

Marketing
Course Number: 33:630:374
Course Title: Consumer Behavior

COURSE DESCRIPTION

An essential component of marketing is understanding consumer behavior. This course provides an overview of fundamental consumer behavior concepts and the interrelated dynamics between consumer behavior and marketing strategies. The course examines the influences affecting purchasing behavior of individuals as consumers, which contribute towards successful domestic and international marketing management. Research methodology as it applies to consumer motivation and behavior is also covered.

COURSE MATERIALS

Textbook:

Solomon, Michael R. (2017). *Consumer Behavior: Buying, Having, and Being* (12th Edition). ISBN-13: 978-0134129938

You will not need to carry the textbook to class every week, I will let you know when we need it in class beforehand.

Required Software:

Cadotte, Ernest R. Marketplace Live: Strategic Marketing – Bikes, Innovative Learning Solutions. The simulation can be purchased online at <https://game.ilsworld.com/>. To create your student simulation account, you will need:

- **Game ID: 09715-00022-39494– Group A**
Game ID: 09715-00023-32281– Group B

You will purchase your license number online while creating your account. More information will be provided and teams will be formed in the first two weeks of classes. (For Technical Support: Email:

support@ilsworld.com & Phone: (865) 522-1946)

Other Course Materials:

RBS courses are taught using Canvas. 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 Canvas. It is your responsibility to ensure that you can log onto and access the course in Canvas. I will use Canvas extensively to post everything from this syllabus, any assignments, class notes, and announcements; **you will need to check it several times a week.**

LEARNING GOALS AND OBJECTIVES

The objectives of this course are as follows:

- * To develop an understanding of how consumer research, marketing strategy, and basic research on intra and interpersonal processes play multiple roles in the discipline of marketing.
- * To develop the participant's basic analytical skills, conceptual abilities and substantive knowledge in the field of consumer behavior from a variety of perspectives (multicultural, interdisciplinary, etc.)
- * To develop an understanding of peoples' consumption related behaviors and how marketing strategies can be used to influence those behaviors.

More specifically, upon successful completion of this course, students will:

1. Learn to communicate effectively in both written and oral form with different types of audiences, as well as with fellow team members. * This course will require written assignments and will afford opportunities for interaction and sharing of ideas with small group members and the class as a whole.
2. Learn to think critically with respect to a full range of organizational situations.* Marketing situations and strategies for generating consumer response will be discussed and critically evaluated by students. Also, simulation game will help students to think critically with respect to a full range of organizational situations.
3. Learn to analyze and explain the interaction of marketing mix variables with the environment and the resulting outcomes. * Our study of the consumer decision process will emphasize consumer evaluation of and response to integrated marketing strategies.
4. Learn to assess the impact of marketing on society, both domestic and global.* In this course students should gain specific understanding of how individuals, groups, and organizations seek to influence each other's behavior and the societal impact of such efforts.
5. Become acquainted with many of the conceptual and theoretical bases underlying studies of consumer behavior. Relevant concepts from the social sciences are introduced within a marketing framework and studied within the environment of marketing and consumption.

Overall, this course focuses on Rutgers Business School Undergraduate Programs Learning Goals & Objectives 1 (Knowledge), Goal 2 (Ethical Judgement), and Goal 4 (Effective Communication).

COURSE ORGANIZATION & TEACHING METHODOLOGY

This course will consist primarily of

- (1) lecture presentations on key topics,
- (2) in-class and out-of-class demonstrations of consumer behavior through simulation
- (3) case studies, reports, assignments, and class discussions
- (4) individual subject presentations and, group simulation presentations and
- (5) testing to reinforce learning.

A class schedule of topics, assignments, and exams is attached. It is my prerogative to change this schedule as the need warrants during the semester. The course syllabus, articles, and other relevant course-related materials will be posted on Canvas. You may download these materials for your own use. You will also be responsible with submitting assigned cases and exercises **via Canvas by the due dates.**

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

ATTENDANCE POLICY AND CLASSROOM CONDUCT

- * Regular attendance is expected. If you are to be absent, report your absence in advance at <https://sims.rutgers.edu/ssra/>. If your absence is due to medical reasons, religious observance, a Rutgers-approved activity, and/or emergencies, also send me an email with full details and supporting documentation as soon as possible. You are responsible for obtaining materials covered during absences. **If you miss a class that covers an in-class assignment, there would NOT be an alternative/make-up submission if the absence is unexcused.** If I am to be absent, my department chair or I will send you notice via email and Canvas as far in advance as possible.
- * Late arrival in class is strongly discouraged. Primarily it is unprofessional; it is also not taken lightly in business circles. It is also disruptive for the entire class. Please adhere to this requirement.

- * If you are late to class, you should enter the classroom quietly. The same courtesy is expected when you leave the classroom during a lecture or class discussion. Holding side conversation during a lecture or class discussion is disruptive and will not be tolerated.
- * Active participation in class discussions is highly encouraged. Stay focused and involved. Please discuss and share your thoughts and ideas with the class.
- * To encourage an active and engaging environment in the classroom, general courtesies are expected, and the following are NOT allowed (violations may affect your final grade):
 - Use of laptops (except for note taking)
 - Use of mobile phones (as it distracts everyone)
 - Frequent tardiness
 - Personal conversations (except for course related discussions)
- * To prepare for class, go over assigned readings for the class meeting ahead of time. Lectures assume that the student has read the material assigned for the day's class meeting and are largely designed to reinforce and supplement reading assignments. Evidence of class participation includes not just attending class regularly but also answering questions posed by the instructor or fellow classmates, asking questions that help clarify issues under discussion, and sharing experience and information related to the topic under discussion.
- * I acknowledge that students who observe religious holidays are absent from class for valid reasons. However, you have an obligation to notify me within the first two weeks of the semester if any class session will be missed due to religious observance, and to make up your missing work.
- * For weather emergencies, consult the campus home page. If the campus is open, class will be held.

Late Assignments: Students are expected to **submit classroom assignments by the posted due date** and to complete the course according to the published class schedule. As adults and working professionals, I understand you must manage competing demands on your time. Submission of late assignments without prior approval (in case of emergencies, medical issues, etc.) is unacceptable and will result in the awarding of **zero point** for the assignment.

Instructions for Written Assignments: The purpose of written assignments in this course is to provide you with an opportunity to present your ideas and analyses in written form. One of the most important skills that employers and graduate school programs look for is the ability of that individual to write effectively. Demonstrated competence in written form enables you to convey positive impressions of your abilities and a strong sense of professionalism. It is, therefore, important that you write your papers and reports well. The following is a list of guidelines for you to use in preparing your papers:

1. All written work must be typed and double-spaced. The margins of the papers should be set at 1" on right and left, and 1.5" from the top and 1" from the bottom of the page.
2. Paragraphs are to be indented 5 spaces; no extra lines between paragraphs. Double space your work.
3. Proper spelling, grammar and punctuation are essential. Do not use slang words or phrases. The APA Guidelines can assist you in proper usage (you can find this resource in the library or by going to the Purdue Owl Writing Center – <http://owl.english.purdue.edu/oldindex.html>). Make sure you use grammar and spell check to check your work before submitting it. I suggest using APA format.

4. Any direct quotations require quotation marks with the proper citation. If you quote someone else's work and do not cite it properly, it is PLAGARISM! If you take someone else's ideas and use them as your own, give them the proper credit (i.e., cite it).
5. All written work will require: Assignment title, your (or team members') name, the course name, and the date
6. All written assignments must be submitted on time according to the given deadlines.

Guidelines for Effective Group Work: Research on groups shows that outcomes do not depend on group members liking each other personally, but they do depend on effective group processes. Here are some guidelines:

1. Focus on achieving the best results rather than worrying about interpersonal relationships
2. Become aware of and respect differences among one another:
 - a) Demographic (gender, race, ethnicity, national culture)
 - b) Professional (values, skills, personalities)
3. Meet as soon as possible to:
 - a) Agree on your group's ground rules
 - b) Decide on the process of collaboration: when you will brainstorm ideas/approaches, prepare the group project presentation or paper
 - c) Assign tasks and identify specific deliverables for each meeting and each person
 - d) Schedule subsequent meeting times
 - e) Agree on how you will exchange work and by which dates
 - f) Determine how your group members will review the combined project and approve it

You Can Be Fired: It is permissible to fire a team member who is not making a substantive contribution to the success of the team. Missed meetings, poor preparation, failure to complete assignments, etc. are all indicative of underperformance. Before a person can be fired, the team must give the student an opportunity to correct his or her deficiencies.

EXAM DATES AND POLICIES

There are 2 exams in this course:

Midterm: () (Multiple choice, closed book)

Final Exam: (), ()-() (Multiple choice, closed book).

During exams, the following rules apply:

- If you have a disability that influences testing procedures, provide me an official letter from the Office of Disability Services at the start of the semester.
 - No cell phones or other electronics are allowed in the testing room.
 - You must show a valid Rutgers photo ID to enter the room.
 - Use the bathroom prior to the exam start.
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GRADING POLICY

Your grade in this course is determined as follows:

Individual Assignments & Exams

Exams	
Midterm	25 points
Final	30 points
Assignments (individual/group) & Microsimulations	8 points
Subject analysis report & presentation	7 points

Group Assignments & Projects

Simulation Cumulative Balanced Scorecard	15 points
Simulation Consumer Behavior Project Report	10 points
Project Presentation	5 points

100 total

Midterm (25 points – Individual): There will one midterm exam and it will be based on class lectures, textbook, and reading assignments for the weeks before the exam. It will focus on your understanding of the important concepts and your ability to apply them. The exam will be based on multiple choice questions and include everything covered in class in addition to the relevant chapters from the textbook. Thus, assigned readings from the textbook, periodicals, and other references, as well as materials from cases, article presentations, and class discussions are appropriate for testing. In addition, students are encouraged to take notes on supplementary material not covered in the text. There will be no make-up exams except for legitimate and prior-approved reasons. *Make-up exam will be given only if I receive a note from your physician and/or the university advising that you be allowed to take a make-up exam.*

Final (30 points – Individual): There will be a non-cumulative final. The final exam will include everything covered after the midterm, including assigned readings, articles, and other references, as well as materials from cases, student subject presentations, and class discussions, in addition to the relevant chapters from the textbook. Also, students are encouraged to take notes on supplementary material not covered in the text. The final exam will be based on multiple choice questions. There will be no make-up exams except for legitimate and prior-approved reasons. *Make-up exam will be given only if I receive a note from your physician and/or the university advising that you be allowed to take a make-up exam.*

Assignments & Microsimulations (8 points – Individual/Group): Over the course of the semester, you will have online/in-class assignments, in which you will need to read the relevant articles, chapters, notes, cases or other materials and submit your completed work for grading. Some of these assignments will be group work. Also, Microsimulations will be assigned as an individual work to complete online.

Subject Analysis Report & Presentation (7 points – Individual): Each student will be assigned a subject on Consumer Behavior and, during the semester, each student will be required to make a well-prepared short (5 minutes) individual presentation on the assigned subject. The purpose of this presentation is (1) to help you improve your presentation skills in front of an audience, (2) to show your knowledge and thorough understanding of a specific consumer behavior topic, and (3) to increase your classmates' knowledge about the subject. Each student will be randomly assigned to a presentation date (see the course schedule), and each date will have a different theme (see the last page of the syllabus).

You are free to choose your particular topic as long as it is educational and relevant to the theme of the date you are assigned to. For example, you may analyze/critique and attempt to improve a particular business, product, category, or advertisement in light of that particular theme (e.g. if the theme is memory, how a company could work to create consumer memory for a product/service). Or you may share an interesting personal experience or observation relating to that theme (e.g. if the theme is social influence, how shopping with friends may affect our own shopping behavior, etc.). Or you may find an article or case on the topic and analyze it.

Each student is required to submit a written analysis of the educational article, personal experience, or the case on the assigned topic before their assigned presentation date. Each written assignment should be at least two pages in length (not including any appendices), typewritten, double-spaced, and submitted via Canvas before class presentation. Subheadings should be used to identify each part of the paper and an APA format (<http://www.apastyle.org/learn/>) is required. More information will be provided.

Simulation Balanced Scorecard (15 points - Group): The class will be divided into groups (3 to 4 students in each) to compete in a Marketplace Live Simulation Activity throughout the term. Through participation in the competition, team members will gain tremendous business experience by making real business decisions. The Marketplace simulation is a transformational experience. You will learn what it will be like to compete in the fast-paced, competitive market where customers are demanding, and the competition is working hard to take away your business. In the Marketplace, you start up and run your own marketing division as a team, struggling with marketing fundamentals and the interplay between product, price, place, promotion, budgets and financial performance within an accelerated product life cycle. The winning team must deliver both customer value and lots of profit.

Your team is given control of a simulated business and must manage its operations through several decision cycles. Repeatedly, your team must analyze the situation, plan a marketing strategy to improve it, select the tactical options to implement that strategy and then execute the strategy and tactics out into the future. Your team will face great uncertainty from the outside environment (including changes in consumer wants and needs) and from your own decisions. Incrementally, you will learn to skillfully adjust your strategy as you discover the nature of your real-life decisions, including the available options, linkages to other parts of the business, conflicts, tradeoffs and potential outcomes.

A Balanced Scorecard will be used to measure your firm's performance. The firm's total marketing performance will be based upon its financial performance, marketing effectiveness, and market performance. A total score will be computed for each competing team. As in the real world, not all companies win and not every team will receive an "A." The first-place teams (two groups) will receive an "A" (92), the second-place teams (two groups) a "B+", (88), etc. Peer evaluations will be factored into grades for the simulation.

Simulation Consumer Behavior Project Report (10 points - Group): A critical learning tool used in this course is the project report based on the Marketplace Simulations. A written report regarding the Simulation is required at the end of the term. **Due date for project report is () by ()**. Late submissions will not be accepted. Peer evaluations will be factored into grades for the report. More information on the project will be provided.

Simulation Project Presentation (5 points - Group): The last two in-class meetings will cover Simulation Consumer Behavior Project Report presentations. You will present your firm's overall performance, your consumer knowledge, and marketing strategy for the 8 quarters of the game. On your assigned date, you will summarize your work to your classmates using PowerPoint slides and your presentation skills.

Grade Determination: The points earned from the tests and assignments outlined above will be totaled and compared to the following standard to determine the final grade:

Grading Scale:

A = 92 and above

B+= 87.0 - < 92.0

B = 80.0 - < 87.0

C+= 77.0 - < 80.0

C = 70.0 - < 77.0

D = 60.0 - < 70.0

F = < 60

COURSE SCHEDULE

Week	Topic and Other Course Information*	Reading Assignment
1	Introduction to Course Customer Value Buying, Having, and Being: An Introduction to Consumer Behavior	Chapter 1
2	Consumer and Social Well-Being Perception <i>Individual Presentation Assignments</i>	Chapter 2 Chapter 3
	<i>Read the Online Simulation Textbook - Chapter 5 - Understanding Customer Value</i>	
3	Learning and Memory <i>Overview of Game Scenario: Directions to Signup & Introduction Information on Quarter 1 & Team work on Q1 decisions Subject Presentations 1-5</i>	Chapter 4
	<i>Quarter 1 Decisions are due () by ()</i>	
4	Motivation and Affect <i>Information on Quarter 2 & Team work on Q2 decisions Product Design Microsimulation is due by () (individual) Subject Presentations 6-11</i>	Chapter 5
	<i>Quarter 2 Decisions are due () by ()</i>	
5	The Self: Mind, Gender, and Body <i>Information on Quarter 3 & Team work on Q3 decisions Fundamentals of Strategic Planning Microsimulation is due by () Subject Presentations 12-17</i>	Chapter 6

	<i>Quarter 3 Decisions are due () by ()</i>	
6	Personality, Lifestyles, and Values <i>Internet Marketing I. – The Fundamentals Microsimulation is due by () & Team work on Q4 decisions Subject Presentations 18-22</i>	Chapter 7
	<i>Quarter 4 Decisions are due () by ()</i>	
7	MIDTERM Attitudes and Persuasive Communications	Chapter 8
	<i>Pricing I. – The Fundamentals Microsimulation is due () by ()</i>	
8	Attitudes and Persuasive Communications <i>Team work on simulation Q5 decisions Subject Presentations 23-28</i>	Chapter 8
	<i>Quarter 5 Decisions are due () by ()</i>	
9	Decision Making <i>Internet Marketing II - Paid Advertising Microsimulation is due by () Team work on simulation Q6 decisions Subject Presentations 29-34</i>	Chapter 9
	<i>Quarter 6 Decisions are due () by ()</i>	

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10	()	Buying, Using, and Disposing <i>Profitability Microsimulation is due by () Team work on simulation Q7 decisions Subject Presentations 35-39</i>	Chapter 10
		<i>Quarter 7 Decisions are due () by ()</i>	
11	()	Groups and Social Media Income and Social Class <i>Team work on simulation Q8 decisions Subject Presentations 40-44</i>	Chapter 11 Chapter 12
		<i>Quarter 8 Decisions are due () by ()</i>	
12	()	Subcultures & Culture <i>Team work on project Subject Presentations 45-50</i>	Chapters 13 & 14
		<i>Team simulation peer evaluations are due () by ()</i>	
13	()	Term Project: Oral Presentation	
14	()	Term Project: Oral Presentation	

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		<i>Simulation Consumer Behavior Project Report Submission</i> ()	
15	()	No Class, finals week	
Final week	()	FINAL EXAM	<i>Exam hours</i> ()

Individual Presentations

<i>Presentations</i>	<i>Theme & Related Chapter</i>
1, 2, 3, 4, 5	Perception
6, 7, 8, 9, 10, 11	Learning and Memory
12, 13, 14, 15, 16, 17	Motivation and Affect
18, 19, 20, 21, 22	The Self: Mind, Gender, and Body
23, 24, 25, 26, 27, 28	Personality, Lifestyles and Values
29, 30, 31, 32, 33, 34	Attitudes & Persuasive Communications
35, 36, 37, 38, 39	Decision Making
40, 41, 42, 43, 44	Buying, Using, and Disposing
45, 46, 47, 48	Groups and Social Media & Income and Social Class
49, 50	Subcultures & Culture

**** The instructor reserves the right to make changes on the syllabus during the semester, such as rescheduling dates for homework, case assignments, simulation decision submissions.***

SUPPORT SERVICES

If you need accommodation for a ***disability***, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]

Suggested Additional Readings:

The Wall Street Journal

Journal of Marketing

Journal of Marketing Research

Journal of Consumer Research

Journal of Retailing

Journal of Advertising

Harvard Business Review

Sloan Management Review

Psychology and Marketing

Euromonitor Reports

The Economist

Fortune

Financial Times

Business Week

Marketing News