

Spring 2024

Meeting days: Wednesday	Instructor title and name: Mary Beth McCabe
Meeting times: 6:00 – 8:45 p.m.	Phone: 858 488 2867
Meeting location: Southwestern College Building 29-105	E-mail: mmccabe@pointloma.edu
Final Exam: Wednesday, May 1 from 7:30-10:00 p.m.	Office location and hours: FSB 136 Wednesdays before class at Southwestern College by appointment.

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

A study of how individuals process information and make purchase decisions. Topics include internal influences such as consumer psychology and personality, and external influences such as social environment and situational influences. A qualitative research study will provide special emphasis on understanding buying behavior to develop a marketing strategy.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Exhibit an in-depth knowledge of key theories and concepts in the field of consumer behavior (PLO G1).
2. Create marketing strategies based on consumer behavior knowledge (PLO 2 & G2).
3. Analyze qualitative data to better understand consumer behavior and recommend marketing solutions (PLO 2 & G1).
4. Demonstrate effective written and verbal communication to convey information about consumer behavior topics (PLO 3).
5. Analyze ethical and faith-based issues relating to consumer behavior (PLO 4).

6. Collaborate with a team to produce a research report and presentation (PLO 5).

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

CB, 9th Edition
Babin and Harris
Cengage 4ltrpress

ISBN 13: 978-0-357-51820-5

ASSESSMENT AND GRADING

Assignment distribution by points: <ul style="list-style-type: none">• In-class Assignments & Attendance/Participation 20%• Assignment: Consumer Behavior Fast 10%• Assignment: Pro/Con Presentation 10%• Project: Consumer Behavior Sentiment Analysis 30%• Exams 30%	<u>Sample</u> grade scale: A=93-100 C=73-76.9 A-=92.9-90 C-=70-72.9 B+=87-89.9 D+=67-69.9 B=83-86.9 D=63-66.9 B-=80-82 D-=60-62.9 C+=77-79.9 F=0-59.9
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INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain, or have prayer requests you can contact the [Office of Spiritual Development](#)

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog.

See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

USE OF TECHNOLOGY

In order to be successful in your course, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use for any online or hybrid classes. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

USE OF AI TOOLS

This course recognizes the potential of artificial intelligence (AI) tools, such as chatbots, text generators, image creation, paraphrasers, summarizers, or solvers, to enhance your learning and creativity. You are welcome to use AI tools as supplementary resources to assist you with your assignments, as long as you do so in an ethical and responsible manner. We may also integrate AI Tools into some of our assignments. This means that you:

- Use AI tools only for tasks that are appropriate for your level of learning and understanding. Do not use AI tools to replace your own thinking or analysis, or to avoid engaging with the course content.
- Cite any AI tools you use properly, following the citation style specified by the instructor. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
 - For example: Bing. “recent high quality instructional materials for teaching algebra to college students.” Accessed August 1, 2023. <https://www.bing.com/chat>.
- Provide evidence of how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.
- Take full responsibility for any mistakes or errors made by the AI tool. Do not rely on the AI tool to produce flawless or correct results. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible.
- If you are working on a group assignment, discuss the use of AI tools with your group members and agree to how you plan to use them and how you will be transparent with the instructor regarding their use.

Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or evidence, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

COURSE SCHEDULE AND ASSIGNMENTS*

Date	Topics	Readings/Activities	Discussion	Assignments	Pro/Con Work
Jan. 10	Light Week. No meeting in person. Course introduction & Introduction to Consumer Behavior 1 What is consumer behavior	Chapter 1	-Chapter 1		
Jan. 17	2 Value and the CB Value Framework	Chapter 2	-Chapter 2		Pro/Con Presentation #1 (See schedule in Canvas random)
Jan. 24	3 Consumer Learning Starts Here: Perception	Chapter 3	-Chapter 3	CB Sentiment Analysis Project Deliverable #1 Due 1/24	Pro/Con Presentation #2
Jan. 31	4 Comprehension, Memory and Cognitive Learning	Chapter 4	-Chapter 4	CB Fast Deliverable #1 Due 1/31	Pro/Con Presentation #3
Feb. 7	5 Motivation and Emotion: Driving Consumer Behavior	Chapter 5	-Chapter 5		Pro/Con Presentation #4
Feb. 14	6 Personality, Lifestyles and the Self-Concept	Chapter 6	-Chapter 6		Pro/Con Presentation #5
Feb. 21	8 Group & Interpersonal Influence	Chapter 8	-Chapter 8	CB Sentiment Analysis Project Deliverable #2 Due 2/21	Pro/Con Presentation #6
Feb. 28		Midterm Exam – Ch. 1, 2, 3, 4, 5, 6, 8, (150)			
Mar. 6	Spring Break – No Class				

Mar. 13	Intro to Tableau Workshop & Sentiment Analysis Work In-Class				Pro/Con Presentation #7
Mar. 20	12 Decision Making 1: Need & Recognition	Chapter 12	-Chapter 12		Pro/Con Presentation #8 (if needed)
Mar. 27	13 Decision Making 2: Alternative Evaluation & Choice	Chapter 13	-Chapter 13	CB Sentiment Analysis Project Deliverable #3 Due 3/27	Pro/Con Presentation #9 (if needed)
Apr. 3	14 Consumption to Satisfaction	Chapter 14	Chapter 14		Pro/Con Presentation #10 (if needed)
Apr. 10	16 Consumer & Marketing Misbehavior	Chapter 16	-Chapter 16	CB Fast Deliverable #2 Due 4/10	
Apr. 17	CB Fast Presentations & Final Exam Review			CB Fast Deliverable #3 Due 4/17	
Apr. 24	CB Sentiment Analysis Project Presentations			CB Sentiment Analysis Project Deliverable #4 Due 4/24	
May 1 6:00 pm	Final Exam	Final Exam - Ch. 12, 13, 14, 16 (150)			

*Assignment dates may change. Please check Canvas for due dates.

Consumer Behavior Fast Assignment Description (100 pts. total):

This semester I'd like you to join me in an exploration of fasting. The goal of this assignment is two-fold:

1. Seek God's will to let go of a behavior or habit related to how you consume products/services, explore Biblical connections to your fast and consumption habits, then share the impact of the fast.

2. Become more aware of the temptations and techniques marketers use and how it directly impacts consumer decisions.

This assignment is broken into 3 deliverables:

Deliverable #1 (25 pts.): Brainstorm a list of consumer behaviors you exhibit in your own life. Over the next few weeks choose one to deliberately eliminate or reduce. Get creative! You can submit a one-page memo, blog post, vlog or reel that includes the following items:

1. What were some consumer behaviors you identified in your own life?
2. What consumer behavior are you eliminating or reducing?
3. Why did you select that one?
4. Connect a bible verse to the reason why you selected the consumer behavior to eliminate or reduce.
5. What you think will be your challenges.
6. What you think will be the benefits.
7. Indicate whether you would like an “accountability partner” or not.

You will be sharing about your fast in class along the way.

Deliverable #2 (25 pts.): A summary of your 8-week fast. You can submit a one-page memo, blog post, vlog or reel that includes the following items:

1. Ways you felt challenged.
2. Ways you felt rewarded.
3. Positive or Negative feedback from others.
4. Identify at least two ways that you were tempted and what the root source of the temptation was.
5. Identify a minimum of three consumer behavior concepts that were illuminated during this time.

Deliverable #3 (50 pts.): A final presentation (~ 5 slides and 5 minutes total) summarizing the experience and include the following:

1. What did you learn?

2. Identify a minimum of three consumer behavior concepts that your fast is connected to.
3. The long-term behavior effects of a consumer behavior change for a brand.
4. If more people adopted your behavior change, in what ways do you think it would affect the brand or company (think ROI and be able to explain this in terms of dollars)?
5. How would it affect brand affinity, the company's supply chain, employees, stakeholders, etc.?
6. What is the biblical connection to your consumer behavior during this fast? How was God speaking into this experience for you personally?

Pro/Con Presentation Assignment Description (100 pts. total):

All students must present the assigned topic during the semester. You have been randomly assigned a topic and must give a **10-minute presentation in class followed by a 10-minute chalk talk and class discussion** (75 pts. will be earned for the presentation and 25 pts. will be earned through the facilitation of the chalk-talk and class discussion). Be creative and engaging as you present!

Each person will choose their topic to present, see below for topics to choose from this semester. You will answer the prompt in your presentation and share the pros and cons for consumers related to the prompt. You will also explain the pros and cons for businesses related to the same prompt. Make sure you include at least two consumer behavior concepts from the chapter related to your topic. In addition, teaching the class new information related to the topic, providing real-world examples that illustrate your key points, sharing credible references that what you're saying is current and well researched, seamless presentation skills among the group/pair, creativity, visual appeal and slides free of grammar/spelling errors will earn you the most points. You must dress professionally; a blazer and collared shirt is preferred. Late presentations will receive a zero, no exceptions. Upload in Canvas your slides by 5 p.m. the day of your presentation.

You can see your topic by going to the "People" tab in Canvas and seeing your topic presentation.

Pro/Con Presentation #1: Do we consume too much?

Pro/Con Presentation #2: Is perception reality?

Pro/Con Presentation #3: Do brands communicate too much to consumers?

Pro/Con Presentation #4: How did the Pandemic affect Maslow's Hierarchy of Needs?

Pro/Con Presentation #5: Is Aaker's "Dimensions of Brand Personality" still relevant today?

Pro/Con Presentation #6: Can we limit the amount of misinformation spread on social media platforms?

Pro/Con Presentation #7: Through cultural understanding, can we achieve world peace?

Consumer Behavior Sentiment Analysis Project Assignment Description (300 pts. total):

You are going to learn how to do a sentiment analysis this semester! According to HubSpot, “sentiment analysis is the process of collecting and analyzing information on how people talk about a brand. Rather than a simple count of mentions or comments, sentiment analysis considers emotions and opinions. A sentiment analysis is sometimes called ‘opinion mining.’ That’s because it’s all about digging into the words and context of comments to understand the opinions they reveal about the brand’s consumers.”

Choose a partner and let’s go “opinion mining!” You will pick a brand that you want to conduct the analysis on this semester. Then, one of you will conduct the analysis on the brand’s social media platforms (choose two of the five major SM platforms: Facebook, Instagram, Twitter/X, TikTok and LinkedIn) and the other person will conduct the analysis on the brand’s reviews (choose two of the three major review platforms: Google, Yelp and Amazon). You will be collecting data for entire year of 2023 (Jan. – Dec.). You will be collecting the total number of comments on each social media platform and each review platform. Then, you will be determining whether each comment/review is positive, neutral, or negative and recording it using the template provided by the instructor. Positive and negative comments will be obvious. For neutral comments/reviews, here’s a frame of reference: Neutral comments/reviews may read something like, “This place is okay,” or, “The service was alright.” Neither expressing positive or negative emotions or opinions in the comment/review.

The project will be broken up into four deliverables:

Deliverable #1 (50 pts.): Submit a one-page memo with the following information included:

1. The brand you selected for the project and why.
2. Are there enough comments and reviews to conduct an analysis (share evidence to support that this brand is a good selection for the project)?
3. Describe how you are splitting up the workload.
4. What results do you think you will find? Make a prediction about the analysis.
5. If you believe consumers think more positively about your brand, explain why you believe that to be true.
6. If you believe consumers think more negatively about your brand, explain why you believe that to be true.

Explain how this sentiment analysis will help you make marketing recommendations to better connect with this brand’s consumer

Deliverable #2 (50 pts.): Submit the completed CB Sentiment Analysis template document with all the raw data for social media and reviews included.

Deliverable #3 (50 pts.): Input your data into ChatGPT and ask it to help you understand the data as well as make marketing recommendations for the brand. Submit the prompts you used to create the analysis with ChatGPT and the information it provided in return. You can continue using the memo style for this submission. It will likely be more than one-page.

Deliverable #4 (150 pts.): Submit a visually appealing paper and slides (quality matters more than quantity) that includes the following (100 pts. will be earned for the paper and 50 pts. for the presentation):

1. Introduction to the brand and why a sentiment analysis was conducted (why would this type of analysis help them better understand and connect with their consumers?).
2. Prediction(s)/hypothesis(es) about the analysis before conducting it.
3. Explanation of the research methodology used for the sentiment analysis.
4. Explanation of results: include data in the body of the paper (use tables, graphs, charts, etc.) and then include the entire CB Sentiment Analysis template in the Appendix.
5. How can the brand use the data to better connect with consumers?
6. Make at least five marketing recommendations for the brand (you may use up to two of the recommendations from ChatGPT but the other three must be your own original work).
7. Describe the limitations of the sentiment analysis.
8. Conclusion and next steps for the brand.

ChatGPT prompts to help students with Deliverable 3:

I conducted a sentiment analysis for Point Loma Nazarene University on Instagram. There were 100 comments total and 59 of them were positive, 20 were neutral, and 21 were negative. what does that mean?

ChatGPT

Based on the sentiment analysis you conducted for Point Loma Nazarene University on Instagram, the distribution of sentiments among the 100 comments is as follows:

- Positive: 59 comments
- Neutral: 20 comments
- Negative: 21 comments

This breakdown provides an overview of the sentiments expressed in the comments. In general:

- A higher number of positive comments (59) suggests that there is a positive sentiment among Instagram users discussing Point Loma Nazarene University.
- A moderate number of neutral comments (20) indicates that some users may not have expressed strong positive or negative sentiments but rather provided neutral feedback or information.
- A lower number of negative comments (21) suggests that there are some users who expressed negative sentiments about Point Loma Nazarene University.

It's important to note that sentiment analysis provides a quantitative overview and doesn't capture the depth or context of individual comments. Interpretation may vary, and additional qualitative analysis could provide more insights into the specific sentiments expressed.

CK

You

“What marketing recommendations can I make for Point Loma Nazarene University based on the sentiment analysis above”

ChatGPT

ChatGPT example for Sentiment Analysis:

Based on the sentiment analysis results for Point Loma Nazarene University on Instagram, here are some marketing recommendations:

1. Leverage Positive Sentiment:

- Highlight and showcase the positive comments in your marketing materials, such as on the university's website or promotional materials. Positive testimonials can be powerful in attracting potential students.

2. Engage with the Community:

- Actively engage with the Instagram community by responding to positive comments and addressing any concerns from negative comments. This shows a commitment to communication and a willingness to address feedback.

3. Identify Areas for Improvement:

- Analyze the negative comments to identify specific areas where improvements can be made. This feedback can be valuable for making enhancements to services, programs, or communication strategies.

4. **Promote Unique Selling Points:**

- Emphasize the university's unique strengths and positive aspects that garnered positive sentiments. Whether it's the campus environment, academic programs, or extracurricular activities, use these strengths in marketing campaigns.

5. **Encourage User-Generated Content:**

- Encourage students, alumni, and the community to share their positive experiences on Instagram using a branded hashtag. User-generated content can serve as authentic testimonials and attract a wider audience.

6. **Address Neutral Sentiments:**

- Explore ways to convert neutral sentiments into positive ones by emphasizing key strengths and addressing any areas that may be causing a neutral response. Provide additional information to showcase the university's value.

7. **Social Media Campaigns:**

- Launch targeted social media campaigns based on the sentiments identified. For example, create campaigns that emphasize positive experiences, success stories, or improvements made in response to feedback.

8. **Monitor and Adjust:**

- Continuously monitor social media channels for evolving sentiments. Stay responsive to changes and adjust marketing strategies accordingly. Regularly assess sentiment trends to ensure ongoing positive engagement.

Remember, these recommendations are based on the quantitative analysis of sentiments. It's also crucial to consider qualitative feedback and engage in a more in-depth analysis to gain a comprehensive understanding of the sentiments expressed by the audience. Additionally, align these recommendations with the university's overall marketing goals and strategies.