**Consumer Behavior –BUS 338 Online**

(Fall **2017)**

**About me**

I have completed my undergrad in

Mathematical economics, a MBA with a

Marketing specialization and have four

years of diverse experiences across Fast Moving Consumer Goods, Logistics and Telecommunication sectors in marketing functions. It will be a pleasure to share my experiences and knowledge with yours, to help us fulfill the overall course learning objectives.

**Overall course Objective**:

This course introduces basic concepts and principles of consumer behavior to help you

understand consumer reactions to marketing policy changes, and new

product/communication stimuli. With globalization and the fall of communication

barriers, it becomes important for students of marketing to empathize with the diverse

consumer rationale, and this course illustrates the various forces that contribute towards

the creation of such diversity in individual and group rationale.

**Syllabus Structure**

1. Learning objectives

2. Course expectation

3. Text Book

4. Assessment Procedures

- 4a. Examinations

- 4b. Individual assignments and project

5. Grades

6. Course Calendar

**1. Learning Specific Objectives**

Understanding of the following micro-individual issues of behavior

\_ Perception

\_ Learning/memory

\_ Motivation, personality, lifestyles

\_ Attitudes and decision making

Understanding of the following macro- group related issues of behavior

• Household/organizational decision making

• Group influence

• Consumer culture and globalization

• Consumer and religion

**2. Course Expectation**

From students

\_ Actively participate in discussions

\_ Take all Exams at the scheduled times

\_ Note: short of a medical or other emergency, there will not be a makeup time

for any exam. Delays in quiz submissions will result in zero grades unless otherwise communicated and mutually agreed upon in advance.

From Instructor

\_ This will be a challenging class, no easy A‘s.

\_ Instructor will evaluate students observational, creative, analytical, expressive

and leadership efforts

\_ Will provide status updates every month on student progress

\_ Will do a submission by submission evaluation of group member’s

contributions

\_ Will perform a mid-term course evaluation to assess students’ experiences and

get feedback on course design.

Course procedures

3. **Required text**:

Michael R.Solomon, Consumer Behavior: Buying, Having and Being, (12th edition).

This text book is available at the university book store.

**Overall Grade Assessment**

Discussion Board and Participation: 10 Points

Quizzes: 65 points (13 quizzes @ 5 points each)

Project: 25 points (5 points @ each part)

1. **Discussion Board participation** :

Please participate in weekly discussion board sessions based on the course calendar

1. **Examinations**.

There will be thirteen quizzes (excluding one practice quiz that is not counted towards the grade) in this semester.The dates for the exams appear on the course schedule. Please plan your social andwork schedule accordingly and ahead of time. If a student cannot meet a deadline, or

attend a scheduled exam for any reason, s/he should provide sufficient proof verifying

the inevitability of the absence. All other delays will be awarded zeroes as scores.

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1. **Project**.

Select One Product Category that is of substantial interest to you. For the project, you will need to collect data (over the Internet, from newspapers, and other media) on 5 aspects of the product category. The overall length of the project should be between 15- 20 pages single spaced can contain graphics tables and images. The project will have 5 parts, relating to one product category. Each component of the project listed below (a-e) will be individual assignments for submission at different times of the course.

**Aspects to be careful about**:

1. Selecting the product category: Make sure you do some basic research online about the categories you consider studying to ensure sufficient information is available on the internet. Sometimes students realize half way through the semester that they should have selected a different product but at that point of time neither are they allowed to change their selection, and even if they were, they would not have enough time to catch up redoing all the work pertaining to the previous sections for the new product.

2. I will provide feedback to each student on their project parts, and when submitting the full (final) document the students should incorporate changes in response to that feedback. Then, I will allow for grade improvement. But for each project part, the students need to provide attention to detailed information, seek out research others have conducted in the area, and provide relevant data. The project is not an autobiography of students personal experiences, it is meant to be an objective application of what they have learned from the textbook. If a student submits content in a project part that is not well researched, not detailed, with grammatical errors and less than a page, I will submit a null grade with no future opportunities for grade improvement.

3. Any data or report being used as a relevant reference should provide a citation and a bibliography. Use the APA style. http://www.easybib.com/guides/citation-guides/apa-format/

4. Look at the sample project provided in the course information section. Look at overall length, each section, types of data provided, charts and visuals.

5. Assessment will pay attention to quality of material content (data, reports), creative content, packaging, analytical ability and presentation skills.

**Project Parts**

1. What are the different segments in the existing market for that product? (For

example for product category cars, there are the fuel economy, luxury,

environment friendly and other segments).

1. What are the different motivations consumers have to buy that category of

products?

1. How do consumers learn about that product category? Who are involved in the

learning process?

1. What are the predominant attitudes in the marketplace about these products?

Create a list.How do family and other social groups influence consumers’ attitudes and usage

of this category of products?

1. What kind of rules do consumers use to make purchase decisions about buying

and using this category of products?

The assignments and presentations will be evaluated on the material content, creative

content, packaging, analytical ability and presentation skills.

1. **Others**

In accordance with the academic policy for the university, cheating includes handing

in identical individual or group assignments and getting or giving help during the

exam. Please refer to the academic integrity policy provided on the next page.



1. **Course Calendar**

All submissions expected by end of day on specified dates.

**Month Date Day Topic Submission Type (DB = Discussion Board)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sep | 8 | Fri | Chapter 1 (practice) | Quiz |
|  | 12 | Tue | Perception and advertising | DB |
|  | 15 | Fri | chapter 2 | Quiz |
|  | 16 | Sat | Part A | Project |
|  | 22 | Fri | Chapter3 | Quiz |
|  | 26 | Tue | Time perception | DB |
|  | 29 | Fri | chapter4 | Quiz |
| Oct | 3 | Tue | Part B | Project |
|  | 6 | Fri | Chapter5 | Quiz |
|  | 10 | Tue | Price Perception | DB |
|  | 13 | Fri | chapter6 | Quiz |
|  | 17 | Tue | Part C | Project |
|  | 20 | Fri | chapter7 | Quiz |
|  | 23 | Mon | chapter8 | Quiz |
|  | 24 | Tue | Lifestyle Marketing | DB |
|  | 30 | Mon | chapter9 | Quiz |
|  | 31 | Tue | Multi-racial profiling | DB |
| Nov | 3 | Fri | chapter10 | Quiz |
|  | 7 | Tue | Part D | Project |
|  | 10 | Fri | chapter11 | Quiz |
|  | 14 | Tue | Ash Experiments | DB |
|  | 17 | Fri | chapter12 | Quiz |
|  | 21 | Tue | Part E | Project |
|  | 28 | Tue | Repositioning | DB |
| Dec | 1 | Fri | Chapter13 | Quiz |
|  | 8 | Fri | Chapter14 | Quiz |
|  | 9 | Sat | Full Project | Project |
|  | 11 | Mon | Moral Psychology | DB |

**Policy Statement on Academic Integrity and Plagiarism**

**University of Michigan-Flint *Catalog* Statement on Academic Integrity:**

***“No departure from the highest standards of intellectual integrity, whether by cheating,plagiarism, fabrication, falsification, or aiding and abetting dishonesty by another person,***

***can be tolerated in a community of scholars. Such transgressions may result in action***

***ranging from reduced grade or failure of a course, to expulsion from the University or***

***revocation of degree.”*** (refer to current Catalog for the full text and for definitions of the

misconducts listed)

The University code, then, is clear that maintaining academic integrity is paramount. Tothat end, departments and programs have been authorized by the university to “furtherdelineate academic integrity,” and students “are bound by the University policy on academicintegrity as well as these department or program policies”. The following delineates thewriting program’s position on academic integrity.

**The Importance of Academic Integrity in the Writing Classroom**

At this, and all universities, plagiarism, cheating and other forms of academic misconductcannot be tolerated and penalties are severe. The reason for this is, as Composition scholarMike Rose argues, that “virtually all the writing academics do is built on the writing ofothers. Every argument proceeds from the texts of others” (*Lives on the Boundary* 180).Therefore, it is important that students “position” themselves in intellectual work byproperly learning to “mark the difference” between their prose and others, to cite thelanguage and ideas of others that they are using, and to “strike the proper balance between[their] writing and someone else’s.” You are expected to know and follow the rulesacademics and professionals use when they write. When you violate these rules, you showdisrespect for the members of the community that follow the rules, and you risk losing yourown status as a respected member of that community.

**Defining Academic Misconduct in Writing Courses**

Academic misconduct includes but is not limited to receiving unauthorized assistance*,*submitting the ideas, work, or words of another without proper acknowledgement, andsubmitting your own work for credit in multiple courses without each instructor’s consent(remember that writing is learning; if you are not writing in the new context, you are notdoing the work).

You are guilty of academic misconduct, for example, if you:

• “Cut and paste” from printed, electronic, or other-owned text and present it as yourown

• Submit work written or partially dictated to you by someone else and represent it asyour own

• Submit a paper written by you on a previous occasion and present it as new coursework

• Put someone else’s ideas in your own words without telling the reader this is whatyou did

• Use another person’s words—sometimes even one word—without showing preciselywhich words are not yours and where they came from—even if you are using theother person’s words to express *your* ideas!

**Avoiding Academic Misconduct in Writing**

To maintain academic integrity, you have to be clear about who your ideas are informedby and fit into the larger conversations of the academy and the world. One way to avoidmisconduct is to fully and properly acknowledge all sources of your work byunambiguously identifying the sources of all ideas, language, and other materials that arenot your own. In other words, always be honest with your reader about what you aredoing, and use the academic conventions that help you express that responsible, ethicalapproach.

You should:

* Indicate where quotations begin and end by using quotation marks and introductoryphrases
* Use transitions or introductory phrases to clarify when “your” words representanother’s ideas
* Include in-text citations for every source you borrow from, paraphrase, summarize, orquote
* Attach a complete and properly formatted works cited page

**Why Plagiarism Is a Serious Offense**

***Plagiarism means that you have not learned to do your work.***

* Plagiarism and theft of others’ material is a serious violation of academic conduct

at the university level, especially since researchers in all fields work with ideas

and materials that they develop as their own. Work is published because it adds to

our knowledge in many fields. Beyond the university, there are legalramifications of violating Intellectual Property law

* Stealing the ideas of others means that you misrepresent your own ability to work

in your field. It means that you are not a professional and that you are not to be

trusted to do accurate research.

* Misrepresenting materials can also have serious consequences, especially in the

sciences, where the theft of materials the researcher does not understand can

result in harm to people, even large numbers of people.

* In the university community, we recognize the important consequences of stealing

the ideas of others. As you become a member of this community, you need to be

aware of these consequences.

* Because we want you to become a member of this academic community, it isimportant to show that you can do the work. Plagiarizing by representing inwriting the ideas, development of ideas, and/or specific language of another as

your own defeats the purpose of taking writing courses at the University of

Michigan-Flint. The writing sequence is about working on *your* writing and

practicing the strategies for incorporating the work of others into your writing.

***Plagiarism can have serious consequences for you.***

* Plagiarism can result in your failing a paper or the entire course. Additionalpenalties may result when the situation is reported to the College of Arts andSciences and the Academic Standards Committee. Furthermore, plagiarism mayeven result in your being suspended from the university.
* Suspension and the indication of plagiarism on your transcript can have serious consequences, and may prevent you from achieving your goals. Medical school,and all medical programs, law schools, and other professional schools, may turndown an applicant who has plagiarism recorded on his or her transcript. At thevery least, an unpleasant and embarrassing explanation is required during theapplication process.
* Because plagiarism is a serious offense, you can expect discussion in class of theconcerns of academic integrity and the strategies for using and properlydocumenting sources. If you do not understand how to avoid plagiarism or if youfeel you cannot document sources properly, talk to your instructor. But if youpanic or cut corners, if you do not submit your own *new writing* done within thecontext of your course, if you are confused and do not ask for help, if youplagiarize (use another’s words or ideas without full and properacknowledgment), or if you commit outright academic fraud (buying an essay onthe Internet, using someone else’s essay, having someone else write something foryou that you “fix” later, or turning in your old work to save time, etc.), you willsuffer serious consequences.

**The Consequences of Plagiarism in Writing Courses**

Learning to document sources correctly and appropriately is part of a long on-goingprocess. One of the goals of your freshman writing courses is to make sure that youknow and understand the conventions of documentation and how to eliminateconscious/intentional and unconscious/unintentional plagiarism.

**Conscious/intentionalplagiarism** involves the intentional use of another’s work as if itwere your own. Unconscious/unintentional plagiarism occurs if you fail to observedocumentation requirements because you do not understand how documentation works.

**Generally unconscious plagiarism** involves omitting a reference, or failing to documentmaterials in the text of your paper. Whether conscious or unconscious, any violation ofthe following principles in a student’s completed work constitutes plagiarism.

When sources are required, you will learn how to properly acknowledge and documentyour sources. Every time you use a source, whether required by the assignment or not,you must be clear about what words and ideas you have taken from others. Of course,when and how to incorporate the words of others into your text and how to properlydocument a source can be tricky, and some students make mistakes, particularly in earlydrafts. However, using multiple drafts gives the writer the opportunity to focus ondocumentation on one of the later draft. Common mistakes include accidentallyforgetting a beginning or end quotation mark, paraphrasing an acknowledged source withphrases too close to the original and misusing a citation formula—all concerns that can beremedied during the draft process.

**The penalty for the minor mishandling of sources in work submitted for a grade will**

**be assessed in the grade for that writing. The penalty for plagiarism, however, willbe more severe. Plagiarism is no mistake. If you plagiarize you will not earn creditfor the course. Regardless of the number of points honestly earned, a studentcaught plagiarizing all or part of an essay submitted for a grade will receive anautomatic N for the course (or F for writing courses beyond the 100 level). Furtherpenalties may result when reported to the AcademicStandards Committee.**

**Guidelines for Avoiding Plagiarism**

1) ***All written work submitted for credit must be your own work***. It may not have beencomposed, wholly or partially, by another person.

2) ***Every paraphrase, summary, and quotation must be accompanied by an in-textcitation, and all sources cited in the text must appear in a full list of sources at theend of the essay.*** Paraphrases are a version of another’s sentence or paragraphpresented entirely in your own words. Summaries are reduced versions of another’stext written entirely in your own words. Quotations are word for word sections of asource presented within quotation marks. All paraphrases, summaries, and quotationsmust be accompanied by an in-text citation acknowledging the source, or sources,from which you drew and modified the information. All sources cited in in-textcitations should then be listed at the end of your essay. The format for the in-textcitations and list of sources at the end will be determined by the documentation stylerequired in the course (MLA, APA, or Chicago, for example).

3) ***Write an accurate bibliography (also known as List of References, Works Cited or,References Cited) using the conventions of the documentation style required.*** Inorder to help your reader locate your sources quickly and easily, you need to providea good bibliography. All the commas, parentheses, periods and so forth are a codethat allows you to write your bibliography in a clear, succinct, and recognizabledocumentation form. You must follow the codes exactly.

4) ***When you put work in quotation marks, you are saying these words are, word forword, the work of another***. Quotations, then, must be accurately copied in your text,and all quoted material must be accompanied by an in-text citation of the source andthe source must be listed on the page of references.

5) ***The wording of written work that is not in quotation marks must be your own***. It isimportant to note that even if you acknowledge in an in-text citation the source of asummary or paraphrase, without quotation marks, you are saying that the words in thesummary or paraphrase are entirely yours. Thus you may not submit work outside ofquotation marks that has been copied, wholly or partially, from a book, article, essay,newspaper, another student’s paper or notebook, or any other written, printed, ormedia source even if you cite your source. Another writer’s phrases, sentences, orparagraphs may be included only if presented as quotations and the sourcesacknowledged. Any passage that is not in quotation marks and not accompanied by anin-text citation must represent only your words and ideas.

a) ***Rule for re-wording sources***: If you have even as few as two to five words ofyour paper in succession identical to the source, that is plagiarism unless thosewords are enclosed in quotation marks and documented both in the text of yourpaper and in your list of references.

b) ***Simply changing a word or two here or there is not appropriate paraphrasing; itis plagiarism.*** Your paraphrases should not mimic the wording or syntax of theoriginal sentence. While drawing from the idea of another, a paraphrase must becomposed in your own words.

6) ***Written work that presents any written, printed or media material includingpictures, charts, or graphs must acknowledge the source of that material.*** Ideasfrom books and essays may be incorporated into your work as starting points,governing issues, or illustrations. In each case, however, the source must bedocumented both in the text itself and at the end of the paper.

7) ***Remember that any on-line materials you use to gather information for a paper arealso governed by rules about plagiarism***, so you need to learn to cite electronicsources as well as printed and various other kinds of sources. Again, you need toinclude in-text parenthetical citations for all sources, and you need to include allsources in your list of references at the end of the paper.

8) ***Professors assume that any paper submitted by a student for any class was preparedby that student for that specific class***. You may not turn in the same paper for two ormore different classes/courses, composed at this university or another, unless eachprofessor involved has authorized you to do so in advance.

9) ***Do not fabricate or falsify sources or data.*** Making up or changing sources, quotes,page numbers, statistics or other content will get you into serious trouble.

10) ***Purchase a handbook, or find a good online resource, to help you with the properformulas for acknowledging sources in the text and at the paper’s end.*** Yourprofessor may require a particular handbook be purchased.