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Fall 9-2015

### BMKT 337.01: Consumer Behavior

Carol L. Bruneau

*University of Montana - Missoula*, [carol.bruneau@umontana.edu](mailto:carol.bruneau@umontana.edu)

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**BMKT 337 – CONSUMER BEHAVIOR  
FALL 2015**

**PROFESSOR:** Dr. Carol L. Bruneau

**OFFICE:** GBB 303  
**PHONE:** 243-6178  
**FAX:** 243-2086  
**E-MAIL:** [Carol.Bruneau@business.umt.edu](mailto:Carol.Bruneau@business.umt.edu)

**CLASS SCHEDULE:** Section 1: TTh 8:10-9:30 am GBB :13

**OFFICE HOURS:** Wednesdays 10:00 am - 12:00 pm  
Thursdays 2:00 – 4:00 pm and by appointment  
Walk-ins are always welcomed

**REQUIRED MATERIALS:**

Hoyer, Wayne D., Deborah J. MacInnis and Rik Pieters (2013), *Consumer Behavior, 6th Edition*. Houghton Mifflin Company, New York, New York.

**COURSE OBJECTIVES:**

Consumer behavior is one of the most rapidly growing areas of marketing. The marketing concept discussed in any introductory marketing course states that the formulation of appropriate and effective marketing strategies must begin with a clear and accurate understanding of consumers' needs and preferences with regard to the product category. This course will explore in depth the basis for behavior in consumer contexts.

The objectives of the course are as follows:

1. To introduce the student to concepts developed in psychology, economics, sociology, and anthropology and their relationships to consumer behavior.
2. To develop in students the ability to translate what can be learned about consumer behavior from the behavioral sciences into action implications for the marketing manager and/or public policy maker.

### **MISSION STATEMENT:**

The University of Montana's School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Learning Goal 3: SoBA graduates will be effective communicators.

Learning Goal 4: SoBA graduates will possess problem solving skills.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

### **COURSE EXPECTATIONS:**

This course is an advanced undergraduate course intended for marketing majors and other student who require knowledge of consumer behavior for their courses of study and chosen career paths. It is a required course for those choosing an option in marketing. Class sessions will be devoted to the discussion of selected concepts, research studies and applications. **BMKT 325 is a prerequisite to this course. You must have already taken (cannot be currently taking) BMKT 325 to be enrolled in BMKT 337.**

It is expected that students will approach this course in ways that will maximize their learning rather than minimize their effort. Those students who do not approach the class in this way will suffer both in the ability to learn the material and in the grade they will receive in class. The learning experience of this class depends on student participation by active listening, by contributing to class discussions, and by contributing consistent effort to the process and outcome of hands-on exercises. Consistent preparation rather than pre-exam cramming is a necessity. I expect you to have read the assigned chapters BEFORE class on the day they are scheduled for discussion. Preparation time may vary somewhat depending on the assignment, but can be expected to average two or three hours per class session.

The quality of this course is heavily dependent on thorough preparation, consistent attendance, and spirited participation. Those who are reluctant to speak in front of others should use this opportunity to overcome their fears before entering the business world. The class participation grade will be based on participation during class discussions and in-class exercises. **QUALITY** of participation rather than **QUANTITY** will be judged. Student should expect to be called upon at random throughout the term, either to initiate class discussion or to respond to a question by the professor. **NO LATE WORK WILL BE ACCEPTED.** Late work is defined as any work not turned in when the professor collects it on the day the assignment is due. **NO EXTRA CREDIT WORK WILL BE ACCEPTED.**

You are encouraged to visit me during my office hours if you have any questions, problems, or if you just want to talk. If you cannot meet me during posted office hours, you are encouraged to make an appointment to meet at some other time. Also, if I am in my office when you walk by, I'm always willing to meet with you.

#### **EXAMINATIONS:**

Four exams will be given during this course. While there will not be a comprehensive final exam, concepts learned early in the class will be used throughout the semester. The exams will be in-class and closed book. Examinations may contain a combination of multiple choice and essay questions. I will drop ONE exam score (your lowest) when calculating your grades. Therefore, there will be **NO MAKEUP EXAMS** for any reason. If you must miss an exam, that will be the score that you will have to drop in figuring your final grade.

#### **HANDS-ON ASSIGNMENTS:**

During the class, a number of hands-on projects will be assigned. Students will have at least one week to accomplish these assignments. Assignments **MUST BE TYPED AND IN A 12 POINT FONT.** These assignments will integrate the theory learned in class with the world outside the classroom by allowing the students to apply consumer behavior concepts to marketing situations. Your first Hands-on Assignment will be to complete the autobiography at the end of this syllabus. This is the one exception to the rule, you do not need to type this assignment. This will be due on **Tuesday, 9/15** at the beginning of class. **Assignments MUST be handed in on time. No late assignments will be accepted.**

#### **CLASS PARTICIPATION:**

Randomly throughout the semester in-class projects will be conducted. **You must be in class to receive credit for these assignments.**

#### **EMAIL FROM STUDENTS:**

You **MUST** use your official UM email accounts if you wish to email me. Otherwise, I will be unable to respond. In addition, I expect you to use a proper salutation and correct grammar in your emails. Please do not use text messaging abbreviations.

**STUDENT CODE OF CONDUCT:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

It is the student's obligation to be familiar with the Student Conduct Code, especially as it pertains to academic misconduct (cheating, plagiarism, etc.), which is available on line at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>. Please note that it is a form of academic misconduct to submit work that was previously used in another course.

Moreover, as the Catalog reads (in terms of Academic Policies and Procedures regarding plagiarism specifically):

“Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offence in the academic community and is strictly forbidden. Students who plagiarize may fail the course and be remanded to Academic Court for possible suspension or expulsion.”

It continues,

“Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording *but also ideas*. Acknowledgement of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.”

So, *ALWAYS* err on the side of caution by citing the resources used in preparing your work. Moreover, *always* use direct quotations for exact wording taken from another source.

Finally, I am well aware of the various websites where one can go to find “free term papers.” Believe me, it is not worth the gamble with your academic future.

#### **STUDENTS WITH DISABILITIES:**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.

#### **GRADING:**

The following weights will be used to compute your course grade:

|                                       |     |
|---------------------------------------|-----|
| 3 examinations (15% each)*            | 45% |
| Hands-on Assignments                  | 40% |
| Class participation/in-class projects | 15% |

\*(Students will take 4 exams; the lowest score will be dropped)

All courses conducted by the Management & Marketing Department will be graded on a +/- basis. Below is the grade scale for this grading method.

|                   |                   |
|-------------------|-------------------|
| $A \geq 93$       | $77 \leq C+ < 80$ |
| $90 \leq A- < 93$ | $73 \leq C < 77$  |
| $87 \leq B+ < 90$ | $70 \leq C- < 73$ |
| $83 \leq B < 87$  | $60 \leq D < 70$  |
| $80 \leq B- < 83$ | $F < 60$          |

Grades will not be curved or rounded up.

**COURSE OUTLINE AND ASSIGNMENTS  
CONSUMER BEHAVIOR – FALL 2015**

| <b>DATE</b>  | <b>TOPIC AND ASSIGNMENTS</b>   |                                       |
|--------------|--|---------------------------------------|
| 9/1          | Introduction to Course   |                                       |
| 9/3          | Understanding Consumer Behavior  | Read Chapter 1                        |
| 9/8          | Developing & Using Information   | Appendix                              |
| 9/10         | Developing & Using Information (Cont.)   |                                       |
| 9/15         | Motivation, Ability and Opportunity  | Read Chapter 2<br>Autobiographies Due |
| 9/17         | MAO (cont.)  |                                       |
| 9/22         | From Exposure to Comprehension   | Read Chapter 3                        |
| 9/24         | From Exposure to Comprehension   |                                       |
| 9/29         | <b>EXAM 1: cover Chapters 1-3, Appendix and class discussions 9/1 through 9/24</b> |                                       |
| 10/1         | Memory & Knowledge   | Read Chapter 4                        |
| 10/6         | Memory & Knowledge   |                                       |
| 10/8         | Attitudes: High consumer effort  | Read Chapter 5                        |
| 10/13        | Attitudes: Low consumer effort   | Read Chapter 6                        |
| 10/14        | Attitudes (cont.)  |                                       |
| <b>10/20</b> | <b>EXAM 2: covers Chapters 4-6 and class discussions 10/1 through 10/14.</b>       |                                       |
| 10/22        | Problem Recognition/Information Search   | Read Chapter 7                        |
| 10/27        | Judgment & Decision Making: High Effort  | Read Chapter 8                        |
| 10/29        | Judgment & Decision Making: High Effort (Cont.)                                    |                                       |
| 11/3         | Judgment & Decision Making: Low Effort   | Read Chapter 9                        |
| 11/5         | Judgment Decision Making: Low Effort (Cont.)                                       |                                       |

|              |  |                 |
|--------------|--|-----------------|
| 11/10        | Post Purchase Decisions  | Read Chapter 10 |
| <b>11/12</b> | <b>EXAM 3: covers chapters 7-10 and class discussion from 10/22 through 11/10.</b> |                 |
| 11/17        | Social Influence   | Read Chapter 11 |
| 11/19        | Consumer Diversity   | Read Chapter 12 |
| 11/24        | Consumer Diversity (cont.)   |                 |
| 11/26        | THANKSGIVING DAY   | ENJOY!!!        |
| 12/1         | Household & Social Class Influence   | Read Chapter 13 |
| 12/3         | Symbolic Consumer Behavior   | Read Chapter 16 |
| 12/8         | Symbolic Consumer Behavior (Cont.)   |                 |
| 12/10        | Grades disseminated  |                 |

**Exam 4 Schedule: MONDAY 12/14 10:10 am**

**EXAM 4: covers portions of chapters 11-13, 16 (a study guide will be provided) and class discussions from 11/17 through 12/10.**



## **PROFESSOR'S AUTOBIOGRAPHY:**

**CAROL L. BRUNEAU** – I was born in Stillwater, Oklahoma and had a fairly normal childhood. I attended Oklahoma State University and received a B.S. degree in sociology/anthropology. After graduation, I attended Arizona State University where I worked on an M.S. degree in archeology. I never finished this degree, but I did have some great experiences conducting fieldwork in Israel, Arizona and New Mexico. After dropping out of the graduate program, I became a secretary as the utility of an anthropology degree seemed to be questioned by many employers. Finally, tiring of not having any spending money, I returned to Oklahoma State University to work on an MBA degree. It was then that I discovered the wonderful world of marketing that allowed me to combine the study of human behavior that I had found interesting in anthropology with the money-making potential of an MBA degree.

After graduation, I worked as a Market Research Scientist for Battelle Pacific Northwest Laboratories in Richland, Washington for 5 years. Battelle is the largest not-for-profit contract research organization in the world. The Battelle office in Richland primarily conducts research for the U.S. Department of Energy and the Hanford Nuclear Reservation. My duties at Battelle included being responsible for supplying marketing expertise and management to a variety of contract research projects. Major areas of research that I participated in included: technology transfer and diffusion, consumer decision-making, innovative technology concepts, and market assessments. I was also the technical liaison between Battelle and eight Native American reservations located near the Hanford site for a dose reconstruction project.

Although I liked my work at Battelle, I decided it was time for a new challenge. I moved to Tucson, Arizona and began working on a Ph.D. degree in marketing at the University of Arizona in the Fall of 1991. I finished this degree in 1996.

In January of 1995, I interviewed with the Management Department of the University of Montana and was offered a position as an assistant professor. I am still thrilled after being here 20 years to have found such a great job in such a beautiful place with such great colleagues and students. I have taught Marketing Principles, Consumer Behavior, Marketing Management (undergraduate and graduate level), Marketing and Culture, Sports Marketing and Nonprofit Marketing. I have a variety of research interests including sensorial marketing, generational studies, qualitative research methodology, sports marketing, and nonprofit marketing

My hobbies include wine tasting, gourmet cooking (and eating!), traveling, hiking, playing golf (badly), reading, watching spectator sports (Go Griz!) (especially IndyCar racing!) and observing human (consumer) behavior wherever it occurs. I am a member of the Rotary Club of Missoula Sunrise.

**YOUR AUTOBIOGRAPHY:**

NAME: \_\_\_\_\_

Hometown: \_\_\_\_\_

Address:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone #: \_\_\_\_\_

E-mail: \_\_\_\_\_

Major: \_\_\_\_\_

Company where employed: \_\_\_\_\_  
(if applicable)

Year in college: \_\_\_\_\_

What do you expect from BMKT 337? Are there any consumer behavior topics that you would specifically like me to cover?

**OVER >>>>>>>>**

Please use the space below to write a little something about yourself similar to the autobiography that I wrote. Include why you are taking this class and what you plan to do with your degree after graduation. Also, tell me about your background (especially business experience that you have had), your extracurricular activities, hobbies or other interests, and/or anything else you think I might find interesting. This autobiography should be turned in **during class on Tuesday 9/15.**