Welcome to MKTG 5710, Consumer Behavior and Motivation. This course is designed to explore the dynamic and intriguing field of consumer behavior. In addition to understanding why people buy things, we also try to appreciate how products, services, and consumption activities contribute to the broader social world we experience. This course reflects key trends that are occurring in today’s marketplace. On the consumption side, one of the most exciting aspects of the new digital world is that consumers can interact directly with other people who live around the block or around the world. Societally, while marketers create wonderful things such as virtual reality, Krispy Kreme donuts, the arts, and delightful cuisine, there are several negative consequences associated with consumption. We suffer from addictions, status envy, ethnocentrism, etc., and regrettably there are times when marketers encourage or exploit these human flaws. Finally, to illustrate the potential of consumer research to inform marketing strategy, this course emphasizes the application of consumer behavior concepts by marketing managers into best business practices.

I’m extremely excited to offer this course in a blended learning format. While it may never surpass a weekly face-to-face setting when it comes to the “human factor” and the spontaneous exchange of ideas, it does offer the type of structure that many of you will find rewarding.

My Teaching Philosophy
I view my role as your instructor as both an opportunity and a challenge. Marketing is one of the most dynamic fields of study. It’s greatly affected by our changing society and the ever-evolving marketing ecosystem (e.g., technology, legal, economic, consumption habits). This is further complicated by the different career orientations of students in the course. Some of you are building a career in the field of marketing and want to be exposed to the latest marketing analytic tools. Others such as accounting or finance students want to understand the role of marketing in their organization and be comfortable with marketing terminology and how to use marketing information. Therefore, the challenge for me is to find the proper balance.

I believe students who successfully complete this course should have a strong conceptual understanding of key concepts in marketing such as market segmentation, product differentiation, channel management, digital marketing, and strategic planning. I want to place the student in the role of the marketing manager who must interpret marketplace data and implement marketing strategies. Successful students should be able to appreciate the diversity of marketing organizations (e.g., profit, non-profit, governmental) and how they view their customers. Finally, successful students should have a keen understanding and appreciation of the diverse consumer and business markets across different industries.

In delivering this course, I want to promote a positive atmosphere where you are called upon to discuss questions, but mistakes are treated as opportunities to explore misconceptions, not as a reflection of a student’s abilities. I want this
course to be a window on the world. Almost any event you can link to the marketing world. We’ll use case studies and current events to understand best marketing practices. My hope is that this course will ignite a curiosity that will lead to a lifetime appreciation of marketing.

Required texts

Time Requirements:
If this course were offered on campus, you’d be in class 2.5 hours/week plus travel time. The online version is no different in terms of expectations for your involvement. This is an active online course that requires 3 hours of your time each week in addition to the time it takes you to read the required materials, watch the videos, and complete the assignments. That means that you need to plan to spend a minimum of 6 hours every week (up to 9-10 hours a week) on activities related to this course. If you are worried about your preparedness, consider taking the [Online Readiness Survey](#) to help decide if an online course is right for you.

Technology Requirements:
As a student in an online course, you are expected to have reliable internet access almost every day. If you have computing problems, it is your responsibility to address these or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, get help in solving it immediately. At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
3. Ability to navigate [MyGateway](https://mygateway.umsl.edu/) (Blackboard Learning Management System)
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
6. Media player such as [VLC Media Player](https://www.vlcmedia.com/)
Course Description:

Consumer Behavior and Motivation (MKTG 5710) - This course is an analysis of the socio-psychological foundations of consumer behavior including personality differences needs and wants, status symbols, social change and mobility, fads and fashions. Consumer spending and saving habits, product preferences, leisure-time patterns, shopping behavior and motivation research also are examined for their impact on advertising, selling and marketing management. (Prerequisite: MKTG 5700)

This course is delivered through a series of online lectures/exercises, case studies, presentations, group research project, and the Mymarketing Lab Learning Center. It addresses important consumer marketing topics such as shopping experiences, learning and memory, decision making processes, diffusion of innovation, age cohorts, and social media trends. Completion of this course will enable students to pursue related topics in the field of marketing (i.e., marketing research, digital and social media marketing, marketing promotions).

Learning Objectives
By the conclusion of this course, students will be able to:

- Understand the wants and needs of different consumer segments
- Describe the stages of consumer decision-making and the emotional and rationale aspects of such decisions
- Assess the impact of Western (and particularly American) culture’s on consumption behavior around the world.
- Analyze how consumer exposure and attention to marketing stimuli (e.g., billboard, product packaging, subliminal advertising) can affect interpretation of marketing messages
- Apply marketing strategies to improve consumer learning and memory
- Discuss how various message appeals (fear, humor, emotional, comparative) influence consumer attitudes
- Describe the nature of social groups and their role in brand communities, home shopping, and industrial buying centers
- Understand the effect of ethnic, age, and religious membership on consumption behavior
- Assess the role of W-O-M, social media, and fashion of opinion leadership.
Grade Composition

Grades will be based on the following weights:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>MyMarketingLab</td>
<td>20%</td>
</tr>
<tr>
<td>Seminar Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>10%</td>
</tr>
<tr>
<td>Consumer Research Project (Group)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
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</tbody>
</table>

MyMarketingLab

One of the emerging educational trends is dynamic study modules or labs that continuously assesses student performance and activities, then use data and analytics to provide personalized content in real-time to reinforce concepts. The included online site, MyMarketingLab, offers content such as an e-textbook, video exercises, simulation, end of chapter exercises, and other useful information to enhance your learning experience.

In each module, you will be required to complete chapter tests, company videos, marketing metrics exercises, and marketing simulation (see schedule). These activities are designed to improve your understanding of the subject matter and prepare you for your research projects and other class discussion. In all, the MyMarketingLab assignments count 20% of your grade.

Note: You also have access to other materials such as warm-up tests, flashcard exercises, etc. that you can use at your discretion. However, they will be not graded.

Class Participation

In addition, during the Voicethread instructor lectures, you have the opportunity to make comments at any time (via voice or webcam). In many cases, I will prompt you for your thoughts. Your participation during the online lectures and during our class meetings will count 10% of your final grade. Since we are meeting only 4 or 5 times during the semester, I expect consistent participation on the Voicethreads.

Discussion Board

In order to give you an opportunity to further discuss important marketing news/issues, I will post five discussion topics on the course site. Feedback is provided via a grading rubric to help you gauge your progress. Your grade is based on the quantity and quality of your comments. Please return to the previous page (the forum), click Create Thread in the upper-left of the pane, and write your posting. Given that we have a two-week window to respond to the discussion board, I would like for you to make your initial post by the Wednesday of the first week and at least one of the two responses to classmate’s post by that first Saturday. This would allow some time for reflection and create opportunities
for back and forth discussions in the second week. This activity is worth 10% of your grade.

**Online Discussion Protocol**

- Participation in the course should maintain a positive work and learning environment, as outlined in the UMSL Student Planner: [http://www.umsl.edu/~studentplanner/Policies%20and%20Procedures/positive.html](http://www.umsl.edu/~studentplanner/Policies%20and%20Procedures/positive.html)
- Postings should be evenly distributed during the discussion week.
- Postings should be a minimum of three sentences, or one short paragraph, and a maximum of two paragraphs.
- Responses should be well written with proper punctuation, spelling and grammar.
- Avoid short one-word postings, for instance, “I agree,” unless accompanied by supporting statements from the readings or prior knowledge (work and life experience).
- Stay focused on the topic.
- Ask questions; challenge other postings that lack supporting evidence or present incorrect information.
- Encourage further discussion by building on current threads.
- Check your postings for responses from others and respond in kind.
- Use proper “netiquette” **

**Seminar Presentation**

In my opinion, a seminar approach is an excellent complement to lectures in exploring the depth of marketing practice and consumer research. To add perspective on specific consumer behavior issues, each student will select a “special topic” to present to the class. The purpose of this assignment is to provide you with the chance of becoming an expert on a marketing topic of interest to you. I recommend that once you decide on a topic, consult with me on ideas for your presentation. During the course of the semester each student will be required to prepare a formal presentation based on one of the general seminar topics shown below:

- **Meaning of Consumption/Consumer Perceptions (Chapter 1-3)** – Feb 7
- **Learning and Consumer Lifestyles (Chapters 4, 5, and 7)** – Feb 28
- **Attitudes and Decision Making (Chapters 8-10)** – March 21
- **Socioeconomics and Cultural Influences (Chapters 11-14)** – April 11

This is an excellent way of applying the concepts discussed in class. Your presentation should run approximately 12-15 minutes and cover the topics at hand. A short 3-5 page typed report must accompany your presentation. This assignment is worth 20% of your final grade. Below are some general guidelines in preparing this assignment.

Your topic should be relatively narrow in scope. *It should not be a chapter summary.* For example, in the “Demographics and Culture” seminar, an appropriate topic would be “Segmentation of Asian American Market” or “The Evolution of Gender Roles in Advertising.” In the “Decision Making” seminar, an interesting topic would be “How Social Media is used as an Information Source by Consumers.” I will give you great latitude in deciding, but as a rule, the more you have to research a topic, the better. I recommend checking out previous marketing seminar PowerPoints found under “course documents” on the course web site.
Given the time constraints of this course, I realize that it will be extremely difficult for you to become an expert on any topic in a few two weeks. However, I do expect you to do some background work (read articles) or consult some current information source (trade magazines, newspapers, etc.) to become abreast of your topic. I would also recommend talking to industry experts as a way of gaining real insight.

In discussing your topic, you should accomplish two things: explain and demonstrate. By this I mean to explain what your topic is conceptually, how it relates the chapter topic in general, what are the most important research findings on the topic, when does it work and under what conditions is it ineffective. In demonstrating the use of the concept or tactic in “real world” practice, discuss how companies employ the concept strategically, show web sites or ads that utilize the concept, and discuss the future use or limitations of the practice.

As you know, educational seminars are designed to be informative and stimulate discussion. I suggest that you use visual aids (Powerpoints, handouts, demonstrations, video, web sites, etc.) to emphasize key points. However, you should make sure that you connect with the audience. Lastly, you should be cognizant of your time. Leave a couple of minutes for questions.

The seminar presentation counts 20% of your final grade. Your grade will be based on four criteria: (1) organization and appearance; (2) degree of creativity (making topic interesting); (3) quality of research on topic; and (4) ability to handle class questions. I don’t expect anything spectacular, but that you demonstrate a good knowledge of the topic and present it in an interesting, creative manner.

**Consumer Research Project**

In my opinion, it’s important that students accumulate knowledge within a discipline and apply this understanding to a relevant issue or research problem. To this end, I will assign a group (i.e., 2 to 4 students) a research challenge in the early portion of the semester. The final research report should be 10-15 pages and provide the following:

- Statement of research problem - why is it important?
- Short Literature Review - summary of any relevant previous research on the topic or best practices in the industry
- Methodology – summary of data collection, sample description, and data analysis techniques
- Solution or results from data collection
- Summary/takeaways

The group will present a short presentation of their findings in the last week of class. The Consumer Research Project counts 20% of your final grade.

**Final Exam**

The final exam, which counts 20% of your semester grade, is comprehensive. At some point in the semester, I will provide a study guide that covers major topics covered in the course. The final exam will consist of discussion and short answer questions. The final exam will be given during the designated final exam period.
## SPRING 2017 TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Module #/Name</th>
<th>Dates</th>
<th>Lectures</th>
<th>In-class Assignments</th>
<th>Discussion Boards</th>
<th>Mymarketing Lab Assignment</th>
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</thead>
<tbody>
<tr>
<td>Module 1 – Consumer Behavior and Society (Chap 1 &amp; 2)</td>
<td>Jan 17-Jan 28 Class meets Jan 17</td>
<td>Perceptions on Consumer Behavior/Segments and Need Analysis/Consumers and Society</td>
<td>“Predicting the Future”</td>
<td>Quiz - Chap 1 Video – Goodwill Simulation – Consumer Behavior Quiz – Chap 2 Marketing Metric – Chap 2</td>
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<tr>
<td>Module 2 – Perceptions (Chap 3)</td>
<td>Jan 29 – Feb 11 Class meets Feb 7</td>
<td>Perceptions</td>
<td>Seminar Presentation #1 - Meaning of Consumption/Consumer Perceptions (Chapter 1-3)</td>
<td>Quiz - Chap 3 Video – Umpqua Bank Simulation – Advertising</td>
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<tr>
<td>Module 3 – Learning and Motivation (Chap 4 &amp; 5)</td>
<td>Feb 12-Feb 25</td>
<td>Learning/Memory</td>
<td>“Manipulating Consumer Opinions?”</td>
<td>Quiz - Chap 4 Video – Plymouth Rock Quiz – Chap 5 Marketing Metric – Chap 5 Video - New Toy Company</td>
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</tr>
<tr>
<td>Module 4 – Personality and Lifestyle (Chapter 7)</td>
<td>Feb 26-Mar 11 Class meets Feb 28</td>
<td>Personality/Lifestyle</td>
<td>Seminar Presentation #2 – Learning and Consumer Lifestyles (Chapters 4, 5, and 7)</td>
<td>Quiz – Chap 7 Simulation – Segmentation, Targeting, Positioning Marketing Metric – Chap 7</td>
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<tr>
<td>Module 6 – Consumption Situations (Chapter 10)</td>
<td>Mar 26 – Apr 8</td>
<td>Situational Effects</td>
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<td>Quiz – Chap 10 Video – Progressive Marketing Metric – Chap 10</td>
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Class Policies

1. Attendance Policies
   - **Present** in class for online courses is determined by participation in an “academically related activity,” i.e. submission of an assignment, assessment or discussion forum posting. The last day of attendance is the last day a student is academically participating in the online course.
   - Documentation that a student has logged into an online class is not sufficient by itself to demonstrate academic attendance.

2. Academic Integrity/Plagiarism
   - You are responsible for being attentive to and observant of University policies about academic honesty as stated in the University’s Campus Policies and Procedures in the *Triton Manual* (p. 30)
   - Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. One form of academic dishonesty is plagiarism – the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by copying information from another student. **Plagiarism and cheating are not acceptable.**
     A. Academic dishonesty will be reported to the Office of Academic Affairs for possible action. The instructor will make an academic judgment about the student’s grade on that work and in that course. The campus process regarding academic dishonesty is described in the “Policies” section of the Academic Affairs website
     B. To avoid accusations of academic dishonesty, please submit all written work to the Turnitin System before finalizing what you submit for evaluation. Check information about The Writing Center @UMSL that is linked to MyGateway Home.

Student Resources

**Gateway for Online and Adult Learners (GOAL)**
Web: [http://umsl.edu/goal](http://umsl.edu/goal)
The GOAL office provides you with personalized services and access to resources to help you be successful in
your online course(s). Contact us for virtual and traditional support, tutorials on technology tools in your course, coaching for online learning success. We even have free coffee and a space to hang out.

Access, Disability and Communication
Students who have a health condition or disability, which may require accommodations in order to participate effectively in this course, should contact the Disability Access Services Office. Information about your disability is confidential.

- 144 Millennium Student Center
- Phone: (314) 516-6554
- Email: linder@umsl.edu
- Web: http://www.umsl.edu/services/disability

If you have difficulty communicating in English with the instructor of this course, contact the Office of International Students and Scholar Services:

- Phone: (314) 516-5229
- Email: iss@umsl.edu
- Web: http://www.umsl.edu/~intelstu/contact.html

Technical Support

My Gateway (Blackboard): If you have problems logging into your online course, or an issue within the course site, please contact the Technology Support Center:

- Phone: (314) 516-6034
- Email: helpdesk@umsl.edu
- Web: http://www.umsl.edu/technology/tsc/

If you are having difficulty with a technology tool in MyGateway (wiki, VoiceThread, Kaltura, etc.) consider visiting the Online Course Orientation in your MyGateway course list. The orientation has overviews of each tool and tutorials on how to use them.

Blackboard Collaborate: If you have any questions regarding Collaborate, contact the Faculty Resource Center:

- Phone: (314) 516-6704
- Email: frc@umsl.edu
- Web: http://www.umsl.edu/technology/frc/
- Outside normal office hours, you may also contact Collaborate for 24/7 assistance:
  - Phone: (877) 382-2293
  - Chat: http://support.blackboardcollaborate.com

VoiceThread
Email: pro-support@voicethread.com
Online Form: https://voicethread.com/support/contact/
Web: https://voicethread.com/support/howto/Basics/

Online Discussion Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Developing</th>
<th>Needs Improvement</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Post</td>
<td>6 pts. Use of analysis, synthesis and evaluation</td>
<td>4 pts. Use of comprehension and application</td>
<td>2 pts. Use of knowledge</td>
<td>1 pt. No clear evidence that readings were understood or even completed.</td>
<td>0 pt. No postings throughout the week</td>
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<td>Critical and/or creative contribution</td>
<td>Incorporates readings well into responses, demonstrating excellent understanding.</td>
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<td></td>
<td>Asks questions that extend the discussion and relate material to prior course content.</td>
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<td></td>
<td>Makes insightful, critical comments on the readings and to fellow students.</td>
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<td>Contributes new information and identifies the source.</td>
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<td>Reply(ies)/Question to Classmate</td>
<td>4 pts. Insightful question or reply to a classmate’s post. Asks questions that extend the discussion and makes insightful, critical comments.</td>
<td>3 pts. Exhibits good insights and understanding of discussion questions.</td>
<td>2 pts. Repeat basic correct information related to discussion.</td>
<td>1 pt. Only agreed/disagreed but never contributed to the ongoing conversation.</td>
<td>0 pts. Did not reply or question any classmates.</td>
</tr>
</tbody>
</table>