FA 209 - CONSUMER BEHAVIOR INSIGHTS

Winter, 2020

Instructor: Halina Cowin, hcowin@depaul.edu; appointments available 6-9pm M-F and times can be arranged on weekends. Email to make arrangements.

Course Dates: 1/4/20 – 3/20/20; online

Course Location and Delivery Format: Online

Course Description: Understanding of consumer segments is developed and applied to create communication strategies using a decision-making framework. Course topics include: market research, market segmentation, the impact of various cultural influences on behavior, elements of persuasive communication, developing positioning statements and strategies for consumer communication. Based on strategies, students design original advertising ideas.

Students are placed in decision-making roles through exercises and case analyses. Strategic skills are developed through assessment of effective means for communication with consumers based on consumer insights.

Learning Outcomes ad Competencies

After completing this course, you will be able to:

- Identify how consumer behavior insights can be gained and develop strategies for consumer communication based on these insights.
- Develop strategies for effective advertising messages for members of different cultural and sub-cultural segments.
- Describe how mass media both influence cultural norms and are effective means for communicating targeted advertising messages.
- Identify and apply design elements and principles to create original images and advertisements that meet effective design and strategic requirements.

Students in the competency program assess consumer behavior while developing competence in the FX, H1A and H2X learning areas. Evaluating influences on consumer behavior and creating strategies for consumer communication (FX) are a foundation for the course. Intercultural communication is evaluated through targeted marketing and consumer research (H1A.) The influence of mass media on society is examined throughout the course (H2G). Students registered for the A2X competence will learn design principles and apply them in various designs based on principles and strategies.
Learning Strategies & Resources


To buy your books, go to [http://bookstore.mbsdirect.net/depaul.htm](http://bookstore.mbsdirect.net/depaul.htm).

Student learning will be assessed based on participation in discussion forums, a research report, communication strategy analysis, case analyses, exercises, one collaborative analysis and a summary perspective statement.

Learning Deliverables and Due Dates (graded evidences of learning)

<table>
<thead>
<tr>
<th>Week, Module #</th>
<th>Topics and Due Dates</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
</table>
| Week 1, Module 1: The Marketing Concept | January 12, 2020 | Read Chapter 1 in your textbook. | 1.1 Introductions Discussion  
1.2 The Marketing Concept Discussion |
| Week 2, Module 2: Mind of the Consumer | January 19, 2020 | Read Chapters 2 and 16 in textbook | 2.1 Mott’s Research  
2.2 Consumer Research & Product Ideas Discussion  
2.3 Consumer Segmentation Discussion |
| Week 3, Module 3: Consumer Motivation and Reference Groups | January 26, 2020 | Read Chapter 3  
Read Chapter 4  
**Additional Resources:** ConstructsConsumerMaps.pdf | 3.1 Comparative Analysis-Lux vs. Dove  
3.2 Family/Peer Influence Discussion  
3.3 Building Sales in a Competitive Environment |
| Week 4, Module 4: Product Positioning | February 2, 2020 | Read Chapter 5  
Read Chapter 7  
Read the case study on the Good Bake Cake company for the Persuasive Communication Discussion Assignment.  
Read Positioning Statements, Statement of Benefits, Brand | 4.1 Auto Purchase Positioning Analysis  
4.2 Brand Positioning Discussion  
4.3 Brand Passion Discussion  
4.4 A2X Group Assignment: Movement in Design (In
| Week 5, Module 5: Influence of Culture and Subculture | Read Chapter 11 and Chapter 12. | 5.1 Cultural Segment Selection  
5.2 Advertisement Selection  
5.3 Mass Media Impact on Culture Analysis (H2G Only)  
5.4 Culture and Subculture Analysis (H1A only)  
5.5 Cultural Miscommunication Discussion  
5.6 Movement in Design (A2X only)  
5.7. Buzz Marketing Discussion |
|--------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------|
| Week 6, Module 6: Consumer Attitudes & Persuasive Communication | Read Chapters 6 and 9 | 6.1 Research Analysis Reference List  
6.2 Brand Promises that Support "Why Buy" Discussion  
6.3 McDonalds Positioning in China Case Discussion  
6.4 Great Design Discussion (A2X only) |
| Week 7, Module 7: Socio-cultural Influence of Class & Lifestyle | Read Chapters 8 and 10 | 7.1 Research Draft  
7.2 Socioeconomic & Lifestyle Influences Discussion  
7.3 McDonalds & Lifestyle Changes Case Discussion |
<table>
<thead>
<tr>
<th>Week 8, Module 8: Applying Insights to Make Strategic Decisions</th>
<th>Read Chapter 14</th>
<th>8.1 Collaborative Case Analysis Discussion</th>
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<tbody>
<tr>
<td>March 1, 2020</td>
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<tr>
<td>Week 9, Module 9: New Product Adoption</td>
<td>Read Chapter 15</td>
<td>9.1 Final Research Paper</td>
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<td>9.2 Product Success or Failure Discussion</td>
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<td>March 8, 2020</td>
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<tr>
<td>Weeks 10 and 11, Module 10: International Perspectives on Consumer Behavior</td>
<td>Read Chapter 13</td>
<td>10.1 Communication Strategy Analysis</td>
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<td>10.2 Advertising Creative Design Analysis (A2X only)</td>
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<td></td>
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<td>10.3 International Marketing Discussion</td>
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<tr>
<td></td>
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<td>10.4 Ethics of Advertising Discussion</td>
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<td>10.5 Trends Perspective Discussion</td>
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<td>10.6 Learning Reflection</td>
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<td>March 15, 2020 (10.1, 10.2, 10.3)</td>
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<td>March 20, 2020 (10.4, 10.5, 10.6)</td>
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It is important to submit all work in the week that it is due. Each assignment builds on learning from the prior week.

Assessment of Student Learning

Assessment of written assignments will be based on:

- The thoroughness with which questions are answered (including use of supporting facts/explanations, original ideas and use of resources)
- The clarity and organization with which information is presented including use of appropriate grammar
- The appropriate use of required format, as stated in an assignment’s directions
- Timely submission, so that due dates are met

Assessment Criteria for Online Discussion Participation

Your participation in online discussions will be based on the following:
To maximize your participation grade, each question that is posed by the instructor should be addressed in an insightful manner.

As appropriate, the expansion on ideas of others is evaluated as it enhances the learning experience.

Congenial interaction is required to encourage the presentation of diverse ideas among students.

Timely submission is necessary to facilitate discussion among all students.

Grading Criteria & Scale

**Percent Distribution of Assessments**

<table>
<thead>
<tr>
<th>Type of Graded Work</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Discussions</td>
<td>20%</td>
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<tr>
<td>Case Analyses</td>
<td>33%</td>
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<tr>
<td>Final Research Analysis</td>
<td>26%</td>
</tr>
<tr>
<td>Communication Analysis</td>
<td>20%</td>
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<tr>
<td>Learning Reflection</td>
<td>1%</td>
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</table>

*Students in the competency program (H1A, H2G, A2X) complete an assignment that is 13% of their grade. Their final research project is 20% and the Communication Analysis is 13%.

If your course is offered for Liberal Studies Program Credit: Pass/Fail Exclusions You may not use the Pass/Fail grading option if you are using this course to meet Liberal Studies Program (LSP) requirements. Likewise, if this course is taken to meet a requirement in your major (including intended and pre-majors), minor, and/or certificate (including intended and pre-minors/certificates) you may not use the Pass/Fail option.

Incomplete (IN) Grade: This process follows university policy. A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).

- The instructor has discretion to approve or not approve the student’s request for an IN grade.

- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).

- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

Course Schedule

Each assignment is due by Sunday night. For discussions, a response to the topics/questions raised by the instructor is due by Friday night. A response to at least one other student is due by Sunday.

Course Policies

This course includes and adheres to the college and university policies described in the links below:
- Integrity Policy (UGRAD)
- Incomplete (IN) and Research (R) Grades
- Expiration Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability
- Protection of Human Research Participants

Online Participation Guidelines

Each student is expected to make at minimum two contributions per discussion in the forum, including one response to the questions/topics that are posed and a response to one or more other students. To maximize your participation grade, address each question in each topic in an insightful manner that builds on the input of others. Your responses to both instructor questions and to other students' comments will enhance the learning experience for all students.

Your contributions to discussions should include a supporting statement(s). Draw from your text readings, magazines, work or any personal experiences, etc. to explain why you agree/disagree with another student or why you have the perspective that you have.

Text does not carry the tone and nuances of face-to-face conversations. Students read messages through their own perceptions, so misinterpretation is both easy and common. Congenial interaction in online conversations facilitates the learning process. Extra attention is needed in online dialogue for these reasons.

These discussions are a place for you to exchange ideas with the others in the class related to specific topics on a weekly basis.

In on-line courses, the student is an interactive learner with the instructor providing guidance and mentoring.

Electronic Submissions and Communications

Assignments should be submitted electronically via D2L in the Dropbox area of the course. Microsoft Word is the supported word processing software. Word revision tools will be used to correct student work. Zipped files should not be sent; zipped files will not be read. E-mail communications with the instructor are the preferred and primary format. Graded work will not be faxed to students.

Time Management and Attendance
This online course is not self-paced and requires a regular time commitment each week throughout the quarter.

This online course will require at least the same time commitment as an in-person class, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

**Online Etiquette**

Online discussions are an important part of your course experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Be polite
- Respect other participants’ views or opinions
- Think before you write, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive online community by offering assistance and support to other participants.
- Use correct grammar and syntax

**Other Resources for Students**

Consider visiting the University Center for Writing-based Learning to discuss your assignments for this course or any others. You may schedule appointments on an as-needed or weekly basis. In-person or online services are available. All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

**Instructor Bio**

Halina Cowin is a graduate of Northwestern’s Kellogg Graduate School of Management with an MBA in Marketing and Management. Halina is an Engagement Coach at Northwestern Medicine, working
with medical staff to provide patients with excellent care and supports employee engagement. She has over 20 years of marketing and management experience and over 15 years of teaching experience at DePaul University. As Product Manager at Kimberly-Clark Corp., she managed businesses including Huggies Diapers, Canada and Cottonelle Bath Tissue. As Marketing Director for a chapter of Mothers & More, she served on the Board of Directors in the non-profit sector. Halina conducted media research and assessed effective ways to market to consumers as a Media Research Supervisor at DDB Needham Worldwide. As a member of the adjunct faculty for DePaul University, she teaches both Ethical Business Behavior and Consumer Behavior Insights.