**AP/ADMS3210 3.0B, FALL 2019**

**Consumer Behavior**

**Class:** Mon 04:00 – 7:00 pm;

**Location:** ACW-106

**Special Notes:**

Last date to add a course ***without*** permission of instructor: Sept. 17, 2019
Last date to add a course ***with*** permission of instructor: Oct. 1, 2019
Last date to drop a course ***without receiving a grade***:  Nov 8, 2019

**Course Instructor/Contact**

**Instructor:** Marius Dobre

**Email:** mdobre@yorku.ca

**Office Hours:** By appointment only

**Calendar Description / Prerequisite / Co-Requisite**

Introduces students to the general perspectives currently taken in the study of consumer behavior. Emphasis is on consumer decision processes and the influence of social, cultural and psychological factors on how consumer behaves. Prerequisites: 1) For students in an Honors program, AP/ADMS 2200 3.00, or 2) other students, a grade of C+ or better in AP/ADMS 2200 3.00. Course credit exclusion: AP/ADMS 4220 3.00 (prior to Fall 2012).

**Course Highlights**

We meet each week on Monday, and we combine lectures with class work in support to your assignments. There is no time to waste as the assignments require sustained research and group interaction.

This course has individual and group deliverables.

As individual deliverables, there is a mid-term and a final exam.

The mid-term exam is scheduled for Mon, Oct 21st, in class.

The final exam is scheduled for Mon, Dec 2nd, in class.

Both the mid-term and the final exams are administered as a set of MCQs (Multiple Choice Questions).

As a group deliverable there is a group project made of two assignments (Assignment #1, Assignment #2) and a group presentation.

As group assignments, Assignment #1 and Assignment #2, are components of your group project.

This group project is a journey through the process of consumer behavior, where you start with an existing product that you will chose, and evaluate in the context of consumer behavior, and its perception by customers. Then you will assess how the customers are learning and remembering the product, and as well what motivates the customers to buy it. Once you understand what made that product a success, you will evaluate how your product customers are going to move towards a product extension (a new product) as regarded from the perspective of attitudes and attitude change.

The group presentation should be the conclusion of your assignments #1 and #2 as a reflection of your learning outcomes from this course.

We meet in a traditional classroom, and there is some formal lecturing at the start of each class, with some class time devoted to in-class work on the group project.

Students need to expect to do some of the reading and studying on their own as we move quickly through the course topics while supporting your group work in class.

*Students cannot work alone in this course*. There is required commitment for to being here the first night, and join a group in the very first day, then being in class for most sessions, and doing individual fair share of group work and individual preparation. If a student cannot attend the very first session, then the course instructor should be advised such that the student that is missing the first class gets assigned to a group and does not fell behind.

**Examinations and Assignments**

**Midterm exam and final exam**

The mid-term exam is scheduled for Mon, Oct 21st, in class.

The final exam is scheduled for Mon, Dec 2nd, in class.

You will be given a set of Multiple-Choice Questions (MCQs) and details will be provided during class, in advance of the due date of these exams.

Reasons other than duly authenticated illness and bereavement are normally not admissible justifications for failure to appear for examinations or meet assignment deadlines. You must advise the instructor in advance if unable to appear for an examination.

If you miss the midterm exam for reasons acceptable by the school policies, the make up midterm will be held in class on Nov 4th.

If you miss the final exam for reasons acceptable by the school policies, the makeup final exam will be held as per school policies in place, and its date will be announced accordingly through the school office.

**Group project**

The purpose of the group project is to give you the opportunity to take the journey through the process of consumer behavior, where you start with an existing product that you will chose and end up in moving your customers towards a new product.

There are 3 components of this group project, ***Assignment #1***, ***Assignment #2,*** and a ***group presentation***.

Detailed information on each component is available on Moodle. Students can check the Moodle site of this course for further information on the group project deliverables.

***Assignment #1 (group assignment)***

This assignment is about choosing a product and briefly describing it, and then considering a product extension of the original one.

As example, if you are choosing a set of play cards as your product, perhaps your product extension will be waterproof play cards that could be used by the pool.

The focus of the Assignment #1 is to have your product of choice evaluated through the lens of Ch. 1, 3, 3, 4, 5 and 6.

You will be providing substantiation on how your customers are going to envision the purchasing process (Ch. 1), then how are they going to perceive the product (Ch.2). You will be choosing a printed ad about your selected product and you will evaluate the product in the context of the topics covered in Ch.1 Introduction to Consumer Behavior and Ch. 2 Perception, as applicable to your chosen add.

Your evaluation will continue with assessing how your product customers are learning and remembering about this product (Ch. 3 Learning and Memory), what motivates them and affects them in the act of purchasing this product (Ch. 4 Motivation and Affect). You should be reaching out to a small group of people (could be your colleagues in the class, other colleagues, co-workers, family members or friends) and ask them a 10 questions questionnaire. You should include 5 questions with topics for Ch.3 and 5 questions with topics from Ch.4, as applicable to your product. Each question should also contain the sub-question about them considering for purchase a product extension like the one that you already choose.

You will contrast the results from your questionnaire with how yourselves have envisioned this product and will reflect upon how your own self and the self of your surveyed subjects is going to influence their purchasing decision on that given product (Ch. 5 The Self).

Finally, you will also evaluate how the purchasing decision is influenced by consumers personality and brand personality reflected upon each other in the context of values, lifestyle and psychographics (Ch. 6 Personality, Lifestyle and Values).

***Assignment #2 (group assignment)***

The Assignment #2 focus is on the transition of your product customers to the product extension.

You will explain how your product customers have formed their attitudes (Ch. 7 Attitudes). You should evaluate the power of attitudes, the way they are formed, applicable models, and more importantly, how attitudes are used to predict behavior.

Once the evaluation of attitudes towards your existing product and their applicability or not to the product extension is completed, you will move into exploring why this product extension would be appropriate for your target market and why you expect them to buy the new product, specifically in terms of Ch. 8, Attitude Change.

As part of this evaluation, you will focus on changing attitudes through communications, with an emphasis on how the source of communication is contrasted with the actual message being communicated. In other words, you will assess the effectiveness of the message or the impact of the source in changing people’s attitudes towards buying your product extension.

***Group Presentations (group assignment)***

This part is about using what you learned during the course and describe how you expect your current customers to go from being loyal users of the original product to being loyal users of your product line extension  including attempts you make to change their attitude toward a new product.

The source of the data presented in your group presentation should be your two group assignments (Assignment #1, and Assignment #2).

You should have a beginning of the presentation as an executive summary (1 slide), then you should cover the two assignments (2 slides for each), and then a conclusion (1 slide) should be provided that should support your learning outcomes from the course.

**Notes about grades and attendance**

Students’ grades will be adjusted based on peer evaluations. Each student should provide a peer evaluation for each student in their assigned group. The peer evaluation template file is available on this Moodle course site.

As most of the group project will be completed in class, it is extremely important for students to attend classes as otherwise they will not be able to contribute to the group work and their peer evaluations will suffer with direct implications to the final mark.

**Class Preparation**

The complexity of course topics and the pace with which they will be covered imply that students who are absent or unprepared for class meetings will quickly fall behind.  The prevailing expectation is always that students have read assigned materials prior to class and are prepared to discuss the major concepts and issues raised by assigned readings.

**Required Course Text / Readings**

Solomon, Michael R. et. al. *Consumer Behaviour: Buying, Having, and Being*. Seventh Canadian Edition, Toronto: Prentice Hall Canada. ISBN 978-0-13-395809-6

**Weighting of Course**

**Individual assignments 60%**

**Group assignments 40%**

**Detailed grade breakdown:**

Group project (Assignment #1 – 15%, Assignment #2 – 15%) 30%

Midterm exam (individual, closed book, MCQs) 40%

Group presentation 10%

Final exam ((individual, closed book, MCQs) 20%

**Total: 100%**

**Weekly schedule**

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| --- | --- | --- | --- |
| **Week** | **Session** | **Topic**  | **Project/Others**  |
| 1Mon Sep 9 | 1 | Introduction to the CourseOrganize Groups *Chapter 1Introduction to CB: Buying Having & Being* | Form groups |
| 2Mon Sep 16 | 2 | *Chapter 2Perception* | Choose group topics for group assignments |
| 3Mon Sep 23 | 3 | *Chapter 3Learning & Memory* |  |
| 4Mon Sep 30 | 4 | *Chapter 4Motivation & Affect**Chapter 5 The Self* |  |
| 5Mon Oct 7 | 5 | *Chapter 6Personality/Lifestyles/Values*Review of mid-term exam topics (Ch.1 to Ch. 6 inclusive) |  |
| 6Mon Oct 14 | 6 | ***No Classes – Reading Week - Thanksgiving Day (Oct 14)*** |  |
| 7Mon Oct 21 | 7 | ***Midterm exam***: In class, Multiple Choice QuestionsAll material Ch.1 through Ch.6  | **(40 %) Midterm exam in-class closed-book test by each student** |
| 8Mon Oct 28 | 8 | *Chapter 7Attitudes**Chapter 8Attitude Change* | **Assignment #1 (15 %)**LENGTH - 6 pages TOTAL, double spaced1 page on Ch. 1 Intro to CB: Buying Having….1 page on Ch. 2 Perception1 page on Ch. 3 Learning and Memory1 page on Ch. 4 Motivation and affect1 page on Ch. 5 The Self1 page on Ch. 6 Personality / Lifestyles / Values See [**General Format**](http://www.yorku.ca/lripley/cbassign.htm#General Format) Due - before class in Turnitin |
| 9Mon Nov 4 | 9 | *Chapter 11**Group Influence and Social Media**Chapter 12Income, Social Class and Family Structure* | ***Make up midterm exam*** for students that meet the reasons deemed acceptable by the school policies. |
| 9Mon Nov 11 | 9 | *Chapter 14Cultural Influences on Consumer Behavior* | **Assignment #2 (15 %)**LENGTH - 6 pages TOTAL, double spaced3 pages on Attitudes3 pages on Attitudes Change See [**General Format**](http://www.yorku.ca/lripley/cbassign.htm#General Format) Due - before class in Turnitin |
| 10Mon Nov 18 | 10 | *Chapter 15The Creation and Diffusion of Culture.*Review of final exam topics covered from Ch. 7 to Ch. 15 |  |
| 11Mon Nov 25 | 11 | Group assignments presentations | **Group Presentations (10%)**LENGTH - 6 slides TOTAL, 1 slide executive summary 2 slides for Assignment #12 slides for Assignment #21 slide for conclusionsDue - before class in Turnitin |
| 12Mon Dec 2 | 12 | Final exam – In ClassMultiple Choice QuestionsAll material covered from Ch. 7 to Ch.15  | **Final exam – (20%)**Topics covered from Ch. 7 to Ch. 15 |

Course Schedule has flexibility / topic delivery order may change according to class needs.

Additional case support material may be introduced with minimum one-week advance notice.

**General Format for Assignment #1 and Assignment #2) that are making your group project**

For each assignment of the Project you will submit before class on the day it is due, the required number of pages as stated below, typed in standard font - Times New Roman, Helvetica, or Arial Regular (NOT Arial Narrow), ***double-spaced in not less than 12-point type, with 1" margins all around.***

Use a Cover Page that includes:

|  |
| --- |
| Assignment Number - Group Number |
| Title of Project(include company and new product name) |
| Course Number and TitleAP/ADMS3210 Consumer Behavior |
| Professor's Name |
| Date Due |
| Group MembersALPHABETICAL ORDERLast Name, First NamePut the names of all those who contributed their fair share on that part (Do Not put student numbers on any papers) |

**RELEVANT UNIVERSITY REGULATIONS**

**Deferred Exams:** Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>. Given the short length of this course, students that are missing the regular mid-term exam, could write the make-up midterm, one week after the regular one.

Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a “Doctor’s Note” will not be accepted.

**DSA Form:** <http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf>

Attending Physician's Statement form: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>. In order to apply for deferred standing, students must register at

<https://sas-app.laps.yorku.ca/>. Followed by handing in a completed DSA form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above-mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails). Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not. Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a “Doctor’s Note”will not be accepted.

**Academic Honesty:** The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated, and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

**Grading Scheme and Feedback Policy:** The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/univsec/policies/document.php?document=86>

**In-Class Tests and Exams - the 20% Rule:** For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

**Reappraisals:** Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

**Accommodation Procedures:** LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

**Religious Accommodation:** York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:
<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

**Academic Accommodation for Students with Disabilities (Senate Policy)**

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Counselling and Disability Services website at <http://www.yorku.ca/dshub/>

York’s disabilities offices and the Registrar’s Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.

Effective Date: June 25, 2019