



COURSE INFORMATION

BUSINESS STUDIES – BA257, CONSUMER BEHAVIOR SYLLABUS FALL 2026

INSTRUCTOR INFORMATION

- Chiu Chen, Ph. D., Purdue University
- cchen@lincolnuca.edu
- Room 407
- (925) 681-9846
- Office Hours: Monday from 11:45 to 12:30 pm and by appointment

COURSE CREDITS AND LEVEL

- 3 unites/45 hours of lectures
- Advanced (A)

CLASSROOM LOCATION AND CLASS MEETING TIME

- TBD
- Monday from 3:30 - 6:15 pm from 8/24/2026 to 12/12/2026

COURSE DESCRIPTION

CATALOG DESCRIPTION

This course examines consumer behavior from many perspectives, including (a) the decision process — the effects of the buyer's personality, memory for advertisements, and other factors on; (b) the effect of social pressure and social identity on what people buy; and (c) how knowledge and awareness of social and psychological influences are translated into marketing strategy — advertising, pricing, product development, and distribution.

COURSE LEARNING OUTCOMES¹

	Course LO	Program LO	Institutional LO	Assessment Activities
1	Demonstrate clear evidence of understanding of up-to-date theories of consumer behavior, as well as be able to apply them for the analysis of the real-world business environment.	PLO 1	ILO 1a, ILO 2a, ILO 3a	In-class discussions Case studies assignments Quizzes Examinations
2	Be able to analyze marketing strategy from the perspective of consumer decision process, as well as various social and psychological influences.	PLO 2	ILO 1a, ILO 6a	In-class discussions Case study assignments Group project assignments

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Learning Outcomes Assessment](#) section of LU website.



3	Develop and implement external communication strategies appropriate for organization's market segment.	PLO 3	ILO 2a, ILO 7a	In-class discussions Group project assignments Group project presentation
4	Apply an understanding of consumer psychology to specific business situations.	PLO 4	ILO 1a, ILO 2a. ILO 5a	Group project assignments Case study assignments
5	Incorporate ethical principles in marketing decision making.	PLO 5	ILO 3a, ILO 4a	Case study assignments Group project assignments

Learning outcomes should be categorized as:

- Subject knowledge and understanding
- Cognitive skills
- Practice/professional skills
- Transferable skills
- Other

To achieve these learning outcomes, we will employ class discussions, case analyses, in-class exercises, oral presentation, and written presentations. Student performance will be evaluated through class participation, individual case assignments, group project assignments, a group consumer behavior project, in-class quizzers, and examinations.

COURSE REQUIREMENTS

PREREQUISITES

- PSYCH10, Fundamentals of Psychology
- BA150, Marketing
- All lower division business core requirements

REQUIRED COURSE MATERIALS

- Textbook: Wayne Hoyer, Deborah MacInnis, and Rik Pieters (2024), Consumer Behavior (8th Edition), Cengage Learning.
- Other relevant information pertaining to the assignments.

CLASS ATTENDANCE AND PARTICIPATION

Regular attendance and active participation are essential to success in this course. Because each lesson builds on the previous one, students are expected to attend all scheduled class sessions, arrive on time, remain for the full session, and actively participate in class activities and discussions.

- Attendance and Participation Points: For purposes of this course, a session is defined as one hour of instruction. Each Monday class period consists of three one-hour sessions. Students begin each class period with 9 participation points. Three points will be deducted for each session missed. For example, if a student misses two of the three sessions during a Monday class period, the student will receive 3 participation points for that class period. Students who arrive more than 30 minutes late or leave more than 30 minutes before the end of a session will receive a 3-point deduction for that session, unless prior arrangements have been made with the instructor. A student who misses more than 13 sessions during the course will not pass the course. Please see the "Method of



Evaluation” section for the grading formula and additional information regarding attendance and participation.

- Absences and Documentation: Students should make every effort to attend all scheduled class sessions. Students are responsible for communicating with the instructor regarding absences and for obtaining any missed course materials or assignments. An absence does not relieve students of their responsibility to complete course requirements. When an absence is unavoidable, the following guidelines apply:
 - Exceptional circumstances: Students experiencing exceptional circumstances that require an extended or unavoidable absence should consult with the Director of Admissions and Records regarding appropriate arrangements for the missed class sessions.
 - Illness: Students who miss class due to illness must provide a doctor’s note or other appropriate medical documentation.
 - Student-athletes: Student-athletes who must miss class because of an official athletic competition must provide advance documentation from their coach or the Athletic Department verifying the date and reason for the absence.
- Class Participation: Students are expected to come to class prepared and contribute actively to class discussions and activities. Meaningful participation includes being prepared, engaging in discussions, responding to questions, completing in-class activities, and contributing respectfully to the learning environment. Participation points are awarded based on students’ engagement and participation in class. Please see the “Method of Evaluation” section for the grading formula and additional information regarding class participation.

ASSIGNMENTS AND GROUP PROJECT

Chapter assignments and a group project paper and presentation will be assigned throughout the course. Students are expected to complete all assignments on time and follow the submission guidelines below.

- Chapter Assignments: Chapter assignments will be assigned periodically throughout the course. All assignments must be typed; handwritten assignments will not be accepted.
- Submission: Assignments are due by 3:30 p.m. on the specified due date and must be submitted through Canvas. Assignments submitted by email will not be accepted.
- Late Assignments: A deduction of 5 points per week will be applied to assignments submitted after the due date.
- Group Project: All students will participate in a group project paper. The project requirements and guidelines are provided on pages 10–13 of this syllabus. The project consists of three sequential assignments designed to guide students through the project development process.
- Project Presentation: Groups may be asked to give a final presentation of their project at the end of the semester, depending on the availability of class time and students’ schedules. The instructor will provide additional information regarding the presentation as the semester progresses.
- Instructor Consultation: Groups are encouraged, but not required, to meet with the instructor two to three times during the project process to discuss their progress, ask questions, receive feedback, and ensure that the project is developing satisfactorily.

Students are responsible for completing and submitting all required assignments and project components by the specified deadlines. Successful completion of the group project requires active participation and collaboration among all group members.



Assignments and projects required students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [LU Library](http://lincolnuca.libguides.com) website (lincolnuca.libguides.com).

EXAMINATIONS

Four examinations are scheduled throughout this semester. The following lists the material covered in each exam:

- Exam 1 - Chapters 1, 2, and 3
- Exam 2 - Chapters 4, 5, and 6
- Exam 3 - Chapters 7, 8, 9, and 10
- Exam 4 (finals week) - Chapters 11, 14, and 15

For more information on course activities and course schedule, please click the course navigation function SYLLABUS on the left side of the screen, and then click the link of Syllabus, Course Schedule, and Group Project.

METHOD OF EVALUATION

POINTS AND PERCENTAGE

• Class participation	100 total	11 %
• Case studies	50 each, 200 total	21 %
• Project assignments	50 each, 150 total	16 %
• Final group report	100 total	10 %
• Quizzes	10 – 20 each, 50 total	6 %
• Examinations	80 - 100 each, 350 total	36 %
• Total	950 points	100%

GRADING SCALE

• A+: 887 +	A: 855 – 886 (90.00%)	A-: 823 – 854 (86.67%)
• B+: 792 – 822 (83.33%)	B: 760 – 791 (80.00%)	B-: 728 – 759 (76.67%)
• C+: 697 – 727 (73.33%)	C: 665 – 696 (70.00%)	C-: 633 – 664 (66.67%)
• D+: 602 – 632 (63.33%)	D: 570 – 601 (60.00%)	D-: 538 – 569 (56.67%)

CLASS ATTENDANCE AND PARTICIPATION

Grading formula for class participation is listed below:

- $100 - (3/\text{session} \times \text{Absence}) + (0.1 \times \text{Discussion})$

CLASSROOM ETIQUETTE

Students are expected to contribute to a respectful, professional, and productive learning environment. Please be courteous to your classmates and instructor by minimizing behaviors that may disrupt class activities.

To help maintain an environment conducive to learning, students are encouraged to avoid bringing unnecessary electronic devices to class. If a cell phone, laptop, or other electronic device is needed, it must be silenced and used only for course-related purposes. Laptops, tablets, and smartphones are permitted solely for note-taking or other instructor-approved academic activities. The use of electronic devices for non-course-related purposes is prohibited during class.



Disruptive or distracting behavior, including the inappropriate use of electronic devices, may negatively affect the classroom environment and will be reflected in the student's class participation grade. If a student engages in disruptive behavior, the instructor will issue a warning. Continued disruptions after a warning will result in a deduction of three participation points for that class session.

Attendance and punctuality are also important components of class participation. Students who arrive more than 30 minutes late or leave more than 30 minutes before the end of class will receive a deduction of three participation points for that class session unless prior arrangements have been made with the instructor.

RUBRICS AND GRADES

In order to understand what is expected of you for each assignment, please check out the rubric attached to each assignment for the grading criteria. You can view your grades by clicking the Grades in the left-hand side of the course site. Please check your grades regularly to make certain that I have received all your assignments. If you have a question about a grade, email me through my SMC email account.

Group written report and presentation are graded based on group members' evaluation. Not everyone in the same group will receive the same grade for your final report. The following formula will be used: (the score you give yourself + the scores your group members give you)/the highest score each group member gives out = percentage of your contribution for the group report and presentation.

MAKE-UP EXAMINATIONS

Do not miss the regularly scheduled quizzes and exams. Note the following points.

- During examinations, you are not allowed to walk in and out of the classroom until completion of the examination.
- Only individuals who miss the regularly scheduled exams for reasons acceptable to the university and Instructor can take a make-up exam. These reasons include your unavoidable illness when verified by a physician and almost no others. Unacceptable reasons include weddings (yours or anyone else), vacations, rides home, lack of preparation, loss of memory, sleeping in, a relative's illness or death, car trouble, and most all other reasons of a similar nature.
- Fifteen points will be deducted from your total exam score per week until the make-up exam is completed. For example, if you miss an exam due on 10/12 at 6:15 pm and you take a make-up exam within one week (10/19, before 3:30 pm), 15 points will be deducted. If you take it past 6:15 pm on 10/19 and within two weeks (10/26, before 3:30 pm) 30 points will be taken off.
- All four examinations will be administered in person in the classroom. Students must bring a mobile device to access the Canvas course shell and complete the exams. It is the student's responsibility to ensure reliable access to the Canvas course shell. Remote examinations are not permitted. Any exam taken remotely without instructor proctoring will receive a score of zero.
- All make-up exams are administered no later than Tuesday of the last full week of class at a mutually convenient time.
- You must inform me, in writing, of your need to take a make-up exam at least one full week before the make-up exam date. Please also provide supporting documentation for why you missed the exam (e.g., doctor's note, court proceedings, family emergency, etc.)
- Make-up exams may be in a different format than the original test. If the original test is multiple-choice, the make-up could be an essay.



COURSE COMMUNICATION

Office Hours and Appointments

Office hours are the best time to discuss course material, ask questions, or address any concerns you may have. You are welcome to visit me in Room 407, Faculty Lounge, before class on Mondays from 11:45 to 12:20 p.m. If you are unable to meet during these office hours, please email me to arrange an appointment. We can meet in person or schedule a Google Meet session at a mutually convenient time.

ANNOUNCEMENTS IN CANVAS

Announcements will be made in class and be posted on Canvas on a regular basis. The announcements in Canvas will appear on your BA257 course menu when you log in. Please make sure to check them regularly, as they will contain important information about upcoming learning activities or class concerns. I expect students will login at least 3 times per week.

COURSE Q&A IN CANVAS

This is an informal discussion forum where students can post and respond to questions about course content and logistics. When posting on this discussion board, it is important to understand how to interact with one another online. You can read more about the rules of netiquette at <http://www.albion.com/netiquette/index.html>.

EMAIL

Another way to contact me is through email. I generally check my email several times each day. You can expect a response within 24 hours, Monday 9:00 am to Thursday 5:00 pm; no response guarantee on Fridays or Weekends. Please check your emails regularly for class updates. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with the course number, your name, and message subject. For example, BA257_ChieuC_Case Study#2.
- Send emails to my LU email account.

ACADEMIC HONOR CODE

Lincoln University is committed to maintaining the highest standards of academic integrity. Students are expected to complete all coursework honestly and to submit work that represents their own knowledge, understanding, and effort, except where collaboration has been explicitly authorized by the instructor.

Academic dishonesty includes, but is not limited to, cheating on examinations or quizzes; plagiarism; fabrication or falsification of information, data, or citations; unauthorized collaboration or assistance on assignments or examinations; unauthorized possession, use, or distribution of examination materials; submitting the same or substantially similar work for more than one course without prior instructor approval; and any attempt to gain an unfair academic advantage.

Students are responsible for properly acknowledging the ideas, words, data, and creative work of others by using appropriate citation practices. If you are uncertain whether a particular form of collaboration or use of sources is permitted, consult the instructor before submitting your work.

The use of artificial intelligence (AI) tools (e.g., ChatGPT, Microsoft Copilot, Gemini, or similar applications) is permitted only when expressly authorized by the instructor for a specific assignment.



When AI use is permitted, students must follow the instructor's guidelines, acknowledge the use of AI as required, and remain fully responsible for the accuracy, originality, and integrity of all submitted work.

Violations of academic honesty will be addressed in accordance with Lincoln University's Academic Integrity Policy and may result in academic penalties for the assignment or course, as well as additional disciplinary action under University policies.

STUDENT DISABILITY SERVICES

Lincoln University is committed to making its educational opportunities accessible to qualified individuals with disabilities in accordance with Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Students with disabilities who require accommodations must contact Student Services Department as soon as possible. All individuals requiring reasonable accommodations are responsible for informing the university in a timely fashion and for providing documentation and evaluation in appropriate cases. Students already registered with Student Services Department should present their letters of accommodation to faculty at the start of term or as soon as possible in order to ensure that needs are met. (<https://acqa.lincolnuca.edu/disability-policy/> and <https://acqa.lincolnuca.edu/ada-accommodations/>)

NOTE

GENERAL SAFETY ON CAMPUS

The capacity of the elevator is four people, please practice common sense and do not take it if you are the fifth person.

The instructor reserves the right to alter the contents of this syllabus/schedule at any time during the semester.



COURSE OUTLINE FOR CONSUMER BEHAVIOR

Module 1: Introduction to Consumer Behavior

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|---|---|
| <ul style="list-style-type: none"> • 8/24 Course introduction
Group project introduction
Understanding Consumer Behavior | Syllabus
Project groups formation
Chapter 1 |
|---|---|

Module 2: Psychological Core

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|--|---|
| <ul style="list-style-type: none"> • 8/31 Motivation, Ability, and Opportunity | Chapter 2 |
| <ul style="list-style-type: none"> • 9/07 Labor Day | |
| <ul style="list-style-type: none"> • 9/14 From Exposure to Comprehension
Case Study #1 due | Chapter 3 |
| <ul style="list-style-type: none"> • 9/21 Examination #1
Memory and Knowledge | Chapter 1, 2, and 3
Chapter 4 |
| <ul style="list-style-type: none"> • 9/28 Attitude Based on High Effort
Project Assignment #1 due | Chapter 5
Project topic, background
data and advertising analysis |
| <ul style="list-style-type: none"> • 10/05 Attitude Based on Low Effort
Case Study #2 due | Chapter 6 |
| <ul style="list-style-type: none"> • 10/12 Examination #2
Group member evaluation #1 due | Chapter 4, 5, and 6 |

Module 3: The Process of Making Decision

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|--|----------------|
| <ul style="list-style-type: none"> • 10/19 Problem Recognition and Information Search
Project Assignment #2 due | Chapter 7 |
| <ul style="list-style-type: none"> • 10/26 Decision Making Based on High Effort
Case Study #3 due | Chapter 8 |
| <ul style="list-style-type: none"> • 11/02 Decision Making Based on Low Effort | Chapter 9 |
| <ul style="list-style-type: none"> • 11/09 Post Decision Process
Case Study #4 due | Chapter 10 |
| <ul style="list-style-type: none"> • 11/16 Examination #3 | Chapter 7 – 10 |

Module 4: Environmental Influences on Consumer Behavior

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|---|------------|
| <ul style="list-style-type: none"> • 11/23 Social Influence on Consumer Behavior
Project Assignment #3 due | Chapter 11 |
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- 11/30 Psychographics: Values and Lifestyle Chapter 14
- 12/07 Examination #4 Chapter 11 and 14
Final group project due
Group member evaluation #2



GROUP PROJECT GUIDELINES

For this project you will assume that your group is a small marketing consulting firm that has been hired to help the company of your choice to gain a better understanding of its consumer base. The management of this company feels they have "lost touch" with their consumers. They have asked you to provide them with a complete picture of the factors that influence their consumers' attitudes and purchase decisions. You will complete a written report that addresses a wide variety of consumer factors (discussed below) in an effort to fully understand the complexities of your client's consumers.

This project will be done in groups of four. You are free to choose your own group members. If you have trouble finding a group please ask for my assistance. As a group you will select a company and product or product line to study. You should choose a company with which all group members are very familiar. This is essential because you will serve as your own research subjects.

Topic Areas. The following topic areas must be addressed in your report:

1. **Background Data.** Provide background information on your company and the selected product or product line. This should be relatively brief (no more than two pages). It should provide a clear snapshot of the company and product's purpose and position within the industry.
2. **Advertising Analysis.** Perform an analysis of the company's advertising. Pay particular attention to the use of semiotics - examine the symbols used within the ads, and interpret the meanings of these symbols. Analyze and interpret several advertisements. (You should analyze the ads even if you do not believe that semiotics is used.) Use your analysis to explain the company's image within consumers' minds.
3. **Attitudes.** Examine consumer attitudes toward the product. What is the attitude valence for this product, generally? Are attitudes extreme or moderate? Are they strongly held? How do product attitudes seem to be formed? How are they changed? How do you believe they are structured? Apply one or more attitude models from class, and explain why you believe it fits your product.
4. **Decision Making.** Examine the consumer decision-making process for your product. What level of involvement do people have? How do people come to the decision to use this product? Apply specific decision rules from class.
5. **Personality and values.** You should examine how issues of one's personality and values affect purchasing and use decisions for your chosen product. Clearly identify any personality and value measures you use, and explain why they are appropriate.
6. **Psychographics and Lifestyles.** You will need to examine how psychographics and lifestyles affect product usage. What lifestyles and behaviors do product purchasers have in common? How are these important to the company?

Research Method. This is not a research course and research is not a prerequisite to this course. As such, you are not expected to know or use scientific research methods. The methods you will use are exploratory, meaning that you will gain initial insights but will not gain results that you can confidently



claim reflect general consumers. You will serve as your own research subjects. This “convenience sample” obviously cannot be interpreted as representative of any larger consumer group.

You should type up a guide for data collection for each of the seven stages and follow the guide when collecting your data. These guides should be organized and included as an appendix at the back of your final project. The quality of your data collection will be used in marking. For this project you are required to gain feedback from every group member on each of the seven topic areas. Data collection should involve both individual reflection and group discussion. You should begin by gaining the individual opinions of each group member, then move on to group discussion about each topic area. Notes should be carefully recorded and included.

Written Report. You will produce a final written report for the project. This report should be approximately 19 pages, double-spaced, with 12-point font and one inch margins. You should follow the format outlined below. The report will be marked based on both content and form. High quality writing is expected.

You each are responsible for every portion of the report. If you distribute responsibilities, be sure to read and edit the other group members’ sections before turning in the final report.

Project Section	Approx. Length
Cover Page	1 p
Table of Contents	1 p
Executive Summary	1 p
Introduction	½ p
Background Data: Company and Product Information (provide citations)	2 p
Findings (include a description of the data collection/research method at the beginning of each section):	
Advertising Analysis (include copies of ads)	2 p (+ ½ p for research method)
Attitudes	2 p (+ ½ p for research method)
Decision Making	2 p (+ ½ p for research method)
Personality and Values	2 p (+ ½ p for research method)
Psychographics and Lifestyles	2 p (+ ½ p for research method)
Conclusion	2 p
References (use APA citation style)	1 – 2 p
Appendices (evidence of data collection is required)	As needed

GROUP PRESENTATION GRADING FORM

Date:

Presentation Title:

Presenters:

The Opening

- Made the necessary introductions of self and others.
- Immediately captured my interest and convinced me to pay attention.
- Indicated what would be covered and how it would be covered. Clearly stated what the presentation is about.
- Clarified my role (what is expected from me, when questions should be asked).

Organization

- Communicated an organizing scheme making comprehension and retention easy.
- Is clearly organized and the progression of ideas is easy to follow. Ideas presented in a logical order.
- Main ideas clearly distinguished (organized into comprehensible parts or sections).
- Each section was introduced and concluded well.

Content

- Appropriate amount of content (not too much or too little covered).
- Supporting facts and data were accurate.
- Facts and evidence were clearly referenced.
- Research was current and based on the literature.
- Information was geared toward the needs and concerns of the audience.

Delivery Style

- Presenter(s) were well prepared.
- Used a variety of styles: logical (arguments, intellectual (facts), emotional (stories), humor, etc.
- Did NOT read material from a script.

Audiovisuals

- Audiovisuals were titled, clear, easy to understand and not overly simple or overly complex.
- Audiovisuals were used appropriately (presenters referred to PowerPoint slides, slides were related to information discussed, synchronized appropriately, etc.; film clips, speakers were relevant and added to the information being presented).
- Presenters were comfortable and familiar with the audiovisuals used.

The Closing

- The conclusion summarized the presentation.
- Major points/results and their importance were emphasized.



GROUP MEMBER EVALUATION FORM

Evaluate each member of your group (including yourself) in each of the areas listed below using a rating scale of 1 to 10. Higher number represents greater contribution to the project. The total score is 100.

Project Title _____

Group Member Evaluation Form	Your Name:	Group Member's Name:	Group Member's Name:	Group Member's Name:
Evaluation Items (1 to 10 Rating Scale):				
Co-Manager Meetings				
1) Attendance at Meetings				
2) Willingness to Meet				
3) Preparation for Meetings				
Effectiveness in Helping Complete the Project:				
4) Understanding of Project				
5) Skills in Diagnosing Problems and Suggesting Strategic Improvements				
6) Caliber of Contribution to Project				
7) Willingness to Contribute				
Effectiveness as Member of Group:				
8) Enthusiasm and Commitment				
9) Teamwork and Cooperativeness				
10) Carried Fair Share of Workload				
Total Evaluation:				

Additional Comments (use back if necessary):
