



THE CATHOLIC UNIVERSITY OF AMERICA

MKT 348 Consumer Behavior – Marketing and the Human Person
Spring 2018

Credit Hours: 3.00

Classroom: Hannan 105

Days and Hours of Class Meetings: Mondays and Wednesdays, 11:10-12:25

Instructor Contact Information: Mary Sheehan Warren

202.412.8810 (I will attempt to answer your call and speak to you directly but if you must leave a message, I prefer a text over a voicemail. Please identify yourself by name in the text.)

warrenms@cua.edu (This is the best method if you need any detailed information.)

Office hours are by appointment. You may text or email me your request.

All the information presented in this syllabus and the calendar, forms, readings, slide presentations, submission form, and Amazon link to the textbook are posted at our class website: <http://www.fashionintelligence.org/cua-consumer-behavior>

The site posts no student information (including names or grades) or completed assignments, and communication with the instructor is through the cua email system only.

Required Texts:

- *Consumer Behavior: Building Marketing Strategy*, 12th edition, Del I. Hawkins and David L. Mothersbaugh. You can find this edition at many websites including Amazon.
- Additional readings and videos from *American Marketing Association*, *Ad Age*, *Adweek*, *National Retail Federation*, *Journal of Consumer Behavior*, and major news sources (among others) are posted on t <http://www.fashionintelligence.org/cua-consumer-behavior>
- *Compendium of the Social Doctrine of the Church* (or access to it on line)
- *Laudato Si* (or access to it on line)

Course Goals:

This course will cover the following topics:

- Overview of the nature of the consumer, especially as a human person created in the image and likeness of God.
- The meaning of consumption and how it fits into God's plan for man.
- External influences on the consumer.
- Internal influences on the consumer.
- The consumer decision-making process.
- Overview of organizations as consumers.
- Consumer behavior and marketing regulation.

Goals for Student Learning

At the conclusion of the course, the student will demonstrate:

- An understanding of the nature of the consumer as a human person with both needs and responsibilities.
- A recognition of how consumption can contribute to and expand the Common Good only when it is directed toward accomplishing God's plan for man.
- A working knowledge of how consumers make decisions and how they are influenced both internally and externally.
- A working knowledge of how an analysis of consumer behavior is a guide for marketing strategy.
- A working knowledge of how organizations consume goods and services.

Course Requirements

- Attendance and active participation
- Weekly assigned readings / viewing of on-line videos
- Completion of writing assignments called **Consumer Insights**. One of these assignments is dependent upon your maintenance of a **Spending Journal**.
- Group participation in a **Brand Study**.
- 2 tests (essay)
- **Oxford Tutorial** research and presentation

Method of Instruction:

- In-class lecture with visual reinforcement and discussion. (Presentations and resources are posted on line.)
- Regular reporting to small groups from assignments / Student presentations.
- Small group discussion/collaboration in response to article, new topic, or case study.

A Note on Learning in This Class

I take your learning very seriously. My goal is to use every moment of class time to introduce, develop, reinforce, and extend the concepts and skills described above.

Therefore, a class typically follows 3 phases:

1. The topic is introduced through a class discussion prompted by a question regarding previous learning, a prop, video clip, or an assigned article. (Modified Concept Attainment) The topic is developed through "brainstorming" in the discussion and with the use of the white board.
2. The topic is reinforced and extended using a slide presentation (photo slides, enlarged selections from reading for class viewing, or Power Point).
3. The topic is further extended through follow up discussion, group discussions, case studies, or simulations.

I will also check for your understanding in every phase of learning and I encourage you to ask questions.

The best way to retain information presented in this class is to read what is assigned for class, ask questions, and to take notes on paper rather than with your electronic device.

Expectations and policies

Academic honesty: Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student's own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>): "The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction."

The university's policies and procedures for academic integrity are strict and may be found here: (<http://policies.cua.edu/academicundergrad/integrityfull.cfm>)

<http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>

According to those policies and procedures:

The appearance of academic integrity is important as well as the substance. To give the appearance of academic dishonesty is itself wrong. For example, you must not even appear to be looking at someone's exam, sharing answers, or quoting from sources without attribution.

The facilitation of academic dishonesty is regarded in the University as equal in seriousness to the dishonesty which is facilitated. For example, someone who helps someone cheat is regarded as equally guilty with the person who cheats and directly benefits from cheating.

The default punishment of any lapse of academic integrity, for the University and for this class, is failure in the class.

The Busch School of Business and Economics places particular emphasis on academic integrity because of its close relationship to the virtues which we wish to promote in accordance with the School's mission.

Other Policies or Expectations:

Please be punctual to class. Also, please use electronic devices only for the purposes stated by the instructor.

Campus Resources for student support:

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: <http://disabilitysupport.cua.edu>.

Campus Resources for Student Support: Students who are having academic difficulties with the course should seek assistance from me or from the campus ATLAS Academic Tutoring and Learning Assistance Service. Students who are experiencing questions with course materials are also encouraged to confer with their co-learning team members in the class.

University grades:

The University grading system is available at <http://policies.cua.edu/academicundergrad//gradesfull.cfm#II> for undergraduates.

Grade Guidelines

93-100%	A	77-79%	C+
90-92%	A-	73-76%	C
87-89%	B+	70-72%	C-
83-86%	B	60-69%	D
80-82%	B-	59% and below	F

Grade	Meaning	Equivalent
A	Excellent	4.00
A-		3.70
B+		3.30
B	Good	3.00
B-		2.70
C+		2.30
C	Satisfactory	2.00
C-		1.70
D	Lowest Passing	1.00
F	Failing	0.00
I 1	Incomplete	
W	Withdrawal	
F*	Administrative Failure	0.00

Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu> .

IF FOR ANY REASON YOU ARE GOING TO MISS A TEST, IT IS YOUR RESPONSIBILITY TO CONTACT ME BY TELEPHONE, TEXT, OR EMAIL BEFORE A TEST, PRESENTATION, or due date for any assignment: The first 24 hour delay of your acknowledgement of and acceptable explanation* for a missed test or assignment due date = Automatic deduction of 1 letter grade. (You still have to take the test or bring in the work.) Another 24 hour delay will result in no points gained for the test or project at all.

****sickness (with doctor's note) or emergency. In these cases, there are no deductions. You will be given a chance to make up the test or project***

Participation

In any business environment, the ability to **collaborate** with other professionals, **communicate** clearly, and think **creatively** (“the 3 C’s”) are required for even only a minimum level of success. Instructional methods and assessment measures have been designed not just to gauge your mastery of the material, but also to become skilled in these 3 C’s.

Lectures and discussions in class include material not covered in any of the required readings. Therefore, class attendance is mandatory and your participation in both large and small group discussions will constitute a part of your grade. Specifically, class participation involves:

- Joining in the discussion and class activities.
- Keeping an open mind to the ideas and thoughts of others.
- Taking notes and asking questions.
- Sharing your experiences, opinions, and knowledge.
- Being courteous to others.
- Enjoying yourself and having fun.

TASKS	TOTAL POSSIBLE POINTS	EARNED POINTS	PERCENTAGE
Consumer Insights 4 C's + spending journal	25		
Midterm Exam	20		
Brand Study Presentation (Group)	15		
Semester Research Project	20		
Final Exam	20		
FINAL GRADE	100		

Both the Midterm and Final Exams consist of essay questions.

See the following pages for descriptions of the other deliverables.

BRAND STUDY/PRESENTATION

You are responsible for participating in the analysis of a brand with an emphasis on its strategy to position itself into the mind of its target consumer. There will be four members total in your group.

The brand study will be given to your group for work both in and out of class. Your grade will be determined by the following:

1-5 points = The quality of the DELIVERY of the material – the presentation – to the class (20 minutes divided among all of you). The presentation should be clear and engaging. You may use *Power Point*, original video (yours), *Prezi*, large posters, or a white board.

1-5 points = The quality of the CONTENT of the presentation. It should be clear, logical, and reflect thorough research and in-depth analysis. You should state your thesis and provide support for it.

1-5 points = the quality of the handout created for your audience. It should include your sources on the back or it will not be given credit at all.

You will be scored using the following score sheet. (Each member of the group will receive one.) A copy is posted at <http://www.fashionintelligence.org/cua-consumer-behavior>

See below:

<p>Brand Study / Presentation Score Sheet (Please staple this page – 1 per member – to your teacher’s copy of the one page summary at the start of your presentation.)</p> <p>Brand Name: _____</p> <p>Members of the Group: _____</p> <p>This Score Sheet belongs to (Member): _____</p> <p>1. Quality of the Delivery (5 points total – italicized standards are individually assessed)</p> <ul style="list-style-type: none">a. The material is presented in a logical order. _____/1b. <i>Presenters keep attention and engage the audience.</i> _____/1c. <i>Volume, pitch, and body language are professional-grade.</i> _____/1d. <i>Presenters are dressed in business casual attire.</i> _____/1e. <i>Visuals reinforce information given; Presenters do not simply read slides.</i> _____/1 <p>TOTAL: _____ / 5</p> <p>2. Quality of Content (5 points total)</p> <ul style="list-style-type: none">a. The material reflects thorough research. _____/1b. Choice of information presented demonstrates strategy for increased understanding. _____/1c. Conclusions presented are backed with evidence. _____/1d. Visuals are of professional quality. _____/1e. Visuals demonstrate thought and creativity. _____/1 <p>TOTAL: _____/5</p> <p>3. Quality of Handout (5 points total)</p> <ul style="list-style-type: none">a. Handout is one sheet of paper. _____/1b. Bibliography is in proper format. _____/1c. Choice of information demonstrates strategy for increased understanding. _____/1d. Handout is well-edited; professional-grade. _____/1e. Handout is visually appealing. _____/1 <p>TOTAL: _____/5</p> <p>PROJECT TOTAL = _____ / 15</p> <p>Instructor Comments:</p>
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Brand Study, Guidelines

Objective:

To understand and to educate fellow classmates on how a well-known brand has positioned itself in the mind of its target consumer and describe its place in contemporary consumer culture.

Due: ___ / ___ / ___

Deliverables:

1. One 15-20 minute presentation in front of the class during class time.
2. One 1 page "fact sheet" or summary of the information for the class. You will provide a copy of this summary to each classmate after the presentation.
3. Bibliography with at least 4 sources from professional journals (provided on the back of the handout).

Description:

This project is designed to be completed by a group of 4 students. Each student should take charge of researching and presenting on one of the following about the brand:

1. Background/ "The Story"
 - The founding of the company, including any important information regarding its founder/s, geographic location, socio-cultural circumstances, dates, and a description of the consumer needs it filled.
 - A brief history of the performance of the company, including successes and failures, up to the current day.
2. Products, Pricing, and Positioning
 - A description of the products offered by the brand and corresponding target markets.
 - At least one position map to illustrate how the brand is perceived by target consumers. The X and Y axis should be pertinent to the discussion.
3. Personality
 - The brand's personality and perceived values, including folklore and urban legend if applicable.
 - Efforts by the brand to promote the Common Good. (But also any missteps that may have hurt the company's image)
4. Promotion
 - An account of the marketing strategies of the brand including its current marketing efforts.
 - A showcase of campaigns which involve customer engagement, especially using social media.
 - A conclusion with thesis statement.

All material should support a single, unifying thesis. This thesis should be at least at the end of the presentation and prominently on the handout.

Deliverables:

1. **One 15-20 minute presentation.** It should be engaging, informative, and presented with professional-grade visuals. Time should be provided at the end to answer a question or two. (See guidelines on giving a presentation.)

The presentation (and corresponding “fact sheet” or summary) should cover all of the topics listed above. **Each section will be presented by the person who did the research.**

2. **A 1 page “fact sheet” or summary of the information.** It should be clearly written and formatted in a style appropriate to the topic. It should summarize all the information on the above topics. (It should look like a handout you would create at work to inform stakeholders in an account.)
3. **Bibliography with at least 4 sources from professional journals.** (One per main topic) Other sources may include corporate website information, opinion pieces from newspapers and well-known magazines, and news stories. Use APA standards for formatting and submit to instructor on the due date.

Suggestions for the division of jobs:

A member of the group should be assigned to both research and present on the following:

- Background/ “The Story”
- The Products and Position
- Personality
- Promotion

Each person above will be responsible for locating and sharing the professional journal source for his or her share of the project.

Additionally, a member of the group should also be assigned:

- Slide set up; Choose format, place in the text from partners’ contributions
- Image/graph/chart discovery; Work closely with the “slide set up” person.
- Coordination and formatting of the bibliography for the back of the handout. This person could also be a general editor for both the slides and the handout
- Creation of the handout. (Don’t forget to get the bibliography on the back.)

You will be given a little bit of time in class, but be sure to meet with your partners at least twice outside of class to first plan and then rehearse delivery.

CONSUMER INSIGHTS (4)

These four (1 page) papers **AND timely submission of your spending journal** all together constitute 25% (25 points) of your grade. They are intended to expose you to the thinking and actions of consumers.

0-5 point, evidence of 5 entries into spending journal on paper presented on assigned day

Due: _____

0-5 points, Consumer Insight #1 **Due:** _____

0-5 points, Consumer Insight #2 **Due:** _____

0-5 points, Consumer Insight #3 **Due:** _____

0-5 points, Consumer Insight #4 **Due:** _____

Each assignment will be scored from 0 – 5 points. The points are earned for both quality (thought and creativity) and quantity (time dedicated to the task).

See the Consumer Insights Score Sheet for more details. A copy is posted at <http://www.fashionintelligence.org/cua-consumer-behavior>

All four will be completed before the Final Exam and the due dates are provided on the syllabus.

Consumer Insight #1: Interview One

Create an interview which brings to light the details about the consumption patterns of someone you know. Begin in a general way (define wants vs. needs) and finish with more specific questions about frequency of shopping, locations, habits, etc. (This task is not intended to be a formal tool for gathering data but rather an informal task for the purpose of exploring thoughts and behaviors of others.)

Write a minimum of 10 questions. (You will have time for this in a group during class.) Each question should lead the subject to respond with information regarding what, how, when, where, or why he or she makes the purchases he or she does. Then, after analyzing the answers, summarize your findings in at least one paragraph.

Do not provide the person's name. Rather, give a basic profile: Gender, age, level of education, employment status, city of residence.

Your paragraph/half page will be your analysis of consumption patterns of your subject. Identify the patterns but do not judge. You may speculate as to causes for the consumption patterns (lifestyle, health, age, etc.) but be sure to make it clear that this is just speculation on your part.

Hand in both the questions (with or without answers) and the 1 page Summary via two different PDF files by the start of class of the due date. Submit to sheehanwarren@gmail.com. Label *lastname, Ci1questions* and *lastname,Ci1*

Consumer Insight #2: Interview Two

Repeat the above interview and write an analysis for this second subject as well. This time, however, choose a subject who is the same gender but a different age (generation).

Do not provide the person's name. Rather, give a basic profile: Gender, age, level of education, employment status, city of residence, etc. (This task is not intended to be a formal tool for gathering data but rather an informal task for the purpose of exploring the thoughts and behaviors of others.)

Hand in both the questions (with or without answers) and the 1 page analysis via two different PDF files by the start of class of the due date. Submit to sheehanwarren@gmail.com. Label *lastname*, *Ci2questions* and *lastname,Ci2*.

Consumer Insight #3 Compare Consumers

Write a comparative analysis between Subject #1 and Subject #2. Be specific about differences in behavior and attitudes, but also look for commonalities. Your analysis may also include a hypothesis for why differences and similarities exist.

Hand in this analysis via a PDF file by the start of class of the due date. Submit to warrenms@cua.edu. Label *lastname*, *Ci3*.

Consumer Insight #4 Self Analysis

Completing this assignment involves the preliminary exercise of keeping notes on your spending behaviors for ten weeks in a "spending journal." You will want to track the spending you do on line (when, what sites, what items, how much money, etc.), at stores, food shopping, looking for entertainment, etc. Keeping receipts is one good way to help with tracking.

Study your journal and look for patterns. You may also reflect upon past behaviors (the last six months or one year) and add that to your analysis.

Write a one page (minimum) analysis of how you spend your money. You should explain the following:

1. How *often* do you shop? *How* do you shop? On-line? In-store?
2. Can you give a percentage of wants vs. needs in your spending? How do you define these two terms?
3. Do you plan the shopping? Do you impulse buy? Both? If you impulse buy, when do you tend to do the most impulse buying? What stimulates you to buy? How do you react to advertising?
4. Can you see evidence of the decision-making process of consumers discussed in class?
5. Do you ever think about shopping when you are not actually shopping?
6. What do you tend to buy? Which things are truly needs? What things do you call "needs" but are actually "wants?"
7. For any category of item, what prices are you willing to pay?
8. Have you had any "cognitive dissonance" after a purchase? Has any purchase given you pleasure and if so, how much pleasure?

Hand in the analysis as a PDF file by the start of class of the due date. Submit to warrenms@cua.edu. Label *lastname*, *Ci4*.

You will be scored in the following way: (The instructor will fill out a score sheet for each task. Each score sheet is replicated below. Keep your returned score sheets to track your points.)

1. **Spending Journal** Due Date for presenting Spending Journal: _____
 Spending Journal with at least 5 days of entries presented on due date. ____/5
 (Yes! You get 5 points just for proving that you are tracking your spending. But points can be deducted for poor quality.)

2. **Consumer Insight #1: First Subject** Due: _____ (5 points total)
 - a. Set of questions (with or without answers) was handed in. ____/1
 - b. Meets the 1 page minimum ____/1
 - c. Quality of Insight ____/3
 - a. Clear, professional-grade writing
 - b. Thorough
 - c. Insightful
 TOTAL: ____/5

3. **Consumer Insight #2: Second Subject** Due: _____ (5 points total)
 - a. Set of questions (with or without answers) was handed in. ____/1
 - b. Meets the 1 page minimum ____/1
 - c. Quality of Insight ____/3
 - Clear, professional-grade writing
 - Thorough
 - Insightful
 TOTAL: ____/5

4. **Consumer Insight #3: Compare Consumers** Due: _____ (5 points total)
 - a. Meets the 1 page minimum. ____/1
 - b. Demonstrates a well-reasoned comparison. ____/1
 - c. Quality of Insight ____/3
 - Clear, professional-grade writing
 - Thorough
 - Insightful
 TOTAL: ____/5

5. **Consumer Insight #4: Self Analysis** Due: _____ (5 points total)
 - d. Includes the completed Spending Journal ____/1
 - e. Meets the 1 page minimum. ____/1
 - f. Quality of Insight ____/3
 - Clear, professional-grade writing
 - Thorough
 - Insightful
 TOTAL: ____/5

PROJECT TOTAL: _____ / 25

This task is an individualized research assignment on a topic of your choosing (20 points total). The objective is to analyze the topic/issue in the light of Catholic Social Teaching. Therefore, your thesis will be a statement on the relationship of the two.

The deliverables are very similar to those of the Brand Presentation you completed earlier in the semester so that you can have a second chance to present in front of a group. However, this time, your presentation will only be 5 to 7 minutes in front of the class and you are totally on your own. *You are the class expert on the subject you choose.*

Your topic proposal is due ____/____ via submission form at <http://www.fashionintelligence.org/cb-semester-research-project>

Deliverables and Steps:

1. Bibliography with at least 3 journal references. (Turned in as a pdf file via warrenms@cua.edu on a specified due date ____/____ and again on the day of the presentation on the back of the handout.)
2. 5-7 Minute presentation with visuals will be given across the days: ____/____, ____/____, ____/____. Students will present in random order and a timer will be assigned. ("Mini-presentations" to small groups/instructor will be given throughout the semester in preparation for the big one.) A pdf file of both the visuals and the handout (with biography on back) is due before the start of class on the first day of final presentations.
3. 1 page handout which summarizes the information for classmates (bibliography printed on back). This is due before class time on the first day of presentations along with the visuals.

IMPORTANT: You should state a thesis at some point in your presentation (and on the handout). All information given should be in support of your thesis.

Possible Topics: (Select something which interests you greatly!)

- Consumption and sustainability
- Fashion consumption and identity/self concept/body image
- "Fast fashion" and the current model of fashion consumption
- Generational differences in definition of "wants" vs. "needs."
- Psychological effects of extreme materialism (clutter, hoarding, financial devastation, etc.)
- Lottery winners
- Issues related to truth in advertising
- Portrayal of women in advertising (in certain time and place)
- Portrayal of men in advertising across time
- Cultural differences in consumption
- Marketing to children
- The ethics of marketing certain kinds of food or food retail
- Changes in food consumption across time
- The ethics of marketing tobacco products
- Psychology of brand loyalty (or fanaticism)

The Score Sheet for the Semester Research Project looks like this: (It is posted at <http://www.fashionintelligence.org/cua-consumer-behavior>.)

<p>Semester Research Project Presentation Score Sheet</p> <p>Please hand in this score sheet at the start of your presentation</p> <p>Name: _____ Date: _____</p> <p>Topic: _____</p> <p>1. Quality of the Delivery (7 points total)</p> <ul style="list-style-type: none">a. The material is presented in a logical order. ____/1b. Presenter keeps attention and engages the audience. ____/1c. Presenter shows enthusiasm. ____/1d. Presenter shows evidence of ability to answer questions from the class. ____/1e. Volume, pitch, and body language are professional-grade. ____/1f. Presenter is dressed in business casual attire. ____/1g. Visuals reinforce information given; Presenter does not simply read slides. ____/1 <p>TOTAL: ____ / 7</p> <p>2. Quality of Content (7 points total)</p> <ul style="list-style-type: none">a. The material reflects thorough research. ____/2b. A Thesis Statement or General Conclusion is presented which involves Catholic Social Teaching. ____/1c. The Thesis is well supported ____/2d. Choice of information presented demonstrates strategy for increased understanding by audience. ____/.5e. Statements are backed with evidence. ____/.5f. Visuals are of professional quality. ____/.5g. Visuals demonstrate thought and creativity. ____/.5 <p>TOTAL: ____/7</p> <p>3. Quality of Handout (6 points total)</p> <ul style="list-style-type: none">a. Handout is one sheet of paper. ____/1b. Sources cited on bibliography (on the back of the handout) are reputable and valid. ____/1c. Bibliography is in proper format. ____/1d. Choice of information demonstrates strategy for increased understanding by audience. ____/1e. Handout is well-edited; professional-grade. ____/1f. Handout is visually appealing. ____/1 <p>TOTAL: ____/6</p> <p>PROJECT TOTAL = ____ / 20</p>
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