Summer 2020
MKTG 312(A01) – Consumer Behavior
3 credits, 100% Online

GENERAL INFORMATION:
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Office Hours (virtual): By appointment

COURSE PREREQUISITES: C or higher in MKTG 301, degree status

A course focusing on consumer behavior has the potential to be one of the most interesting and relevant for your professional and personal lives. First, we are all consumers and have vast amounts of experience buying and consuming products and services, as a result we can use the material in this course to reflect upon our own behavior. Second, we will examine concepts, processes and approaches that inform marketing strategy as to what, how, when, where and why people consume. To be a skilled marketer you need to understand your consumers and why they behave as they do. It is the aim of this course to equip you with current knowledge of how individual psychology and socio-cultural factors influence consumer behavior.

COURSE DESCRIPTION:

Purpose of the Course: This course focuses on the application of the behavioral sciences to understanding consumer behavior. Emphasis will be placed on developing an appreciation for the scope of the topic, understanding the essentials underlying consumer behavior, and developing the ability to relate such understanding to important issues faced by marketing practitioners. Traditional research-oriented topics will include perception, memory, affect, learning, persuasion, motivation, behavioral decision theory, and environmental (e.g., social and cultural) influences. All topic presentations will also include a discussion of practitioner-oriented managerial implications.

Specific Objectives:
1. To develop an understanding of the various internal and external influences that impact on consumer behavior and the wide range of perspectives and theories that can be used to study it (e.g., sociological, psychological, economic, etc.). (School Of Business learning goal #1 - Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business)

2. To increase students' knowledge of terms, concepts, theories and tools that pertains to the study of buyer behavior and consumer psychology. (School Of Business learning goal #5 - Our students will demonstrate knowledge and skills appropriate for specialization in their majors.)

3. To help students understand the individual, psychological processes that affect consumer decision-making and purchase behavior (e.g., research on buyer motives, attitudes, and decision processes). (School Of Business learning goal #5 - Our students will demonstrate knowledge and skills appropriate for specialization in their majors.)

4. To help students appreciate the relevance of buyer behavior to marketing management for product, price, place, and promotion decisions. (School Of Business learning goal #4 - Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.)

5. To instill in students a healthy skepticism that makes you want to interpret theory and research relevant to buyer behavior for yourself, rather than simply accepting someone else's interpretation. (School Of Business learning goal #6 - Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.)

6. To explore how international, cross-cultural considerations influence consumers around the world. (School Of Business learning goal #1 - Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business)

7. To develop students' ability to analyze, and describe in writing, relevant buyer behavior topics as they apply to actual marketing activities (e.g., advertising, pricing, distribution, sales). (School Of Business learning goal #2 - Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing)


Blackboard Login Instructions
Access to MyMason and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check the IT Support Center website. Navigate to the Student Support page for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

CLASS CONTENT:

Online "Lectures": In this online class, course materials will be covered in a variety of formats. You should keep up with all the materials in the class each week. I will be providing PPT video lectures to supplement the text and the other learning materials. These online lectures
will be used primarily to introduce key concepts, clarify difficult topics, and supplement the text. It is strongly recommended that you take notes during these videos – the PPT slides are only an outline of the class material and will not be sufficient for preparing for exams.

**Exercises, Discussions, and Assignments:** These may occur throughout the semester and are designed to encourage application of the concepts covered in the course.

**Class Discussion Board Assignments:** This course has a total of four discussion board forums, including introductions and class wide discussion assignments. Your discussion will be graded based upon a grading rubric, which looks to quality, timeliness, responsiveness, and moving the discussion forward. Discussions will run from Monday to Sunday (unless otherwise noted), after which discussion postings will not count. You are expected to participate throughout the week in the discussions -not clump them all together on one day (see Blackboard rubric).

**Individual Written Assignments:** There are four written assignments in this course - three that must be submitted for a grade (these are described in a separate section at the end of the syllabus and on Blackboard). Each written assignment is to be no more than 5 pages in length. NOTE: Assignments are due on the day/time noted in the class calendar.

*Expectations for all written assignments:* Since this is a 300-level course I have high expectations and standards for work handed in during the semester. All work in this class should be neat, well organized, and professional looking – appropriate as professional, business writing. Without exception, handwritten work will not be accepted.

I expect all students to write business English accurately and clearly. The minimum writing standard for assignments is a maximum of one gross writing error per page of a double-spaced typescript. Examples of gross errors are: to begin a sentence without a capital letter; to end a sentence without a period or other punctuation mark; to misspell; to confuse "its" and "it's"; to confuse plurals and possessives, "companies" versus "company's"; and so forth. Slight differences of style, such as use or absence of commas in some instances, are not gross writing errors.

Readability/style, clarity, and writing quality **will** be part of the overall grade for all written assignments.

**All** written work **must** be double-spaced, use 12 pt. font, and have page numbers and one-inch margins. Additionally:

- Papers must be Word documents with your last name as part of the document name
- Careful and complete citations of sources are expected for all written assignments where they are required
- Assignments should be checked carefully for grammar, punctuation, spelling, and readability – these **will** be taken into account during grading

**Papers not following any of these guidelines will have their grades negatively impacted.**

Additional Writing Information: To cite and reference research sources, please use APA style. Specific instructions for in-text citations and referencing are found in the *Publication Manual of the American Psychological Association, 6th Edition* or at [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

To help manage the citations and seamlessly create reference lists, Mason supports free software called Zotero at [https://www.zotero.org/](https://www.zotero.org/).
George Mason University has a writing center that can help you improve your English writing skills. More information is available at [http://writingcenter.gmu.edu/](http://writingcenter.gmu.edu/)

**Class Participation:** Because this course is a 300-level course, and interactive in nature, active class participation is particularly important (and graded)! Students are expected to keep up with the class calendar, for reading all assigned materials, listening and taking notes of weekly lectures, submitting all weekly assignments by the due date, logging into your course at least 4 times a week, and actively participating in class wide and group discussions. If there is a definition, concept or principle you do not understand, it is your responsibility to ask for clarification. Please use the “Ask the Instructor” Discussion Forum or schedule an online appointment.

• You are encouraged to keep current with consumer behavior related issues by reading newspapers, business magazines, books, and online news sources. *The Wall Street Journal, The Washington Post, Fortune* and *BusinessWeek* are all highly recommended.

**Chapter Quizzes:** Quizzes will help you check your comprehension of key concepts and help you prepare for the exams. You have to take a quiz in Blackboard for each chapter you read. Quizzes contain 10 questions worth 1 point each. You will have up to 15 minutes to complete each quiz. However, you will also have up to 2 attempts for each quiz. Only your highest grade will be recorded in the grade center. Your quiz questions are similar to the pools of questions used for your exams so taking the chapter quizzes should benefit your exam performance.

**Exams:** There will be three exams this semester. All three exams will consist of multiple choice and True/False questions that address issues raised in the textbook as well as materials covered online. *It is very important that you keep up with the assigned readings and online calendar in order to perform well on the tests.*

Exams in this course require all students to use the Respondus Lockdown Browser with a camera monitor. Please note that you cannot take the exam using a standard browser such as Safari, Firefox, Chrome, Microsoft Edge, or Internet Explorer.

**The LockDown Browser application needs to be installed on your computer first and you need to access the exams through the class Blackboard site.**

The link to detailed instructions is posted in Blackboard. You could also go directly to the ITS website using the following url: [https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/](https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/)

**Important: a web camera is required to take your exam. You will be recorded during the exam. Any "unusual" behavior will be auto-flagged by Blackboard and then reviewed by the instructor.**

Exam 1 covers chapters 1, 2, 6, 7, 12, 20, Exam 2 covers chapters 8 – 11, and the final Exam 3 covers chapters 13 – 18. All three exams have 60 multiple choice/true-false questions. All exams must be taken by the due date noted in the Course Calendar. Exams are timed (up to 75 minutes).
Only one attempt is allowed, so make sure you find a quiet place with a reliable internet connection to take your exam without any interruptions.

Other Exam Details: The three exams are closed book, closed notes. Any use of electronic devices during testing times can be interpreted as a violation of the University Honor Code. These devices include cell phones, electronic translators, calculators, and similar devices. Any student using such devices during an exam or any form of cheating during exams will result in a grade of zero for the test and will be referred to the Honor Council. No make-up exams will be given unless there is a legitimate, university approved medical or family emergency. Simply going to the doctor is NOT an excuse. A written note must explain why you could not take the exam. No excuses will be accepted after the exam is given. Students missing either of the first two exams with a legitimate, excused absence must clear this with me prior to the exam. There will be no exceptions to this policy.

GRADING:
Exam 1 100 points
Exam 2 100 points
Exam 3 100 points
Chapter Quizzes (16) 160 points
Discussion Board (4) 90 points
Assignments (3) 150 points

GRADING SCALE: A+ (700-679); A (678-658); A- (657-630); B+ (629-609); B (608-588); B- (587-560); C+ (559-539); C (538-518); C- (517-490); D (489-420); F (419-0)

Other Course Information:

Deadlines: All deadlines are final. Assignments are due at the time specified on the due date. Assignments submitted after the deadline will not be graded.

Disability: Students with disabilities that require special accommodation should contact the Student Disability Office (ODS) at 993-2474. All academic accommodations must be arranged through the ODS.

Community Standards of Behavior: The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the SOM community. In doing so, they agree to abide by the following Community Standards of Behavior:
- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior
Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. SOM can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the SOM. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

THE MASON HONOR CODE:

Academic honesty is important to maintaining the integrity of our university and ensuring that your degree will earn you the respect you deserve. Students are expected to follow the honor code as presented in the University’s publications. Therefore:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

For this course, three fundamental principles to follow at all times are that: (1) all work submitted be your own (on individual assignments) or your teams (on team assignments); (2) when using the work or ideas of others give full credit through accurate citations; and (3) when conducting the semester project you do not make-up resources. If you are uncertain about the directions on a particular assignment, ask for clarification.

Any course assignments that are determined to be in violation of the University Honor Code will be immediately referred to the Office of Academic Integrity for resolution. Sanctions for honor code violations will be based on the School of Business Recommendations (see chart on next page).

See the “Honor Code” section of the George Mason University Student Handbook or http://oai.gmu.edu/the-mason-honor-code-2/ for additional information about academic integrity.

The following paragraph is taken from http://oai.gmu.edu/the-mason-honor-code-2/

Students are expected to follow the honor code as presented in the University's publications. Infractions or appeals may be referred to the Honor Council for resolution.

It shall be a violation of this Honor Code to Lie, Cheat or Steal. The following list is illustrative of Honor Code violations but is not exhaustive: Assignments (including examinations) are to be the sole work of the student unless specifically authorized otherwise by the professor. To give, receive, or utilize unauthorized assistance in preparation for or during an assignment is a violation of this Honor Code. To continue working on an assignment or an examination beyond the allotted time period. To plagiarize. To fail to report a suspected violation when a student has reasonable cause to believe that an Honor Code violation has occurred.

Students will uphold the highest standards of academic work and keep their efforts free of the four
areas the Honor Code addresses specifically - Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

DIVERSITY STATEMENT:
George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed. See http://ctfe.gmu.edu/professional-development/mason-diversity-statement/

SCHOOL OF BUSINESS COMMUNITY STANDARDS

The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Think about this class as a job interview. Would you arrive on time? Would you be prepared for the pertinent discussion? Would your cell phone be turned off? Would you text during a job interview? Would you demonstrate respectful and civilized word choice?

Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following

Community Standards of Behavior:

• Respect for the rights, differences, and dignity of others
• Honesty and integrity in dealing with all members of the community
• Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence.

The School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business.

Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

**OTHER USEFUL CAMPUS RESOURCES:**

Writing Center: A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu
University Libraries: “Ask a Librarian” http://library.gmu.edu/ask
Student Support and Advocacy Center http://ssac.gmu.edu/
Counseling and Psychological Services (CAPS); (703) 993-2380; http://caps.gmu.edu
Learning Services http://learningservices.gmu.edu/
School of Business Academic Advising http://business.gmu.edu/undergraduate/academic-advising/
School of Business Career Services http://business.gmu.edu/undergraduate/career-services/
University Career Services: http://careers.gmu.edu
IT Services https://itservices.gmu.edu/help.cfm
University Policies: The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.

**Personal Challenges:** GMU and SOM provide students with significant resources to navigate the challenges of daily life. They include the Writing Center, Counseling and Psychological Services (CAPS), and several other student services. SOM majors should visit the Office of Academic and Career Services in room ENT 008 for more information.

**MY ACCESSIBILITY: OFFICE HOURS & MEETINGS**

I look forward to getting to know as many of you as possible during the summer session. I will be glad to talk with you about any aspect of the course – or about anything that is on your mind. Please let me know if I can help. For the summer term, students are encouraged to make appointments for virtual/phone meetings. Additionally, e-mail is an excellent way to get in touch with me. Consistent with federal privacy laws, I do not respond to non-gmu e-mail with confidential information. I respond only to YourName@gmu.edu e-mail.
**SCHEDULE OF CLASS ACTIVITIES**

**The instructor reserves the right to vary from policies outlined in this syllabus.** This syllabus and schedule are my best estimate of how class will proceed. Occasional changes to the schedule and assignments will be announced in class or on Blackboard.

**Expect to work 16-20 hours per week on assignments for this course.**

Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:01 am each Monday**, and **ending at 11:59 pm on the following Sunday**.

**NOTICE THAT FOR SUMMER YOUR SESSION THERE ARE MULTIPLE MODULES FOR THE SAME WEEK. SEE FOR EXAMPLE, WEEK 1 COVERS MODULES 1, 2 AND 3.**

To help you manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concern or encounter a problem about an assignment, please contact me immediately so we can discuss and work out a resolution.

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<th>Weeks</th>
<th>Modules</th>
<th>Assignments</th>
<th>Due Dates</th>
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<tr>
<td><strong>Week 1</strong></td>
<td>Module 1: Introductions</td>
<td>• Read Syllabus&lt;br&gt; • Participate in the online discussion</td>
<td>Due Date: June 2 Discussion Assignment</td>
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| **Week 1** | Module 2: The Scope of CB; CB and the Self; Ethics & Social Responsibility | • Read chapters 1, 12, and 20 and watch PPT lectures for each chapter<br> • Take quizzes for chapters 1, 12, and 20<br> • Submit Assignment #1 | Due Date: June 7 Individual written assignment #1  
Due Date: June 7 for Chapter quizzes |
| **Week 1** | Module 3: Culture & Group Influences                                     | • Read chapters 2, 6, and 7 and watch PPT lectures for each chapter<br> • Take quizzes for chapters 2, 6, and 7                                        | Due Date: June 7 for Chapter quizzes          |
| **Week 2** | Module 4: Consumer Psychology: Perception; Learning & Memory            | • Read chapters 8 and 9 and watch PPT lectures for each chapter<br> • Take quizzes for chapters 8 and 9<br> • Post on Discussion Forum and reply to peers | Due Date: June 14 Individual written assignment #2  
Due Date: June 14 for Chapter quizzes |
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<td></td>
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<td>Submit Assignment #2</td>
<td>Due date Discussion: Initial post by Wed. (6/10) &amp; reply by Sunday (6/14)</td>
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<td>Week 2</td>
<td>Module 5: Exam # 1</td>
<td>Take Exam 1 covering Chapters 1, 2, 6, 7, 12, 20. Respondus browser and Webcam required</td>
<td>Due Date: June 14</td>
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<td>Week 3</td>
<td>Module 6: Consumer Psychology: Motivation; Attitudes</td>
<td>Read Chapter 10 &amp; 11 and watch PPT lectures for each chapter; Take quizzes for chapters 10 and 11; Post on Discussion Forum and reply to peers; Submit Individual Assignment #3</td>
<td>Due Date: June 21 Individual written assignment #3; Due Date: June 21 for Chapter quizzes; Due date Discussion: Initial post by Wed. (6/17) &amp; reply by Sunday (6/21)</td>
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<td>Week 4</td>
<td>Module 7: Situational Influences; Consumer Decision Making - Problem Recognition; Information Search</td>
<td>Read Chapter 13, 14 &amp; 15 and watch PPT lectures for each chapter; Take quizzes for chapters 13, 14 and 15; Submit Individual Assignment #4</td>
<td>Due Date: June 28 Individual written assignment #4; Due Date: June 28 for Chapter quizzes</td>
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<tr>
<td>Week 4</td>
<td>Module 8: Exam # 2</td>
<td>Take Exam # 2 covering Chapters 8 - 11. Respondus browser and Webcam required</td>
<td>Due Date: June 28</td>
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<tr>
<td>Week 5</td>
<td>Module 9: Alternative Evaluation &amp; Selection; Outlet Choice &amp; Purchase; Post-purchase CB</td>
<td>Read Chapter 16, 17 &amp; 18 and watch PPT lectures for each chapter; Take quizzes for chapters 16, 17 and 18; Post on the Discussion forum and reply to peers</td>
<td>Due Date Discussion: Initial post by Wed. (July 1) &amp; reply by Friday (July 3); Due Date: July 3 for Chapter quizzes</td>
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<td>Week 5</td>
<td>Module 10: EXAM #3</td>
<td>• Take Exam #3 covering Chapters 13 - 18. Respondus browser and Webcam required</td>
<td>Due Date: July 4</td>
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**Individual Assignments**

* Write-ups are to be at least **three (3)** and no more than **five (5)** pages in length.*
** IMPORTANT – You may not use examples that were used in class or the text. **
** IMPORTANT – All assignments are due by the deadline in the calendar **

YOU NEED TO SUBMIT THREE (OF THE FOUR) FOR GRADING

Please be thorough and specific in your answer to all parts of these questions. However, you **SHOULD NOT** do external “research” for the assignments.

**ASSIGNMENT 1:** Demographics Assignment

Pick two print magazines (online magazines are not acceptable) that are targeted toward consumers in different groups in any one of the demographic categories listed below (see text chapters 4 & 5). *For example, select a magazine that is targeted towards Baby Boomers and a magazine that is targeted towards young children (two age groups), or a magazine targeted towards males and a magazine targeted towards females (two gender groups).* You may need to do some research to find two magazines that you can use!

a. Income groups  
b. Age groups  
c. Occupation groups  
d. Ethnic groups  
e. Gender groups

(1) Name and describe the two magazines – which demographic category and groups within the category are they targeting?

(2) Analyze and describe: (a) the differences and similarities in the types of products advertised across the two magazines, and (b) the differences and similarities in the characteristics of the ads (how do they look, how are they selling, the visuals, language used, etc...) across the two magazines.

The analyses and descriptions should be specific, thorough and detailed for both (a) and (b). **Note: You will need to provide some “organization” or “structure” for these analyses – most magazines have many, many ads in them and you are not going to be able to analyze and describe every ad.**
ASSIGNMENT 2: Perception Assignment
According to some research, consumers are bombarded with thousands of commercial messages every single day. As a result, marketers are constantly battling to gain consumers’ attention. There are many different strategies/techniques that have been found to be attention getting. We discussed a number of these in class and some are discussed in the text.

Your job for this assignment is to note those marketing communications that successfully grabbed your attention. Specifically, you need to describe two advertisements, from two different ad categories (e.g., TV, radio, billboards, signs, in-store, magazines, newspapers, on-line, mobile), that grabbed your attention recently (within the last three months). These should be recent ads (within the last 3 months) you actually were exposed to as a consumer - NOT ones you “researched” on the Internet.

For each of the ads separately you should:
1. Include the ad or describe it in detail (so I’ll be able to know specifically what it is. Providing a URL is not sufficient). Describe specifically where you saw the ad.
2. Describe any other ads (or other marketing communications) that were present in your selected ad’s immediate environment (and that were, therefore, competing for your attention). For example, this could include the other ads in a TV commercial break, other ads in the magazine/newspaper, the presence of salespeople, other radio ads, etc. You should be pretty specific with your descriptions – e.g., how many other ads, the types of messages in the ads, how effective these other ads were, etc…
3. Describe any other stimuli (i.e., non-marketing – e.g., roommate talking to you, music playing, etc…) that were competing for your attention as well at that time.
4. Using attention-related concepts from class and the text describe why you think this particular ad message was successful at grabbing your attention. In other words, what specific attention concepts can be used to explain why these ads caught your attention? (see class notes and text for examples of these – e.g., characteristics of the stimulus [ad], characteristics of the situation, and/or characteristics of the individual [you]…).

** Remember – explain, describe, and justify all your answers.

ASSIGNMENT 3: Brand equity leveraging assignment

Go to a store that carries a wide variety of products (e.g., grocery store; Wal-Mart/Target; home improvement store, drug store, convenience store). Find two examples of a product using a brand leveraging strategy.

You may not use the following brands: Arm & Hammer; Clorox; Colgate; Coke; Bic

For each of these products separately, answer the following questions:

1. Describe the product you selected: What is the brand? What is the product?

2. What was the original product associated with the brand name?
3. What specific type of brand leveraging strategy (we discussed four in class) is being used? Explain why it is this one.

4. Indicate whether you think it is an effective brand leveraging strategy (NOTE: don't just describe if it is a product that you like or not or a “good” product). Explain/discuss why or why not – thoroughly justify/explain your answer using specific brand leveraging concepts from class e.g., fit, brand associations, brand schemas, etc.).

5. Indicate whether there might be any negative effects associated with the use of this brand leveraging strategy specifically (again, answer specifically in terms of the specific brand leveraging strategy). Explain/discuss why or why not.

ASSIGNMENT 4: Information search assignment

Choose two of the following product categories (i.e., select two of the four below). For each product category separately answer the following questions:
   i. Automobiles
   ii. Energy drinks
   iii. Fast food restaurants
   iv. Auto insurance providers

1. Name and discuss the specific brands that are in your (a) awareness set, (b) consideration (evoked) set, (c) inert set, and (d) inept set. For each set this should include: Which brands, why this many, why these specific ones - Don’t just make a list of these brands!

2. Discuss in what ways you think each of your four sets will differ/be the same as other students’ in this class (i.e., compare/contrast the specific brands, number of brands, etc.).

** Finally: Choose one of the brands in one of the product categories you listed above and discuss how this specific information set information could be relevant to that company’s specific marketing activities for the brand (i.e., how could the information about the four sets from part 1 and 2 be used by the marketer?)