

**BOISE STATE UNIVERSITY**  
**College of Business & Economics**  
**Mktg 307 – Sec 002 - Consumer Behavior**  
**Spring 2012 – W 6:00-9:00 – B312**

**Instructor:** Trina Sego, Ph.D.

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**E-mail:** [tsego@boisestate.edu](mailto:tsego@boisestate.edu) (e-mails sent to the instructor should have the course number in the subject line)

**Office Hours:** Drop in Mon 2:00-2:50pm or Wed 2:00-3:50pm (B306E)  
Or by appointment

**Prerequisite:** A grade of “C-” or better in MKTG301

**Required Readings:**

Hoyer, Wayne D. & Deborah J. MacInnis (2010), *Consumer Behavior*. 5th Ed. Boston, MA: Houghton Mifflin.

Fournier, Susan (1998), “Consumers and their brands,” *Journal of Consumer Research*, 24 (Mar.), 343-374 (article available online through Business Source Premier).

Petty, Richard E., John T. Cacioppo & David Schumann (1983), “Central and peripheral routes to advertising effectiveness: The moderating role of involvement,” *Journal of Consumer Research*, 10 (Sept.), 135-146 (article available online through Business Source Premier).

Lectures Notes (downloaded & printed from Blackboard)

**Required Online Viewings:**

Broome, Kate (Producer), Erskine, James & Strong, Graham (Directors). (2004). *Buy-ology: How they sell* [Documentary video]. Princeton, NJ: Films for the Humanities & Science. (available for viewing through Albertsons Library digital films on demand; 51 minutes).

Broome, Kate (Producer), Erskine, James & Strong, Graham (Directors). (2004). *Buy-ology: Why we buy* [Documentary video]. Princeton, NJ: Films for the Humanities & Science. (available for viewing through Albertsons Library digital films on demand; 51 minutes).

Chipchase, Jan (2007). *Jan Chipchase on our mobile phones*. Ted2007 [Conference]. Monterey, CA. (available for viewing at [www.ted.com](http://www.ted.com); 16 minutes)

Gerzema, John (2009), *The post-crisis consumer*. TedxKC [conference]. Kansas City. (available for viewing at [www.ted.com](http://www.ted.com); 16 minutes).

Gilbert, Dan (2005), *Dan Gilbert on our mistaken expectations*. TedGlobal 2005 [conference]. Oxford, UK. (available for viewing at [www.ted.com](http://www.ted.com); 33 minutes long)

Goodman, Barak (Producer, Director), Dretzin, Rachel (Producer, Writer). (2003). *Frontline: The merchants of cool* [Documentary video]. Alexandria, VA: PBS Video. (available for viewing through [www.pbs.org](http://www.pbs.org); 56 minutes).

Redmond, Ann-Marie, Neville, John, Miazga, Marlo, Johnston, Greg & Gilmour, Maggie (Directors). (2005). *How the kids took over: Child-driven marketing* [documentary video]. Toronto, Ontario: CBC Educational. (available for viewing through Albertsons Library digital films on demand; 49 minutes).

Serfaty, Laurence (Director). (2009). *Neuromarketing: Consumers under the influence* [documentary video]. New York: Films for the Humanities & Sciences. (available for viewing through Albertsons Library digital films on demand; 49 minutes).

### **Course Description:**

This course is an introduction to the study of consumer behavior. We will discuss consumers' relationships with products from need recognition through disposal. We will discuss consumer behavior from a variety of perspectives: cognitive, behavioral, experiential, micro, macro. Approach this class with some tolerance for ambiguity. Human behavior is very complex; social scientists and businesspeople are only beginning to understand it. Research has not addressed many issues in consumer behavior, and past findings sometimes offer conflicting evidence.

### **Course Learning Objectives:**

As the semester progresses, students will develop an understanding of the psychological, cultural and sociological factors that influence purchase and consumption, the methods by which we learn about consumer behavior, and the implications of consumer behavior for product design and marketing. The application of marketing concepts requires highly-developed analytical skills; in marketing practice, lessons learned from one industry are frequently applied to very different industries. Thus, students will demonstrate learning through:

- Identifying or defining key concepts
- Comparing and contrasting key concepts
- Generalizing concepts from one context (e.g., industry) to another (i.e., identify or describe how the concept does and does not apply to a new context)
- Evaluating marketing strategies in terms of potential effectiveness with a target consumer
- Evaluating marketing strategies in terms of social responsibility

### **COBE Core Curriculum Student Learning Goals & Objectives:**

Students in this class will learn or practice the following COBE Core Curriculum concepts, methods, and skills:

- To understand and apply analytical and disciplinary concepts and methods related to marketing and to the international business environment;
- To communicate effectively, such as writing messages and documents that are clear, concise, and compelling;
- To solve problems, including unstructured problems, related to business and economics;
- To resolve ethical issues related to business and economics.

### **Performance Evaluation:**

100 points     **Participation:** Participation will be assessed based on participation in online discussion and other online activities, class discussion, evidence of preparation for class, and occasional in-class exercises or unannounced quizzes. Regular attendance is necessary but not sufficient to demonstrate participation. Students are expected to attend during group project presentations. Blackboard exercises are a major course component, and

will factor into the participation grade. Refer to the Participation Rubric for this course for more information. Average or typical participation will result in a participation grade of 70 percent.

- 500 points **Exams:** We will have these exams: Exam 1 (75 points), Exam 2 (125 points), Exam 3 (100 points), and the comprehensive Final Exam (200 points). If a student's final exam percentage score is higher than the average of the other three exams, the final exam percentage score will be used to calculate that student's entire exam grade. To calculate the average of the three regular exams, add the three scores together and divide the sum by 300. **A student must earn a total of 300 out of the possible 500 exam points in order to pass the class (passing=D or better).**
- 30 points **Scheduled Quiz:** The quiz will be given during the second week of classes (see schedule). The quiz will cover the syllabus, hand-outs and readings to date. The quiz is intended to insure that students have a thorough knowledge of the course objectives, expectations and policies, and it will introduce students to the types of questions that will be on the exams.
- 200 points **Group Project:** The group project is optional (see implications for the course grade below). Students will be given the opportunity to commit or not commit to the group project shortly after the first exam. The project will involve conducting lengthy interviews with consumers on an assigned topic, compiling a written report of findings, and presenting those findings to the class. Students will be assigned to groups.

In addition to the above requirements, students are required to complete and submit an information sheet that summarizes their course expectations, background, interests, and preparation for the course. Each student will be required to attach a small photo of him/herself to this sheet. **The completed information sheet is due by the third class day.** Furthermore, students are responsible for updating their personal information and settings in Blackboard (<http://blackboard.boisestate.edu>) and posting an entry on the Introductions Discussion Board. Failure to complete these tasks in a timely manner will affect a student's participation grade.

Letter grades will be assigned to the accumulated total points for the course based on the following minimum cut-offs:

NOT Doing	Doing	
Group Project	Group Project	Letter Grade
Not available	800	A+
Not available	770	A
Not available	745	A-
586	722	B+
542	689	B
510	664	B-
485	640	C+
466	622	C
441	598	C-
422	581	D+
397	556	D
378	515	D-
Below	Below	F

Note that choosing the group-project option makes earning an A in the course possible, but it also slightly raises the standards in percentage terms for some letter grades (C, D). While participation in the project has implications for the course grade, a more important consideration is the learning opportunity that it provides. Former students often report that they found the group project in this class to be a rewarding experience. Because the project is demanding, students who already have demanding schedules are encouraged to opt out. Reflect carefully on goals for the course before deciding whether to participate in the group project.

The full grading spectrum will be used. A below-average performance will result in a grade of C, D, or F.

### **Blackboard:**

This course combines face-to-face instruction with online learning; some course material will be delivered online through Blackboard (Bb). Online exercises will be posted throughout the semester. Ongoing online discussions will then close at scheduled times (see course schedule).

Bb can be accessed at <http://blackboard.boisestate.edu>. Instructions for how to use Bb are also available at that site. Students who experience technological problems while using Bb should contact BSU Blackboard Assistance (email: [helpdesk@boisestate.edu](mailto:helpdesk@boisestate.edu); phone: 426-4357 M-F 7a.m.-6p.m.).

Students are responsible for accessing Bb and updating their personal information and settings. Exam grades, course documents, and resources will be posted on Bb. Reminders and announcements will be circulated to students via the e-mail addresses listed there. Students are advised to check e-mail daily.

When an electronic resource is assigned for this course, students should study that resource as carefully as they would study assigned printed course material. Participation in online activities will affect student participation grades, and material from online activities will appear on exams.

Students will be organized into online study groups for the purposes of participating in online discussions. Take online discussions seriously. Discussion postings are written comments in a professional environment. Communication style should be more formal than what might be used in a chatroom or an e-mail or text to a friend. Students have more opportunity to edit comments in an online environment than they do in a face-to-face classroom discussion, and they are expected to take advantage of that opportunity. Students are advised to compose comments in Word (or other word processor) and copy and paste to the discussion forum.

Several videos are assigned for viewing online. To watch these videos online requires Realplayer or other compatible media playing software and a high-speed internet connection. Materials can be accessed through campus computer labs.

Allow plenty of time to complete online tasks. Servers are known to go down and internet connections sometimes fail. Plan to complete tasks ahead of schedule so as not to run into technological problems at the last moment.

## Examination Policies:

If an *exam* is missed, the points for that exam will be shifted to the comprehensive final. Thus, the final exam is the only opportunity for exam make-up that will be provided. Missing an exam is at the student's discretion and reasons for missing the exam need not be documented. Examples of reasons that might prompt a student might miss an exam: illness, death of a friend or family member, jury duty, or participation in athletic or academic competitions. If a student misses more than one exam, the student will lose the points for that exam. If extreme circumstances force a student to miss more than one exam, he or she should consider dropping the course.

The final exam is mandatory and will be given during the final exam period scheduled for our class by the Registrar. Students are advised not to make plans to leave campus before the end of finals week. Students who already have commitments which interfere with taking the final exam should reschedule those commitments immediately or drop the class.

If a scheduled *quiz* is missed, the student will lose the points for that quiz. Exceptions will only be made in the event of a student's serious illness or injury, or a death in the student's immediate family; in such a case, the student must notify the professor in advance of the scheduled quiz and provide original written documentation of circumstances. The student is responsible for offering documentation for missing a quiz. These exceptions do not apply to scheduled exams.

During an exam or quiz, once a student has received an exam, he/she may not leave the examination room until the exam/quiz is complete. Students who arrive late for an exam or quiz will lose time allowed to complete the exam/quiz. During the exam/quiz, after the first student has completed the exam/quiz and left the room, latecomers will no longer be admitted. If a cell phone or other electronic device rings (buzzes, vibrates, etc.) during an exam/quiz, present the device to the professor or proctor who will hold it until the exam/quiz is over. The use of calculators and other electronic devices is not allowed during exams/quizzes.

Exam questions will test different types of knowledge, and many will require analytical skill. Questions will vary in level of detail and difficulty. A definition question might test basic knowledge—the kind of knowledge that a marketing professional might use routinely. A single exam question might require integration of two or more concepts, comparison of two concepts, application to various situations, etc. Any content from class may appear on the exam, but not all of the content that a student may have studied will appear; exams will not be so lengthy that content covered on different questions overlaps, or that content covered on exams for different sections of the course (when applicable) overlaps. Exams will likely include approximately 20-35 multiple-choice questions each, while the final exam will likely include approximately 50 multiple-choice questions. Exams may also rely on true-false, fill-in-the-blank or essay formats. When essay questions are included, the total number of exam questions may be fewer.

Exams will cover content from class, the Blackboard course site, any assigned readings, and any assigned electronic resources, with the greatest level of importance placed on content that is covered more than once in different ways. "Study guides," which narrow the scope of study, will not be provided.

To protect the security of exam questions, exams will not be returned to students. If a student would like to review his/her exam after receiving an exam score, he/she is encouraged to visit the professor during office hours or by appointment.

Any student who feels that he/she may need accommodations based on the impact of a disability should immediately contact the professor to privately discuss specific needs. Students for whom this applies will also need to contact the BSU Disability Resource Center

(<http://disabilityresourcecenter.boisestate.edu> or phone 426-1583) to meet with a specialist and coordinate reasonable accommodations for documented disabilities. The start time for any exams taken at the facilities of the Office of Disabilities Services should fall within 15 minutes of the scheduled start time for the exam. Students are responsible for scheduling the facilities well in advance to avoid scheduling problems. In cases where a student with a documented disability requires extra exam time, and this accommodation creates a conflict with an exam in another class, MKTG307 exams are assumed to take priority.

### **Additional Course Policies:**

At all times, maintain respect for *consumers*, our object of study in this course. There are no “stupid” consumers, nor “weird” consumers. We aim to understand consumers, not evaluate them.

Unless otherwise specified, all work in this course is expected to be an individual effort. All university rules regarding academic misconduct apply to this course. The BSU Student Code of Conduct, which includes information on academic dishonesty and describes reporting and hearing processes, can be found online at: [http://www.boisestate.edu/osrr/scp/student\\_code.html](http://www.boisestate.edu/osrr/scp/student_code.html).

Writing skills are important to success in this course and important to success in one’s career. The College of Business and Economics Writing Guide (i.e., the Guide) will be the writing standard used in this class. The Guide lays out a set of basic writing standards that will be used across the College. These standards are subset of rules about good writing taught in English and communication courses. This subset emphasizes professional communication in the workplace. Students are responsible for downloading a copy of the Guide. It can be found online at: <http://cobe.boisestate.edu/students/writing-styles-guide>.

A great deal of content will be covered in class, some of which is not covered in assigned readings. When a student misses class, he/she can expect to miss material and to lose participation points. Videotapes will not be loaned out to students who have missed an in-class video presentation. If a student misses class, he/she is advised to consult with a classmate about sharing notes.

Lecture outlines and other hand-outs will be posted on Bb 24 hours before each class meeting (if hand-outs are not posted on time, or there is a problem with the file, please e-mail the instructor). Students should download and print hand-outs prior to coming to class.

Any e-mail sent to the instructor should have the course number in the subject line of the e-mail.

Assignments are due at a specific time. Assignments turned in after this specific time will begin incurring penalties immediately (*even if only one minute late*). An assignment turned in between 1 minute and 24 hours late will be penalized 10 percent. Additional 10-percent penalties will be incurred for each business day that the assignment is late. If a student turns in a late assignment and the professor is not available to receive it, the student should ask the marketing department administrative assistant to time, date and initial it, and then turn it into the professor’s mailbox. Please do not bother the staff when turning in assignments on time.

Students can expect to receive scores for quizzes and exams two weeks after taking them (exam scores will be posted but actual exams will not be returned). Project grades may be expected after three weeks.

Questions or concerns about performance in this course should be directed to the professor early in the semester, while there is still time to work on improvement. The professor may not be available for consultation after the last day of class. Grades are not negotiable.

### **DOWNLOADING ARTICLES FROM THE BSU LIBRARY DATABASE**

- Go to the BSU Library website at <http://library.boisestate.edu>
- On the right side of the screen, under **Find**, click on "**Articles, Databases.**"
- Scroll down through the list of databases and click on the "**Business Source Premier**" database.
- If you are using an off-campus connection, you will be prompted to for your broncoweb login and password.
- Enter the title of the article in the box and click on "**Search.**"
- If the search returns more than one article for the title, click on the one with the authors/journal listed in the reading list provided. If the article does not come up by title, search by keyword, author, etc.
- Open the HTML or PDF full text version of the article and print it. Although slightly slower to process, the PDF format will reproduce the original article and is better for viewing the tables and figures in the article. Figures and tables might not be reproduced using the HTML format.
- As an alternative to Business Source Premier, students may also use the ABI/Inform database.

### **VIEWING VIDEOS THROUGH THE BSU LIBRARY FILMS ON DEMAND**

- Go the BSU library website at <http://library.boisestate.edu>.
- On the right side of the screen, under **Find**, click on "**Videos.**"
- On the next screen, click on "**Films on Demand.**"
- If you are using an off-campus connection, you will be prompted to for your broncoweb login and password.
- Then type in the title of the video and pull down "**search by title**" in the search box; enter and the video should come up in the search.

### **VIEWING VIDEOS THROUGH TED.COM**

- Go to the TED website at <http://www.ted.com>.
- In the search box (upper right corner), type the name of the speaker and press enter.
- The search may bring up blogs, bios and multiple talks associated with a particular speaker; look for the talk with the appropriate title and click on the URL.
- Students are also responsible for reading assigned speakers' bios on the TED website.

### **VIEWING VIDEOS THROUGH PBS.ORG**

- Go to the PBS website at <http://www.pbs.org>.
- In the search box (upper right corner), type the title of the video and press enter.
- The search may bring up multiple files/sites associated with a particular video; look for the main page for the video and click enter.
- Scroll down and click on a link labeled "watch the program online."

**\*\*If you identify any significant errors in this syllabus, please inform the professor as soon as possible so that a clarification can be made\*\***

**\*\*The professor reserves the right to amend this syllabus. Students will be notified of any changes via announcements on the Bb course site\*\***

\*\*The course schedule (with due dates, etc.) is presented as a separate document\*\*

**MKTG307 Section 2  
Spr2012 Course Schedule**

*This schedule is tentative; students are responsible for any changes announced in class or on Blackboard.*

<b>Date</b>	<b>Topic/In-class</b>	<b>Assigned Reading/Online Exercises</b>
Jan 18	Syllabus/Intro Paradigms & Applications	Chapter 1 Enrichment Chapter pp. 27-41 Introductions Discussion Board posted
Jan 25	<b>Quiz</b> ; Research Video (in class)	Fournier; Petty, Cacioppo & Schumann Online discussion of video posted
Feb 1	Perception Group Project Instructions	Chapter 3 View Chipchase talk online <b>Online discussion(s) close 8a.m. Feb. 3</b>
Feb 8	<b>Exam 1</b>	
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-		View <i>Neuromarketing</i> (video) online Online discussion of video posted
Feb 15	Consumer Decisionmaking Discuss Group Project	Chapters 2, 8; Petty, Cacioppo & Schumann View Gilbert talk online
Feb 22	Cognition & Attitude	Chapters 5, 9, 10 View <i>Why We Buy</i> (video) online
Feb 29	Behavioral Approaches Knowledge & Memory	Chapter 6 Chapters 4, 7
Mar 7	Purchase	<b>Online discussion(s) close 8a.m. Mar 9</b>
Mar 14	<b>Exam 2</b>	
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Mar 14	Post-Purchase	Chapter 11 View <i>How They Sell</i> (video) online Online discussion of video posted
Mar 21	Brand Relationships Personality, Lifestyle & Social Class talk online	Fournier pp. 325-343; Chapter 14; View Gerzema
Mar 26-30	Spring Break – Enjoy!	
Apr 4	Cultural & Ethnic Influences Group Progress Meeting	pp. 310-324 <b>Online discussion(s) close 8a.m. Apr 6</b>

Apr 11      **Exam 3**

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View *How the Kids Took Over* (video) online  
Online discussion of video posted

Apr 18      Age, Cohorts, Families, Households      pp. 300-309, 343-354  
Social Influence/Diffusion of Innovations      Chapters 15, 16

Apr 25      Project Presentations; Catch Up      View *Merchants of Cool* (video) online  
Project Presentations

May 2      Project Presentations  
Project Presentations      **Online discussion(s) close 8a.m. May 4**

**Final Exam    Wed., May 9 at 6p.m.**

**This syllabus is not official until after the first class meeting**