

**THE UNIVERSITY OF TEXAS AT TYLER**  
**SOULES COLLEGE OF BUSINESS**  
**Summer 2020**

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**Course Title: Consumer Behavior (MARK 3350. 060)**

Class Type: Online course

**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. In this class, we 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**

- (1) Develop an understanding of factors which influence consumers and gain insight into their decision processes
- (2) Cultivate a consumer orientation to market analysis
- (3) Incorporate our understanding of consumers into the formulation of better marketing strategy
- (4) Formulating and analyzing consumer experiments in designing effective marketing communications

**INSTRUCTION MATERIAL**

Text: (Required) *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
Consumer Research Article	150
Experiment Assessment	50
Quiz (25 points * 4 times)	100
<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. The exam will be either essay type questions or multiple choices or the combination of both. 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). All exams will be posted on Canvas and you have to take the exam via online. Exam date is posted on the schedule on the syllabus. You can take anytime on that day however, once you open the exam, you have to complete it at one setting. (i.e. you can't save it and comeback later). 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

#### 1. CONSUMER RESEARCH ARTICLES (150 points)

The objective of analyzing 3 managerially relevant articles (will be made available through Canvas) is to develop a greater understanding of some of the consumer behavior concepts/theories and evaluating their applicability in real world. **You can select ONE article from 3 articles** below and you have to answer ALL the following questions in a typed report of **NO more than 5 (double-spaced) pages**.

(1) List 3 important findings from the experiments and 1 managerial implication of each finding  
**50 points**

(2) Link theoretical arguments/ideas from this article to any concepts from any chapter(s) in the text and explain each of those linkages **25 points**

(3) List 1 or 2 ways in which you, as a consumer, will behave differently after knowing the findings from this article **25 points**

(4) Please briefly write one consumer research idea that you would like to investigate. Which area or topic you are interested in to understand consumer behavior? What is your research question to investigate consumer behavior? Why this question is important? **50 points**

1) Schroll, Roland, Benedikt Schnurr and Bhruv Grewal (2018), "Humanizing Products with Handwritten Typefaces," *Journal of Consumer Research*, 45, 648-672.

2) Mogilner, Cassie and Jennifer Aaker (2009), "The Time vs. Money Effect": Shifting Product Attitudes and Decisions through Personal Connection," *Journal of Consumer Research*, 36 (Aug), 277-291.

3) Chandon, Pierre and Brian Wansink (2007), "The Biasing Health Halos of Fast-Food Restaurant Health Claims: Lower Calorie Estimates and Higher Side-Dish Consumption Intentions," *Journal of Consumer Research*, 34, 301-314.

## **NO LATE SUBMISSION!**

### **2. EXPERIMENTS ASSESSMENT (50 points)**

You will have to answer multiple-choice questions and short answers about experiments that you have learned in the first week. This is to evaluate how you understand the concepts and logics of consumer experiments, which is widely used in marketing research. 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. **NO LATE SUBMISSION!**

### **3. QUIZ (100 points)**

We will have 4 quizzes which cover every chapter (25 points for one Quiz which includes 2 chapters \* 4 times). I.e. Quiz 1 includes chapter 1 & 2 and Quiz 2 includes chapter 3 & 4, Quiz 3 covers chapter 5 & 6, and Quiz 4 covers chapter 7 & 8. The questions will be based on the contents you learned in the previous lecture. This will be helpful to review the important concepts and prepare for the exams. Quiz will be posted on Canvas. **NO LATE SUBMISSION!**

### **(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 (40% of the grade) does not automatically imply that your final grade will be an A because article discussion report and quizzes constitute 60% of the final grade, which we don't know until the very end of the semester.

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### **PERSONAL DATA SHEETS**

Before **June 7**, 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. Form is posted on Canvas.

### **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.uttyler.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 [cs Staples@uttyler.edu](mailto:cs Staples@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 Service

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

### **TENTATIVE COURSE SCHEDULE**

<b>Week</b>	<b>Topic</b>	<b>Ch.</b>	<b>Assignment</b>
1 (6/1-)	Module A: Experiments (What is experiments and how to conduct consumer research using experiments)  <b>Experiments Assessment (by 6/21)</b>	PPT slides	<b>Personal data sheet (by 6/7)</b>
2 (6/8-)	Module B: Psychological Core (Understanding CB, Motivation/Ability/Opportunity)	1, 2	
3 (6/15-)	Module B: Psychological Core (From Exposure to Comprehension, Memory and Knowledge)  <b>Exam 1 (chs. 1,2,3,4) (by 6/21)</b>	3, 4	<b>Quiz 1 &amp; 2 (by 6/21)</b>
4 (6/22-)	Module B: Psychological Core (Attitudes)	5, 6	
5 (6/29-7/3)	Module C: Behavioral Economics (JDM)  <b>Exam 2 (chs. 5,6,7,8) (by 7/3)</b>	7, 8	<b>Quiz 3 &amp; 4 (by 7/3)</b>  <b>Consumer Research Article (by 7/3)</b>

**\*The course schedule is subject to change. Changes, if necessary, will be posted on Canvas.**