

# ***Marketing 461 – Consumer Market Behavior***

Fall 2012

Consumer behavior is the study of the consumer decision-making process in the market. Selected concepts from psychology, sociology, anthropology, and other behavioral disciplines are analyzed to develop the student's ability to understand and predict reactions of consumers to marketing decisions.

## **There are three basic requirements for students in this course:**

1. Learn the Consumer Behavior terminology.
2. Understand the basic principles.
3. Apply the basic principles in a "real-world" environment.

## **Required Reading**

- ***Consumer Behavior*** by Hawkins, Mothersbaugh, and Best, 11<sup>th</sup> edition, ISBN 978-0-07-338110-7
- ***Positioning: The Battle for Your Mind*** by Ries and Trout, McGraw-Hill, 2001, ISBN: 0-07-135916-8.

## **Instructor Information**

Eugene F. Fregetto, PhD, Clinical Associate Professor of Marketing.

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## **Grading**

Tests during the semester	20%
Final Exam	20%
Individual Field Projects	15%
Class participation activities	25%
<ul style="list-style-type: none"><li>• Review video case review (2.5%)</li><li>• Critical Thinking Paper (10%)</li><li>• Participation &amp; class activities (5%)</li><li>• Student CB Journal (5%)</li><li>• Building Your Team (2.5%)</li></ul>	
Term Case Project (*)	20%

(\*) The grade for the ***Term Case Project*** will be adjusted for each student based on the Peer and Professor Evaluation. Twenty percent (20%) of the final grade for the Term Case Project will be based on the ***Term Case Project*** #1, #2, #3, and final sections submittals. The remaining eighty percent (80%) will be based on the final ***Term Case Project*** paper and presentation. See "Course Information" for details of the ***Term Case Project***.

**Blackboard Assignments:** Assignments posted on Blackboard will not be given any credit.

## **Individual Field Projects**

Every student is required to do three field projects and required to submit a written report (7-10 pages, plus appendix material) for each project on the date as shown in the course outline and below.

At a minimum, every field project must include the following:

- (1) Clearly identify and reference the consumer behavior principle(s) being illustrated by the project. Clear reference includes the page number and a direct quote from the textbook.
- (2) Use at least three secondary sources to support your discussion and to demonstrate your understanding of the field project.
- (3) Clearly describe your field project in the first paragraph of your paper.
- (4) In general, your paper must have at least the following six sections:
  - Introduction includes description of your topic and supporting secondary sources.
  - Project Description that includes a detailed explanation of your field project. What you did and what you discovered and observed.
  - Discussion of Findings that includes your reflective analysis of your findings. Is it consisted with theory?
  - Conclusion: What did you learn? What did you find interesting? What new thoughts came to mind?
  - References: A listing of your secondary sources.
  - Appendix: Include supporting materials or analysis.
- (5) To get full credit, you must use the section titles for the six sections identified in (4) above.

## **Presentation of selected Individual Field Projects**

Presentations of Individual Field Projects are meant to stimulate discussions about consumer behavior principles with your classmates. In order to ensure that the some of the best field projects are shared with the whole class, I have scheduled several classes for students to present their Field Projects. I will select students to make presentations after reading and grading the Field Projects and make my selection based not only on the quality of the written project but also on the variety of projects. The presentation should be a maximum of 5 minutes. Prepare your presentation in order to make the presentation interesting. You do not need to use PowerPoint. You may present using your handwritten notes or just your paper as a guide for your presentation. Do not read your paper to the class.

**Note: See document posted on Blackboard under “Course Information” for a list of potential Field Projects and additional requirements.**

## **Presentations**

Presentations are scheduled for the Individual Field Projects and Term Case Project. The goal is for each student to make a minimum of two presentations during the course in addition to a team presentation. All teams are required to submit a copy of their PowerPoint slides or overheads at the time of their team presentation, and the copy must include the name(s) of those who contributed to the team paper and presentation.

## **General Report Guidelines:** Field Projects and Term Case Project

- (1) All reports must be typed, double-spaced, with 1” margins and 12pt type size. All reports must be properly formatted with no widows (the last line of a paragraph by itself at the top of a page) or orphans (the first line of a paragraph by itself at the bottom of a page. Every report must include a title as well as the course number, date and student name(s). The grade for papers that fail to follow this basic format will be reduced by a minimum of 10%.
- (2) Secondary research is required for the Individual Field Projects and Term Case Project.
- (3) All team members are required to read and contribute to the editing of all the team’s written work including but not limited to both drafts and the final paper.
- (4) All students are reminded to keep copies, either electronic or hard copy, of all course work.

<b>Date</b>	<b>Reading Schedule</b>
8/28	Chapter 1 – Consumer Behavior and Marketing Strategy
8/30	Chapter 2 – Cross-Cultural Variations in Consumer Behavior
9/4	Chapter 3 – The Changing American Society: Values Chapter 4 - The Changing American Society: Demographics and Social Stratification
9/6	Chapter 5 – The Changing American Society: Subcultures
9/11	Chapter 6 – The American Society: Families and Households Chapter 7 – Group Influences on Consumer Behavior
9/13	Chapter 8 – Perception
9/18	Finish discussing Chapter 1-8
9/20	Selected Field Project Presentations (*)
9/25	Selected Field Project Presentations (*)
9/27	Chapter 9 – Learning, Memory, and Product Positioning
10/2	Chapter 10 – Motivation, Personality, and Emotion
10/4	Chapter 11 – Attitudes and Influencing Attitudes
10/9	<b><i>Team working day</i></b>
10/11	<b><i>Positioning: The Battle for your Mind</i></b>
10/16	<b>Team working day</b>
10/18	Chapter 12 – Self-Concept and Lifestyle
10/23	Chapter 13 – Situational Influences Chapter 14 – Consumer Decision Process and Problems Recognition
10/25	Selected Field Project Presentations(*)
10/30	Chapter 15 – Information Search
11/1	Selected Field Project Presentations (*)
11/6	Chapter 16 – Alternative Evaluation and Selection
11/8	Selected Field Project Presentations (*)
11/13	Chapter 17 – Outlet Selection and Purchase
11/15	Chapter 18 – Post-purchase Processes, Customer Satisfaction, and Customer Commitment
11/20	Selected Field Project Presentations (*)
11/22	Chapter 19 – Organizational Buyer Behavior Chapter 20 – Marketing Regulation and Consumer Behavior
11/27	Team Presentation of “Term Case Project” (Provide copies of PowerPoint slides)
11/29	Thanksgiving – no class
12/4	Team Presentation of “Term Case Project” (Provide copies of PowerPoint slides)
12/6	Team Presentation of “Term Case Project” (Provide copies of PowerPoint slides)
	Final Exam

**This outline is subject to change during the semester without written notice.**

(\*) Dates for “Selected Field Project Presentations” may vary during the semester.

Concerning disabled students, the University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for full access and participation in UIC Programs must be registered with the Disability Resource Center (DRC). Please contact DRC at (312) 413-2183 (voice) or (312) 413- 0123 (TDD).

### **Understanding the Student Conduct Process**

#### **What is it?**

The Student Disciplinary Policy is the University's process to handle allegations of misconduct by UIC Students. The Student Disciplinary Policy addresses both academic misconduct (such as plagiarism, cheating, or grade tampering) and behavioral misconduct (such as theft, assault, under-age drinking, and drug-use.)

The main purpose of the Student Disciplinary Policy is to insure that students receive due process - which means that every student should have a fair opportunity to express their side of the story before any decisions are made about their disciplinary case. The Student Disciplinary Policy was designed to be educational in nature.

#### **How It Works**

When a complaint is filed about a student, a Referral Review Committee will evaluate academic cases and behavioral misconduct cases are reviewed by the Dean of Students in Student Affairs. The Referral Review Committee is made up of at least one faculty and student representative from the UIC Senate and a representative from the student's college. Neither the complainant nor the student are present, but the student is welcome to submit a statement to either the committee or the Dean of Students to be included with their case.

After a case has been reviewed, a decision is made on a number of possible options including that a hearing be held. If a case is sent to a formal hearing, the student will be notified as soon as possible. On the day of the hearing, both the complainant and the student are present to discuss the case with a hearing panel. Hearing panels will include faculty, staff and/or student representatives.

Once the case has been heard, the panel will decide if the student is responsible for the charges and, if so, what types of sanctions are appropriate.

Students found responsible for misconduct are given the option to file an appeal. Grounds for appeal are listed in the Student Disciplinary Policy.