



Class Information		Instructor Information		First day of classes:	Wed., Jan. 6, 2016
Days:	Wednesdays	Instructor:	Dr. Randy Poon, PhD	Last day to add/drop, or change to audit:	Sun., Jan. 17, 2016
Time:	6:30 – 9:15 p.m.	Email:	rpoon@ambrose.edu	Last day to request revised exam:	Mon., Feb. 29, 2016
Room:	A2141	Phone:	403.410.2000 (x6513)	Last day to withdraw from course:	Fri., Mar 18, 2016
Lab/ Tutorial:		Office:	L2055	Last day to apply for time extension for coursework:	Mon., Mar. 28, 2016
FINAL EXAM: Wednesday, April 20 9:00 – 12:00 in room A2141		Office Hrs.:	T/TH 12:00 – 1:00 W/F 11:15 – 12:00 or by appointment	Last day of classes:	Wed., April 13, 2016

Textbook and Readings:

Babbin, B. J., Harris, E. G., & Murray, K. B. (2014). *CB*. Toronto, ON: Nelson.
Additional assigned readings (TBD)

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 can expect to have:

1. Students will demonstrate an understanding of principles of consumer behaviour, including terminology, concepts and in particular, the Consumer Behaviour Value Framework.
2. Students will demonstrate understanding of internal and external influences on consumer behavior.
3. Students, through demonstrating their critical thinking skills, will apply their substantive knowledge to marketing situations (cases, scenarios) in an analytic manner.
4. Develop your skills in managing and implementing group and individual projects, and practice oral communication, presentation, and facilitation skills.

Course Requirements and Evaluation:

Course grading and evaluation will be conducted according to the following:

Advertising or Store Image Assignment (done with a partner)	12.5%
Individual CB Project	25.0%
Midterm Exam	25.0%
Final Exam (non-cumulative)	25.0%
Class Participation/Attendance	12.5%

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. Late assignments will lose 10% per day late. Assignments will not be accepted more than 5 days late.

In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

COURSE ASSIGNMENTS:

Class Participation and Attendance:

A key component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters ahead of time, completing exercises (if assigned) in advance of in-class discussions, and then actively participate in these discussions. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the marketplace (either nonprofit or for-profit). The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account, as repeated absences from class will negatively impact a student's individual participation grade.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (40%) (Excludes certain excused absences such as Ambrose athletic teams practices and out-of-town games)	Misses no more than two classes (100%)	Misses three classes (80%).	Misses four classes (60%)	Misses five classes (40%); misses six classes (20%); misses seven or more classes (0%)
Group Discussions and Contribution Quality (60%) Quality (depending upon context) is exemplified, but not limited to, the following: 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/class' 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.

Store Image or Advertisement – Conducted with a Partner

This assignment will be conducted with a partner. You may choose from either the store image assignment or the advertisement assignment. You must choose your partner and your topic by January 20.

For either option, the written portion of the assignment should be formatted as follows: 12-point font, double spaced, one-inch margins, APA or MLA-formatted, and submitted as a PDF document into Moodle prior to the assignment deadline. Note: the length of the assignments vary: about 1500 words for the store image assignment; and 1000 words for the advertisement assignment.

You and your partner will have about 5-7 minutes to present your findings to the rest of the class.

A) Store Image Assignment:

In this assignment you are asked to analyze an image of a store. Specifically, you are required to 1) analyze how the concepts we have learnt in class so far are employed in creating the current store image, and 2) evaluate the image of a retail store of your choice.

You are required to pick any retail store (grocery, clothing, etc.), walk around the store, and try to identify the strengths and weaknesses of the store image. In your analysis, you have to describe what type of store you are analyzing, describe the current image, analyze this image (identifying and analyzing the concepts covered in class), and then come up with suggestions to enhance the image of the store based on your analysis. In your analysis you are required to refer to the materials you learned in class and to search for further store image literature that can help you with your analysis. You are encouraged provide a few pictures and a map of the store to support your arguments.

B) Advertisement Assignment:

For this assignment, you are asked to find an advertisement that is relevant to what we discussed in class.

You are required to review the product and/or the brand being advertised, previous advertising campaigns, the objective of the advertisement, and your analysis of whether the advertisement is effective or not and why. In addition, you are required to identify **a minimum of three concepts learnt in this class** that are employed in the advertisement, analyze how they are employed, and discuss the strengths and/or weaknesses of the way they are employed. Be sure to identify the source of the advertisement (title of magazine, date of issue) and attach the advertisement or a copy of it to your assignment.

Individual CB Project

This project is meant to have you synthesize and apply concepts learned from class to real-world phenomena. This assignment is designed to show some evidence of significant learning that takes place beyond the classroom.

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. Overall, the project is worth 25% of your final grade: this grade consists of 8% for presentation and 17% for the final paper. It is suggested that you consult with the instructor while preparing this project. Getting feedback, while you are preparing the project, is likely to produce better results.

Guidelines:

1. Select a current brand of interest. Please note that you are NOT allowed to choose a brand if you already have picked it for the advertisement assignment.
2. 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, The New York Times, Wall Street Journal, etc.), or information available on corporate websites. In addition, you may want to consider contacting companies asking for the information you need.
3. Analyze the brand 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 on the effectiveness.
4. Also, it will be useful to provide some background information relevant to the brand, and its product category.
5. You are encouraged to show (in your presentation) 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.
6. The written portion of the assignment should be about 12 pages and formatted as follows: 12-point font, double spaced, one-inch margins, APA or MLA-formatted, and submitted as a PDF document into Moodle prior to the assignment deadline. It should include either a Works Cited or Reference section at the end of the document that lists references alphabetically. Then, use an in-text citation format that uses the author's last name, etc. Please be sure to properly format the citations and reference sections using your chosen formatting style.
7. You will have about 12 minutes to present your findings to the rest of the class followed by a 3-5 minute Q&A session.
8. For those listening to the presentation, I'm expecting a very engaged Q&A session. Please note that your class participation grade will strongly depend on your level of engagement, interaction, and asking of relevant questions to the presenter.

Grading Rubric – Written Papers/Reports

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (30%)	My paper/report fully address the assignment's objectives. It is well-developed and supported by external sources (where required). I develop my ideas and focus on relevant details. There is a unified wholeness to the paper/report.	My paper/report largely address the assignment's objectives. It is mostly developed and supported by external sources. I generally develop my details, although I do get a little unfocused occasionally. The paper/report is mostly unified.	My paper/report misses some of the assignment's objectives. The ideas are not well developed or lack clarity. The paper/report is not very unified.	My paper/report does not really get at the assignment's objectives. It does not have a sense of direction, are often unclear, or are fragmented.
Critical Thinking (25%)	My report goes above and beyond identifying the most obvious issues and arguments, and raises intriguing issues that are well supported. I challenge existing assumptions.	My report addresses the most obvious issues and arguments, and raises issues that are moderately well supported.	My report some of the key issues and arguments, not all of which are relevant, nor are they well supported.	My report does not address key issues and arguments.
Voice and tone (15%)	It sounds like I care about my paper/report. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in my writing.	My tone is OK, but my paper/ report could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.	My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.	My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.
Organization (15%)	My paper/ report is well organized and structured. There is a excellent sense of flow throughout the document. Overall, there is a compelling opening, an informative middle, and a very satisfying conclusion (that strongly links the ideas together).	My paper/ report is relatively well organized and structured. There is a good sense of flow throughout the document. Overall, there is an acceptable opening, middle, and conclusion (that links the ideas together).	My paper/ report is somewhat organized and structured. There isn't really a sense of flow within the document. Overall, my organization and cohesiveness are rough but workable.	My paper/ report is not very organized or structure. There are many breaks in flow in the document. Overall, my writing is aimless, disorganized, and lacking in cohesiveness.

Mechanics: Conventions and Sentence Fluency (15%)	My paper/ report uses correct grammar, punctuation, and spelling. My sentences are clear, complete, and of varying lengths. I follow APA or MLA writing style and use these for citations in the document and in my reference/works cited section.	I have a few errors to fix, but I generally use correct conventions. I have well-constructed sentences. My paper/ report marches along but doesn't dance. I generally follow APA or MLA writing style, but I'm inconsistent in its usage.	I have enough errors in my paper/ report to distract a reader. My sentences are often awkward, run-ons, or fragments. My case study suggests that I have an idea what APA or MLA is, but I am mostly guessing as to what is a writing style.	Numerous errors make my paper/ report hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. My paper/report suggests that I don't know what APA or MLA is or I don't cite my sources.
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Grading Rubric – Group and Individual Projects (Presentations)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (30%)	My presentation fully addresses the assignment's objectives. It is very focused and brings the topic to life. I develop my ideas and zero in on relevant details.	My presentation largely addresses the assignment's objectives. It is mostly focused and brings general clarity to the topic. I generally develop my ideas and largely focus on relevant details.	My presentation misses some of the assignment's objectives. It is modestly focused and brings some clarity to the topic. Details are not well developed and are somewhat unclear.	My presentation doesn't really get at the assignment's objectives. It is not focused, has little sense of direction, and is mostly unclear.
Communication, Delivery, and Class Interaction (30%)	I deliver my presentation with a clear, confident, and well-paced voice so that all audience members can hear me. I demonstrate my awareness of the audience through physical presence and eye contact (not referring to my notes). I am enthusiastic and genuinely interested in my topic and as such, generate significant classroom enthusiasm and interaction with my topic (through asking thought-provoking questions and persisting in getting feedback from classmates).	I deliver my presentation with a mostly clear, confident, and well-paced voice so that most audience members can hear me. I partially demonstrate my awareness of the audience through physical presence and eye contact (occasionally referring to my notes). I am mostly interested in my topic and as such, generate classroom enthusiasm and interaction with my topic (through asking generally interesting questions and making an initial attempt in getting feedback from	I deliver my presentation with a somewhat clear, confident voice that at times, loses focus and pacing. As a result, some audience members may have difficulty hearing me. I don't really demonstrate an awareness of the audience because I am frequently referring to my notes. I am somewhat interested in my topic and as such, generate little classroom enthusiasm and interaction with my topic (through asking generic questions and making little attempt to get feedback from classmates).	I deliver my presentation with a subdued voice that may also be too slow or too fast. As a result, many audience members have difficulty clearly hearing or following me. I avoid looking at or engaging the audience all together. I am not interested in my topic and as such, generate little to no interest with my topic.

		classmates).		
Creativity (Through Activities and Graphics) (25%)	I design my presentation insightfully, creatively and skillfully. I innovatively or expertly prepare graphics at appropriate moments in my presentation. I craft intriguing activities that captivate and engage the class about the topic.	I make a good attempt to provide insight or creativity to my presentation. I generally use graphics in my presentation. I prepare generally interesting activities that somewhat engage the class about the topic.	I make some attempt to provide insight or creativity to my presentation. I seldom use graphics. The activities I prepare are amusing but do not generally engage the class or that do not really relate to the topic.	I make no attempt to provide insight or creativity to my presentation. It is primarily text-based or when I do use graphics, they're used simply to get a few creativity and graphics points. The activities I prepare are generic, do not engage the class, or do not related to the topic.
Structure, Organization, and Mechanics (15%)	I present the information in a very logical and interesting sequence which audience can follow. My conclusion flows from the rest of my presentation. It has no misspellings, grammatical errors, or formatting errors.	I present the information in a mostly logical sequence which audience generally follows. My conclusion largely flows from the rest of the presentation. It has no more than three misspellings, grammatical errors, or formatting errors.	Structure of my presentation is not easy to follow. I am missing the conclusion is missing, or if its provided, it does not flow from the rest of my presentation. It has between four to five misspellings, grammatical errors, or formatting errors.	A lack of structure detracts from the message of my presentation. My points are disjointed and lack good transitions. My presentation has six or more six misspellings, grammatical errors, or formatting errors.

Grade Summary:

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	Excellent
90% to 94%	A	
85% to 89%	A-	
80% to 84%	B+	Good
76% to 79%	B	
72% to 75%	B-	
68% to 71%	C+	Satisfactory
64% to 67%	C	
60% to 63%	C-	
55% to 59%	D+	Minimal Pass
50% to 54%	D	
0% to 49%	F	

Because of the nature of the Alpha 4.00 system, there can be no uniform College-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.

Weekly Reading and Assignment Schedule

Jan 6 th	What is Consumer Behaviour and Why Should I Care?	Babbin 1
Jan 13 th	Value and the Consumer Behaviour Framework	Babbin 2
Jan 20 th	Consumer Learning Starts Here: Perception Comprehension, Memory, and Cognitive Learning	Babbin 3-4
Jan 27 th	Motivation and Emotion: Driving Consumer Behaviour	Babbin 5
Feb 3 rd	Personality, Lifestyles, and the Self-Concept	Babbin 6
Feb 9 th	All store image/advertisement assignment papers due in Moodle by 11:59 p.m.	
Feb 10 th	Attitudes and Attitude Change Partner Project Presentations	Babbin 7
Feb 17 th	No Class (Winter Break)	
Feb 24 th	Midterm Exam (Chapters 1-7) Consumer Culture	Babbin 8
Mar 2 nd	Microcultures	Babbin 9
Mar 9 th	Group and Interpersonal Influence	Babbin 10
Mar 16 th	Consumers in Situations	Babbin 11
Mar 23 rd	Decision Making 1: Need Recognition and Search Decision Making 2: Alternative Evaluation and Choice	Babbin 12-13
Mar 29 th	All individual project papers due in Moodle by 11:59 p.m. (regardless of presentation date)	
Mar 30 th	Consumption to Satisfaction Individual Project Presentations	Babbin 14
Apr 6 th	Individual Project Presentations	
Apr 13 th	Consumer and Marketing Misbehaviour Individual Project Presentations (if necessary)	Babbin 16

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.

Policies:

Communication

All students have received an Ambrose e-mail 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. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Exam Scheduling

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

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 List of Important Dates. 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.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. 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.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing

the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

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 college. 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.

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