Standard Course Outline
MKTG 490 – Consumer Behavior

I. General Information
   - Course number: 490
   - Title: Consumer Behavior
   - Units: 3 credits
   - Prerequisites: MKTG 300, IS 301
   - Course Coordinator: Department Chair
   - SCO Prepared by: Department Faculty
   - Date prepared/revised: 07/27/16

II. Catalog Description

Using concepts from the social sciences to understand and predict consumer behavior in a marketing context. Seeks understanding of how marketing tactics may influence consumers’ choices, beliefs, and attitudes about products and services both in profit and non-profit contexts. Letter grade only (A-F).

III. Curriculum Justification(s)

Understanding consumers is central to success in today’s global business environment. This course improves marketing students’ ability to understand consumers and what drives their attitudes, beliefs, and choices in the marketplace.

IV. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

- **Learning goals – Critical Thinking:** Students will demonstrate their understanding of consumer behavior and its’ relevance to marketing. They will also demonstrate that they can analyze consumer behavior and translate their analysis into marketing implications.

- **Learning goals – Communication:** Students will demonstrate that they are able to work in teams via a team-prepared written project. This project is presented orally in class to develop oral communication skills.

- **Learning goals – Business Functions:** Students will demonstrate their proficiency in the fundamental psychological theories related to (a) decision making; (b) memory; (c) attitudes and attitude formation; (d) motivation; (e) information search; (f) exposure, attention, and perception; (g) and post decision processes.

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V. Outline of Subject Matter

This is a listing of the subject matter that **must** be covered in this course. It does not preclude other topics that are part of the Consumer Behavior area or the depth of some topics. The list is flexible enough to allow individual instructors to focus on particular areas of interest to the instructor. The order of the topics listed below may be adjusted and some topics listed may be discussed together. Additional topics can be added to the course based on the instructor’s expertise and personal preferences in teaching this course. The **required topics** are also those that are included in the course assessment for MKTG 490.

1. Introduction to Consumer Behavior & Course Overview
2. Research Methods in the Study of Consumer Behavior
3. Motivation, Ability, and Opportunity
4. Information Processing: Exposure, Attention, and Perception
5. Memory and Retrieval
6. The Role of Knowledge, Experience, and Affect in Consumer Behavior
7. Culture & Subcultures
8. Social Influences, Group Processes, Lifestyles
9. Attitude Development and Change
10. Problem Recognition and Information Search
11. Judgment and Decision Making
12. Post Decision Processes Methods of Instruction

VI. Methods of Instruction

A. **INSTRUCTION MODE.**

- Traditional  □ Hybrid  □ Local Online  □ Distance Education

B. **CLASSROOM ACTIVITIES.**

- There must be at least one major project in the course:
  - The group project should revolve around a specific consumer behavior or consumer behavior topic area where students have to conduct secondary and/or primary research about the consumer behavior (topic area) of interest. For example, students may conduct in-depth interviews to understand the deeper significance of brand loyalty. Examinations may use multiple choice questions, short answers, and/or essays.

- Additional Active Learning tasks that may also be used in the course include:
  - Individual class participation and discussion.

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o Participation (in-class) exercises that involve group work. Most texts have examples of these types of exercises.
o Formal presentation of group work.
o Exercises that include students actively working together either in class or outside of class on small projects, etc.
o Examinations that preferably use short answers, essays, and requiring some form of higher integration of concepts – NOT only multiple-choice questions. If multiple choice questions are used, they should be predominantly focused on application, not recall or recognition.

C. EXTENT AND NATURE OF TECHNOLOGY USE.

Careful and ethical use of computing resources is the responsibility of every user. As a user of these resources, you agree to be subject to the guidelines of the “Policy Governing Access to and Use of CSULB Computing Resources”. These guidelines apply to all computing resources provided by the University; some guidelines are more directly related to time sharing systems, some to microcomputers and local area networks, and some to all systems.

VII. Information about Textbooks/Readings

There is no standardized textbook for all sections of MKTG490. Some examples of the texts that may be used include:


VIII. Instructional Policies Requirements

- Policy on Classroom Behavior:
  o All cell phones & other electronic devices (e.g. pagers, iPads, iPods, PDAs) must be put on vibrate or turned off and not on your desk during class.
  o Students are responsible for what transpired if they miss a class. It is the student’s responsibility to contact the instructor or a classmate to determine what was missed. See “Policy on Make-up Exam and Assignments” below.
  o Talking and other disruptive behavior are not permitted while classes are in session.
  o Students are expected and must do ORIGINAL work for all assignments, including exams. See “Academic Integrity” policy below.
  o It is the student’s responsibility to notify the professor in advance of a need for accommodation of a disability that has been verified by the University.

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• See also Department of Marketing Classroom and Online Conduct Policies: http://www.csulb.edu/colleges/cba/marketing/classroom/.

• Policy on Make-up Exams and Assignments:
  o The instructor develops his or her own policy.

• Policies on Withdrawal, Late Withdrawals, and Incompletes:
  o The University policy on dropping and withdrawal from classes is set forth in the schedule of classes. Students are obligated to officially withdraw from their courses even though they may not have attended. Withdrawals require the signature of the instructor, the chairperson, and the Dean of the CBA.

• Academic Integrity:
  o Students are expected to do original work for all assignments, including exams.
  o Students are responsible for their own conduct and all cases of dishonesty (e.g., plagiarism, cheating) will be reported to the proper university officials.

Students are expected to adhere to CBA (http://www.csulb.edu/colleges/cba/dean/academic-integrity/) and University policies regarding Academic Integrity (http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/). Please avoid an embarrassing or unfortunate situation.

• Grading Policies and Procedures
  o Final course grades shall be based on at least three (3), and preferably four (4) or more, demonstrations of competence by the student. In no case shall the grade on any single demonstration of competence count for more than one-third (33%) of the final course grade.
  o Examinations preferably use short answer questions, essays, and must require some form of application, critical thinking, and / or integrations of concepts. Multiple-choice questions should be less than 50% of the total exam points. If multiple-choice questions are used, they should predominantly focus on concept and technique application, not simple recall or recognition
  o See academic senate policy: (http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2005/07/)

IX. Course Assessment and Grading (Optional but highly recommended for core courses)

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X. Disabilities

- Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.

XI. Assistive Technology

In compliance with Accessibility and Faculty Responsibility for the Selection of Instructional Materials (PS 08-11), instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

XII. Bibliography (Optional)

XIII. Consistency of SCO Standards across Sections

All future syllabi will conform to the SCO. The course coordinator should review the SCO and offer advice and/or materials to faculty member new to teaching the course. The course coordinator may offer or require regular review of instructors’ course materials as well as anonymous samples of student work.

XIV. Additional Resources for Development of Syllabi

- University policy Course Syllabi and Standard Course Outlines (PS 11-07)
- Academic Technology (ATS) Accessible Syllabus Template
- Faculty Center for Professional Development (FCPD) Sample Syllabus Template

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