



CONSUMER BEHAVIOR ADV 375 SPRING 2021

COURSE INFO

This course is taught online. All instruction for this course takes place **asynchronously** via D2L and other MSU-adopted technologies (e.g., Zoom, Microsoft Teams, FlipGrid). Some activities throughout the semester require synchronous virtual meetings with the instructor. Students will have weekly video recordings that discuss the week's topic, but don't necessarily cover everything from the readings. Videos and weekly quizzes will be posted early in the week by Tuesday afternoon.

INSTRUCTOR
**DR. SALEEM
ALHABASH**
[Pronouns: he, him, his]



**313 Communication Arts & Sciences Building
OFFICE HOURS:**

Thursdays 2:00 - 3:30 PM *or by appointment*

URL: <https://msu.zoom.us/j/92616070716>

Password: office



sa@msu.edu



Google Voice Call:
(209) 675-7061

ABOUT ME

I'm an Associate Professor at the Department of Advertising and Public Relations. My research focuses on the effects and processes associated with social media use. I've been researching social media for the past 12 years. I co-direct the Media and Advertising Psychology (MAP) Lab, where we investigate the psychophysiological responses to advertising and media messages. I've taught courses on Consumer Behavior, Research Methods, and Social Media. I treasure working with undergraduate students. Ask me how to get involved in research!

COMM. POLICY

Email is the **best and most preferred way** to communicate with me. We will respond to emails within 24-48 hours of receiving them. **Email responses will be slower during weekends.** If you do not get a response within two days, feel free to remind me by sending another email. Please limit emails to simple questions about readings, assignments, and course logistics. While email is excellent to answer questions that do not require extensive explanation, in-person meetings with me during scheduled office hours or at other arranged times are the best method to address issues that require ample discussion and elaboration.

COURSE DESCRIPTION

This course uncovers the theories and applications of consumer behavior. The course covers different aspects of the cognitive, affective, and behavioral components related to purchase and consumption. It is geared toward translating theories into practice by offering students techniques they can use to analyze consumers for effective segmentation, targeting, and brand positioning. This will enable students to make better decisions as future advertising and public relations practitioners and, ultimately, better serve their clients and consumers.

COURSE LEARNING OBJECTIVES

- 01 To provide students with an overview of consumer behavior with focus on traditional, new, and social media applications and uses.
- 02 To develop a theory-based understanding of consumers using marketing, advertising, and persuasion approaches.
- 03 To explore, discuss, and understand the latest trends in consumer behavior research and applications using classical and contemporary cases.
- 04 To understand organizational cultures as a function of consumer behavior.
- 05 To provide a rich assortment of tools for effectively analyzing and reaching consumers.
- 06 To prepare students for implementing strategies to effectively reach different segments and types of consumers.
- 07 To understand the impact, function, and opportunities that the proliferation of new media has had and can have on the advertising, public relations, and marketing sectors.
- 08 To discuss and understand the ethical issues related to consumer behavior.

COURSE LEARNING OUTCOMES

- 01 **Analytical Thinking:** Students will demonstrate expertise in consumer behavior to better understand consumers, their characteristics, motives, attitudes, and behaviors. The course will equip students with a critical thinking toolbox for evaluating the fit and benefits of consumer behavior in formulating and executing effective advertising and marketing strategy.
- 02 **Cultural Understanding:** Students will show a deep appreciation of the interplay of culture and consumer behavior when examining diverse audiences.
- 03 **Effective Citizenship:** Students will exhibit a deep understanding of the ethical and moral concerns pertinent to the conduct of consumer behavior research and practices.
- 04 **Effective Communication:** Students will harness their skills of effective communication at varying levels of an organization/company and different types of organizations/companies. The course will equip them with skills to foster cross-team communication geared toward effective advertising and marketing.
- 05 **Integrated Reasoning:** Students will apply knowledge gained in *Consumer Behavior* to their practice of advertising.

TEACHING PHILOSOPHY

My teaching philosophy rests upon helping students in becoming professional producers, designers, and analysts of communication in general, and multimedia content creation strategies, in particular. I believe that education is the sum of instructor-student and student-student interactions. Both the instructor and students are held responsible for making this course a success, and for maximizing their benefits and rewards from it. To this end, I have carefully constructed this course by selecting the latest and seminal industry and scholarly readings that will help you understand the basic principles and theories related to social and digital media marketing strategies. Please know that I do value your opinions and contributions to the course. I want all students to feel comfortable in sharing their opinions.

I believe that the topic of the course – **Multimedia Content Creation for Advertising and Public Relations** – is inherently interesting, and that particularly in this course, students have a lot to contribute. My aim is to cultivate an atmosphere where we are all courteous, respectful, and thoughtful. Throughout this course, I will strive that students, on a weekly basis, engage with the course content and activities, and in doing so, have the opportunity to **learn** something new, **think** critically about the concepts presented in the week, and **do**, which is where they apply their learning and critical thinking to develop and execute advertising and public relations campaigns and strategies.

Another cornerstone of my teaching philosophy rests upon redefining **failure**. Oftentimes, we perceive failure as something that is negative, yet it is only through failure that we are able to improve, develop, and strive for excellence. This course is designed to capitalize on learning opportunities through the lens of **FAIL = First Attempt In Learning**. To this end, the course is designed to reshape how we deal with failure, and more importantly, providing students with the tool to leverage these first attempts in learning as building blocks for achieving the course's learning objectives.

Finally, in recent years, I have been enlightened by novel approaches to education and learning, specifically by the *humanizing pedagogy* approach, where, I am, as an educator, aware of and strive to adapt my teaching and students' learning in a way that acknowledges systemic structures and systems of inequity in education and society at large that influence individuals and groups. With that in mind, the course is designed to cultivate "together with students -- of a critical consciousness of the political nature of education, as well as the capacity to analyze, disrupt, and transform the inequitable histories and realities that often underpin schools in Westernized societies" (Mehta & Aguilera, 2020, p. 110). At the core of the *humanizing pedagogy* approach to learning is that students and their lived experiences are at the center of instruction and course-related activities. I want to learn from you, as students, and through frequent opportunities for discussion and reflection, bring awareness to your lived experiences as they relate to the topic of the course.

Source: Mehta, R. & Aguilera, E. (2020). A critical approach to humanizing pedagogies in online teaching and learning. *The International Journal of Information and Learning Technology*, 37(3), 109-120.

INSTRUCTION METHOD

An online course offers limited face-to-face interactions between students and their instructor. However, I will try my best to offer the most comprehensive explanations using various methods and platforms to ensure you understand the materials and can successfully complete the course and its requirements. This course will primarily use Desire 2 Learn (D2L) for course management purposes. Within D2L, students will be able to get materials and content relevant to the course as well as engage in class discussions to enrich their own understanding and experiences. Generally, there will be a number of video lectures posted to D2L weekly discussing the readings and beyond wh. Watching the video lecture(s) is not a substitute for reading the textbook, especially that quizzes and exams cover both the readings and lectures. You should complete the readings before watching the lectures to maximize your understanding of the materials. The course also involves discussion posts, engagement with other learners, and a final group project. The course will leverage different educational technologies available for MSU students, including Zoom, Microsoft Teams, FlipGrid, and others. Ultimately, the course strives to ensure students learn, do, and think about issues pertaining to consumer behavior.

ACCESS, ATTENDANCE, & PARTICIPATION

ACCESS: All course materials will be posted on D2L (www.d2l.msu.edu). In-person attendance is not required for this course. Please note that your online participation (i.e., when you access documents, how frequently you access them, and how much time you spend with each document or each exam) is tracked by the D2L site and so your professor can determine when and how you are participating in this course. If you need technical assistance throughout the course, please visit the MSU help site (<https://tech.msu.edu/support/help/>) or the D2L Help site (<https://help.d2l.msu.edu>). You may also contact the MSU IT Service Desk by phone (517-432-6200) or via email (ithelp@msu.edu).

ATTENDANCE & PARTICIPATION: Students enrolled in this course are required to dedicate **42 hours** to learning and being assessed in this course. Please be forewarned that failure to keep up with the video lectures, readings, quizzes, and assignments will most likely result in failing this course. You are asked to schedule other commitments around your commitment to this class. Between **September 2, 2021 and December 18, 2021**, you need to pace your learning to ensure you receive a passing grade. The course timeline is laid out in the course schedule, which offers a comprehensive list of required readings, assignments, and exams throughout the entirety of the course. If you follow the schedule, then you can be sure to have all of your work done on time. You are welcome to move ahead at a faster pace if you wish and upon availability of content. Please note, though, that you must not fall behind schedule. **The due dates for all assessment pieces are not negotiable.** If you miss a quiz or assignment you will forfeit the points for that piece of assessment. You can submit work early (i.e., before the deadline) but you cannot submit work after the deadline. Please also be aware that if you choose to complete work early, you cannot resubmit a later version. So please do not submit work early if you are not properly prepared for it. There will be no exceptions to this rule. Students are strongly encouraged to participate in Discussion forums for this class, where they will contribute their own work and comment on the work of others in the class. Finally, instructors, via the D2L system, are able to track student participation in the course and completion of required assessments in the course. For example, instructors are able to see which content components did each student complete and how much time they have spent doing that. A participation grade in this course will be assessed by evaluating the level of completion and engagement for each student in the course.

REQUIRED TECHNOLOGY



The asynchronous online portion of this class will be delivered through **Desire2Learn (D2L)**. D2L will routinely be used to deliver lecture content, assignments and supporting materials. Grades and feedback will be delivered via D2L. Assignments will be collected through D2L. Most other course assessments will be administered via D2L.



The synchronous online portion of this class will be conducted using **Zoom**, including weekly course meetings and final projects student presentations. Students will be expected to be logged in to Zoom, at the scheduled start time for each session. When attending via Zoom, all participants are expected to behave as they would during an in-person class meeting; that is, keep microphone muted unless speaking, use the raise hand function or the chat function to ask a question or offer a comment, refrain from interrupting or speaking over another participant, be situated in an appropriate space during the Zoom, and dress appropriately. Per MSU policy, students are not required to turn their video on during the weekly zoom meetings. Thus, it is at the students' discretion to turn their video on during the Zoom meetings.



Students are expected to have access to the **Microsoft Office 365 suite**, including Word, Excel, PowerPoint, Outlook, Teams, OneDrive, etc. Assignment descriptions, handouts, notes and other supporting documents will be provided in Microsoft-compatible format. Likewise, anything due from students will be composed using Microsoft products. All Spartans have access to the entire range of Microsoft products as part of their tuition and fees. Access and downloads are available at <https://spartan365.msu.edu>



Recorded lecture content will be delivered as MP4 video files hosted on MSU's **Kaltura MediaSpace** and delivered through D2L. Students must have access to computer equipment and software that will allow them to stream these recorded videos.

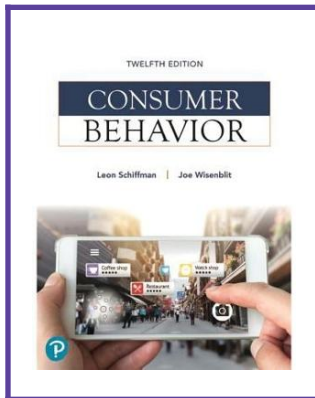


Students will be required to use Qualtrics survey software. All MSU students have free access to Qualtrics using the following URL: <https://msu.qualtrics.com>, where they can use their MSU NetID and password to access the software.



Students must have access to a reliable Internet browser (e.g., Chrome, Firefox, Internet Explorer, etc.). Supplemental readings, video material, and other web resources will be required to support course objectives. Students are expected to have a reliable access to these materials using provided links.

COURSE MATERIALS



REQUIRED TEXTBOOK:

**Schiffman, L. G., & Wisenblit, J. (2019).
Consumer Behavior, 12e. NJ: Pearson Education.**

It's recommended that you acquire the 12th edition of the book. Students may use earlier editions, yet they are utterly responsible for ensuring they are reading the appropriate materials. The instructor will not be responsible for the difference in content between older editions and the 12th edition of this textbook. Other textbooks with the title "Consumer Behavior" may be helpful to you as well.

Please ensure that you order the textbook in a timely fashion. The book can be ordered in hard or electronic (eBook) formats. Following are some websites that can help you acquire the textbook for this course:

Publisher's Site [link to eBook]:

<https://www.pearson.com/store/p/consumer-behavior/P100000823419/9780134734996>

MSU Bookstore: <https://www.bkstr.com/spartanbookstore/home>

Amazon:

https://www.amazon.com/Consumer-Behavior-12th-Whats-Marketing/dp/0134734823/ref=sr_1_1?crid=14G1KZSKRZ5FS&dchild=1&keywords=consumer+behavior+schiffman+12th+edition&qid=1598366301&srefix=consumer+behavior+schiffman%2Caps%2C169&sr=8-1

RESEARCH RESOURCES: You should stay abreast of research by reading scholarly and professional journals, such as: *Journal of Advertising*, *Journal of Computer-Mediated Communication*, *New Media & Society*, *CyberPsychology, Behavior, and Social Networking*, *Journal of Marketing*, *Computers in Human Behavior*, *Journal of Interactive Advertising*, *Journal of Interactive Marketing*, among others. These journals can be accessed at no additional charge, using your MSU NETID to access online content at www.lib.msu.edu.

SUGGESTED OUT-OF-CLASS READINGS/ACTIVITIES: As emerging professionals, you need to stay up to date with current events. If not already your habit, you should begin to follow major newspapers, magazines, websites, TV and radio news programs, on a daily basis. You should also browse marketing, advertising, and technology publications, journals, and websites, such as:

www.vml.com

www.AdAge.com

www.futuretodayinstitute.com

www.PewInternet.org

www.AdForum.com

www.businessinsider.com

www.FastCompany.com

www.mashable.com

www.wired.com

www.iabc.com

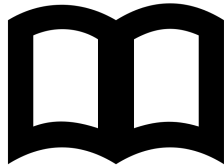
www.ThinkWithGoogle.com

www.digitalmarketinginstitute.com

EXPECTATIONS

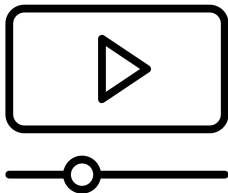
In general, students are expected to:

- complete the readings, watch weekly lectures, and review slides;
- participate in course discussions and engage with other students;
- be respectful to the instructor, TA, and other students; and,
- complete and submit original work by given deadlines.



READINGS

Students are expected to complete all assigned weekly readings at the beginning of the week. Each week, students are required to complete assignments related to the content of the readings and the lecture; hence, it is important to complete all the readings in time.



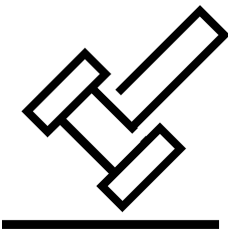
WATCHING VIDEO LECTURES

Each week, you will have 1-2 video lectures (15 – 30 minutes each). All video lectures have been captioned to enhance accessibility. You will have access to the lecture slides in multiple formats (pdf and iCloud link). Watching lectures is **not** optional. The instructor and TA have access to your class engagement and progress data that enables us to assess your access and engagement with different elements in the course, including watching and/or downloading video lectures and slides.



COMMITTING TO DEADLINES

Students are required to submit their assignments according to deadlines announced via the syllabus, email, or D2L. Missing a deadline on any assignment/activity/exam will result in getting zero (0) points on that assignment/activity/exam. **Late submissions will not be accepted/graded under any condition, unless otherwise approved in writing by the instructor.**



MAKE-UPS

No make-up assessments (i.e., quizzes, discussion posts, final project) will be given unless for a legitimate reason. Legitimate reasons are limited to personal illness, death of an immediate family member, and the like. In such cases, the student is responsible to inform the instructor (at a reasonable time before the due date) and provide appropriate documentation. **The instructor has the right to judge the legitimacy of any proposed reason.** In the rare cases that the instructor permits a make-up, it is at the discretion of the instructor to provide a completely different assessment from the one taken in the scheduled time. Additionally, as the majority of the work in this course depends on using technology, excuses like: my computer crashed the night before a deadline; I missed your email; I was not able to see any of your emails; I didn't have Internet connection; etc. are **NOT** considered legitimate excuses for missing a deadline. It is the student's responsibility to ensure he/she figures out the class's technological needs, can navigate D2L, and is receiving emails from the instructor.



ACADEMIC INTEGRITY

You are expected to submit your own original work throughout the course. This applies to exams, assignments, and papers. I take academic honesty and integrity **very seriously**. Cheating on an assignment/exam, plagiarizing on an assignment/paper, or any other form of academic dishonesty will, at the least, result in failing the assignment, possibly failing the class, along with proper documentation with MSU's Office of the Registrar. Let me know, as soon as possible, if you have any questions about this. Originality check will be activated for all written assignments. **TurnItIn** will be used in this course. Please read the following statement from MSU regarding use of this software:

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called TurnItIn to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a "similarity score." The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

Students should submit papers to TurnItIn Dropboxes without identifying information included in the paper (e.g., name or student number), the system will automatically show this information to faculty in your course when viewing the submission, but the information will not be retained by TurnItIn.

Student submissions will be retained in the global TurnItIn repository.



[Image Source: <https://www.searchenginejournal.com/google-lists-5-key-trends-shaping-consumer-behavior-amid-covid-19/368874/>]

COURSE REQUIREMENTS



WEEKLY QUIZZES [50 points]

Students are required to complete an online quiz testing knowledge of the readings and the lectures every week. The quiz will be posted on D2L early in the week and students are required to complete the quiz by 11:55 p.m. on Friday of each week. Each quiz is timed, where students will have 10 minutes to answer 5 multiple-choice questions. Once you click on the quiz, you will not be able to stop the time, and you'd have to complete the quiz within 10 minutes. There will be a total of 11 quizzes throughout the semester, yet only 10 quizzes will count toward the final grade (the lowest quiz score will be dropped from the final grade).



DISCUSSION POSTS (DPs) [50 points]

Throughout the semester, students are required to complete Discussion Posts. These are **individual assignments**. The purpose of these assignments is to apply course concepts and discussions to solve practical problems. Each assignment will provide a real-world problem where you can apply the knowledge gained in the class to solving it creatively. More details will be provided about each assignment later on in the semester. Students will be asked to post their DPs using a Discussion Thread on D2L. The DP on its own is worth 10 points. In addition to posting your own DP on the D2L Discussion Thread, you are expected to discuss and comment on at least two students' DPs other than yours. The comments are due the day after the DP due date and are worth 2.5 points. There will be a total of 5 DPs throughout the semester, yet only 4 would count toward the final grade (the lowest graded DP will be dropped from the final grade)

For convenience's sake, and in order to maintain a vibrant discussion within a smaller group setting, students will be randomly assigned to DP groups (the same as the final project groups) at the beginning of the semester.



LEARNER-TO-LEARNER (L2L) FORUM [25 points]

Each week, one of the final project teams will take the lead on facilitating the learner-to-learner discussion forum, where they reflect on the week's readings, bring relevant examples, ask questions, and highlight major concepts. The idea behind this forum is to cultivate a deeper understanding of the course materials and engage students in a community-building activity where we all learn from one another. Each team will submit a discussion lead plan and implement it on D2L, where each member has a clear task in facilitating the discussion (e.g., splitting questions/activities among the team members, responding to other students' answers and questions). This forum will be visible to the entire class, where other students (those who are not in the team assigned to lead the discussion for that week) are expected to engage in discussion and respond to

the activities designed by the team. **Leading the L2L Forum is worth 11 points. Other students are expected to actively participate in at least seven (7) different L2L Forums (2 points each); the four (4) lowest scores will be dropped.** Active participation involves responding thoughtfully to the prompts and questions of the L2L Forum lead team.

The **Leaner 2 Learner Forum Plan** for the team leading the discussion is due on Monday of the week in which they are leading the discussion (by 5:00 pm Eastern). Please use the following template to develop your L2L Forum Discussion Plan:

<https://docs.google.com/document/d/1MEiw7V9jmkkJ17RJ1S7RCZUK5bFVwJE1LAFcttE3Za4/edit?usp=sharing>

The questions and activity need to be posted by 5:00 pm Eastern on that Monday as well.

Students who are not part of the team leading the discussion can post their answers and reflections throughout the entire week, as the Discussion Forum for that week will close on Sunday by 11:55 pm Eastern.



FINAL PROJECT [100 points]

Students will be randomly assigned to project teams of 4 to 6 students. The final project entails a 15-page (12-point font, double-spaced, excluding title page, references, and appendices) research study report. The project reports results of secondary (literature review) and primary research conducted on a consumer behavior issue. Student teams are required to present their findings to the class at the end of the semester. **More details can be found in the “Final Project Guidelines” document.**



PARTICIPATION [25 points]

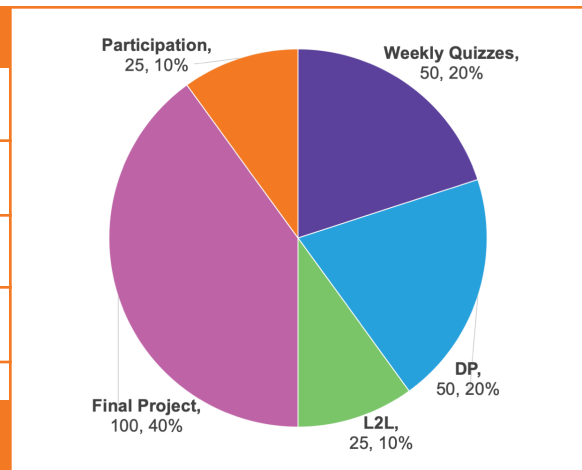
Each student is expected to engage with the content and different activities through D2L and other learning systems used in this course. Student engagement and progress will be assessed by evaluating the level of engagement with D2L content (e.g., completion of modules, amount of time spent viewing and reviewing content on D2L) and other assigned work throughout the semester. While D2L provides each student with a progress score that basically reflects the number of modules accessed, the instructor and TA will take an in-depth look at each students' participation, engagement, and completion of the course modules.

GRADING

Most grading will be done within 2-3 weeks after the due date. The instructor will communicate clearly about when to expect the grades to be posted. Students have the right to contest a grade, ask for clarification about their grade, and request an explanation about the grading rubric used for any given assignment or exam. The following procedures are standard for contesting and/or discussing a grade:

- Students who wish to contest and/or discuss a grade need to first meet with the instructor via zoom. **Students have a window of seven (7) days after the grade for any assessment is released to contest and/or discuss it.** Any requests after the seven-day window will be considered at the discretion of the instructor.
- Grading of all assignments and exams is not based on students' perceived effort, but rather on the quality of the outcome. For example, if you're contesting a grade and your argument is that you worked so hard on it, the discussion will be dismissed. Grading is based on whether you performed the task or not, followed instructions, and demonstrated the learning objectives.
- In cases when after discussing your grade with the instructor, you still felt the grading was unfair, you may ask for a complete regrading of your assignment, quiz, etc. In this case, the instructor will re-grade your assignment, taking into consideration your concerns. However, the instructor reserves the right to give you a lower or higher grade after your assignment/exam has been re-graded.

GRADING RUBRIC	Points	%
Weekly Quizzes [10 quizzes x 5 points]	50 points	20%
Discussion Posts (DPs) [4 DPs x 12.5 points]	50 points	20%
Learner-to-Learner (L2L) Forums [11 for lead + 7 posts x 2 points]	25 points	10%
Final Project [Grading rubric in FP Guide]	100 points	40%
Participation	25 points	10%
FINAL GRADE	250 points	100%



GRADING SCALE

GRADE POINT	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.0
TOTAL POINTS	225.00 ▶ 250.00	212.50 ▶ 224.99	200.00 ▶ 212.49	187.50 ▶ 199.99	175.00 ▶ 187.49	162.50 ▶ 174.99	150.00 ▶ 162.49	Under 150

EXTRA CREDIT & SONA

Throughout this semester, you have the opportunity to earn bonus credit toward your grade in ADV375, which is worth 4% or 10 points in this course. You will be rewarded with 1% (or 2.5 points) for each full hour of research/activities in which you participate. Note that 4% (or 10 points) is the maximum you can earn. You may do this in one of two ways (or through a combination of options A and B below).

OPTION A:

You may sign-up for studies using the SONA system (<https://msucas.sona-systems.com>). The SONA system allows you to see ads for special events and for studies that require research participants, view available time slots, and select a time slot that best suits your schedule. Researchers will also use the SONA system to award you credit in exchange of participation. Research credits are awarded on the basis of how long each study takes. One-hour studies earn you 1 SONA credit (which is equal to 1% or 2.5 points in this class). Half hour studies earn you half a SONA credit. Participation early in the semester is highly recommended. If you leave your participation until late in the semester you may find that there are not enough studies available to make full SONA points. **All studies will be conducted online this semester.**

Use of the SONA system assumes you will act responsibly and only sign up for events/studies you plan to attend or complete. If you repeatedly fail to show up for events, your account will be restricted until next semester. The “3 strikes and you’re out” rule means that when you fail to show up to an event/study or complete an online survey that you chose to sign up for, then your account will be limited and you will see far fewer ads (and will likely have trouble completing the credits for this course). You can avoid having your account restricted by only signing up to studies/events that you plan to attend/complete. If you find that you can no longer attend an event or complete a study, you must cancel your sign up. If it is too late to cancel, please contact the researcher and explain your absence within 24hrs.

OPTION B:

If you do not wish to participate in the studies/activities advertised on the SONA system, please contact the instructor regarding alternative research assignments. You may complete alternative written assignments to earn the bonus research credit in this course. These alternative assignments are valued and credited in the same manner as studies/activities advertised on SONA. Specifically, your instructor will award one credit (which is equal to 1% or 2.5 points in this class) for what s/he believes constitutes work that would take one hour of your time to complete. **Please note that the last day to ask for Option B extra credit assignments is April 21, 2021.**

PLEASE BE AWARE THAT BOTH OPTIONS CLOSE ON

APRIL 21, 2021 BY 5:00 PM

AND NO ADDITIONAL EXTRA CREDIT OPPORTUNITIES WILL BE AVAILABLE AFTER THAT DATE

COURSE POLICIES



SPARTAN CODE OF HONOR

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor in ownership is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

Source: <http://splife.studentlife.msu.edu/spartan-code-of-honor-academic-pledge>



ACADEMIC INTEGRITY

Academic honesty is extremely important in this course. According to MSU policies, regulations and ordinances regarding academic honesty and integrity (<https://www.msu.edu/~ombud/academic-integrity/index.html>), it is emphasized that “[t]he principles of truth and honesty are fundamental to the educational process and the academic integrity of the University, therefore, **NO STUDENT SHALL:**

- 1.01 claim or submit the academic work of another as one’s own.
- 1.02 procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
- 1.03 complete or attempt to complete any assignment or examination for another individual without proper authorization.
- 1.04 allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
- 1.05 alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.
- 1.06 fabricate or falsify data or results.”

Please see your current university catalog for a more detailed explanation of plagiarism, cheating, and the faculty responsibilities and academic actions associated with student scholastic dishonesty.

Failing to adhere to these policies, such as engaging in any form of plagiarism or cheating on an exam or assignment, will not be tolerated. Students who engage in such behaviors will, at the least, fail the exam or assignment, and possibly fail the entire course. All detected cases of plagiarism and academic dishonesty of any type will be penalized and reported at the department, college, and university levels.

Consistent with MSU’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, this course uses a tool called Turnitin to compare a student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a “similarity score.” The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool.



RVSM LIMITS TO CONFIDENTIALITY

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at civilrights.msu.edu.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child;
- Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling and Psychiatric Services. For more information, please visit:

<https://oie.msu.edu/resources/mandatory-reporters.html>



ACCOMMODATIONS FOR DISABILITIES

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at <http://rcpd.msu.edu>. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.



Student Health and Wellness
MICHIGAN STATE UNIVERSITY

STUDENT MENTAL HEALTH & CAPS

College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. The current health crisis and sociopolitical environment weigh heavily on everyone's minds. If you or a friend is struggling, I strongly encourage you to seek support. Helpful, effective resources are available on campus, and most are at no-charge.

- If you are struggling with this class, please join my zoom office hour or ask to schedule a different time when convenient for you. You may also contact me by email: sa@msu.edu to discuss any stress related to this course.
- Reach out to your academic advisor if you are struggling in multiple classes, unsure whether you are making the most of your time at MSU, or unsure what academic resources are available at MSU.
- Visit <https://caps.msu.edu> for online health assessments, hours, and additional information.
- Drop by Counseling & Psychiatric Services (CAPS) main location for a same-day mental health screening. (3rd floor of Olin Health Center at 463 E. Circle Drive).
- Call CAPS at (517) 355-8270 any time, day or night.
- 24-Hour MSU Sexual Assault Crisis Line (517) 372-6666 or visit <http://centerforsurvivors.msu.edu/>



TOLERANCE AND CIVILITY

MSU strives to build an academic community with living and learning environments that expects tolerance of viewpoints and civility toward others, whether at public forums, athletic events, in residential communities, classrooms or laboratories.

We call upon all who participate in university events to promote tolerance and civil behavior and to hold themselves to high standards that reflect the university's commitment to respect viewpoints that may be different from their own. Only by respecting individuals with diverse perspectives and ideas can we build an environment of civility that is conducive to advancing knowledge and transforming lives.

Students have the right to receive instruction in an environment free from discrimination and harassment on any basis. Students and instructors are both responsible for maintaining a civil and respectful environment both in class and online. Sometimes, the anonymity of an online environment leads to incivility. Students believe they can address the professor and their fellow students in an overly casual manner or post rude comments about other students' views. Please avoid these problems by maintaining a respectful and professional manner toward every member of the course.

In this course, both the instructor and students have a responsibility for building a community. To this end, this course adheres to the MSU netiquette practices that are adapted below from: <https://systemexchange.msu.edu/upload/Netiquette%20Internet%20Guidelines.pdf>

- 01 Keep safe.** *Never post your personal information or information about someone else.* Keep things like ages, addresses, phone numbers, names of towns, or even places we work off the Internet. Remember that information on the Internet, especially embarrassing information, may still be around after you've deleted it. Be careful not to post things that may come back to haunt you later. **REMEMBER: Nothing on the Internet is 100% deleted.**
- 02 Be nice. Do not attack others.** As yourself, *"Would you say it to the person's face?"* If you disagree with someone, that's okay. Share your point of view. Back up your statements with examples, reasons, or other supportive evidence. And you can always agree to disagree.
- 03 Be thoughtful about words you use.** Do not use language that may be offensive to other students. If you're not allowed to say it at school or in the classroom, then please don't say it throughout your online interactions for this course.
- 04 Follow directions.** Review the instructions posted on D2L to remind yourself of the goals of an activity, project, assignment, and what you're supposed to be doing. Contact me if you're not sure.
- 05 Be truthful.** I want to hear from you, about your lived experiences and perspectives. Making things up doesn't help us do that and is disrespectful to the other students and myself.
- 06 Read through all the posts in a discussion thread before you respond to one** (so you are not asking a question that has already been asked or repeating something that someone else has already posted). You can always post a comment saying you agree with what someone else posted, but please elaborate on their point to contribute to the conversation.
- 07 Proof-read what you have written before you click PUBLISH.**
- 08** Do not change font sizes and/or colors unless you are trying to emphasize a point. It's the content of your message that counts, not the style.
- 09 Keep it on topic.** Please don't have a conversation about your plans for Saturday night, unless those are relevant to the discussion happening.
- 10 Do not share what is posted on the course's D2L site with ANYONE else.** Do not print, copy and paste, screen shot, show, or share in any other way anything that is posted on D2L or on any other platform used to communicate for the purposes of this course (e.g., Zoom meeting, Zoom chat, group chat or communication related to this course on any social media platform). The activities related to this course, whether what's posted on D2L or communicated in any other form between the instructor and students as well as among students is **completely confidential**. We all need to work together to keep it that way!



POLICY ON RELIGIOUS OBSERVANCE

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith. In this course, we are entirely sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. It is your responsibility if you wish to be absent or request any accommodations to make arrangements in advance with your instructor.



STUDENT ATHLETES

As stated in the MSU Faculty Handbook, student-athletes are excused from classes to participate in university-approved events or competitions. Before missing classes, student-athletes must present their instructors with a letter signed by both the director of the Student-Athlete Support Services and the faculty representative to the Athletic Council. These letters confirm the dates and locations of the out-of-town events and, depending on the schedule, may be issued as frequently as once a week. An excused absence does not excuse student-athletes from completing course work missed during their absences.



CHOSEN NAME AND PRONOUN POLICY

All people have the right to be addressed and referred to in accordance with their personal identity. Many people do not identify with the name on their birth certificate, school ID, or other forms of identification. In this class, I will include the opportunity for students to indicate the name and the pronouns they use. If you would like to change your name, you can do that through StuInfo. Your gender marker can be changed by filing a request at the Office of the Registrar at the Hannah Administration Building. More information about MSU's preferred name policy can be found at: <https://lbgtc.msu.edu/trans-msu/msu-preferred-name-policy/>. I will do my best to respect students by using the correct name and pronouns for them. Please advise me at any point if you need to update your name and/or pronouns in my records.



INTERNET ACCESS AND TECH. REQUIREMENTS

As this course is taught entirely online, using mostly synchronous instructional approaches, students are expected to have access to a reliable Internet connection, ability to access course learning software and technologies (i.e., D2L, email, Microsoft Teams, Zoom, FlipGrid). We understand that students may vary in terms of digital technology access, skills, and literacy. If you are experiencing any issues related to access of instructional technologies leveraged in this class and navigating these learning systems, please get in touch with us at your earliest convenience to develop a plan for you to succeed in this course.



MSU WEB ACCESSIBILITY POLICY

MSU is committed to facilitating access to university instruction, communication, research, and business processes, while enhancing community building for the broadest possible audience. The university strives to employ principles of Universal Design and Web Accessibility Technical Guidelines and standards in the design, implementation, enhancement, and replacement of Web content and services. In doing so, MSU aims to improve access to both current and emerging technologies. To this end, course materials will be provided in multiple formats to enhance accessibility. All video lectures are automatically captioned, lecture slides are presented in alternative, more accessible formats in addition to pdfs. Additionally, in some assignments, students are given the option to submit their work in multiple formats (e.g., written or recorded audio/visual). If you have any particular accommodations needed, please do not hesitate to contact me at your earliest convenience to better coordinate your accessible learning in this course.

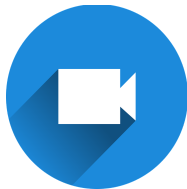


COMMERCIALIZED LECTURE NOTES & COURSE MATERIALS

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

- Students may not post recordings or other course materials online to distribute them to anyone not enrolled in this course without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
- Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Any student violating the conditions described above may face academic disciplinary sanctions, including receiving a penalty grade in this course.



COURSE RECORDINGS

Meetings of this course may be recorded. The recordings may be available to students registered for this class. This is intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. Doing so may result in disciplinary action. If the instructor or another University office plans other uses for the recordings beyond this class, students identifiable in the recordings will be notified to request consent prior to such use.



PROTECTING STUDENT DATA & PRIVATE INFORMATION

In this course, we will follow the utmost care with student's private data and information in accordance with the Student Privacy Guidelines and Notification of Rights under FERPA (<https://reg.msu.edu/ROInfo/Notices/PrivacyGuidelines.aspx>). Students in this course might be asked to record themselves or participate in zoom meetings that could be recorded. Students who do not wish to visually identify themselves (e.g., turn their cameras on) have the right to do so. None of the data and information shared with the instructor and the class will be used in any shape or form other than for purposes of this course and the learning in it.



TECHNICAL DIFFICULTIES

In the event of technical difficulties, students are expected to follow the procedures detailed in the D2L Help Site. Students are also encouraged to contact the MSU Distance Learning Services for any D2L-related technical difficulties using one of the following numbers: Local: (517) 432-6200; Toll Free: (844) 678-6200.



COMMUNICATION RECOMMENDATIONS

In a few years (if not sooner), you will all be employed and thrive in your respective future careers. Take this class as an opportunity to enhance your business communication skills. Treat this course and any communication amongst yourselves as well as with me (the instructor) as you would treat communication at your next job/place of work. Of course, organizations vary in their communication cultures, and this variability is sensitive to cultural and generational changes. However, I would like you to strive to showcase the utmost professionalism in communicating with me and other students for the purposes of this class. I encourage you to read the following article by Paul T. Corrigan and Cameron Hunt McNabb (2015) that provides some helpful tips on how to email your professor:

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>. I will highlight a few of these tips here:

- 01 Use a clear subject line.** The subject "Final Project Question" would be more effective than "heeeeeelp!" (and much better than a blank subject line).
- 02 Use a salutation and signature.** Instead of jumping right into your message or saying "hey" or "hi," begin with a greeting like "Hello" or "Good afternoon," and then address your professor by appropriate title and last name, such as "Prof. Alhabash" or "Dr. Alhabash." Similarly, instead of concluding with "Sent from my iPhone" or nothing at all, include a signature, such as "Best" or "Sincerely," followed by your name.
- 03 Use standard punctuation, capitalization, spelling and grammar.** Instead of writing "idk what 2 rite about my paper can you help??" try something like, "I am writing to ask about topics you covered in Lecture 2.4 this week."
- 04 Do your part in solving what you need to solve.** If you email to ask something you could look up yourself, you risk presenting yourself as less resourceful than you ought to be. But if you mention that you've already checked the syllabus, asked classmates and looked through old emails from the professor, then you present yourself as responsible and taking initiative. So, instead of asking, "What's our homework for this week?" you might write, "I looked through the syllabus and course website for this week's assignment, but unfortunately I am unable to locate it."



COMMUNICATION OF CLASS CHANGES

This class will use the D2L software management system (www.d2l.msu.edu) and email for communication purposes. It is your responsibility to check your email and the D2L site for the latest information. Ensure that you follow the D2L announcement for any class-related announcements throughout the semester.

COURSE SCHEDULE

This is a tentative schedule, which is subject to change. Changes will be announced in class, through email, or via D2L.

You are required to read 1 to 2 textbook chapters, watch 1-2 lectures (available on D2L), and complete weekly assignments (i.e., discussion posts, L2L discussion forum, final project). You may complete work early, but late work is not accepted. If you choose to acquire an earlier edition of the book, it is your responsibility to ensure that you are reading the correct chapters.

WEEK 1	READING, REVIEW, & REFLECTIONS	January 11 - 15
Learning Objectives	<ul style="list-style-type: none"> Develop a better understanding of the course and the final project. Get to know one another. Identify your final project teams and start working on the final project. 	
Readings	<ul style="list-style-type: none"> ADV 375 Syllabus ADV 375 Final Project Guidelines 	
Lectures	<ul style="list-style-type: none"> Lecture 1.1: Course Introduction Lecture 1.2: Final Project Overview 	
Assignments	<ul style="list-style-type: none"> DP#1 FRIDAY, January 22, 2021 @ 11:55 PM EST DP#1 Comments FRIDAY, January 22, 2021 @ 11:55 pm EST (optional) 	
WEEK 2	CB OVERVIEW & MARKET SEGMENTATION	January 18 - 22
Learning Objectives	<ul style="list-style-type: none"> Examine the evolution of marketing in the information age. Understand market segmentation, targeting, and positioning concepts. 	
Readings	<ul style="list-style-type: none"> Chapter 1: Consumer Behavior and Technology Chapter 2: Market Segmentation and Real-Time Bidding 	
Lectures	<ul style="list-style-type: none"> Lecture 2.1: Introduction to Consumer Behavior Lecture 2.2: Segmentation and Targeting 	
Assignments	<ul style="list-style-type: none"> WEEK 2 QUIZ FRIDAY, January 22, 2021 @ 11:55 PM EST L2L FORUM closes on SUNDAY, January 24, 2021 @ 11:55 pm EST 	
WEEK 3	CONSUMER RESEARCH	January 25 - 29
Learning Objectives	<ul style="list-style-type: none"> Learn and review different research methodologies and techniques. Define a consumer research problem. 	
Readings	<ul style="list-style-type: none"> Chapter 16: Consumer Research 	
Lectures	<ul style="list-style-type: none"> Lecture 3.1: Consumer Research 	
Assignments	<ul style="list-style-type: none"> WEEK 3 QUIZ FRIDAY, January 29, 2021 @ 11:55 PM EST FP1: PROPOSAL SUNDAY, January 31, 2021 @ 11:55 PM EST FP PROGRESS REPORT #1 SUNDAY, Jan. 31 2021 @ 11:55 PM EST L2L FORUM closes on SUNDAY, January 31, 2021 @ 11:55 pm EST 	

WEEK 4

CONSUMER PSYCHOLOGY

February 1 - 5

- Learning Objectives**
- Examine consumers from psychological perspectives related to their needs, motivations, and goals.
 - Understand how consumer perceptions affect consumer behaviors, including purchase and consumption.

- Readings**
- Chapter 3:** Consumer Motivation and Personality
 - Chapter 4:** Consumer Perception and Positioning

- Lectures**
- Lecture 4.1 Motivation & Personality
 - Lecture 4.2: Consumer Perception

- Assignments**
- DP#2** | THURSDAY, February 4, 2021 @ 11:55 PM EST
 - DP#2 Comments** | FRIDAY, February 5, 2021 @ 11:55 pm EST
 - WEEK 4 QUIZ** | FRIDAY, February 5, 2021 @ 11:55 PM EST
 - L2L FORUM** closes on SUNDAY, February 7, 2021 @ 11:55 pm EST

WEEK 5

CONSUMER LEARNING

February 8 - 12

- Learning Objectives**
- Explore the role of information processing in consumer behavior as it relates to learning.

- Readings**
- Chapter 5:** Consumer Learning

- Lectures**
- Lecture 5.1: Consumer Learning

- Assignments**
- WEEK 5 QUIZ** | FRIDAY, February 12, 2021 @ 11:55 PM EST
 - FP2 BACKGROUND** | SUNDAY, February 14, 2021 @ 11:55 PM EST
 - FP PROGRESS REPORT #2** | SUNDAY, Feb. 14, 2021 @ 11:55 PM EST
 - L2L FORUM** closes on SUNDAY, February 14, 2021 @ 11:55 pm EST

WEEK 6

ATTITUDES & PERSUASION

February 15 - 19

- Learning Objectives**
- Learn how to assess attitude formation and change related to cognitive processing.
 - Examine different elements of persuasion as they relate to measuring advertising effectiveness.

- Readings**
- Chapter 6:** Consumer Attitude Formation and Change
 - Chapter 7:** Persuading Consumers

- Lectures**
- Lecture 6.1: Attitude Formation and Change
 - Lecture 6.2: Persuading Consumers

- Assignments**
- DP#3** | THURSDAY, February 18, 2021 @ 11:55 PM EDT
 - DP#3 Comments** | FRIDAY, February 19, 2021 @ 11:55 PM EDT
 - WEEK 6 QUIZ** | FRIDAY, February 19, 2021 @ 11:55 PM EDT
 - L2L FORUM** closes on SUNDAY, February 21, 2021 @ 11:55 pm EST

WEEK 7	MEDIA EVOLUTION	February 22 - 26
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Learning Objectives ■ Explore persuasive strategies across media; from print, to broadcast, to social and mobile media.

Readings ● **Chapter 8:** From Print and Broadcast Advertising to Social and Mobile Media

Lectures ■ Lecture 7.1: Media Evolution

Assignments ▶ **WEEK 7 QUIZ** | FRIDAY, February 26, 2021 @ 11:55 PM EDT
▶ **L2L FORUM** closes on SUNDAY, February 28, 2021 @ 11:55 pm EST

WEEK 8	FINAL PROJECT WORK	March 1 - 5
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Learning Objectives ■ Work on the final project.

Readings ● **None**

Lectures ■ None

Assignments ▶ **Optional Assignment** | SUNDAY, March 7, 2021 @ 11:55 pm EST

WEEK 9	SOURCES OF PERSUASION	March 8 - 12
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Learning Objectives ■ Examine the effects of sources, endorsers, and influencers on persuasion.
■ Identify the role of family consumer socialization and apply it to geo-demographic segmentation.

Readings ● **Chapter 9:** Reference Groups and Communities, Opinion Leaders, and Word-of-Mouth
● **Chapter 10:** The Family and Its Social Standing

Lectures ■ Lecture 9.1: Reference Groups
■ Lecture 9.2: Family

Assignments ▶ **WEEK 9 QUIZ** | FRIDAY, March 12, 2021 @ 11:55 PM EST
▶ **FP3 METHOD** | SUNDAY, March 14, 2021 @ 11:55 PM EDT
▶ **MID-TERM S&P EVALUATION** | SUNDAY, March 14, 2021 @ 11:55 PM EDT (URL on D2L)
▶ **FP PROGRESS REPORT #3** | SUNDAY, March 14, 2021 @ 11:55 PM EDT
▶ **L2L FORUM** closes on SUNDAY, March 14, 2021 @ 11:55 pm EDT

WEEK 10

CULTURAL VALUES

March 15 - 19

Learning Objectives ■ Understand the role and importance of culture as it relates to consumer behavior.

Readings ● **Chapter 11:** Cultural Values and Consumer Behavior

Lectures ■ Lecture 10.1: Cultural Influences

Assignments ▶ **DP#4** | THURSDAY, March 18, 2021 @ 11:55 PM EDT
 ▶ **DP#4 Comments** | FRIDAY, March 19, 2021 @ 11:55 PM EDT
 ▶ **WEEK 10 QUIZ** | FRIDAY, March 19, 2021 @ 11:55 PM EDT
 ▶ **L2L FORUM** closes on SUNDAY, March 21, 2021 @ 11:55 pm EDT

WEEK 11

CULTURAL INFLUENCES

March 22 - 26

Learning Objectives ■ Examine how sub-cultures reflect consumer behavior and how to effectively target subcultural groups.
 ■ Explore different approaches for global communication.

Readings ● **Chapter 12:** Subcultures and Consumer Behavior
 ● **Chapter 13:** Cross-Cultural Consumer Behavior: An International Perspective

Lectures ■ Lecture 11.1: Subcultures
 ■ TED Talk: The danger of a single story | Chimamanda Ngozi Adichie
 ■ Lecture 11.2: Cross Cultural Influences

Assignments ▶ **WEEK 11 QUIZ** | FRIDAY, March 26, 2021 @ 11:55 PM EDT
 ▶ **L2L FORUM** closes on SUNDAY, March 28, 2021 @ 11:55 pm EDT

WEEK 12

DECISION MAKING

Mar. 29 - April 2

Learning Objectives ■ Understand how consumers make buying decisions.

Readings ● **Chapter 14:** Consumer Decision-Making and Diffusion of Innovations

Lectures ■ Lecture 12.1: Consumer Decision Making & DoI

Assignments ▶ **DP#5** | THURSDAY, April 1, 2021 @ 11:55 PM EDT
 ▶ **DP#5 Comment** | FRIDAY, April 2, 2021 @ 11:55 PM EDT
 ▶ **WEEK 12 QUIZ** | FRIDAY, April 2, 2021 @ 11:55 PM EDT
 ▶ **L2L FORUM** closes on SUNDAY, April 4, 2021 @ 11:55 pm EDT

WEEK 13	MARKETING ETHICS	April 5 - 9
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Learning Objectives ■ Examine ethical concerns related to marketing, advertising, and promotion.

Readings ● **Chapter 15:** Marketing Ethics and Social Responsibility

Lectures ■ Lecture 13.1: Marketing Ethics

Assignments ▶ **WEEK 13 QUIZ** | FRIDAY, April 9, 2021 @ 11:55 PM EDT
 ▶ **FP4 FINDINGS** | SUNDAY, April 11, 2021 @ 11:55 PM EDT
 ▶ **FP PROGRESS REPORT #4** | SUNDAY, April 11, 2021 @ 11:55 PM EDT
 ▶ **L2L FORUM** closes on SUNDAY, April 11, 2021 @ 11:55 pm EDT

WEEK 14	FINAL PROJECT WORK	April 12 - 16
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Learning Objectives ■ Work on final project

Readings ● **None**

Lectures ■ None

Assignments ▶ **None**

WEEK 15	FINAL PROJECT WORK	April 19 - 21
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Learning Objectives ■ Work on final project
 ■ Submit final project and final project video presentation

Readings ● **None**

Lectures ■ None

Assignments ▶ **FP5 FINAL SUBMISSION** | WEDNESDAY, April 21, 2021 @ 11:55 PM EDT
 ▶ **FINAL PROJECT VIDEO PRESENTATION** | WEDNESDAY, April 21, 2021 @ 11:55 PM EDT
 ▶ **FP PROGRESS REPORT #5** | WEDNESDAY, April 21, 2021 @ 11:55 PM EDT