



**Behavioural Marketing:
COMM 343 (A1)
Fall 2016**

INSTRUCTOR: Xin Ge

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OFFICE LOCATION: 10-4540 (Teaching and Learning Building)

OFFICE HOURS: Wednesday, noon – 14:00

TELEPHONE NUMBER: (250) 960-5178

CLASS TIME: Wednesday, 8:30 – 11:20

CLASS LOCATION: 10-4588

COURSE DESCRIPTION:

This course focuses on concepts, principles and theories drawn from marketing and related social science disciplines that are relevant to the prediction and explanation of individual, group and environmental influences on consumption behavior. Beyond understanding how consumption behavior is manifested in all of the forms, students are exposed to a managerial decision-making perspective by examining how target market and positioning strategies can be used to influence consumer cognitions, feelings, attitudes, and behavior.

COURSE OBJECTIVES:

Understanding the consumer is important at all stages of the marketing process, from product development to customer satisfaction. The objective of this course is to familiarize students with key elements that influence consumer behavior. On completion of this course, students will acquire a general understanding of: the marketing concept and segmentation; consumer information processing; consumer motivation; personality and consumer behavior; issues affecting attitude change; consumer decision making; post purchase behavior; situational and group influences on consumer behavior; the impact of culture on consumer behavior; international marketing and consumer behavior; and public policy issues in consumer behavior.

TEXTBOOK:

Hoyer, MacInnis, and Pieters (2013), “*Consumer Behavior*”, 6th Edition, South-Western Cengage Learning, Mason OH.

COURSE FORMAT:

This course will consist of a combination of lectures, practical examples, cases, class discussions, and course project. You are expected to read relevant chapters and to prepare material, take notes and identify significant issues in advance for discussions in class. General lecture slides and reading materials designed to supplement class lectures will be posted on the Blackboard prior to the scheduled discussion of the topic. It is strongly recommended that students download and bring a copy of the lecture slides to class.

TENTATIVE COURSE SCHEDULE:

WEEK	DATE	DAY	TOPIC	CHAPTER
1	7-Sept	F	Handing Out Course Syllabus Introduction to Consumer Behavior	1
2	14-Sept	F	Social Class Influences Social Compliance Technique	11 13
3	21-Sept	F	Motivation, Ability, and Opportunity <i>(Submit Term Paper Title and Group Members)</i>	2
4	28-Sept	F	Exposure, Attention, & Perception	3
5	5-Oct	F	Consumer Knowledge	4 (I)
6	12-Oct	F	<i>Midterm I (Ch. 1, 2, 3, 4 (I), 11, & 13)</i>	
7	19-Oct	F	Consumer Memory	4 (II)
8	26-Oct	F	Consumer Attitudes <i>(Submit Progress Report)</i>	5, 6
9	2-Nov	F	Prospect Theory	Supplement
10	9-Nov	F	Process of Consumer Decision Making (I)	7, 8
11	16-Nov	F	Process of Consumer Decision Making (II) Constructive Consumer Preferences	9, 10 Supplement
12	23-Nov	F	<i>Midterm II (Ch. 4(II), 5, 6, 7, 8, 9, 10, Prospect Theory, & Constructive Consumer Preferences)</i>	
13	30-Nov	F	Group Presentations <i>(Term Paper Due – All Groups)</i>	

COURSE ASSIGNMENTS AND GRADE WEIGHTING

Components	Date	Weight
Mid term Exam 1	12-Oct	30%
Mid term Exam 2	23-Nov	30%
Class Discussions	TBA	10%
Term Paper	30-Nov	25%
Presentation of Term Paper	30-Nov	5%
Total		100%

EXAMS:

The two midterm exams will take the form of a combination of true or false questions, multiple choice questions, and short answer questions. The exams will cover both assigned readings and lecture materials. Both exams are non-cumulative. Midterm I will cover Chapters 1, 2, 3, 4 (I), 11, & 13. Midterm II will cover Chapters 4 (II), 5, 6, 7, 8, “Prospect Theory,” & “Constructive Consumer Preferences.” (There is no final exam in this course.) There will be no makeup exams. If you miss an exam, you will receive zero marks. Exceptions may be made for documented medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor *prior to* the date of the scheduled exams.

The exams will be “closed book”. No electronic devices are allowed to be used (e.g., no calculators, dictionaries, cell phones, iPod, or electronic devices of any other kind).

CLASS DISCUSSIONS:

All students are expected to attend all class sessions. Active participation in class discussions is critical to the learning experience in this course.

Each one of you is expected to contribute to class discussions. Please do your assigned readings for the scheduled lecture days so that you are in a better position to ask questions and comment on the material covered in class. This will make the learning process much more enjoyable for both you and me! After class and office hours discussions about ideas that you generated but did not find a chance to present in class are also encouraged.

In particular, students shall join teams of five for small group discussions. The objective of small group discussions is to apply the basic concepts and principles learned in the real business world. You can choose different group members each time.

Class discussions grade is primarily based on the frequency and quality of ideas and issues voiced during class discussions and office hours discussions although emphasis will be given to the small group discussions, and is determined by the instructor.

TERM PAPER:

The term paper will be a summary of group project. You are to form groups of up to five students. Each group is to examine a topic of their choice relating to consumer behavior. Note that while the topic must be related to consumer behavior it need not be something that is covered in class or in the text. Suggested topics will be provided in class. Each group has to inform the instructor of their chosen topic (and acquire her consent) by Sept. 21. Each group is also required to submit a progress report of the paper by Oct. 26 and obtain feedback from the instructor. The final paper is due on Nov. 30. In the last class (on Nov. 30), each group will present their papers in class to share their findings with peer students.

The paper is to be 15 – 20 pages in length (including references, tables, diagrams, and appendices), double-spaced, 12 pt. Times New Roman font. The margins, header and footer are to be 2.5 cm (1 inch). Use APA (American Psychological Association) style throughout the paper.

You are encouraged to start work on this paper early in the term. The paper will be marked out of 100 points, allocated as follows:

Professionalism	15 Points
Research Content	70 Points
Ideas for Future Research	<u>15 Points</u>
	100 Points

Professionalism. This pertains to spelling, grammar and the general appearance of the paper.

Research Content. It is expected that you will examine and reference literature pertaining to your topic. Note that while some reference to newspapers, internet sites, business magazines and trade journal articles (e.g., *Marketing News*, *Advertising Age*, *Business Week* etc.) is acceptable to provide context for your topic, reference material used to provide evidence for a point you are

making should be drawn from *refereed* journal articles (e.g., *Journal of Consumer Research*, *Journal of Consumer Psychology*, *Journal of Advertising*, *Journal of Advertising Research*, *Psychology & Marketing* etc.). It is required that each group will cover at least *ten* refereed journal articles in their term paper. Note that in some cases a particular aspect of the topic you choose may not be covered in existing literature. In such cases, you are required to provide a justification for the point you are making and any assumptions underlying your argument (e.g., provide a footnote explaining why you believe a given point to be true). *It is important that you reference all factual statements.* Follow *APA (American Psychological Association) style* to compile the bibliography. The reference should contain information regarding the author(s), year of publication, the title of the paper, the journal the article is drawn from, the volume, the issue and the page numbers. The following provides examples of referring to a book, a journal article, and a website:

(1) Books

Beach, Lee Roy (1998), *Image Theory: Theoretical and Empirical Foundations*, Mahwah, NJ: Erlbaum.

(2) Journal Articles

Ge, Xin, Paul R. Messinger, and Jin Li (2009), “Influence of Soldout Products on Consumers’ Choice,” *Journal of Retailing*, 85 (3), 274-287.

(3) Websites

Bartle, R. A. 2006. Why Governments aren’t Gods and Gods aren’t Governments. *First Monday*, Retrieved March 1, 2008, from http://firstmonday.org/issues/special11_9/bartle/.

While there are no firm guidelines with respect to the number of journal articles that should be referenced, a working guideline would be 10. Ensure that your paper does not simply paraphrase or draw heavily from one or two sources. The library has a number of excellent databases (e.g., Business Source Complete, JSTOR, Academic Search Premier) that will assist you in finding relevant articles.

(A note on how to use these search engines: first go to the university library home page, find the “COLLECTIONS” tab, and click on the “Indexes & databases” button. Choose one of the search engines (e.g., Business Source Complete), input the key words and start a search.)

Insights for Future Research. Research in the social sciences is rarely definitive. You should consider what the limitations of the current research are and discuss what additional research might be valuable with respect to the topic.

At the end of the semester, you will be asked to submit a confidential evaluation of the relative contribution (amount of work and quality of work) each group member has made to the group project. If these evaluations consistently indicate a particular person did not contribute fully to the group project, their project grade will be reduced to reflect that assessment.

Grading System: Grading System (see Page 107 Academic Calendar)

<u>Excellent</u>	A+ =	90-100
	A =	85-89.9
	A- =	80-84.9
<u>Good</u>	B+ =	77-79.9
	B =	73-76.9
	B- =	70-72.9
<u>Satisfactory</u>	C+ =	67-69.9
	C =	63-66.9
<u>Marginal</u>	C- =	60-62.9
	D+ =	57-59.9
	D =	53-56.9
	D- =	50-52.9
<u>Failure:</u>	F =	0-49.9

Plagiarism and Academic Misconduct

It is the student's responsibility to be aware of UNBC's Academic regulations, policies and procedures as described in the University calendar.

A definition of academic misconduct includes:

Cheating (using unauthorized material, information, or study aids in academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement, assisting others in any act, submission of the same work for grades in two courses without permission of the instructor or attempts to engage in such acts.

The regulations on plagiarism apply to all material submitted for a grade: essays, exams, assignments, cases, presentations, quizzes, and practice sets. Any case of suspected academic misconduct will be reported to the campus registrar. If the student is found guilty of academic misconduct there are both grade penalties and disciplinary penalties. Before there is any intention (on your part) or suspicion (on the part of your instructor or your peers) of wrongdoing, please see the instructor to discuss any problems of this nature. If your paper closely resembles a paper from this class or any other class (either written by you or another student, in this semester or any other), this will be considered an infraction of the academic misconduct code.

Ethical Standards

The following behaviors are considered unethical:

1. Telling the instructor that you "need" a certain grade
2. Asking for extra assignments for the purpose of raising a grade
3. Asking that the grade be raised because it is very close to the next higher grade
4. Asking that the grade be raised because you did very well on one part of the course or grading scheme
5. Asking for a higher grade because you don't like the grading scheme

6. Asking to be allowed to turn in an assignment late - even a few minutes late - because of computer or printer problems or any other reason
7. Asking to be treated better than other students by making an exception to the rules
8. Asking for any other unfair advantage in grading.

Disability Services

If there are students in this course who, because of a disability, may have a need for special academic accommodations, please feel free to meet with the instructor to review your specific needs or contact Access Resource Centre (formerly Disability Services) located in the Teaching and Learning Building, Room 1048, Tel 250-960-6355, or via email arc@unbc.ca. For more information, please visit their website www.unbc.ca/arc.

Academic Advising

For academic advising please contact the Recruitment and Advising Centre Room 7-714, by email: advising@unbc.ca or via phone at 250-960-6494.

Academic Success Centre (formerly Learning Skills Centre)

For tutoring online or in person; download handouts on writing, math, and referencing; receive study assistance; and much more, please see the Academic Success Centre. Their website is www.unbc.ca/asc.

The Academic Success Centre is committed to supporting and enhancing student learning and to providing the skills students will need to become life-long learners. Through collaborative partnerships, we offer services and resources that empower students to take responsibility for their own learning. Our students' success is our ultimate measure of accomplishment.

This site provides you with access to:

Free online tutoring

Downloadable handouts for writing, study skills, math, and presentation skills

Access to self assessment sites for learning styles, grammar, math, etc.

Information about face-to-face tutoring and how to book an appointment

Special programs and workshops offered through the Centre

For more information, please contact the Academic Success Centre located in the Teaching and Learning Building, Room 10-2584 or via Tel 250-960-6367 Fax 250-960-5425 or via email asc@unbc.ca.