

**OSTİM TECHNICAL UNIVERSITY  
FACULTY OF ECONOMICS AND ADMINISTRATIVE  
SCIENCES  
MARKETING DEPARTMENT  
COURSE SYLLABUS  
FORM**

<b>MAR 303 Consumer Behavior</b>							
<b>Course Name</b>	<b>Course Code</b>	<b>Period</b>	<b>Hours</b>	<b>Application</b>	<b>Laboratory</b>	<b>Credit</b>	<b>ECTS</b>
Consumer Behavior	MAR 303	5	3	0	0	3	5

<b>Language of Instruction</b>	English
<b>Course Status</b>	Compulsory
<b>Course Level</b>	Bachelor
<b>Learning and Teaching Techniques of the Course</b>	Lecture, Question-Answer, Problem Solving

<b>Course Objective</b>
This course will cover the topics of; The concept of consumer behavior; Consumer Behavior Models; Needs and Consumption; Motivation and Interest; Perception; Learning; Attitudes, self and personality; Values, life styles, culture; Social classes and groups, situational factors; Consumer purchasing decision process.

<b>Learning Outcomes</b>
The students who become successful in this course will be able; <ul style="list-style-type: none"> <li>· There are differing perspectives regarding how and what we should understand about consumer behaviour <ul style="list-style-type: none"> <li>· Consumption within our society is more a matter of cultural meaning, than of utility.</li> <li>· Many factors at the time of purchase dramatically influence the consumer's decision-making process</li> <li>· Understanding attitudes is important to consumer researchers</li> <li>· As members of a culture we share beliefs, practices and values, at least to a degree.</li> </ul> </li> </ul>

<b>Course Outline</b>
The course starts with an introduction to consumer behavior and major consumer behavior concepts and continues with the consumer society and perception. Then motivation, lifestyles and values, individual decision-making, income and social class. This is followed by culture and

consumer behavior, cultural change processes. After the introduction of consumption and European consumers, continues with the subcultures and consumer identity, the acculturation process and ethnicity, religion and marketing strategies

<b>Weekly Topics and Related Preparation Studies</b>		
<b>Weeks</b>	<b>Topics</b>	<b>Preparation Studies</b>
1	An Introduction to Consumer Behaviour(Chap.1)	<ul style="list-style-type: none"> <li>- Consumption in Europe? theEuropean consumer?</li> <li>- Consumers' impact on marketing Strategy</li> <li>- Marketing's impact on consumers</li> <li>- Do Marketers Manipulate Consumers?</li> <li>- Consumer behavior as a field of study</li> </ul>
2	Consumer Society(Chap. 2)	<ul style="list-style-type: none"> <li>- Consumer Culture</li> <li>- The Meaning of things</li> <li>- A Branded world</li> <li>- Global consumer culture</li> <li>- The Politics of consumption</li> </ul>
3,4	Shopping, Buying and Disposing, andPerception (Chap.3,4)	<ul style="list-style-type: none"> <li>- Consumers' choices</li> <li>- Antecedent States</li> <li>- Purchase environment</li> <li>- E-commerce: Clicks vs. Bricks</li> <li>- Servicescapes: retailing as theatre</li> <li>- Product disposal</li> <li>- The Perceptual process</li> <li>- Sensory systems</li> <li>Sensory thresholds</li> <li>Perceptual Selection</li> <li>Interpretation: Deciding what things mean</li> </ul>
5	The Self (Chap.5)	<ul style="list-style-type: none"> <li>- Perspectives on the self</li> <li>- Products that shape the self: you are what you consume</li> <li>- Gender roles</li> </ul>
6,7	Motivation, Lifestyles and Values(Chap.6)	<ul style="list-style-type: none"> <li>- The Motivation process: Why askwhy?</li> <li>- Motivational strength</li> <li>- Motivational direction</li> <li>- Motivational conflicts</li> <li>- How can we classify consumerneeds?</li> <li>- Consumer involvement</li> <li>- Lifestyles, consumer identity and</li> </ul>

		<p>consumption choices</p> <ul style="list-style-type: none"> <li>– Lifestyle marketing</li> <li>– Psychographics, values</li> <li>– The Means–end chain model</li> <li>– Sustainability: a new Core Value?</li> </ul>
8	<b>MIDTERM EXAM</b>	
9	Learning and Memory(Chap.7)	<ul style="list-style-type: none"> <li>– Behavioral learning theories</li> <li>– Marketing applications of Learningprinciples</li> <li>– The role of learning in Memory</li> </ul>
10	Attitudes and Individual decision-making (Chap.8,9)	<ul style="list-style-type: none"> <li>– The power of Attitudes, The Functionof attitudes</li> <li>– How do we form attitudes?</li> <li>– Attitude models</li> <li>– Do Attitudes predict behavior?</li> <li>– How do marketers change attitudes? <ul style="list-style-type: none"> <li>- what's your problem perspectives on decision-making, cognitive decision-making, habitual decision-making</li> </ul> </li> </ul>
11	Groups and social media (Chap.10)	<ul style="list-style-type: none"> <li>– The Social power of groups</li> <li>– Reference groups</li> <li>– Conformity</li> <li>– Word-of-mouth Communication</li> <li>– Opinion leadership</li> <li>– The Social media revolution</li> <li>– digital Word of mouth</li> </ul>
12	European Family structures, household Decision-Making and age Cohorts (Chap11)	<ul style="list-style-type: none"> <li>– The Family</li> <li>– The intimate Corporation: Family Decision-Making, children as Decision-Makers: consumers-in-training</li> <li>– Age and consumer identity, the teen market: it totally rules,</li> <li>– Baby Busters: ‘generation X’, Baby Boomers</li> <li>– The Grey Market</li> </ul>

13,14	Income and Social Class Culture and Consumer Behavior(Chap.12,13)	<ul style="list-style-type: none"> <li>- Consumer Spending and economic Behavior</li> <li>- Social Class, how Social Class affects purchase Decisions</li> <li>- Status Symbols</li> <li>- Capital and practices: Class Based lifestyles</li> <li>- Culture and Consumption</li> <li>- Magic, Myths and rituals</li> <li>- Sacred and profane Consumption</li> </ul>
15	Cultural Change Processes Consumption and European Consumers (Chap 14,15)	<ul style="list-style-type: none"> <li>- The Diffusion of innovations</li> <li>- The Fashion System</li> <li>- Subcultures and Consumer Identity</li> <li>- The acculturation processes</li> <li>- Ethnicity, religion and Marketing Strategies</li> <li>- Euro Consumers</li> </ul>
16	<b>FINAL EXAM</b>	

<b>Textbook(s)/References/Materials:</b>
<b>Textbook:</b> Bamossy, G. J., & Solomon, M. R (2016) Consumer behaviour: A European perspective. Pearson Education, 6th Edition, Pearson Education.
<b>Supplementary References:</b> Solomon, M. R., & Panda, T. K. (2020) Consumer behavior, buying, having, and being, 13th Edition, Pearson Education
<b>Other Materials:-</b>

<b>Assessment</b>		
<b>Studies</b>	<b>Number</b>	<b>Contribution margin (%)</b>
Attendance		
Lab		
Classroom and application performance grade	<b>1</b>	<b>10</b>
Field Study		
Course-Specific Internship (if any)		
Quizzes / Studio / Critical		
Homework	<b>1</b>	<b>10</b>
Presentation	<b>1</b>	<b>10</b>
Projects		
Report		
Seminar		
<b>Midterm Exam/Midterm Jury</b>	<b>1</b>	<b>20</b>
<b>General Exam / Final Jury</b>	<b>1</b>	<b>50</b>
<b>Total</b>		<b>100</b>

<b>Success Grade Contribution of Semester Studies</b>		<b>50</b>
<b>Success Grade Contribution of End of Term</b>		<b>50</b>
<b>Total</b>		<b>100</b>

<b>ECTS / Workload Table</b>			
<b>Activities</b>	<b>Number</b>	<b>Duration (Hours)</b>	<b>Total Workload</b>
<b>Course hours (Including the exam week): 16 x total course hours)</b>	16	3	48
Laboratory			
Application			

Course-Specific Internship (if any)			
Field Study			
<b>Study Time Out of Class</b>	16	2	32
Presentation / Seminar Preparation	1	4	4
Projects			
Reports			
Homework	1	4	4
Quizzes / Studio Review			
Preparation Time for Midterm Exams / Midterm Jury	1	20	20
Preparation Period for the Final Exam / General Jury	1	20	20
<b>Total Workload</b>	<b>(128/25 = 5,12)</b>		<b>128</b>

<b>Course' Contribution Level to Learning Outcomes</b>						
<b>Nu</b>	<b>Learning Outcomes</b>	<b>Contribution Level</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>LO 1</b>	To comprehend differing perspectives regarding about consumer behavior					X
<b>LO 2</b>	To learn the importance of the cultural aspects of consumption within a society					X
<b>LO 3</b>	To master how the factors at the time of purchase dramatically influence the consumer's decision-making process					X
<b>LO 4</b>	To understand the importance of attitudes for consumer researchers					X
<b>LO 5</b>	To learn how we share beliefs, practices and values, at least to a degree as members of a culture					X

<b>Relationship Between Course Learning Outcomes and Program Competencies (Department of Economics)</b>							
<b>Nu</b>	<b>Program Competencies</b>	<b>Learning Outcomes</b>					<b>Total Effect (1-5)</b>
		<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	
<b>1</b>	Understanding the formal and informal processes associated with a business structure	x	x		x	x	5
<b>2</b>	Evaluate a business on the basis of all functional units		x				1
<b>3</b>	To use analytical thinking effectively in the decisions taken for the problem solving process			x			1
<b>4</b>	Having a vision of self-improvement and learning	x	x	x			3
<b>5</b>	To carry out all activities within this framework, equipped with ethics	x	X				2
<b>6</b>	To analyze the cases encountered by doing research and studies individually and as a team within the organization.	x		X	x		3
<b>7</b>	To convey his thoughts and suggestions at the level of knowledge and skills he has acquired in the field of marketing to the relevant people in writing and orally		x		x	X	3
<b>8</b>	Developing effective and creative marketing mix strategies that will adapt to different market conditions and buyertypes in national and international dimensions		X			x	2
<b>9</b>	To have the ability to interpret and analyzedata, to identify problems and to suggest solutions by using the knowledge acquired in the field of marketing			X	x		2
<b>10</b>	To have sufficient awareness of the universality of social rights, social justice, quality and cultural values, environmental protection, occupational health and safety.	x	X			x	3

11	Evaluate the knowledge and skills gained by the marketing education with a critical perspective within the framework of the practices in business life.			x	X		2
12	To follow and correctly interpret the current trends developing within the framework of marketing				X	x	3
Total Effect							30

### Policies and Procedures

**Exams:** The exam aims at assessing two dimensions of learning: knowledge of concepts and theories, and the ability to apply this knowledge to a real context and to present effectively to the audience.

To verify the first aspect, there is a written exam with open-ended questions and multiple choice text questions on the slides delivered by the teacher. To verify the second aspect, the exam involves the preparation and the presentation of a group work during the course.

The overall rating is the arithmetic mean of the results of the two audits.

**Assignments:** The assignments should be prepared in an article format. In this format the chapters will be like that: 1- Abstract 2- Introduction 3- Research Background and Literature review 4- Discussions and Implications 5- Conclusion. Scientific Research Ethic Rules are very important while you are preparing assignments. Every student should be careful about citing and references. No permission for applying "cut-copy-paste" behavior in your assignments. Read the literature which is about the topic than define it with your own sentences and cite it after you write your own sentences. You know that plagiarism is really an inexcusable scientific crime.

**Missed exams:** If any student miss any exam the student needs to bring official report to be able to have a second chance for make-up exam. No other excuse will be admitted.

**Projects:** The project studies should be performed with group studies. The teams/groups can be composed of three or four. The group leader should describe the works for each member. The groups will study their projects out of class hours. It will not be permitted for any project to be achieved with the support of others except from the project team.

**Attendance:** Each student should attend 70% of the class during the active term. If any student doesn't attend more than determined rate he/she will be insufficient and will not have pass mark from the course/class.

**Objections:** Each student has to read the case/paper before the class will take place. In class will take place the discussion of the cases where students will present their analysis and engage in structured discussion. The goal is that students should apply principles and teachings received as well as test their analytical skills developed during the course.

