COURSE DESCRIPTION

To study those areas of the behavioral sciences (psychology social psychology, sociology and anthropology) that are relevant to the understanding and prediction of buyer behavior in both the household and institutional setting.

COURSE MATERIALS

Links to all required readings and course materials will be available on the course BlackBoard page. It is the student’s responsibility to maintain an active Rutgers email account and to visit the course Blackboard page regularly for course messages and to access the required readings.

Communication will only be sent to your Rutgers email account. If you wish to use a different email address, please be sure to change your account settings and redirect your email.

Textbooks:

There are two books that you must purchase. The textbook is CB by Babin and Harris, 6th Edition. It can be purchased in the university bookstore. The other is a popular book written by Paco Underhill, Why We Buy. It can be purchased at the university bookstore or on Amazon for about $7. Used copies may also be purchased online.

Throughout the semester I may assign articles from recent magazines, newspapers, or journals to supplement the text and the classroom discussion. They will be made available on blackboard.

CLASS ORGANIZATION & ADMINISTRATION

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

The primary goal of this course is to enhance your understanding of consumer behavior. By the end of the course you will be knowledgeable about consumer psychology and ways of better meeting people’s needs. During this process, you will come to better understand yourself as a target of marketing influence. You will also appreciate how an understanding of consumer behavior can be used to develop powerful marketing techniques and tactics. The course also aims to provide an important competitive
advantage: an ability to see how to have an impact on consumers, and hence a talent for making more insightful business decisions.

The course will combine lectures, cases, exercises, demonstrations, and class discussion. We will use many different materials in this course to illustrate consumer behavior phenomena and to get you thinking about managerial implications of those findings.

It is important that each of you comes to class prepared. The level and success of the discussions depends on the willingness and ability of everyone to participate actively.

Class Participation

This course is designed to reward students who participate in a professional manner. That translates simply into someone who attends class regularly, arrives on time and stays the duration, and is prepared to engage in the material presented and assigned for each class period. More specifically, the following behaviors will be factored into your grade for this part of the course:

1. **Attendance** – Regular attendance is a signal of your commitment to this course; that’s the easy part. You can’t participate if you’re not present. I will get to know everyone by name, so I do note who’s here and who’s not.

2. **Class Preparation** – Your active participation in this class is a vital ingredient in its success: it conveys your level of interest, ability, motivation, preparation, and mastery of the material. You need to be prepared always to discuss the concepts, topics, and issues assigned for a particular class. Assigned readings need to be completed by the date listed on your syllabus. Engaging in broad discussions are your best opportunities to ensure that you understand the material.

   **Quality counts as much as quantity**: I will keep track of this.

A good participation grade is possible only through consistent attendance and quality participation. To facilitate accurate evaluation of class participation, please choose a seat on the first day of class and keep this seat throughout the semester. Also, please display your name cards everyday.

I will grade class participation using the following grading scheme:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Contributions in class reflect exceptional preparation. Comments and analysis offered are substantive, provide major insights, and move the class discussion forward. Arguments are robust, well defended, and presented with persuasion.</td>
</tr>
<tr>
<td>8</td>
<td>Contributions in class reflect thorough preparation. Comments and analysis offered are substantive and insightful. Arguments are generally well substantiated and persuasive.</td>
</tr>
<tr>
<td>6</td>
<td>Contributions in class reflect some preparation. Ideas offered generally reflect facts, but little is offered in terms of analysis or argument.</td>
</tr>
<tr>
<td>4</td>
<td>Student is present in class, but does not contribute.</td>
</tr>
</tbody>
</table>
The student is absent from class.

The total points across all the sessions will be summed to arrive at the final class participation score.

From time to time, life events (e.g., an interview) may prevent you from attending class; when this happens, you will receive a zero for class participation for that day. However, when computing your final class participation score, I will drop your lowest score.

Participation will also be graded on presentation days.

Course Policies

Religious Observance: If you cannot attend a particular class because of religious reasons, please make arrangements with me at least one week ahead of time so we can make alternate plans for covering the material. If any exams conflict with a religious observance, please tell me within the first two weeks of the semester.

Promptness: Active participation is essential for enhancing your learning of the material, and regular attendance will be important should you wish to do well in the course. When you choose to come to class, you are expected to arrive on time, and to be prepared to talk about the assigned readings and eager to participate in class discussions. Failure to meet these expectations will result in a lower grade.

For days in which assignments are due, you will be required to turn them in promptly at the start of each class. Points will be deducted for assignments turned in after the start of class.

Please notify me as early in the term as possible if you anticipate excessive absences due to participation in University-sponsored events, observation of major religious holidays, or other approved activities. It is the student’s responsibility to keep informed concerning all material covered and assignments made. Absences, whether excused or unexcused, do not absolve the student from this responsibility.

Regrading: If you believe an error has been made in grading your assignments, you may request a re-grade by doing the following:

i. Write a brief note to me (by e-mail) explaining why you think there is an error. I may ask you to re-submit the assignment.

ii. All re-grade requests must occur within seven (7) calendar days of the day graded material is returned to the class or the final course grade is posted.

iii. I reserve the right to re-grade the entire contents of any submitted assignment. Your grade may go up or down.
**E-Mail:** When sending me an email, please include “MKT 374” in the subject heading. I have a filter that will allow me to give priority to your emails. This is also the best way to contact me with any questions.

**Laptop Policy:** Unless you provide me with a form from the Disability Resource Center that states that you will need to use a laptop to take notes in class, you are not allowed to use a laptop during lectures or exams.

**Academic integrity**

Rutgers has clearly articulated policies governing academic integrity. Students are encouraged to carefully review the policy on Student Conduct. Any deviation from these expectations will result in academic penalties and disciplinary action.

You may also not distribute assignments, cases, or final exam questions used in this class to any other student who might take the course in the future. If there is any doubt regarding how the honor code applies to any aspect of this course, please contact me.

**Turnitin:** The Why We Buy Paper must be uploaded to the Turnitin website by 5 pm on the due date. Turnitin assesses originality and similarity to books and other papers, if 25% or more is similar to another paper or less than 75% original, you will automatically fail the assignment.

**Exams**

3 exams will be given. These exams will include multiple choice, short-answer and essay questions. More details will be distributed in class prior to the first exam date and will emphasize the previous weeks’ course readings and material. So as to not be disruptive to the other students taking the exam, you may be no later than 10 minutes to class on exam day. If you arrive more than 10 minutes late, you will not be allowed to take the exam and a make-up will not be offered.

**Make-up exams:** You may take a make-up exam if (1) you have a medical emergency and provide me with a doctor’s note, or if (2) an exam conflicts with a religious observance and you have notified me within the first two weeks of the semester. You may not miss an exam for an extracurricular activity. Exam format for makeup exams may be different than the original exam, at my discretion. Additionally, make-up exams will take place before the regularly scheduled exam.

**Exercises and Assignments**

Throughout the semester, you will be required to complete several projects and exercises, sometimes to be completed outside of class, and at other times to be completed within the scheduled class time. The objective of these labs is to illustrate an operation of some aspect of consumer behavior relevant to Marketing. Specific details for each lab will be provided separately.

**Grading Criteria**
All work is graded for both form and content: content is defined as meeting the objectives of the assignment, and form includes both the clarity of communication and presentation and conciseness. Grading for each project (both the oral presentation and written reports) will be assessed using the following five criteria:

1. **Clarity**: careful, well-organized preparation (including spelling, syntax, and punctuation)
2. **Conscientiousness**: thorough coverage
3. **Course Relevance**: pertinence to key concepts in Consumer Behavior
4. **Conciseness**: fitting within the page or time limit
5. **Creativity**: imagination, insightfulness

**Formatting Guidelines for ALL Submitted Work**
I am very particular about any work submitted, either as part of a visual presentation to the class or as any hard-copy presentation. If I find 5 or more grammatical, spelling, or formatting errors, 5% will be deducted from your score on the project. I hope never to have to do this: please consider this simply a form of motivation to you to proofread your work before submitting it.

Typewritten reports are due at the beginning of class on the date assigned. 5% will be deducted for all assignments turned in after the start of class and an additional 5% for all assignments turned in after class is over. An additional 10% will be deducted for each additional day the assignment is late. All reference sources must be properly cited at the end of the report. If the report is the work product of a team, and not just of an individual, only a single report is due.

The following formatting criteria apply to **ALL** submitted work:

- Typed in 12-point font
- Double-spaced
- Standard one-inch margins (top/bottom, left/right)
- Numbered pages, at the bottom
- Stapled in the upper left-hand corner or bound
- Cover page with title of assignment, your name(s), and date submitted

**Disability Accommodations**

If you have a disability and need accommodations to fully participate in this class, be sure to contact the Disability Resource Center (DRC) immediately. All accommodations must be approved through the Disability Resource Center. For individualized academic adjustment based on documented disability, please see Professor Ringler by the end of the second week of the semester.
Contact and Office Hours

I welcome you to set up an appointment for extra help with the material, to discuss your progress in the course, or to talk about your education and career plans.

WHY WE BUY PROJECT
(Individual Project)
Due 3/30

Students are required to read the book, Why We Buy, by Paco Underhill. The author is an industry expert specializing in behavioral aspects of consumer retail and public environments. After reading the book, students will analyze a retail environment of his/her choice in the context of Underhill’s book. Students may select one retailer, or compare one or more retailers selling similar types of goods. The major points in the book should be described and discussed (location, transition zone, traffic flow, crowding, accessibility, shopper demographics, signage, checkouts, and any additional you feel are important), relating back to both CB and Why We Buy. I suggest that you make a point of really observing consumers in a store environment, as well as noting your own behavior. Papers should run 7-10 pages, double-spaced. However, some students really get into it and go longer.

Grading Criteria:

- Identification of major points and supporting examples 50
- Analysis and critique of issues raised, including suggestions for fixing these issues 80
- General writing style and presentation 20

Total: 150 Mini

Project Options (100 points – groups of 3-4 students)
Due 4/13

*Choose only one project
*no interview may be done with another member of this class

Project #1
The manager of your favorite Starbucks has asked you to use your marketing skills to help attract people like yourself to “his/her” Starbucks. The manager wants a complete evaluation of the experience, covering the sequence of events from a customer’s first media exposure, to being there, to the trip home. To do this, visit a few Starbucks with your mind open to all sensations that might attract or lose new customers (two different Starbucks per group member).

Make a list of what you see, hear, taste, smell, and feel during your visits. What did you hear? What is the place like? What sort of customers does it attract? What mood do the customers create? Compared to other Starbucks, what is especially attractive or unattractive about this one? What can you buy? What is its quality and price?
Provide a detailed set of recommendations to the manager of your favorite Starbucks, with evidence based on your observations and concepts learned in class and from the CB book.

Also provided a detailed notation of your observations that include date, time, locations, specifics about customers, etc.

**Project # 2**
A cosmetics firm would like to increase its penetration of the male consumer market. It hires you as a consultant to obtain an understanding and preliminary insight into the attitudes, purchases, and use of cosmetics by male consumers (NOT students!). Conduct four depth interviews with appropriate target consumers. Collect demographic information on your respondents. Summarize what you learned and provide a detailed set of recommendations to your client.

Include a transcript of the interviews.

**Project # 3**
The Dog Company is a brand new company that intends to sell food for dogs in the near future. The company is undecided about what type of customer to target (demographics, lifestyles, etc.), how to best attract customers, and how to offer something unique to make its dog food more attractive to dog owners than the existing dog food brands. You are hired as a research consultant to help the Dog Company with these questions.

Select a sample of five dog owners and conduct interviews with them. Develop a set of questions for these interviews that will enable you to make detailed recommendations to the Dog Company with respect to market segmentation, brand positioning, product, price, place, and promotion.

Include a transcript of the interviews.

**Project # 4**
At Rutgers, attendance at athletic events in most sports leaves room for improvement. The Rutgers athletic director has hired you and your team to develop a detailed set of recommendations as to how student attendance at Rutgers sports events can be increased. Interview five Rutgers students and obtain their attitudes and suggestions. The athletic director expects to get advice from your firm (based on your interviews and secondary research) with respect to types of students who would likely attend Rutgers sports events (segmentation), possible benefits to be offered to the students in attendance (especially when the sports team is not a winning team), as well as advertising and promotion.
GROUP PROJECT Options (300 Points) – CHOOSE ONE
Due 5/4

You will participate in the project in groups of 4 individuals (groups formed by you), and you will be graded as a group. All group members are expected to participate fully in the project, including attending group meetings, preparing and applying each research method, conducting analyses, and preparing and presenting the project in the final presentation. If there is a “free rider” problem in any group, the group should talk to the group member first to try to resolve the problem. If that doesn’t solve the problem, the group should meet with me to work it out. At the end of the class, I will also ask each group member to assess their fellow group members’ contributions to the project. These assessments may influence individuals’ project grades.

1. Consumer Interview
2. Pinterest Research Project
3. Movie Project

Consumer Interview (300 Points) – Option 1

This project provides a hands-on opportunity to understand specific behaviors that consumers engage in. The project will be conducted in a group. Projects must focus on understanding the consumer decision-making process relating to a particular product, service, or other consumer offering (e.g., movie theater, detergent, financial/health service, furniture, automobile). You may also find it easier to focus on a particular company or brand. For example, you may want to consider some of the following questions: What are the pre-purchase, purchase, or post-purchase processes for consumers? What are the most relevant external influences on these processes? What can the companies learn from these processes and how can they influence them? How should the companies change their marketing strategies to improve image and product positioning, the acquisition process for consumers, to enhance consumer experience with the product, and influence consumer satisfaction and loyalty?

When deciding on your topic, your group should first find and read secondary research relevant to your topic (e.g., using searches of Fortune, Business Week, WSJ, and media in the LexisNexis Academic database, etc), to give yourself some understanding of what are likely to be important issues for marketing managers in selling this product/service/offering. During the course of the semester, your group will investigate your topic using two exploratory research methods: a) focus groups and b) an additional method selected from a variety of methods commonly used in marketing research (e.g., in-depth interviews, surveys/questionnaires).

A transcript of the focus group as well as any depth interviews or surveys used but be included in the appendix. You must conduct at least one focus group and at least five depth interviews or 20 surveys/questionnaires.

The write-up should include a discussion of each step of the decision-making process, background information about the product, service, or other consumer offering that you chose, that includes a discussion of the companies’ current marketing strategy. A discussion of external and internal influences. A discussion for how to acquire new customers, enhance the customer experience, influence consumer satisfaction and loyalty. As well as include recommendations that address all 4 P’s.
Pinterest Research Project (300 Points) – Option 2

In groups of 4, students are to prepare a research paper and presentation on a Consumer Behavior topic. Work should be allocated equally among the members. Each group must have a different topic. As this is the case, an early decision gives a group the best choice. As soon as you have a group and topic, please have it approved by handing in a sheet of paper with your topic listed.

The information presented must come from a minimum of three reliable sources (each member will have three different academic sources); ***your textbook and my notes, should be used as a starting point before analyzing your topic. Do not use dictionaries, encyclopedias, and textbooks from your other course as one of your three original sources. (Do not use Wikipedia as a source!)

Each group will create an account on PINTEREST and make sure that their page is public. The group will collect their resources using this Pinterest. You can "pin" visuals, interactive elements like videos and written online resources. One member must create a Pinterest page and invite every other member of the group to the page. Each member will post visuals, videos and websites related to their project on Pinterest. **Your group will hand a link to your pinterest site and an overview of what in-depth topics you will research within the research topic identified on March 9.**

Possible Topics:
1. An analysis of Anticonsumption practices by various organizations and groups including ethical analysis of these practices.
2. An analysis of how sensations such as vision, smell, sound and taste are used to motivate purchases; include both positive and negative examples.
3. An overview and analysis of how marketers are using USER- Generated Content to market their products
4. An analysis of the self-concept and how various marketers appeal to the different types of self.
5. An overview of organizations and groups who track trends including an analysis of current trend predictions. You may also want to touch on the differences between trends and fads.
6. An analysis of how credibility and attractiveness are used in marketing. Include examples of positive and negative consequences of credibility.
7. An analysis of how men have been portrayed in marketing and how those portrayals affect others and the buying process.
8. An analysis of Income and Social Class and their effects on consumer behavior.
9. An analysis of the "Canadian Identity" and how it differs from the North American Identity. Are marketers effectively appealing to Canadians?
10. A comparison and contrast of two different cultures (pick two countries) advertising and marketing.
11. An overview and analysis of how QR codes, geolocation and geotagging are being used and will be used in marketing
12. An overview and analysis of green marketing and green washing
13. An overview and analysis of behavioral targeting techniques- the techniques that are used to track us and target us.
REQUIRED CONTENT DETAIL:

- The information presented must come from a minimum of three reliable academic sources; ***your Textbook and my notes Do Not count as sources, but should be used as a starting point before analyzing your topic.
- Each member must do academic research and each must use at least 3 different sources of information; different from their group members
- This is a research project. Each member must present content.
- Your presentation must include several visuals to illustrate your analysis. You may use newspaper ads, magazine advertising, television commercials, internet sources, radio ads, etc.

Pinterest Group Page

- One member must create a Pinterest page and invite every other member of the group page. Each member will post visuals, videos and websites related to their project on Pinterest.

HAND IN on Day of Presentation

Report to be handed in before presenting will include:

- Cover page with title, group members names in full, date, and link to Pinterest page
- Summary outline of the topics covered.
- Research Paper

References/Citing Sources:

- Dictionaries, Encyclopedias, Wikipedia will not be considered as sources
- Wikipedia should only be used as a source to find more solid credible academic sources (See the bottom of any wikipedia page to explore their sources)
- If you find examples of images or YouTube videos these are not part of your three academic sources; these are back-up sources that you should include in your Works Cited

Movie Project (300 Points) – Option 3

In groups of 4, choose a film to analyze. Some of the films you might choose include: The Devil Wears Prada, New Year’s Eve, Just Go with It, and the Heartbreakers. However, you may choose whichever film you like, as long as it is approved by me PRIOR to March 9. I would recommend that you stay away from fantasy-type genres (science fiction and cartoons) and instead focus on films that are anchored on what resembles real life.

As part of your project, you will need to complete a variety of tasks:

1. Write a brief plot summary (no more than two pages number spaced)
2. Provide descriptions of at least six major characters as consumers – providing information related to lifestyle, demographics, psychographics, etc. Who are these consumers and what would I want to know about them as a marketer? Ground this discussion based on discussions and observations made throughout the movie. Use this to discuss why and how the characters make decisions throughout the film. Specifically, looking for influences on consumer behavior based on attitudes, motivations, income levels, occupation, etc.
3. Analyze 15 or more consumer behavior concepts that were discussed in class, in the textbook, or in the Why We Buy book and can be seen in the film. Make sure you cite the specific example of where this can be seen in the film (i.e., 22 minutes and 15 seconds into the movie).
For example, one film may demonstrate decision making by Generation Y consumers, and another film may include examples of how marketers use positive reinforcement in the form of promotions to motivate consumers to purchase more of their products.

**Group Chapter Presentation (50 Points)**

1. Robert Cialdini’s *Influence* is a classic book that is very commonly assigned to psychology and business school students. Everyone should read Ch. 1 (“Weapons of Influence”), which gives an overview of the book.
   a. In addition, six groups (*formed by me*) will be responsible for presenting the remaining six chapters to the class.
   b. You will each participate in your assigned group’s presentation of its chapter. Your group should prepare a 10 minute group presentation in which you introduce your classmates to the following issues: 1) What is the “weapon of influence” covered in that chapter? 2) What type of evidence does Cialdini provide that this weapon works? 3) *Especially important*: What is the relevance of this weapon for marketers and consumers today? This should be presented in a formal manner, using powerpoint.

2. Brian Wansink’s *Mindless Eating* shows how environmentally cues (often influenced by marketers) alter food choice. Everyone should read Ch. 1 (“The Mindless Margin”), which gives a good introduction to the book. Most people believe they are Master and Commander of their food choices. I want you to see that they aren’t. But I also want you to see that you can make small changes that can put you back in the driver’s seat. I want people to see that making small changes in their kitchens and routines will make all the difference with no real sacrifice.
   a. In addition, eight groups (*formed by me*) will be responsible for presenting the remaining eight chapters to the class.
   b. You will each participate in your assigned group’s presentation of its chapter. Your group should prepare a 10 minute group presentation in which you discuss the following: 1) Summarize what topic the chapter discussed. 2) What are marketers doing that influences consumer behavior and choices? 3) Go into detail about one study the Chapter discussed that your group found particularly interesting. Why was it interesting/surprising?

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**FINAL GRADE ASSIGNMENT**

The final grade is determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project</td>
<td>300</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>300</td>
</tr>
<tr>
<td>Mini Project</td>
<td>100</td>
</tr>
<tr>
<td>Why We Buy</td>
<td>150</td>
</tr>
<tr>
<td>Chapter Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>
### Final Letter Grade

- **A** 92% and above, 920 points and above
- **B+** 87-91.999%, 870 – 919 points
- **B** 80-86.999%, 800 – 869 points
- **C+** 77-79.999%, 770 – 799 points
- **C** 70-76.999%, 700 – 769 points
- **D** 60-69.999%, 600 – 699 points
- **F** 59.999% and below, 599 points and below

### Marketing (33:630:374)

#### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 1/26</td>
<td>Introduction Value</td>
<td>Syllabus Chapter 2</td>
</tr>
<tr>
<td>2 – 2/2</td>
<td>Perception and Attention Project Discussion</td>
<td>Chapter 3 Group Project Assignments</td>
</tr>
<tr>
<td>3 – 2/9</td>
<td>Memory Motivation</td>
<td>Chapter 4 Chapter 5</td>
</tr>
<tr>
<td>4 – 2/16</td>
<td>Exam I Projekt Time</td>
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<tr>
<td>5 – 2/23</td>
<td>Personality Attitudes</td>
<td>Chapter 6 Chapter 7</td>
</tr>
<tr>
<td>6 – 3/2</td>
<td>Optional Class – Group Chapter Presentation Prep Time</td>
<td></td>
</tr>
<tr>
<td>7 – 3/9</td>
<td>Group Chapter Presentations and Discussion</td>
<td></td>
</tr>
<tr>
<td>8 – 3/16</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>9 – 3/23</td>
<td>Group Influence Consumers in Situations</td>
<td>Chapter 10 Chapter 11</td>
</tr>
<tr>
<td>10 – 3/30</td>
<td>Why We Buy Discussion Why We Buy Project Due Exam 2</td>
<td></td>
</tr>
<tr>
<td>11 – 4/6</td>
<td>Decision-Making Part 1 Decision-Making Part 2</td>
<td>Chapter 12 Chapter 13</td>
</tr>
<tr>
<td>12 – 4/13</td>
<td>Satisfaction and Relationships</td>
<td>Chapter 14 and Chapter 15 Mini Project Due</td>
</tr>
<tr>
<td>13 – 4/20</td>
<td>Exam 3 Projekt Time</td>
<td></td>
</tr>
<tr>
<td>14 – 4/27</td>
<td>Group Project Presentations</td>
<td></td>
</tr>
<tr>
<td>15 – 5/4</td>
<td>Group Projects Due Group Project Presentations</td>
<td></td>
</tr>
</tbody>
</table>
Team Member’s Evaluation Form

Name of Team Member doing evaluation: ____________________________________________

Name of Team Members being evaluated: ____________________________________________

__________________________________________________________________________

INSTRUCTIONS: You have 100 points to allocate to all members of the group (including
yourself). Please list the team member’s name, the number of points out of 100 the team member
earned (based on the amount of work they did), and your reasoning for why they deserved the
number of points specified.

1. Team Member 1 Name (YOU): ____________________________________________
   Points: _____ Comments:

2. Team Member 2 Name: ____________________________________________
   Points: _____ Comments:

3. Team Member 3 Name: ____________________________________________
   Points: _____ Comments:

4. Team Member 4 Name: ____________________________________________
   Points: _____ Comments:

*TOTAL POINTS SHOULD NOT EXCEED 100

Turnitin Account

☐ If you have ever had a Turnitin account, you should continue using it for any new classes you are
taking which require Turnitin. You should not create another Turnitin account when you receive a
new Class ID# and Class Password (see Warning below). Instead, you can add any number of classes to your already existing account. To enroll in a class using your pre-existing account, please do the following:

1. Go to www.turnitin.com
2. Click on the "Log In" button located toward the top right hand corner
3. Log into your account by typing the email address and password* you used previously.
4. Once logged into your account, click on the “Enroll in a Class” tab to the upper left of the screen. Type the numeric class ID# (9403732) and the case-sensitive class enrollment password (Monday) that your instructor has given you.
5. Your class will show on your homepage, after being added to your account.
6. Click on the class name and you will see the assignments and submissions for that class.
   - If you need to enroll in multiple Turnitin classes, you will need the class ID# and class password for each class, and repeat the steps above. Once you are enrolled in each class, you will not need that class ID# and class enrollment password again.
   - If you do not remember your account password, you can navigate to https://www.turnitin.com/password_reset1.asp to reset your password.

For students creating a new Turnitin account for the first time:

Your instructor provides a Class ID # and enrollment password to the class in order for you to create your own account to use Turnitin.

1. Go to www.turnitin.com
2. Click on “Create Account” link in the upper right corner.
3. On the next window, where it says “Create a New Account” choose the “Student” link.
4. Follow the directions on the New User page. You must have a Class ID# (9403732) and class enrollment password (Monday) to complete your profile. (Do not cut and paste into these fields.)
5. Once enrolled, your class will show on your homepage.
6. Click on the class name and you will see the assignments and submissions for that class. Once the initial student account with profile* is complete, you will only need to log into your account to see the class, or classes, in which you are enrolled. If you are enrolled in multiple Turnitin classes, you will need a class ID# and enrollment password for each class, in order to add the classes to your Turnitin account. Once you are enrolled in each class, you do not need that class ID and password again.

*The user Profile consists of an e-mail address, user password, optional personal information, and a set of user preferences.

Warning: Each student profile must be assigned a unique e-mail address in the Turnitin system. Students who have previously created a Turnitin profile will need to log in with the e-mail address and password that was originally set for the user profile. Creating duplicate accounts with duplicate class enrollments can cause issues. To fix these issues your instructor, possibly the school administrator, and the Turnitin Help Desk will need to be involved. To add new Turnitin classes to an existing account, please use the "Enroll in a Class" tab after logging in.
Helpful Definitions:

Class ID # - This is a unique identification number for your class. Your instructor will give you this number. You need this number to enroll in the class. If you do not have a Class ID# or have forgotten it, you must contact the instructor. Turnitin does not provide this information.

Password – Your enrollment password is provided by your instructor. If you have not received one, or the one you have is incorrect, you must contact the class instructor. Turnitin does not provide this information. (Reminder - All Turnitin passwords are case-sensitive.)