

MARK2051  
Consumer Behaviour

**Course Outline**  
**Semester 1, 2017**

**Part A: Course-Specific Information**

**Part B: Key Policies, Student Responsibilities  
and Support**

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## PART A: COURSE-SPECIFIC INFORMATION

### 1 STAFF CONTACT DETAILS

Position	Name	Email	Room	Phone	Consultation
Lecturer-in-charge	Dr. Mathew Chylinski	<a href="mailto:m.chylinski@unsw.edu.au">m.chylinski@unsw.edu.au</a>	Quad3025	93853344	Wednesday 3pm-4pm
Tutor					
Tutor					
Tutor					

### 2 COURSE DETAILS

#### 2.1 Teaching Times and Locations

Lectures start in Week 1(to Week 12). The Time and Location are: on Wednesday 11.00am-1.00pm, at Central Lecture Block 7.

Tutorials start in Week 2 (to Week 13). A full list of tutorials, times and tutors will be on the Moodle Course Website.

#### 2.2 Units of Credit

The course is worth 6 units of credit.

#### 2.3 Summary of Course

The need for marketers to understand why consumers act as they do in the marketplace is the crux of this subject. Students are equipped with theoretical and conceptual knowledge of consumer behaviour, drawing heavily on both psychological and sociological viewpoints. This includes the psychology of individual decision-making and choice, patterns of behaviour exhibited by aggregate groups of consumers, and also the sociological and cultural influences on consumer attitudes and behaviour. This prepares students for making informed decisions about how to manage and respond to the needs and wants of consumers.

#### 2.4 Course Aims and Relationship to Other Courses

MARK2051 Consumer Behaviour is a compulsory course for students completing their marketing major, and requires the successful completion of MARK 1012.

The aim of this course is to develop an appreciation and understanding of the core aspects of consumer psychology. The course is relevant to those of you who want to understand human behaviour from an economic and marketing perspective. The aim is to prepare you for a future role as marketing managers, consultants or advisors. The goal is to improve your ability to understand, critically analyse, and apply current research in consumer behaviour to concrete management problems.

This subject studies the consumer in terms of the psychological and sociological explanations of market behaviour. Understanding consumer underlies all marketing activities. It is at the core of the consumer-centric approach to marketing, and has direct implications for marketing communication (MARK2053), marketing research (MARK2052), and marketing strategy (MARK3082).

Topics of study include attention, perception, motivation, involvement, attitude, decision-making and the impact of reference groups on marketplace behaviour. Throughout the course, these topics are applied to marketing strategy (MARK3082) and marketing research (MARK2052), as a way of implementing consumer behaviour theory to concrete marketing problems.

The interrelation between the consumer behaviour (MARK2051) course and the marketing research (MARK2052) course is particularly strong. The lectures and the assignments in MARK2051 have relevance to the information presented in MARK2052 lectures.

## **2.5 Student Learning Outcomes**

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

## Business Undergraduate Program Learning Goals and Outcomes

**1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

**2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.**

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

**3. Communication: Our graduates will be effective professional communicators.**

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

**4. Teamwork: Our graduates will be effective team participants.**

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

**5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.**

You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all Business undergraduate students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	Develop understanding of major concepts and published research in specific areas of psychology and sociology, which have relevance to consumer behaviour. Apply consumer behaviour concepts to practical situations involving	<ul style="list-style-type: none"> <li>• Tutorial Problems</li> <li>• Mock Quiz</li> <li>• Video assignment</li> <li>• Quiz 1,2</li> <li>• Exam</li> </ul>

		marketing strategy, and marketing research.	
2	Critical thinking and problem solving	Foster creativity in problem solving. Apply consumer behaviour concepts to practical situations involving marketing strategy, and marketing research.	<ul style="list-style-type: none"> <li>• Video assignment</li> <li>• Exam</li> </ul>
3a	Written communication	Construct written work which is logically and professionally presented.	<ul style="list-style-type: none"> <li>• Exam</li> </ul>
3b	Oral communication	Improve your, presentation skills Apply your creativity in communicating a product related message	<ul style="list-style-type: none"> <li>• Video assignment</li> </ul>
4	Teamwork	Apply relevant theories and concepts of group behaviour taught in the course to improve your own group-work skills	<ul style="list-style-type: none"> <li>• Video assignment</li> <li>• Mock Quiz</li> </ul>
5a.	Ethical, environmental and sustainability responsibility	Develop appreciation for ethical practices and social responsibility in application of consumer behaviour concepts.	<ul style="list-style-type: none"> <li>• Video assignment</li> </ul>
5b.	Social and cultural awareness	Increase awareness of social ethics	<ul style="list-style-type: none"> <li>• Video assignment</li> </ul>

### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

Consumer Behaviour is designed to challenge you, encourage you to think for yourselves and take responsibility for your own learning. The course is delivered in a standard lecture/tutorial format. However, emphasis is placed on active learning during lectures and tutorials. The primary aim of the lectures is to introduce you to the theory and concepts in consumer behaviour in an involving and a stimulating environment. Use of video, audio, examples and lecture activities is made in that respect. Tutorials on the other hand encourage active learning via mutual discussion, active peer learning, class activities, and practical application of key concepts to marketing problems.

To obtain full benefits from this course, I suggest you extend yourself beyond your comfort zone. That means pro-actively participate in the discussions, class activities and the lectures. The textbook readings are supplemented by article references. These readings promote a

deeper understanding of the course concepts, and help develop the critical thinking and evaluation skills.

### **3.2 Learning Activities and Teaching Strategies**

The approach to teaching in Consumer Behaviour relies on active class participation and engagement with the course material. The following teaching strategies align with the course aims in order to achieve the graduate attributes:

Lectures:

- In the lecture I will be outlining the main theoretical concepts in consumer behaviour. The engagement/involvement with the course concepts will be enhanced by frequent video and audio clip and presentations. These will also focus on the ethical implications and social responsibility involved in applying consumer behaviour concepts in the marketplace. Short lecture activities will help engage you in active elaboration and creative thinking about the course concepts.
- Throughout the twelve weeks of lectures, you will construct your own model of consumer behaviour, based on the information presented in the lectures and reinforced during tutorials. This task is designed to promote critical, independent and creative thinking about the course concepts.

Tutorials:

- Each tutorial is divided into equal sections.
  1. Class discussion is designed to promote active peer learning and discussion to encourage deeper understanding of concepts and issues in consumer behaviour. These are discussions important because they reinforce the course concepts introduced during the lectures and emphasize deep rather than surface understanding. For each class discussion, you will need to prepare by writing a one-page reflective summary of the readings assigned for the relevant week.
  2. Tutorial task is designed to promote application of the consumer behaviour concepts and theory to practical marketing situations. The emphasis is on creativity and critical evaluation of the task in light of the underlying theoretical concepts.
  3. Class presentation is designed to encourage group work, communication skills, and allow exposure of your ideas and creative approaches solving consumer behaviour problems.

## 4 ASSESSMENT

### 4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).
- achieve at least 50% of the exam mark

### 4.2 Assessment Details

Assessment Task	Weighting	Length	Due Date
Tutorial Participation (Individual work)	10%		Throughout session (3% by week 4, & 7% by week 12)
Design Mock Quiz: <i>Lect. Topics</i> (Group work)	10%	5 questions (multiple choice)	In the assigned week
Video Assignment: <i>Lect. Topics</i> (Group work)	20%	5min video	Uploaded to Moodle in the assigned week.
Quiz 1: <i>Lect. Topics</i> (Individual work)	5%	60min	Week 6 (during lecture time)
Quiz 2: <i>Lect. Topics</i> (Individual work)	5%	60min	Week 11 (during lecture time)
Final Exam (Individual work)	47%	2hours	In exam period
Research Participation* (Individual work)	3%		TBA

\* 3% of the total marks in the course can be exchanged for participation in a faculty run research projects. That is, students will have the option of participating as respondents in a research project. Those who choose to participate will automatically receive 3% of the total course grade. Those who choose not to participate will make up the 3% of total marks by doing an alternative piece of assessment – completing the review of the assigned journal article readings.

Note: please consult the course schedule for topics and weeks related to group work assessments. The weeks and the topics will be assigned in the first tutorial.



### 4.3 Assessment Format

#### Tutorial Participation [10%] (Individual)

##### *Applying theory; Deepening understanding*

Attendance is compulsory. If you miss more than two tutorial sessions without medical certificates, you may receive a failing grade for the course. To achieve a high grade you must offer constructive comments during class discussions. You will receive an interim participation mark in Week 6 to give you an indication of your tutorial performance.

#### Design a Mock Quiz: Lect. Topics [10%] (Group work)

##### *Formative learning; Reinforcing understanding*

You will review all the learning materials including the lecture slides and the assigned readings for the particular week. Based on those materials you will create 5 multiple choice questions (1 correct answer out of 5 options for each question) and bring them to class (you will need to make enough paper copies for each student in the class). The students in the class will attempt to answer the mock quiz you have created. Answers to these mock questions will not be marked, however they will be used to engage students in a discussion. Once students complete the mock quiz (max 15min) you will then help lead the discussion. The focus will be on understanding why you think your chosen answer was the correct one and why the other multiple choice alternatives were not the correct answers. The students in your class may offer different interpretations, and you will need to evaluate your own work. You will later incorporate these evaluations in a revised set of multiple choice questions which you will submit on Moodle by the end of the week. Marks will be based on (i) the depth of the discussion stimulated by the mock quiz; (ii) the quality (readability, relevance, correctness of content) of the final set of questions submitted to Moodle.

#### Video Assignment: Lect. Topics [20%] (Group work)

##### *Improving analytical skills; Developing group work skills*

Your group will create a video about one of the week's lecture topics. In the video you need to complete two tasks (i) explain the assigned topic making sure you do not just repeat the lecture materials, but rather expand on those materials; (ii) present a real world example of an interesting aspect of Consumer Behaviour theory from the related week's lecture.

(i) Explain assigned topic; The aim is to provide additional information, which is over and above what is contained in the lecture materials. To achieve this you should focus on reading related journal articles. Some of the readings for each week are suggested in the course schedule. These will get you started; however your job is to do a further

search for additional articles using Google Scholar and the UNSW Library portal. Your search should start broad, and then narrow down to the one most relevant journal article that is **currently NOT in the Mendeley library** (see below).

You will upload the article you found to the course Mendeley library **making sure you place the article in the correct folder** for the week; the folders are located under the heading “Folders” in the Mendeley library (<https://www.mendeley.com/library/#>). To login use the name: [MARK2051.Consumer.Behaviour@gmail.com](mailto:MARK2051.Consumer.Behaviour@gmail.com) Password: MARK2051. Marks will be deducted if the article is placed in an incorrect folder.

**Note: as this Mendeley library is an open and shared resource, please take care not to change any settings or delete content from the Mendeley library. It operates on a trust basis to help students share learning materials.**

You will then create a video that explains how this article is related to your assigned topic (**make sure you reference the article in the title of your video**). Marks in the video will be based on (a) how well you relate the article to the week’s topic; (b) how creative and entertaining the video is. The style of the video is up to your imagination. You can record it as a group presentation, an infographic, a blog post or any other way you want to communicate. Keep in mind your audience are other students in the course who will watch the video, and your goal is to explain to them how the article adds to understanding of consumer behaviour theory for that week. The video should be “edu-tainment,” that is, informative and entertaining. Theory must be included, but we must enjoy the way you present it. Keep your audience awake and happy.

(ii) The real world example; As part of the video you will need to illustrate with real world examples how the concepts from the article apply to Marketing. You should consider the ethical and environmental implications of consumer theory as applied to real Marketing problems.

**Note1:** The video should be no more than 5min long. The video must be submitted on Moodle by the end of the assigned week (Friday 3pm).

**Note2:** Group work is assessed according to performance on the grading criteria included in this course outline. The adjustment of individual marks from the group mean is based on peer evaluation of your performance and contribution to group work.

Each student will evaluate the contributions of their group members (not themselves) in Week 12 using the School of Marketing’s WebPA Peer Assessment on the course Moodle site.

WebPA is based on a detailed list of evaluation criteria to rate team work skills, an important program learning goal of undergraduate degrees offered by the UNSW Business School. Group members bring different strengths to a project, and this should be reflected in your ratings, i.e. do not give each group member exactly the same score.

Each student’s contribution score will be the average of the points received from their group members.

**Adjustments to individual marks will occur where an individual student’s peer evaluation score falls below an acceptable level.**



## Quiz 1 [5%] (Individual work)

### *Improving knowledge*

Quiz 1 (Week 6) will be a set of multiple choice questions and will cover lectures 1-5.

**Note:** The mock quizzes which you will do in tutorial classes are not marked (see above) but are designed as practice for the quiz 1.

## Quiz 2 [5%] (Individual work)

### *Improving knowledge*

Quiz 2 (Week 11) will be a set of multiple choice questions and will cover lectures 6-10.

**Note:** The mock quizzes which you will do in tutorial classes are not marked (see above) but are designed as practice for the quiz 2.

## The Final Exam [47%] (Individual)

### *Integrating concepts.*

The purpose of the exam is to bring in all the concepts and learning during the entire course. All aspects of the course are assessable in the exam, including information in all lectures, readings and tutorial activities.

A key question in the exam requires you to develop, and discuss in the exam, your interpretation and critical evaluation of the complete model of consumer behaviour. The exam may also include short answer and essay type questions focused on selected topics from the course.

**NOTE: To be held during exam period.** A complete structure of the exam will be advised in the second half of the course. However, references to the key question in the exam, and the concepts necessary for the integrative development of the model of consumer behaviour, will be provided during the lectures throughout the session.

### **\*Optional Research Participation [3%] – Surveys**

*You have a choice of participating in faculty run research projects when such a projects become available. When you decide to participate you will receive up to 3% credit in the course as incentive for taking part in the research projects. Shorter research projects may offer 1.5% course credit, in which case you may complete two shorter research projects to gain the full 3% course credit.*

The faculty at the UNSW School of Marketing, in addition to their teaching interests, are actively engaged in pursuing original research interests that push the boundaries of the Marketing discipline. Such research has implications for improved understanding of consumers, management practices, corporate organisation, and social policy directives. The established findings of academic research are the core basis of teaching and knowledge dissemination at the University. Being part of the university culture students are encouraged to explore the research environment at UNSW and experience the process of knowledge generation by participating in faculty administered research projects. These projects will likely closely relate to the topics studied in the course and represent the cutting edge of research in the topic area.

Participation in the faculty administered research projects is encouraged, but is not compulsory. Students who choose to participate in a faculty run research project are entitled to 3% credit in the course. To receive the 3% credit, students must return a research participation receipt, signed by both the student and the research invigilator, to the INVESTIGATOR in charge of the research project. The receipt acts as a record of a student's participation in the research project.

Students who choose not to participate in a research projects can earn the 3% credit by engaging in a piece of assessment, which is the standard requirement in the course.

*Alternatively, if you decide not to participate in the research project you will make up the 5% of total marks by completing a review of assigned journal articles. Further information provided in class.*

#### **4.4 Assignment Submission Procedure**

Any written assignments are to be submitted on or before the due date in your tutorials and on Moodle (Please see Table 4.2 for details).

#### **4.5 Late Submission**

Late submission will incur a penalty of 10% of the percentage weight of the assessment component or part thereof per day (including weekends) after the due date, and will not be accepted after 5 working days. An assignment is considered late if either the paper copy or the electronic copy has not been submitted on time.

##### **Quality Assurance**

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

## 5 COURSE RESOURCES

### Compulsory Reading Material:

Quester, et al (2014). *Consumer Behaviour: Implications For Marketing Strategy*. 7<sup>th</sup> ed. McGraw-Hill Australia, North Ryde.

### Articles listed in the course outline.

(Some of these may be available via the On-Line Reserve at the UNSW library. Most are directly available via the ABI/Inform Database.). We want you to navigate these databases to become familiar in how to find academic articles.

### Recommended Readings:

- *Consumer Behaviour Analysis*, (2002), edited by Gordon R. Foxhall, New York; London, Routledge.
- Solomon, Michael R (2004), *Consumer behaviour: buying, having, and being*, Upper Saddle River, N.J, Pearson Prentice Hall.

The website for this course is on Moodle at:

<http://moodle.telt.unsw.edu.au>

## 6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's myExperience online surveys are one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

In addition to the myExperience process, the tutors in consumer behaviour MARK2051 conduct 'critical incidence questionnaires' to determine the qualitative aspects of your learning experience during the course. These help sustain the continual improvement and development of the course.

Your feedback is valuable and has a real impact on the course improvement. The inclusion of active peer learning, audio and video clips, and class exercises in large group settings is a direct result of the feedback provided by students in the past years. One of the key improvements following the feedback from students is the inclusion of a more objective class-participation assessment process.

## 7 COURSE SCHEDULE

COURSE SCHEDULE			
Week	Lecture Topic	Readings	Tutorial
Week 1 1 March	<b>Introduction</b>	Course outline ☺	<b>NO TUTORIALS</b>
Week 2 8 March	<b>Consumer Behaviour &amp; Marketing Strategy</b>	Chapters: 1 & 2; Neal, Quester & Hawkins Desmeules, R. (2002). The Impact of Variety on Consumer Happiness: Marketing and the Tyranny of Freedom. <i>Academy of Marketing Science Review</i> , 2002(12), 1-20. Dobni, B., Dobni, D., & Luffman, G. (2001). Behavioral approaches to marketing strategy implementation. <i>Marketing Intelligence &amp; Planning</i> , 19(6/7), 400-408.	Groups; Video topics.
Week 3 15 March	<b>Problem Recognition &amp; Consumer Goals</b>	Chapter: 3; Neal, Quester & Hawkins  Leith, A., & Riley, N. (1998). Understanding Need States and their role in developing successful marketing strategies. <i>Market Research Society. Journal of the Market Research Society London</i> , 40(1), 25-32.  Peterman, M.L (1997). The Effects of Concrete and Abstract Consumer Goals on Information Processing. <i>Psychology &amp; Marketing</i> , 14( 6), 561-583.	Tutorial Discussion  Mock Quiz and Video No 1 (The impact of consumer goals on product attribute evaluation)
Week 4 22 March	<b>Stimulus Perception</b> <i>(Friday 25 March is Good Friday public holiday)</i>	Chapter: 8; Neal, Quester & Hawkins  Kellaris, J.J, & Powell Mantel, S. (1996). Shaping Time Perceptions with Background Music: The Effect of Congruity and Arousal on Estimates	Tutorial Discussion  Mock Quiz and Video No 2 (The role of conscious awareness in product attribute perception)

		<p>of Ad Durations. <i>Psychology &amp; Marketing</i>, 13(5), 501-514.</p> <p>Theus, K.T. (1994). Subliminal Advertising and the Psychology of Processing Unconscious Stimuli: A Review of Research. <i>Psychology &amp; Marketing</i>, 11(3), 271-290.</p> <p>Janiszewski, C. (1988). Preconscious Processing Effects: The Independence of Attitude Formation and Conscious Thought. <i>Journal of Consumer Research</i> 15(2), 199-129.</p>	
Week 5 29 March	<b>Preference Construction: Information Search &amp; Evaluation</b>	<p>Chapters: 4 &amp; 5; Neal, Quester &amp; Hawkins</p> <p>Huffman, C., &amp; Houston, M.J. (1993). Goal-oriented experiences and the development of knowledge. <i>Journal of Consumer Research</i>, 20(2), 190-207.</p> <p>Bettman, J.R., Luce, M.F., &amp; Payne, J.D. (1998). Constructive Consumer Choice Processes. <i>Journal of Consumer Research</i>, 25(3), 187-217.</p>	<p>Tutorial Discussion</p> <p>Mock Quiz and Video No 3 (Preference construction in situations of new product evaluation)</p>
Week 6 5 April	<b>QUIZ 1 [5%] Developing the Model of Consumer Behaviour</b>	<b>Review and Quiz preparation</b>	<p>Tutorial Discussion: the Model of Consumer Behaviour</p>
<b>Mid-semester break: Friday 14 April – Sunday 23 April</b>			
Week 7 26 April	<b>Preference Formation: Learning</b>	<p>Chapter 9; Neal, Quester &amp; Hawkins</p> <p>Wasserman, E.A., &amp; Miller, R.R. (1997). What's elementary about associative learning? <i>Annual Review of Psychology</i>, 48, 573-607.</p> <p>Van Osselaer, S.M.J., &amp; Janiszewski, C. (2001). Two ways of learning brand associations. <i>Journal</i></p>	<p>Tutorial Discussion</p> <p>Mock Quiz and Video No 4 (Effects of repeated product interaction on consumer preferences over time)</p>

		<p>of <i>Consumer Research</i> 28(2), 202-223.</p> <p>West, P.M, Brown, C.L, &amp; Hoch, S.J. (1996). Consumption vocabulary and preference formation. <i>Journal of Consumer Research</i>, 23(2), 120-135.</p>	
<p>Week 8 03 May</p>	<p><b>Motivation &amp; Emotion</b></p>	<p>Chapter: 10; Neal, Quester &amp; Hawkins</p> <p>Pincus, J. (2004). The consequences of unmet needs: The evolving role of motivation in consumer research. <i>Journal of Consumer Behaviour</i> 3(4), 375-387.</p> <p>Williamson, M. (2002). Emotions, reason and behaviour: A search for the truth. <i>Journal of Consumer Behaviour</i> 2(2), 196-202.</p>	<p>Tutorial Discussion</p> <p>Mock Quiz and Video No 5 (The role of emotions in information evaluation and consumer choice behaviour)</p>
<p>Week 9 10 May</p>	<p><b>Attitude &amp; Personality</b></p>	<p>Chapter: 11; Neal, Quester &amp; Hawkins</p> <p>Foxall, G.R., &amp; Yani-de-Soriano, M.M. (2005). Situational influences on consumers' attitudes and behaviour. <i>Journal of Business Research</i> 58(4), 518-525.</p> <p>Ajzen, I. (1991). The theory of planned behavior. <i>Organizational Behavior and Human Decision Processes</i>, 50, 179-211.</p>	<p>Tutorial Discussion</p> <p>Mock Quiz and Video No 6 (The consistency between attitude, and consumer choice)</p>
<p>Week 10 10 May</p>	<p><b>Post Purchase &amp; Satisfaction</b></p>	<p>Chapters: 6 &amp; 7; Neal, Quester &amp; Hawkins</p> <p>Mooradian, T.A, &amp; Olver, J.M. (1997). "I Can't Get No Satisfaction:" The Impact of Personality and Emotion on Postpurchase Processes. <i>Psychology &amp; Marketing</i>, 14(4), 379-393.</p> <p>Soderlund, M. (2002). Customer familiarity and its effects on satisfaction and behavioral</p>	<p>Tutorial Discussion</p> <p>Mock Quiz and Video No 7 (Determinants of consumer satisfaction; implications for post-purchase behaviour).</p>

		intentions. <i>Psychology &amp; Marketing</i> 19(10), 861-879.	
Week 11 17 May	<b>QUIZ 2 [5%]</b>  <b>Developing the Model of Consumer Behaviour</b>	<b>Review and Quiz preparation</b>	Tutorial Discussion: the Model of Consumer Behaviour
Week 12 24 May	<b>Revision</b>	<b>Revision</b>	Tutorial Discussion
Week 13 31 May	<i>NO LECTURES</i>		<i>NO TUTORIALS</i>

## PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

### • PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

#### Business Undergraduate Program Learning Goals and Outcomes

**1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

**2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.**

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

**3. Communication: Our graduates will be effective professional communicators.**

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and

- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

**4. Teamwork: Our graduates will be effective team participants.**

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

**5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.**

You will be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

## • **ACADEMIC HONESTY AND PLAGIARISM**

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: <https://student.unsw.edu.au/plagiarism> as well as the guidelines in the online ELISE tutorials for all new UNSW students: <http://subjectguides.library.unsw.edu.au/elise>

To see if you understand plagiarism, do this short quiz:

<https://student.unsw.edu.au/plagiarism-quiz>

For information on how to acknowledge your sources and reference correctly, see: <https://student.unsw.edu.au/harvard-referencing>

For the *Business School Harvard Referencing Guide*, see the [Business Referencing and Plagiarism](#) webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

## • **STUDENT RESPONSIBILITIES AND CONDUCT**

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: <https://student.unsw.edu.au/program>.

- **Workload**

It is expected that you will spend at least **nine to ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your **Moodle course websites** in the **first week of semester**. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: <https://student.unsw.edu.au/uoc>

- **Attendance**

Your regular and punctual attendance at lectures and seminars or in online learning activities is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: <https://student.unsw.edu.au/attendance>

- **General Conduct and Behaviour**

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: <https://student.unsw.edu.au/conduct>

- **Health and Safety**

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://safety.unsw.edu.au/>.

- **Keeping Informed**

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

- **SPECIAL CONSIDERATION:**

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

**General Information on Special Consideration for undergraduate and postgraduate courses:**

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: <https://student.unsw.edu.au/special-consideration>
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of final exam special considerations), **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

**Business School Protocol on requests for Special Consideration for Final Exams:**

The lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.
2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least achieve a composite mark of at least 50; and make a satisfactory attempt at all assessment tasks achieve at least 50% of the exam mark and meeting the obligation to have attended 80% of tutorials.

3. Does the student have a history of previous applications for special consideration?  
A history of previous applications may preclude a student from being granted special consideration.

### **Special Consideration and the Final Exam in undergraduate and postgraduate courses:**

Applications for special consideration in relation to the final exam are considered by a Business School Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams for Semester 1, 2017 are:

**Tuesday 11 July 2017** Exams for the School of Accounting, Marketing

**Wednesday 12 July 2017** Exams for the School of Banking and Finance, Management, Risk and Actuarial Studies

**Thursday 13 July 2017** Exams for the School of Economics, Taxation and Business Law, Information Systems

If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student's original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Absence from a supplementary exam without prior notification does not entitle the student to have the original exam paper marked, and may result in a zero mark for the final exam.

The Supplementary Exam Protocol for Business School students is available at:  
<http://www.business.unsw.edu.au/suppexamprotocol>

### **Special Consideration and assessments other than the Final Exam in undergraduate and postgraduate courses:**

For tasks worth <20%, LICs have flexibility in deciding how to grant extensions and special consideration. Tasks over 20% must go through the online system.

## • STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**

<https://www.business.unsw.edu.au/students/resources/learning-support>

The EDU offers academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 7577 or 9385 4508; Email: [edu@unsw.edu.au](mailto:edu@unsw.edu.au).

- **Business Student Centre**

<https://www.business.unsw.edu.au/students/resources/student-centre>

Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**

For online help using Moodle, go to: <https://student.unsw.edu.au/moodle-support>. For technical support, email: [itservicecentre@unsw.edu.au](mailto:itservicecentre@unsw.edu.au); Phone: 9385 1333.

- **UNSW Learning Centre**

[www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)

Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library services and facilities for students**

<https://www.library.unsw.edu.au/study/services-for-students>

- **IT Service Centre:**

<https://www.it.unsw.edu.au/students/index.html>

Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor). Phone: 9385 1333.

- **UNSW Counselling and Psychological Services**

<https://student.unsw.edu.au/wellbeing>

Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email: [counselling@unsw.edu.au](mailto:counselling@unsw.edu.au)

- **Disability Support Services**

<https://student.unsw.edu.au/disability>

Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that

are having an impact on their studies. Office: Ground Floor, John Goodsell Building;  
Phone: 9385 4734; Email: [disabilities@unsw.edu.au](mailto:disabilities@unsw.edu.au)