

THE UNIVERSITY OF TEXAS AT TYLER
SOULES COLLEGE OF BUSINESS
Spring 2025

Course Title: Consumer Behavior (MARK 5350 060)

Instructor Information

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NATURE AND PURPOSE OF THE COURSE

Consumption is an integral part of our daily lives. We constantly make decisions about what to buy, what car to drive, where to vacation, and even what career path to follow. Since consumer behavior is essentially the study of human behavior, the principles and theories explored in this course are relevant to every aspect of the marketing process. Throughout this class, you will examine the various factors that influence consumer choices. As consumers yourselves, your unique perspectives and experiences will enrich the learning process and help deepen your understanding of key consumer behavior concepts. By drawing on insights from psychology, sociology, anthropology, and other behavioral sciences, you will explore the decision-making processes that shape consumer actions and learn to predict how consumers respond to marketing strategies.

OBJECTIVES

This course is designed to help you understand, analyze and influence consumer behavior in the real-world context. By completing this course, you will earn:

- (1) Knowledge:
 - a. Develop an understanding of factors that influence consumer behavior
 - b. Gain insights into consumer decision-making processes
 - c. Foster a consumer-orientated approach to market analysis
- (2) Perspective:
 - a. Learn to integrate consumer insights into the development of effective marketing strategies
 - b. Recognize key concepts of consumer behavior and apply them across various consumption contexts
- (3) Skillset:
 - a. Design and analyze consumer experiments in creating impactful marketing communications

INSTRUCTION MATERIAL

REQUIRED TEXTBOOK: *Consumer Behavior: Buying, Having, and Being* by Michael R. Solomon. 14th edition. Publisher: Pearson. (E-textbook, Textbook, Paperback etc. any type of textbook is acceptable to use).

Print ISBN: **9780137865093**

REQUIRED EQUIPMENT: To participate in class discussions and submit assignments, you will need a web camera with a microphone. If your laptop or desktop does not have a built-in web camera, you will need to purchase one. Affordable options are available, such as a web camera on Amazon.

Video Lecture: My video lecture will be posted on Canvas.

Powerpoint Slides: Downloads lecture outline slides for each topic from Canvas

METHOD OF INSTRUCTION

This course will include video lectures, discussions, quizzes, and essay assignments. Students are expected to regularly check Canvas and their email for updates and are responsible for submitting assignments on time.

COMMUNICATION

You are required to check Canvas and your email frequently for course updates. Email is the primary method of communication and the fastest way to reach me. Feel free to contact me with any questions or concerns about class materials or assignments. Please send all emails to jhong@uttyler.edu.

Important Note: Do not use the Patriots email address, as I do not monitor it.

I will do my best to respond to emails within 24 hours on weekdays and within 48 hours on weekends.

EVALUATION

Your course grade will be determined as follows:

Method	Points
Quizzes (40 pts * 5 times)	200
Discussions	100
Experiments Assessment	50
Research Article Assignment	100
Final Reflection Essay	50
Total	<u>500</u>

** Please note that poor performance in any one or more of the above components of your grade cannot be made-up by any extra assignment or report.

(A) ASSIGNMENTS

1. QUIZ (200 points)

There will be **no exams** on this course. Instead, you will complete **5 quizzes**, with each quiz covering 1 or 2 chapters. Each quiz is worth **40 points** (40 points x 5 quizzes = 200 points total).

To perform well on the quizzes, please follow these steps:

1. **Read the textbook** for the assigned chapter(s).
2. **Watch my video lectures** to clearly understand the key concepts and takeaways.
3. **Review the PowerPoint slides** to reinforce important concepts and theories.

The quiz questions will be based on the material covered in the textbook, video lectures, and PowerPoint slides. All quizzes will consist of **multiple-choice questions** and will be posted on Canvas.

Important Notes:

- Make sure to submit your quizzes on time. **No late submissions will be accepted.**
- You will have **2 attempts** for each quiz to ensure you fully understand the concepts and gain useful knowledge.

2. EXPERIMENTS ASSESSMENT (50 points)

You will complete an assessment consisting of **multiple-choice questions and short-answer questions** based on the experiments covered in the course. This assessment is designed to evaluate your understanding of the concepts and logic behind experiments, which are widely used in consumer research within marketing.

If you have a clear understanding of the concepts from my lectures, you should be able to apply them in various contexts. To support your learning, you will have **2 attempts** to complete the assessment, ensuring you grasp the material and gain useful knowledge. **NO LATE SUBMISSION!**

3. DISCUSSION ASSIGNMENTS (100 points)

During the course, you will participate in **2 discussion assignments**, worth a total of **100 points**. You are allowed to work ahead on these assignments if you wish.

For each discussion assignment, you are required to:

Submit a **video response** to my question. More detailed instruction will be provided on Canvas.

You can record your video as many times as needed until you are satisfied with the final version before submitting it. While casual dress is acceptable, please ensure the following:

- Look directly into the camera.
- Use adequate lighting and volume.
- Make a positive overall impression.

I recommend avoiding reading directly from a script. However, if you choose to use one, ensure it is not obvious. Please review the **Discussion Assignment Grading Rubric** before uploading your video.

In today's business environment, developing strong virtual communication skills is essential. These assignments are designed to help you grow professionally. Feel free to share any relevant professional or personal experiences to enhance the quality of your interactions and discussions. **NO LATE SUBMISSION!**

4. RESEARCH ARTICLE ASSIGNMENTS (100 points)

The purpose of analyzing **1 managerially relevant article** (available on Canvas) is to deepen your understanding of consumer behavior concepts and theories, as well as to evaluate their real-world applicability. The article analysis is worth **100 points**, and you will need to address all the following

questions for the article: **The questions might be changed. More detailed instructions will be on Canvas.

1. **Key Findings and Managerial Implications**
 - List **3 important findings** from the article.
 - Provide **1 managerial implication** for each of the 3 findings.
2. **Critique of Theoretical Arguments**
 - Briefly explain **1 problem** with the theoretical arguments or ideas presented in the article.
 - One approach (though not the only one) is to describe scenarios where the article's findings might not apply or where opposite findings could occur.
3. **Link to Course Concepts**
 - Identify and explain how the theoretical arguments or ideas in the article relate to **2 concepts** from any chapter(s) in the textbook.
 - For example, you might link the article to concepts like the **halo effect** or **confirmation bias** (learning from experience).
4. **Application to a New Setting**
 - Identify **1 setting** that is very different from those discussed in the article.
 - Briefly explain why the concepts from the article could apply to this new setting.
5. **Personal Impact**
 - List **1 way** in which you, as a consumer, will behave differently after learning the findings from the article.

Additional Notes

Before the due date of your first article analysis, I will provide detailed guidelines on how to effectively read and analyze the articles. These guidelines will help you approach the task systematically and ensure a thorough understanding of the material. I will provide 4 articles, but you will have the option to choose any 1 or 2 of them depending on the workload.

The 4 articles (Tentative and Subject to Change):

- 1) He (Michael) Jia and others (2023), Stars versus Bars: How the Aesthetics of Product Ratings “Shape” Product Preference, *Journal of Consumer Research*, Volume 50, Issue 1, 142–166.
- 2) Chen Stephanie et al. (2024), “We Do What We Are: Representation of the Self-Concept and Identity-Based Choice,” *Journal of Consumer Research*, Vol.51, Issue 2, 298-320.
- 3) Mogilner Cassie and Jennifer Aaker (2009), “The Time vs. Money Effect”: Shifting Product Attitudes and Decisions through Personal Connection,” *Journal of Consumer Research*, 36 (Aug), 277-291.
- 4) Chandon, Pierre and Brian Wansink (2007), “The Biasing Health Halos of Fast-Food Restaurant Health Claims: Lower Calorie Estimates and Higher Side-Dish Consumption Intentions,” *Journal of Consumer Research*.

5. REFLECTION PAPER (50 points)

For your final project, you will write a reflective essay. Drawing from your personal experiences and examples as a consumer, you will answer one reflective essay question. There is no specific format required. While content is the primary focus, the professional presentation of your work (including correct grammar, spelling, punctuation, etc.) will influence the perceived quality. The essay should be

no more than 450 words and must be single-spaced. Additional details will be provided on Canvas. **Late submissions will not be accepted.**

(B) COURSE GRADE

Each of the course requirements (e.g., exams, group project) will be graded by assigning numerical points. Your final letter grade for this class will be assigned only at the end of the course based on the points accumulated by the student. Letter grades are assigned on the basis of a curve. Normally, the grades are curved as follows:

A's (including A & A-)	35%
B's (including B+, B, & B-)	...	55%
C's (including C+, C, & C-)	..	<u>10%</u>
		<u>100%</u>

However, the above distribution is tentative and simply an indicator. Letter grades also depend on the *absolute level of performance*. The number of As, Bs & Cs given could be more or less than indicated by the foregoing distribution depending upon the level of performance.

Please note the following:

- 1) I will definitely fail a student for dishonest behavior e.g., cheating or plagiarism in quizzes or assignments
 - 2) Please realize that just because you received an A in the quizzes (40% of the grade) does not automatically imply that your final grade will be an A because discussions and other assignments constitute 60% of the final grade, which we don't know until the very end of the semester.
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(C) EXTRA CREDIT OPPORTUNITY

You may have the opportunity to earn extra credit points by participating in surveys conducted by faculty as part of their research. I will provide more details in the class. Your participation is voluntary, and your responses are completely confidential.

COLLEGE OF BUSINESS STATEMENT OF ETHICS

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both student s and faculty of the College of Business and Technology at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop any environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage and misuse.
- Conduct yourself in a professional manner both on and off campus

ACADEMIC DISHONESTY STATEMENT

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

GRADE REPLACEMENT/FORGIVENESS AND CENSUS DATE POLICIES

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>.

Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

STATE-MANDATED COURSE DROP POLICY

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

DISABILITY ACCOMODATION

Any student who feels their performance in this class may be impacted by a disability, in accordance with federal law, must provide documentation of his/her disability. It is university policy to evaluate the need for an accommodation on a case by case basis. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

SOCIAL SECURITY AND FERPA STATEMENT

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The university issues a unique identifying ID number to all students. The electronic transmission of grades (e.g., email) risks violation of the Family Educational Rights and Privacy Act (FERPA) and therefore will not be transmitted electronically. Further, in accordance with FERPA, any information regarding assignments and grading will be discussed between the instructor and the student only. All requests made to the instructor, which are initiated by someone other than the student, regarding information about a student's activity, will be advised by the instructor to seek that information from the student.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

¹ YOU ARE RESPONSIBLE FOR ALL OF THE INFORMATION PROVIDED IN THIS DOCUMENT.

TENTATIVE COURSE SCHEDULE

*** The course schedule is subject to change.**

Week	Topic	Book Chs.	Assignments/ Project Due
1	<p style="text-align: center;">Overview of course</p> <p style="text-align: center;">Experiments (What is experiments and how to conduct consumer research using experiments) Experiment 1 & 2 & 3</p>	ppt slides/Lecture	Syllabus Personal Data Sheet
2	<p style="text-align: center;">Experiments Experiment 4- Review & Article</p> <p style="text-align: center;">A. Psychological Core: Understanding CB Motivation/ the Self / Values</p>	ppt slides/Lecture BYOB article 1 5,9,10	<p style="text-align: center;">Experiment assessment</p> Quiz 1
3	<p style="text-align: center;">Perception</p> <p style="text-align: center;">Discussion 1</p>	3	<p style="text-align: center;">Quiz 2 Discussion 1 (Video Presentation) By 3/31</p>
4	<p style="text-align: center;">Learning & Memory Attitudes</p>	4 6	<p style="text-align: center;">Quiz 3 Quiz 4</p>
5	<p style="text-align: center;">Research Article Discussion</p>		<p style="text-align: center;">Research Discussion Report</p>
6	<p style="text-align: center;">B. Behavioral Economics: Problem Recognition/ Information Search Judgment and Decision Making</p> <p style="text-align: center;">Discussion 2</p>	7	<p style="text-align: center;">Quiz 5 Discussion 2 (Video Presentation)</p>
7	<p style="text-align: center;">Final Project</p>		<p style="text-align: center;">By 4/26</p>