

COURSE SYLLABUS



Buyer Behaviour

Course Code: MKT 329/1

Semester and year: Fall 2021

Day and time: Tuesdays 08.15–11.00

Lecturer: Christopher M. G. Shallow BA (Hons.); MSc (Marketing), Merit; DipExM; DipITB

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Consultation hours: One hour after the lesson; place of appointment must be confirmed by SMS with your course leader.

Credits US/ECTS	3/6	Level	Intermediate
Length	15 weeks	Pre-requisite	MKT 248
Contact hours	42 hours	Course type	Bachelor Required/Elective

1. Course Description

This interdisciplinary course discusses the consumer as the focus of the marketing system. The course stresses the use of knowledge about consumer behaviour in marketing decisions. We will also look at contributions from the disciplines of anthropology, sociology, psychology, and economics to the understanding of consumer buying behaviour. Individual behavioural variables – needs, motives, perception, attitudes, personality, and learning – and groups, culture, and business are all examined in depth as they affect the consumer decision-making process. Analysis of how marketing programs, especially the communications mix, can be developed to reflect a commitment to providing consumer satisfaction [better: delight] concludes the course.

2. Student Learning Outcomes

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

Comprehend and have a clear understanding of the role of the buyer in today's economy.

Comprehend and have a clear understanding of how marketing influences buyer behaviour.

Understand and analyse how different factors such as culture, demographics, social class, and values influence the buyer's behaviour.

Place in context and lend perspective to how personal factors can influence this behaviour directly and indirectly.

Comprehend and have a clear understanding of the psychology of buying behaviour.

Place in context and lend perspective to the individual differences that exist based on the buyer's attitude, culture, motivation, knowledge, values, personality, and lifestyle.

Comprehend and have a clear understanding of the internal and external influences on consumer behaviour and perception, learning, product positioning, memory, motivation, personality, emotion, attitudes, self-concept, and lifestyle.

Place in context and lend perspective to how trends influence buyer behaviour.

Understand and analyse the differences between organizational buying and consumer buying.

3. Reading Material

Required Materials (Available in AAU Library* or to Download)

Babin, B., Harris, E. (2011) "CB3", 2011-2014, South-Western, Mason, OH: Cengage Learning*

Evans, M., Jamal, A., and Foxall G. (2009) "Consumer Behaviour" Second Edition. Chichester: John Wiley & Sons Ltd.*

* On reserve (cannot be checked out but only used in the library) in the AAU Library.

Key handouts in digital format, including Study Guide, distributed via the online course space.

Recommended Materials (Available in AAU library or via Interlibrary Loan)**

Underhill, Paco. (2009) "Why We Buy: The Science of Shopping", Simon & Schuster (paperback)**;

Miller, Geoffrey. (2009) "Spent: Sex, Evolution, and the Secrets of Consumerism", William Heinemann (hardback); OR (2010) "Must Have: The Hidden Instincts Behind Everything We Buy", Vintage** (the same book, i.e., "Spent", but in paperback);

Lindstrom, Martin. (2008) "Buy.ology: How Everything We Believe About Why We Buy is Wrong!", Random House Business Books (paperback)**.

** One copy of each which may be checked out in the AAU Library.

4. Teaching methodology

The course is divided into 13 lessons, during which a variety of student participation methods are used. Classes will be organized principally – but not exclusively – around presentations based on the two course books (see above). Discussions are encouraged and case studies may be used to demonstrate students’ analytical thinking, creative problem-solving skills, and information acquisition. Before each class, each student should be prepared to discuss the session topics (see **Course Schedule**, below).

5. Course Schedule

<p>Week 1 Tuesday, Aug. 31st</p>	<p>Class 1: Course Information: expectations, deadlines, and procedures. Introduction to the subject area <i>Part I: INTRODUCTION.</i> 1: What is CB and Why Should I Care? 2: Value and the Consumer Behaviour Value Framework (CVF).</p>
<p>Week 2 Tuesday, Sept. 7th</p>	<p>Class 2: Part II: INTERNAL INFLUENCES (INTRAPERSONAL). 3: Consumer Learning Starts Here: Perception. 4: Comprehension, Memory, & Cognitive Learning.</p>
<p>Week 3 Tuesday Sept. 14th</p>	<p>Class 3: 5: Motivation and Emotions--Driving Consumer Behavior. DUE: CW1: DRAFT version of Book Review (DOCX file ONLY) TO BE SUBMITTED by 23:59 Friday 17th September 2021.</p>
<p>Week 4 Tuesday Sept. 21st</p>	<p>Class 4: 6: Personality, Lifestyles, and the Self-Concept. CW1: Draft Book Reviews returned by Monday, 20th September 2021.</p>

Fri. 24th Sept.	Class Make-up Day (if required)
Week 5 Tuesday Sept. 28 th	Czech Public Holiday (NO CLASS; no make-up needed) 1st Assignment (Book Report, CW1; MAXIMUM Word Count = 5,000 words.) DUE: 23:59, Friday, 1st October.
Week 6 Tuesday Oct. 5 th	Class 5: 7: Attitudes and Attitude Change. CW1: Book Reviews returned by Monday, 11 th October 2021.
Week 7 Tuesday Oct 12 th	Class 6: Part III: EXTERNAL INFLUENCES (INTERPERSONAL). 8: Culture and Consumers: How Consumers Shape Society.
Week 8 Tuesday Oct 19 th	Mid-term Exam. (E1) (Topics: 1 to 8)
Fri. 22nd Oct.	Class Make-up Day (if required)
Week 9 Tuesday Oct. 26 th	Mid-term Break
Week 10 Tuesday Nov. 2 nd	Class 7: 9: Group Influence E1: Mid-term exam. results sent by Monday, 1 st November 2021.
Week 11 Tuesday Nov. 9 th	Class 8: Part IV: CONSUMPTION PROCESSES. 10: Consumers in Situations. 2nd Assignment (Group Report, CW2) DUE: 23:59, Fri. 12th Nov.
Week 12 Tuesday Nov. 16 th	Class 9: 11: Decision Making I: Need Recognition & Search.
Week 13 Tuesday Nov. 23 rd	Class 10: 12: Decision Making II: Alternative Evaluation & Choice.
Fri. 26th Nov.	Class Make-up Day (if required)
Week 14 Tuesday Nov. 30 th	Class 11: Part V: POST-CONSUMPTION PROCESSES. 13: Consumption to Satisfaction. 14: Consumer Relationships.
Week 15 Tuesday Dec 7 th	Class 12: 15: Consumer Misbehaviour. 16: Marketing Ethics, Misbehaviour, and Value. CW3 group presentations, 30 minutes per team, to be given in this class. 3rd Assignment (Group Presentation, CW3) DUE: 23:59, Fri. 10th Dec.
Fri. 10th Dec.	Class Make-up Day (if required)
Week 16 Tuesday Dec 14 th	Final Exam. (E2) (9 to 16)
Fri. 17th Dec.	University closes for Christmas break

6. Course Requirements and Assessment (with estimated workloads)

<p><i>Deadlines in business are critical. Each student is responsible for checking the online course Website and their AAU Student e-mail box regularly, attending every class on time, and completing all assignments on time.</i></p> <p>Course Requirements and Assessment (with estimated workloads)</p> <p>Assignment</p>	<p>Workload (average) (hours)</p>	<p>Weight in Final Grade</p>	<p>Evaluated Student Learning Outcomes</p>
<p>CP Class Participation (<i>Individual</i>)</p>	<p>42</p>	<p>10%</p>	<p>See Participation, below.</p> <p>Ability to read, think, and express ideas analytically, critically, and creatively.</p> <p>Ability to ask and answer questions relating to subject knowledge.</p> <p>Ability to communicate effectively in oral English.</p>
<p>CW1 (<i>Individual Assignment</i>): Word-processed book review, in business report format, on previously agreed book (<i>SEE: Bibliography, Additional Readings.</i>)</p>	<p>20</p>	<p>20%</p>	<p>(1, 2, 3) Ability to read, think, and express ideas analytically, critically, and creatively.</p> <p>Ability to identify and summarize key points relating to subject knowledge.</p> <p>Ability to cite from relevant texts.</p> <p>Ability to write in a business report format.</p> <p>Ability to communicate effectively in written English.</p>
<p>CW2 (<i>Group Assignment</i>): word-processed business report on previously agreed course topic.</p>	<p>20</p>	<p>15%</p>	<p>(1, 2, 3) Ability to recognize when information is needed and to locate, evaluate, and effectively use (including citation) that information.</p> <p>Ability to identify and use fundamental principles, concepts, and methods essential for the acquisition and application of knowledge.</p> <p>Ability to cite from relevant texts.</p> <p>Ability to read, think, and express ideas analytically, critically, and creatively.</p> <p>Ability to identify and summarize key points relating to a topic.</p> <p>Ability to write in a business report format.</p> <p>Ability to work in a team.</p> <p>Ability to communicate effectively in written English.</p>

CW3 (Group Presentation): 20 PowerPoint-based presentation (with Word notes) on previously agreed course topic.	20	15%	(1, 2, 3) Ability to recognize when information is needed and to locate, evaluate, and effectively use (including citation) that information. Ability to read, think, and express ideas analytically, critically, and creatively. Ability to identify and use fundamental principles, concepts, and methods essential for the acquisition and application of knowledge. Ability to cite from relevant texts. Ability to identify and summarize key points relating to a topic. Ability to create and give a business presentation. Ability to explain a topic to peers. Ability to work in a team. Ability to communicate effectively in oral and written English.
E1 Mid-term Exam (Individual) Topics 1 to 8 (see above); inc. handouts.	24	20%	(1, 2) See Exams below . Ability to understand and recall the theoretical aspects of, and terminology used in, the course. Ability to understand, recall, interpret and extrapolate theory into practice.
E2 Final Exam (Individual) Topics 9 to 16 (see above); inc. handouts.	24	20%	(1, 2) See Exams below . Ability to understand and recall the theoretical aspects of, and terminology used in, the course. Ability to understand, recall, interpret and extrapolate theory into practice.
TOTAL	150 hours	100%	

1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments – see below

Assessment breakdown summary for all assignments

Assessed area	Percentage
TITLE, INTRODUCTION, CONCLUSION AND TABLE OF CONTENTS	15
ORGANIZATION AND DEVELOPMENT Structure of the paper, logical coherence (including AAU SBA title page, table of contents, executive summary, introduction, recommendations, conclusion, and works cited)	10
CONTENT / QUALITY OF IDEAS Knowledge of methodology, its application. Evidence of critical thinking. Includes: correct use of supportive material (e.g., charts, diagrams, illustrations, maps, and tables)	50
QUALITY OF RESEARCH Work with sources and literature – includes proper citation	15
CLARITY, FORMAT, READABILITY, AND QUALITY: Writing style, level of English: 5	10

Formal quality and format of report: 5	
PENALTY FOR ERRORS IN SPELLING, USAGE, MECHANICS	Up to -5

NB See the **Course Assignments handout** for detailed **Course Assignment Grading Criteria** under each of the above headings.

CW1 (*Individual Assignment*): Word-processed book review – as specified on p7, in business report format, on previously agreed book (see list: **Bibliography, Additional Readings** – all available from me, on personal loan). See **Written Assignment Requirements**, below, and **Book Review** and **Business Report handouts**. **(No PDFs)**

CW2 (*Group Assignment: 3-5 students*): word-processed business report on previously agreed course topic – as specified on p7. See **Written Assignment Requirements**, below and **Business Report handout**. **A Group Self-Assessment form (see handout) MUST be completed by each member of the group. (No PDFs)**

CW3 (*Group Presentation: 3-5 students*): PowerPoint-based presentation on previously agreed course topic – as specified on p8. See **Presentations Requirements**, below. **A Group Self-Assessment form (see handout) MUST be completed by each member of the group.**

(The number of students will be taken into account when marking group work.)

NB For ALL assignments, as per university regulations, five academically respectable correctly cited sources is the minimum expected. Any assignments NOT meeting this standard will NOT be graded.

Participation (CP: 10%): Participation is evaluated on the quality of your contribution to the learning experience of the class. Participating by actively responding to questions, asking questions yourself, and engaging in class discussions will help you earn your participation grade. Simply attending every class is *not* participation. If you are not sure, please, ask your course leader what you can do to increase your participation.

- **Note that the quality of your participation is not necessarily a function of the quantity of your participation.** Your participation grade will be evaluated, (at the end of the course), as follows:

- **Outstanding (90-100%):** Contributions provided important insights for the class. Arguments were well-supported (with evidence) and persuasively presented. If this student were not a member, the quality of the class would have been significantly less.
- **Good (80-89%):** Contributions were on-target, fairly well-supported and persuasive. If this student were not a member, the quality of the class would have been slightly less.
- **Attending Non-participant (70-79%):** Contributed nothing to the class. The student attended every class but was silent and did not participate.
- **Repetitive (-10%):** If a student's class comments were repetitious and obvious and did not add value to the class. That is, you will be penalized for 'airtime' without value.
- **Unsatisfactory (-20%):** Unsatisfactory contribution occurs due to inadequate preparation. If this student were not a member of the class, the quality of the discussions would have been enhanced.

- **NB Any or all of the following will IMMEDIATELY reduce your participation grade by 10% for each occasion:**

1. Arriving late for, or leaving early, a class. Leaving a class apart from hourly breaks.
2. Continually talking. (This means talking for longer than a few seconds.)

3. Reading non-course related material, e.g., newspapers and magazines, or online, e.g., Facebook, during class.
4. Any breach of the **Electronics Policy**, below.
5. Any other action which another student may reasonably find distracting during class.

Written Assignment (CW1: 20%, CW2: 15%) Requirements

- All assignments are due, in **printed format**, at the beginning of class on the due date (*unless otherwise agreed*). All assignments MUST also be correctly uploaded via the NEO LMS (it is your responsibility to learn how to achieve this) PLUS **e-mailed in Microsoft Office compatible format (no PDFs)** to your course leader by **midnight of the due date**.
- All written assignments (essays, presentations, research projects, case studies, etc.) – **except presentations** (*see below*) – **must be word processed**, in an appropriate **Business Report format**, as per the **Business Report format** *handout*, (available on the online class course space). **All sources must still, however, be written in an academic style using Harvard formatting with in-line citation and a complete works cited and bibliography at the end of the paper.** (*Information on proper Harvard citations* is available as a link on the online class course space.)
- Written essays / research projects / case studies *must*, as a **minimum**, include a cover sheet, table of contents, introduction, conclusion, and bibliography, as separate pages. The main body of the paper should include a header (title of course, term and name of student) and footer (date and page number). The paper should have normal margins (1" on all sides), be single-sided, 1.5-spaced, **12-point font**, Times New Roman.
- Creativity is to be demonstrated in the content of your paper. Your work should reflect your understanding of the material. An emphasis on synthesis and critical thinking rather than simply "reporting" is expected.
- You will need to submit two word-processed papers (**no PDFs**) (the first, a book review, as an individual, **CW1** (*see below*); the second, a report, as a member of a group (3-5 students), **CW2** on a subject agreed with me, in advance, by email, from the course content topics listed above). Some **guidelines**:
 - It is important to answer *all* aspects of the assignment.
 - A good summary of the topic will earn you no more than a C; adding practical examples will enhance your grade; adding reasoned recommendations will further enhance your grade.
 - For the group assignment, a **Group Self-Assessment form** (*see handout*, available on the online class course space) **MUST be completed by each member of the group (3-5 students)**. **Failure to do so will result in the assignment not being graded.**

CW1: Individual Book Review, (20%)

- What is required is NOT an essay but a **business report**, (*as per the Business Report format handout*; also available on the class course space). It should be a short summary and analysis of the key points (arguments) in the mutually agreed book. Do *not* waste space with a *long Executive Summary, Introduction and Conclusion* (they should be very short and confined to the key points). While you should *not* use essay structure and can, and should use bullet points, numbered sections, headings, and sub-headings, YOU MUST WRITE IN COMPLETE SENTENCES. Full (author, year, page) academic citation must be used. **MAXIMUM Word Count = 5,000 words. (No PDFs.)**
- The main body of your review MUST be in *three main parts*:

Part 1.

Write a single paragraph summarizing each key argument of the book. Note that the argument is *not* the same thing as the text, and so a summary of the argument is *not* the same thing as a summary of the text.

Part 2.

Write a brief objective critique of the argument. This critique should analyse the logical structure of the argument and point out the strengths and/or weaknesses of the argument.

Part 3.

Write a brief subjective critique concerning the book. What are your personal thoughts? What do you agree with? Disagree with? Value? Not value? Is there something you did not understand? End this section with **at least two points/questions for discussion in the class.**

Group Presentation (CW3: 15%):

- Each student group (3-5 students) will be **required to deliver one PowerPoint presentation**, CW3, on a previously mutually agreed (via email) **course topic**.
 - Students are *required to read and use* the **presentation format guidelines**, (available on the online class course space), when preparing their presentations.
 - Each individual PowerPoint presentation must be approximately 30 minutes long (including time for questions) and must present and analyse in a clear and concise way information relevant to the agreed topic.
 - This presentation should *not* be just a summary of the topic (*an inadequate presentation; worth 60-70%*) as you will be expected to explain the significance of the topic as well as critically review the topic (*a good presentation; worth 80-89%*). It is recommended to supplement the course book text by finding other texts (e.g., other textbooks and reliable and legitimate online sources) that cover the topic and cite these also (*an excellent presentation: worth 90-100%!*).
- Each presentation *must* be being correctly uploaded via the NEO LMS (it is your responsibility to learn how to achieve this) PLUS **e-mailed** to me in **Microsoft PowerPoint compatible format** together with speaker's notes in a **Microsoft Word compatible format (no PDFs)**, as well as presented in class (but **NOT printed**).
- Your **presentation** *must* include a cover 'page', a list of the contents, an introduction explaining what is to come and why it is important, a conclusion / summary, and bibliography at the end of the presentation, all as *separate slides*. **All sources are to be written in an academic style using Harvard formatting with appropriate in-line citation (author, year, page number)**. **Information on proper Harvard citation** is available as a link on the online class course space. **Sources should be fully cited at the bottom of each slide and listed in a final Works Cited slide(s)**.
- The **slide master** *must* include a header (title of course, term and name of student) and footer (date and page number).
- Each presentation will be graded on your understanding of the topic; plus, relevant data use, clarity, organization, time management, graphics, etc.
- An 'A grade' (90-100%) presentations should demonstrate all of the **7Cs**:
 - **Clarity** in the message
 - **Charisma** when delivering
 - **Credibility** when presenting
 - **Confidence** in front of your audience

- **Competence** at an essential business skill
- **Convincing** demeanour
- **Compelling** case
- A **Group Self-Assessment form** (see *handout*, available on the online class course space) **MUST** be completed by each member of the group (3-5 students). **Failure to do so will result in the assignment not being graded.**
- During the final week, you will receive feedback on the results of your group presentation.
- See the **Course Assignments handout** (available on the online class course space) for my detailed **Course Assignment Grading Criteria**.

- **Shared Assignments:** Your course leader may share completed student assignments with the class as “good examples” of work. If you do *not* want to have your work shared, please notify the course leader at the beginning of the semester. Additionally, your papers may be shared in subsequent sessions of this class. Please notify the course leader if you do *not* wish that to happen.

Exams (E1, 20% & E2, 20%):

A **mid-term exam** and a **final exam**. will be given on the dates stated in the **Course Schedule**, above. These exams will assess not only your understanding of the theoretical aspects of and terminology used in the course but also your ability to interpret and extrapolate this theory into practice. The material to be tested will be taken from the textbook(s), class discussions and my handouts and presentations. In both exams, the format *may* combine a mixture of short answer, true / false, matching, sort answer, and short essay questions. **No excuses for absence from either of the exams. will be accepted; the dates are stated here.**

The Importance of Taking Notes

Students should come equipped to **take notes** at all sessions. Experience shows that learning any subject requires **active involvement** with the material: passively listening, or scanning documents – even repeatedly, leaves little impression. (Still less does looking at your notebook / tablet PC during the lesson; students who do so are more likely to get poor grades or **even fail**.) *The act of making one’s own notes, by hand, has a ‘magic effect’ of stimulating thought and understanding.* Any student who takes the course *seriously* will need to take his or her own notes in the lessons, and his or her own notes on the textbook(s) and do further reading (i.e., from my handouts) – and will need to revise those notes in preparation for the tests and/or exams. My lessons are no more than an *introduction* to a complex and demanding subject; and just reading my PowerPoint slides will *not* be enough to gain the necessary level of knowledge and understanding.

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Not knowing the rules, misunderstanding the rules, running out of time, submitting the wrong draft, or being overwhelmed with multiple demands are not acceptable excuses. There are no excuses for failure to uphold academic integrity.

Quality of Written Assignments

All written assignments, including in-class quizzes, exams, exercises, assigned papers etc., **must be written at an acceptable university English level of quality**. This means students **must** proofread exams, assignments, papers, etc. and make sure that they are free of grammatical, spelling, sentence structure and other errors. Papers with a high level of errors of this type (meaning more than one per page) will be graded down substantially. This means students must **take responsibility for the overall quality of the work they submit**.

For students who need assistance with writing skills, the school offers the Academic Tutoring Center (ATC). Students who are unsure of their writing abilities should work with the ATC's writing lab **before assignments are due**. All assignments with a significant writing component are given in enough time for students to work with the writing lab **before submitting work**.

Electronic communication and submission

Communication: The university and lecturers will use only the student's university email address for communication. Students are responsible for checking their university email accounts regularly.

Email Protocol: When sending emails to your course leader:

1. Students must identify in the subject line which course they are in and the main point of the message, e.g., Subject Line: *MKT329: Question on Final Exam*.
2. **DO NOT** resend emails with a previous subject listed that is unrelated to the content of the current email. They will be deleted and not read.

Document Submission & Naming: All electronic submissions are carried out through the NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of the NEO LMS. The file name must be structured as follows:

CourseCode_Section_AssignmentNumber_YourLastName.

Example: **MKT329_CW1_Smith.doc**

For all hard copies submitted **Student Name, Course No. and Assignment No.** should be clearly visible on the first page. (Use the **Assignment Template**, provided online.)

Attendance

Attendance is required. **Students who are absent 35 percent of classes [i.e., 5 times or more] will be failed (or administratively withdrawn from the course if most absences are excused).** Students might also be marked absent if they miss a significant part of a class (by arriving late or leaving early) as specified in the syllabus. **Therefore, any student who has missed five classes of this course will be asked to WITHDRAW. Should they fail to WITHDRAW from the course they will be FAILED.**

Remote students in a different time zone: Attendance takes the form of watching the recorded class session in MS Teams and then submitting a specified brief attendance-proving assignment within 48 hours.

Absence excuse and make-up options

Should the student be absent from a class for relevant reasons (illness, serious family matters), he/she needs to submit an Absence Excuse Form supplemented with documents proving the reasons for absence to the Dean of Students. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if they submit an Absence Excuse Form along with the finalized add/drop form. The form and documents must be submitted within one week of absence. The student is responsible for making arrangements with the instructor about make-up options, as necessary.

Assignments missed due to unexcused absences cannot be made up which may result in a decreased or failing grade as specified in the syllabus.

Late work: No late submissions will be accepted – please, keep to the deadlines in the **Course Schedule, above.**

Electronic devices

Mobile phones must be turned off during classes and placed in a bag on the floor. No calling or texting during class meetings (wait until the break). Unauthorized usage of said devices will result in a lowering of the class participation grade by 5%.

Laptops and Tablets: may NOT be used during class time unless approved by the course leader. They must be placed in a case or bag on the floor. Unauthorized usage of said devices will result in a lowering of the class participation grade by 5%.

Eating

Is not allowed during classes.

Cheating and disruptive behaviour

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behaviour to the Dean.

Students engaging in behaviour which is suggestive of cheating (e.g., whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehaviour, the student will be expelled from the exam and the exam will be marked as failed.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.

8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation but relies too closely on the text's original wording and/or structure.

As the minimum policy, the types of plagiarism from 1 through 8 result in a failing grade for the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail a disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center (ATC). For more information and/or to book a tutor, please contact the ATC at:
<http://atc.simplybook.me/sheduler/manage/event/1/>.

Students with Disabilities: Students with disabilities are asked to contact their course leader as soon as possible to discuss reasonable accommodation.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 - 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Bibliography (Additional Readings – all, plus others – ask for full list – available from me; a completed and signed personal book loan form must be submitted)

"*Business As Unusual: The Journey of Anita Roddick and The Body Shop*", Anita Roddick, Thorsons (2001).

"Consumerology: The Market Research Myth, the Truth About Consumers, and the Psychology of Shopping", Philip Graves, Nicholas Brealey Publishing (2010).

"Customer Loyalty: How to Earn It, How to Keep It", Jill Griffin, Jossey-Bass; New and Revised Edition (2002).

"Grouped: How Small Groups of Friends are the Key to Influence on the Social Web (Voices That Matter)", Paul Adams, New Riders; 1st edition (2011).

"I'm With the Brand: The Secret Dialogue Between What We Buy and Who We Are", Rob Walker, Constable (2008).

"Innocent: The Inside Story of Innocent Told from the Outside", John Simmons, Marshall Cavendish International (Asia) Pte Ltd; 2nd Revised edition (2011).

"Inside the Mind of the Shopper: The Science of Retailing", Herb Sorensen, Pearson Prentice Hall; 1st edition (2009).

"Loyalty Rules: How Today's Leaders Build Lasting Relationships", Frederick F. Reichheld, Rob Markey, Harvard Business Review Press; 1st edition (2003).

"People Don't Buy What You Sell", Martin Butler, Management Books 2000 Ltd; (2005).

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[NB the above list is in title, NOT author alphabetical order, for student convenience.]

LinkedIn

My LinkedIn network includes some leading academic and, particularly, practical marketers as well as executive recruiters. Therefore, all keen students of marketing (particularly its practical aspects) are STRONGLY encouraged to join me on LinkedIn:

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