



MAR4503: Buyer Behavior
CRN: 96613
Section: 602
Credit Hours: 3
Muma College of Business
School of Marketing and Innovation

COURSE SYLLABUS

Instructor:	Dr. Alexander Mitchell	Semester & Year:	Fall 2021
Office Number:	BSN 3520	Class Meeting Days:	Mon./Wed.
Phone:	909-992-9815 (mobile)	Class Meeting Time:	12:30PM–1:45PM
E-Mail:	aimitchell@usf.edu	Class Location:	LPH 127
Office Hours:	Tues. 1:00PM–3:00PM (in-person or using Teams)	Delivery Method:	HyFlex*

** A HyFlex course allows students to choose which modality they want to use to attend class: in person or online through Microsoft Teams. This choice is meant to offer flexibility, while the expectations for participation and preparation will be equitable across both modalities. Before each class, you will be asked to select which modality you will attend via in a Canvas survey. Choosing a modality in advance allows you to best prepare for that class, setting you up for success.*

1. Course Overview and Purpose

How do individuals, families, and groups acquire, consume, and dispose of goods, services, ideas, and experiences? Consumer behavior is the study of these processes. This course provides an integrated view of consumer behavior that draws on psychological, economic, anthropological and sociological perspectives.

This course will address four broad questions:

- What is consumer behavior and how do we learn about consumers?
- How do consumers interpret the world around them, including their perceptions, memories, motivations, values, attitudes, self-image, and lifestyles?
- How do social elements such as such as groups, opinion leaders, and family members, influence consumer behavior?
- How do cultural and social contexts (including social class, ethnicity, and age) and associated myths/rituals shape consumption behaviors and impact the diffusion of both product meanings and consumer culture throughout the world?

2. University Course Description

A study of the basic concepts of buyer behavior, including pre- and post-purchase attitudes and behavior patterns, information processing relating to the functional areas of marketing and the buyer's decision-making process. Managerial applications to marketing are emphasized.

3. Course Prerequisites

MAR 3023

4. Instructor Contact Information and Communication

Email is the easiest way to get in touch with me outside of my office hours. I read and respond to emails as quickly as I can, and I monitor my emails throughout the day. Generally, I will respond to student emails sent during normal business hours (between 8am and 5pm Monday through Friday) within 24 hours. If you don't get a response from me within 24 hours, please give me a nudge (i.e. send me another email).

I will provide feedback on quizzes, assignments, and exams within one week of the posted deadline. All grades will be returned through Canvas.

Office Hours

I will be available every Tuesday from 1:00PM to 3:00PM for office hours. I will be in my office (BSN 3520) if you would like to come in-person, or if it is more convenient, we can use Microsoft Teams for a virtual session. Please email me beforehand to let me know you will be coming to the office hours so I can coordinate my availability if several students will be stopping by. If you cannot attend the Tuesday timeslot, please send me an email and we can coordinate another time to meet outside of my regular office hours.

5. First Week Attendance Policy

Because this course is HyFlex, there will be a class attendance activity during the first class of the semester. Students who do not complete the activity will be dropped from the class.

6. How to Succeed in this Course

You are all beginning this course as expert consumers. What we will be doing is working through concepts and ideas to help you create more rigorous and robust understanding of how and why consumers consume, and the factors that contribute to consumption behaviors.

To be successful:

- Keep up with the readings but don't just read to 'get through it'. Explore the examples in the text and try to reflect on your own consumption behaviors. Apply the ideas to things you see occurring around you in the marketplace.
- Ask lots of questions while you prepare for class. Be prepared to challenge your own thinking and assumptions.
- Come to class having read and reflected on the readings for that session. Then, don't worry about taking down all the notes on the slides, instead think about the material as it is being discussed and debated in-class.

For some university guidance on student best practices for a HyFlex course, please see [this document](#).

7. Course Structure and Attendance

We will be following a HyFlex course structure with students attending both in-class and online through Microsoft Teams. The instructor will be present in-person in the classroom for all sessions except for exam sessions, during which the instructor will be available online through Microsoft Teams.

An hour before the start of each class meeting, you are asked to complete the ungraded survey in Canvas that corresponds to that class's date. Select whether you will attend in person or online. Please note that you will be expected to attend in the modality which you select.

8. Student Learning Outcomes

Specifically, by the end of the course, students should be able to:

- Analyze consumers and their behavior with models and frameworks that offer explanations and predictive potential.
- Understand the relationships between consumer behavior and marketing strategy development.
- Apply knowledge of consumer behavior to real world settings and circumstances.
- Understand the ethical implications of marketing practice.

9. Required Texts and/or Readings and Course Materials

We will use a combination of a textbook and some additional readings in the course. The textbook is required but other editions should be fine.

Textbook: *Consumer Behavior: Buying, Having, and Being, 12th Edition*, Pearson Education Inc. (by Michael R. Solomon)

I will provide any other materials and readings on the course website or in class. Unless otherwise indicated, all materials in Canvas are required.

10. Temporary Remote Instruction

During any semester, there is a possibility the course may be disrupted, whether due to continued pandemic or hurricane season. In the event of a disruption, this course will move entirely to synchronous online sessions using Microsoft Teams for all students (i.e. no in-person meetings). Links and further instruction will be provided through Canvas at that time, including any additional technology than is regularly used in the course.

11. Grading Scale

The following grading scheme will be used in this class:

Percentage	Letter	Percentage	Letter	Percentage	Letter
94-100	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	< 60	F

12. Grade Assessments and Weights

	Assessment	Weight
Individual	Quizzes (5)	5 x 20 pts
	Discussion Assignments (3)	3 x 20 pts
	Exam 1	100 pts
	Exam 2	100 pts
	Exam 3	100 pts
Team-based	Real World Example Presentations	40 pts
		500 pts

Quizzes (5 x 20 points each)

Throughout the course we will have a series of six (6) quizzes designed to help students assess their understanding of material covered since the last quiz or exam. Quizzes will be taken through Canvas and are due before the beginning of class (see the schedule below for the specific quiz due dates).

Note: Only five (5) quizzes will count towards a student's final grade. A student's lowest quiz grade for the semester will be dropped from the final grade calculation.

Discussion Assignments (3 x 20 points each)

In class sessions designated as Interlude sessions in the course schedule, we will engage in mini reviews of the course content from the previous classes through applying the course concepts to real-world consumer situations. Typically, I will provide an article from Bloomberg Business, Wall Street Journal, New York Times, or other news outlet in advance for you to read. We will then discuss the article in large group format, linking the context of the article to the concepts developed in class.

In class, I will provide a series of discussion questions for you to consider during these large group discussions. You are to use the discussions as a way of thinking through your own interpretation of the question and to formulate your own unique response. Each student is responsible for submitting their own answers to the discussion question(s) no later than 11:59pm on the day the questions are discussed in class. I will provide a rubric for these discussion assignments in class.

Exams (3 x 100 points each)

There will be two (2) non-cumulative exams and one (1) cumulative exam in this course to assess your learning of the concepts, tools, and frameworks we cover. The exam dates are listed on the course schedule below.

Exam questions can come from any of the assigned readings, lecture notes, and in-class discussions. The questions will be of three types:

- **Multiple choice:** typically, these will involve demonstrating that you understand a specific concept or idea from class.
- **Short answer:** these questions look to see how well you understand connections between different concepts and ideas from class.
- **Long answer:** in general, these questions will look for you to extend your understanding of a concept or idea to different situations.

Each exam will be preceded by a Real-World Examples class in which student teams will present consumer behavior examples from the news or other sources. We will use the Real-World Examples class as an exam review opportunity.

Real World Example Presentations (40 points)

The real-world examples are group projects designed to help students to better understand course concepts through application to contemporary consumer behavior issues. Using sources such as

Fortune, Business Week, Huffington Post, the New York Times etc., identify a current marketing issue related to a consumer product, service, brand, or company. The aim is to identify a real consumer behavior problem facing a company/brand/product/service, do an analysis of the key consumer behavior issues, and come up with a proposed solution to the problem. Emphasis in these assignments will be on the analysis of the problem and not the proposed solutions.

In teams created by the instructor, students will give a short presentation (8-10 minutes) to the class on their chosen topic. The purpose of the presentation is to provide the other students in the class with more in-depth coverage of course concepts by analyzing a real-world situation through the lens of concepts and ideas covered in class. Presentations will occur in classes preceding an exam (see the course schedule below) and will help the class to prepare for the exams. Not all teams will present in all real-world sessions. The order and dates of presentations will be decided by an in-class lottery. Following each presentation, we will have a further 10 minutes of large group discussion to help connect the issues from the presentation to concepts from the course as a mini review for the exam.

A detailed breakdown of the rubric for presentations and the short paper will be provided in class.

13. Course Schedule

This is a tentative schedule and list of readings.

Date	Session	Topic	Readings/Notes	Due
Aug. 23	1	Introduction and Course Overview	None	In-class Attendance Activity
Aug. 25	2	Individual Decision Making	Chapter 9	
Aug. 30	3	Perception	Chapter 3	
Sep. 1	4	Learning	Chapter 4 (pages 108–128 only)	
Sep. 6	5	NO CLASS – LABOR DAY HOLIDAY		
Sep. 8	6	Memory	Chapter 4 (pages 128–141 only)	Quiz #1
Sep. 13	7	INTERLUDE #1	Review Chapters 9, 3, and 4	Discussion Assignment #1
Sep. 15	8	Motivation and Affect	Chapter 5	
Sep. 20	9	Attitudes and Attitude Change 1	Chapter 8 (pages 262–280 only)	
Sep. 22	10	Attitudes and Attitude Change 2	Chapter 8 (pages 280–300 only)	Quiz #2
Sep. 27	11	Real World Presentations	Part 1: Individual Psychological Processes	Group Presentations
Sep. 29	12	Exam #1		
Oct. 4	13	The Self	Chapter 6 “The Complexity of Identity” by Reed and Bolton	
Oct. 6	14	Personality and Lifestyles 1	Chapter 7	
Oct. 11	15	Personality and Lifestyles 2	“Temperance and Religiosity in a Non-Marginal, Non-Stigmatized Brand Community” by Schau and Muñiz.	Quiz #3

Date	Session	Topic	Readings/Notes	Due
Oct. 13	16	INTERLUDE #2	Review Chapters 6, 7, and additional readings	Discussion Assignment #2
Oct. 18	17	Group Influence	Chapter 11	
Oct. 20	18	Income and Social Class	Chapter 12 “The Trouble with Geniuses” by Malcolm Gladwell	Quiz #4
Oct. 25	19	Real World Presentations	Part 2: Self and Others	Group Presentations
Oct. 27	20	Exam #2		
Nov. 1	21	Family and Consumer Behavior	Chapter 13 (pages 470–478 only)	
Nov. 3	22	Age and Subcultures	Chapter 13 (pages 456–470 and 482–483 only) “New Ways to Gauge What Grown-Up Means” by Shellenbarger	
Nov. 8	23	Cultural Influence	Chapter 14 (pages 492–514 only)	Quiz #5
Nov. 10	24	INTERLUDE #3	Review Chapters 12, 13, 14 and additional readings	Discussion Assignment #3
Nov. 15	25	Cultural Creation and Diffusion	Chapter 14 (pages 515–530 only) “Consumers and Producers” by Grant McCracken “Many Brands Big for Product Placement on ‘Modern Family’ ...” by AdAge	
Nov. 17	26	Consumer and Social Well-being	Chapter 2	Quiz #6

Date	Session	Topic	Readings/Notes	Due
Nov. 22	27	Real World Presentations	Part 3: Culture	Group Presentations
Nov. 24	28	Special Topic: Conjoint Analysis	None	
Nov. 29	29	Special Topic: Customer Journey Mapping	Edelman, David C. and Marc Singer (2015), "Competing on Customer Journeys," <i>Harvard Business Review</i> , 93(November), 88–100.	
Dec. 1	30	Course Wrap-up and Exam Review	None	
Dec. 4 – 9		FINALS WEEK Final Exam Monday December 6 12:30pm–1:45pm.		

14. Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed on the USF Core Syllabus Policy Statements page at <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>.

15. Course Policies: Grades

Late Work Policy

There are no make-ups. Assignments completed late will be assessed a penalty of not less, but possibly more, than 10% per day unless extenuating circumstances exist, and other arrangements are made.

Extra Credit Policy

There is no extra credit offered for this course.

Re-Grading

While clerical scoring errors will be addressed without hassle, re-grading must be motivated in written; the entire exam/homework will be subject to re-grading.

Grades of “Incomplete”

An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

Group Work Policy

Everyone must take part in the group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. A student may only receive a lessened score if more than half of their group states that they have not contributed to the project. A form will be provided to all group members to assess their team members. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

HyFlex Exams Policy

All students will complete course exams online through Canvas.

Make-up Exams Policy

If a student cannot take an examination for a valid reason (validity to be determined by the instructor), a make-up exam will be given only if the student has notified the instructor in advance that they cannot be present for the exam. Make-up exams are given at the convenience of the instructor.

16. Course Policies: Technology and Media

Online Proctoring of Quizzes and Exams

All students must review the syllabus and the requirements including the online terms and video testing requirements to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms. Any student may elect to drop or withdraw from this course before the end of the drop/add period. Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence. To avoid any concerns in this regard, students should select private spaces for the testing. The University library and other academic sites at the University offer secure private settings for recordings and students with concerns may discuss location of an appropriate space for the recordings with their instructor or advisor. Students must ensure that any recordings do not invade any third-party privacy rights and accept all responsibility and liability for violations of any third-party privacy concerns. Setup information will be provided prior to taking the proctored exam. For additional information about online proctoring, you can visit the online proctoring student FAQ at <https://www.usf.edu/innovative-education/digital-learning/learn-new-tool/proctorio-student-faq.aspx>.

Email

Students receive a USF email account. All official correspondence to students and course communication will be sent to that account.

Canvas

Announcements, lecture notes, and other tools and links will be posted to Canvas. Quizzes, exams, and assignments will be administered via Canvas. In the event of an emergency or should Canvas not be available for any reason, instruction will be delivered through email. It is the responsibility of the student to monitor Canvas regularly and to check their college email accounts.

Laptop Usage, Classroom Devices, and Phone Usage

All cell phones should be off or on silent (not on vibrate) and out of sight. If you have a private laptop or tablet, please feel free to bring it to class for the in-class exercises. However, while the use of your own laptops and tablets is encouraged for in-class assignments, you are asked to close them during lectures. The internet should be used for class exercises only. Please no texting, talking to other students, or working on assignments for other classes during lectures.

Any student exhibiting unprofessional conduct may be temporarily removed from classroom lectures. For further information, look under “Disruption of Academic Processes” in the Undergraduate Catalogue.

17. Course Policies: Student Expectations

Title IX Policy

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.

Academic Integrity of Students

Academic integrity is the foundation of the University of South Florida System’s commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution.

Disruption to Academic Process

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Course Hero / Chegg Policy

The [USF Policy on Academic Integrity](#) specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Turnitin.com

In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.