Individual Homework Assignments and Concept-In-Action Oral Presentation

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Marketing 4040: Buyer Behavior

1. The first written assignment (due 9/12) is intended to provide a learning experience, as it will reinforce concepts discussed in class and/or the readings and will help connect the concepts to your life. For this assignment, a typed paper must be submitted in class on the appropriate date even if you find it necessary to miss that class; no papers will be accepted late. The paper must be no longer than 4 double spaced, typed pages. Each will receive one of the following three grades: (0=not submitted on time or entirely unacceptable, 3=average, or 5=exceptional). Grades will be based on thoroughness in completing the required tasks; the appropriateness of the discussion; observations, and/or examples you provide; appropriate punctuation, grammar, etc.; the presence of an integrated compelling writing style; the level of detail, clarity, thoughtfulness, and thoroughness of the discussion; and, most importantly, the quality of the insights or inferences made. This assignment for this written paper follows:

Individually-Completed Written Assignment: due 9/12: My Generation: Companies sometimes hire recent college graduates because they may have insight into how to market to them and their peers of the same age cohort. Spend some time thinking about the distinguishing and important experiences that make your generation unique and then do the following:

- Identify three defining events for your generation and discuss the impact they had.
- Identify the politician, song, actor, actress, and film that best reflects your generation's taste and attitudes along with a brief explanation of the logic for your choices.
- Identify three products or services that uniquely reflect your generation's tastes and attitudes along with a brief rationale for your choices.
- Assign a descriptive label or slogan for your generation (e.g. Baby Boomers have been called "The Me Generation") and a symbol (e.g., for past generations this might be a peace symbol, a tie-dyed shirt, or the mantra "Just Say No") that is indicative of your generation.

Develop a comprehensive report that not only identifies these preceding items but clarifies the linkages among and between them.

2. A second assignment, called concept-in-action, is one that each member of your group will deliver to the class in a 10 minute presentation on an assigned day. The group that you will work with on this is the same one that you will work together to develop your final Group Project. The purpose of the concept-in-action presentation is to increase the class's knowledge and interest in a consumer behavior issue as it concerns marketing. Your group's presentation should focus on
applying ideas and concepts discussed in the book or elsewhere and bringing them to life through the use of demonstrations, skits, videos, outside materials, etc. To receive credit, you must participate in the oral presentation of your group. To determine the topic that your group will present, I ask that by 9/12 (the second week of class) each group provide me with a listing of your names and email addresses along with your top three choices of topics (in order, starting with your most preferred choice) from the list below. Shortly after receiving this, I will notify your group which selection you will be presenting and will be happy to discuss with you some ideas for your presentations. Note that if groups list the same selections, I will have to assign your group a topic randomly. Below are the topics that your group can choose from:

- Cross-cultural differences--demonstration, focusing on one or more particular culture (e.g., China, Korea, Russia, Mexico, etc.)
- Social influence--discuss/demonstrate methods used to generate "buzz" and their ethical considerations
- Discuss/demonstrate methods used to gain insight into consumer segments' motivations and values
- Ethics--discuss ethics in marketing certain products or marketing to certain consumer segments (e.g., marketing cigarettes, gambling, marketing to the elderly, etc.)
- Comprehension--test the class's knowledge of different jingles, songs, taglines, etc. to show how well or poorly consumers comprehend such information
- Deceptive marketing--show examples of deceptive ads and explain why each is confusing to consumers
- Branding --how are brand names, brand marks, and slogans selected and how do they affect perceptions
- Perception--demonstrate the importance of touch, smell, or auditory perception (e.g., obtain ratings of fabrics/products that are/are not touched, accompanied by aromas or background music, etc.)
- Persuasion--contrast and discuss the effectiveness of different advertising techniques for a certain or different consumer groups
- Internet search and sites--contrast different sites for their facilitation of search and decision making
- Group decision making--observe a couple while they shop, analyzing the influence of store layout, organization, within couple decision-making influence, etc. on behavior
- (Dis)Satisfaction--demonstrate how brand reputation affects product satisfaction or dissatisfaction

Important Note: For concept-in-action presentations, please show consideration of your classmates and avoid violent imagery, nudity, or materials (e.g., ads) that are potentially offensive or in poor taste.

3. A third assignments will consist of participating in a research project as a "consumer subject." You will be asked to sign up in class to participate in this project outside of class at a specified location and time. Note that this research project will be conducted over a specific time

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frame—typically a 2 to 2½ week duration. Once this research project time frame is over, you will NOT be able to participate in it for individual homework assignment credit.

4. Two additional inputs are required and will count toward your class participation grade. These are your proposed multiple-choice assignments, and short answer exam questions to be submitted on 10/10 and 11/12. For each of these, review both the textbook and class material that is to be covered in the upcoming exam and submit at least 2 multiple choice (provide at least 4 possible and reasonable options for each question, including the correct answer) and 2 short answer questions that you feel would be good questions for me to include in the exam. Be sure to provide/indicate the correct answer or response for each question. Feel free to propose more than the minimum number of questions indicated above. Note that it is worth your while to develop good, thoughtful questions because you can benefit and earn credit in two ways. First, by presumably already having thought about the question and thus being able to answer it appropriately, you will earn credit by getting it right on the exam. Second, you will get two bonus points for each of your proposed questions that I actually use on the exam!