CONSUMER BEHAVIOR MKTG 329  
ONLINE WITH SYNCHRONIZED ONLINE COMPONENT

Professor: Dr. Rhonda Mack  
mackr@cofc.edu  

THIS COURSE WILL BE ONLINE WITH SYNCHRONIZED ONLINE COMPONENTS. Students are to always keep our scheduled class times reserved for regular meetings with professor and student groups.

“Office Hours”: via email, Zoom, Skype, phone. I WILL EXTENSIVELY BE AVAILABLE TO YOU. PLEASE CONTACT ME VIA EMAIL TO SET UP MEETINGS. I WILL ALWAYS BE AVAILABLE DURING OUR CLASS TIME AND CAN EASILY MAKE MYSELF AVAILABLE BETWEEN 9:00 – 4:00 MOST WEEKDAYS. I WILL ATTEMPT TO RESPOND TO YOUR EMAILS WITHIN 24 HOURS ON WEEKDAYS. DO NOT WAIT UNTIL THE LAST MINUTE WITH QUESTIONS. MAKE SURE THAT YOU READ THE SYLLABUS AND LISTEN TO RELEVANT RECORDINGS BEFORE ASKING A QUESTION. IT MAY HAVE ALREADY BEEN ANSWERED AND THIS WILL SAVE YOU TIME.

ALSO, WATCH YOUR EMAILS AND CLASS ANNOUNCEMENTS (WITHIN OAKS) AS I MAY SEND ANNOUNCEMENTS AND COURSE UPDATES THROUGHOUT THE SEMESTER.

WE HAVE SCHEDULED CLASS ZOOM MEETINGS (SEE SYLLABUS TIMELINE) BRING YOUR TEXTBOOK!

Course Description
To be successful, businesses need consumers to decide to purchase their products/services. To be successful, not-for-profits need consumers to buy-in or to support their cause. To be successful, organizations promoting social causes or compliance goals need individuals/groups to support their ideas/actions with various behaviors. Many organizational marketing strategies are unsuccessful in this regard and, thus, organizations of all types often fail to meet their objectives.

Simultaneously, there is also considerable failure from the consumer’s perspective. Many of us do not act in the marketplace as we should, or as we feel we should, leading to personal, social, and sometimes ethical issues. In practice, we find that consumers are frustratingly human, they are irrational, emotional and often unpredictable. THOSE PERPLEXING CONSUMERS!

We study consumer behavior to assist in understanding just what it is that leads to individual purchase/support decisions that are crucial to organizational profitability/success as well as to personal and social well-being. This study of consumer insight includes psychological theory and concepts that impact the consumer’s decision-making journey. In this course, will also address various types of qualitative research designs often employed in the study of consumer behavior.

This course will be taught from the perspectives of Customer-Centric Marketing and that of Socially Responsible and Sustainable Organizations. We will explore the meaning of each of these throughout the course. Overall, MKTG 329 Consumer Behavior will examine theories & concepts for understanding, developing, & implementing consumer marketing strategies in the modern world. Students will study
consumer behavior and the consumer decision making process with the goal of improving the multiple components of marketing strategy with a focus on informed and responsible consumption.

As consumers ourselves, it is important to be aware of the influence that marketing has on our own purchasing behavior and on the lifestyle decisions we make. It is equally important to be aware of the impact that our decisions have on the world.

School of Business Learning Goals:

- **Communication Skills**: Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.
- **Quantitative Fluency**: Students demonstrate competency in logical reasoning and data analysis skills.
- **Global and Civic Responsibility**: Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge and skills in addressing these issues.
- **Intellectual Innovation and Creativity**: Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.
- **Synthesis**: Students demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Reflective of School of Business Learning Goals, this class addresses the following of these goals:

- **Global and Civic Responsibility**: Students will be able to identify and define social, ethical, environmental and economic challenges at a local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues. **Implementation**: Students will be required to complete human subjects protection certification training targeted to ethical and legal requirements for working with human subjects research and will discuss these issues in class. **Demonstration of Achievement**: Passing of certification test.
- **Communication Skills**: Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. **Implementation**: Students will write their written report based on their semester long project and present the results of this project in class. **Demonstration of Achievement**: Presentation of a concise and effective report.

Course Learning Objectives

1. To understand concepts and theories of consumer behavior and decision making and their application in marketing strategy decisions.
2. To become familiar with some of the various methods by which consumer behavior is studied and develop an understanding of the types of conclusions that might be drawn from these designs.
3. Identify social and ethical issues involving buyer behavior and organizational strategy.

Accommodations for Students with Disabilities or Special Needs

The College will make reasonable accommodations for persons with documented disabilities. If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Service/SNAP, please discuss this with me during the First Two Weeks of class.

Disability Statement from the SNAP Office

Students approved for SNAP Services are instructed to meet with each of their professors during the first two weeks of classes or as soon as they are approved for services to discuss accommodations and present a copy of their SNAP-issued Professor Notification Letter (PNL).

Honor Code (I have zero tolerance for honor code violations.)

College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.
Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Need Communications Help????
College Skills Writing Lab and Speaking/Presentation Lab located in the in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

INCLEMENT WEATHER
If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows the supplemental academic engagement despite the circumstances.

MY OVERALL OBJECTIVE for you is that, when you leave this course, you will have a new set of knowledge points and tools; and, that in your future professional role, you will be able to identify the aspects of consumer behavior that are relevant to your organization’s decision making and understand how to begin gathering relevant consumer information. I also want to encourage you to be a more involved, more aware, and more socially responsible individual

CLASS STRUCTURE. There are several moving parts of this class.
1st. You have assigned chapter readings almost every week.
2nd. You have three exams over these chapters.
3rd. You have three discussion posts during the semester. These will be done within assigned groups.
4th. You have a “TEAM” class project (2-3 people assigned by me to each Team)
5th. I have provided multiple “comments” on most chapters to assist you. READ THEM in OAKS.
6th. WE HAVE MULTIPLE SCHEDULED ZOOM CLASS MEETINGS.
7th. CONTACT ME TO MEET INDIVIDUALLY/IN GROUPS AS NEEDED in additional to scheduled meetings.

PARTICIPATION AND CLASS EXPECTATIONS
I don’t want to do this alone, guys! We learn when we are involved Overall, I EXPECT YOU TO BE A RESPONSIBLE UNIVERSITY STUDENT! This means completing all assignments/readings/listening to assigned recordings, before our meetings and being ready to discuss these with your classmates and with me, and also being ready to answer questions. I have developed a course that covers the major topics in consumer behavior and I assume that you will be responsible in our learning partnership. I EXPECT YOU TO READ THE CHAPTERS. Bring your related ideas to our discussions and to your posts. YOU MUST BE ACTIVE in the learning process for this class. Do not expect a PowerPoint regurgitation.
High quality class participation in class includes questions, ideas and comments based on logic, evidence or data, that show curiosity/creativity, that consider ideas offered by others in the class, that move the discussion forward, and that help others feel safe about participating. Questions or comments that are vague/unrelated/disrespectful of others are unacceptable and frankly unwelcome.

ATTEND OUR ZOOM MEETINGS!

Make sure that you identify a “buddy” who you can contact to get any class notes/information or assignments from that you may have missed. I anticipate close to 2 hours of class time preparation will be needed for every hour of our assigned class meeting times (3 hours per week)—except on exam and major project weeks when you will spend more time. SO, I expect you to be spending around 6-9 hours each week on this class. I DO NOT ACCEPT LATE WORK!

Class attendance: ATTENDANCE: With respect to this class (MKTG 329), attendance at scheduled online meetings is vital. The class includes a high amount of group discussion and project work, therefore, it is important to your group members, as well as to yourself and your grade, that you are present. Poor attendance will likely impact the quality of your work.

This will be an “unplugged” ONLINE class. Once class starts, all electronics/connections other than those required for our respective class meetings should be turned off and put away with the exception of their use for presentation purposes or other approved work tasks.

*GRADES (See Attendance Policy and Project Group peer evaluations which may impact your grade)

<table>
<thead>
<tr>
<th>Tests</th>
<th>60% total (20% each)</th>
<th>Team Project</th>
<th>25%</th>
<th>Topic Posts</th>
<th>15%</th>
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Grading Scale
A  90-100
A- (I do not give A- grades. If you make 90, you deserve to get an A.
B+  88-<90
B  81-<88
B-  80-<81
C+  78-<80
C  71-<78
C-  70-<71
D  60-<70
F  <60

CLASS TEAMS and TEAM MEETING TIMES
This class will have two (2) “TEAM DIVISIONS”, which I will assign.

1) you will be in a TEAM including @ 1/3 of the class for discussion posts. I will invite the entire class to meet at the designated class start time to summarize your discussions.

2) you will be in a Team (@2-3 students) for your TEAM PROJECT. I will assign these groups. These TEAMS will need to meet together outside of class to develop and complete the Team project (some class times will be available for you on days when we do not have other activities scheduled.). These Teams will also meet with me on a few arranged times and as needed by each team.

TESTS – timed TESTS will be set for start and end-time within the designated class time via OAKS (60% of grade)

There are three TIMED TESTS, each of which will include multiple choice questions. The purpose of these tests is to measure your comprehension & retention of reading assignments, including theory, facts, terminology & practices. The tests will be detailed. You are responsible for everything in chapters and other assigned readings unless otherwise indicated. Make-up exams, approved before the exam date, will be cumulative and given near the end of the semester. TEST TIMES: CURRENT PLANS ARE FOR TIMED 50-MINUTE TESTS, STARTING 5 MINUTES AFTER THE OFFICIAL DESIGNATED CLASS BEGIN TIME. IF YOU ARE IN THE 9:25 CLASS, YOUR TESTS START AT 9:30. IF IN THE 10:50 CLASS, TESTS START AT 10:55. ANY CHANGE WILL BE ANNOUNCED WELL BEFOREHAND.
CLASS PROJECT AND GUIDELINES/RUBRICS
There is major TEAM project (2-3-member teams) with the purpose of challenging you to delve deeper into practical applications of consumer behavior in today’s environment. I will assign class members to groups.
The primary basics/rubrics of the project grade, in addition to thoroughness of content, will be:
a) Use of consumer behavior principles and terminology in your work. You should use the tools/theories/knowledge that you have learned from the class.
b) Clarity of points and arguments. Your arguments should follow logically and should lead smoothly to the overall point you are making. Be succinct and well organized.
c) Addressing of counterarguments. You should be able to answer obvious counterarguments preferably using consumer behavior principles and examples.
d) Presentation style. Everyone has their own style, but it is important to be succinct and clear in your presentation, to talk loudly enough that everyone can hear you, not to repeat yourself (or others in your group). Professionalism and preparation will be expected. Please remember that humor is sometimes difficult to incorporate into a serious business presentation.
e) Reports are expected to be grammatically correct and with appropriate spelling. Use of headings and sub-headings are a must for structural soundness and logical reading.
f) Group effort/diagnostics. Projects are a group effort and will be graded accordingly. Make sure that the reports read well, are not overlapping, are consistent in format and nomenclature (I, we, John, they, etc). Each group member should be familiar with the entire project/report content.
When your team project is handed in, it should be accompanied by a “TEAM Contribution Summary”
This will be a somewhat diary-like document showing team progression and team deliverables contributions. This document should be signed by all members indicating that the individual member agrees with the contribution summary.
g) REFERENCES AND CITATIONS. All papers should use citations within the paper’s body with full references provided in a Reference section at end. Papers without this will receive no higher than a 60/”D”.

h) INCLUDE: Title page with name of team members, table of contents and reference section.
i) INCLUDE: your team evaluative summary.
j) USE APA STYLE for referencing. BE CAREFUL WITH REFERENCES. IF YOU USE ANYONE’S MATERIAL FROM ANY SOURCE, MAKE SURE YOU REFERENCE IT—OTHERWISE, THAT IS PLAGIARISM.
k) HARD COPY EMAILED TO ME by assigned due dates.
Failure to “give your fair share to team” (perceived by your peers) will lower your individual grade.

DESCRIPTION OF PROJECT (25% of grade)
TEAM PROJECT:
GOAL: RECOGNIZING APPROPRIATE DIFFERENCES ACROSS CONSUMER TARGET MARKETS WHICH ARE CRUCIAL TO THE DEVELOPMENT OF AN EFFECTIVE BRAND MARKETING STRATEGY AND UNDERSTANDING HOW THESE DIFFERENCES IMPACT STRATEGIC COMPONENTS.
For this TEAM project, each team will select a product/service category from the list provided by professor. You will need to identify TWO different brands within this product/service area, each of which targets a different group of people, i.e. a different consumer target market. SO, you have TWO brands and TWO target markets total. Name each of your segments. Take care to make sure that these brands and segments are DIFFERENT enough for you to have good contrasts across all project components.
Based on the “OVERALL MODEL OF CONSUMER BEHAVIOR” (text page 25), write a report meeting the guidelines described below.

a) First, describe your product/service category and the two brands within the category which you selected. You will need to also consider the general objective(s) of the organization’s strategy for each brand in consideration of how your product/service is positioned within the market. For instance, if you were selling Jeans, one consumer target market might be “Middle-aged Women Jeans Wearers” and the product/brand NYDJ (see the ad on page382 in your text). Then you may select “Citizen Jeans” targeted to “Brand Conscious Young Women Jeans Wearers”. Or, you might choose a specific discount store jean brand for a “Cost-conscious Female Jeans Wearers”. You would then go on to state the objective of the two brands in its marketing. Each of these brands clearly positions itself differently in the jeans market. Your goals/objectives for the individual brand might be anything along the hierarchy of increasing awareness of your brand to a particular demographic target; to building consumer satisfaction of those who have already purchased the jeans; to simply increasing goodwill. (Look at your textbook and also think back on your Marketing Concepts course (MKTG 302) to determine which objectives you want to reach—there are so many to choose from. You can talk with me about these as well. However, DO NOT GET “HUNG UP” on too much specificity with the objective.

ORGANIZE YOUR ENTIRE PROJECT INTO TWO PARTS—-ONE PART FOR EACH BRAND (BRAND 1 NAME AND BRAND 2 NAME). COMPLETE ALL OF THE REQUIRED COMPONENTS FOR EACH BRAND WITHIN THE BRAND’S SECTION, THEN ALL OF THE COMPONENTS FOR THE NEXT BRAND WITHIN ITS SECTION. STARTING OUT YOUR PAPER, YOU WILL NEED AN INTRODUCTORY PARAGRAPH IDENTIFYING THE INDUSTRY/PRODUCT/SERVICE CATEGORY INCLUDING THE IDENTIFICATION OF THE TWO BRANDS CHOSEN. THEN BREAK INTO EACH BRAND’S SECTION. MAKE SURE TO USE HEADINGS & SUBHEADINGS WITHIN EACH PART.

b) CLEARLY describe each of your target markets (remember there is one for each brand) and their consumer profiles using External Influences, Internal Influences, and Self-Concept & Lifestyle (from the model) that we are studying this semester. Separate these profiles into sections/headers according to Brand 1’s Consumer Target Market and Brand 2’s Consumer Target Market 2. Feel free to name each segment. Within each section of these two Consumer Target Market paper sections, you will provide subsections/subheadings organized via the influences in the Overall Model of Consumer Behavior. These Influences and aspects should be relevant to your product/service category.

c) NEXT briefly describe the Decision Processes (from the model) which each consumer target market would experience/go through in his/her decision making regarding your chosen product/service brands—each brand. Acknowledge any influencers on this decision. Again, place this in sections/subsections/headers, etc. within BRAND 1 and then BRAND 2.

d) NEXT describe HOW the ORGANIZATIONS offering each brand SHOULD develop their brand strategy based on knowledge of the two targeted consumer markets which you have researched and defined—again divided into the two major brands. Speak to specific strategies/tactics to be implemented based on the 4Ps given the product/service and the two consumer targets profiles which you have identified. DO NOT FORGET THE OBJECTIVES OF THE BRANDS WHICH YOU CONSIDERED AT THE BEGINNING.

3) LAST. In a section that brings your thoughts across the two brands together, please identify and discuss VERY APPARENT DIFFERENCES OR SIMILARITIES that are strategically called for in marketing
these two brands due to their two respective consumer target markets (and the differences in these two markets.) Simply, what are the really BIG points that the organization has to be sure to acknowledge for one brand that would not be that important for the organization of the other brand?

**IN EFFECT,** I want you to be able to look at a product/service category (my example above was jeans) and recognize how different brands/organizations within that category develop their strategy to target different consumer target market profiles— and how the different brands’ strategies reflect the different aspects/influences on the consumers in that target market.

**BE THOROUGH** in your systematic coverage of the different factors included in the model that potentially influence the consumer, and in your consideration of the consumer’s decision making—as well as consideration of the brand/organization’s strategy. You will find, depending on your product, that some factors are more important than others for your focus. Some influences may be unimportant for some product categories.

**PLEASE REREAD THE CLASS PROJECT GUIDELINES DESCRIBED IN THE PRECEDING SECTION.** I AM ASSUMING THIS PROJECT, DOUBLE-SPACED, 12 PITCH FONT, ONE INCH MARGINS WILL BE AROUND 15 PAGES— THIS PAGE COUNT DOES NOT COUNT YOUR TITLE PAGE, PAGE OF CONTENTS, REFERENCES or Group Evaluations. YOUR PROJECT SHOULD BE EMAILED TO ME (mackr@cofc.edu) NO LATER THAN THURSDAY, NOVEMBER 19TH, AT 5:00 P.M.

**DISCUSSION POSTS (15% of grade)**
You will be responding to three (3) Discussion Post Topics this semester as indicated on the syllabus. I have divided the class into smaller discussion post teams to manage the number of posts you should have to read and respond to. Post own ideas and respond to others’ posts to increase points received. POST your TOPIC comments by the deadline designated. If you wait to the last minute you will not be able to adequately respond to others. Posts after the deadline receive NO credit. Posted comments are to be respectful, contribute constructively to topic, be well thought out and relevant to course content.

**TOPIC 1** (post by Friday, 9/11 at 5:00 p.m.)
Variations in Cultural Values. Given two current environmental impacts, COVID19 and Civil Rights, provide your input on how each of these is impacting marketing with respect to consumer decision making. Consider (see page 43) Other-Oriented Values, Environmental-Oriented Values, and Self-Oriented Values. How are some organizations are dealing with these in their communications or other marketing strategies that you can observe? Feel free to think broadly with respect to organizations you choose.

**TOPIC 2** (post by Tuesday, 10/6 at 5:00 p.m.)
Family and Groups. Consider Chapter. 7 “Consumer Insight 7-2” pages 234-235. Read and focus on the Questions at the end of this section. What is your own experience with CGC (Consumer Generated Content), your opinion of CGC, and what advice would you give marketers about using CGC. How about an example of when you would/would not advise it’s use? Why does it work/not work? Can you think of when it would work against a product?

**TOPIC 3** (post by Friday, 10/30 at 5:00 p.m.)
BRAND is increasingly surpassing many other marketing concepts, as critically important to organizations in their quest for positive consumer behavior...the establishment of a strong, authentic, meaningful
brand. Chapter 10 “Motivation, Personality, and Emotion” discusses “Brand Personality”. Talk about some examples that you can identify where brand personality is spot on and successful, and also some where you think the brand is too weak to achieve personality status. In other words, what are some that work, and how, and what are some that are falling short. You can speak within a particular product/service category if you wish on comparing successful brand personalities to others in the same competitive market.

**GRADING RUBRICS FOR POSTS**
Each topic post can earn up to 5 points (up to 15 total for all three posts).
5 points: Wow! Well thought out, great examples, considered & responded to other posts, not just your own thoughts. Grounded on what we are learning and its application to topic. Multiple posts.
4 points: Good job! Well thought out. Multiple posts.
3 points: An o.k. try.
2 points: Made a small effort but not much thought, if any.
1 point: Little to nothing as to effort and thought.

**TENTATIVE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters/Readings/Activities</th>
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<tbody>
<tr>
<td>8/25</td>
<td>Course Introduction, Responsibilities and Expectations</td>
<td>READ Syllabus; READ “Course Introduction” in OAKS</td>
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<tr>
<td></td>
<td></td>
<td>READ THE SYLLABUS AGAIN</td>
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<tr>
<td>8/27</td>
<td>Course Introduction</td>
<td><strong>CLASS ZOOM</strong></td>
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<tr>
<td>9/1</td>
<td>Consumer Behavior &amp; Marketing Strategy, Decision Making</td>
<td>READ Chpt.1, READ “Chpt.1 Comments” in OAKS</td>
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<tr>
<td>9/3</td>
<td>CONSUMER BEHAVIOR MODEL Discussion</td>
<td><strong>CLASS ZOOM</strong></td>
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<td><strong>EXTERNAL INFLUENCES</strong></td>
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<tr>
<td>9/8</td>
<td>Cross Cultural Variations in Consumer Behavior</td>
<td>READ Chpt.2, READ “Comments on External Influences”</td>
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<tr>
<td>9/10</td>
<td>Changing American Society Values</td>
<td>READ Chpt.3; <strong>POST TOPIC 1</strong> by Friday 9/11 5:00 p.m.</td>
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<tr>
<td>9/15</td>
<td>DISCUSSION on Chpts.2 and 3 and POST TOPIC 1</td>
<td><strong>CLASS ZOOM</strong></td>
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<td>9/17</td>
<td>Changing American Society: Demographics &amp; Social Strat.</td>
<td>READ Chpt.4; READ “Comments on Chpts.4, 5”</td>
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<td>9/22</td>
<td>Changing American Society: Subcultures</td>
<td>READ Chpt.5, READ again “Comments on Chpts.4, 5”</td>
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<td>BRIEF DISCUSSION ON UPCOMING TEST</td>
<td><strong>CLASS ZOOM IF YOU HAVE QUESTIONS RE. TEST</strong></td>
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<tr>
<td>9/24</td>
<td>Test 1 (Chpts.1-5)</td>
<td><strong>Timed Test</strong> on OAKS, start 5 minutes after designated</td>
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<tr>
<td>9/29</td>
<td>Changing American Family</td>
<td>READ Chpt.6</td>
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<tr>
<td>10/1</td>
<td>Group Influences on Consumer Behavior</td>
<td>READ Chpt.7; READ “Comments on Chpts.6, 7”</td>
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<tr>
<td>10/6</td>
<td>Wrap up EXTERNAL INFLUENCES (CHPT 1-7) POST TOPIC 2</td>
<td>READ “Wrap Up External Influences”</td>
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<td><strong>POST TOPIC 2</strong> by Tuesday 10/6, at 5:00 p.m.</td>
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<tr>
<td>10/8</td>
<td>DISCUSSION on <strong>POST TOPIC 2</strong></td>
<td><strong>CLASS ZOOM</strong></td>
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<td><strong>SEND</strong> TEAM PROJECT TOPIC to me: <a href="mailto:mackr@cofc.edu">mackr@cofc.edu</a></td>
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<td>by Thursday, 10/8 at 5:00 p.m.</td>
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**INTERNAL INFLUENCES**

10/13  Perception  READ Chpt.8, READ “Comments on Internal Influences”

10/15  Learning, Memory and Product Positioning  READ Chpt.9

10/20  Test 2 (Chpts.6, 7, 8, 9)  *Timed Test* on OAKS, start 5 minutes after designated class

10/22  Motivation  READ Chpt.10

10/27  Attitudes  READ Chpt.11; READ “Comments on Chpts.10,11. POST TOPIC 3 by Friday, 10/30 at 5:00 p.m.

10/29  DISCUSSION TOPIC POST 3  CLASS ZOOM

11/3  ELECTION DAY, NO CLASS

11/5  Self Concept and Lifestyle  READ Chpt.12, READ “COMMENTS ON Chpt.12”

11/10  Consumer Decision Making  READ Chpt.14 on Decision Making  CLASS ZOOM

11/12  Test 3 (Chpts.10,11,12,14)  *Timed Test* on OAKS, start 5 minutes after designated

11/17  PROJECT WORK AND SCHEDULED PROJECT GROUP MEETINGS

11/19  PROJECT WORK AND SCHEDULED PROJECT GROUP MEETINGS  ALL TEAM PROJECTS DUE, send to: mackr@cofc.edu No later than Thursday, Nov. 19 at 5:00 p.m.

11/24  Qualitative Research  READ Appendix A

11/26  THANKSGIVING HOLIDAY NO CLASS

12/1  Qualitative Research  READ “Qualitative Research”

12/3  DISCUSS QUALITATIVE RESEARCH AND Class Wrap up  CLASS ZOOM

EXAM DATES/TIMES (TR 9:25 class is Tuesday 12/8 at 8:00 a.m.-10:00 a.m.; TR 10:50 class is Thursday, 12/10 at 8:00 a.m.–10:00 a.m.)

*TIMED TESTS*: Your tests will start/open for you 5 minutes after your designated start class time and will be open only for 50 minutes
If your class begins at 9:25, your exam will open at 9:30
If you class begins at 10:50, your exam will be open at 10:55

**TEAM PROJECT ORGANIZATION LIST OPTIONS**

Yogurt, automobiles, airlines, ice cream, athletic shoes, grocery stores, bbq/outdoor grills, mobile phones, kitchen cookware, insurance, camping gear, cruise lines, linens, baby gear-not clothing, watches, pleasure boats-not yachts, private schools-pre-k through 12th grade, real estate firms, bicycles, snow skis, cameras, cosmetics, non-profits.

If you have an product/service idea that you would like me to consider, we can talk.