

MKT 372.2 Consumer Behavior

Spring 2022 – Section 05949

Mon, Weds 3:30 – 5:00 pm

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Office hours:	Directly after class and by appointment on Zoom, please email to schedule

Course Description:

Contemporary approaches to business strategy emphasize the importance of adopting a customer focus. Marketing, in particular, begins and ends with the consumer – from uncovering consumer needs to ensuring post-purchase satisfaction and customer loyalty.

The primary goal of this course is to enhance your understanding of consumer psychology and buyer behavior. In this course, you will have the opportunity to learn how to: (1) recognize how internal and external factors influence consumers' decision-making progresses, (2) identify how specific sociological and psychological factors may affect consumer behavior, and (3) apply terminology, concepts, and principles of consumer behavior to solve marketing problems.

Throughout the semester, you will apply your knowledge of consumer behavior through active class participation, as well as participation in in-class exercises, case preparation, exams, presentations, and collaborative class discussions.

Teaching Philosophy:

My philosophy of teaching is to engage the class to bring about creative thinking and innovative solutions to business problems. I will use examples, current events and historical occurrences to bring concepts to life. I also want to hear about marketing and consumer behavior concepts that the student has discovered in the business world, and what they believe the firm's strategy was attempting to accomplish. My goal is to inspire students to start thinking creatively about marketing and consumer behavior.

Course Materials:

- Reference textbook: *Consumer Behavior: Building Marketing Strategy*, 13th Edition or later, Mothersbaugh & Hawkins, McGraw Hill (not required)
- One consumer behavior-related book from the class book list for the Lightning Talk Book Presentation – see Canvas for book list (required)

Class Attendance:

Although attendance is expected, I do understand that circumstances can arise that require you to be absent, particularly given recent world health events.

If you are ill or have been exposed to someone who is ill, please follow university health and safety standards to minimize exposure and community spread on campus.

If you must miss class for any reason, please arrange with a classmate to get notes, any additional assignments or materials that may have been distributed in class, and to discuss any material missed. The responsibility of gathering notes and missed materials lies solely with the student.

Course Requirements and Grading:

Grades will be determined based on the following criteria:

GRADING	
Requirements	Grade Points
Exams (3 at 100 points maximum each)	300
Lightning Talk Book Presentation & 3 Milestone Achievement Reports	100
Class Participation & Casework <i>60 points – Class Participation Journal Paper</i> <i>40 points – Case Discussion Participation (4 cases at 10 points maximum each)</i>	100
TOTAL	500 total points

Your grade will be solely a result of performance on the assignments and exams. Unless otherwise specified, assignments are due at the beginning of the class period and are considered late if received at the end of the class period. **Late assignments will be docked 10 points immediately, and then an additional 10 points per day that they are late.**

While I want you to feel free to meet with me about problems or concerns, I will not adjust grades because of factors outside of the course (e.g., GPA trouble, work conflicts, personal problems, family or roommate issues, scholarship or sport eligibility issues, etc.).

I want you to do well, but there is also a need to be fair to all class members.

Plus/minus grades will be assigned at the end of the course using the following scale:

95%-100%	A	68%-69.99%	D+
90%-94.99%	A-	63%-67.99%	D
88%-89.99%	B+	60%-62.99%	D-
83%-87.99%	B	Below 60%	F
80%-82.99%	B-		
78%-79.99%	C+		
73%-77.99%	C		
70%-72.99%	C-		

Please note: Final grades will not be “rounded up” at the end of the semester.

Canvas:

The course Canvas site will contain all PowerPoint presentations and any supplemental materials for the course. I will also use Canvas to send course announcements when necessary, and to post recordings of lectures. Please make sure you regularly check your university email account for any Canvas-generated course announcements.

Resource Help:

If you are experiencing any problems in this class, please let me know as early in the semester as possible so that I may help you address them.

Exams:

Exams will contain true/false and multiple-choice questions. Questions will cover assigned textbook material and lectures. Exams MAY NOT be taken from the classroom or copied from the class Canvas site. A violation of this rule will be considered academic dishonesty/cheating and will be enforced as such.

There are no “do-overs” or second chances to “re-take” exams. Please do not ask for an exception. Except for university-approved excused absences, if a student misses an exam, they will receive a zero.

Make-up exams will be offered for university “excused” absences with proper documentation (doctor’s note, etc.). **All make-up exams must be scheduled with me in advance of the student’s exam absence.** Again, students must receive prior approval to take a make-up exam. Students are allowed no more than one excused absence for exams. Once a student has been excused for missing an exam, that student is not allowed to miss another exam day.

Lightning Talk Book Presentation

The purpose of the lightning talk book presentation is to provide exposure to relevant trends related to consumer behavior. Each student will have **3 minutes** maximum to present their analysis of their chosen book. The lightning talk should be brief, yet informative. Note: you will lose points if you go over the 3 minute mark and if you go grossly under the 3 minute mark. This talk will take precision and practice to “stick your landing” on time. The presentation should include the following components, and will be graded as follows:

Key Concept: Summarize the most important, most interesting concept from the book in your opinion. Teach us something new that you learned from the book. I don't expect you to cover everything, but it should be evident that you read the book. Choose your favorite book concept that you can explain clearly and succinctly. Synthesize this information so that you can own it and explain it in your own words.

Business Application: Explain how the book sheds light on current industry practices. Provide at least one specific, detailed example from the book that illustrates how the book's concepts can be applied in today's business environment. For example, how are companies applying the author's concept(s)? Or if they aren't being currently applied, how might companies improve their offerings if they adopted one of the author's concepts? Show us if you can (photos, video footage from the field, etc.) rather than just telling us. Do some research; make these connections on your own. Don't expect the author to provide these examples for you. This is a test to demonstrate that you can translate the book content to what's going on in the real world of business.

Class Concepts Application: What CB terms or concepts from our class this semester were demonstrated in the book? What parallels can you draw from your book and our class lectures? Details matter (don't just say “what we covered in chapter 6”). Explain! This is a test to demonstrate that you can translate the book content to what we've covered in class this semester. Make smart connections! Show us what you've learned this semester!

Creativity/Style: We will be viewing many different presentations (35+). Engaging the class (and me!) is critical to a successful presentation. Students are expected to prepare their presentations in a way that will engage other class members. Involve and engage the audience in your talk if you possibly can. Be uniquely you – let your personality shine.

Requirements: Make sure to use visuals (such a 3-5 powerpoint slides, hand made signs, photos, art, etc. it's great to be creative here too) – at the bare minimum, please include your full name, as well as your book title and the book's author on the first slide or sign of your visuals. Please clearly label the Key Concept, Business Application, and Class Concepts Application with visuals/titles. This helps me immensely in grading – thank you!

Deliverables:

- Throughout the semester, I will check in to see how you are progressing with this project and to learn if you have any questions/issues. See the class schedule (posted to Canvas) for Milestone Due Dates. Milestone 1-3 deliverables will be turned in in via Canvas.
- On the first day of class presentations, upload your 3 minute lightning talk script and any visuals (via a PDF document) to Canvas as your deliverable.

Class Participation Journal Paper:

Value is co-created. To have a valuable and beneficial class experience, you must embrace your role in this process. It is my intention to make our time in class as interactive as possible when I can. Active participation in class activities is a critical component of your learning and success. **Participation entails active engagement with the course material and in-class activities – both by sharing your own unique observations, examples, and questions with others (in person, safely when possible), and by noting them to yourself in your journal paper.** It is important to draw your own connections with the material to aid in your learning process. **There will also be numerous class activities and discussions (available both in person and by viewing recorded lectures when necessary), and required case days that comprise a significant part of your overall class participation grade.**

On the last day of class, you will turn in a typed summary of your participation in which you will provide a score for yourself (from 0 to 60 points) that reflects your perception of your level of lecture attendance, participation, engagement with course material, and value co-creation, as well as justification for the percentage you have scored yourself. **In this paper, you will be expected to provide a detailed description of your semester-long attendance or video viewing if you cannot attend class (a bulleted list of class dates is fine), with specific descriptions of your engagement and participation. Keeping an active course diary or journal of active, constructive engagement with course material will go a long way in making this an easy assignment.**

To provide an idea of how you might go about evaluating your level of class lecture attendance, participation, engagement with course material, & value co-creation, here is how I would assign a typical class participation score:

1. A 100% would be scored for someone who is always prepared, frequently initiates stimulating and thought-provoking questions when possible during in person class, often brings outside articles and examples that illustrate course concepts, and serves as a role model or leader for other students. Attends every class and/or watches all video recordings when class attendance is not possible. This students' class participation journal paper would be extremely detailed and lengthy, with a unique observation or two (or more!) for every lecture. Note: a 100% is extremely rare. (60/60 points)
2. A consistent contributor to class discussions (when possible) who responds to instructor questions and comments (and journal prompts during lectures and recordings) would receive an 85%. (51/60 points)
3. An occasional contributor to class discussions, sometimes responds to instructor questions (and journal prompts during lectures and recordings) but never volunteers to answer/comment/offer insights on their own would receive a 60%. (36/60 points)
4. Someone who rarely attends classes or watches recorded lectures, does not take part in class discussions, and does not provide much detail in their class participation journal paper would receive a 40%. Note: Simply attending class or watching class videos puts you here. Class participation means active engagement with the material as evidenced by description and details in your paper. (24/60 points)
5. Someone who completely avoids any attempt to contribute or engage with the course material, and hands in a virtually empty class participation journal paper (or does not hand in a paper at all) would receive a 0%. (0/60 points)

Your Class Attendance & Lecture Participation Paper should explicitly provide your suggested score (from 0 to 60 points). Please do not provide a grade range or a "wishful" grade. I reserve the right to make adjustments to your suggested participation score if I believe it is warranted.

Notes on Grading Class Participation:

Please note that class participation takes into account student activities that disrupt and/or hamper good class discussion. These include partaking in private conversations with fellow students, the improper use of smart phones (including text messaging), the improper use of laptop computers, and making discourteous remarks about other students. Engaging in these kinds of activities will greatly lower one's attendance and participation grade regardless of the value of the student's other comments or the student's attendance record.

Consequently, if you are acting unprofessionally, I will deduct points from your total course grade points for every instance of unprofessional behavior (with or without notice to the offending student).

Case Assignments:

On days in which we are hosting a case assignment, you should come to class prepared in that you will have already read the assigned case. Additionally, come to class prepared to brainstorm solutions to several pertinent questions regarding information in the case, and then share these thoughts and ideas in a class discussion.

During case discussions, I strongly encourage creativity, "out of the box" thinking, and integrating information from the case with information and terminology from class lectures.

Note: There are no right or wrong answers. However, there are good and bad analyses, and some decisions are more defensible than others. Details and thoughtful responses matter! Think of the classroom as a safe place to practice making constructive arguments and backing them up with specific case evidence, as well as sharing your knowledge regarding current business practices and your own related experiences as a consumer.

What is most important is the process of arriving at your own conclusions and recommendations by marshaling evidence in the case, and applying careful and logical thinking along with concepts and terminology from the associated textbook chapter/course topic. Case days typically result in lively and creative class discussions – these are not intended to be stressful, but rather fun and interesting ways to apply course concepts in the real business world.

I encourage all students to step outside of their comfort zone to share their thoughts and ideas on the assigned cases to enhance everyone's learning and overall class experience.

University Policies

University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

There is also a range of resources on campus:

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact [Services for Students with Disabilities](#), 512-471-6259 (voice) or (512) 410-6644 (video phone).

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful [resources](#) available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. A [Counselors in Academic Residence \(CARE\) Program](#) is available in each college from the [Counseling and Mental Health Center](#).

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit [Sanger Learning Center](#) or call 512-471-3614 (JES A332).

Student Emergency Services

UT's [Student Emergency Services](#) provides assistance, intervention, and referrals to support students navigating challenging or unexpected issues that impact their well-being and academic success. If you need to be absent from class due to a family emergency, medical or

mental health concern, or academic difficulty due to crisis or an emergency situation, please register with [Student Emergency Services](#). SES will verify your situation and notify your professors.

Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Policy on Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://my.mcombs.utexas.edu/BBA/Code-of-Ethics>. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. The University is well aware of the sites used for sharing materials, and any materials found on such sites that are associated with a specific student, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the [Office of the Dean of Students](#). These reports can result in sanctions, including failure of the course.

Online Instruction - Getting Help with Zoom

Students needing help with Zoom should refer to the [McCombs Student Instructional Wiki](#) for a set of comprehensive instructions. All McCombs Canvas course pages have this link on the left menu bar for quick and easy reference.

UT Zoom Account

All students must use a UT Zoom account in order to participate in some classes, office hours, and some UT affiliated events. For detailed instructions on how to sign up for a UT Zoom account, see [Getting Started with Zoom](#). You will be denied access to Zoom sessions if you attempt to access without a valid UT account.

Zoom Professionalism and Etiquette

Following are some best practices for making sure we are working together to create an efficient, effective, respectful, and ultimately enjoyable classroom when accessing remotely:

- Keep your video on at all times.
- Be mindful of your surroundings when on camera to minimize distractions.
- Avoid display of inappropriate materials or expressions, either visual, textual, or otherwise. Such displays may be subject to disciplinary action.
- Turn your camera off when leaving the meeting temporarily and use the away feedback icon.
- Include a professional photo of yourself for your Zoom profile picture. This photo will be visible during class sessions if you keep your video off.
- Mute yourself unless you are speaking. This will reduce background or feedback noise and limit distractions.
- Pose questions or comments using the "raise" your hand feature or typing in the chat window. Try to keep questions and comments brief, especially in large classes.
- Turn off your video if the video or audio is choppy. After the class or meeting, try these [Internet Connection Tips](#).
- Use the most reliable WIFI you can access. If you are experiencing problems with your internet connection, here are some [Internet Connection Tips](#).
- For more information, please see [Zoom Etiquette](#).

Class Recording Privacy

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas BBA experience hinges on this. You should treat the Texas BBA classroom as you would a professional corporate environment. Faculty are expected to be professional and prepared to deliver value for every class session. Students are expected to be professional in all respects. The Texas BBA classroom experience is enhanced when:

- Students arrive on time. On-time arrival ensures that classes are able to start and finish at the scheduled time. On-time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- Students display their name cards. This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- Students are fully prepared for each class. Much of the learning in the Texas BBA program takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual but their peers who count on them, as well.
- Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- Students attend the class section to which they are registered. Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience and safety.
- Technology is used to enhance the class experience. When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand, they are doing themselves and their peers a major disservice. Those around them face additional distractions. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of technology in class. Faculty will let you know when it is appropriate.
- Phones and wireless devices are turned off. We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, but it also cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCCAL (the [Behavior Concerns and COVID-19 Advice Line](#)): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Classroom Safety and COVID-19

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Masks are strongly recommended, but optional, inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are unvaccinated.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.

- The university has determined that all students coming to campus for the fall semester must receive a viral COVID-19 test in their local community within 72 hours prior to arrival in Austin for move in. If they already reside in Austin, they must test within 72 hours of moving into the residence where they will reside for the academic semester. Finally, individuals who are already living in the residence in Austin where they will reside this academic semester should test within 72 hours (3 days) prior to the start of class on Aug. 25.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services'](#) Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this [University Health Services link](#).
- [Behavior Concerns and COVID-19 Advice Line](#) (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact [BCCAL](#) or self-report (if tested off campus) to [University Health Services](#).
- Visit [Protect Texas Together](#) for more information.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members (TAs) are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.

Campus Safety

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).