



Cedar Crest College
Consumer Behavior
MRK 250-60 FALL 09

Professor: Arlene Peltola
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Office hours Wednesday 1:00-3:00 pm and by appointment
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MRK 250-60 HYBRID HBB 7

Thurs 7:00 pm- 9:30 pm

IN CLASS Settings; 8/27, 9/10, 9/24, 10/8, 10/22, 11/5, 11/19 in class

Alternate Weeks are On-line

Required Text: Consumer Behavior 4e

Hoyer McInnis

Houghton Mifflin

ISBN # 978 0618643721

Required Literature: *Advertising Age* is required reading. Students can self-subscribe, use the Library hard copy or refer to the Advertising issue on line (see Webliography). We will also be reading passages from buy-ology by Martin Lindstrom provided in class, however, purchasing the book may be more convenient for you and beneficial if you want to read it in its entirety.

Course Description: A 3-credit interdisciplinary approach to understanding consumer decision making behavior as we become aware of, search out, purchase, evaluate and dispose of products, services, companies and ideas. The student will become familiar with the psychological framework and process consumers use to make decisions, they will explore consumers' culture and welfare and examine the diffusion of innovation and its impact on purchase and society.

Objectives: By the completion of the course, the student should be able to

- Identify and explain key internal and external influences on consumption decisions
- Explain the consumer decision process
- Strategically understand consumer behavior and its central link to marketing strategy
- Apply concepts, theories, case work and best company practices to understand Brand Image and Advertising in our global market today
- Develop and present a comprehensive marketing plan

Methods: Lecture/In- depth discussion of text, readings/small group assignments and discussions, an individual assignment, comprehensive development and presentation of a Marketing Plan. Instructor will provide commercial product samples for students to examine as we discuss the text and view relevant videos. Students will refer to the text student web site for chapter previews, chapter outlines, internet exercises and a study guide. *Students must prepare thoroughly for every class as we will look to include a rich diversity of thought to bear on our assignments.* Using the library as a resource will be necessary to stay abreast of recent publications and add value to your Marketing Plan. On-line web site review is required for discussion regarding companies and brands. We will rely on e-college MRK 250 for doc sharing, grade book, announcements, Webliography, dropbox etc. Make sure you are in. and the college IT department (x3348) has your correct e-mail address in that system.

Attendance: Attendance is critical to your success in this course. Students are expected to attend and fully participate in class. In the event that you miss a lecture, it is the student's responsibility to make up work. If

an assignment is due the day of the absence, the due date does not change. If you miss more than two classes, you may fail the class. Excused absences are only those that have a submitted doctor's note. Excused absences count as half an absence.

Honor Philosophy

“The Cedar Crest Honor Philosophy states that students uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Individuals who accept the honor of membership in the Cedar Crest College community of scholars pledge to accept responsibility for their actions and the effect their actions may have on other members of the College Community.” (Cedar Crest College Catalog, p 28)

Academic Dishonesty

Whether “deliberate or accidental, academic dishonesty is a serious academic offense and a violation of the spirit of the Cedar Crest Honor Code.” (Cedar Crest College Catalog, p 28). Plagiarism is not tolerated; it will result in a zero on the assignment and will be reported to the Provost.

Students with Documented Disabilities

Students with documented disabilities who may need academic accommodations should discuss these needs with the professor during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center.

Late submissions of assignments

Students are expected to submit all assignments on the assigned due date. Students who are absent from class are still responsible for timely submission of assignments. Late submissions will earn half credit if submitted within a week of the assignment, beyond that, assignments earn 0 credit.

Team Presentations and Peer Review

Each student is expected to make team presentations. Presentation aids may be used and these aids may be technological or conventional (hand outs, posters, power point etc.) Peer review involves reviewing the work and contributions of those in your assigned group as well as your classmates as a whole.

Evaluation: Grades will be determined based on the following:

Grade Distribution

Discussion Preparedness/Caliber of Contribution*	20%
Mid Term	15%
Final	15%
Individual Assignment	20%
Marketing Plan	30%

*Details on Discussion Preparedness appear below the Class Schedule

Grade Assignment

93%- 100%+	A
90%-92%	A-
87%- 89%	B+
83%-86%	B
80%-82%	B-
77%-79%	C+
73%-76%	C
70%-72%	C-
67%-69%	D+
60%- 66%	D
Below 60%	F

Assignments: Consumer Behavior will be divided into teams that will work together for the entirety of the semester. By the end of Class 1 (8/27), each team will have chosen a brand for their Marketing Plan. The Marketing Plan will follow a structure provided in class; at least 2 scholarly and 2 popular sources are required to lend support to the Plan and lead to growth over a three year period. Works cited is a required page at the end of the Plan; use the MLA as your format. You may refer to “easy bib” to help you format your sources. Students will complete an individual assignment, either a 1-3 page paper, a video or a concept board on a chapter topic of interest supported by external research (2 scholarly, 2 popular). Use MLA format and attach a works cited page. Two exams are scheduled. Advertising Age reading and article

presentation is required. Each week, individual students will read and prepare comments regarding a recent Advertising Age story.

Class Schedule

Date

8/27

In Class-Student and Professor Introductions

Course Assignments and Expectations

Class Participation- Caliber of Comments

HYBRID Strategy

Library Resources beyond Google

Shopology – why do you buy what you do?

Reading- Advertising Age

Chapter 1: “Understanding Consumer Behavior”

Chapter 2: “Developing and Using Information about Consumer Behavior”

Group Membership Determination

Group Brand for Marketing Plan and Presentation Date

The Marketing Club

Marketing Practicum

Assignment/Reading

Chapter 1 and 2 and 3

Read Advertising Age

9/3

Summarize Chapter 3, Main Points

View/comment on Chapter 1, 2, 3 Videos on-line

Top 10 Global Brands

Discussion: HBR “Virtuoso Teams”- on line 3 key points

Brain Refresh Chapters 1, 2 and 3

Timeline for your Marketing Plan- post on line

Assignment/Reading

Chapter 4

Mail, phone or email request published information for your BRAND

Begin a comprehensive research study of your Brand’s marketing strategy

Interview or study a manager at your Company (CEO, CMO, Director of Sales etc.)

Adv Age article

9/10

IN CLASS- Library Visitation

Chapter 4: “Exposure, Attention, and Perception”

Billion Dollar Brands

Choose and ad, present its Target Market

Group discussion Adv Age

Shopology

Adv Age discussion

Examples of Brand Marketing Plans

Exam Expectations

Assignment/Reading

Chapter 5

Review the advertising and/or PR for your BRAND

Determine their advertising and or PR agency

Adv Age article

9/17

Chapter 5 “Knowledge and Understanding” POST 3 main points

View videos Ch 1-5

Adv Age discussion- on line

Shopology

Marketing Plan- a status update and a view of your preliminary information retrieval to professor

Assignment/Reading

Study Chapters 1- 5

Determine your company's competitive set

9/24

IN CLASS- Exam One 60 minutes Chapters 1-5

Shopology

Adv Age discussion

Group Collaboration with Professor

Assignment/Reading

Chapter 9

Outline the web site strategy of your Brand

10/1

Lecture Ch 9 "Problem Recognition"- Post 3 main points

Adv Age discussion- post your thread

Shopology

Assignment/Reading

Ch 12

Adv Age

10/8

IN CLASS- Exam One Review

Lecture Chapter 12 "Post Decision Processes"

Adv Age

Group Collaboration Session

Assignment/Reading

Ch 13

Adv Age

10/15

Chapter 13 post 3 main points

Threaded discussion on an Advertising Age article

10/22

IN CLASS- Lecture

Lecture- Chapter 17 "Adoption of Resistance to Diffusion of Innovations"

Adv Age discussion

Assignment/Reading

Ch 17

Adv Age

10/29

Chapter 19 "Consumerism and Public Policy"- Post 3 main points

Shopology- Thread

Adv Age discussion

Assignment/Reading

Study Chapters 9, 12, 13, 17, 19

Adv Age article

11/5

In Class- Exam 2 60 Minutes Chapters 9, 12,13,17,19

Adv Age discussion

Team Collaboration in class

Assignments/Readings

Finalize Marketing Brand Plan

11/12

Finalize Marketing Plan, Rehearsal

Assignment/Readings

Rehearse individual assignment, Plan

11/19

LAST CLASS- Individual Assignment Presentations
Marketing Plan Presentations

Marketing Plan Presentation Overview

Each team will hand in an electronic and hard copy version of the Marketing Plan. The electronic version should be to me 24 hours in advance of your presentation. The hard copy is due in class on the presentation date. Each group will present their marketing plan to the class. Presentations should be 20 minutes in length, and be presented by the each member of the group. Presentation should cover all of the functional areas of the marketing plan. The presentation should conclude with the team making a persuasive argument for implementing their recommendations for growth. You will evaluate other members of your Brand team as a factor in the Brand Marketing Plan grade.

Discussion Preparedness

Grade	Criteria
A	<input type="checkbox"/> Demonstrates excellent preparation; shows evidence of having identified, analyzed, and responded to the key issues raised in the readings. <input type="checkbox"/> Volunteers contributions to discussions which reflect a systematic effort to utilize the ideas, interpretations and information presented in the readings as an opportunity to raise ideas and questions that go beyond those found in the readings. <ul style="list-style-type: none"> • <input type="checkbox"/> Demonstrates an active level of engagement.
B	<input type="checkbox"/> Demonstrates good preparation; shows evidence of having identified and analyzed the key issues raised in the readings. <input type="checkbox"/> Volunteers contributions to discussions which reflect a systematic effort to draw upon and apply the ideas, interpretations, and information presented in the readings. <ul style="list-style-type: none"> • <input type="checkbox"/> Demonstrates a conscientious level of engagement.
C	<input type="checkbox"/> Demonstrates adequate preparation; shows familiarity with the key issues raised in the readings. <input type="checkbox"/> Typically does not volunteer contributions to discussions, but will contribute when called upon; contributions do not consistently draw upon or reference the ideas, interpretations and information presented in the readings. <input type="checkbox"/> Demonstrates a sporadic level of engagement.
D	<ul style="list-style-type: none"> · Demonstrates minimal preparation; shows familiarity with few of the key issues raised in the readings. · Does not volunteer contributions to discussion and has little to say when called on; contributions do not reference the ideas, interpretations or information presented in the readings. · Demonstrates a superficial level of engagement.
F	<ul style="list-style-type: none"> · Demonstrates little preparation; shows no evidence of having read the material · Does not volunteer contributions to discussion, does not respond when called on. · Demonstrates virtually no level of engagement, frequently absent from class.

