

# Quantifying Class Participation in Consumer Behavior

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# Benefits

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- Apply concepts to their own experiences and marketing stimuli they encounter
- Integrate concepts across chapters
- Practice impromptu speaking in front of others
- Affect student grades

# Syllabus

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Students are expected to come to class prepared every day by reading the assigned chapter and answering the Homework Questions (HW) posted on TRACS. Students are expected to bring their homework to class every day and to contribute to class discussion, either on a voluntary basis or when called upon by the instructor. Students earn participation points by verbally responding to assigned HW and participating in certain class activities. Students who are unprepared may lose participation points. Students who feel uncomfortable speaking aloud in class may complete Participation Alternative Assignments by notifying the instructor by the first exam. Students' participation grade will be based on the frequency and quality of their contributions to class discussion. In grading participation, I consider both quantity and quality. High quality class participation is thoughtful and includes comments that add to our understanding of a concept or situation. It goes beyond mere repetition of textbook information. Students receive 10 points for each answer of sufficient quality, for a total maximum grade of 100. No more than 3 Participation Points may be earned on a single class day.

# Participation Grading Rubric (completed in class)

Criteria	Insufficient Response	Sufficient Response
Response comes from textbook?	yes	no
Thoughtful?	less than 2 sentences	2 or more sentences
Adds to understanding?	link between example and concept is unclear	link between example and concept is clear

# Assigning and Tracking

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- Assign homework so answers are prepared ahead of time
- Mark daily student assignments on seating chart
- Email students the day before class
- If student is absent or passes, open it up to volunteers
- Ask for additional volunteers after question is answered
- Record on seating chart or roster (P or p)

# Example: Application

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What products do you purchase using nominal, limited, and extended decision making?

- **Nominal:** A nominal purchase for me would be deodorant because I get Old Spice each time when I get deodorant.
- **Limited:** A limited purchase would be clothes because it takes longer for me to decided to make sure that I will continue to wear them in the future.
- **Extended:** A extended purchase would be a car because you have to do an extensive search to see which one suits you best and also compare the few cars you have singled out.

# Example: Integration

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Create a social marketing message to activate problem recognition among college students following for using a designated driver when drinking. How would you enhance exposure to the message, catch students' attention, create a favorable interpretation, boost memory for the message (Ch 8)? What attitude component would you try to change (Ch 11) and why?

Using Uber as a background, ask if you would rather pay \$10 for a safe ride home or \$10,000 and a ride to jail. To increase attention and exposure, I would have more banners at school like on doors before you walk in and run a social media campaign using Uber. I would change the cognitive component using Uber because it is actually not a lot of money and have plenty of drivers available.

# Testimonials from Students

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- I like the participation because it gives us a chance to hear other students' examples which helps me learn the material better.
- Participation helps students pay attention and be more engaged.
- The points are good but sometimes people are shy and scared to talk because they feel like their answer is wrong.
- I'm not a big fan because I raise my hand on the ones I know and I'm never called on.