

**THE UNIVERSITY OF TEXAS AT TYLER**  
**SOULES COLLEGE OF BUSINESS**  
**Fall 2019**

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**Course Title: Consumer Behavior (MARK 3350)**

**Class Type: Face to face class**

**Class Schedule: M/W 4:00-5:20**

Instructor Information

Instructor: Dr. JungHwa (Jenny) Hong

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**\*Email is the primary contact.**

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### **NATURE AND PURPOSE OF THE COURSE**

Consumption is a fundamental aspect of all our lives. We make various consumption choices such as deciding what groceries to buy, what car to drive, where to go for vacation, what career to pursue etc. Since the study of consumer behavior is the study of human behavior, principles and theories you learn from this class are applicable to all aspects of the marketing process. In this class, you will learn the various influences that affect consumers' choices. As consumers, you can bring your own perspectives and experiences into the course in making various consumption decisions. This will be valuable in understanding consumer behavior concepts.

We will study the various decision processes from psychology, sociology, anthropology, and other behavioral disciplines to understand and predict reactions of consumers to marketing decisions. This course is relevant to those who are thinking about careers in *advertising, product and brand management, and market research*.

### **OBJECTIVES**

This course is intended to help you understand, investigate and influence consumer behavior in the real world. From this course, you will earn:

- (1) Knowledge: Develop an understanding of factors which influence consumers and gain insight into their decision processes & Cultivate a consumer orientation to market analysis
- (2) Perspective: Incorporate understanding of consumers into the formulation of better marketing strategy & Recognize foundational concepts related to consumer behavior and apply in various consumption context
- (3) Skillset: Formulating and analyzing consumer experiments in designing effective marketing communications.

### **INSTRUCTION MATERIAL**

**REQUIRED TEXTBOOK:** *Consumer Behavior* by Wayne Hoyer, Deborah MacInnis, & Rik Peters, 7th Ed., South-Western Cengage Learning.

(Note: There are several options to purchase textbook. You can choose:

i) Rent. OR ii) Purchase a looseleaf version with MindTap, which is cheaper than a hardcopy (Bookstore at school). OR iii) Purchase eBook. \*MindTap will NOT be used in this course but you may use as your self-learning tool.)

**Cengage learning website for more options:** <https://www.cengage.com/c/consumer-behavior-7e-hoyer>

Consumer Research Articles: available through Canvas

Powerpoint Slides: Downloads lecture outline slides for each topic from Canvas

## METHOD OF INSTRUCTION

The method of instruction for this course will be lectures, video films, discussion sections, and final projects.

## EVALUATION

Your course grade will be determined as follows:

Method	Points
2 Exams	200
Experiments Assessment	50
Topic Assignments	100
Participation/Discussion	100
Final Reflective Essay	50
<b>Total</b>	<b><u>500</u></b>

\*\* Please note that poor performance in any one or more of the above components of your grade cannot be made-up by any extra assignment or report.

### (A) EXAMS

There will be **2 exams** for this course. These are designed to test your knowledge, comprehension, and application of the concepts presented in the text and those discussed in the class. There is **NO MAKE-UP EXAM** unless a document for an excuse is submitted to the instructor (e.g. doctor's note). Exams are necessary to assess your mastery of core concepts. The two exams will consist of multiple choice questions. **You are not permitted to use your textbook, notes, or any other resources on the exam.** More information will be available as the exam approaches.

**Exam 1: Chrs. 1,2,3,4 (100 points)**

**Exam 2: Chrs. 5,6,7,8 (100 points)**

### (B) ASSIGNMENTS

**\* For All Assignments: NO LATE SUBMISSION!**

#### 1. EXPERIMENTS ASSESSMENT (50 points)

You will have to answer multiple-choice questions and short answers about experiments that you have learned. This is to evaluate how you understand the concepts and logics of experiments, which is widely used in consumer research in marketing. If you understand the concepts clearly from my lecture, you should be able to apply those

concepts in different context as well. You will have 2 attempts to make sure that you understand the concepts clearly and takeaway useful knowledge.

## **2. TOPIC ASSIGNMENTS (100 points)**

You will have to submit one essay for each topic assignment (1 or 2 paragraph: NO more than ½ page). After studying 1 or 2 chapter(s), you have to pick 1 the most interesting concept/theory to you and write about it. One or two paragraph is enough to answer and no more than half page. The purpose of this assignment is helping you remember at least one concept from each chapter for a long time, of course after this semester! So that everyone can get at least 5 concepts from consumer behavior class! ☺ There will be 5 assignments and each worth to 20 points. More details will be announced.

## **3. DISCUSSION/INCLASS PARTICIPATION (100 points)**

This is an important element of the course. I cannot assign a positive score on participation either if a student is absent from the class or if present, s/he does not participate at all. Not only will my lectures be very interactive but I will also elicit participation by seeking students' reactions to various examples. To aid you in participation, the lecture outline slides for each chapter will be available on the Canvas (not before 8pm) on the previous day of the class. You are required to review the notes and read the corresponding chapter from the text to enhance the quality of your contribution to class discussions. Further, you may bring to class a current event (usually an article from a newspaper or magazine, or an ad, promotional material) that is relevant to the topic under discussion. This may provide you with a good opportunity for class discussion.

Attendance and active participation/ discussions during the semester will determine your class participation grade. The more you actively participate, the more fun and rewarding the class will be for you and everyone else. And the better your grade will be! Quality of comments, questions, etc. is given more weight than quantity. **I will not check attendance in every class, but there might be credits for pop-up quiz/ activities during class. If you miss that class, you will not have chance to earn those credit.**

### **Discussion examples:**

#### **1) CONSUMER PERCEPTION**

You will learn consumer perception and we will discuss subliminal perception in class. If it influences consumer behavior and decision or not, and how marketers use it.

#### **2) VIRAL ADS**

##### What Makes an Ad Go Viral?

The assignment is based on 6 Sticky Principles articulated by Chip and Dan Heath in their book, *Made to Stick*. The 6 Sticky Principles will be summarized and explained. For this assignment, you will have to find an ad that you believe has gone viral. Please write a short summary of how the ad embodies the principles. You will present the ads and your reflection based on sticky principles.

## **4. FINAL REFLECTION PAPER (50 points)**

You will write a reflective essay as your final project. Based on your personal experiences and examples as a consumer, you will answer 1 reflective essay question. There is no specific format. Although content is more important, the professional appearance (correct grammar, spelling, punctuation, etc.) impacts the perception of quality of your work. No more than 500 words and please use single spaced. The objective of this activity is helping you understand the consumer behavior and apply the concepts and theories you learned in your real world. Moreover, this project will help you develop your critical thinking. More detailed information will be provided on Canvas. **NO LATE SUBMISSION!**

**\*\* NO USE OF CELL PHONE & LAPTOP IN CLASS !!!**

**(C) EXTRA CREDIT OPPORTUNITY**

You may have the opportunity to earn extra credit points by participating in surveys conducted by faculty as part of their research. I will provide more details in the class. Your participation is voluntary and your responses are completely confidential.

**(D) COURSE GRADE**

Each of the course requirements (e.g., exams, group project) will be graded by assigning numerical points. Your final letter grade for this class will be assigned only at the end of the course based on the points accumulated by the student. Letter grades are assigned on the basis of a curve. Normally, the grades are curved as follows:

A's (including A & A-) .....	35%
B's (including B+, B, & B-) .....	55%
C's (including C+, C, & C-) .....	10%
	<u>100%</u>

However, the above distribution is tentative and simply an indicator. Letter grades also depend on the *absolute level of performance*. The number of As, Bs & Cs given could be more or less than indicated by the foregoing distribution depending upon the level of performance.

Please note the following:

- 1) I will definitely fail a student for dishonest behavior e.g., cheating or plagiarism in midterms or assignments
  - 2) This class may seem easy but that does not automatically imply that you will earn an A in the class
  - 3) Also, just because you worked hard for this class does not automatically entitle you to an A in this class. Everyone is supposed to work hard.
  - 4) Please realize that just because you received an A in the exams (33% of the grade) does not automatically imply that your final grade will be an A because article discussions, projects, and quizzes constitute 70% of the final grade, which we don't know until the very end of the semester.
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**PERSONAL DATA SHEETS**

Students are required to turn in their personal data sheets. With your background information, these sheets will not only enable me to tailor the classes to your specific expectations but will also help me place your faces (you may provide a copy of your picture instead of the original) with your names.

**COLLEGE OF BUSINESS STATEMENT OF ETHICS**

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help student s prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both student s and faculty of the College of Business and Technology at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop any environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage and misuse.
- Conduct yourself in a professional manner both on and off campus

**ACADEMIC DISHONESTY STATEMENT**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

### **GRADE REPLACEMENT/FORGIVENESS AND CENSUS DATE POLICIES**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.utt Tyler.edu/registrar>.

Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **STATE-MANDATED COURSE DROP POLICY**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **DISABILITY ACCOMODATION**

Any student who feels their performance in this class may be impacted by a disability, in accordance with federal law, must provide documentation of his/her disability. It is university policy to evaluate the need for an

accommodation on a case by case basis. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to [dstaples@uttyler.edu](mailto:dstaples@uttyler.edu)

## **SOCIAL SECURITY AND FERPA STATEMENT**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The university issues a unique identifying ID number to all students. The electronic transmission of grades (e.g., email) risks violation of the Family Educational Rights and Privacy Act (FERPA) and therefore will not be transmitted electronically. Further, in accordance with FERPA, any information regarding assignments and grading will be discussed between the instructor and the student only. All requests made to the instructor, which are initiated by someone other than the student, regarding information about a student's activity, will be advised by the instructor to seek that information from the student.

### **Emergency Exits and Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

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<sup>1</sup> **YOU ARE RESPONSIBLE FOR ALL OF THE INFORMATION PROVIDED IN THIS DOCUMENT.**

## TENTATIVE COURSE SCHEDULE

**\* The course schedule is subject to change.**

Week	Topic	Book Chs.	Assignments/ Project Due
1 (8/26-)	Introduction/Overview of course  Understanding CB	1	
2 (9/2-)	<b>9/2 Labor day: No class</b>  Motivation/Ability/ Opportunity	2	Assignment 1 (ch. 2) by 9/15
3 (9/9-)	From Exposure to Comprehension	3	Assignment 2 (ch. 3) by 9/15
4 (9/16-)	Discussion 1: Perception		
5 (9/23-)	Memory and Knowledge	4	Assignment 3 (ch.4) by 9/29
6 (9/30-)	<b>Exam 1</b>		
7 (10/7-)	Attitudes 1	5	
8 (10/14-)	Attitudes 2  Problem Recognition/ Information Search	6  7	Assignment 4 (ch.5 & ch.6)  by 10/27
9 (10/21-)	Judgment and Decision Making	8	Assignment 5 (ch. 7 & 8)  By 10/27
10 (10/28-)	<b>Exam 2</b>		
11 (11/4-)	Discussion 2: Viral Ads		
12 (11/11-)	<b>Experiments</b> (What is experiments and how to conduct consumer research using experiments)  Experiment 1 & 2	ppt slides	
13 (11/18-)	Experiment 2 & 3	ppt slides	
14 (11/25-)	<b>Thanksgiving holidays</b>		
15 (12/2-)	Experiment Assessment		
16 (12/9-)	Final Reflective Essay		