AP/ADMS3210 N 3.0A, WINTER 2023
Consumer Behavior

Class: Mon, 07:00 pm – 10:00 pm.
Location: In Class, ACW-204

This course is taught *in class, in person*, as identified in the course schedule.

Special Notes:
Last date to add a course ***without permission*** of instructor: Jan 22, 2023,
Last date to add a course ***with permission*** of instructor: Feb 6, 2023
Last date to drop a course ***without receiving a grade***: Mar 17, 2023
If you withdraw between Mar 18 and the end of classes (April 10), the course remains on your transcript without a grade and is notated as "W".
Students that are missing the midterm exam for reasons acceptable as per school policies will write a deferred midterm exam two weeks after the regular one.

COVID

Everyone is expected to follow the University's guidelines about *COVID-19 protocols, precautions, masks, and vaccinations*.

If you are sick and have any COVID-19 symptoms, do not come to class.

We will work with you to make sure you can learn any material you miss. If you will miss an extended amount of time because of illness, contact me to discuss your options.

For our classroom to be a safe and comfortable place to learn, we all need to act with patience, compassion, and the recognition that our actions (and inactions) affect one another and the lives of those around us. Please be considerate and respectful as we navigate living and learning during the semester.

Course Instructor/Contact

Instructor: Marius Dobre
Email: mdobre@yorku.ca
Office Hours: Online 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 *in class, in person*, on Monday, and we combine lectures with group work in support to your assignments.

There is no time to waste as this is a fast-paced course and assignments require sustained research and group interaction.

You are required to commit the time for completing this course, attend the classes, contribute to the class discussions and work within your groups in full capacity.

This course has *individual* and *group deliverables*.

Individual deliverables

There is a *mid-term* and a *final exam*.

The mid-term exam is scheduled for Mon, Feb 13th , in class, in person, closed book, 7:00 – 8:30 pm, 40% of your final mark.

The final exam is scheduled for Mon, Apr 3rd, in class, in person, closed book, 7:00 – 8:30 pm, 20% of your final mark.

Group deliverables

There are two group assignments (*Assignment #1*, *Assignment #2*) and a *group presentation*.

Assignment #1 and Assignment #2

These are components of 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, group influence, social media, income and social class and as well cultural influences on consumer behavior.

Group presentation

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

The group presentation is scheduled for ***Mar 27th***, in class, in person, as a ***group delivered presentation to the class audience***. You need to provision ***8 minutes for the actual presentation***, and ***4 minutes for questions and answers***. The presentation could be done by ***all team members or only by one or two of the members***, provided that ***the entire group agrees*** on who is to deliver the presentation.

To sum it up

We meet *in class, in person*, and there is formal lecturing at the start of each class, and there is dedicated time devoted to work as a group 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.

Students cannot work alone in this course. There is required commitment for to being *in-class, in-person*, from the very first lecture, and join a group in the very first day, then being *in-class, in-person* for all 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, Feb. 13th, in class, in person, closed book, 7:00 – 8:30 pm, 40% of your final mark.

The final exam is scheduled for Mon, Apr 3rd, in class, in person, closed book, 7:00 – 8:30 pm, 20% of your final mark.

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.

For the midterm exam you will get 90 MCQs and 10 T/F, total 100 questions.

For the final exam you will get 90 MCQs and 10 T/F, total 100 questions.

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 makeup midterm will be held in class on Mon., Feb 27th.

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 work

The purpose of the group work 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 your group work, ***Assignment #1***, ***Assignment #2,*** and a ***group presentation***.

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

Assignment #1 (group assignment)

Only one member of the group should submit the Word assignment file.

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. *Additional guidelines for the questionnaire are provided on eClass.*

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)

Only one member of the group should submit the Word assignment file.

The scope of the Assignment #2 is to have your product of choice evaluated through the lens of Ch. 7, 8,11, 12 and 14. 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.

You will also evaluate the concepts presented in Ch. 11, Group Influence and Social Media from the perspective of *the way consumers associate in groups* and how these groups influence *buying decisions* for either staying with the old product, buying the new one, or buying both. More to that, you should assess how *social media* can support or undermine the success of a product as outcome of the word-of-mouth communication managed through social media platforms.

As part of this assignment, you will evaluate individuals desire to make a statement about their *social class*, through the purchases that they make, and you will evaluate Ch.12, Income, Social Class, and Family Structure, that provides for a variety of ways to assess social classes.

You will conclude this assignment with the assessment of Ch. 14, Cultural Influences on Consumer Behavior, where you should evaluate how marketers should use *language and symbols* with awareness on *culture specifics* when engaging in cross-cultural marketing campaigns.

Group Presentation (group assignment)

Only one member of the group should submit the presentation ppt file.

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.

The group presentation is scheduled for ***Mar 27th***, in class, in person, as a ***group delivered presentation to the class audience***. You need to provision ***8 minutes for the actual presentation***, and ***4 minutes for questions and answers***. The presentation could be done by ***all team members or only by one or two of the members***, provided that ***the entire group agrees*** on who is to deliver the presentation.

Notes about grades and attendance

As the group work will be completed through in class group interaction, it is extremely important for students to attend in class lectures to ask questions and to also attend their group in class meetings, and work with their peers, as otherwise they will not be able to contribute to the group work 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 in class lectures and in class group meetings will quickly fall behind. The prevailing expectation is always that students have read assigned materials prior to in class lectures 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*. 8th Canadian Edition, Toronto: Prentice Hall Canada. ISBN 978-0-13-543394-2

Weighting of Course

Individual assignments	**60%**
Group assignments	**40%**

Detailed grade breakdown:

Group work (Assignment #1 – 15%, Assignment #2 – 15%)	30%
Midterm exam (individual, in class, 90 MCQs, 10 T/F, total 100 questions)	40%
Group presentation	10%
Final exam (individual, in class, 90 MCQs, 10 T/F, total 100 questions)	20%
Total:	**100%**

Weekly schedule

Week	Session	Topic	Group/Others
1 Jan 9	1	***In class session*** Introduction to the Course Organize Groups *Chapter 1* *Introduction to CB: Buying Having & Being* *Chapter 2* *Perception*	Form groups
2 Jan 16	2	***In class session*** *Chapter 3* *Learning & Memory*	Choose group topics for group assignments
3 Jan 23	3	***In class session*** *Chapter 4* *Motivation & Affect*	
4 Jan 30	4	***In class session***	

		Chapter 5 *The Self*	
5 Feb 6	5	*Chapter 6* *Personality/Lifestyles/Values* Review of mid-term exam topics (Ch.1 to Ch. 6 inclusive)	
6 **Feb 13**	6	***In class session*** ***Midterm exam, 7:00pm to 8:30 pm*: *In class, In person, Closed book, Multiple Choice Questions*** All material Ch.1 through Ch.6	***(40 %) Midterm exam***
7 Feb 20		***No Classes - Reading Week***	
8 **Feb 27**	7	***In class session*** ***Make up midterm exam; 7:00 pm – 8:30 pm*** for students that meet the reasons deemed acceptable by the school policies. *Chapter 7* *Attitudes* *Chapter 8* *Attitude Change*	**Assignment #1 (15 %)** LENGTH - 6 pages TOTAL, double spaced 1 page Introduction of your group and Ch. 1 Intro to CB: Buying Having…. 1 page on Ch. 2 Perception 1 page on Ch. 3 Learning and Memory 1 page on Ch. 4 Motivation and affect 1 page on Ch. 5 The Self 1 page on Ch. 6 Personality / Lifestyles / Values and conclusion of assignment #1 See **General Format** Due - before class in Turnitin
9 Mar 6	8	***In class session*** *Chapter 11* *Group Influence and Social Media* *Chapter 12* *Income, Social Class and Family Structure*	
10 Mar 13	9	***In class session***	

		Chapter 14 *Cultural Influences on Consumer Behavior*	
11 Mar 20	10	***In class session*** *Chapter 15* *The Creation and Diffusion of Culture.* Review of final exam topics covered from Ch. 7 to Ch. 15	**Assignment #2 (15 %)** LENGTH - 6 pages TOTAL, double spaced 2 pages, Introduction of assign #2 (2/3 page), as a flow down of assignment #1, and Ch. 7 Attitudes 1 page on Ch. 8 Attitudes Change 1 page on Ch.11 Group Influence and Social Media 1 page on Ch.12 Income, Social Class and Family Structure 1 page on Ch.14 Cultural Influences on Consumer Behavior and conclusion of your assignment #2 See **General Format** Due - before class in Turnitin
12 Mar 27	11	***In class session*** ***Group assignments presentations: in-class, in-person, 8 minutes for presentation, 4 minutes for questions and answers***	**Group Presentations (10%)** LENGTH - 6 slides TOTAL, 1 slide executive summary 2 slides for Assignment #1 2 slides for Assignment #2 1 slide for conclusions
13 **Apr 3**	12	***In class session*** ***Final exam, 7:00 to 8:30 pm: In class Multiple Choice Questions*** ***All 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 assignment

For each assignment you will submit before class (4:00 pm) 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 Group (include company and new product name)
Course Number and Title AP/ADMS3210 Consumer Behavior
Professor's Name
Date Due
Group Members ALPHABETICAL ORDER Last Name, First Name Put the *legal 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. Students that are missing the regular mid-term exam, could write the make-up midterm, one week after the regular one.

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: December 27, 2022