



Katherine Sredl, Ph.D. Clinical Professor of Marketing (Prof. Sredl)

Office phone: 312-915-8573

E-mail: ksredl@luc.edu

Office: 706 Schreiber Center

16 East Pearson, Chicago, IL 60611

Office Hours: Wednesdays 3:00-6:00pm

*If an appointment outside of Office Hours times is needed, your email request must include 3 specific times and dates in order to be scheduled.

MARK 310, CONSUMER BEHAVIOR

Spring Semester 2019, Tuesday, Thursday

Jan 14 – May 4, 2019

MARK 310-103 (3983) TuTh 10:00AM - 11:15AM Corboy Law Center - Room 321

MARK 310-101(1289) TuTh 1:00PM - 2:15PM Corboy Law Center - Room 521

MARK 310-102 (3477) TuTh 2:30PM - 3:45PM Corboy Law Center - Room 521

When you see me, you'll see I've written this syllabus and every lecture and assessment with your needs for clear expectations, real-world relevance, care, and cool, often humorous lectures in mind. I'm here for you to achieve. When you are responsible for syllabus deadlines and instructions, we can focus on learning and having a cool class. Otherwise, I'm distracted because I had to say no to late work, etc., or tell a student to leave class for texting repeatedly and in a distracting way, all of which bums me out. I don't want you distracted by your frustration with my insistence on the rules or with yourself for not following the syllabus. I want to be present and not distracted by frustrations, and I want you to be present as well. Please see me. Please see yourself the way I to see you – as someone who wants to learn and is responsible for your role in learning and in earning a grade.

Let's get all the bread. And chocolate cake. And learn #whywebuy

Catalog Description

Prerequisites: Junior standing, minimum grade of "C-" in MARK 201. This course develops an understanding of how consumers behave before, during and after the consumption process through a discussion of cultural, social and perceptual factors.

Course Objectives and Outcomes: Students evaluate consumer behavior and apply their understanding in the creation of a marketing plan designed to improve the brand equity of a firm. The goal of this course is to help you master the subject matter, to guide you in developing the skills necessary to succeed in the workforce and in society, and to broaden your perspectives to new ways of thinking. To get the maximum benefit from the course, you must push yourself to engage in deep learning through reflection. Reflection requires you to change your frame of reference, to challenge your assumptions, and to 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 perspective and to reflect on possible implications for themselves as well as society.

To this end, I use interactive learning techniques, use experiential projects, and emphasize peer-to-peer dialogue and learning. I expect that you will be an engaged participant in this learning process by asking questions, and adding insightful comments to discussions. Please note that respect for self and other is important to any partnership. As I respect your ideas and time in class, I expect the same from you. Maintaining a respectful and open attitude is essential for your success in this class and for progress in your career. Finally, anyone who is successful is open to change and new ideas, so it is important for us to listen to each other, share our ideas, and be vulnerable.

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.

Course Requirements and Grading Criteria

Assessment	Weight
Life Map (individual)	15%
Amazon go presentation (collaborative)	20%
Amazon go written (collaborative)	25%
Tests (3 @ 20% each; drop your lowest score, test 3 is collaborative)	40%

- Do not inquire about individual extra credit/extra assignments.
- No make-up work is accepted or assigned.
- NO LATE WORK OF ANY KIND FOR ANY REASON. NONE. NO. DO NOT HAND IN LATE WORK.
- Final grades are determined by adding up the scores earned on the requirements above. The final summative score will be assigned based on a letter grade according to the chart below. Final grades are posted on LOCUS.
- Assessment grades are posted on Sakai. They are not distributed via email. Do not email me to ask for your grade.

Course Grading Scale

A	94-100%
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76

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

Final Exam Schedule:

There is no final exam in this class.

Course Materials

Textbook: *Consumer Behavior: Buying, Having, and Being* by Michael R. Solomon (12th edition, Pearson)

- The textbook is available via Follett Bookstore, Becks, or readily orderable online. Tablet and e-reader versions are sufficient.

- All other supporting course materials are posted, organized, and dated on Sakai in the Resources folder.
- The course schedule and assessments are based on the *Consumer Behavior* text, 12th ed. Some students buy older versions of the textbook, some share the book with classmates, and others do not buy it at all. If you are buying an older book, please don't go further back than the 11th ed. It is up to you to determine what resources you need to achieve course objectives and associated learning outcomes. Only the student can make this decision.
- Test questions come from the book and class.

We will watch two **films** this semester, *Miss Representation* (2011) and *Mask You Live In* (2015). Watch at least 1, ideally both. They are on Netflix. Use the MYLI_University_Study_Guide and Miss-Representation-DG on Sakai to guide your viewing of the films and to prepare for discussion.

Sakai is where you can find readings / cases for course meetings, and other assessments.

Assessments

Tests: 2 out of 3 at 20% each

- **I drop your lowest test grade.**
- You must take all 3 tests.
- **If you miss a test for any reason, you miss it. There are no make-up tests (unless: illness verified by a signed physician's note, family illness verified by a signed physician's note, documented participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance).** If you miss a test, your grade is 0 for that test.
- Format: about 34-40 multiple choice questions (I'll let you know the number for each test). There are four answer choices for each multiple-choice question. Most questions assess your ability to apply knowledge to scenarios.
- Test grades are posted on Sakai, as a number out of points (not a %).
- Slides are not a substitute for coming to class, or for reading the book.
- I work to avoid test anxiety and increase confidence: for example, I give you the first two questions – with answers - and an extra credit question. There is a review day that we will use to go over what is on the test. You should study from the textbook, in-class notes, illustrative in-class case examples, and films.
- If there is a question that 70% of the class gets wrong, then I know that question was invalid. In that case, I give everyone extra credit for that question. By extra credit, I mean that I make the 34 question test out of 33 points instead of 34.
- Test 3 is collaborative, if you wish.
- Study for tests with slides and the book – with few exceptions, I test on topics that are covered on slides; use the book to study those concepts on the slides and study your in-class notes – I do not promise you will get an A for following this method, but I think it will certainly help you to know what I'm thinking when I design assessments, lectures and slides, and select the book.

Life Map:

- Construct a one-page document illustrating key life milestones that have shaped your world view and the person you are today. Understanding the context and past experiences you bring to the classroom is key to engaging in critical reflection and in the learning process. An example of my Life Map is on Sakai under Resources.
- Please see the details of the assignment in *Appendix A* of this document
- **SUBMIT ON SAKAI** (upload a photo from your phone) and bring the life map to class as we are discussing it.

Amazon Go store visit written and presentation: group

(1) Visit 1 of the 3 Amazon Go stores in Chicago, taking the Store Visit document (it's on Sakai – Resources – Amazon Go) with you, filling it out in the store. Here are the store addresses. Pick 1 that works for your group.

Visit the Amazon Go store as a group. Everyone in the group must visit the store; by putting your name on the assignment, you are affirming that everyone in the group attended the group store visit. Groups are no fewer than 5 people (10 groups/section), make your own groups. Select one of these locations for your visit.

Amazon Go 144 S Clark St

Amazon Go 113 S Franklin St

Amazon Go 500 W Madison St

(2) prepare the Store Visit and hand it in on Sakai. 1 copy for the group – names of every group member on page 1. Word docs only. I will give you a rubric for the Store Visit written and presentation.

(3) Prepare a presentation based on your Store Visit and data collection and present it. Everyone in the group must have a role in the presentation (writing it, delivering it, coaching team through rehearsal), but not everyone has to present. Submit on Sakai, 1 per group, all group member names on title slide.

Peer evaluations: optional are uploaded on Sakai when the rest of the material is due. Peer evaluations are due, only if you have a problem group member. The evaluation form is on Sakai-Resources-Project. I reserve the right to adjust your project grade individually from your group, based on peer evaluations and my judgement.

We will also complete **Group Contracts** in class – the form is on Sakai-Resources-Project. You will keep a copy of the contract. This is not graded. It will help you learn to work in groups. You will submit it on Sakai.

Slides and what to expect / do in class

Slides are not a substitute for coming to class. They are not a substitute for reading the textbook. They exist to focus and organize our thoughts and your notes-taking during class. Slides serve as a study tool between class meetings and as an aid in test review and preparation (study for tests with slides and the book – with few exceptions, I test on topics that are covered on slides; use the book to study those concepts on the slides and study your in-class notes – I do not promise you will get an A for following this method, but I think it will certainly help you to know what I'm thinking when I design assessments, slides, and select the book). Slides are on Sakai in the Resources folder

While **attendance and engagement are not assessed**, because you have the autonomy to determine if you should attend or not, nevertheless, your physical, emotional, and mental presence in class will help you give meaning to course material, as well as help you retain it for tests. My experience is that engaged students tend to perform better on assessments. Also, engaged students enjoy their course more than others.

Coming to class is a chance to hang out with a cool adult (me), who wants you to achieve. It's a chance to build your relationships with your peers, through in-class group work. Coming to class is a chance to learn about yourself and what you have to offer an employer, and what marketing has to offer you. Avoid doing non-class things during class. Take notes or just thinking about what's going on, maybe make a comment.

While most people do better if they attend and are engaged in class, my experience suggests that about 10% of the class is here to pass with a C, while 2% is so smart, they possibly could teach this class. Another 2% is taking many classes, working many hours at a job to pay tuition, and probably commuting as well, so attendance is probably not going to be a priority. I'm ok with you all determining your own attendance / semester grade priorities. Keep in mind that you will miss out on course material, especially assistance with the paper, if you are not in class. Keep in mind that slides are not designed to substitute for coming to class.

Don't email me about things that everyone knows are on the syllabus: please look them up, please show autonomy in your ability to find information – I need to force you to do this so you get in the habit and don't do it at your internship. Get the cell number of someone who sits next to you so that you can stay updated.

While attendance and participation/engagement are not part of your assessment, if you do the following, I reserve the right to lower your grade by at least a letter:

Slept in class (I don't mean nod off for a second, I mean falling asleep repeatedly. There is no attendance, so why

are you sleeping in class?)

Attended and did not do fair share of work and/or exhibited disruptive behavior (personal or harassing comments, sexually or racially or ethnically discriminating comments, inappropriate laptop/tablet/technology usage, etc., put others on defensive/prompted their aggression). Inappropriate questions and hostile tone in emails, texts, and/or conversation with professor and peers. Constantly, meaning every class meeting, raise your hand to talk, just to hear your own voice. Constantly late more than 5 minutes or disruptive when late.

Course-Specific Policies

Talking to me before or after class

This is a good time to chit-chat with me. I'm available in office hours or via email for discussions related to assessments or attendance. Please take responsibility for communicating with me about these issues via email.

Technology During Class

Just before the start of class, I will let you know we have about a minute until class starts and remind you that it's time to silence anything with a power button (phones/laptops/tablets). If your machine use distracts me or others, I will talk to you about that after class. If you continue to use a machine in a way that distracts me or others, then I will talk to you again, and lower your semester grade.

Responsibility

1. If you don't understand any of the requirements of this class, it is your responsibility to contact a peer or me in order to clarify your question. By staying enrolled in this class, you are agreeing that you have read, understood, and will comply with the policies of this class. It is your responsibility to communicate with me via email about course issues.
2. You may not make audio or visual reproductions of any class session without the written permission of the professor. You may not video or audio record any portion of class or office hours and distribute the material in any way. Doing so is cheating. You cannot post class material such as test reviews on-line for profit or not for profit.
3. Only students who are registered for this class are allowed to attend.

If you think you are flunking the class / not earning the grade I need to keep my scholarship, etc.?

1. Stay calm, let me know your situation, as soon as it arises. Talking to me or emailing might help you to stay calm and re-group for the rest of the semester. Don't wait until the last week of class or the day before I have to submit grades. That's too late, and I can't help you.
2. When you talk to me about your concern, remember that we are working together. I can't change your prior grades, but I can help you get on track.

If you have a family emergency or illness or personal crisis

1. Email me and let me know. Then, immediately, go to a professional and the wellness center and your academic advisor. Have them email me documentation. It is not a sign of weakness or immaturity to reach out if you are having extreme circumstances and need help. It's a sign of a self-aware adult.

Email

Please follow these guidelines so that we can efficiently and in good faith email each other and communicate outside of class time; these are also good guidelines for your career, and it's great to learn to follow these guidelines now.

1. In your email, please give me your full name and what class meeting time you are in (10am, 1pm, or 2:30pm).
2. Emails have a subject line that addresses the point of the email so that the recipient has some idea of what to expect and so that the recipient has an easy way to search her email folder for your email in the future, if needed.
 - Examples of appropriate subject line: question about target for Marketing Strategy project; cool ad I saw on TV/YouTube last night
 - Not appropriate: question about class (too general); hey professor! (too general).
3. Emails have a question/piece of information in them. That gives the recipient something to reply to.
4. I reply to your email with an answer to the specific question, or in a way that lets you know I have received the email, such as by writing Thank you! or, Yes, that's super cool!
 - You reply with Thank you! as a way of letting me know that you received my reply to your question

and that the issue is completed.

- If you still have a question, after my reply, then please come to office hours. I will not go into a third round with an email.
5. If you write me a question, and the answer is in the syllabus, then I may or may not reply. If I do, I'll reply: It's in the syllabus!
 6. I'll reply to your emails in under 12 hours, for the most part. I usually don't check emails on Sunday, however. Lord's Day and all that.
 7. Don't email me to ask me what you missed in class that day. Perhaps you don't realize it, but that's the same as asking me to teach the class again, just for you. Attendance is not required. Just simply write me to say, Hi Professor, I didn't make it to class because blah blah blah, but I want you to know I'll be there as soon as I can. I love our class, and I'll get the notes from a peer and from Sakai.
 8. Important course announcements and various suggestions and hints will be posted as announcements on Sakai and/or sent via email. Please check your Loyola email account regularly; I am not responsible if you can't receive incoming mail or if you do not check your email.

Grades – assessment and final course grades - are final and non-negotiable

- I will not change a final grade unless an error was made in calculating a final grade. Do not email me to ask me your final grade or your grade on an individual assessment. Your assessment grades are posted on Sakai only. If you have a specific question regarding how an assessment was 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. Final semester grades are posted on LOCUS only (not Sakai).
- You can come to my office to look at your exam or other work, but do not try to negotiate your grade.

Turn-around time for assessments

Tests will take 5-7 days, given the workload of the person scoring the sheets. Subjective assessments will take 14-21 days to return (I have 150 students this semester). I post all grades on Sakai.

Syllabus I reserve the right to make **changes** to the syllabus, as needed. If changes are made, it's likely to be a collaborative process.

Late to class – things happen, come anyway if you are late, BUT please come in professionally. Sit near the door. Do not climb over people to find an empty seat. Do not walk across the room to find a seat. Do not walk in front of me to cross the room when I am lecturing – it's distracting to me, and it's unprofessional.

Collaborative work: you have collaborative work in class, and you have collaborative, graded assessments. In business schools, there is a learning goal for collaborative work: to learn to work together. To gain the skills of emotional intelligence. To learn that you are not the master of the universe, and that working together means listening, not winning. To meet new people and maybe make new friendships so that you can experience this class with someone. To build up your contacts in your phone so that you can have someone to study with. To get a group chat about how much you like this class. These are all skills that are part of your professional life.

My Teaching Philosophy

- When you see me, you'll see I've written this syllabus and every lecture and assessment with your needs for clear expectations, real-world relevance, care, and cool, often humorous lectures in mind. I'm here for you to achieve. When you are responsible for syllabus deadlines and instructions, we can focus on learning and having a cool class. Otherwise, I'm distracted because I had to say no to late work, etc., or tell a student to leave class for texting repeatedly and in a distracting way, all of which bums me out. I don't want you distracted by your frustration with my insistence on the rules or with yourself for not following the syllabus. I want to be present and not distracted by frustrations, and I want you to be present as well. Please see me. Please see yourself the way I to see you – as someone who wants to learn and is responsible for your role in learning and in earning a grade.
- Share your gift: whatever makes you unique, please bring that part of yourself to class. If you don't know

yet what makes you unique, please give yourself a chance to find it in this class. BE A UNICORN.

- Vulnerable: see below.
- Collaborative team members who are willing to be vulnerable, to ask good questions, and to take risks. See vulnerable, below. Great business ideas happen through collaboration, understanding consumers happens through collaboration and willingness to listen and ask good questions.
- Dedicated to understanding the intersection of business and societal issues. What is “good” or “just” is not always clear but my hope is that you learn to navigate that grey area in a way that changes the world for the better.
- Throughout the semester, I will ask you to engage in reflection and exercises – group and individual - that touch on the above points. These exercises will be counted towards your grade. Some of the exercises will be completed in class, and some will be completed outside of class.
- Responsibility for your learning, and learning to be open to seeing the world from a new perspective, can be difficult at times, and I am here to guide you through it.

Vulnerable and present: you can understand consumers if you are willing to listen to them. You can learn only if you are willing to listen to your own reactions to course material, especially if the reaction goes beyond memorizing to curiosity. Please keep in mind that the creative ideas of marketing come from – the strength to criticize the status quo, and the strength to recognize the value of unexpected ideas others may have. Stemming from that philosophy, appropriate questions for peers and for me are, “what do you mean by that?” not “that doesn’t make sense,” or “you are wrong.” It is ok to start a comment with “I’m not sure where I’m going with this, but... is really interesting and reminds me of...” Don’t be ashamed that you don’t know the “answers;” you are here to learn.

Reflection/Informal Writing/Exercises: we will have informal, reflective writing exercises in class. They are completed with pen or pencil and paper. These exercises lead you to develop insightful, critical, and creative thinking. This is a prompted activity that gives you time and space to reflect on class content, or to forge connections that will allow you to remember and use ideas from assigned readings, lectures, research, and papers. These assignments, which are handed in sometimes, allow me to get a general sense of your grasp of course material and concepts, and, in turn, can inform future lectures, class plans, and pacing. Some of the writing is shared with classmates, and some is not. Before we begin an informal writing assignment, I will let you know who the audience is. You receive credit for completing each informal writing assignment. Example questions in the past have included the following: “How do you see marketing fitting in with your goals?” After the 5 minutes of writing, I will give you all five to ten minutes to read over your work and take note – either alone or in a group – of what you think were the most surprising things that you wrote. I’ll let you know if we are sharing those ideas with the whole class. By bringing context into the classroom, I hope to cultivate diversity, personal interest in the material, and a multi-directional communication process.

- Please see *Appendix D Reflection Exercises: Process and Rubric* for details.

Resources I want you to know about

National Suicide Prevention hotline: 1-800-273-8255 in Spanish 1-888-628-9454

Text STEVE to 741841

Trevor project 888-488-7386 (Focus on LGBTQ youth)

Wellness Center. Make an appointment online at www.luc.edu/wellness/appointment.

Call 773-508-2530 for counseling appointments

Call 773-508-8883 to speak with a nurse about your struggle.

More information at <http://www.luc.edu/wellness/services>

Student Diversity and Multicultural Affairs – a fantastic resource. Please check it out.

<https://www.luc.edu/diversity/>

diversity@luc.edu Focuses primarily on undergraduates of all races, sexes, gender identities, gender expressions, religions, ethnic backgrounds, socio-economic classes, sexual orientations, abilities and residency statuses.

Fosters the success and community-building of historically underrepresented populations through various

programs.

Mentorship: STARS (Students Together Are Reaching Success), LUCES (Loyola University Chicago Empowering Sisterhood) , B4E (Brothers for Excellence)

Safe Space LGBTQIA

Share the Dream Undocumented Student Ally

Title IX Office and Office of Gender-based and bias-motivated misconduct: dating violence, sexual assault, sexual harassment, and stalking, hate crime, hate speech, discrimination: For more information, please visit: <https://www.luc.edu/dos/services/gender-basedmisconducttitleixservices/>.

The Office of Student Conduct and Conflict Resolution (OSCCR) provides direct conflict resolution services to students, staff, and faculty. OSCCR facilitates mediation, restorative justice practices, and offers customized trainings and workshops to best address the needs of participants in areas such as: effective communication and conflict resolution; effective facilitation; handling different conflict styles; engaging in difficult conversations; mediation skills; restorative justice principles, etc. Conflict Resolution Coordinator, Damen Student Center Suite 300, 773-508-8890.

CARE (Coordinated Assistance and Resources Education) provides students with individualized support to work through personal crises that may otherwise interfere with a college education. By connecting students to available resources, students are better able to overcome serious illness, personal loss, family or financial difficulties, or other challenges. For more information about CARE services, please visit our website here: <https://www.luc.edu/dos/services/coordinatedassistanceresourceeducationcare/>.

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.

Absences: You are expected to attend every class session. Any student not able to come to class on a given day is responsible for obtaining all materials and information distributed in class from a classmate or via Sakai.

Late Arrival/Departure from Class Sessions: Arrive on time to class; avoid leaving class before its official end time. Once you enter the classroom, it is expected that you stay seated for the complete class session. *These are standard behaviors maintained during business meetings, and the classroom environment will maintain these expectations consistently per expectations for Individual Professionalism/Course Engagement Behaviors.*

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, self-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.

Do not cut and paste text from the internet. That is cheating. Do not share answers on the tests.

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>

Student Accessibility Center

Students with a documented disability / accessibility issue may be eligible to request accommodations from Loyola University Chicago’s Students Accessibility Center. Please keep in mind that accommodations are never retroactive. Students are encouraged to register early in the semester. Check the following web pages for further information: <https://luc.edu/sac> email sac@luc.edu or call 773-508-3700

Appendix A: Life Maps Assignment

Create a symbolic timeline of your life. Use pictures/symbols and arrows to display the sequence of your life events. Include factors that have impacted who you are today in terms of your relationships, goals, beliefs, and even historical events. Highlight significant elements that relate to consumer behavior and the marketplace (e.g. the first commercial you remember, the brands you loved now and as a child, your first major purchase, etc.) Get creative! Use brands if any are significant to turning points in your life.

Some possible markers in your life journey to consider including may be:

Birth

A meaningful possession

Playing sports

Learning a hobby

A book/movie/person/class that changed your worldview

Getting your driver's license

High school graduation

Applying to universities

Moving to Chicago

Getting into /out of a relationship

First time abroad

The moment you realized your parents are only human

Buying your first car

We will share our life maps in class so please only indicate things you are comfortable sharing with others.

Format: One page, landscape works best. Please include your name and class section (the time it meets).

UPLOAD TO SAKAI AND BRING IT TO CLASS TO DISCUSS.

NO LATE WORK.

Appendix B: Reflection Exercises: Process and Rubric

Reflection is “active, persistent and careful consideration of any belief or supposed form of knowledge in light of grounds that support it and the further conclusion to which it tends” (Dewey, 1993, 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), published 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 or why not? What factors (inside of you or external to you) influence(d) your openness to the topic?
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 (how did it make you feel)?
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 Judgement(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?

Class by class course outline MARK 310, Spring 2019, Sredl, Tuesday / Thursday

Date	Topic	Reading / Assignment due that day
T = Tues Jan 15	Intro to course	GET ALL THE BREAD.
R = Thurs Jan 17	What is Consumer Behavior	Ch 1
T 1/22	Consumer & Social Well Being	Ch 2
R 1/24	Perception	Ch 3
T 1/29	Learning and Memory	Ch 4
R 1/31	Motivation and Affect	Ch 5 Read Life Maps Assignment
T Feb 5	Review Day, group contract	Bring laptop to class to work on group contract and submit contract on Sakai.
R 2/7	Test 1	Test 1 Chapters 1-5
T 2/12	Discuss Life Map – bring to class	LIFE MAP DUE on Sakai
R 2/14	The Self: Mind, Gender, and Body	Ch 6
T 2/19	Film discussion.	Watch film, prepare for *FILM* Discussion
R 2/21	Personality, Lifestyles, and Values	Ch 7
T 2/26	Attitudes and Persuasive Communications	Ch 8
R 2/28	Decision Making	Ch 9
Tues March 4	Spring Break	
R 3/7	Spring Break	
T 3/12	Amazon Go store visit	Go to store with your group, no lecture
R 3/14	Amazon Go group work during class	Come to class and work in groups
T 3/19	Buying, Using, and Disposing	Ch 10
R 3/21	Review Day	
T 3/26	Test 2	Test 2 Chapters 6-10
R 3/28	Groups and Social Media	Ch 11 Amazon go store visit written due
T April 2	Income & Class	Ch 12
R April 4	Subcultures	Ch 13
T 4/9	Culture	Ch 14
R 4/11	Review Day	
T 4/16	Test 3	Test 3 Chapters 11-14
R 4/18	Amazon Store Visit Presentations	All presentations due on Sakai.
T 4/23	Presentations	(first class after Easter break)
R 4/25	Presentations	Last day of classes