ACE 335: Food Marketing and Behavior

Spring, 2018

**LECTURE:** Tuesday and Thursday

 11:00 a.m. – 12:20 p.m.

 313 Mumford

**INSTRUCTOR:** Dr. Brenna Ellison

 321 Mumford Hall

 Office Phone: 300-0238

 Email: brennae@illinois.edu

**OFFICE HOURS:** Tuesday 1:30 – 3:00 p.m.

If these hours don’t work with your schedule, please call or email to set up an appointment that is more suitable for you. Generally speaking, I’m in the office and pretty easy to find – my door is always open when I’m in my office. I also welcome you to email any questions you might have. I check my email regularly throughout the day, and I am usually quick to get you a response (within 3-4 hours). This semester, I am teaching another class which meets MW 3:00 – 4:20, so I will not be available during this time.

**PREREQUISITES:** None

**COURSE OVERVIEW:**

This course is designed to be a very interactive and “hands-on” course. Students will complete a number of activities to: (1) understand the concept of marketing, including how companies use marketing to create value for consumers; (2) understand consumers’ decision making process as it relates to food, (3) identify behavioral biases and other factors which may affect food choices, and (4) develop basic primary data collection and analysis skills to better understand consumer food choices, preferences, and purchasing habits. Ultimately, students will gain a better understanding of why people make the food decisions they do and what that means for professionals working in the food/agribusiness industries.

**COURSE OBJECTIVES:**

After completing this course, a student should be able to:

 1. Define marketing and explain the optimal marketing mix (4 P’s of marketing).

 2. Model the consumer decision making process

 3. Identify biases and “persuaders” that may impact consumers’ food decisions and develop strategies to help consumers overcome these factors

 4. Compare and contrast different food labels, including their definitions, price premiums, and certification standards

 5. Develop primary data collection skills (survey writing, laddering, etc.) to gain information on consumer food choices, preferences, and purchasing habits, and prepare a professional consulting report on consumer research findings including implications for consumers, marketers, retailers, agribusinesses, and policymakers.

**REQUIRED MATERIALS:**

There are no required textbooks for this class. However, we will read articles (and possibly book excerpts) and watch video clips from time to time. Students will be given these materials (or links to them) on the Compass course site and will be expected to review them *before* the class in which they are discussed.

**COMPASS COURSE SITE:**

There is a course site on Compass. If you are enrolled, you should have access to it. I will post relevant course materials on this site (i.e., syllabus, group information, articles, homework, etc.). I will post any materials that you should bring to class at least 24 hours in advance. Please check the site on a regular basis.

**ATTENDANCE POLICY AND MISSING EXAMS:**

We cover a good deal of material in each class session and have frequent in-class activities and discussions, so it is **critically important** for students to be in class.If you have a conflict that will require you to miss a class (i.e., family emergency, conflicting academic activity), please inform me *in advance*. This does not mean that your absence will be excused (it will still count against the attendance portion of your grade), but it does mean that you may have the opportunity to make up any work that you miss. If I do not hear from you in advance, you forego any opportunities to make up any in-class activities/quizzes that you missed. You are responsible for the material that you miss, so make arrangements with a classmate whom you trust to obtain copies of class notes, handouts, etc. However, if you miss on a project day (where we are doing fieldwork), you will **NOT** be allowed to use the information your classmates collected. Rather, you will be conducting the project as an individual (which will substantially increase your workload).

 NOTE: If you are deciding not to attend class for other reasons (i.e., don’t want to come, are
 studying for another test, etc.), this is fine. Informing me in advance is not required in this
 case; however, you will not be allowed to make up the work you miss. Weather-related
 absences or other special circumstances not covered above will be examined on a case-
 by-case basis.

 You may not miss an examination for any reason other than a family or medical emergency. An official excuse must be obtained from the Dean of Students office in support of any missed examination. For more information on what constitutes an acceptable excuse, please refer to the “Student Code 2017-2018,” which is available at: <http://admin.illinois.edu/policy/code/>.

**ASSIGNMENTS AND GRADING:**

 All assignments are due *on or before the beginning of class* on the established due date. Late assignments will not be accepted. Letter grades will be assigned at the end of the semester (plus/minus grading will be used). Your course grade will be determined as follows:

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| **Graded Activity** | **Activity Type** | **% of Grade** |
|  Homework / In-Class Assignments / Quizzes | Individual or Team | 23% |
|  Mini-Exams (2) | Individual | 15% |
|  Labeling Project | Team | 15% |
|  Class Participation/Attendance | Individual | 12% |
|  Final Project | Team | 35% |
|  TOTAL | 100% |

**ACADEMIC INTEGRITY:**
The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://studentcode.illinois.edu/> .

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: <http://studentcode.illinois.edu/>.  Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

**STUDENTS WITH DISABILITIES:**To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the as soon as possible. To insure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should contact Disability Resources and Educational Services (DRES) and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, make an appointment to see me, or see me during my office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603, or e-mail disability@uiuc.edu. <http://www.disability.illinois.edu/>

**EMERGENCY RESPONSE RECOMMENDATIONS:**Emergency response recommendations can be found at the following website: <http://police.illinois.edu/emergency-preparedness/>.  I encourage you to review this website and the campus building floor plans website within the first 10 days of class.  <http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/>.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA):**Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <http://registrar.illinois.edu/ferpa> for more information on FERPA.

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| **ACE 335 TENTATIVE CALENDAR, Spring 2018** |
| **Week** | **Date** | **Tuesday Class** | **Thursday Class** |
| 1 | Jan 15 |  Introduction and Overview | Observations on Consumer Behavior; Consumer Decision Making Process |
| 2 | Jan 22 |  Rationality and Bounded Rationality in  Consumer Decision Making | Common Behavioral Biases in the  Consumer Decision Making Process |
| 3 | Jan 29 |  Persuaders that Affect Consumer Food Preferences and Choices I | Persuaders that Affect Consumer Food Preferences and Choices II |
| 4 |  Feb 5 |  Observations on the Food Environment; Menu/Restaurant Psychology | Insights from Industry: Designing the Food  Environment for Consumers & Business (Guest Speaker: TBD) |
| 5 | Feb 12 |  NO CLASS – Work with Team on Food  Label Fact Sheet Project | Food Label Fact Sheet Presentations  |
| 6 | Feb 19 |  Discussion: Should we manipulate the food  environment to help people eat better? |  Mini Exam #1 |
| 7 | Feb 26 |  Brainstorm Consumer Research Questions | How Do We Learn About Consumer  Preferences/Needs? I |
| 8 | Mar 5 |  How Do We Learn About Consumer  Preferences/Needs? II |  Insights from Industry: How to Apply  Findings from Consumer Research to the  Marketplace (Guest Speaker: Dr. Brittany  Duff, Advertising) |
| 9 | Mar 12 |  In-Class Exercise: Designing  Surveys/Experiments to Learn about  Consumer Food Preferences/Behavior | Working Class: Finalize Survey Draft\* |
| 10 | Mar 19 |  **SPRING BREAK** |
| 11 | Mar 26 |  How to Analyze and Interpret Quantitative  Consumer Research Data |  Group Editing of Surveys  Hand Out Mini Exam #2 |
| 12 | Apr 2 |  Introduction to Qualtrics Software and other  Market Research Tools | Data Collection on the Quad |
| 13 | Apr 9 |  Analyzing Consumer Research Data\* | DUE: Mini Exam #2 |
| 14 | Apr 16 |  Analyzing Consumer Research Data\* | Writing a Market Research Report; How to  Make High Quality Tables and Figures |
| 15 | Apr 23 |  Preparing Final Report\* | Preparing Final Report\* |
| 16 | Apr 30 |  Group Meetings with Prof. Ellison | READING DAY |
| 17 | May 4-11 |  **FINAL PRESENTATIONS – Tuesday, May 8th, 8:00-11:00 a.m.** |

**\*Dates with an asterisk (\*) are considered to be work days – students should bring their laptops to class.**

 **NOTE**: Any and all items presented on this syllabus are subject to change. Any changes and
 additional announcements will be made in class as the semester progresses.

**ACE 335**

**Food Label Fact Sheet Project**

**Completed Project DUE: Beginning of class on Thursday, February 15th**

Each team will be assigned a unique food label (organic, non-gmo, humane, etc.) to research. The purpose of this project is to develop a 1-2 page fact sheet designed to educate consumers on what the label actually means.

**PROJECT REQUIREMENTS:**

**For your designated label, the fact sheet must include the following information:**

1. Who certifies the label (example: USDA certifies organic)
2. What it means to be certified for this label (what are the requirements, how is it defined)
3. How long it takes for a farmer/producer to become certified
4. What does it cost to become certified
5. Are there different “levels” of certification
6. What types of food this label might be seen on
7. Whether there is a price premium for products carrying this label, and if so, how much more should consumers expect to pay for these products

To complete portions of this project (particularly, parts 6 & 7), your team should visit grocery stores to perform some basic research. For lesser known labels, I would recommend checking out Common Grounds Food Co-op – staff is especially helpful and should be able to help find what you are looking for. Strawberry Fields and Harvest Market may be another good options.

Fact sheets should look professional and helpful (non-threatening) to consumers.

**WHAT YOU WILL TURN IN TO ME:**

* 1-2 page fact sheet (electronic and hard copy)
* Separate Works Cited/Reference page (include research trips to grocery stores here). For each reference, briefly tell me what information was obtained.
* Each team will also provide a brief (10 min) lesson to their classmates on their label (can develop a short powerpoint to teach the class about your label).

**GRADING RUBRIC**

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| ***Category***  | ***Points Available*** |
| Required material in fact sheet | 45 |
| Reference page provided with adequate explanations for each source | 10 |
| Visual appeal and proper formatting, grammar, punctuation, etc. | 15 |
| Class presentation of material | 15 |
| Peer Evaluations (how your teammates rate your contribution to the project) | 15 |
| *Total* | 100 |

**ACE 335**

**FINAL PROJECT**

**Completed Project DUE: Tuesday, May 8th at 8:00 a.m.**

For the final project, each team will (1) define a research question they would like to answer, and (2) develop a simple survey/experiment to answer this question, and (3) prepare a professional report which discusses the findings. Research questions should relate to consumers’ food preferences, behaviors, attitude, knowledge, etc. Sample research questions could be:

* How does serving utensil size affect the amount of food taken?
* What does the word “natural” mean to consumers?
* How much are consumers willing to pay more for foods labeled as “ “?
* How are taste evaluations affected by creative food names?

This project will be completed in phases. Each phase is outlined below:

**PHASE 1: IDENTIFY RESEARCH QUESTION**

This phase will be completed from February 27th – March 8th. Teams will be expected to identify three (3) potential research questions which they will present to the class in a brainstorming session on **Tuesday, February 27th**. In this presentation they should address why each potential question is interesting/important and what implications each question might have for consumers, food companies, policymakers, etc. Prof. Ellison and other students in the class will be providing feedback on the questions.

Final research questions will be due at the beginning of class on **Thursday, March 8th**.

**PHASE 2: DEVELOP SURVEY/EXPERIMENT INSTRUMENT**

This phase will be completed between March 13th and April 4th. We will have a class period on Tuesday, March 13th where students will begin brainstorming questions to include in their survey/experiment that will help answer their overall research question. There will be an additional working class on Thursday, March 15th for students to get feedback from Prof. Ellison on their survey/experiment instruments. The survey/experiment first draft due at: the beginning of class on **Tuesday, March 27th**.

The first draft of the survey/experiment will be evaluated by Prof. Ellison as well as another team in the class. *Be sure to include your research question at the top of your survey instrument so Prof. Ellison and your classmates can determine if your survey questions will help you to answer your overall research question.*

For class on **Thursday, March 29th**, each team will be responsible for providing feedback on another team’s survey/experiment. Upon receiving feedback from classmates as well as Prof. Ellison, each team will be allowed to revise their survey/experiment document.

The final survey/experiment document will be due at: **midnight on Tuesday, April 3rd**.

 **PHASE 3: DATA COLLECTION ON THE QUAD**

This phase will take place from April 5th to May 1st. Upon submitting the final survey/experiment on April 3rd, Prof. Ellison will make the necessary arrangements (copies, etc.) for all teams to be prepared to collect data on **Thursday, April 5th**.

**Data Collection Requirements:**

1. All team members must be involved with data collection efforts!
2. Each team must collect data from a minimum of 60 people.
3. Once data is collected, each team must develop a coding file and enter their data into an Excel Spreadsheet – *we will discuss how to do this in class beforehand*.

On **Tuesday, April 10th and Tuesday, April 17th**, students will bring their personal computers to class so they can work with their teammates on data analysis. Prof. Ellison will be available on work days to answer any questions.

**Data Analysis Requirements:**

Since each team will be studying a different research question, the analysis will be different for every team. However, each team will be expected to provide information on their sample (i.e., how many people were surveyed, were they male/female, student/non-student, etc.) in addition to their analysis related to the exact research question. Students will be expected to provide a minimum of: a means analysis, 2 pivot tables, and 1 regression. *To make sure your survey/experiment is designed in a way to obtain all of these analyses, students should be sure to discuss their questions with Prof. Ellison.*

Combining all of the phases, teams will produce a professional report on their research question. There is no specific page requirement for the report; however, each report should thoroughly address the team’s research question. Teams will also be required to make a powerpoint presentation (15-20 minutes) on their project to the class. In addition, each team member will be asked to individually develop a revised survey in Qualtrics based on what they learned from the data collection process (for example, if they would change how questions were asked, add new questions, and so on). Individuals are not expected to design their survey exactly the same as their other teammates; each person may take away different things from the consumer research experience. There will be additional in-class work days on **Tuesday, April 24th and Thursday, April 26th** for students to work on writing their final report, preparing the powerpoint presentation, and designing a revised version of their survey in Qualtrics. Prof. Ellison will be available on work days to answer any questions.

The report, presentation, and individual Qualtrics surveys will be due on **DATE TBD (at the beginning of the scheduled final exam time)**.

**WHAT YOU WILL TURN IN TO PROF. ELLISON ON DATE OF FINAL EXAM:**

* Original surveys collected
* Coding File
* Electronic Copy of Excel Spreadsheet (email to brennae@illinois.edu)
* Analysis Report (this is where data analysis requirements will be discussed)
	+ Treat this report like a consulting report – you are consulting me on your specific research question. Be sure to include things like:
		- Why your research question is important
		- How/where you collected your data
		- Survey sample characteristics
		- Survey results, including charts, graphs, pivot tables, regressions
		- Overall conclusion – what do your results mean to consumers? To food companies? To restaurants? To policymakers? Etc.
* Electronic Copy of Powerpoint Presentation (email to brennae@illinois.edu)
* Each individual must share their revised Qualtrics survey with Prof. Ellison (share to brennae@illinois.edu) in the Qualtrics platform.

***NOTE:*** *Student research projects can ONLY be used for class purposes. Students cannot use data collected in class for outside research projects, honors projects, conferences, or publications. Students who are interested in pursuing a more formal research project should talk with Prof. Ellison about getting the appropriate campus approvals (for example, from the Institutional Review Board or IRB) to conduct research.*

**GRADING RUBRIC**

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| --- | --- |
| ***Category***  | ***Points Available*** |
| ***Phase 1*** |  |
| Submitted Research Question | 15 |
| ***Phase 2*** |  |
| Final Survey/Experiment Instrument (appropriate questions, proper question  format, proper grammar/punctuation,  etc.) | 40 |
| Quality of Feedback on Other Team’s Survey/Experiment Instrument | 15 |
| ***Phase 3*** |  |
| Data Collection (obtaining at least 60 surveys) | 15 |
| Coding File and Excel Spreadsheet Provided | 10 |
| Analysis Report (all required analyses performed correctly; interpretation of  results; use of appropriates charts/tables; proper  grammar/punctuation, etc.) | 65 |
| Class Presentation and Ability to Answer Questions | 30 |
| Individually-Designed Survey in Qualtrics (with revisions) | 35 |
| Peer Evaluations (how your teammates rate your contribution to the project) | 25 |
| ***Total*** | **250** |