	<ul style="list-style-type: none"> Consumer Behavior in the Real-World Presentation 	<ul style="list-style-type: none"> Real-World Presentation Write-up/Slides
9/18	<ul style="list-style-type: none"> Consumer Needs and Motivations Case Discussion 1 	<ul style="list-style-type: none"> Read Chapter 2 Team Onboarding
9/25	<ul style="list-style-type: none"> Consumer Perception 	<ul style="list-style-type: none"> Case Report 1 Read Chapter 3
10/2	<ul style="list-style-type: none"> Consumer Learning & Memory 	<ul style="list-style-type: none"> Quiz 1 Read Chapter 4
10/9	<ul style="list-style-type: none"> Group Homework: Demand Landscape Group Project Slides and Write-up 	
10/16	<ul style="list-style-type: none"> Demand Landscape Presentation 	<ul style="list-style-type: none"> Demand Landscape Project Write-up/Slides
10/23	<ul style="list-style-type: none"> Consumer Attitude Formation and Change 	<ul style="list-style-type: none"> Read Chapter 6 & 7
10/30	<ul style="list-style-type: none"> Persuading Consumers Case Discussion 2 	<ul style="list-style-type: none"> Case Report 2 Read Chapter 9 & 10 Additional Reading: Watch the “Science of Persuasion” Video



Date	Topic	Assignment
11/6	<ul style="list-style-type: none"> Reference Groups and Word of Mouth 	<ul style="list-style-type: none"> Read Chapter 8
11/13	<ul style="list-style-type: none"> Creating Brand Loyalty 	<ul style="list-style-type: none"> Quiz 2 Read Chapter 11
11/20	<ul style="list-style-type: none"> Review & Course Wrap-up Final Project Group Presentation 	<ul style="list-style-type: none"> Final Project Write-up/Slides
11/27	Thanksgiving Break (No Class)	
12/4	<ul style="list-style-type: none"> Final Exam (BLB 140, 3:30pm – 5:30pm) 	