

University of California, Riverside  
A. Gary Anderson Graduate School of Management

BSAD 112  
Consumer Behavior

Summer, 2003

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Tuesday, 5:00-6:00 p.m.  
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For submission of electronic version of assignments only:  
[BSAD112@larsperner.com](mailto:BSAD112@larsperner.com) **(NO E-MAIL ATTACHMENTS!)**  
Web: General: <http://www.LarsPerner.com>  
Course site: <http://www.LarsPerner.com/bsad112>

**IMPORTANT NOTE:** In marketing, there may be answers that are so poor that they are clearly “wrong”—but there are rarely if ever any answers that are unquestionably right. Marketing involves a great deal of thinking on rather **ambiguous and unstructured issues**. We must ultimately choose between different alternatives that all have their strengths and weaknesses and involve a great deal of risk and uncertainty. Clear and rational thinking is important, but most decisions are inherently subjective. **Also please note that in this class, we will focus on the “big picture” in understanding consumers.** To paraphrase a popular TV commercial, **we will not study how to do any one or a few things in particular**, but rather how to approach marketing activities more effectively by understanding consumer thinking, perception, environment, and behavior. As with real life in the marketing world, this class will require a great deal of *individual initiative and independent judgment*. **You must be willing and able to translate broad project descriptions into meaningful and managerially relevant papers.** If you do not feel comfortable with this, please reconsider taking this course and marketing as a career choice!

### TEXTS

**“Required:”**

Paco Underhill (2000), *Why We Buy: The Science of Shopping*, Touchstone Books, ISBN 0684849143. (One copy is on reserve in the Rivera Library.) (“Why”)

**Recommended:**

*BSAD 112 course notes.* Available at the Printing & Reprographics near the bookstore. These PowerPoint slides and other handouts will be available on the course web site but are being offered as a package for your convenience.

Wayne D. Hoyer and Deborah J. MacInnis (2001), *Consumer Behavior*, 2<sup>nd</sup> edition, Boston: Houghton Mifflin Co. ISBN 0-618-01326-1. (One copy will be on reserve in the Rivera Library.) (CB)

## COURSE DESCRIPTION

In this course, we will study how to improve the effectiveness of marketing efforts through a better understanding of the consumer. We will consider issues such as behavioral approaches to segmentation, social influence, the diffusion of innovation, learning, motivation, perception, attitudes, decision processes, and the research needed to understand these issues within the context of the requirements of the firm.

**Missing classes is not just iffy—it could be**

**F<sub>fy</sub>!**

## COURSE OBJECTIVES

- Appreciate the importance of considering the consumer's perspective in the making of marketing mix decisions;
- Understand the types of decisions that can effectively be addressed by the study of consumer behavior and those which cannot;
- Understand the impact of assumptions and beliefs often taken for granted by marketing managers, although their validity between, and even within, cultures is questionable (e.g., why do consumers use a particular product?);
- Develop skills useful in finding and analyzing information needed to make global marketing management decisions;
- Develop the communication skills needed by managers to function effectively in the global business world; and
- Appreciate the roles of formal analysis and creative work in approaching global marketing problems.

Week	Day	Date	Topic(s)	<i>Why We Buy</i> Chapters
1	M	6/23	Review of syllabus and project options Introduction to consumer behavior	
	W	6/25	Secondary sources of consumer information Primary consumer research methods	1-4
2	M	6/30	Diffusion of innovation <b>In-Class Project (75 point penalty for failure to participate in the entire activity.)</b>	5-7
	W	7/2	Diffusion of innovation Demographics Discussion: <i>Why We Buy</i> , chapters 1-8	8-10
3	M	7/7	Segmentation Motivation <b>In-Class Project (75 point penalty for failure to participate in the entire activity.)</b>	11-13
	W	7/9	Learning Perception Discussion: <i>Why We Buy</i> , chapters 9-16	14-16
4	M	7/14	Information Search and Decision Making <b>In-Class Project (75 point penalty for failure to participate in the entire activity.)</b>	17-18
	W	7/16	Attitudes Discussion: <i>Why We Buy</i> , chapters 17-19	19
5	M	7/21	Attitudes Culture	
	W	7/23	Culture Review for final	
<b>Final</b>	<b>F</b>	<b>7/25</b>	<b>1:00-3:00 p.m. in the regular classroom.</b>	

## ASSIGNMENTS AND GRADING

It is my strong belief that different individuals can contribute to their organizations in different ways. This course has been structured to allow you some choice in the types of assignments you will complete. From the following list of options, you must attempt at least 1,000 points, subject only to the constraint that, by University policy, everyone must take the final examination. The final score must be weighted as a part of the final course grade.

Quality is more important than quantity, and thus there are no minimum lengths of papers per se. The guidelines below, based on double-spacing with a 12 point proportionally spaced font, may be useful, but are advisory only.

Component	Points possible	Due date	References expected	Suggested length (pages)
Final	500		N/A	
Research design	100	7/02	No	2-3
Personal web site	200	7/09	N/A	
Interviews	400	7/14	No	7-12
99¢ store analysis	200	7/16	No	3-6
Perception study	200	7/21	No	3-6
Attitude change strategy	200	7/23	No	3-6
Individually proposed project	Variable	As negotiated	As negotiated	
TOTAL	1,800			

\*Individuals who complete at least four out of six in-class assignments given throughout the term may have the final weighted at 200 points if that is to their advantage. **In order to be eligible to turn in for credit an in-class assignment, an individual must have been present for the entire class meeting.** Individuals who qualify for the lower final weight must attempt at least 800 points from other options. For individuals who qualify for the lower final weight and have accumulated enough points elsewhere, the weight most favorable to the individual's overall percentage score will automatically be selected. In view of the very lenient nature of the qualification requirement, make-ups will not be considered except under truly exceptional circumstances such as *severe* illness. Every reasonable effort should be made to attend each and every class meeting in its entirety. Work obligations are not considered an appropriate reason for missing classes.

From the above list, you can choose which components you wish to attempt subject only to the condition that the final must be included. An example of one person's choice might be:

Component	Points possible	Attempted	Score	Percentage	Counted	Points counted	Points attempted counted
Final (REQUIRED OF EVERYONE)	500*	Yes	450	90.00	Yes	450	500
Research design	100	Yes	91	91.00	Yes	91	100
Personal web site	200	No					
Perception study	200	No					
Attitude change strategy	200	No					
99¢ store	200	Yes	174	87.00	No (less		

Component	Points possible	Attempted	Score	Percentage	Counted	Points counted	Points attempted counted
analysis					than 91.1%)		
Consumer Interviews	400	Yes	380	95.00	Yes	380	400
Individually proposed project	Variable	No					
TOTAL	1,800+			92.10		921	1,000

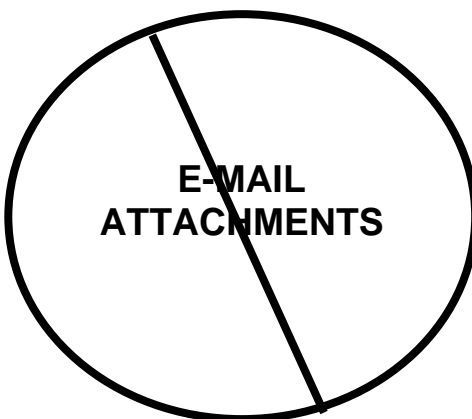
In this case, the person achieved a total of 921/1,000 points (92.1%). Because this person already had over 1,000 points and the percentage on the "99¢ paper" paper was lower than the course percentage without this score, it was not included.

The individual's total score will be determined by dividing the total number of points accumulated by the total number of points attempted or 1,000, whichever is higher. It is anticipated that final grades will be based on essentially on a "straight" scale, although minor curving in your favor may be done to attain the most natural breaking points between grade-cutoffs.

The point-worths assigned to each course component are intended to fairly represent the amount of effort involved, and it is not my intention to grade one type of assignment more severely or leniently than another. However, please note that real businesses do not face questions that be meaningfully answered by objectively "right" multiple-choice answers. In fact, most businesses face problems and opportunities that are highly unstructured, and a major complaint that business schools face from employers is that our graduates have difficulty in handling ambiguous tasks. Therefore, please note that there is a great deal of subjectivity involved in grading, even though I am guided heavily by the following criteria:

- A demonstration of a *genuine understanding* of the material discussed, rather than unexamined "parroting" of others' ideas;
- Evidence of a balance between analytical thinking and creativity;
- Well documented, *thorough research*, with documentation of facts as needed from credible sources;
- An *application of material to the specifics of a situation*—a clear indication of how this material can be applied to the needs of the specific firm;
- A demonstration of thought going beyond what a firm is currently doing, emphasizing *new* ideas for the firm to consider in improving its performance and/or adapting to changing conditions;
- *Organization* and clear, concise writing.

Please note that assignments papers and projects must be truly exceptional to receive 100% scores. It is not appropriate to view a score as being the result of having "points taken off." The appropriate grade for a merely "OK" paper is a grade of "C." A "fairly good" paper might warrant a "B-" or "B."



## COURSE COMPONENTS

**FINAL** (Friday, July 25 from 1:00-3:00 p.m.): The final will consist of ten short answer questions. You will be asked to answer eight of these questions, leaving two blank, such that you will have an opportunity to address those questions on which you feel most confident. You will be provided up to one half page to respond to each questions. Some of these questions can be answered in two to three sentences.

The exam will tend to cover *substantive* issues and applications to real firm situations. It is, for example, extremely unlikely that you will be asked to regurgitate a definition, but you may be *given* a definition and then be asked *to discuss its significant parts and implications*—a much more difficult task. Please be forewarned that one of my favorite words is “implications”—you should always be prepared to discuss why something is important to a firm in a given situation.

**PERSONAL WEB SITE:** Potential employers are frequently impressed with the initiative of students who have developed web sites. If you elect to make a web site, or adapt one you have already made, you may receive credit in this course. Although the specific format of a site is open to negotiation, the following are the default requirements for a grade of up to 80%:

- Index page
- A resume
- Two samples of your work (e.g., reports or projects from classes)
- At least ten links to web sites relevant to consumer marketing.

To receive a higher grade, you must add something extra—e.g., a collection of links on a specific topic (e.g., sites relevant to the exporting of computer technology) or an essay on why people who tell dirty jokes should be shunned or your views on capital gains taxation. The site must use proper HTML, SHTML, or Adobe Acrobat (\*.pdf) files. Word (\*.DOC), PowerPoint, and Excel files are *not* acceptable!

All content on the site must be created by you. You may have *links* to other people’s work but may not copy other people’s material onto your site.

Upon completion, please e-mail the URL (address) of the web site to the instructor at [lars.perner@ucr.edu](mailto:lars.perner@ucr.edu) and *not* to BSAD112@larsperner.com . Due: July 9, 2003.

NOTE: It is not unusual for technology to create problems. Reasonable extensions will be given due to technical problems if the instructor is notified in advance.

**IMPORTANT NOTE:** If you use GeoCities.com as your host, there should be no spaces in your filenames! (E.g., a file can be named “My\_Resume.html” but not “My Resume.html.”)

**CONSUMER RESEARCH.** First, (1) please identify a question about consumer behavior that you would believe to be of interest to a firm (e.g., How do consumers choose between brands of cereal? How many consumers can taste the difference between Coca Cola and a generic brand? What are some women's motivations for using cosmetics?) Please discuss why this is an important question and what types of decisions answers to this question would help support. Then (2) briefly design and describe a study, using one of the methods discussed in discussed in class that might help answer this question. Please discuss:

- *Why* you selected this method (e.g., observation, questionnaires, individual interviews) and the advantages and disadvantages associated with this method;
- *Who* should be sampled and why this group is appropriate; and
- *Any specific questions or variables to be addressed.* Why did you select these specific variables?

Please see examples on a separate handout on the course web site. Due: July 2.

### ASSIGNMENT SUBMISSION GUIDELINES

1. Please do *not* use a cover-page. Your name, assignment description, date due, and e-mail address should be written in the top right corner of the first page. On the first page of the assignment, please write and sign the following statement:

This is my own work.

2. Please download, fill out, and attach the appropriate checklist to the end of the assignment.

3. Unfortunately, it has become necessary to scan assignments for possible plagiarism. Please "copy" the text of your assignment from your word processor and "paste" it into the message section of an e-mail. Please do *not* attach a file. In the "subject" field, please put

Your Name / Assignment Description (e.g., Research Design)

This e-mail should be sent to [bsad112@larsperner.com](mailto:bsad112@larsperner.com) . **Please note that this e-mail should be sent *in addition* to handing in a "hard" copy.** Please *do not* use this e-mail address for substantive messages.

**PERCEPTION.** Please find any marketing stimulus (e.g., advertisement, billboard, Internet "banner") that you feel has not been getting as much attention as it could and

- (1) Describe the stimulus;
- (2) Provide suggestions, **based on factors that determine the amount of attention that a stimulus will tend to receive**, as to what the marketer might realistically do to increase the amount of attention given.
- (3) Be sure to consider and discuss the cost and feasibility of such changes! (E.g., changing a newspaper advertisement from black and white to color will increase cost dramatically).

Please note that:

- You must discuss a specific stimulus (e.g., one specific billboard as opposed to billboards in general).

- Your analysis should focus on issues of the amount of *attention* given to the stimulus. Persuasion and positioning are important but are *not* the focus of this advertisement. Due: July 21.

#### NOTE

In all papers, you must cite your sources in the body of the text and provide a complete bibliography at the end of the paper. You must cite a source when you use information from it even if you do not quote directly. For example:

It appears that rap music has so far met success in North America, Western Europe, and certain more affluent Asian countries, with penetration in Latin America and the Middle East so far being quite limited. (Intrascopolus, 2000).

(The author's last name and the year of publication are put in parentheses at the end of the sentence). The source should be listed completely (author, title, publication, date, and, if available, page numbers) at the end of the paper. E.g.,

Interscopolus, James Q. (2000), "Rapping Against a Cultural Wall," *International Journal of Rappology*, 4(2), 423-450.

Whenever three or more consecutive words are used from a source, these must be put in quotes, but whenever possible, you should attempt to **paraphrase what the source** said rather than quoting directly.

#### ATTITUDES AND ATTITUDE CHANGE: Please

1. Identify a firm that would like consumers to believe something different from what most or many currently do.
2. **Based on attitude change strategies discussed in class** (e.g., adding beliefs, changing affect, two-sided appeals), discuss strategies that could be used in an advertising or promotional campaign to bring about this change. Please be as specific as possible. You should consider cost effectiveness and feasibility in your evaluation. For example, it is very difficult to change currently held beliefs. Therefore, if you suggest trying to do this, you must specify how and how realistic you expect this effort to be. Note that if you suggest heavy repetition of an advertising campaign, the firm or organization in question should have the resources to be able to afford this.

Please be sure that you explicitly discuss **attitude change strategies**. Good ideas for addressing the problem in general are interesting, but this specific assignment requires that you explicitly discuss *attitude change* strategies. For example, if you suggest giving out a coupon, you might discuss how this would help *change behavior*. Due: July 23.

**99¢ STORE PRODUCT ANALYSIS:** Why do some seemingly promising products fail? There are many reasons why some products end up being sold at very low prices in "99 cent" stores. Sometimes, a manufacturer needs to "unload" some merchandise because it manufactured too much, is introducing a new model, has inventory that is nearing its expiration date, or is selling less in a foreign market than it expected. At other times, the 99 cent stores can get great deals because they buy in very high volumes. Frequently, however, products end up in 99 cent stores because sales at higher prices, through conventional channels, have been disappointing.

1. Visit a 99¢ or other liquidation store.
2. Identify one specific interesting product. Please select a **product of reasonably good quality that likely failed for a reason other than quality concerns**. For example, the product might be too difficult to use in practice or to store, or be messy

to use. Please be sure to discuss your reasoning. The fact that a product label was printed in a foreign language suggests that the product was intended to be sold abroad, and thus that is not an interesting reason, either. You would then have to consider why the product did not make it in its home market.

3. Propose on or more hypotheses hypotheses, based on what you have learned about consumers, as to why the product did not appear to succeed in the retail market.
4. If you proposed more than one hypothesis, does one seem to be more promising than others?
5. To attempt an especially high score, you may want to ask your friends to suggest their hypothesis and/or "bounce off" your hypotheses for comments. Please report your results.

Your analysis should be based on course issues.

Some local 99¢ cent stores are:

- In the Food 4 Less shopping center on Chicago;
- In the Stater Brothers/K-Mart shopping center on Iowa;
- 99¢ Cents Only Stores, 9915 Magnolia Ave., Riverside;
- 99¢ Cents Only Stores, 3477 Arlington Ave., Riverside (just off the 91 Freeway); and
- On Blaine, right before Watkins Dr., next to Tapioca Express.

Due: July 16.

**CONSUMER INTERVIEWS:** Please interview at least three people who use a *legal* product of your choice. You might consider interviewing one "heavy" or frequent user, one "light" user, and one rare or non-user of the product. You should develop and ask managerially relevant questions such as:

- motivation for product use;
- economic costs and other downsides to the use of the product (e.g., perfume can be very expensive and others may object to its smell; smoking is expensive, harmful to one's health, and may invite judgment by others; nail polish can "chip" and takes a long time to apply);
- frequency and occasions of usage (e.g., expensive wines are consumed at celebratory events);
- memorable experiences using the product;
- the influence of others on the usage of the product (e.g., a man may be influenced by his wife to wear a particular brand of after-shave); and/or
- decisions to use or not use the product and/or choosing which brand(s) to buy.

To protect the privacy of individuals interviewed, please refer to them by a pseudonym in your report. For example, if you interview a person named Mary, you might use the name Esmeralda in referring to her answers. Please be creative within limits of good taste!

**NOTE:** Please be sensitive in performing the interviews. You should be sure to avoid any questions that are overly intrusive and inform participants that they should feel free not to answer any questions that they may feel uncomfortable discussing.

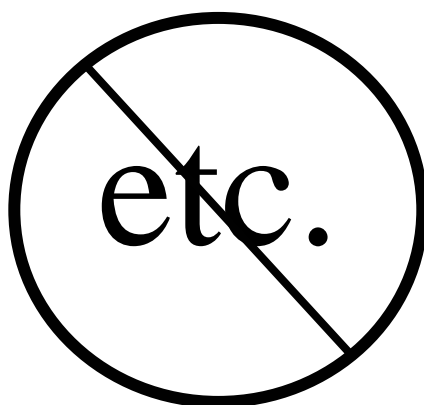
Please *analyze* your respondents' answers, comparing and contrasting what each said. In what ways do these consumers appear to be relatively similar, and in what ways do they seem to differ? Please discuss managerial implications and ethical implications of your results (i.e., what might you suggest to a manager based on what you have learned?) Due: July 14.

**ALTERNATIVE PROJECT:** If you have a reasonable idea for a project, please feel free to write me a brief proposal indicating what you would like to do, the outcome you expect, and a suggested point weight. **This must be approved by June 30.**

**CLASS PARTICIPATION:** Individuals who consistently contribute *exceptionally well* to class discussions may be rewarded with up to fifteen extra credit points. However, this reward will be made only for those who contribute in a truly impressive manner.

### POLICIES

- 1) **Classes should be missed only under truly compelling circumstances.** Missing an excessive number of classes (more than one during the compressed summer term) will be taken as a sign of **serious deficiency in character, unmitigated sloth, and lack of dedication** to the course and the university. Work obligations are not considered a sufficient reason for missing classes repeatedly. Individuals who miss more than one class should not expect to do well in the course.
- 2) A 75 point penalty will be assessed for failure to completely participate in any class activity. If you have to miss a class for a compelling reason, you may petition for a substitute assignment. This petition must be made in advance if you could reasonably anticipate having to miss the class; otherwise, you must petition as soon as you are reasonably able to contact the instructor.
- 3) **In view of the danger of the spread of viruses, e-mail messages sent to the instructor must *never* contain attachments.** Documents should be delivered by hand or "pasted" as plain text into the message section of an e-mail.
- 4) E-mails to the instructor should be written in **standard English with proper capitalization and punctuation.** Messages written in all lower case or without proper punctuation are considered unprofessional rather than "cool."
- 5) Please note that **papers containing the term "*et cetera*" or "*etc.*" are likely to be evaluated unfavorably.** I am not at all convinced that most people who use this term know or have thought through what the "so forth" really includes. Therefore, the term comes across as an attempt—deliberate or not—to evade tough questions.



- 6) Standards of professionalism comparable to those expected in industry should be observed. Specifically:
  - a) You are expected to arrive on time and stay for the duration of the class. If you run late for anything but the most compelling reasons, it would be more considerate to spare others an interruption by not showing up at all that day. If you have to leave early for compelling reasons one day, please sit as close as possible to the door to minimize the disruption and do not sign up as present.
  - b) **In consideration of the rest of the class, private conversations should be entirely avoided.** This includes the passing of notes or non-verbal communication. It is *not* necessary to speak to others to pass along handouts or other materials.
- 7) Extensions may be granted under exceptional circumstances. **Unless an explicit waiver is obtained in advance, extensions are expressly contingent on continuous attendance**

between the original due date and the extended deadline. To petition for an extension, please fill out the form at [http://www.larsperner.com/bsad112/HTM/petition\\_for\\_extension.htm](http://www.larsperner.com/bsad112/HTM/petition_for_extension.htm) . The approved petition must be signed by the instructor at the beginning and at the end of each class until the paper has been turned in.

- 8) University regulations on academic integrity are in effect. All work submitted must be your own. In writing papers, if you take any more than three consecutive words from any source—even if placed in footnotes or in tables—these must be put in quotes. Even if you do not quote directly, you must still give credit, by way of a citation, to any author’s ideas you use. Individuals found in violation of university standards of academic integrity will receive a failing grade for the course. The university imposes additional serious sanctions for plagiarism.
- 9) In writing papers, you should attempt to paraphrase, rather than quoting directly, as much as possible. Direct quotes should be used only for very compelling reasons as discussed below. Ordinarily, quotations should account for no more than 5% of the length of a paper, and any paper that contains more than 15% quotes will receive a score of zero. Note that you must cite a source even if you do not quote it directly.
- 10) Students are responsible for having a correct e-mail address on record with the instructor and must verify the accuracy of grade reports each time those are sent electronically. . Please make sure that your e-mail address listed on BlackBoard is correct. If you do not have an e-mail address, you can obtain a free account on sites such as Yahoo or Hot Mail.
- 11) Individuals who wish to claim as an excuse that “the dog ate [their] homework” must furnish proof of ownership of a dog of sufficient size to be plausibly able to consume an assignment of the size in question.

#### NOTE

**On the first page of each assignment turned in, please write and sign the following statement: “This is my own work.”**

#### A PERSONAL NOTE

I have a mild case of Asperger’s Syndrome, a neurological condition that in effect involves a “trade,” albeit involuntary, of certain abilities for others. My symptoms are modest but frequently noticeable—the most significant ones involve difficulty in maintaining effective eye contact (I am often perceived as “staring”), impaired transmission and interpretation of non-verbal communication, excessive sensitivity to noise and other stimuli, poorly controlled body movements, limited spatial ability, and extreme difficulty in “learning” faces. Please understand that my mannerisms are not an indication of lack of interest or regard, that it may take me several weeks to learn your name even if I have a photograph of you available, and that I may need several extra moments to recognize you if we run into each other outside class.

## QUALITY OF SOURCES FOR RESEARCH

Sources That Are Likely to Be of Higher Quality:

- Books
- Periodicals—can be found through library databases such as Lexis-Nexis and ABI/Inform
  - General news (Note: These sources are sometimes available online and it is fine to use any online version).

- Newspapers—e.g., *Los Angeles Times*, *Wall Street Journal*, *Financial Times*
- Magazines
  - Business oriented—e.g., *Business Week*, *Fortune*, *Forbes*, *American Demographics*.
  - General—e.g., *Newsweek*, *Time*, *Economist*
  - Specialty magazines—if appropriate and relevant—e.g., *PC Magazine*
- Trade publications—e.g., *Air Cargo World*, *Ice Cream Reporter*
- Reference materials published by a reputable source—if relevant and appropriate—e.g., encyclopedias and almanacs
- Directories—e.g., *Best Customers*
- Government publications—e.g., *Statistical Abstracts of the United States*
- Selected web sites from credible sources: U.S. Government, United Nations, World Bank. (Note: Most other web sites are not appropriate).

#### Sources That Are Likely to Be of Low Quality and/or to Be “Suspect” in Some Way:

- Most web sites:
  - Private sites. The person who wrote this may not be qualified to discuss this issue, may have done a sloppy job, or may have a special interest. This includes sites hosted on “.edu” domains unless the writer is clearly identified as a professor or researcher. If the source is credible this way, you must identify this fact in the citation.
  - Company sites. These are glorified advertisements for the firm and are intended to make the firm look good. Accuracy may be less important to the firm than coming across well!
  - Trade group sites. These are supposed to make the industry look good. See above!
  - Foreign government sites. Many of these are intended to make the firm look good. Some countries do not have the resources to collect accurate information. Much of the information contained may represent wishful thinking rather than reality.
  - Political, social, or organizational sites. Sites run by religious groups, social or ethnic groups, political groups, or other groups that exist to promote one kind of viewpoint, policy, or “truth” cannot be taken at face value.
- Company advertisements and annual reports. Selected objective and audited information may be useful, but management opinions and claims are suspect.
- Trade group brochures. Again, the publisher has an agenda!

Yes, it is easier to try to find things through search engines such as Google rather than consulting a reputable source. It is also easier to guess! Neither approach is acceptable.

## NOTES ON QUOTATIONS AND CITATIONS

Quotations and paraphrasing. Generally, it is better to *paraphrase* statements made in articles and other documents. **A direct quote of more than a few words should ordinarily be used only under exceptional circumstances**—e.g., when it is exceptionally succinct, insightfully phrased, ironic, otherwise forceful, or revealing, as appropriate, of a significant player’s personality, predisposition, or strategy.

Note that occasionally using just a few judiciously selected words from a quote may add a nice flavor. For example:

John Smith, lead petrochemicals analyst at Arthur Anderson & Co., remarked that it is “quite unlikely” that Nigeria will be able provide a “sufficiently dependable” supply benzene for major industrial customers.

Frequently, direct quotes tend to be longer than a good paraphrase, and the reader will not be spending time thinking about what kind of point the direct quote was intended to make.

If you do decide to use a quote, it must be *introduced* in some way--e.g.,

According to Jack Intrascopolus, a leading authority on "raponomics" (the economics of rap music), "The prospects for rap music in the Middle East, at the moment, appear to be...."

**Citations.** In all papers, you must cite your sources in the body of the text and provide a complete bibliography at the end of the paper. You must cite a source when you use information from it even if you do not quote directly. For example:

It appears that rap music has so far met success in North America, Western Europe, and certain more affluent Asian countries, with penetration in Latin America and the Middle East so far being quite limited. (Intrascopolus, 2000).

(The author's last name and the year of publication are put in parentheses at the end of the sentence). The source should be listed completely (author, title, publication, date, and, if available, page numbers) at the end of the paper. E.g.,

Intrascopolus, James Q. (2000), "Rapping Against a Cultural Wall," *International Journal of Rappology*, 4(2), 423-450.

#### Reminders

- All work turned in must be your own.
- On the first page of all papers turned in from now on, please write and sign the statement: "This is my own work." When web sites are submitted, this statement must be made in the e-mail announcing the URL (web site address).
- If more than three consecutive words are used from any source, these must be put in quotes.
- All sources used must be cited, even if they are paraphrased and not directly quoted.
- You must have read each source listed in my references.



## EXTRA CREDIT OPPORTUNITY— *Secondary Marketing Research*

For up to 10 points of extra credit:

1. Identify a question related to consumer marketing that would be of interest to a firm. Please discuss clearly how the answer to this question would be useful to the firm. E.g.,
  - How frequently does the average household buy cereal and how long is spent on making a selection?
  - How likely are consumers to switch between different brands of coffee?
- Use *two different* sources of secondary marketing research discussed in class to answer this question. Only Lexis-Nexis, ABI Inform, and library directories are

acceptable. You must use at least two different tools to get full credit. No matter how many periodical articles you cite, they will count together for no more than one source. Please state where you found each article (e.g., Lexis-Nexis).

3. Briefly discuss your findings and the implications for the firm.

Please note:

If you choose to do this extra-credit assignment, it is due on July 2.

Creativity (within limits of good taste) is encouraged!