



## **CONSUMER BEHAVIOR**

**Syllabus: BUSN 3140**

**Prof. Myles Bassell**

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# **Consumer Behavior**

## **Syllabus: BUSN 3140**

**Brooklyn College**

**School of Business**

**Undergraduate Program**

[mylesbassell.com](http://mylesbassell.com)



❖ Instructor's Information

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- Portfolio: <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>
- Course Website: [www.mylesbassell.com](http://www.mylesbassell.com)



❖ Book Required

**Consumer Behavior**  
 Buying, Having, and Being  
 By Michael Solomon  
 Pearson Prentice Hall Publishers  
 ISBN: 978-0-13-611 092-7  
 9<sup>th</sup> Edition Copyright 2011

❖ Course Overview

This **Consumer Behavior** course requires students to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **consumer behavior**. Our focus will be on 4 learning modules: **1)** consumers in the marketplace, **2)** consumers as individuals, **3)** consumers as decision makers, and **4)** consumers and subcultures. We will explore how perceptions, learning, memory, personality, and attitudes impact the behavior of consumers, how consumption patterns change based on a consumer's life stage, and how culture and sub-culture impacts consumer behavior. Students will demonstrate an understanding of course concepts and the ability to apply the concepts by analyzing and evaluating **case studies**. Students are required to evaluate the case scenarios, apply concepts, formulate solutions, make recommendations, justify their position, and create a plan for next steps. The research project for our course will focus on **consumer behavior** topics discussed in Chapter 2: Perception and Chapter 5: The Self.

The course uses technology to create an engaging and interactive learning community that is supportive, relevant, practical, insightful, and meaningful. Discussion boards on BlackBoard are used in our course to share information, apply concepts, draw conclusions, and have discussions about important organizational behavior topics and case studies.

❖ Grade Components

Exam 1	50%	Chapters 1-7	Wed October 10 <sup>th</sup>	7pm – 8:30pm
Research Project	20%			
Homework	15%			
Exam 2	15%	Chapters 1–14	Mon December 17 <sup>th</sup>	2pm - 3:30pm

Brooklyn College, School of Business

## ❖ Learning Outcomes

This **Consumer Behavior** course requires students to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **consumer behavior**. At the conclusion of the course, students should be able to:

### **Create**

- a lifestyle marketing strategy,
- questionnaire to identify consumer behavior,
- network models for network optimization problems,

### **Evaluate**

- the impact of consumer's motivation, values, and personality on their behavior,
- the instrumental and terminal values expressed through consumer behavior and
- the source effectiveness of a message.

### **Analyze**, compare, and contrast

- classical and instrumental conditioning,
- the two major perspectives regarding consumer behavior,
- individual and group decision making processes,
- the antecedent states and purchase environment, and
- levels of product involvement.

### **Apply**, illustrate, and implement

- the family life-cycle model to a cultural context,
- the way we form attitudes,
- the decision making process,
- how others influence our product choices,
- how subculture guides our consumption behaviors, and
- how personal and social conditions influence how we spend our money.

### **Understand** and discuss

- the 3 stage perception process that translates raw stimuli into meaning,
- the 5 major categories of linear programming problems,
- how culture dictates body decoration such as tattoos and piercings,
- post cognitive dissonance, and
- the reference groups that may affect consumer behavior.

**Remember**, explain, and contrast **consumer behavior** concepts, terms, and definitions.

*This syllabus is subject to change as necessary.*

Assignments are due on BlackBoard at 10pm. **Late assignments will not be accepted.**

### ASSIGNMENT SCHEDULE

The homework assignments are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **consumer behavior**.

Week	Date	Due	Topics
1	Aug 27 Mon Aug 29 Wed	HW # 1 HW # 2	Chapter 1 Consumers Rule Chapter 2 Perception
2	Sept 5 Wed	HW # 3 <b>Project:</b> The Self	Chapter 3 Learning and Memory
3	Sept 12 Wed	HW # 4	Chapter 4 Motivation and Values
4	Sept 19 Wed	HW # 5	Chapter 5 The Self
5	Sept 26 Wed	HW # 6	Chapter 6 Personality and Lifestyles
6	Oct 3 Wed	HW # 7	Chapter 7 Attitudes and Persuasion
7	<b>Oct 10 Wed</b>	<b>Exam 1</b> <b>on campus 7-8:30pm</b>	<b>Chapters 1, 2, 3, 4, 5, 6, 7</b> <b>Brooklyn College 148 New Ingersoll</b>
8	Oct 17 Wed	HW # 8 <b>Project:</b> Perception	Chapter 8 Decision Making
9	Oct 24 Wed	HW # 9	Chapter 9 Buying and Disposing
10	Oct 31 Wed	HW # 10	Chapter 10 Groups
11	Nov 7 Wed	HW # 11	Chapter 11 Organizational Decision Making
12	Nov 14 Wed	HW # 12	Chapter 12 Income and Social Class
13	Nov 21 Wed	<b>xxxx Happy Thanksgiving</b>	<a href="#">Bassell Student Appreciation Day :-)</a>
14	Nov 28 Wed	HW # 13	Chapter 13 Ethnic & Racial Subcultures
15	Dec 5 Wed	HW # 14	Chapter 14 Age Subcultures
16	Dec 12 Wed	<b>Project</b>	Review
17	Dec 17 Mon	<b>Exam 2</b> <b>on campus 2-3:30pm</b>	<b>Chapters 1-14</b> <b>Brooklyn College</b>

❖ Methodology

- **Textbook:** The textbook is required and an important tool used to expose students to important **consumer behavior** concepts and topics. **You should read all the chapters in the book**, but some chapters will receive greater attention than others during the semester.
- **Case Studies:** The **application** of key **consumer behavior** concepts will be explored and students will be required to analyze **case studies**. **The answers are usually not in the cases or the textbook. You must use the facts in the case and the concepts in the book to draw conclusions and make recommendations.** The case studies are a great learning tool since they will help improve your understanding of the concepts and strengthen your critical reasoning skills. The questions are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **consumer behavior** concepts. You must give a **comprehensive explanation** using the criteria and components of the relevant concepts. Your answer must be persuasive and use the course concepts as a basis. **Each case study analysis should be a minimum of 1,250 words.** Each question requires a **minimum** response of 250 words, but there is no maximum number of words. If your posting is less than 250 words you might receive partial credit. The minimum is not equivalent to a grade of 100% and doing the minimum is not enough to get a grade of 100%. However, it is not just about the number of words posted. There are 4 criteria used to evaluate your posting 1) **Quantity**, 2) **Quality**, 3) **Relevance**, and 4) **Manner**.
- **Discussion Boards:** Discussion threads will post to the course online via Black Board. Students are required to enter the discussion board and post thoughtful comments. Comments should demonstrate an understanding of key course concepts, strong critical thinking skills, and a persuasive logic. You must make 4 posts: 1 primary post that answers the questions and 3 secondary posts regarding the postings of others on our team that moves the conversation forward. "I agree with you" is not an insightful post. You must add to what someone posted and address a point not already addressed in order to have a discussion. You should not only comment on the postings, but ask meaningful questions and respond to questions so that a discussion takes place. Responding to a question or asking a question counts as one of your secondary posts.
- **Video Segments:** There are several video cases posted on BlackBoard. Some case studies you will watch and others you will read. Many of my lectures are on **www.youtube.com/professorbassell** These video cases and lectures close the gap between theoretical and practical. My goal is to make the course interactive, engaging, and helpful in your pursuit of knowledge.

Watch



## Weekly Learning Outcomes

### 1 Week 1

#### Chapter 1: **CONSUMERS RULE**

##### **CHAPTER OBJECTIVES**

When students finish this chapter they should be able to analyze, evaluate, apply, and understand that:

- Consumers use products to help them define their identities in different settings.
- Consumer behavior is a process.
- Marketers need to understand the wants and needs of different consumer segments.
- The Web is changing consumer behavior.
- Consumer behavior is related to other issues in our lives.
- There are two major perspectives on understanding and studying consumer behavior.

#### Chapter 2: **PERCEPTION**

##### **CHAPTER OBJECTIVES**

When students finish this chapter they should be able to analyze, evaluate, apply, and understand that:

- Perception is a three-stage process that translates raw stimuli into meaning.
- The design of a product today is a key driver of its success or failure.
- Subliminal advertising is a controversial—but largely ineffective—way to talk to consumers.
- We interpret the stimuli to which we do pay attention according to learned patterns and expectations.
- The field of semiotics helps us to understand how marketers use symbols to create meaning.

### 2 Week 2

### Project

#### Chapter 3: **LEARNING AND MEMORY**

##### **CHAPTER OBJECTIVES**

When students finish this chapter they should be able to analyze, evaluate, apply, and understand that:

- It's important for marketers to understand how consumers learn about products and services.
- Learned associations can generalize to other things, and why this is important to marketers.
- There is a difference between classical and instrumental conditioning.
- We learn by observing others' behaviors.
- The other products we associate with an individual product influence how we will remember it.
- Products help us to retrieve memories from our past.
- Marketers measure our memories about products and ads.

## Weekly Learning Outcomes

### 3 Week 3

#### Chapter 4: **MOTIVATION AND VALUES**

##### **CHAPTER OBJECTIVES**

When students finish this chapter they should be able to analyze, evaluate, apply, and understand that:

- It's important for marketers to recognize that products can satisfy a range of consumer needs.
- The way we evaluate and choose a product depends upon our degree of involvement with the product, the marketing message, and/or the purchase situation.
- Our deeply held cultural values dictate the types of products and services we seek out or avoid.
- Consumers vary in the importance they attach to worldly possessions, and this orientation in turn has an impact on their priorities and behaviors.

### 4 Week 4

#### Chapter 5: **THE SELF**

##### **CHAPTER OBJECTIVES**

When students finish this chapter they should be able to analyze, evaluate, apply, and understand that:

- The self-concept strongly influences consumer behavior.
- Products often play a pivotal role in defining the self-concept.
- The way we think about our bodies is a key component of self-esteem.
- Our desire to live up to the cultural expectations of appearance can be harmful.
- Every culture dictates certain types of body decoration or mutilation that help to identify its members.

### 5 Week 5

#### Chapter 6: **PERSONALITY AND LIFESTYLE**

##### **CHAPTER OBJECTIVES**

When students finish this chapter they should be able to analyze, evaluate, apply, and understand that:

- A consumer's personality influences the way he or she responds to marketing stimuli, but efforts to use this information in marketing contexts have met with mixed results.
- Consumers' lifestyles are key to many marketing strategies.
- Psychographics go beyond simple demographics in helping marketers understand and reach different consumer segments.
- Identifying patterns of consumption can be superior to knowledge of individual purchases when crafting a lifestyle marketing strategy.

Weekly Learning Outcomes

6 Week 6

Chapter 7: **ATTITUDES AND PERSUASION**

**CHAPTER OBJECTIVES**

When students finish this chapter they should be able to analyze, evaluate, apply, and understand that:

- It's important for consumer researchers to understand the nature and power of attitudes.
- Attitudes are more complex than they first appear.
- We form attitudes in several ways.
- The consumer who processes such a message is not necessarily the passive receiver of information marketers once believed him to be.
- Several factors influence a message source's effectiveness.
- The way a marketer structures his message determines how persuasive it will be.
- Audience characteristics help to determine whether the nature of the source or the message itself will be relatively more effective.

7 Week 7

**Exam 1** Chapters 1, 2, 3, 4, 5, 6, 7

Wednesday, October 10<sup>th</sup>

7 to 8:30pm Brooklyn College **148 NE**

- Please bring photo ID, a pen, and several #2 pencils with erasers
- There will be 4 different versions of the exam: pink, blue, green, and yellow.
- I can't answer any questions during the exam because it will disturb other students.
- There is **NO curve** in grading exams. There are **NO extra credit** assignments.
- There are no makeup exams. If you do not take the exam your score is a zero and your grade in the course is an F. Everyone must follow the rules below:
  - **You are not able to use any electronics during the exam.**
    - No cell phones, ipods, ipads, or any other device.
  - You must turn your phone and other electronic devices completely **OFF** before the exam starts.
  - No talking or texting is permitted during the exam.
  - You can't leave the room during the exam.
  - You can't use notes or books.



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## Weekly Learning Outcomes

### 8 Week 8

### Project

#### Chapter 8: **DECISION MAKING**

##### **CHAPTER OBJECTIVES**

When students finish this chapter they should be able to analyze, evaluate, apply, and understand that:

- Consumer decision making is a central part of consumer behavior, but the ways people evaluate and choose products vary widely depending upon such dimensions as the degree of novelty or risk related to the decision.
- A decision is composed of a series of stages that results in the selection of one product over competing options.
- Decision making is not always rational.
- Our access to online sources is changing the way we decide what to buy.
- We often fall back on well-learned “rules of thumb” to make decisions.
- Consumers rely upon different decision rules when evaluating competing options.

### 9 Week 9

#### Chapter 9: **BUYING AND DISPOSING**

##### **CHAPTER OBJECTIVES**

When students finish this chapter they should be able to analyze, evaluate, apply, and understand that:

- Many factors besides the qualities of the product or service influence the outcome of a transaction.
- Factors at the time of purchase dramatically influence the consumer decision-making process.
- A salesperson can be the crucial link between interest in a product and its actual purchase.
- Marketers are concerned about a consumer’s evaluation of a product both before and after the person buys it.
- Getting rid of products when consumers no longer need or want them is a major concern.

### 10 Week 10

#### Chapter 10: **GROUPS**

##### **CHAPTER OBJECTIVES**

When students finish this chapter they should be able to analyze, evaluate, apply, and understand that:

- Others, especially those who possess some kind of social power, often influence us.
- We seek out others who share our interest in products or services.
- We are motivated to buy or use products in order to be consistent with what others do.
- Certain people are particularly likely to influence others’ product choices.
- The things that other consumers tell us about products are often more influential than the advertising we see.
- Online technologies are accelerating the impact of word-of-mouth communication.
- Social networking is changing the way companies and consumers interact

Weekly Learning Outcomes

**11** Week 11

Chapter 11: **ORGANIZATIONAL AND HOUSEHOLD DECISION MAKING**

**CHAPTER OBJECTIVES**

When students finish this chapter they should be able to analyze, evaluate, apply, and understand that:

- More than one person decides what to buy.
- Companies as well as individuals make purchase decisions. The decision-making process differs when people are choosing what to buy on behalf of a company versus a personal purchase.
- Many important demographic dimensions of a population relate to family and household structure.
- Members of a family unit play different roles and have different amounts of influence when the family makes purchase decisions.

**12** Week 12

Chapter 12: **INCOME AND SOCIAL CLASS**

**CHAPTER OBJECTIVES**

When students finish this chapter they should be able to analyze, evaluate, apply, and understand that:

- Both personal and social conditions influence how we spend our money.
- We group consumers into social classes that say a lot about where they stand in society.
- A person's desire to make a statement about his social class, or the class to which he hopes to belong, influences the products he likes and dislikes.

**13** Week 13

[Bassell Student Appreciation Day :-\)](#) No Assignments

Happy Thanksgiving!



## Weekly Learning Outcomes

### 14 Week 14

#### CHAPTER 13: ETHNIC, RACIAL, AND RELIGIOUS SUBCULTURES

##### CHAPTER OBJECTIVES

When students finish this chapter they should be able to analyze, evaluate, apply, and understand that:

- Influences come from our identification with micro-cultures and reflect a shared interest in some activity.
- Our memberships in ethnic, racial, and religious subcultures often play a role in guiding our consumption behaviors.
- Many marketing efforts appeal to ethnic and racial identity.
- Marketers increasingly use religious and spiritual themes when they talk to consumers.

### 15 Week 15

#### CHAPTER 14: AGE SUBCULTURES

##### CHAPTER OBJECTIVES

When students finish this chapter they should be able to analyze, evaluate, apply, and understand that:

- People have many things in common with others merely because they are about the same age.
- Teens are an important age segment for marketers.
- Baby boomers continue to be the most powerful age segment economically.
- Seniors will increase in importance as a market segment.

### 16 Week 16

#### Project

### 17 Week 17

#### Exam 2 Chapters 1-14 Monday, December 17<sup>th</sup> 2:00 to 3:30pm Brooklyn College

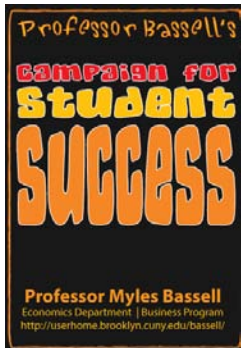
- Please bring photo ID, a pen, and several #2 pencils with erasers
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  - **You are not able to use any electronics during the exam.**
    - No cell phones, ipods, ipads, or any other device.
  - You must turn your phone and all electronics completely **OFF** before the exam starts.
  - No talking or texting is permitted during the exam.
  - You can't leave the room during the exam.
  - You can't use notes or books.

❖ My Goal

My goal is for students to L E A R N ! It is all about you!

❖ My Mission

To help students achieve their educational and professional goals.



❖ My Goals For You

1. Increase Your general knowledge about the subject
2. Enhance Your ability to analyze and solve problems
3. Improve Your ability to use computers and the Internet
4. Expand Your ability to find and use information on your own
5. Develop Your ability to express your ideas
6. Fortify Your appreciation and sensitivity to ethical issues and diversity

❖ My Dozen Objectives

1. Distribute a written syllabus on or before the first day of class
2. Demonstrate my ability to organize materials for the class
3. Stimulate interest in the topic being studied
4. Generate effective class discussion
5. Communicate effectively and speak clearly
6. Encourage independent thinking and ethical behavior
7. Demonstrate openness to students' comments, questions, and viewpoints
8. Display an exceptional understanding of the course subject matter
9. Keep to the time and schedule requirements of the class
10. Provide students access to me outside of class and be available for Q&A
11. Clearly communicate course requirements and assignments
12. Promptly grade assignments

### ❖ Grade Components

Exam 1	50%	Chapters 1, 2, 3, 4, 5, 6, 7	October 10 <sup>th</sup>	7pm – 8:30pm	Wednesday
Research Project	20%				
Homework	15%				
Exam 2	15%	Chapters 1-14	December 17 <sup>th</sup>	2pm - 3:30pm	Monday

### ❖ Grading Criteria

A	93% +	C	73% - 75%
A-	90% - 92%	C-	70% - 72%
B+	86% - 89%	D+	66% - 69%
B	83% - 85%	D	63% - 65%
B-	80% - 82%	D-	60% - 62%
C+	76% - 79%	F	Below 60%

### ❖ Exams

- Please bring photo ID, a pen, and several #2 pencils with erasers
- There will be 4 different versions of the exam: pink, blue, green, and yellow.
- I can't answer any questions during the exam because it will disturb other students.
- There is **NO curve** in grading exams. There are **NO extra credit** assignments.
- There are no makeup exams. If you do not take the exam your score is a zero and your grade in the course is an F. Everyone must follow the rules below:
  - **You are not able to use any electronics during the exam.**
    - No cell phones, ipods, ipads, or any other device.
  - You must turn your phone and other electronics completely **OFF** before the exam starts.
  - No talking or texting is permitted during the exam.
  - You can't leave the room during the exam.
  - You can't use notes or books.

Not following these exam rules may result in severe penalties including receiving an F in the course and being suspended from the college.

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## ❖ Academic Integrity

### Code of Conduct

This Code of Conduct highlights and supplements, but does not replace the Code of Conduct issued by Brooklyn College and/or The City University of New York (C.U.N.Y.). The goal of this code is to maximize the classroom experience for all.

Your course grade is in part a function of your:

1. exam, project, and quiz results
2. level of participation
  - a. making intelligent and relevant remarks on discussion board
3. accurate completion and timely submission of assignments

There are other factors that can have a significant impact on your course grade and they include:

- Cheating on exams
  - **(phones, ipods, pda's, blackberry's, treo, and other devices are NOT allowed during any exam)**
  - you must turn **OFF** all electronics before the exam starts
- Disruptive Behavior
  - Rudeness
  - Disrespect
  - Lateness
  - Interrupting the lecture
- Frequent absence
- Signing the attendance sheet and leaving OR signing for someone else
- Failure to turn off electronic devices (cell, phones, pagers etc)

“The faculty and administration of Brooklyn College support **an environment free from cheating and plagiarism**. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site: <http://www.brooklyn.cuny.edu/bc/policies>. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member **MUST** report the violation.”

All students should read carefully and thoroughly the 2011-2012 Brooklyn College Bulletin, especially pp. 21-35 for a complete listing of academic regulations of the College.

**[http://www.brooklyn.cuny.edu/pub/documents/grad\\_bulletin\\_11.pdf](http://www.brooklyn.cuny.edu/pub/documents/grad_bulletin_11.pdf)**

### Penalties

Violation of this Code of Conduct and other rules of Brooklyn College and C.U.N.Y. can result in:

- Lowering your course grade one full letter per offense
- Receiving an F or failing grade for the course
- Being suspended or expelled from the college or university

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❖ **Plagiarism**

If an academic misconduct (for example: cheating on exams or papers, plagiarism...) occurs the instructor will impose the strongest sanctions that the University or College permits.

I encourage you to look at articles and/or resources from databases and/or on the Internet to find information regarding the case studies, discussion questions and/or other assignments. However, what you submit to me must be your own work. Direct quotations should be used very rarely and, when used, should be very short. You must always indicate the sources used. Students will not receive credit for answers on the different assignments that are mostly paraphrasing of other sources even if the sources are listed. Paraphrasing should be used very rarely and, when used, students must always indicate the sources used. There is no learning value for students to just quote and/or paraphrase parts of articles and/or resources found on the Internet or somewhere else.

If students use information from any source in an assignment and do not cite the source using quotation marks, this is plagiarism, which is a violation of academic integrity at Brooklyn College.

If I find evidence of plagiarism in an assignment, the student will receive a score of zero on this assignment. If I find again evidence of plagiarism in another assignment from the same student, this student will receive a failing grade in the class.

Furthermore, if a student plagiarizes and/or cheats I am required to report it to the Committee on Academic Integrity. This Committee may then decide to suspend or expel the student.

**WARNING:** The book is an important resource for this course and you must use it to answer the questions. The information needed to answer the questions is contained in the readings and should be the basis for your critical analysis. You are expected to draw conclusions and make recommendations based on the information in the case and the concepts explained in the chapters. Do NOT use other sources unless you properly cite them.

If you copy and paste information from the internet and/or do not cite your sources your grade on the assignment is a **zero**. That is cheating and plagiarism. If you plagiarize a second assignment your course grade is an **F**.

### Rubric for Evaluating Assignments

Criteria	A 90+	B 80+	C 70+	F
<b>Quantity</b>	<p><b>250 words per question</b></p> <p>The amount of information provided demonstrates an <b>excellent</b> ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p>	<p><b>200 words per question</b></p> <p>The amount of information provided demonstrates a <b>good</b> ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p>	<p><b>150 words per question</b></p> <p>The amount of information provided demonstrates only a <b>fair</b> ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p>	<p>Less than 150 words per question. Either the assignment was not submitted, or there is not enough detail to demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero.</p>
<b>Quality</b>	<p>Demonstrates an <b>excellent</b> understanding of the chapter concepts, explains effectively and accurately the relevant concepts, applies the chapter concepts properly to the case, recommends specific action, and includes facts from the case to support a main idea. Citations and examples were included as necessary.</p>	<p>Demonstrates a <b>good</b> understanding of the chapter concepts and often accurately and effectively explains the concepts, applies chapter concepts to the case, recommends next steps, and includes facts from the case to support a main idea. Citations and examples were usually included as necessary.</p>	<p>Demonstrates only a <b>fair</b> understanding of the chapter concepts and only a fair ability to apply the concepts. Concepts are not fully or accurately explained. Citations and examples were generally not included as necessary.</p>	<p>Either the assignment was not submitted, or the posting does not demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero. No recommendations or solutions formulated.</p>
<b>Relevance</b>	<p>Directly related to the case or chapter and is integrated with other postings.</p>	<p>Related to the case, but often not integrated well with other postings.</p>	<p>Somewhat related to the other postings and the case or chapter.</p>	<p>Not related to the assignment.</p>
<b>Manner</b>	<p>Very organized and has no spelling, punctuation, or grammatical errors.</p>	<p>Organized and usually has no spelling, punctuation, or grammatical errors</p>	<p>Disorganized and/or has many spelling and grammatical errors that makes it difficult to understand.</p>	<p>Very disorganized and has numerous spelling, punctuation, and grammatical errors.</p>



### ❖ Disability-Related Accommodations

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services please provide your professor with the course accommodation form and discuss your specific accommodation with him/her.

### ❖ Absence for Religious Reasons

You are not required to attend a class meeting if it interferes with your religious observance. However, being absent does not excuse you from submitting or completing any assignments that are due. The state law regarding non-attendance because of religious beliefs can be found in the Brooklyn College Bulletin.

[http://www.brooklyn.cuny.edu/pub/documents/grad\\_bulletin\\_11.pdf](http://www.brooklyn.cuny.edu/pub/documents/grad_bulletin_11.pdf)

### ❖ Important Dates on the College Calendar

Monday, August 27 *First day of classes*

Friday, August 31 *Last day to add a course*

Tues - Fri, Sept 4-7, *Late-add period*: To add a course, the instructor and department must approve on Late Add Form

Aug 27- Sept 14 *Drop period* Drop a course without a grade, but still responsible for part of tuition.

Saturday, Sept 15 *First day to apply* for a withdrawal (W grade) from courses, but 100% liable for tuition

Friday, Nov 9 *Last day to apply for nonpenalty withdrawal* (W grade) from courses

Dec 14- 20 *Final examinations*



## ❖ General

I developed a roadmap that will enable us to successfully cover the course materials. Late assignments will not be accepted. If you do not complete an assignment your grade for that assignment is a zero. The due dates are set to help you manage the workload and be successful in the course. I will not issue an **INC grade** since I do not believe that is in your best interest. Campus wide it has been found that almost always the student does not complete the work required by the college's deadline and the computer automatically turns the INC into an F. If necessary you can drop the course with a W grade. However, I designed the course to be meaningful, but also manageable. I know that many of you work, have families, and are taking other courses. I am very confident that you will be able to meet the course requirements.

**You can do it! Yes you can!** [Let me know what I can do to help you be successful.](#)

\*\*\*\* Your responses to each question must be detailed and demonstrate your understanding of the key concepts in the chapter. You must be able to demonstrate your ability to apply the chapter concepts to the case studies. If you use key terms in your response please define the terms and explain how they are applicable to the case. I know what the terms mean, but for you to get full credit you need to convince me that you know what the terms mean. :-)

### Case Study Analysis

#### You must:

- + demonstrate your understanding of the chapter concepts
- + **explain the relevant concepts correctly**
- + apply the chapter concepts to the case, and
- + **include facts from the case to support your position**

Do **not** email me your case study analysis. [Post your assignments to BlackBoard.](#)

\*\*\* Type your responses in WORD and save to your computer or flash drive so that you can review your case studies for the exam. Copy and paste your responses to the BlackBoard blog for the assignment by **10 pm** on the due date. Each assignment has a separate blog link. After the due date you will no longer be able to post to blackboard.

## ❖ Media Players

To make the course more interactive and interesting I also posted a short video for each case. For your convenience I posted two different file types for each video case.

VLC Media Player can play Flash (flv) and Mpeg 4 (mpg) video files.

Download free VLC Media Player at the link below

<http://www.videolan.org/vlc/>



Quick Time also can play Mpeg 4 (mpg) video files

<http://www.apple.com/quicktime/download/>



Windows Media Player can play Windows Media Video (wmv) files

Download free Windows Media Player at the link below

<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>



## ❖ Research Project

There are two skills you should develop in college:

- 1- the ability to apply the concepts you learn in this course to your job, and
- 2- the ability to conduct research to find information that will help you solve problems.

You are enrolled in a dynamic and exciting business course that gives you the opportunity to get hands on practical experience in conducting research regarding a variety of topics. I will create a unique survey gizmo questionnaire link for each member of our team. I will write the survey questions and you will get respondents.

\*\*\* Importantly, please also forward this link to your friends / family and ask them to also forward the link to their friends / family. This is a critical component of our research methodology.

The sampling technique we are using is called snowball sampling. The key to snowball sampling is to not only get others to complete the survey, but importantly get them to forward the survey link to their friends / family and their friends / family send the survey link to their friends / family. Your survey requests must include this important instruction.

You should **not** complete the survey, but even if you did complete the survey I ask that you **not** complete the survey more than once.

\*\* Do **NOT** ask members of our class to complete the survey for you and you should **NOT** complete their survey. Do **NOT** send your link to any Brooklyn College email distribution list and certainly do **NOT** send your survey link to the distribution list for the graduate program since that would be counterproductive.

Your survey links will post under TOOLS --> MY GRADES

Many have had success having people at the local church, temple, and mosque complete the survey.

Some have emailed or text their friends and family the link. Others have sent the link to all their friends on facebook. \*\*\*\* Even if you don't have facebook, ask your friends to post on their facebook page and message their facebook friends.

The minimum for each survey should be

**100** responses from

You can do it !! Yes you can !!

Brooklyn College, School of Business

This will be a fun semester ! I am looking forward to being your coach !

- Name: Prof. Myles Bassell
- Mobile: (615) 400 5390 (you can text or call)
- Email: [mbassell@brooklyn.cuny.edu](mailto:mbassell@brooklyn.cuny.edu) professorbassell@yahoo.com
- Office Location: 216 Whitehead Hall
- Virtual Office Hours: 24/7 Email / Instant Message / **Text Message** / Phone
- Profile [http://www.brooklyn.cuny.edu/pub/Faculty\\_Details5.jsp?faculty=379](http://www.brooklyn.cuny.edu/pub/Faculty_Details5.jsp?faculty=379)
- Portfolio <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>
- Course Website [www.mylesbassell.com](http://www.mylesbassell.com)



COURSE WEBSITE



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## Bibliography

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