

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2021</b>
<b>BUS 382</b>	<b>Consumer Behaviour</b>	<b>Prerequisite: BUS 280</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Dr. Mark Szabo	<b>First Day of Classes:</b>	Sept 8, 2021
<b>Days:</b>	Thursday	<b>Email:</b>	<a href="mailto:mark.szabo@ambrose.edu">mark.szabo@ambrose.edu</a>	<b>Last Day to Add/Drop:</b>	Sept 19, 2021
<b>Time:</b>	6:45-9:45 PM	<b>Phone:</b>		<b>Last Day to Withdraw:</b>	Nov 22, 2021
<b>Room:</b>		<b>Office:</b>		<b>Last Day to Apply for Extension:</b>	Nov 23, 2021
<b>Lab/Tutorial:</b>		<b>Office Hours:</b>		<b>Last Day of Classes:</b>	Dec 13, 2021
<b>Final Exam:</b>	<i>Office of the Registrar will publish Final Exam Schedule</i>				

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

### Course Description

This course familiarizes students with the role of individual lifestyle and personality, and cultural and social influences, in consumer decision-making. These topics are examined with the goal of enabling marketers to better understand customers and meet their needs. The course also provides a uniquely Canadian perspective on how products, services, and consumption activities shape people's social experiences.

### Expected Learning Outcomes

Upon successful completion of this course, students will:

- (1) Demonstrate an understanding of principles of consumer behaviour, including terminology and concepts, especially the concept of consumer value;
- (2) Demonstrate an understanding of various influences on consumer behaviour and ethical considerations related to influencing behaviour;
- (3) Apply critical thinking skills to marketing scenarios and case studies in an analytic manner;
- (4) Develop skills in managing and implementing group and individual projects, and practice oral communication, presentation, and facilitation skills.

## Textbook

*Consumer Behaviour: Canadian Edition*, Isabelle Szmigin, Maria Piacentini, Tatiana Levit, Oxford University Press (Mar 22, 2019), ISBN-13: 978-0199029075

## Course Schedule

Date	Topic	Readings
Sept 9	<ul style="list-style-type: none"><li>• Introduction to Consumer Behaviour and the History of Consumption</li><li>• Group Discussion</li></ul>	Szmigin, Piacentini & Levit: Ch 1
Sept 16	<ul style="list-style-type: none"><li>• Contemporary Perspectives on Consumer Behaviour</li><li>• Group Discussion</li></ul>	Szmigin, Piacentini & Levit: Ch 2
Sept 23	<ul style="list-style-type: none"><li>• The Perceptual Process</li><li>• Group Discussion</li></ul>	Szmigin, Piacentini & Levit: Ch 3
Sept 30	<ul style="list-style-type: none"><li>• Learning and Memory</li><li>• Group Discussion</li></ul>	Szmigin, Piacentini & Levit: Ch 4
Oct 7	<ul style="list-style-type: none"><li>• Personality, Self, and Motivation</li><li>• Group Discussion</li></ul>	Szmigin, Piacentini & Levit: Ch 5
Oct 14	<ul style="list-style-type: none"><li>• Attitude Theory and Behaviour Change</li><li>• Group Discussion</li></ul>	Szmigin, Piacentini & Levit: Ch 6
Oct 21	<ul style="list-style-type: none"><li>• Decision-Making and Involvement</li><li>• Midterm Exam</li></ul>	Szmigin, Piacentini & Levit: Ch 7
Nov 4	<ul style="list-style-type: none"><li>• Social Networks and Processes</li><li>• Individual Presentations, Group Discussion</li></ul>	Szmigin, Piacentini & Levit: Ch 8
Nov 18	<ul style="list-style-type: none"><li>• Culture</li><li>• Individual Presentations, Group Discussion</li></ul>	Szmigin, Piacentini & Levit: Ch 9
Nov 25	<ul style="list-style-type: none"><li>• Patterns of Buyer Behaviour</li><li>• Individual Presentations, Group Discussion</li></ul>	Szmigin, Piacentini & Levit: Ch 10
Dec 2	<ul style="list-style-type: none"><li>• Social Responsibility and Ethics: Dark and Bright Behaviours in the Marketplace</li><li>• Individual Presentations, Group Discussion</li></ul>	Szmigin, Piacentini & Levit: Ch 11
Dec 9	<ul style="list-style-type: none"><li>• Innovation and Technological Trends</li><li>• Individual Presentations, Group Discussion</li></ul>	Szmigin, Piacentini & Levit: Ch 12

## Requirements

Course grading and evaluation will be conducted as follows:

Activity	Percent of Total
Class Participation & Attendance	20%
Individual Presentation	30%
Midterm Examination	20%
Final Examination (Cumulative)	30%

## Attendance

Please come to class prepared to engage in group discussion. The readings will be valuable to our learning this semester, but I am also interested in everyone learning \*how\* to apply the material to real-world scenarios. Students will learn from me, from the course materials, and from each other. Students are expected to 1) complete assigned readings in advance of class, 2) attend all classes, and 3) participate actively in class discussions. If you do not complete assigned readings in advance, it will be obvious in the class discussions. I may note that class as an absence. I will also use the Group Discussions component of your grade to assess your individual contribution to the group assignments.

**Classes with guest speakers:** come prepared with questions about topics pertaining to the guest speaker's expertise. You will be provided with information about the guest speakers (i.e., LinkedIn profiles) and any advance reading ahead of the class they speak in. Absences on presentation days will count as two absences.

If external circumstances (i.e., athletics games) or illness prevent you from attending or adequately preparing for a class, please let me know **ahead of time** so that this can be taken into account, as repeated absences from class will negatively impact your individual participation grade. It remains the instructor's sole discretion to determine whether any absence(s) will affect the Attendance component of the final grade.

### Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Attendance (40%)</b> (Excludes certain excused absences such as Ambrose out-of-town games)	Attends all classes or misses one class (100%). Misses two classes (90%).	Misses three classes (80%).	Misses four classes (70%). Misses five classes (60%)	Misses six or more classes (0%)
<b>Group Discussions. Professionalism and Contribution Quality (60%)</b> Quality (depending upon context): pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives expands the group's perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

## Individual Presentation

This assignment is designed to show some evidence of significant learning that takes place beyond the classroom and to have you synthesize and apply concepts discussed in class to real-world phenomena. The rationale for this assignment is two-fold:

- (1) You will learn more from the study of a topic in which you have expressed a personal interest, and
- (2) It encourages the expression of creativity—a critical characteristic of a good marketer.

I strongly suggest that you consult with me while preparing this project. Getting feedback while you are preparing the project is likely to produce better results. Note that this feedback will not happen at midnight the night before the assignment is due. Please plan ahead.

#### Guidelines for Presentation Assignment:

1. Select a current brand of interest. If you are taking BUS383 (Marketing Communications) this semester, you may not choose any of the organizations the students are consulting within that class. If you are taking BUS432 (Recruitment & Selection) this semester, you may not choose the same organization you chose in that class for this assignment.
2. Once you have picked your brand, "reserve" it by posting in the designated forum in Moodle. Please put your brand name in the subject heading of the post. No duplicate brands are allowed. I strongly suggest you pick a brand that is not necessarily well-known because you'll want to provide additional insights and teach the class something they may not already know.
3. Acquire background information on this brand. You can find background information from applied/commercial publications (e.g., The Globe and Mail, National Post, Maclean's, Marketing, Advertising Age, Business Week, Forbes, Fortune, New York Times, Wall Street Journal, etc.), or information available on corporate websites. In addition, you may want to consider contacting organizations to ask for the information you need.
4. Analyze the brand's consumer content (website, advertising, social posts) by **applying three to four concepts or theories** that you have learned in this course. Your analysis should include an explanation of consumer behaviour concepts or theories, of how the brand relates to/applies to these concepts or theories, and an evaluation of the effectiveness. You could also include suggestions for improving the brand (what's not there that should be?).
5. Also, it will be useful to provide some background information relevant to the brand and its product category.
6. You are encouraged to show and submit as exhibits (with your final paper) items such as sample ads and/or other promotional materials, TV/radio commercial transcripts/descriptions/URLs, website materials, packages, and any other relevant marketing artifacts. These should be included in the Appendix.
7. The written component of the assignment will be the PowerPoint deck. Include all relevant links, background, and citations in the Appendix.
8. References are required for any information cited (including the textbooks). Please cite all references using either the APA format or by using Footnotes. Be consistent in whatever format you choose.
9. Please submit assignment in PowerPoint in a single document into Moodle by the assignment deadline.
10. You will have a **maximum** of 10 minutes to present your findings to the rest of the class, followed by a 5 minute Q&A session.
11. For those listening to the presentation, I expect a very engaged Q&A session. Please note that your class participation grade will be affected by your level of engagement, interaction, and asking of relevant questions to the presenter.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Communication and Delivery (60%)</b>	Oral presentation delivered with a clear, confident, well-paced voice so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (rarely referring to notes or slides). Generate(s) significant enthusiasm about topic. Presenters show interest and enthusiasm.	Oral presentation delivered with clear, mostly confident voice so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (occasionally referring to notes or slides). Generates some interest in topic. Presenters largely show interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g., presentation largely read from notes or slides with little eye contact). Generates little interest in topic. Presenters show some interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at the back of the class have difficulty hearing. Unfocused sense of audience (e.g., looks only at notes or away from the audience). Generates little or no interest in topic. Presenters lack interest in topic.
<b>Creativity, Graphics, Structure, and Mechanics (40%)</b>	Presentation is made insightfully, creatively, or skillfully. Innovatively or expertly prepared graphics were used throughout the entire presentation. Presenters explain and reinforce the text and presentation. Information is presented in a very logical, interesting sequence, which the audience can follow. Conclusion flows from the rest of the presentation. Presentation slides have no misspellings, grammatical errors,	A good attempt is made to provide insight or creativity to the presentation. Graphics have largely been used throughout the presentation and relate to the text and presentation. Information presented in a mostly logical sequence which the audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation slides have no more than three misspellings, grammatical errors, or formatting errors.	Little attempt to provide insight or creativity to the presentation. Graphics are seldom used. Student seldom supports the text and presentation. The structure of the presentation is no easy to follow. The conclusion is missing, or if provided, does not flow from the rest of the presentation. Presentation slides have between four to five misspellings, grammatical errors, or formatting errors.	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts. Presentation slides have more than six misspellings, grammatical errors,

## Grade Summary

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g., percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Ambrose University Important Information:

### Communication

All students have received an Ambrose email account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](https://ambrose.edu/crisissupport) for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

**Note:** Students are strongly advised to retain this syllabus for their records.