**Consumer Behavior Sample Syllabus**

**Professor:** Name & Email

**Teaching Assistant:** Name & Email

**Course Details:**

• Time:

• Location:

**Office Hours:**

# COURSE OVERVIEW & OBJECTIVES

Each of us is an active consumer in everyday life, purchasing everything from groceries to clothing to spring break vacations and college educations. However, our individual personalities and characteristics dictate that no two consumers are alike: we make unique choices, which makes it challenging for marketers to create coherent marketing strategies regardless of similarities within target markets. In this class, we will examine how and why consumers behave the way they do and the practical marketing implications of that behavior.

Upon completing this course, you should be able to

• Develop a deeper understanding of consumer behavior by learning about relevant psychological and sociological theories

• Identify how those theories can be used to impact marketing strategies

**COURSE MATERIALS**

1. Stukent “Consumer Behavior” textbook
2. There are three case studies required for the class. Each of these case studies will be available within the textbook.

**COURSE STRUCTURE AND GRADING**

Class sessions will include lectures, in-class activities and discussions, student presentations, and guest speakers. Final grades will be based on the following.

• Case studies (3): 30% (10% per case study)

• Demand Landscape Exercise: 15%

• Demand Landscape Presentation: 5%

• Final project and presentation: 20%

• Final Exam: 20%

• In-class Participation: 10%

› Attendance: 5%

› Participation: 5%

Final grades are made up of the following:

**Case studies (30%)**Case studies are used to show how learnings from class can be applied in a real-life, business setting. In this class, we’ll discuss 3 case studies. Please read each case study in advance of class, turn in a write-up answering the questions, and come to class prepared to discuss the case in depth.

**Demand Landscape Project  
• *Demand Landscape Exercise (15%)***The objective of this exercise is to simulate an approach companies would use to understand consumer perceptions of the categories in which their products belong. To do so, students will be asked to keep a detailed journal related to their interactions with the category they choose.   
  
  
Each time you think about or make a purchase in that category, you will be asked to note the following in your journal:

• Your goals, activities, and the priorities of those activities

• The social context, positive experiences, and pain points

• Any additional feelings you can add

Then, you’ll discuss your journal entries with your team (who should have chosen the same product

category) and turn in a 2-page write-up of:

• The trends in the goals, activities, and priorities of team members as they think about or make   
 purchases in the product category

• The trends in the positive experiences and pain points team members feel as they make   
 purchases or consider the category

• The unmet needs in the category your team chose

• The products, services, and experiences a company could create in that space

Groups in class will be required to make a 10-minute presentation on the above.

**• *Demand Landscape Presentation (5%)***

When making these group presentations to the class, your group will be graded on the following criteria:

• Presentations are logically structured (2 points)

• Presentations touch on at least two aspects of consumer behavior discussed in class (2 points)

• Every member of the group speaks (1 point)

**Final Project and Presentation (20%)**

The objective of the final project and presentation is to provide you with the opportunity to apply course concepts to a specific product. This project will also develop your team building, time management, written and oral communication skills.

*Directions for written portion of final project*:

• While in class, groups of 3-4 students decide on a product to focus on for the semester.

• After the product is selected, your group will focus on that specific product and relate it to all   
 concepts we discuss in class.

• Your group will keep a running journal (in Microsoft Word or the equivalent) of how each   
 session’s materials relate to the product. Your job is to, **as a group**,discuss what was covered   
 in class and write how it relates to your product. Evaluate how 2-3 class concepts relate to your   
 product **after every class session**, and write a summary of how and why it is important. If you   
 have illustrations from commercials or advertising to illustrate specific Consumer Behavior   
 concepts or theories, these should be included.

*Suggested Format*:

› Overview of class concept

› Application to company product

› Action steps you might take to more effectively understand consumers or market your   
 product if you were the brand manager

*Considerations*: **This is an assignment that cannot be done near the end of the term**. The longer you wait between when the material was covered and when you write your ideas, the harder it will be to do a good, thorough job.

This project also requires collaboration and discussion, and a “divide and conquer” approach is not recommended.

At the end of the semester, after you have documented how each class applies to your product, you’ll have to make a presentation discussing select concepts to the class.   
  
*Directions for oral presentations and slide deck*:

Each group will be required to make a 10-minute oral presentation, summarizing how knowledge of aspects of consumer behavior could enhance a marketer’s ability to market their product effectively.

*Suggested Format*:

› Cover page

› Overview of product

› Description of at least 5 core consumer behavior principles that can be applied to your   
 product, and the marketing strategy your team would pursue based on these principles.   
 For example:

Principle 1: Consumer Attitude Formation

•Application

• Recommended marketing strategy

Principle 2: Consumer Perception

• Application

• Recommended marketing strategy

Principle 3: Brand Loyalty

• Application

• Recommended marketing strategy

Etc …

**Final Exam (20%)**

The final exam will integrate concepts from class lectures, case studies, and guest lectures. The exam will be multiple choice and short answer and will be challenging, but students who attend class, complete assignments, and participate in group projects to apply course principles will be well prepared. Students must be present the day of the exam. In case of an emergency that prevents exam date attendance, students must provide written documentation/proof of the emergency at least 24 hours before the time of the exam.

**In-class Participation (10%)**

As business professionals, you’ll learn that engagement and participation in key activities is critical to your success. The same is true in the classroom where learning is enhanced if students actively engage in the process. Both attendance and in-class engagement are critical components in defining your class participation performance:

• Attendance: 5%

• In-class Engagement, Active Listening, Questioning: 5%

Outside of calculation errors, **your grades are not subject to change or open to discussion**. Please be as clear as possible when conveying your point in exams, assignments, group discussions, and speaking activities.

**CLASSROOM POLICIES**

Cheating and plagiarism are serious offenses and are **not tolerated**. Students will receive a failing grade on any assignment, presentation, or exam that have been plagiarized or where cheating is involved. Cheating and plagiarism will result in a grade of “F” for all parties involved.

Assignments are due prior to the beginning of class and no late work will be accepted unless due to emergencies. Emergencies can be clarified with written documentation/proof. If you have to miss a class for whatever reason, the assignment is still due on the due date at the beginning of the class; make arrangements to get it to me by that time.

Unless otherwise specified, laptops and phones must be turned off and put away. A phone on “vibrate” is just as distracting as a ringing phone, so I require that phones be completely silenced and *put away.*



Food is permitted in the classroom given that the class falls between normal lunch hours. However, it is **not permitted** during times when guest speakers and peers are presenting. Please be considerate of your fellow classmates and guests who have taken time out of busy personal and professional lives to speak in our classroom.

**COURSE SCHEDULE**

|  |  |  |
| --- | --- | --- |
| **Class Session** | **Class Topic** | **Reading** |
| 1 | Introductions and Course Overview |  |
| 2 | Consumer Behavior and Marketing Strategy | Chapter 1 |
| 3 | Consumer Needs, Motivations, and Goals | Chapter 2 |
| 4 | Consumer Perception | Chapter 3 |
| 5 | Consumer Learning | Chapter 4 |
| 6 | ***Guest Speaker:*** |  |
| 7 | Consumer Personalities | Chapter 5 |
| 8 | Consumer Attitude Formation and Change | Chapter 6 |
| 9 | ***Case Study:*** |  |
| 10 | Individual Decision-Making | Chapter 7 |
| 11 | ***Case Study:*** |  |
| 12 | Reference Groups and Word of Mouth | Chapter 8 |
| 13 | Persuading Consumers Through Messaging | Chapter 9 |
| 14 | ***Guest Speaker:*** |  |
| 15 | Influencing the Buying Process | Chapter 10 |
| 16 | Creating Brand Loyalty | Chapter 11 |
| 17 | ***Guest Speaker:*** |  |
| 18 | Driving Innovation Through Consumer Behavior | Chapter 12 |
| 19 | Cross-Cultural Variations in Consumer Behavior | Chapter 13 |
| 20 | Demand Landscape Presentations |  |
| 21 | Demand Landscape Presentations |  |
| 22 | ***Case Study:*** |  |
| 23 | Impact of Technology on Consumer Behavior | Chapter 14 |
| 24 | Consumer Behavior and The Regulatory Environment | Chapter 15 |
| 25 | Final Project Presentations |  |
| 26 | Final Project Presentations |  |
| 27 | Final Project Presentations |  |
| 28 | Final Exam |  |

