

# Bethel University

## College of Professional Studies

### **CourseCodeandName**

OL 4300 Consumers and Marketing (3 hours)

### **InstructorInformation**

Review “Profiles” section of Virtual Campus for Facilitator contact information and virtual office hours.

### **Textbook(s)**

Solomon, M. (2020). *Consumer behavior: Buying, having, and being* (13th ed.). Pearson.

### **CourseDescription**

This course focuses on the examination and application of consumer behavior principles to the development and implementation of marketing strategies.

### **CourseObjectives&Goals**

1. Describe the discipline of consumer behavior. 2. Examine the internal dynamics of consumers 3. Understand how individuals make consumption decisions as a direct effect of influences exerted by others. 4. Describe external factors that influence our social identities. 5. Examine the cultural influences on consumer behavior.

### **CoursePolicies**

#### **Attendance (25 points per unit = 125 points per course)**

Completing online assignments on a timely basis, as well as quality discussion postings and frequency of participation, are essential components of successfully completing this course. Failure to complete one unit will result in the deduction of one letter grade. Failure to complete two units will result in an automatic FA (Failure due to Attendance).

#### **Late Assignments (penalty on late work)**

Complete sections submitted late are penalized 10 points per day up to 4 days. Discussion assignments cannot be submitted after the discussion week has ended.

## **Expectations on Writing**

Learners will be graded on the quality, as well as the content of their writing. Although content is most important, grammar, spelling, and the use of APA citations and references are also important. Learners will lose points for multiple errors, typos, ineffective or confusing substandard writing, and failure to properly cite your sources.

## **Academic Integrity & Citation**

All submitted assignments/postings are expected to be completed by the learner. All learners are expected to adhere to all rules associated with academic and personal integrity.

### **Plagiarism in any form will result in failure.**

Perhaps the most common form of academic dishonesty is plagiarism. Let me clarify so you do not unwittingly go astray. Plagiarism is the appropriation of the ideas, words, comments, or other intellectual property of a third party without giving credit to that party. **Plagiarism does not have to be a word-for-word “copying”** of someone else’s writing or “cut and paste” of electronic material; **most cases, in fact, involve paraphrasing** a third party’s idea in the writer’s own words.

Self-Plagiarism -The idea of self-plagiarism seems almost ridiculous, but it is a very real issue that has consequences. Self-plagiarism is the use of one's own previous work in another context without citing that it was previously used. The idea is that the writer should let the reader know that this was not the first use of the material. Republished text is a glaring example of self-plagiarism. The writer must cite his-or herself when using previously written work. U.S. Department of Health and Human Services. (2011, September 28). Avoiding plagiarism, and other questionable writing practices: A guide to ethical writing. Retrieved from <http://ori.hhs.gov/plagiarism-13>

There are two important rules to remember in order to avoid plagiarism:

1. Only “common knowledge” statements need not be cited in your work [e.g., Washington was the first president, the Civil War ended in 1865, the FBI is in the Justice Department, etc.].
2. If in doubt as to whether to cite a source, cite it—better safe than sorry!

**Always** be sure to **cite** (reference) your source material. Including any material, you reference from your course text. Bethel University uses the APA (American Psychological Association, 7th ed.) style guide for citation.

## **Evaluation**

**Course Activity:** Read, Attend, Discuss, and Complete sections should be completed in the week that they are assigned. The initial discussion post is due on Wednesday; the additional 2 replies are due by Sunday night.

**There is a total of 500 points available (100 points per unit)**

- **Participation (Discuss) = 125 possible points (25 per unit)**  
Log in and post your response to the initial question on the Discussion Board. Check the board often throughout the week and post at least **TWO** quality responses to other learners' comments for each unit by no later than Sunday 11:59pm CST. It is possible to earn a maximum of 25 points per unit for active, critical, meaningful participation. The first rubric at the end of this syllabus defines the evaluation method for the Discuss section.
- **Homework (Complete) = 375 possible points (75 per unit)**  
You can earn a maximum of 75 points for the entire "Complete" section in each of the 5 units. Responses should meet or exceed the required word count specified in the assignment. Students should strive to write more than the minimum. The last rubric at the end of this syllabus defines the evaluation method for the Complete section.

## **University Policies**

### **Disability Services**

Bethel University College of Professional Studies (CPS) is committed to providing equal access to its academic activities to all qualified students. While upholding this commitment, CPS will also maintain the high standards of achievement, which are essential to the integrity of the College's programs and services. In advancing these aims, CPS will ensure that its policies, practices, and procedures conform to Federal and state statutes and regulations. Please refer to the Academic Catalog for the College of Professional Studies, page 39, for a thorough review of policies and procedures related to Bethel's disability services.

### **Library Services**

The CPS Library Services are designed to inform, equip, and motivate students to educational success. Students may ask homework or research questions via email, chat, or phone. Online reference help is available 24/7 through video tutorials and downloadable handouts on the CPS Library website (<http://bethelu.libguides.com/cps/vcamp>). The Distance Education Librarian offers homework and research assistance through class presentations.

### **Tutoring Services**

SMARTHINKING is an online tutoring service that is accessible to all Bethel University College of Professional Studies students 24/7. The service provides three convenient options for students to receive support. All SMARTHINKING e-instructors are competent in their specific disciplines with the majority holding a master's degree or terminal degree.

SMARTHINKING is accessible from the Virtual Campus website.

### **Mission Statement**

Bethel University's mission is to create opportunities for members of the learning community to develop in a Christian environment to their highest intellectual, spiritual, and social potential. This includes synchronous and asynchronous modes of education.

### **Student Conduct**

The University expects its students to enjoy and nurture this academic community whose purpose is to be a Christian institution of learning. They are expected to help sustain the University's values. It is the University's goal that all members of the community adhere to a set of ethical and behavioral standards that are reflected by the rules that apply to students. Students are thus expected to be honest, respectful of others, helpful to the University's pursuit of its purpose, and law abiding.

### **Suicide Prevention**

BETHEL UNIVERSITY is committed to and cares about all students. Support services are available for any person at BETHEL UNIVERSITY who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the **National Suicide Lifeline Number 1-800-273-TALK (8255) or Text 741741**. Students and employees on the McKenzie or Paris campuses can also contact **Bethel's Safety and Security Office (731-415-7599)** or the **Mobile Crisis Number (1-800-353-9918)**. Counseling is available on campus to CAS and CHS students through **Bethel University's Department of Clinical Services (731-352-6786)** and to CPS students by contacting **Amanda Lifsey, LCSW (731-415-7996)**. Students may be referred by these resources to other treatment programs for more intensive treatment. Bethel University's **Human Resources Department (731-352-4272)** also offers employees assistance through appropriate referrals. **Emergency Services (911)** should be contacted in the event of an emergency.

### **Assignment Requirements**

For 1000 and 2000 level courses the following word count and source requirements are applicable. Complete sections should contain a **minimum** of 1,000 words and **three** scholarly sources (course textbook can be used as one of the sources).

For 3000, 4000, and graduate level courses the following word count and source requirements are applicable. Complete sections should contain a **minimum** of 1,200 words for bachelor's level and a minimum of 1,500 words for graduate level. The Complete assignment should contain a total of **three** scholarly sources for bachelor's level and **four** scholarly sources for graduate level (course textbook can be used as one of the sources).

## Letter Grade Definitions

From the CPS Catalog: A: Excellent; B: Very Good; C: Good; D: Passing; F: Fail; FA: Failure due to attendance

### Final Grade

- A 450-500
- B 400-449
- C 350-399
- D 300-349
- F Below 300

## Facilitator Commitment

1. **Availability:** Review posted office hours in virtual campus or contact me to schedule a phone call or online chat.
2. **Responsiveness:** I will respond to all emails and phone calls in a timely manner, usually within 24 hours.
3. **Engagement:** I will engage students during discussion where students have the opportunity to participate and earn points.
4. **Grading and Feedback:** I will post grades and constructive feedback on Discussions by Tuesday 11:59 pm CST each week, and I will post grades and constructive feedback on Complete sections by Saturday 11:59 pm CST each week.

Discuss					
Rubric	Excellent	Very Good	Good	Passing	Fail
<b>Articulates Subject Matter &amp; Quality</b>  <b>55% of 25</b>  <b>13.75 pts</b>	Shows thorough understanding of the read and attend assignments  Correct grammar & punctuation  250 words for the initial response  13.75-12.4 pts	Indicates read and attend assignments were completed  Addresses some of the question's implications  Minor mechanical/document errors  250 words for the initial response  12.3-11pts	Relies solely on Read Section  Contains mechanical/document errors  250 words for the initial response  10.9-9.6 pts	Suggests the read and attend assignments were not carefully reviewed  Repeats ideas from other posts  Multiple grammar and punctuation errors  9.5-8.3 pts	Gives little indication the read and attend assignments were completed  Post irrelevant to the discussion  Contains multiple errors  8.1-0 pts

<p><b>Source Use and APA Format</b></p> <p><b>15% of 25</b></p> <p><b>3.75 pts</b></p>	<p>Meets or exceeds the requirement for source count; includes external research</p> <p>Nearly flawless APA format</p> <p>Source integration validates writer's points</p> <p>3.75-3.4 pts</p>	<p>Meets the requirement for source count</p> <p>Minimal APA format flaws</p> <p>Source integration very good</p> <p>3.3-3 pts</p>	<p>Meets the requirement for source count</p> <p>Average APA format flaws</p> <p>Source integration average</p> <p>2.96-2.63 pts</p>	<p>Sources used but minimum requirements not met</p> <p>Inadequate adherence to APA guidelines</p> <p>2.6-2.3 pts</p>	<p>Sources not used</p> <p>Significant APA format errors</p> <p>2.2-0 pts</p>
<p><b>Engagement with Classmates</b></p> <p><b>30% of 25</b></p> <p><b>7.5 pts</b></p>	<p>Shows concerted and honest effort to engage with others</p> <p>Responds to ideas in a way that advances discussion</p> <p>Two or more replies of 100 words for each</p> <p>7.50-6.8 pts</p>	<p>Shows attention to other posts in the thread</p> <p>Incorporates/acknowledges ideas of others (perhaps in predictable ways)</p> <p>Two replies of 100 words for each</p> <p>6.7-6 pts</p>	<p>Offers interaction with other posts in the thread</p> <p>Mostly summarizes original post without contributing to discussion</p> <p>Two replies of 100 words for each</p> <p>5.9-5.3 pts</p>	<p>Does not acknowledge other posts</p> <p>Misrepresents content of other posts</p> <p>5.2-4.5 pts</p>	<p>Ignores other posts in thread</p> <p>Does not engage with others</p> <p>4.4-0 pts</p>
<p><b>A 25 – 22.5</b>  <b>B 22 – 20</b>  <b>C 19.5 – 17.5</b>  <b>D 17 – 15</b>  <b>F 14.5 - below</b></p>	<p><b>No late submissions will be accepted for discussion questions.</b></p>				

# Complete

Rubric	Excellent	Very Good	Good	Passing	Fail
<p><b>Articulates Subject Matter Competency</b></p> <p><b>50% of 75pts</b></p> <p><b>37.5 pts</b></p>	<p>Shows thorough understanding of the read and attend assignments</p> <p>Contains original thought that demonstrates superior understanding</p> <p>37.5-33.8 pts</p>	<p>Indicates read and attend assignments were completed</p> <p>Addresses some of the questions' implications</p> <p>33.5-30 pts</p>	<p>Relies solely on Read Section</p> <p>Addresses questions without discussing implications</p> <p>29.6-26.3 pts</p>	<p>Suggests the read and attend assignments were not carefully reviewed</p> <p>Superficially addresses questions</p> <p>25.9-22.5 pts</p>	<p>Gives little indication the read or attend assignments were completed</p> <p>The response is vague and does not address the question.</p> <p>22-0 pts</p>
<p><b>Source Use and APA Format</b></p> <p><b>15% of 75pts</b></p> <p><b>11.25 pts</b></p>	<p>Meets or exceeds the requirement for source count, includes external research</p> <p>Nearly flawless APA format</p> <p>Source integration validates writer's points</p> <p>11.25-10.1</p>	<p>Meets the requirement for source count</p> <p>Minimal APA format flaws</p> <p>Very good integration of research sources</p> <p>10-9 pts</p>	<p>Meets the requirement for source count</p> <p>Several APA format flaws</p> <p>Average integration of sources</p> <p>8.9-7.9 pts</p>	<p>Sources used, but minimum requirements not met</p> <p>Poor adherence to APA guidelines</p> <p>7.8-6.8 pts</p>	<p>Sources not used</p> <p>Significant APA format errors</p> <p>6.7-0 pts</p>
<p><b>Quality of Writing</b></p> <p><b>25% of 75pts</b></p> <p><b>18.75 pts</b></p>	<p>Clear, articulate, and persuasive</p> <p>Correct grammar, punctuation, and spelling</p> <p>18.75-16.9pts</p>	<p>Contains minor errors that do not diminish the meaning</p> <p>Minor mechanical/document errors</p> <p>16.7-15 pts</p>	<p>Contains several proofing errors</p> <p>Contains mechanical/document errors</p> <p>14.8-13.1 pts</p>	<p>Assignment is disorganized and hard to follow</p> <p>Multiple grammar and punctuation errors</p> <p>12.9-11.2 pts</p>	<p>Contains multiple errors</p> <p>The response is difficult to read and understand</p> <p>11-0 pts</p>

<p><b>Word Count</b></p> <p><b>10% of 75pts</b></p> <p><b>7.5 pts</b></p>	<p>Meets or exceeds minimum word count requirements</p> <p>1200 words (Unit 1-4)</p> <p>2000 - 1600 words (Unit 5)</p> <p>7.5-6.8 pts</p>	<p>Meets or exceeds minimum word count requirements</p> <p>1200 words (Unit 1-4)</p> <p>1600-1200 words (Unit 5)</p> <p>6.7-6 pts</p>	<p>Meets minimum word count requirements</p> <p>1200 words (Unit 1-5)</p> <p>5.9-5.3pts</p>	<p>Fails to meet word count requirements</p> <p>Less than 1200 words (Unit 1-5)</p> <p>5.2-4.5 pts</p>	<p>Fails to meet word count requirements</p> <p>4.4-0 pts</p>
<p>A 75 – 67.5</p> <p>B 67 – 60</p> <p>C 59.5 – 52.5</p> <p>D 52 – 45</p> <p>F 44.5 - below</p>	<p><b>Late submissions - 10 points deducted per day</b></p>				