



QUINLAN
SCHOOL of BUSINESS

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Office hours: Tuesdays 2:00-6:00pm and by appointment

Please note there are days where I am not in the office or am working from home so if you can't reach me at the office, please email me.

Mark 467 Consumer Behavior and Insights Spring 2019
6-9pm, Tuesdays in SC 525

Catalog Description

This course develops an understanding of consumer behavior before, during, and after the consumption process by exploring both the micro-level processes that have an impact on consumer decision-making, as well as macro-level cultural and social influences on consumer behavior.

Course Overview

This course will provide you with an overview of how the behavior of consumers impacts a number of stakeholders in society: business professionals, policy makers, non-profit organizations, and the government. Importantly, we explore not only how an understanding of consumer behavior influences the decisions made by marketing managers as they attempt to establish relationships with customers but also what implications this holds for consumer welfare. The course presents an understanding of consumer behavior as both a business process and a socio-cultural phenomenon. We begin with a model that provides an overview of consumer behavior, and then examine the impact of cultural, economic, social and perceptual factors on this behavior. We examine how consumers acquire knowledge about goods and services, how they form attitudes and opinions about marketing phenomena, and how they behave before, during and after the acquisition of goods, services, and experiences. In addition, throughout the course, ethical issues related to consumer behavior are explored.

Required Materials

Consumer Behavior, Building Marketing Strategy by Mothersbaugh and Hawkins, 13th edition
Readings online, available through university library, and materials posted on Sakai

Teaching Philosophy

As your professor for Consumer Behavior, I am fortunate to be able to engage in the learning process with you. My teaching philosophy focuses on:

- ✓ Self-directed Learning
- ✓ Critical Thinking
- ✓ Collaboration
- ✓ Citizenship

What does this mean for you as my students? In this course (and hopefully as you move forward in life) you should strive towards becoming:

Self-directed Learners: It is important to take ownership of your learning. Self-directed learning includes responsibility, accountability and autonomy. It also involves developing a curiosity about the world. This is the first step in becoming a life long learner. Self-direction can be difficult at times but I am here to guide you on your path.

Critical Thinkers: Students are encouraged to view problems from multiple perspectives and question conventional thinking. This can require reflection, research, discussion, debate, and engaging in new experiences that may be out of your comfort zone.

Collaborative Team Members: It is critical for individuals to be able to work together in teams to accomplish a common goal. Successful individuals not only bring their own strengths to a team but also help bring out the talents of others.

Good Citizens: By emphasizing a sense of empathy and respect, students work towards understanding business and societal issues through the lens of social responsibility. What is “good” or “just” is not always clear but my hope is to help develop students into business professionals and citizens who will contribute positively to society.

Course Objectives and Learning Outcomes

The goal of the course is to help you to master the subject matter, guide you in developing the skills necessary to succeed in the workforce and in society, and importantly, to broaden your perspectives to new ways of thinking. In order to get the maximum benefit from the course, you must push yourself to engage in deep learning through reflection--to change your frame of reference, challenge your assumptions, and be open to new ideas. This course builds a theoretical foundation for understanding consumer behavior and illustrates its applications to business and society. Current business cases and issues are regularly incorporated into the class. Students are encouraged to analyze these issues with a critical lens and to reflect on possible implications for themselves as well as society at large. To this end, I employ interactive learning techniques, utilize experiential projects and emphasize peer-to-peer dialogue and learning. I expect that you will be an active and engaged participant in this learning process by asking questions, adding insightful comments to discussions, and bringing an overall enthusiastic attitude. Please note mutual respect is important to any partnership, and thus, just as I will respect your ideas and time in class, I expect respect from you in return. Maintaining a professional attitude is essential to be successful in this class and in your career. Finally, all successful individuals strive to be life-long learners so it is important for us all to gain insight and knowledge from each other.

Course Requirements and Grading Criteria

Course Evaluation (Total of 100%):

1. Participation and Professionalism:	15%
2. Reflection Papers (two @15% each)	30%
3. Trend Analysis & Research Guide	10%
4. Final Group Written Analysis (Trend Analysis & Application)	30%
5. Final Group Presentation	15%

1. Class Participation and Professionalism (15%): Active participation in class is expected. Please be prepared to add to the class discussion through insightful comments, as well as participate in class exercises. I seek to provide a safe space in the classroom where everyone feels comfortable asking questions and discussing current business events. Your opinions and ideas are always welcome, as long as you express them in a professional manner. However, please note that it is not the quantity of your comments, but the quality that adds to your participation grade (please see A-1). Interactive classes filled with enthusiastic student participation are both more interesting and fun. Therefore, it is critical that the class move beyond strictly a lecture-style atmosphere. A centerpiece of the course is the learning/growth process detailed in the Ignatian Pedagogy Paradigm composed of context, experience, reflection, action and evaluation/transformation (please see B-1). Therefore, throughout the course, you will be asked to engage in a series of reflection exercises which be counted towards your participation grade.

2. Reflection Papers (30% total): You are required to complete two (out of 3) written reflection exercises related to the three topics to be discussed in class. This three-page (max) reflection paper should reflect an understanding of the principles discussed in class, as well as what you have learned from the text. For each topic, I will assign questions that should be addressed in your write-up. Your papers should be 3 pages max, double-spaced, in 12-point font, with one-inch margins, written in a clear and concise manner, and follow the fatal error policy. If there is more than one question assigned, please use subheadings. Papers should be turned in on Sakai. These assignments allow you to enhance your ability to critically and creatively analyze marketing phenomena. Reflection prompts will be posted on Sakai. You can only complete two reflections.

3. Consumer Trend Analysis & Research Guide (10%): You will be divided into groups to identify and apply a consumer trend in the marketplace. For this portion of the project, your team will articulate the consumer trend/phenomenon, conduct secondary research to understand how businesses are applying this trend, identify the drivers of this trend and provide a *detailed* plan to conduct primary consumer research to uncover deep consumer needs. This will include steps for data collection, interview guide, etc. in order to garner insights in preparation for your final business opportunity (with a “big idea”). This assignment focuses on the “Analyze” portion of the Consumer Trend Canvas and is meant to provide you feedback early on to ensure you are set up for success on the final project.

4. Final Group Consumer Trend Analysis & Application (30%): For the final written analysis, you will build on your initial Consumer Trend Analysis & Research Guide to derive insights and develop the “Apply” portion of the Consumer Trend Canvas. That is, you will apply your understanding of this trend to a business opportunity (with a “big idea”). The written analysis should be approximately 10-12 pages. Please see C-1 for more detail and C-1a for grading criteria.

5. Final Group Presentations (15%): Your team will present how your consumer research (primary and secondary) and consumer insights led to the development of your consumer-focused business opportunity (with a “big idea”). Presentations to the class will be 12-15 minutes long with 5-10 minutes for Q&A. Please see C-1 for more detail and C-1a for grading criteria.

A-1: Participation/Professionalism Grades:

Please note your participation grade also includes a professionalism component. If a student is disrespectful to the instructor or to other students (e.g., talking over others, being argumentative or hostile, going off on tangents on a regular basis, talking to their peers instead of listening to lectures, surfing the web, showing up to class late or leaving early), your grade will be greatly reduced. In addition, attendance and punctuality are expected; however attendance does not translate into participation. You should conduct yourself in a professional manner at all times, including contact with the professor outside of class, in office hours, and in your email and phone communication.

A= Exceptionally High Achievement: Consistently prepares for all classes, having done all reading assignments by the date assigned and having given it thoughtful reflection. Actively participates in class discussion and raises insightful questions. Student recognizes the need for other students to participate. Respects others' views.

B= High Achievement: Consistently prepares for all classes, having done all reading assignments by the date assigned. Actively participates in class discussions by offering useful comments. Student recognizes the need for other students to participate. Respects others' views.

C= Average Achievement: Prepares for the vast majority of classes by having done most of the readings by the date assigned. Participates in class discussion when called upon but rarely volunteers or offers insights. Student recognizes the need for other students to participate. Respects others' views.

D= Minimal Achievement: Rarely has readings done by the date assigned and relies on instructor to present material in class. Although comments may even be frequent, the quality of the comments rarely draw upon the concepts presented in the reading assignments and rarely offers insights. Student recognizes the need for other students to participate. Respects others' views.

F= Unsatisfactory Performance

B-1: Reflection Exercises: Process and Rubric

Reflection is “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of grounds that support it and the further conclusion to which it tends” (Dewey, 1933, p.9). Reflection is also a key component of the Ignatian Pedagogy Paradigm (IPP), which outlines a process of learning that embraces Context-Experience-Reflection-Action-Evaluation/Transformation. The following rubric is based on the work of Hidding, Scheidenhelm, and Milligan (2014) appearing in the *Journal of Jesuit Business Education* and draws on the principles of the Ignatian Pedagogy Paradigm (IPP). For each of the reflection exercises we will work through the following steps, although not every assignment will necessarily lead to transformation.

IPP Step	Sample Questions
Context	By the time the course started, how open were you to learning about _____? Why (not)? What factors (inside of you or external to you) influence(d) your openness to the domain?
Experience	Describe a <i>specific event/ activity/ experience/ interaction</i> that you performed/ in which you participated since the course started, or beforehand, that contributed to your learning about _____. What was the key insight(s) you gained from it? How did you react emotionally?
Reflection	Describe a <i>connection/ similarity/ difference</i> you have recognized since the course started between insights resulting from various Experiences. Does it make you feel better/ worse/ indifferent about _____? Why? Which “lesson”/ insight about _____ have you accepted (as in “yes, that would work for me!”)? Why? Which “lesson”/ insight about _____ have you rejected (as in “No, that won’t work for me!”)? Why?
Action	For _____, describe an <i>activity/ approach/ technique</i> that you tried for the first time as a result of your Experience(s), Reflection(s) and Judgment(s). How did it (not) work out? What do you plan to try in the (near) future?
Evaluation/ Transformation	Describe any <i>change in your approach/ way of thinking or feeling</i> about _____ during this course so far. What was your “old” way of thinking and/or feeling(s)? What is your “new” way of thinking and/or feeling(s)? Has your attitude to (learning about) _____ changed since the start of the course? If so, how/ why? Has the course changed you (as a person or professional) in any way? If so, how? If not, why not?

C-1: Final Project Description

Consumer Trend Analysis & Application

Overview:

Read Harvard Business Review article: <https://hbr.org/2014/03/an-anthropologist-walks-into-a-bar>

Read an overview of the Consumer Trend Canvas Framework from Trendwatching: <https://trendwatching.com/trends/consumertrendcanvas/>

Using the Sensemaking Process (in HBR 2014) and the framework provided by the Consumer Trend Canvas, your team will identify, analyze and apply a trend to business opportunity (with a “big idea”). Steps 1-4 of the Sensemaking Process will uncover key insights driving a consumer phenomenon while Step 5 will translate these insights into a business opportunity. For further guidance with articulating your business opportunity and “big idea,” you may also refer to the consumer behavior audit (Appendix B in Text).

Important Note:

The heart of this project is the ability to *identify and analyze* a consumer trend/phenomenon and provide a deep analysis of the motivational drivers/deep consumer needs behind this movement and *translate* it to a business idea. It can be a potential business opportunity for an existing firm (or a new venture you wish to create!). I am looking for insight, NOT the obvious. [What do I mean by consumer phenomenon? e.g. borrowing/sharing economy, clean living, quantified self. We will discuss examples in class.]

Consumer Trend Analysis & Research Guide (100 pts or 10%):

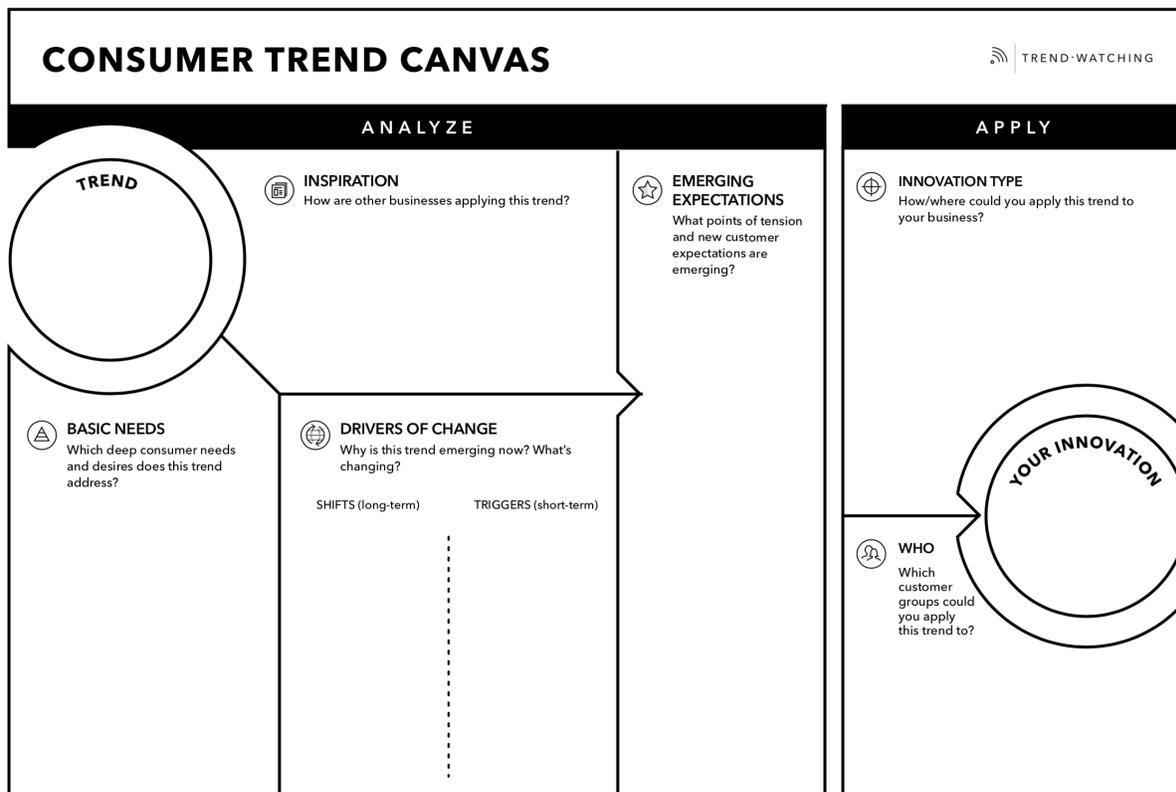
For the first part of the larger project, your team will articulate the consumer trend/phenomenon, conduct secondary research to understand how businesses are applying this trend, identify the drivers of this trend and provide a *detailed* plan to conduct primary consumer research to uncover deep consumer needs. This will include steps for data collection, interview guide, etc. in order to garner insights preparation for your final business opportunity (with a “big idea”). This assignment focuses on the “Analyze” portion of the Consumer Trend Canvas and is meant to provide you feedback early on to ensure you are set up for success on the final project.

Note: At this stage, you will need to provide a thorough plan of the sensemaking process you will undertake. Include how you will collect the data (recruiting people for your study, methods you will use, citing advantages and disadvantages, detail questions and techniques), and how you will look for patterns and garner key insights from the data. This will eventually become part of your final written analysis.

**Final Consumer Trend Analysis & Application (Written Report and Presentation)
(450 pts total or 45% total):**

For the final written analysis, you will build on your initial Consumer Trend Analysis & Research Guide to derive insights and develop the “Apply” portion of the Consumer Trend Canvas. That is, you will apply your understanding of this trend to a business opportunity (with a “big idea”). Structure your 10-12 page paper (and presentation) following the framework provided by the Consumer Trend Canvas. The final analysis will be a combination of the “Analysis” and “Apply” portions of the Consumer Trend Canvas. Use primary and secondary research and apply class concepts to add value to your paper. Please see C-1 for more detail. Grading criteria is listed below (C-1a).

Your team will present how your consumer research (primary and secondary) and consumer insights led to the development of your consumer-focused business opportunity (“big idea”). Presentations to the class will be 12-15 minutes long with 5-10 minutes for Q&A. Please engage and interact with the class. All members must attend the presentation. No makeups will be given unless there is a documented emergency. To accompany your presentation please provide a copy of your PowerPoint slides or Prezi notes. Your presentation (or link to your Prezi) as well as your peer evaluations should be submitted on Sakai. All materials are due the day you are scheduled to do your presentation by the time the class starts (6pm).



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C-1a: Final Project Evaluation (450 pts total)

Written Analysis (300 points or 30%):

Organization and Writing Style (75 points)

Overall Organization and Clarity	30
Professional Writing Style and Flow	25
Proper Citation of Sources and Use of Credible Sources	10
Quality of Appendices and Charts	10

Content Component (225 points)

Articulating the Trend/Phenomenon and its Importance	50
Research to Identify How Businesses are Applying Trend	20
Research to Identify Drivers of Change	20
Consumer Research and Insights (Data, Patterns, Insights) to Identify Needs	70
Clearly Outlines Business Opportunity and “Big Idea”	40
Overall Depth of Analysis and Level of Insight	25

Presentation (150 points or 15%)

Organization and Presentation Style (50 points)

Organization, Clarity and Timing	25
Professional Demeanor, Enthusiasm and Creativity	15
Displayed Knowledge and Professionalism During Q&A	10

Presentation of Ideas (100 points)

Articulating the Trend	25
Consumer Research and Insights (Data, Patterns, Insights)	40
Business Opportunity and “Big Idea”	25
Adequate Support of Ideas/Sufficient Detail	10

Course Grading Scale

A	100-94%
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D+	69-67
D	66-60
F	59 and below

Loyola University Grading Scale and Weights

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0

What Grades Mean to Me:

A= Superior insight, extending beyond the normal requirements for the course; exceeding expectations

B= Good, solid work, well versed in all course topics and completed all course work

C= Satisfactory comprehension of the material in the course and completion of basic requirements

D= Completion of minimal requirements and demonstration of minimal competence. This is a passing grade.

F= Failure to complete minimal requirements or to demonstrate comprehension of key course topics. No course credit is earned.

Quinlan School of Business Policies:

Attendance

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class meeting period, is expected of Quinlan students. Faculty may set participation policies unique to their courses and use class participation as a component of the final grade. The student is responsible for any assignments or requirements missed during an absence.

Make-Up Examinations

Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believe examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. **Make-up examinations are discouraged.** Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician's note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. The only regular exception is for a student athlete, who may use the testing services of the Athletics Department to complete a make-up examination. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood...Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:

<http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf>

Course Policies

1. If you are a student with a disability and seek accommodations, you must register with the Office of Services for Students with Disabilities. Please provide written notice in a timely manner to the instructor so that accommodations can be made.
2. If you miss class for any reason, you are responsible for obtaining class notes and/or class announcements from one of your fellow classmates. Absence from class does not exempt you from being responsible for the material covered in class or the class announcements. If you find yourself in a situation where you are missing multiple classes due to personal, family, health related or other issues, you need to take the initiative to contact the instructor. It is problematic if students wait to deal with such issues after a significant amount of time has passed or if assignment deadlines are missed. I can't help or advise you if you don't contact me and apprise me of the situation.
3. It is expected that all assigned materials have been read prior to class. You will be called on to answer questions, give examples, and explain items covered in the textbook and other assignments. If the assigned materials have not been read, you will not be able to answer the questions. This may result in your participation grade being lowered.
4. All cases, assignments, projects must be typed, double-spaced, 12-point font, 1 inch margins with headings, unless otherwise specified. *Students should be mindful of the fatal error policy* instituted in this class. The following policy statement is already used by several instructors and will be proposed for adoption department-wide.

Graduates of Loyola University Chicago should be able to write and speak about the current issues of their discipline to peers, practitioners, and the public. They should be able to articulate and demonstrate knowledge of the discipline and write and present scholarship to professionals. Marketing majors, and graduate students concentrating in marketing, must practice professionalism in writing. All written assignments must meet a minimal presentation standard to be acceptable. These standards address spelling, punctuation, format and basic grammar. The term *Fatal Errors* refers to technical English errors of form.

Specifically they include the following:

1. Each different word misspelled,
2. Each sentence fragment,
3. Each run-on sentence or comma splice,
4. Each mistake in capitalization,
5. Each serious error in punctuation that obscures meaning,

6. Each error in verb tense or subject/verb agreement,
7. Lack of conformity with assignment format,
8. Each improper citation or lack of citation, where one is needed.

Papers with more than three fatal errors marked by an instructor on any single page, or more than a number specified by the instructor for the entire document will be returned to the student and subject to a grading penalty as prescribed by the instructor. Instructors will determine the number of resubmissions allowed and the penalty attached to each resubmission. Penalties for final course papers (where there is no time for a resubmission) will be determined by the instructor and will be based on the relative importance of the assignment to the determination of the final course grade. This policy applies to all 200-level and above marketing courses (including graduate courses). Since the nature of written assignments will vary from course to course, please discuss writing expectations and other details on the application of this policy with each of your instructors.

5. Cheating will not be tolerated. You are expected to be aware of and adhere to the University's policies regarding the honor code, academic honesty, and other ethical considerations. One common scenario is a student who lets other individuals read his/her cases or assignments before they hand them in. If the student uses your words, you both may be held responsible for cheating. Therefore, protect your work. Sometimes with group projects, group members may rely on other group members to run to their papers through Turnitin to check for plagiarism. Please note each person is responsible for what is turned in by other group members. That is, make sure to review the final Turnitin plagiarism report to ensure that you are not violating the honor code or guidelines for the class.

If you have *any* questions, please feel to contact me at any time. The following are excerpts of the University's policies which can be found at http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml:

Plagiarism is a serious form of violation of this standard. Plagiarism is the appropriation for gain of ideas, language, or work of another without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the deliberate taking and use of specific words and ideas of others without proper acknowledgement of the sources. The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

Submitting as one's own:

1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person's unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one's own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Plagiarism on the part of a student in academic work or dishonest examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. To combat plagiarism, for some assignments we will use the Turnitin system on Sakai. Familiarize yourself with how that system works, including the originality report function which indicates problematic areas with your written assignments. Some students unknowingly plagiarize. By generating an originality report, you can fix your assignment as needed.

6. If you do not understand any of the requirements of this class, it is your responsibility to contact me in order to clarify your questions. By staying enrolled in this class, you are agreeing that you have read, understood, and will comply with the policies of this class.
7. You may not make audio or visual reproductions of any class session without the written permission of the professor. You may not post or share any course material or communication online (or otherwise) unless authorized in writing by the professor. I will consider this a violation of course policies and a possible violation of academic integrity guidelines.
8. On occasion, additional material will be assigned and/or distributed in class or via email.
9. Please conduct yourself in a professional manner. This means showing up to class on time. Please turn your cell phones off when coming to class, and do not answer them if they should ring. Side conversations or surfing on the web during lectures and class discussions will not be tolerated. If I feel like you have violated these rules, you will be asked to leave and you will lose participation points.
10. Only those students enrolled in this class are allowed to attend.
11. Peer evaluations can affect your final grades. All group members are asked to assign points to students in their groups based on their participation. If a student earns less than 100% of the possible points from his or her teammates, that student's final grade for the presentation will be adjusted at the discretion of the professor. All students in a team will not automatically earn the same grade for the presentation. The professor reserves sole right to determine whether grades are adjusted downward or upward. Peer evaluations are due the day you present.

12. You **MUST** take the exams during the regularly scheduled times *unless there is a documented emergency and prior arrangements have been made in writing*. Attendance during your presentations is also mandatory (and you are expected to be on time). Anyone missing the exams or presentations will lose that percentage of his/her grade unless s/he is involved in a documented emergency. No makeups will be given.
13. Important course announcements (e.g., possible changes in the syllabus, etc.) and various suggestions and hints will be posted on Sakai and/or sent via email. Please check your Loyola e-mail regularly; I am not responsible if you can't receive incoming mail or if you do not check your email. Please send me email communication using your Loyola email and indicate in the subject line the course you are in (e.g., Mark 467 Class Project Question). Please refer to the course email policy for more information.
14. Final course grades are final. I will not change a final grade unless an error was made in calculating a final grade. If you feel you are not making satisfactory progress towards earning the grade you desire, you should see me during office hours during the semester. If you have specific questions regarding how an assignment, exam, project or participation points are graded, you may be asked to provide a brief written document indicating your question and rationale for inquiry. I will respond to this document promptly.
15. Absolutely **NO LATE WORK** will be accepted. All assignments should be posted online through Sakai assignments by the start of class or another specified time if applicable. However, I understand that from time to time issues may arise, so I allow for a 30-minute grace period. For example if class starts at 6:00pm and if the time stamped on Sakai is later than 6:30pm, it will **NOT** be accepted. Assignments that I cannot access on Sakai because of the format or because it is listed as pending will not be accepted. That is, please remember to hit the submit button on Sakai. Acceptable formats are Microsoft Word for written assignments and Microsoft PowerPoint for presentations (unless otherwise pre-approved in writing by the professor). All videos must be uploaded and viewable through Loyola Media.

MARK 467 Course Schedule

DATE	TOPIC	READINGS/ASSN. (Due that day)
2/26	CB and Marketing Strategy	Mothersbaugh Ch.1 Harvard Business Review article Discuss Group Project
3/5	NO CLASS/SPRING BREAK	
3/12	Consumer Research	Anthropology, Inc. Appendix A in text Reflection #1 due
3/19	Motivation, Personality and Emotion	Mothersbaugh Ch. 10 <i>Guest Speaker: Rob Arias</i>
3/26	Attitudes and Persuasion	Mothersbaugh Ch.11 Consumer Trend Analysis & Research Guides Due
4/2	Consumer Decisions	Mothersbaugh Ch. 14 Reflection #2 due <i>Guest Speaker: Joe Battoe</i>
4/9	Learning & Positioning	Mothersbaugh Ch. 9 Appendix B in text <i>Guest Speaker: Kristina Hannant</i>
4/16	Self-Concept/Ethical Issues in CB	Mothersbaugh Ch.12
4/23	Culture and Subcultures	Mothersbaugh Ch. 2 & 5 Reflection #3 due
4/30	Gender	Mothersbaugh Ch.3 pages 95-100
5/7	Group Presentations	Projects and Peer Evaluations Due