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16 East Pearson, Chicago, IL 60611  
*Office Hours: Wednesdays 1:15-4:15pm  
*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 2017, Tuesday, Thursday  
Jan 17 – May 6, 2017  
10:00-11:15am, Section 101 (1301), Corboy 322  
1:00-2:15pm, Section 102 (4191), Schreiber 605  
2:30-3:45pm, Section 103 (5383), Schreiber 605

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 employ 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.

<table>
<thead>
<tr>
<th>Course Requirements and Grading Criteria</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Professionalism/Course Engagement</td>
<td>15%</td>
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<tr>
<td>Life Maps Assignment</td>
<td>5%</td>
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<td>Test 1</td>
<td>15%</td>
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<td>Chapters 1-5</td>
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<td>Test 2</td>
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<td>Chapters 6-10</td>
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<tr>
<td>Final Exam, with the option of collaboration</td>
<td>15%</td>
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<tr>
<td>Chapters 11-14</td>
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<tr>
<td>Project Progress Report</td>
<td>10%</td>
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<tr>
<td>Project and Presentation</td>
<td>25%</td>
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- Do not inquire about individual extra credit/extra assignments. No make-up work is assigned.
- 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.
- Only requirements missed due to unavoidable circumstances such as those noted in Quinlan School Policies will be accepted without penalty. Otherwise, no late work is accepted.
- Assessment grades are posted on Sakai. They are not distributed via email. Do not email me to ask for your grade.

<table>
<thead>
<tr>
<th>Course Grading Scale</th>
<th>Loyola University Grading Scale and Weights</th>
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<tbody>
<tr>
<td>A  100-94%</td>
<td>A  4.00</td>
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<tr>
<td>A-  93-90</td>
<td>A-  3.67</td>
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<tr>
<td>B+  89-87</td>
<td>B+  3.33</td>
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<tr>
<td>B   86-83</td>
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<td>B-  82-80</td>
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<td>C+  79-77</td>
<td>C+  2.33</td>
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<td>C   76-73</td>
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<td>C-  1.67</td>
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<td>D+  1.33</td>
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Final Exam Schedule:
If your section meets at 10am, then your exam is Tuesday May 2, 1-3pm
If your section meets at 1pm, then your exam is Friday May 5, 1-3pm
If your section meets at 2:30pm, then your exam is Saturday, May 6, 4:15pm

Course Materials
- 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.

We will watch two films this semester, Miss Representation (2011) and Mask You Live In (2015). You will access them via Kanopy Streaming (accessed via LUC libraries website). You will watch them outside of class and prepare a Film assignment that prepares you for discussion and is included in your professionalism/engagement grade. You will hand-in the completed assignment during class. The Film assignment will be on Sakai.

Sakai is where you can find readings / cases for course meetings, other than the textbook.

**Assessments**

**Tests:** 3 (including final) at 15% each
- Format: about 34 multiple choice questions. There are four answer choices for each multiple choice question. Some of the questions test your knowledge and others test your ability to apply the knowledge to scenarios. I don’t give out lecture power points, so please be prepared to take notes.

- I work to avoid test anxiety and increase confidence: for example, I give you the first three 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.

**Life Map:** 5% of semester grade
- 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.
- Please see the details of the assignment in Appendix A of this document

**Project Progress Report:** 10% of semester grade
- Your group will need to provide a detailed outline (3-4 pages) in preparation for your final project. This assessment will allow for feedback from me to help guide your final paper.
- Your progress report must include: a clearly articulated consumer behavior business problem that you will research, explanation of why/how it is a problem worthy of our attention, key points that you will cover in each section of the project, and specific data/sources you will use for your paper.

**Project and Presentation:** 25% of semester grade
Your group of 3 to 5 members (you decide your group members) will select a consumer behavior business problem to solve. All problems must be approved by me. The project has a written and a presentation component.

1. **Written:** (70% of project grade) hand in a 10-12 page written analysis that (a) clearly identifies articulates a business problem related to consumer behavior, (b) explanation of why/how it is a problem worthy of our attention, including a thoughtful analysis of current business practice (c) an outline of various perspectives on the importance of the problem for business, consumers, and society, and (d) provides recommendations for solving the problem, with implications for consumers and society considered.
   - Example problem: millennials are so in debt because of student loans, that they are not taking out mortgages in their late 20s, as prior generations have. This is a problem for banks, and it is a problem for millennials, as their debt is crushing them and preventing them from moving through the so-called normal life stages such as buying a house. How can we solve the problem of banks not making money from mortgages and millennials having crushing debt in a way that benefits both parties as well as society?
Example of how to find a problem: start talking in your group about experiences you have as a consumer with a brand—product or service—that you find frustrating. Talk about what’s frustrating—it’s probably related to how the brand fails to address consumer needs correctly. Of all the problems that your group comes up with, what problem do you find most interesting to solve? Focus on that one problem. Now that you have your business problem, break the problem down into elements that you can identify: you must identify the consumer behavior element—for example, what aspect of consumer behavior is this brand ignoring? Go to the library web page and research those elements-Mintel reports are brilliant sources.

(1.a) The project should reflect an understanding of the principles discussed in class and the research you have gathered. Please see Appendix B for Project Evaluation Sheet.

(1.b) Provide outside research to support your arguments, in the form of academic research, industry studies, Mintel reports, and newspaper articles—please note that the only newspapers considered credible are NYT, Chicago Tribune, WSJ, FT, Forbes, Bloomberg, and Business Week. Please ask me before using another source.

(1.c) Please note that if you interview consumers, you need to discuss this with me first and obtain their written permission.

(1.d) Format: Papers follow the following format, to create a standard length and format across all work: 12 pt. font, 1” margins, clear and concise writing, and accordance with the fatal error policy. Please see Appendix C for Fatal Error Policy.

(2) Presentation: (30% of project grade) please develop a 10-12 minute presentation to illustrate the importance of your topic and your findings. There will be an additional 5-10 minutes for Q&A.

(3) How to submit your work: The written portion and the presentation should be submitted on Sakai under Assignments. All materials are due at the start of class (10am, 1pm, 2:30pm) on the due date and should include team members’ names on the cover page, as well as a title for your project, my name, the course name, and the date. Only one group member submits the work for the entire group.

(4) Peer evaluations: 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.

Professionalism/Course Engagement: 15% of semester grade

• Think of this grade as a measure of how you are progressing on your way to meeting your career goals.

• For a collaborative classroom to work, you’ll have to be open to telling me what brands you use and telling me about your experiences. You’ll have to be a bit vulnerable, as that is part of sharing your marketing experience and knowledge.

• Attend all class meetings and engage in group exercises. You will earn about an 80% on engagement and professionalism if you merely attend class (without engagement). We will use name tents to assess attendance.

• I reserve the right to lower your semester grade by an entire letter if your behavior in class falls in the
following category of least professional, and/or violates any of the course-specific policies.

Scale of Professionalism and Course Engagement, from most to least professional:

- Most professional: Attended class on-time and stayed for entire class period. Participated in in-class group work showing preparation and in ways that listen to others (allows them to be vulnerable) and takes the chance of being vulnerable and sharing ideas, without putting yourself or others on defense. Asks follow-up questions such as “what do you mean,” as necessary. Does fair share of work and allows others the chance to do same. Completes assigned task. Was available for communication outside of class. Offers questions/comments/relevant content via professional email. Visits office hours to clarify ideas and is respectful.

- Mid-range professional: Attended class on-time and stayed for entire class period. Entered into group work showing preparation, but not much in the way of engagement, either with your own ideas or in helping others clarify theirs.

- Least professional: Slept in class
  Skipped class
  Attended class but did not do fair share of work and/or exhibited disruptive behavior (personal or harassing comments, cell/smart phones, 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.

Repeated class behavior in the “least professional” range will drop you a half to a whole letter grade for your final semester grade.

Course-Specific Policies
(part of the Professionalism grade is following these policies)

Technology During Class
1. 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 turn off and put away anything with a power button (phones/laptops/tablets). **Nothing with a power button may be used in class** (unless I say so, or unless you have a Disability; see below, or on days that using a computer is relevant to an in-class exercise). In a collaborative classroom such as ours, Facebook and texting are very distracting to the learning process. You’ll need to take notes with pen and paper.
2. The penalty for using electronic devices in class is that I **drop you a half a letter grade for your final semester grade.** So, if you would have otherwise earned an A- for the semester, your grade will go down to B+, a B+ becomes a B, and so on.

Responsibility
1. If you don’t understand any of the requirements of this class, it is your responsibility to contact 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. I do not like side conversations, even if they are about clarifying course requirements. Instead, raise your hand and ask me your questions.
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.
3. Only students who are registered for this class are allowed to attend.

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. Please see the FAQ section, sub-section, What if I miss class, for a guideline on how to manage missing class.
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 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.

My Teaching Philosophy
My goal as a professor is to transform students into curious, life-long learners. I take a learner-centered approach that allows students to give their own meaning to course material by bringing their “real-world” experiences and career goals into the classroom. For you to become a life-long learner, you need to be:

- Curious about the world, accountable, and autonomous. Accept that learning is more than memorizing definitions.
- 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:** 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.

- Brenne Brown’s TED talk on vulnerability: [https://www.ted.com/talks/brene_brown_on_vulnerability](https://www.ted.com/talks/brene_brown_on_vulnerability)

**Silence:** this goes along with the policy, nothing with a power button on it Technology During Class course-specific policy. Silence, in the sense of the absence of noise, gives you a chance to listen: not just to me, but to yourself and your reactions to course material. Your reactions are information, they are how you learn and give meaning to material. We’ll talk about some very cool and often controversial stuff this semester, from persuasion to materialism to male and female body image. You might find these concepts to be intriguing, disturbing, and surprising. Your reactions might spur you to take other courses next semester that you wouldn’t have thought of before, or look for a career somewhere new. Give yourself a chance to hear your reactions, undisturbed from the noise of texting etc.


**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 being 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.

**Name tents:** For us to learn each other’s names, and keep track of course progress, we’ll use name tents. On one side of the tent, please write your name. On the other side, please complete the biographic questions, as much as you feel comfortable.

- Please hand in your tent to me at the end of class. Please pick up your table tent from me at the start of class. If you are late, you can pick up your tent in the back of the room (if you are late, please note why). Attendance is recorded by you on the name tent. You are responsible for your name tent and your attendance record.

**FAQ about my teaching style:**
Can we be friends on Instagram or twitter?
- Follow me on Twitter @katherinesredl; Instagram, follow my dog @lord_winston_winstonovic

Class Facebook page: Bler's on the Go

What do I do if I think I might be flunking the class / not earning the grade I need to keep my scholarship, etc.?
- 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.
- 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.

What if I have a family emergency or illness?
- Email me and let me know, asap. 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.

What if I miss class?
- It is not OK to miss class. However, things happen, some more serious such as an illness, and some with short-term consequences such as sleeping through class. What I want to know is that you are keeping track of your performance in class (including if you show up or not) and that you are interested in getting back on track. So, please email me and let me know that, in your own words. I can’t re-teach a missed class for you, so please get the material from someone in your group or a friend.
- Also, please keep in mind that I’m doing my best to make this a class that’s worth coming to, that’s relevant to you, and more than just repeating what’s in the book. If you write me to let me know why you missed, then I see that as a consideration for my effort to make this class relevant for your generation, and I appreciate it.

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

**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.


**Students with Disabilities**
Students with a documented disability may be eligible to request accommodations from Loyola University Chicago’s Services for Students with Disabilities. 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: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/) [http://www.luc.edu/sswd/accommodations.shtm](http://www.luc.edu/sswd/accommodations.shtm) [http://www.luc.edu/sswd/register.shtml](http://www.luc.edu/sswd/register.shtml)
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!

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 a relationship
- 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.
Appendix B: Project Evaluation Sheet: written and presentation portions

Use the rubric at several stages of the project process: to become familiar with the assignment, to guide your initial stage of writing, and when evaluating your drafts.

This rubric for the written and presentation portions of the project represents what I look for. However, when I evaluate your work, I will read the paper/participate in your presentation and give a single letter grade, according to what seems right.

**Written Portion** (70% of Project Grade)

**Content:** 50% of grade
Clearly addresses points of the assignment: (a) clearly identifies articulates a business problem related to consumer behavior, (b) explanation of why/how it is a problem worthy of our attention (c) an outline of various perspectives on the importance of the problem for business, consumers, and society, and (d) provides recommendations for solving the problem, with implications for consumers and society considered.

**Presentation of Data:** 30% of grade
- **Strong:** presents data relevant to problem. Source materials are credible and well-integrated. Data is used in ways that support the analysis, and analysis supports the data. Textbook concepts are applied appropriately. There is a high level of overall insight offered.
- **Satisfactory:** presents data, but it is either/or/and not relevant to the problem. Textbook concepts are not accurately applied. Insight is weak.
- **Not present:** data is irrelevant, or is not present. Insight is absent.

**Formatting and Grammar:** 20% of grade
- **Strong:**
  - Grammar is correct, and the *fatal error policy* has been respected.
  - Font, Spacing, etc. are correct
  - References and Citations are correct
  - Organization is correct
  - Quality, clarity, and relevance of any appendices and charts
- **Satisfactory:** some (20%) of the requirements are missing.
- **Not present:** most (50% and up) of the requirements are missing.

**Presentation Portion** (30% of Project grade)

**Organization and Style** 30% of grade
- Overall organization and timing of the presentation
- Professionalism, creativity, and enthusiasm of presenters

**Content** 60%
- Quality and Insight
- Displayed Expertise/Knowledge and Professionalism during Q&A
Appendix C: Fatal Error Policy

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.
Appendix D: 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.

<table>
<thead>
<tr>
<th>IPP Step</th>
<th>Sample Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>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?</td>
</tr>
<tr>
<td>Experience</td>
<td>Describe a specific event/activity/experience/interaction 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)?</td>
</tr>
<tr>
<td>Reflection</td>
<td>Describe a connection/similarity/difference 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?</td>
</tr>
<tr>
<td>Action</td>
<td>For ____, describe an activity/approach/technique 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?</td>
</tr>
<tr>
<td>Evaluation/Transformation</td>
<td>Describe any change in your approach/way of thinking or feeling 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?</td>
</tr>
</tbody>
</table>
## Class by class course outline MARK 310, Spring 2017, Sredl, Tuesday / Thursday

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading / Assignment due that day</th>
</tr>
</thead>
<tbody>
<tr>
<td>T = Tues  Jan 17</td>
<td>Intro to course</td>
<td></td>
</tr>
<tr>
<td>R = Thurs Jan 19</td>
<td>What is Consumer Behavior</td>
<td>Ch 1 Discuss Life Maps Assignment</td>
</tr>
<tr>
<td>T 1/24</td>
<td>Consumer &amp; Social Well Being</td>
<td>Ch 2</td>
</tr>
<tr>
<td>R 1/26</td>
<td>Perception</td>
<td>Ch 3</td>
</tr>
<tr>
<td>T 1/31</td>
<td>Learning and Memory</td>
<td>Ch 4</td>
</tr>
<tr>
<td>R Feb 3</td>
<td>Motivation and Affect</td>
<td>Ch 5</td>
</tr>
<tr>
<td>T 2/7</td>
<td>Review Day, group contract</td>
<td>Bring laptop to class to work on group contract</td>
</tr>
<tr>
<td>R 2/9</td>
<td>Test 1</td>
<td>Test 1 Chapters 1-5</td>
</tr>
<tr>
<td>T 2/14</td>
<td>Consumer Research</td>
<td>LIFE MAP DUE</td>
</tr>
<tr>
<td>R 2/16</td>
<td>The Self: Mind, Gender, and Body</td>
<td>Ch 6</td>
</tr>
<tr>
<td>T 2/21</td>
<td>The Gendered Self <em>FILM</em></td>
<td>Watch film, prepare for <em>FILM</em> Discussion</td>
</tr>
<tr>
<td>R 2/23</td>
<td>Personality, Lifestyles, and Values</td>
<td>Ch 7</td>
</tr>
<tr>
<td>T 2/28</td>
<td>Group Day to work on project progress report, attendance is required</td>
<td>Group Day to work on project progress report, bring laptop</td>
</tr>
<tr>
<td>R March 2</td>
<td>Attitudes and Persuasive Communications</td>
<td>Ch 8 PROJECT PROGRESS REPORT DUE</td>
</tr>
<tr>
<td>T 3/7</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>R 3/9</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>T 3/14</td>
<td>Decision Making</td>
<td>Ch 9</td>
</tr>
<tr>
<td>R 3/16</td>
<td>Buying, Using, and Disposing</td>
<td>Ch 10</td>
</tr>
<tr>
<td>T 3/21</td>
<td>Review Day</td>
<td></td>
</tr>
<tr>
<td>R 3/23</td>
<td>Test 2</td>
<td>Test 2 Chapters 6-10</td>
</tr>
<tr>
<td>T 3/28</td>
<td>Groups and Social Media</td>
<td>Ch 11</td>
</tr>
<tr>
<td>R 3/30</td>
<td>Income &amp; Class</td>
<td>Ch 12</td>
</tr>
<tr>
<td>T April 4</td>
<td>Subcultures</td>
<td>Ch 13</td>
</tr>
<tr>
<td>R April 6</td>
<td>Culture</td>
<td>Ch 14</td>
</tr>
<tr>
<td>T 4/11</td>
<td>Group Day</td>
<td>Group Day, attendance is required, bring laptop</td>
</tr>
<tr>
<td>R 4/13</td>
<td>Group Day</td>
<td>Group Day, attendance is required, bring laptop</td>
</tr>
<tr>
<td>T 4/18</td>
<td>Final Presentations</td>
<td>ALL FINAL PROJECTS DUE</td>
</tr>
<tr>
<td>R 4/20</td>
<td>Final Presentations</td>
<td></td>
</tr>
<tr>
<td>T 4/25</td>
<td>Final Presentations</td>
<td></td>
</tr>
<tr>
<td>R 4/27</td>
<td>Review for Final (chs 11-14)</td>
<td></td>
</tr>
</tbody>
</table>

**Final Exam Schedule:**
- 10am section = Tuesday May 2, 1-3pm
- 1pm section = Friday May 5, 1-3pm
- 2:30pm section = Saturday, May 6, 4:15pm