

MKG330: Consumer Behavior

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes



Course Description: This course prepares students to analyze consumer purchasing behavior as it relates to the development of marketing mix programs. Important considerations include economic, psychological, cultural, cognitive, and social factors. Recommended Prior Course: None. (This course is also offered through Competency Based Exam. Credits earned using this option will appear on transcripts with an "EX" suffix. Contact your advisor with any questions.

Course Overviews: This course will expand upon various marketing principles as they relate to consumer behavior. Students will practice demonstrating their comprehension of learned concepts through course exercises, critical thinking papers, and discussions. Students will also have an opportunity to explore career development as it relates within the marketing field.

Course Learning Outcomes:

1. Define and link the steps of consumer behavior as essential elements in marketing strategy.
2. Demonstrate an understanding of what variances in values exist across cultures and subcultures between and within countries; evaluate and interpret how these variations provide marketers with the opportunity to develop unique marketing programs.
3. Demonstrate an understanding of different generations, interpret marketing implications, and develop communication techniques based on the similarities and differences of the generational groups.
4. Explain the differences between psychological factors (learning, memory, motivation, personality, and emotions) in consumer behavior, and interpret how they affect designing marketing strategy.
5. Understand the components of attitude (cognitive, affective, and behavioral) in consumer behavior and interpret how marketers utilize these components to influence or change consumer behavior and/or response tendencies.
6. Explain and apply the value of psychographics or "lifestyle" as well as the popular systems that quantify lifestyle (e.g. VALS) in current marketing strategies.
7. Demonstrate a thorough understanding of how the Consumer Decision Process explains emotion, environment, and attribute-based decisions.

Participation & Attendance

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Textbook Information is located in the CSU-Global Booklist on the Student Portal.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Opening Exercises: Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	<ul style="list-style-type: none">• Chapters 1 & 8 in <i>Consumer Behavior</i>• Papacharissi, Z., & Fernback, J. (2005). Online privacy and consumer protection: An analysis of portal privacy statements. <i>Journal of Broadcasting & Electronic Media</i>, 49(3), 259-281. doi:10.1207/s15506878jobem4903_1• Hutter, K., Hautz, J., Dennhardt, S., & Füller, J. (2013). The impact of user interactions in social media on brand awareness and purchase intention: The case of MINI on facebook. <i>The Journal of Product and Brand Management</i>, 22(5), 342-351	<ul style="list-style-type: none">• Discussion (25 points)• Opening Exercise (0 points)• Mastery Exercise (10 points)• Critical Thinking (75 points)

2	<ul style="list-style-type: none"> Chapters 2 & 3 in <i>Consumer Behavior</i> Attia, S., & Hooley, G. (2007). The role of resources in achieving target competitive positions. <i>Journal of Strategic Marketing</i>, 15(2/3), 91-119. doi:10.1080/09652540701321058 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Critical Thinking (75 points)
3	<ul style="list-style-type: none"> Chapters 3 & 4 in <i>Consumer Behavior</i> Anderson, I., & Gaile-Sarkane, E. (2012). Consumer needs analysis as a base for sustainable development of entrepreneurship. <i>Region Formation & Development Studies</i>, (8), 6-14. Aubin, F., Atoyan, H., Robert, J., & Atoyan, T. (2012). Measuring a product's usefulness. <i>Work</i>, 41, 5266-5273. 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Critical Thinking (70 points) Portfolio Milestone (25 points)
4	<ul style="list-style-type: none"> Chapters 5 & 6 in <i>Consumer Behavior</i> Goodman, B., & Dretzin, R. (Directors). (2003). <i>Giving us what we want</i> (Clip 5) [Video file]. Retrieved from http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/ (Click on Watch the Full Program Online and then click on 5. The Giving Us What We Want.) Lakshmanan, A., & Krishnan, H. (2011). The Aha! eExperience: Insight and discontinuous learning in product usage. <i>Journal of Marketing</i>, 75(6), 105-123. doi:10.1509/jmkg.75.6.105 Mehta, N., Xinlei (Jack), C., & Narasimhan, O. (2008). Informing, transforming, and persuading: disentangling the multiple effects of advertising on brand choice decisions. <i>Marketing Science</i>, 27(3), 334-355. 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Critical Thinking (75 points)
5	<ul style="list-style-type: none"> Chapters 7 & 9 in <i>Consumer Behavior</i> Goodman, B., & Dretzin, R. (Directors). (2003). <i>A high concept campaign</i> (Clip 1) [Video file]. Retrieved from http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/ (Click on Watch the Full Program Online and then click on 1. A High Concept Campaign.) Goodman, B., & Dretzin, R. (Directors). (2003). <i>Giving us what we want</i> (Clip 5) [Video file]. Retrieved from http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/ (Click on Watch the Full Program Online and then click on 5. The Giving Us What We Want.) 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Portfolio Milestone (25 points)
6	<ul style="list-style-type: none"> Chapters 10, 11, & 12 in <i>Consumer Behavior</i> Demangeot, C., & Sankaran, K. (2012). Cultural pluralism: Uncovering consumption patterns in a multicultural environment. <i>Journal of Marketing Management</i>, 28(7/8), 760-783. doi:10.1080/0267257X.2012.698635 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Critical Thinking (75 points)

7	<ul style="list-style-type: none"> Chapters 13 & 14 in <i>Consumer Behavior</i> Sahin, I. (2006). Detailed review of Rogers' diffusion of innovations theory and educational technology-related studies based on Rogers' theory. <i>The Turkish Online Journal of Educational Technology</i>, 5(2), 14-23. Retrieved from http://www.tojet.net/articles/v5i2/523.pdf Westjohn, S., Singh, N., & Magnusson, P. (2012). Responsiveness to global and local consumer culture positioning: A personality and collective identity perspective. <i>Journal of International Marketing</i>, 20(1), 58-73. doi:10.1509/jim.10.0154 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Portfolio Milestone (25 points)
8	<ul style="list-style-type: none"> Chapters 15 & 16 in <i>Consumer Behavior</i> Chitakornkijisil, P. (2012). Brand integrity, advertising and marketing ethics as well as social responsibility. <i>International Journal of Organizational Innovation</i>, 4(4), 109-130. Goodman, B., & Dretzin, R. (Directors). (2003). <i>Narrowcasting</i> (Clip 6) [Video file]. Retrieved from http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/ (Click on <i>Watch the Full Program Online</i> and then click on 6. <i>Narrowcasting</i>.) Meghisan, F., Craciun, L., & Barbu, C. (2010). Corporate social responsibility and marketing. <i>Young Economists Journal / Revista Tinerilor Economisti</i>, 8(15), 78-84. 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Portfolio Project (275 points)

Assignment Details



This course includes the following assignments/projects:

Module 1

Technology and Tracking Consumer Behavior (75 Points)

Emerging technology has shaped consumer behavior, especially within the past decade. Consumers in all generations and age groups rely on digital and social media to help them make purchase decisions. Consumer behavior is also directly affected by technology because the purchase decision is simpler and more convenient than in the past. Marketers are analyzing how the latest technological advances have caused shifts in consumer behavior. Marketers are also using this information to maximize opportunities to reach consumers who meet certain criteria.

From cell phones to tablets, information is accessible from virtually anywhere. Some companies participate in "information exchange" based on consumer searches that are captured by cookies on their computers. When consumers use these technological means to access information, their searches are stored and then sold to the highest bidder in this exchange. As discussed in the textbook, this behavioral information is then used to target customers while they peruse online.

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option 1: In a well-written, 2- to 3-page paper demonstrating CSU-Global standards, discuss your findings on the methods used by companies to track online consumer behavior. Make sure to address the following questions, ensuring your analysis pertains to issues concerning marketing ethics:

- What are the implications for those companies that bid for the chance to have exclusive advertising featured on their web page? Is this practice based on the information exchange or some other type of consumer behavior?
- Will these companies have issues involving customer privacy? Why or why not? Your paper should meet the following requirements:

Your paper should meet the following requirements:

- 3 pages in length
- Formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
- Include at least 3 outside sources. The CSU-Global Library is a good place to find these sources.

Option 2: In a well-produced PowerPoint presentation, demonstrating CSU-Global standards, discuss the methods used by companies to track online consumer behavior. Make sure to address the following questions, ensuring your analysis pertains to the benefits of cross-screen marketing:

- What are some benefits stemming from the cross-screen method of marketing?
- How do the latest technological advances help position marketers to secure long-lasting relationships with their customers? Or do they not?
- How are marketing strategies impacted by the adoption of technology that allows marketers to solicit its customers? Or do they not?
- What ethical considerations need to be addressed in cross-screen marketing? What are the impacts of unethical practices with using this marketing technique?

Your presentation should meet the following requirements:

- A minimum of 6 slides with complete speaker's notes (8 slides including title and reference slides)
- Formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
- Include at least 3 outside sources. The CSU-Global Library is a good place to find these sources.

Portfolio Project Reminder:

Be sure to review the Portfolio Project Description and Portfolio Project Rubric in the Module 8 folder for details.

Module 2

Advertising and the Hierarchy of Needs or Market Segments (75 Points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option 1: Advertising and the Hierarchy of Needs

Find three commercials of products in the same industry. For example, you could choose three brands from the automobile industry such as Mercedes, Harley Davidson, and Ford. Each brand should have different target markets. You may use YouTube videos or commercials from the company's websites. Be sure to properly cite the source of the videos.

In a media presentation of your choice, assess how each ad draws on the elements in Maslow's Hierarchy of Needs to appeal to prospective customers. Include in your assessment a comparison of the ads and the approaches they take to addressing these needs. For each ad, briefly explain the target markets and the value propositions afforded by the respective products. Is there an overarching theme in all three? What, if any, distinctive characteristics distinguish them from one another?

Your presentation should meet the following requirements:

- PowerPoint, Prezi, Slideshare, or a media presentation of your choice
- 12-15 slides in length with complete speaker's notes
- Formatted according to *CSU-Global Guide to Writing and APA Requirements*.
- Include at least 3 outside sources. The CSU-Global Library is a good place to find these sources.

Option 2: Market Segments

Select two new customer segments for a brand of your choice, and name them. You may create a name based on their characteristics. For example, if you chose a coffee brand, you may have the *Serious Sippers* as a customer segment and the *Dabble Drinkers* as the second.

- Distinguish the primary and secondary markets.
 - The primary market is normally larger than the secondary market. These customers primarily use the product the most.
 - The secondary market can include customers who might use or be interested in the product only occasionally.
- Detail the demographics and psychographics of both market segments.
 - Include the basic characteristics of your current and potential customers such as age, gender, income, education, ethnicity and geographic locations. You may use existing data.
- Examine your customers' lifestyles such as hobbies and other interests. Explain how these lifestyles may affect the purchase decision for this product.

Your paper should meet the following requirements:

- 3-4 pages in length
- Formatted according to *CSU-Global Guide to Writing and APA Requirements*.
- Include at least 3 outside sources. The CSU-Global Library is a good place to find these sources.

Portfolio Project Reminder:

Option #1: If you haven't already begun collecting information in your personal consumer behavior journal, you should start doing so this week. Your first seven-day log is due in Week 3.

Option #2: If you haven't already begun collecting information regarding a product's ads in a journal, you should start doing so this week. Your first seven-day log is due in Week 3.

Module 3 **Lifetime Employability Career Development (70 Points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option 1: The Job Hunt

Part 1: Locate and analyze two scholarly articles that contain information regarding career development in marketing. Compare the articles, being certain to note key professional skills that would prove essential for your personal development in the career of your choice. In a 1- to 2-page, well-written paper, analyze how you could effectively apply the skills you have noted and how they would benefit your professional growth.

Part 2: Conduct a job search using a reputable resource such as Monster.com or Careerbuilder.com to locate a few dream marketing positions. Read the job description and discuss whether the skills researched in the articles match desired skills described by the potential employer.

- What other competencies are desired by the employer?
- How would you present yourself to a potential employer?
- What etiquette and communication skills would you use to get an interview?

Part 3: Develop a strategy for job hunting in your area of interest. How would you manage your time, tasks and goals?

Your paper should meet the following requirements:

- Be 2-3 pages in length
- Be formatted according to the *CSU-Global Guide to Writing and APA*
- Include at least 3 outside sources. The CSU-Global Library is a good place to find these sources.

Option 2: The Marketing Interview

You will be teamed up with a partner for this assignment. Each of you will assume the role of interviewer and interviewee. Meet and share with each other your ideal roles in marketing so that appropriate questions and preparation can be done before this interaction. You may do this over the phone, via email, using Skype or any method you agree upon.

Step 1: As interviewer, prepare five interview questions to ask to ensure you are choosing the most appropriate person for the position. Conduct research and incorporate interviewing questions from at least two credible resources. As an interviewed candidate, prepare five responses about yourself that tell the interviewer why you are the perfect candidate for the position. Include these in the final analysis with your findings.

Consider the following:

- What would be some ideal responses to your interview questions? In other words, what would “wow” you as a response?
- What core competencies and skill sets are you looking for in the ideal candidate?
- How would you describe the expectations of the role to the candidate?

Step 2: Write an analysis paper of your experience. Prepare a transcript of the interaction and discuss your experiences as both interviewer and interviewee.

- What insights did you learn?
- What worked and did not work well?

Your interview analysis should meet the following requirements:

- Be 2-3 pages in length
- Be formatted according to the *CSU-Global Guide to Writing and APA*
- Include at least 3 outside sources. The CSU-Global Library is a good place to find these sources.

Portfolio Project Milestone (25 Points)

Options #1 & #2: Personal Consumer Behavior Journal: First Seven-Day Entry

Submit your first seven-day log from your personal consumer behavior journal. In order to receive points for this milestone, it must be submitted for this week's deadline. Review the Portfolio Project in the Module 8 folder. Also review the Portfolio Project grading rubrics. Contact your instructor with any questions.

Module 4

Consumer Learning or VALS Analysis (75 Points)

Option 1: Consumer Learning

Select a product, existing or from your ingenuity, and design an ad purporting to teach consumers how to use the product and explain its benefits/features. In a well-written, 3- to 4-page paper demonstrating CSU-Global standards, be sure to discuss the cues, or stimuli, represented in the ad.

Answer the following questions:

- What are the possible responses that could be elicited from viewing the ad? Define the potential reinforcement for a customer who purchases the product upon viewing the ad.
- How can the company continue to add value to the customer experience even after the purchase is complete?

Refer to the figures in our chapter reading regarding Proctor & Gamble's Febreze product for direction with this assignment.

Your paper should meet the following requirements:

- 3-4 pages in length

- Formatted according to *CSU-Global Guide to Writing and APA Requirements*.
- Include at least 3 outside sources. The CSU-Global Library is a good place to find these sources.

Option 2: VALS Analysis

Before beginning this assignment, go to the following Strategic Business Insights website (<http://www.strategicbusinessinsights.com/vals/ustypes.shtml>) and explore the information on VALS:

Click on each of the eight types and read the descriptions that define each of the various behavioral classifications.

Then take the VALS survey (<http://www.strategicbusinessinsights.com/vals/presurvey.shtml>). PLEASE NOTE that you do not have to enter your email address for the survey to identify your VALS type; however, you do have to answer all the other questions. Your answers to the survey questions remain private and are not shared with the class or the instructor.

In a well-written, 3- to 4-page paper demonstrating CSU-Global standards, answer the following questions:

- How is your behavior as a consumer consistent with the selected primary and secondary group classification descriptions?
- What factors are most important in landing you in those two categories (think friends, ethnicity, culture, religion, education, gender, age, life stage, etc.)? Briefly describe why each of the selected contributing factors is important in defining you as a member of these groups.
- Give two examples of products/brands that promote to and/or target one or more of these groups. Give an example of a print or YouTube video ad that substantiates your claim. Provide APA citations of these examples in your references page and include any visuals along with your paper.

In addition to the advertising examples, include two or three other outside references to support your research and conclusions.

The section on Lifestyles in Chapter 2 of your text, as well as *A Diagram of the VALS Segments* figure and the *Summary Descriptions of the Eight VALS Segments* table may also be helpful for this assignment.

Your paper should meet the following requirements:

- 3-4 pages in length
- Formatted according to *CSU-Global Guide to Writing and APA Requirements*.
- Include at least 3 outside sources. The CSU-Global Library is a good place to find these sources.

Portfolio Project Reminder:

Option #1: Continue working on your personal consumer behavior journal.

Option #2: Continue working on your product advertising journal.

Module 5

Portfolio Project Milestone (25 Points)

Options 1 & 2: Personal Consumer Behavior Journal: Second Seven-Day Entry

Submit your second seven-day log from your personal consumer behavior journal. In order to receive points for this milestone, it must be submitted for this week's deadline. Review the Portfolio Project in the Module 8 folder. Also review the Portfolio Project grading rubrics. Contact your instructor with any questions.

Module 6

VALS and PRIZM Analysis (75 Points)

Choose one of the following two assignments to complete this week. Note that if you already completed the VALS assignment in Module 4, you must select the PRIZM assignment. When you are ready to submit, click the Module 6 Critical Thinking header on the Assignments page to upload the document.

Option 1: VALS Analysis

Before beginning this assignment, go to the following Strategic Business Insights website and explore the information on VALS (<http://www.strategicbusinessinsights.com/vals/ustypes.shtml>).

Click on each of the eight types and read the descriptions that define each of the various behavioral classifications.

Then take the VALS survey (<http://www.strategicbusinessinsights.com/vals/presurvey.shtml>). PLEASE NOTE that you do not have to enter your email address for the survey to identify your VALS type; however, you do have to answer all the other questions. Your answers to the survey questions remain private and are not shared with the class or the instructor.

Questions:

- How is your behavior as a consumer consistent with the selected primary and secondary group classification descriptions?
- What factors are most important, in your opinion, in landing you in those two categories (think friends, ethnicity, culture, religion, education, gender, age, life stage, etc.)? Briefly describe why each of the selected contributing factors is important in defining you as a member of these groups.
- Give two examples of products/brands that you believe promote to and/or target one or more of these groups and give an example of a print or YouTube video ad that substantiates your claim. Provide APA citations of these examples in your references page and include any visuals along with your paper.

In addition to the advertising examples, include two or three other outside references to support your research and conclusions.

The section on Lifestyles in Chapter 2 of your text, as well as *A Diagram of the VALS Segments* figure and the *Summary Descriptions of the Eight VALS Segments* table may also be helpful for this assignment.

Your paper should meet the following requirements:

- 3-4 pages in length
- Formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
- Include at least 3 outside sources. The CSU-Global Library is a great place to search for credible and scholarly sources.

Option 2: PRIZM Analysis

Go to the PRIZM NE site at
https://segmentationsolutions.nielsen.com/mybestsegments/Default.jsp?ID=0&menuOption=home&pageName=Home&filterstate=&sortBy=segment_code&prevSegID=CLA.PNE

Click on the Segment Look-Up tab
(<https://segmentationsolutions.nielsen.com/mybestsegments/Default.jsp?ID=30&menuOption=segmentdetails&pageName=Segment%20Details>) and review some of the category descriptions. Read a couple that you believe might fit you.

Then, click on the Using My Best Segments tab to get an idea of how businesses might use such information.

Finally, click on the Zip Code Look-Up tab

(<https://segmentationsolutions.nielsen.com/mybestsegments/Default.jsp?ID=20&menuOption=ziplookup&pageName=ZIP%20Code%20Lookup>), enter your zip code, and review the categories that define your neighborhood.

In a well-written, 3- to 4-page paper demonstrating CSU-Global APA standards, answer the following questions:

- Do the categories assigned to your zip code define your neighborhood accurately? Do you see yourself in one of the categories listed? If so, which one?
- How might this information be valuable to marketers of products to you and the other categories listed for your neighborhood?
- What promotions do you receive through the mail that are, in your opinion, targeting your neighbors and yourself based on the classifications?
- Which retail operations may have located in your immediate region based on these profiles?
- In summary, are you and your neighborhood captured in the PRIZM NE classifications? Why or why not?
- Be as specific as possible and provide examples. Is your neighborhood's PRIZM designation reflected in the demographics, lifestyle and related resident consumer buying habits and behaviors, as well as community and retail development?

Your paper should meet the following requirements:

- 3-4 pages in length
- Formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
- Include at least 3 outside resources. (The U.S. Census Bureau website and/or local community websites are good potential resources for this type of information.) The CSU-Global Library is a great place to search for credible and scholarly sources.

Portfolio Project Reminder:

Option #1: Continue working on your personal consumer behavior journal.

Option #2: Continue working on your product advertisement journal.

Module 7

Portfolio Project Milestone (25 Points)

Options 1 & 2: Personal Consumer Behavior Journal: Third Seven-Day Entry

Submit your third seven-day log from your personal consumer behavior journal. In order to receive points for this milestone, it must be submitted for this week's deadline. Review the Portfolio Project in the Module 8 folder. Also review the Portfolio Project grading rubrics. Contact your instructor with any questions.

Module 8

Consumer Behavior Journal (275 Points)

Choose one of the following two projects to complete by Week 8. Do not do both assignments. Identify your assignment choice in the title of your submission. Begin early and work a little during each week to build a comprehensive and analytical project.

Option 1: Personal Consumption

Part 1: Personal Consumer Behavior Journal (3-4 pages)

Over three one-week periods, you will keep a diary of your purchasing activity. Very simply, this will include listing the products, the time, and the location where you made the purchase. You'll do this on a daily basis over each of the three one-week periods. The effort is to capture specific products and/or brands in your consumer behavior patterns, and to those ends you can ignore most fresh produce (a head of lettuce, unless the brand is known, e.g., Dole bananas). Please do

not collect data for 21 disparate days. We're trying to find patterns in your behavior. The optimum collection period is 21 straight days, but the next best can be three separate seven-day-straight periods.

At the end of each seven-day period (seven consecutive days), you will identify three products you seem to "consume" most regularly or consistently. Thinking back on that week, answer the following questions in your journal for each product:

- Why did you select that product over a competing brand or product?
- Was it convenient, for example, or did you have to go out of your way because of desire? Was it on sale? Was it a perceived quality matter?
- Articulate your satisfaction/dissatisfaction with the product and/or the purchase experience.

Discuss your intent to continue that purchase (or note if you decided to change your purchase pattern and why).

Part 2: Consumer Behavior Essay (5-7 pages)

At the end of the three weeks, choose three key products. Your paper should cover the following assessment for each of the three products:

Discuss the one major psychological factor or process (e.g., peer pressure, learned behavior, general advertising, subliminal messages, image, convenience, price, etc.) that contributed most to your pattern of consumption. Be sure to discuss at least one different process for each of the three products.

Provide a summary of the psychological process that you're describing. This summary should demonstrate that you understand what the process involves, how it works, how it influences consumer behavior in general, and how it is relevant to your purchasing pattern.

Be sure to clearly describe both the psychological process and its application to your specific purchase pattern. Give specific reasons why you think it was that process that was most influential for that product.

To successfully complete this Portfolio, you must:

- Submit a total of 8-12 pages.
- Include at least six outside sources that support your discussion. The CSU-Global Library is a good place to search for these sources.
- Ensure that both your journal and your paper are well written and formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

Option 2: Product Advertising

Part 1: Consumer Behavior Journal, Advertising (3-4 pages)

Over three one-week periods, track the advertising activities of a product of your choosing. This can include any marketing medium such radio, television, billboards, web, and mobile devices. Please do not collect data for 21 disparate days. We're trying to find patterns in advertising of the product. Determine and note the multiple branding messages and images used in each ad and be prepared to discuss the differences in the portfolio paper.

At the end of each seven-day period (seven consecutive days), identify which ad aired the most and which medium was most used. Then, address the following questions in the journal:

- Why did you choose this particular product?
- Which of Maslow's needs are exemplified in each ad?
- What types of ad are used: informative, persuasive, comparative? How effective were they? See Chapter 8's "Measuring Media's Advertising Effectiveness" in *Consumer Behavior* for insight.

Part 2: Consumer Behavior Journal, Advertising Essay (5-7 pages)

At the end of the three weeks, choose the three advertisements you saw or heard the most. Your paper should cover the following assessment for each of the three ads:

- Discuss the ad strategy most used by this brand and its effectiveness in reaching its target audience. How conspicuously were Maslow's needs integrated within the ad?
- Include a summary of the images and branding messages used in the ads and determine the feasibility of persuading or informing viewers about the product. If the ads were comparative, define the strategy used to employ this type of ad and discuss the effectiveness of comparison between the products. If the ads were persuasive, discuss what methods were used to gain the attention of the viewer such as celebrity use, etc. If the ads were informative, detail what information was presented and how. Discuss whether the ad included sufficient information necessary for viewers to walk away with meaningful knowledge about the product.
- Referring to Chapter 5, indicate which cognitive learning models you think the companies were trying to employ in the ads and detail the model to showcase your comprehension of it and its relevance to the ads.

To successfully complete this Portfolio, you must:

- Submit a total of 8-12 pages.
- Include at least six outside sources that support your discussion. The CSU-Global Library is a good place to search for these sources.
- Ensure that both your journal and your paper are well written and formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

Course Policies



Course Grading

20% Discussion Participation
0% Opening Exercises
8% Mastery Exercises
37% Critical Thinking Assignments
35% Final Portfolio Paper

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.