

THE OHIO STATE UNIVERSITY
Fisher College of Business
M&L 4201: Consumer Behavior
SUMMER 2016

Instructor:	Daniel Zane
Office:	560 Fisher Hall
Email:	zane.7@osu.edu
Office hours:	Tues and Thurs 2:00 – 3:00 PM (or by appointment)
Lecture:	Tues, Thurs 3:55PM – 5:30 PM, Schoenbaum Hall 220

COURSE MATERIALS

Textbook: *Consumer Behavior*, 6th Edition, by Wayne D. Hoyer, Deborah J. MacInnis, & Rik Pieters; ISBN-10: 1133435211, ISBN-13: 9781133435211

- Available at OSU bookstores and online.
- If you do buy an older edition, please note that the chapter numbers are NOT the same as in the 5th edition. See the Appendix of this syllabus for corresponding chapters from the 5th edition.
- For your convenience, a copy of the text (6th edition) has been placed on reserve at the architecture library (across the street from Fisher).

COURSE OBJECTIVES

This will quite possibly be unlike any other business course that you have taken – consumer behavior is very much based on psychology. That means this course will be about people, and not business per se.

Since marketing begins and ends with the consumer, it is essential that anyone wishing to understand marketing understands the consumer. However, the true beauty of studying consumer behavior is that it will also allow you to personally benefit as an individual as well. By studying the psychology of consumers, you have the opportunity to learn about how you can personally navigate the “marketplace” in a more skillful manner. You’ll find that many of the concepts we explore in this class can be extended into many areas of your life, including job interviews, effective studying habits, personal enjoyment, etc.

Thus, this course is designed to give you, the student, an overview of consumer behavior and is intended to acquaint you with both what it means to be a consumer in a market-oriented society and what, as a marketer, you need to know to understand the role of meeting the consumer’s needs in the development of marketing strategy. To this end, we will explore processes involved in consumption and ways in which we, as marketers, are better able to predict and influence behavior.

LEARNING OBJECTIVES

- To understand the concepts, theories, and principles from the social sciences that apply to consumers and their purchase behavior.
- To learn how to make appropriate marketing decisions based on a sound knowledge of consumer behavior concepts.
- To become a more knowledgeable consumer, understanding how consumer behavior principles may affect your own behaviors (both in the marketplace and in personal areas of your life).

IMPORTANT NOTES ABOUT COURSE FORMAT AND COURSE POLICY

Assignments: You must come to class ready to discuss the assignment for the day, be it a chapter from the textbook, a supplementary article, or an assignment given during the class period before. During the course of the semester, you will be given both individual and group assignments (which you will work on in groups of 3-4 people). ****All written assignments must be typed.**** Any assignment that is not typed will receive an automatic point deduction.

Late papers: Any written assignments must be handed in at the *beginning of class on the day they are due, unless otherwise noted on the course schedule*. Assignments handed in after they are due will receive a maximum of half-credit. The only exceptions are for documented emergencies. Assignments will not be accepted for credit more than one week after the initial due date under any circumstances.

Attendance and Participation: Attendance and participation are very important in creating a class environment that is both interesting and meaningful to the student. You should attend class regularly and be on time. Be prepared to ask and answer questions. From time to time, you may be called upon to answer questions on the day's material. Therefore, it is to your benefit to come to class prepared.

Classroom Conduct: This course should be exciting, challenging, and fun for everyone. In order to encourage this process there are certain rules about your conduct in the classroom:

- When you come to class, be prepared to actively participate.
- Turn your cell phones off when you enter the classroom.
- Come to class on time.
- Be respectful when your classmates are speaking – let other people finish when they speak and carefully listen to what they have to say. You do not have to agree with everything others say, but you should respect their opinion.

EVALUATION METHODS

1. There will be two exams this semester. All of the exams will include material from the classroom discussion (reinforced by the textbook) and any supplemental material provided

by the instructor. **You are responsible for all material even if we do not cover it in class.** The second exam will primarily cover the new material from the last part of the semester, but might also have questions about the material covered on exam 1.

It is the student's responsibility to bring pencils/pens to each exam. All exams must be taken in class at the scheduled time. Barring an emergency, you must be here on those dates or you will receive a zero (0). A true emergency is very rare. If one does occur, we will discuss it at that time.

2. There will be four individual participation assignments as outlined in the syllabus; details will be given in class when it gets closer to the due date for each assignment.
3. There will be two group assignments throughout the course. For these assignments, the class is broken up into small groups and given a project to work on together during the class period. For all group assignments, you will be asked to write up the solution your group develops to turn in. One assignment will be turned in per group. The assignment must be typed. **If you miss a day when we do group work, your name will not be on the write-up and you will not receive credit for that group assignment.** If you let me know prior to class that you are going to miss a group day (for a valid reason) you will have an opportunity to turn in an individual assignment to make up this missed group assignment. These individual make-up assignments are due on the same day that the group reports are due. You may form your own groups for each assignment. Groups may change or stay the same throughout the semester (it is up to you).

<u>Requirement</u>	<u>Points Possible</u>
Exams 1 and 2	150 points each x 2 = 300 points total
2 Group Written Assignments (attitudes assignment & innovations assignment)	50 points each x 2 = 100 points total
4 Individual Participation Assignments (attention assignment, decision making assignment, academic journal article response, social influence assignment)	25 points each x 4 = 100 points total
Total Possible Points	500 points total in course

The following grading scale will be used to assign final grades. The scale may be lowered if warranted, but it will not be raised. Once the final course grading scale is set, it is set in stone.¹

A = 93 – 100%; 463-500 points

C+ = 77 – 79.9%; 383 - 397 points

¹ I am not in the habit of changing grades unless I've made a math error. If you feel that you have been graded unfairly, please make a written case for why you feel the grade is wrong (i.e., why your answer should be correct) and submit it to me within two class periods after the assignment or test was returned. I will NOT change a grade if you just come to me and verbally complain. If you submit a written appeal, I do not promise to change your grade, but I promise to consider your appeal carefully and fairly.

A- = 90 – 92.9%; 448 - 462 points

B+ = 87 – 89.9%; 433 - 447 points

B = 83 – 86.9%; 413 - 432 points

B- = 80 – 82.9%; 398 - 412 points

C = 73 – 76.9%; 363 - 382 points

C - = 70 – 72.9%; 348 - 362 points

D+ = 67 – 69.9%; 333 - 347 points

D = 63 – 66.9%; 313 - 332 points

F = 62.4% or below; < 312 points

COMMUNICATION

The best way to reach me outside class is via email. I access my email many times a day. If you cannot attend my officially scheduled office hours, you can also always email me to set up an appointment at a different time that works with your schedule.

I will use Carmen's email system to contact you individually or as a group about the class (e.g., changes in the syllabus, assignments, etc.). It is your responsibility to make sure that emails sent via Carmen can reach you at an email address you check on a regular basis.

HONOR CODE

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

STUDENTS WITH DISABILITIES

Any student who feels she/he may need an accommodation based on the impact of a disability should contact me privately at the beginning of the semester to discuss your specific needs. The Office for Disability Services (at 614-292-3307 in room 150 Pomerene Hall) is available to help coordinate reasonable accommodations for students with documented disabilities.

ATTENDANCE POLICY

Fisher College of Business strongly enforces University attendance policies. As per University rule 3335-8-33, any student may be disenrolled from a course for failure to attend by the first Friday of the term, or by the 3rd instructional day of the term, or by the second class meeting, **whichever occurs first**.

<http://trustees.osu.edu/rules/university-rules/rules8/ru8-33.html>

ADDITIONAL READINGS (RECOMMENDED BASED ON INTEREST)

There are many popular press book titles (i.e., not textbooks!) that cover issues related to our class discussions. I will be more than happy to recommend additional reading if you are interested. Below are some good options to start with.

- Ariely, Dan (2008), *Predictably Irrational: The Hidden Forces that Shape our Decisions*, Harper Collins.
- Ariely, Dan (2010), *The Upside of Irrationality: The Unexpected Benefits of Defying Logic*, Harper Collins.
- Belsky, Gary and Thomas Gilovich (2000), *Why Smart People Make Big Money Mistakes and How to Correct Them: Lessons from the New Science of Behavioral Economics*, Simon and Shuster
- Berger, J. (2013). *Contagious: Why Things Catch On*. Simon and Schuster.
- Cialdini, Robert (2006), *Influence: The Psychology of Persuasion*, Collins.
- Gilovich, Thomas (1993), *How We Know What Isn't So: The Fallibility of Human Reason in Everyday Life*, Free Press.
- Gladwell, Malcolm (2007), *Blink: The Power of Thinking without Thinking*, Back Bay Books.
- Gladwell, Malcolm (2002), *The Tipping Point: How Little Things Can Make A Big Difference*, Back Bay Books.
- Heath, Chip and Dan Heath (2007), *Made to Stick: Why Some Ideas Survive and Some Die*, Random House.
- Iyengar, Sheena (2011), *The Art of Choosing*, Twelve.
- Kahneman, Daniel (2011), *Thinking Fast and Slow*, Farrar, Straus and Giroux.
- Lindstrom, Martin (2005), *Brand Sense: Sensory Secrets Behind the Stuff We Buy*, Free Press.
- Lindstrom, Martin (2010), *Buyology: Truth and Lies about Why We Buy*, Broadway Books.
- Miller, Geoffrey (2009), *Spent: Sex, Evolution, and Consumer Behavior*, Viking.

- Schwartz, Barry (2004), *The Paradox of Choice: Why More is Less*, Harper Collins.
- Thaler, Richard H. and Cass Sunstein (2009), *Nudge: Improving Decisions about Health, Wealth, and Happiness*, Penguin.
- Underhill, Paco (2004), *Call of the Mall: The Geography of Shopping*, Simon and Shuster.
- Underhill, Paco (2009), *Why We Buy: The Science of Shopping: Updated and Revised for the Internet, the Global Consumer, and Beyond*, Simon & Schuster.
- Zaltman, Gerald (2003), *How Consumers Think: Essential Insights into the Mind of the Market*, Harvard Business School Press.

COURSE CALENDAR*

**Calendar is subject to change at the instructor's discretion. All changes will be discussed in advance of the day affected.*

<u>Day</u>	<u>Date</u>	<u>Topic</u>	<u>Assignment/Reading Due</u>
R	5/12	Course Introduction and Overview: What is Consumer Behavior?	Chapter 1
T	5/17	The Study of Consumer Behavior	Chapter 1 Appendix
SECTION ONE: CONSUMERS AND THE PSYCHOLOGICAL CORE			
R	5/19	Motivation, Ability, and Opportunity (MAO)	Chapter 2
T	5/24	Motivation, Ability, and Opportunity (MAO) (continued)	Finish Chapter 2
R	5/26	Exposure through Comprehension *Individual Attention Assignment explained in class.	Chapter 3
T	5/31	Exposure through Comprehension (continued)	Chapter 3 Individual Attention Assignment Due
R	6/2	Memory	Chapter 4 (pp. 100-110; pp. 116-end)
T	6/7	DIGITAL DAY: Academic Article Response *This will be a "digital" day – we will not have class, but you will be required to read an academic article and write a short response.	Read one of the offered academic articles and write a short response. This is due by next Tuesday.
R	6/9	Categorization	Chapter 4 (pp. 110-116)

T	6/14	Consumer Attitudes	Chapters 5 & 6 Individual Digital Day Response Due
R	6/16	Consumer Attitudes (continued) *In-class Group Assignment on Attitudes - Must be present to get credit	Finish Chapters 5 & 6 Come prepared with ideas about most important attributes when selecting place to live near OSU
T	6/21	Consumer Learning	Revisit Chapter 6 (pp. 165-167) Attitudes Group Assignment Due
R	6/23	EXAM 1	
SECTION TWO: CONSUMER DECISION MAKING			
T	6/28	Decision Making	Chapters 7-9
R	6/30	Decision Making (continued) *Individual Decision Making Assignment explained in class.	Finish Chapters 7-9
T	7/5	Context Effects and Situational Influences on Decision Making	Read Articles on Carmen Individual Decision Making Assignment Due
R	7/7	Heuristics and Biases in Judgment and Decision Making	Read Articles on Carmen
T	7/12	Post-Decision Processes	Chapter 10

R	7/14	Post-Decision Process (continued) Social and Interpersonal Influences on Decision Making & Symbolic Consumer Behavior	Finish Chapter 10 Chapters 11 & 16
T	7/19	Social and Interpersonal Influences on Decision Making & Symbolic Consumer Behavior (continued) *Individual Social Influence Assignment explained in class.	Finish Chapters 11 & 16
R	7/21	Innovations *In-class Group Assignment on Innovations - Must be present to get credit	Chapter 15 Come prepared with information about an innovative product your group could write about
SECTION THREE: CONSUMER HAPPINESS AND WELL-BEING			
T	7/26	Hedonics and Happiness	Read Articles on Carmen Individual Social Influence Assignment Due
R	7/28	Looking Back and Forward	Bring Any Questions Innovations Group Assignment Due
M	8/1	Exam 2 6:00pm - 7:45pm	

Appendix: Corresponding Readings from Previous (5th) Edition of Textbook

<u>Day</u>	<u>Date</u>	<u>Assignment/Reading Due</u>
R	5/12	Chapter 1
T	5/17	Enrichment Chapter
R	5/19	Chapter 2
T	5/24	Finish Chapter 2
R	5/26	Chapter 3 & Chapter 4 (pp. 109-end)
T	5/31	Finish Chapter 3 & Chapter 4 (pp. 109-end) Individual Attention Assignment Due
R	6/2	Chapter 7
T	6/7	Read one of the offered academic articles and write a short response. This is due by next Tuesday.
R	6/9	Chapter 4 (pp. 91-109)

T	6/14	Chapters 5 & 6 Individual Digital Day Response Due
R	6/16	Finish Chapters 5 & 6 Come prepared with ideas about most important attributes when selecting place to live near OSU
T	6/21	Revisit Chapter 6 (pp. 157-159) Attitudes Group Assignment Due
R	6/23	EXAM 1
T	6/28	Chapters 8-10
R	6/30	Finish Chapters 8-10
T	7/5	Read Articles on Carmen Individual Decision Making Assignment Due
R	7/7	Read Articles on Carmen
T	7/12	Chapter 11

R	7/14	Finish Chapter 11 Chapters 15 & 17
T	7/19	Finish Chapters 15 & 17
R	7/21	Chapter 16 Come prepared with information about an innovative product your group could write about
T	7/26	Read Articles on Carmen Individual Social Influence Assignment Due
R	7/28	Bring Any Questions Innovations Group Assignment Due
M	8/1	EXAM 2