

## COURSE SYLLABUS

<b>COURSE TITLE:</b>	CONSUMER BEHAVIOR	<b>COURSE CODE:</b>	MKTG240
<b>INSTRUCTOR:</b>	Mrs Discors	<b>CREDITS:</b>	3
<b>PREREQUISITES:</b>	NONE	<b>SEMESTER:</b>	FALL 2020
<b>EMAIL:</b>	Libbyd25@gmail.com	<b>SCHEDULE:</b>	Thursday  Group 1 8h30-11h30  Group 2 8h30 – 11h30

***Unless otherwise specified, this course is held at the Eaubonne Sports Campus***

### **COURSE DESCRIPTION:**

This course explores the history and development of Consumer Behavior from the post WWII era to the present day, differentiating the methods, structures (mainly from economics, sociology and psychology) and the implications of each and the effects in all aspects of contemporary life.

### **COURSE OBJECTIVES:**

To provide students with a working knowledge of the methods, tools and objects of both pre-and post-internet marketing practice and to better understand the growing impact of globalization.

**Presence in class is mandatory. More than 2 absences will lead to a failing grade.**

### **EXPECTED LEARNING OUTCOMES:**

Upon completion of the course students should be able to recreate the evolution from early studies of Consumer Behavior to a Globalized Consumer Culture, elaborate the differences between Post WWII

and Contemporary promotional tools and methods and, appreciate the susceptibility of self-expression to individual and mass manipulation.

**MANDATORY TEXTBOOK:**

Consumer Behaviour, Zubin SETHNA & Jim BLYTHE 4th Edition.

ISBN: 9781526450012



**EVALUATIONS:**

The final grade will be determined as follows:

Class Participation and Engagement:	10%
Talking Points, (Team of Two): Challenge the Status Quo	15%
Consumer Profile/Fieldwork: Written Assignment	25%
Group Presentations:	25%
Final Exam:	25%

**COURSE SCHEDULE: All chapters refer to the 3<sup>rd</sup> Edition**

Dates	Reading/ Homework	Session Content
Session 1 17 Sept	Chapter 1	<p><b>Guest lecture by Danny RUKAVINA</b></p> <p>Introduction to the scope of the course and assessment schedule.</p> <p>A multi-disciplinary approach and the antecedents of consumer behavior</p> <p>7Ps of the marketing mix</p>
Session 2 24 Sept	Chapter 6	<p><b>Online class</b></p> <p>Drive, motivation and classifying needs.</p> <p>Hedonism</p> <p><u>Presentations in teams of two on Challenging the Status Quo will be assigned</u></p>
Session 3 8 Oct	Chapter 7	<p>The self and personality and components of self-concept</p> <p>Approaches to studying personality</p> <p>Freud and the psychoanalytic approach</p> <p>Personality traits</p> <p><i>Two Teams: Challenging the Status Quo</i></p> <p><u>Group Projects will be assigned</u></p>

Session 4 22 Oct	Chapter 8	Perception and creating a world-view Culture and perception Subliminal perception <i>Two Teams: Challenging the Status Quo</i>
Session 5 29 Oct	Chapter 10	Attitude formation: defining attitude & dimensions of attitude Attitude measurement Private and public attitudes Cognitive dissonance <i>Two Teams: Challenging the Status Quo</i>
Session 6 5 Nov	Chapter 9	Learning and knowledge: classical learning theory Behavior and conditioning Motivation and learning <i>Two Teams: Challenging the Status Quo</i>
Session 7 12 Nov	Chapters 2 & 11	<i>Consumer Profiles Due: (drawing on chapters 6 – 10)</i> <i>Group Presentation: Chapter 11 Reference Groups</i> Lecture: Chapter 2, Decisions, Behaviors and Interactions <i>Two Teams: Challenging the Status Quo</i>
Session 8 19 Nov	Chapters 2 & 11	<i>Group Presentation: Chapter 12, Age, gender and familial roles</i> Lecture: Chapter 3, Innovation and Digital Technologies <i>Two Teams: Challenging the Status Quo</i>
Session 9 <b>21 Nov</b> <b>Saturday</b>	Chapters 4 & 13	<i>Group Presentation:</i> <i>Chapter 13 Culture and Social Mobility</i> Lecture: Chapter 4, Consumption in B2C vs B2B <i>Two Teams: Challenging the Status Quo</i>
26 Nov	Business Games	<i>No class</i>
Session 10 3 Dec	Chapters 5 & 14	<i>Group Presentations:</i> <i>Chapter 14 Ethical consumption</i>

		Lecture: Chapter 5 Consumer Journeys through the world of Technology  <i>Two Teams: Challenging the Status Quo</i>
Session 11 10 Dec	Chapters 15	<i>Group Presentations:</i> <i>Chapter 15 Sustainable Consumption</i>  Exam preparation, wind up and questions.
Session 12 17 Dec <b>PARODI</b> <b>CAMPUS</b>		Final Exam

The schedule of Final Exams will be confirmed and published by 31 October 2020. The last day of the semester is 18 December 2020. DO NOT PLAN ANY TRAVEL BEFORE THIS DATE AS THERE ARE NO MAKE-UP EXAMS.

**Written Communications / Final Paper / Final Exam / Case Study**

Evaluation Components	Adequate Level 1 (C+/C)	Average Level 2 (B+/B/B-)	Good Level 3 (A/A-)
<b>Knowledge Integration</b>	Demonstrates a limited understanding of the application of the course material and concepts covered in the class	Demonstrate the author has mostly understood and is able to apply the concepts covered in the course. Some of the conclusions are not supported in the body of the paper. Some of the writing is unclear and incorrect	Demonstrates a complete understanding of the concepts learned in the course, and their application. Concepts are integrated with the author's own insights and have concluding remarks that clearly illustrates a complete synthesis of ideas
<b>Topic Focus</b>	The topic is not clearly defined or too broad for this assignment	The topic is focused but lacks direction. The author has not clearly argued a position	The topic is focused narrowly enough for the scope of this assignment

<b>Depth of Discussion</b>	The author has not covered all the relevant content, or citations from other sources outweigh the author's own writing	In depth discussion and elaboration in most sections of the paper	In depth discussion and elaboration in all sections of the paper
<b>Cohesiveness</b>	Paper does not flow and disjointedness is apparent. Sources are not woven together well and author does not demonstrate the relationship among material from different sources	For the most part ties together information from different sources. Paper flows with some disjointedness. Author demonstrates an understanding of the relationship among different sources of material	Ties together information from all sources. Paper flows easily from one point to the next. Demonstrates an understanding of the relationship of the material covered
<b>Spelling &amp; Grammar</b>	Unacceptable spelling & grammar errors	Moderate but noticeable spelling & grammar errors	Minimal spelling & grammar errors
<b>Plagiarism &amp; Citations</b>	Plagiarism report between 11-15% with limited citations	Plagiarism report between 6-10% with comprehensive citations	Plagiarism report less than 5% with comprehensive citations

**Oral Communications / Speech / Presentation / Pitch**

<b>Evaluation Components</b>	<b>Adequate Level 1 (C+/C)</b>	<b>Average Level 2 (B+/B/B-)</b>	<b>Good Level 3 (A/A-)</b>
<b>Organization</b>	Organizational pattern not observable, or only intermittently observed, throughout the presentation	Organizational pattern clearly observable throughout the presentation	Organizational pattern clearly observable and skillfully applied to the cohesive flow of the presentation
<b>Language</b>	Language choices are unclear or mundane and generally do not support the effectiveness of the presentation	Language choices are appropriate to the audience and generally support the effectiveness of the presentation	Language is appropriate to the audience. Language choices are imaginative, memorable and compelling, and enhance the effectiveness of the presentation

<b>Delivery</b>	Delivery techniques detract from the understandability of the presentation and the speaker(s) appear(s) uncomfortable	Delivery techniques make the presentation understandable. The confidence of the speaker(s) is/are unclear	Delivery techniques make the presentation compelling and the speaker(s) appear confident in the content being delivered
<b>Supporting Material, Q&amp;A</b>	Insufficient supporting material and/or inability to Averagely answer questions undermines the speaker(s) credibility on the topic being presented	Supporting materials and/or Average answers to questions supports or partially supports the presentation content	A good variety of supporting material and/or demonstrated ability to answer questions about the material presented established the speaker(s) credibility on the content of the presentation
<b>Central Message</b>	Central message can be deduced, but is not explicitly stated in the presentation	Central message is clear and understandable	Central message is compelling (precisely stated, appropriate repeated, memorable, and strongly supported)

**Class Participation / Preparation / Listening / Responding**

<b>Evaluation Components</b>	<b>Adequate Level 1 (C+/C)</b>	<b>Average Level 2 (B+/B/B-)</b>	<b>Good Level 3 (A/A-)</b>
<b>Attendance</b>	More than 2 absences	2 absences	Less than 2 absences
<b>Listening</b>	Projects lack of interest or disrespect for others	Sometimes displays lack of interest in comments of others	Actively and respectfully listens to peers and instructor
<b>Preparation</b>	Exhibits little evidence of having read or thought about assigned material	Sometimes arrives unprepared or with only superficial preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions

<b>Quality of contributions</b>	Comments reflect little understanding of either the assignment or previous discussions	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material
<b>Impact on class</b>	Comments do not advance the conversation or are actively harmful to it	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments frequently help move conversation forward
<b>Frequency of participation</b>	Seldom participates and is generally not engaged	Sometimes participates but at other times is "tuned out"	Actively participates at appropriate times

### Peer Review

<b>Evaluation Components</b>	<b>Adequate Level 1 (C+/C)</b>	<b>Average Level 2 (B+/B/B-)</b>	<b>Good Level 3 (A/A-)</b>
<b>Participation</b>	Did not consistently participate with the group.	The student's participation helped the group's work.	The student's participation was crucial to the success of the group's work.
<b>Contribution</b>	Did not contribute equally to the group.	Provided an Average contribution to the group.	Actively participated/led/coordinated team work.
<b>Appreciation</b>	Was not appreciated by groupmates	Was Averagely appreciated by groupmates	Was highly appreciated by groupmates