



AUK College of Business and Economics
CBE Course Syllabus

Department: Marketing
Academic Year: 2023 – 2024
Semester: Fall23

Course Title:	Consumer Behavior	Course Code	MRKT 349
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Number of Credit Hours, Contact Hours, and Prerequisites:

Credit Hours:	3
Contact Hours:	3
Pre-requisite(s) (if any):	MRKT 200
Co-requisite(s) (if any):	n/a

Instructor's Name and Contact Information:

Name:	Shihanah AlMutairi	Office No.:	A416
E-mail:	Salmutairi@auk.edu.kw	Office Tel.:	Ex. 3434
Class Time:	10:00-10:50	Office Hours:	1-2,3:15-4:15
Instructional Modality:	Onsite		

AUK Mission Statement

The American University of Kuwait is a liberal arts institution based on the American model of higher education. It is dedicated to providing students with knowledge, self-awareness, and personal growth experiences that can enhance critical thinking, effective communication, and respect for diversity. AUK seeks to create leaders and lifelong learners who aspire to the highest standards of moral and ethical responsibility in their societies.

AUK College of Business and Economics Mission and Values

The College of Business and Economics provides an American educational experience producing ethical, innovative, articulate, and globally-agile graduates. The College of Business and Economics strives to uphold the following values: Freedom of thought, expression, and intellectual inquiry, respect for individual identity and rights, and cultural diversity, commitment to high standards of morality, integrity, and social responsibility, and adherence to high professional standards and ethics.

Catalogue Course Descriptions

The course examines the patterns and factors influencing the consumer and captures the impact of the consumer behavior discipline on the marketer's ability to learn more about customers' purchases. organizational behavior. The course material also includes concepts and findings from behavioural sciences. Analysis includes an integrated model of consumer behavior and the elements that influence decision-making process. Buyer behavior in global markets is also emphasized.

Degree of learning for each Program Learning Outcomes in this course:

	Program Goals	
PLO 1	Communication: Demonstrate effective English language communication skills in writing and oral presentations	
PLO 2	Ethical behavior: Articulate ethical and professional responsibilities, recognize ethical dilemmas, and formulate ethical strategies.	A
PLO 3	Critical thinking: Identify, evaluate, analyze, and solve diverse and unstructured management problems in unfamiliar settings, use, synthesize, and evaluate data/ evidence, exercise judgment, and assess risks, understand the holistic and systemic nature of the organization and its internal and external environment.	A
PLO 4	Global and multi-cultural aspects of business: Understand diverse cultures; develop intercultural skills; understand global processes; and be prepared for citizenship, both local and global.	
PLO 5	Entrepreneurial behavior: Entrepreneurship is value creation, iterative learning, opportunity identification, business development, venture creation and growth. Becoming entrepreneurial is personal development, creativity, self-reliance, initiative taking, and action orientation.	
PLO 6	Technology Agility: Develop a mastery of appropriate ICT in decision- making.	R

Course objectives:

The consumer behavior domain is an interdisciplinary framework, citing various fields such as economics, psychology, and even neurology. An understanding of consumer behavior helps marketers’ plan, develop, and implement a strategy with greater precision. The course details the influence of needs, motivation, attitudes, and personality characteristics as well as explores consumer perception. In addition, the course describes the learning process and how past shopping experiences affect subsequent buying. The course will also cover important ethical

implications for consumer behavior research such as the loss of privacy, which has become a key social concern.

Course Learning Outcomes (CLOs):

Upon successful completion of the course, students will be able to:

Course Learning Outcomes (CLOs)	Corresponding PLO
CLO1: Identify the major influences in consumer behaviour such as how motives, needs, and goals shape consumer behavior and the impact of hidden motives on consumer behavior.	PLO3
CLO2: Establish the relevance of consumer behaviour theories and concepts to marketing decisions such as personality development. and how personality traits shape consumer behavior as well as brand personification.	PLO3
CLO3: Recognise social and ethical implications of marketing actions on consumer behaviour such as the importance of marketing ethics in collecting consumer behavior data.	PLO2
CLO4: Understand the role and the influence of new technologies and online practices on consumer behavior and why consumers use technology to consume.	PLO6
CLO5: Evaluate the role of conditioning in consumer behavior and media communications in general and the role of communications on attitude formation and persuasion.	PLO2/ PLO3

Required Texts/Recommended Readings:

Textbook: Consumer Behavior- 12th edition by Schiffman and Wisenblit, Pearson

Assignment/Discussion Description:

They will be given on a Tuesday and due the same Saturday. **Please follow the schedule.**

I will ask you to either discuss a concept/case study on the discussion boards or complete an assignment. You will find them according to its corresponding week via Moodle. The assignment and the discussion will be based on the material we covered and will be discussed accordingly in class beforehand.

Summative Assessment - Final Case Video:

You will choose a Kuwaiti made product and one ad that they did for that specific product. You must get my approval before you continue with your project. Within the presentation do the following:

Start with the Brand. Explain:

1. What's the Brand's positioning? Brand image?
2. What's their USP?
3. Is there conditioning involved? What kind? How?
4. Explain extrinsic (price, location, store image, etc) and intrinsic cues (colors, brand name, images, packaging, etc)?

Now go to the ad. Explain (note to my 355 students, this is not a decoding ad 😊):

1. How is the positioning + USP in the ad being communicated to the consumer through the product?
2. Are the extrinsic and intrinsic cues consistent with the brand's identity or is it confusing to the audience? Justify.
3. Was their conditioning involved in the ad?

Now finally conclude with your insights.

1. What do you recommend?

Only one student will get the full mark. More details will follow during class.

Assessments and grading:

<u>Type of Assessment</u>	<u>Weight</u>	<u>Link to PLO</u>
Attendance	10%	
2 Discussions	15%	PLO2/PLO3
2 Assessments	15%	PLO2/PLO3
Exam 1	20%	PLO2/PLO3
Exam 2	20%	PLO2/PLO3
Project Video	20%	PLO3/PLO6
Optional Final Exam		
Total	100%	

Per AUK Catalogue <http://www.auk.edu.kw/Catalog/acadpolicy.html#grading> the letter of grade is assigned using the following scale (2018-2019 Catalogue):

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-94	93-90	89-87	86-84	83-80	79-77	76-74	73-70	69-67	66-64	63-60	59-0

Teaching and learning methodologies, including any use of online instruction:

S. No	Teaching Method/Instruction	
1	Lecturers	✓
2	Assignments	✓
3	Case Based Learning	✓
4	Case analysis	✓
5	Project Report	✓
6	Seminars	
7	Class participation	
8	Online Discussion / Instructions	✓
9	Guest Speaker Sessions	

Rubrics:

Discussion Rubric - 5% each. Out of a possible 3 points.

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
Initial Assignment Posting	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.
Follow-Up Postings	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.
Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

Project Rubric

Project Definition	Excellent	Satisfactory	Poor
Initial project definition	Clear concept Clear project direction/plan	Clear concept Unclear project direction/plan	Unclear concept No connection to project plan
Information Gathering			
Process and Quality	Excellent information gathering process. Sources are well-referenced, varied and relevant. Information is relevant/accurate.	Information gathering is mostly relevant. Sources are correctly referenced but not varied. Information is mostly relevant but occasionally inaccurate or unclear.	Information is often inaccurate/irrelevant. Sources are unreliable, not appropriately referenced, and/or not varied.

Representation of information in the report/final product	The findings are presented very well. Relevant implications and/or recommendations are generated.	There is a good representation/summary of the information but limited or no implications and/or recommendations.	Information is poorly represented and there are no implications and/or recommendations.
Structure			
Connection to project	Clear evidence of analysis and synthesis of information. Relevant, logical recommendations/ implications. Project is well-grounded in research that is relevant to the initial concept.	Some evidence of analysis of information, but not well synthesized to produce relevant findings. Recommendations/ implications are either weak or inconsistent with the information gathered in research, or not relevant to the initial concept.	No evidence of research. Recommendations/ implications are either missing or irrelevant and incoherent.
Communication	The project's deliverable is either written or presented orally using appropriate discourse, and includes accurate use of terminology, grammar, and spelling.	The project's deliverable is generally well-written/well- presented, but includes occasional discourse and/or linguistic errors, including inaccurate use of terminology, grammar, and spelling.	The project's deliverable includes significant linguistic errors that impact on its coherence and clarity.

Class Policies:

Class Participation: Students will be expected to participate in the discussion and raise questions when they fail to understand matters which arise in class. Participation is also directly linked to attendance which will be taken each class.

Attendance: Your entire term is counted as the denominator and every time you are absent without an excuse, it is a point off. To note, for online learning, 15 min lateness will be taken into consideration as students might face technical or internet difficulties. Lateness beyond the time specified is counted as half a point off from your total attendance. However, the university attendance policy still stands:

Any student who misses more than 15% of class sessions of any course during a semester should expect to fail, unless s/he submits documented evidence to the course instructor of inpatient medical care, death of an immediate family member, academic instructional activities, or national athletic activities. If excused, students are required to satisfy all coursework due or assigned during their absence as determined by the course instructor. If a student does not submit documented evidence for her/his absence exceeding the limit, it is the student's responsibility to withdraw from the course by the specified deadline, as indicated on the academic calendar. Students who withdraw from a course receive a grade of "W". Students who do not withdraw from a course nor

submit supporting documents for excessive absences will receive a grade of "FN" (failure for non-attendance).

Make-up exams/quizzes: No make-up exams/quizzes.

Extra Credit: No extra credit given. The only extra credit given is if you choose to justify your multiple answer choices. Definitions do not count as justifications. A justification should clearly spell out why you chose this answer out of the options given and why you think it is the correct one.

Late Work: 10% will be counted off for each day late.

Plagiarism: Using information from other sources and not citing the source is plagiarism. It is strictly prohibited, please refer to the code of academic honesty and integrity. Please know that besides being penalized, you *will also lose all your justification privileges*.

Optional Final: Finals are for students who are failing or for students who may be subject to an FN. It is up to the discretion of the faculty.

Code of Academic Honesty and Integrity:

Upon admission to the American University of Kuwait, students agree to act responsibly in all areas of academic, personal and social conduct and to take full responsibility for their individual and collective action. Such regulations are found in the American University of Kuwait Catalogue, Student Handbook, and the AUK website at www.auk.edu.kw. Any student or student organization found to have committed the cited violations or misconduct, either on or off campus, is subject to the disciplinary sanctions outlined in adjudication procedures.

Academic Support:

Learning Support Services focuses on empowering students to become independent and successful learners by developing their literacy skills, enhancing their understanding, and helping them improve their academic and study skills. Learning Support Services is comprised of two centers: the Tutoring Center and the Writing Center. The Tutoring Center provides free academic support in various subjects to AUK student Email: tutoringcenter@auk.edu.kw.

The Writing Center provides multilingual support (English, Arabic, French, and Spanish) through individual or small-group consultations. Email: writingcenter@auk.edu.kw

Disability Accommodation:

AUK provides equal and inclusive educational environment in order to enable all students to meet and perform requisite academic standards and to participate in the opportunities and activities of its community. If you believe you can benefit from accommodations for a learning, physical, or mental health disability, click here to book a session through the Counseling Center/Disability Services Booking Page, to ask about disability services at AUK, initiate an accommodation plan, or receive disability services. You can also email counseling@auk.edu.kw if you need assistance in booking a session.

AUK Library:

The AUK Library provides you with the necessary support to conduct research and find additional readings for your class work. Need to research but don't know where to start? Not sure how to find and use online resources (books, data, articles...etc.)? Not sure how to cite a source or develop a reference list? Ask a librarian! Research help is available through email, MS Teams, Zoom. Contact the library at: library@auk.edu.kw or go to <https://www.auk.edu.kw/academics/Library> to begin your search!

Online Amendments:

To participate in one of AUK's online courses, you need this technology:

- A computer/laptop capable of running Windows 10 or later, or MAC OS X

Please note: other electronic devices such as tablets or phones may function for attending Zoom/Webex sessions. However, they are not recommended for typing (assignments, discussion board, using chat feature etc.).

- The latest version of Firefox, Chrome, Microsoft Edge, Internet Explorer, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader or other applicable PDF reader
- High speed internet access
- Webcam or other built-in camera on laptops, tablets, or phones
- Microphone or other built-in microphones on laptop, tablets, or phones (Adapted from Angelo State and UWSP Template Syllabi)
- Browser Compatibility Check: It is the student's responsibility to ensure that the browser used to access course material on his/her computer/electronic device is compatible with AUK's learning management system, Moodle. Problems in this area need to be discussed with faculty at the time of occurrence.

Timetable of Course Content

Week	Topic	Assessment	Due Date	Corresponding CLO
1	Consumer Behavior and Technology			
2	Consumer Behavior and Technology	<u>Discussion 1</u>	30/09/23	CLO4
3	Market Segmentation	<i>Assignment 1</i>	07/10/23	CLO2
4	Market Segmentation			
5	Consumer Motivation and Personality			CLO1
6	Consumer Motivation and Personality			CLO1
7	Consumer Motivation and Personality			CLO1
8		Exam 1		CLO1/CLO2/CLO4
9	Consumer Perception and Positioning			CLO2/CLO3
10	Consumer Perception and Positioning	<u>Discussion 2</u>	25/11/23	CLO2/CLO3
11	Consumer learning	<i>Assignment 2</i>	02/12/23	CLO2/CLO3
12	Consumer learning			CLO2/CLO3
13	Consumer Attitude Formation and Change			CLO2/CLO3/CLO4
14	Consumer Attitude Formation and Change			CLO2/CLO3/CLO4
15	BREAK	BREAK	BREAK	BREAK
16		Exam 2		CLO2/CLO3/CLO4
17	Concluding/Review			
18	Finals	Project Due!	14/01/24	

DISCLAIMER:

Please note that contents of this syllabus may be subject to change. In the event changes are made to this syllabus, you will be notified in class. You are responsible for reading/familiarizing yourself with the contents of this syllabus. It is your responsibility to stay current of all changes announced in class.

349 topics and accompanying case studies in detail:

1. Intro into consumer behaviors, needs vs wants, marketing concept, segmentation, positioning, targeting, consumer behavior and technology, consumer value and retention, consumer decision journey.
2. Segmentation, millennial Arab, Netscafe Egypt vs Netscafe International, Redbull case study, Starbucks Milano, Cambridge Analytica, demographics, psychographics.
3. Behavioural segmentation, selecting target market product usage, Vimto, Valentine's day, Qout market, Debeers Case study.
4. Consumer motivations, frustration and defense mechanism, system of needs, Maslow's hierarchy of needs, hidden motivations, role playing experiment.
5. Projective techniques, personality theories, Freudian theory, personality traits, persona, self perceptions, Payles vs Palisse Case study.
6. Consumer perceptions and positioning, physical stimuli, the five senses, IKEA, Lush, Cinnabon, ASMR.
7. Absolute and differential thresholds, sensory adaptation, marginal utility, decoy effect, just noticeable difference, subliminal vs supraliminal perception.
8. Perceptual selection, perceptual organizations, GESTLAT theory, optical illusions, risk and perceptions.
9. Positioning strategies, rebranding, repositioning, Zal, The Victoriam, BK 2021, Marlboro Man, syllogism, torches of freedom, Edward Bernyas.
10. Consumer learning, classical conditioning, operant conditioning, observational conditioning, skinner boxes, Pavlov experiment, littler albert, sources and reference groups, 7 up, Nutella, stimulus generalization and stimulus discrimination
11. Reinforcement, shaping, nudging, information processing, attitude formation and change, tri component attitude models, Multi-Attribute models, learning attitude
12. Persuading the consumer, element of communication, message and appeals, ethos pathos and logos structure, feedback and response

Optional Sections for Online/Hybrid Learning

Pre-Requisite Skills:

- Communication using email
- Reading documents online

- Accessing internet websites
- Use of Zoom/Webex
- Viewing videos online
- Posting on the discussion board
- Uploading documents to Moodle
- Proficiency with Microsoft Word and/or PowerPoint

Technology Requirements:

To participate in one of AUK's online courses, you need this technology:

- A computer/laptop capable of running Windows 10 or later, or MAC OS X : Please note: other electronic devices such as tablets or phones may function for attending Zoom/Webex sessions. However, they are not recommended for typing (assignments, discussion board, using chat feature etc.). In addition, during some Zoom/Webex sessions, you may be asked to collaborate on a Google doc, which would be easier to do when using a laptop or desktop computer.
- The latest version of Firefox, Chrome, Microsoft Edge, Internet Explorer, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader or other applicable PDF reader
- High speed internet access
- Webcam or other built-in camera on laptops, tablets, or phones
- Microphone or other built-in microphones on laptop, tablets, or phones
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Browser Compatibility Check:

It is the student's responsibility to ensure that the browser used to access course material on his/her computer/electronic device is compatible with AUK's learning management system, Moodle. Problems in this area need to be discussed with faculty at the time of occurrence.

Netiquette:

- Be on time to Zoom/Webex meetings and make sure you attend and participate regularly
- Check your AUK email regularly to receive all relevant announcements and communication
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Professor or Dr. unless invited by faculty to use a less formal approach
- When writing, ensure to use formal, respectful, professional language and double-check spelling/grammar function before sending/posting. This applies to emails, typing on Zoom/Webex chat, posting on discussion boards, assignments, or any other form of writing you will complete within the context of this course
- Check the discussion board frequently and respond appropriately and on subject
- Cite all quotes, references, and sources
- Capitalize words only to highlight a point. Otherwise, capitalizing is generally viewed as SHOUTING!
- Do not dominate discussions and allow other students to post or join in
- It is not appropriate to forward someone else's messages or emails without their permission
- Be careful when using humor. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism)

- Recording Zoom/Webex sessions is prohibited

Final note:

Anything you need, any suggestions, any issues, related or not related to the course, know that my email and my door (if I am in the office) is always open!

