Term Information

Effective Term: Autumn 2016

Previous Value: Autumn 2014

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Edit course title and course description; update course prerequisites

What is the rationale for the proposed change(s)?

The proposed course changes reflect the replacement of requirements for admission to the major with appropriate course prerequisites, and a fine tuning of course focus post-semester conversion.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Consumer Sciences

Fiscal Unit/Academic Org: Department of Human Sciences - D1251

College/Academic Group: Education & Human Ecology

Level/Career: Undergraduate

Course Number/Catalog: 3940

Course Title: Consumer Information: Methods of Data Analysis

Previous Value: The Multicultural Consumer: Methods of Data Analysis

Transcript Abbreviation: Consumer Info

Previous Value: Multicultural Cons

Course Description: Application of marketing research and statistical analysis using spreadsheet applications to examine consumers, consumption patterns, workforce behavior, and retailer/marketplace responses.

Previous Value: Application of marketing research and statistical analysis using spreadsheet applications to examine multicultural consumers and how diversity impacts consumption, the workplace, and retailer/marketplace responses.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)

Does any section of this course have a distance education component? Yes

Is any section of the course offered:

100% at a distance
Greater or equal to 50% at a distance
Less than 50% at a distance

Grading Basis: Letter Grade

Repeatable: No

Course Components: Lecture
Prerequisites and Exclusions

Prerequisites/Corequisites
- Prereq: Stat 1350 or 1430 or 1450 and CSE 1111 or 2111

Previous Value
- Prereq: Stat 1350 (135), 1430 (133), or 1450 (145).

Exclusions
- Not open to students with credit for 340.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 19.0402
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes
- Accurately interpret data relevant to the characteristics and resources of consumers
- Apply and use statistical tools and measures to describe and compare characteristics and resources of consumers in different market segments
- Present information on consumers using factual narratives, charts, figures, graphs and tables
- Identify demographic and cultural factors that influence the buying and purchasing behavior of diverse market segments in the U.S.
- Identify basic factors that influence marketing to diverse consumer segments within the U.S.
- Demonstrate acquisition of knowledge, understanding, and appreciation of the importance of culture, as well as other demographic characteristics, in successfully meeting the needs of U.S. multicultural consumers in the marketplace and workplace.
Content Topic List

- Demographic, economic, and social characteristics of U.S. consumers (i.e. age, race, ethnicity, income, wealth, household type, education)
- Using secondary data and online information databases
- Descriptive statistics - describing consumers in market segments
- Determining differences between consumers in different market segments
- Determining relationships between variables
- Preparing and presenting research results
- Visual displays of data (tables, graphs, and charts)

Attachments

- CON SCI 3940 Syllabus.pdf: CONSCI 3940 Syllabus
  (Syllabus. Owner: Montalto, Catherine P)

Comments

Workflow Information

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<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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CON SCI 3940 Consumer Information: Methods of Data Analysis (3 cr.)

Instructor: Catherine P. Montalto
115 F Campbell Hall
Phone: 614-292-4571
Email: montalto.2@osu.edu

Office Hours: Email the instructor to arrange individual appointments at a mutually convenient time

Course Description
Application of marketing research and statistical analysis using spreadsheet applications to examine multicultural consumers and how diversity impacts consumption, the workplace, and retailer/marketplace responses.

Prerequisites: Stat 1350 or 1430 or 1450 and CSE 1111 or 2111.

Course Format
CON SCI 3940 is an online course and there are no face-to-face class sessions. The course website provides the platform for dissemination of course instructional material including video lectures and video demonstrations. The required textbook for the course is available in hardback and electronic formats. Additional required readings are posted on the course website. All learning activities and examinations are administered online.

Course Expectations
Some of you have taken online courses previously, while for others this is your first experience in an online course. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technological skill that can make them more demanding for some students. Students and the instructor share mutual responsibility for a successful learning experience!

Students are expected to
- review the course syllabus and the course website and ask for any clarification needed
- log onto the course website regularly to access course material and announcements
- read all assigned material and review all information required for each course module
- submit learning activities and the course project by the corresponding due dates
- complete the examinations by the corresponding deadlines
- review grades posted to the course website and notify the instructor immediately of any errors; the deadline for communicating all grade related issues to the instructor is 5:00 PM on the last day of regularly scheduled semester classes (Official Academic Calendar http://registrar.osu.edu/staff/bigcal.asp)
- notify the instructor immediately if extenuating circumstances interfere with participation in the course
- have an active OSU e-mail account and check the account daily for course related email
- take an active role in your learning – learning is a verb, not a noun!

Students can expect the instructor to
- develop and provide instructional material to facilitate student learning
- provide clear guidance on the course expectations and requirements
- provide criteria for evaluation of the learning activities and course project
- visit the course website daily
- send email weekly, summarizing upcoming due dates and deadlines, to assist with pacing course progress
- respond to email within one business day, excluding weekends
- meet with students during scheduled appointments (use OSU email to schedule appointments)
- post grades for learning activities within ten days of the due date
Required technology
FOR HELP: For help with your password, university email, or any other technology issues, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7. Visit the Technical Support page for assistance.
For help with Canvas contact Canvas-support from the Office of Distance Education and eLearning

Necessary equipment:
- reliable, current PC or Mac computer with high-speed internet connection and the following software installed:
  - Firefox web browser
  - Microsoft Office, or a free alternative such as LibreOffice
  - Adobe Reader, or an alternative PDF reader
  - Microsoft Reader, or an alternative Microsoft reader

Baseline technical skills:
- basic computer and web-browsing skills
- navigating the course management system

Technology skills for this course:
- using Microsoft office to create and save documents, power point presentations, spreadsheets, and graphs
- communicating via email including sending attachments
- communicating using a discussion board
- submitting assignments and files online
- navigating Canvas including using discussions, quizzes, inbox, and grades

Course Objectives
Following successful completion of this course, the student should be able to:
1. Identify demographic and cultural factors that influence the buying and purchasing behavior of diverse market segments in the U.S.
2. Identify basic factors that influence marketing to diverse consumer segments within the U.S.
3. Accurately interpret data relevant to the characteristics and resources of U.S. consumers.
4. Apply and use statistical tools and measures to describe characteristics and resources of U.S. consumers.
5. Present information on U.S. consumers using factual narratives, charts, figures, graphs, and tables.
6. Demonstrate acquisition of knowledge, understanding, and appreciation of the importance of culture, as well as other demographic characteristics, in successfully meeting the needs of U.S. multicultural consumers in the marketplace and in the workplace.

Required Course Materials

NOTE: The tenth edition of the textbook is sufficient for this class and should be available at a more reasonable price than the eleventh edition. If you purchase the eleventh edition, there are some differences in content. A document is provided on the course website that identifies the chapters that most closely correspond between the tenth and eleventh editions of the textbook.
Additional required course readings are available on the course website.

Course Requirements and Grading

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<td>Learning Activities</td>
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<td>Mid-Term Examination</td>
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<td>100 points</td>
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<tr>
<td>End-of-Term Examination</td>
<td>25%</td>
<td>100 points</td>
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<td>Course Project</td>
<td>25%</td>
<td>100 points</td>
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<td>Total</td>
<td>100%</td>
<td>400 points</td>
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BONUS POINTS: You will have the opportunity to (1) complete a student survey and (2) post a self-introduction to your group discussion board during the first week of the semester. I hope you will do both! Completion of each will result in 5 points added to your total accumulated points in the course – for a total of 10 bonus points that will count toward the total points you earn in the course!
**Course Grade** The course final grade will be determined according to the following scale:

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<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>372-400</td>
<td>B+</td>
<td>87-89%</td>
<td>348-359.9</td>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
<td>360-371.9</td>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
<td>320-331.9</td>
<td>C-</td>
<td>70-72%</td>
<td>280-291.9</td>
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<td>59%</td>
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**Netiquette**

Netiquette refers to the guidelines to follow while communicating online. Specifically in this course, netiquette covers the guidelines for posting to group discussions and writing email. We all know that it is important to be polite when talking to someone in person. Similarly, it is important to be polite when communicating electronically.

**Posting to group discussions:**
- Prepare appropriately for your participation in the group discussions by reading the instructions and all required materials carefully.
- Post well-written information that follows the instructions and is relevant to the discussion topic.
- Carefully proof read your message before posting.
- Choose words carefully so that your point is expressed clearly.
- Always be constructive and tactful when responding to posts from other group members and when providing peer feedback.
- Remember that posts to a group discussion are read by all members of the group. Do not say anything in a post to the group discussion that you wouldn’t say in public.
- Don’t share confidential information in a group discussion.

**Writing email:**
- Use your OSU Buckeyemail account for all correspondence with the course instructor.
- Put “CON SCI 3940” in the subject line when emailing the instructor.
- Carefully read your email message for correct grammar, spelling, punctuation, and capitalization before sending.
- Be clear and specific so that I am able to understand your message and to respond appropriately.

The University Center for the Advancement of Teaching provides a more extensive list of recommendations for netiquette in electronic class discussions (http://ucat.osu.edu/Old-Files/Publications/elecdisc/pages/netiq.htm) from which the guidelines for this course have been adopted.

**Video Lectures**

The lectures corresponding to each module are provided in two formats, (1) a video lecture, and (2) a power point presentation. The content is the same in both, so choose the format that you prefer. If you download the power point presentation, view in normal mode, and enlarge the “notes” section, you can see the script from the video lecture. If you have issues viewing the video lectures or using Mediasite, please contact EHE Educational Technology at 688-1248 or ehe-edtech@osu.edu

**Learning Activities**

Over the course of the semester there are thirteen learning activities worth ten points each. The three learning activities with the lowest points will be dropped leaving the ten learning activities with the highest points counting toward the course grade. The learning activities include chapter quizzes, data exercises, group discussions, and peer feedback. All learning activities will be administered via the course website and each student is responsible for accessing each learning activity from the course website. Due dates for learning activities are listed in the syllabus and on the course website, and activities must be completed by 11:59 PM on the due date. *No late activities will be accepted and a grade of zero will be given.*

**Chapter quizzes.** There are six chapter quizzes worth ten points each. Each quiz consists of ten multiple choice questions focusing on concepts and vocabulary in the corresponding chapter in the course textbook. The questions are pulled from a test bank and randomized on each quiz. The time limit on each quiz is 45 minutes. Quizzes may be taken twice during the quiz window with the higher score recorded as the grade.

**Data exercises.** There are three data exercises worth ten points each. The data exercises cover data tools on the Census website, calculation of population ratios, and using Excel to calculate descriptive statistics. The time limit on
each exercise is 45 minutes. Exercises may be taken twice during the exercise window with the higher score recorded as the grade.

Group discussions. There are three group discussions worth ten points each. Topics for group discussions include graphing comparative data, social media, and culture. Expectations, requirements, and evaluation criteria for these discussions are posted on Carmen.

Peer feedback. The completed project plan for the course project will be submitted online for grading by the instructor. In addition, the completed project plan will be uploaded to the Group Discussion, Peer Feedback as an attachment. The following week, you will review and provide constructive feedback on project plans to two group members. Expectations, requirements, and evaluation criteria for this peer feedback are posted on the course website.

Examinations
A mid-term examination and an end-of-term examination will be administered via the course website. Each examination consists of 50 multiple choice questions (each question worth 2 points) covering the untested content up to the date of the examination. The questions test recall and application of course content from the textbook and other assigned readings, the lectures, and the class learning activities. No examination is cumulative.

Each examination will be available for one designated day from 6:00 AM until 11:59 PM. The time limit on each examination is 1 hour and 45 minutes from the time the exam is started. The examination window will close at 11:59 PM so to allow yourself the full 1 hour and 45 minutes you need to start the exam by 10:14 PM. This is a “real-time” exam and the exam cannot be restarted or reset once it is begun. Once a student begins the examination, he/she must complete the examination within 1 hour and 45 minutes. Only one attempt per examination is allowed. You are encouraged to take the examination during regular business hours so that technical support is more readily available. If you experience problems in Canvas you should use the Help link in Canvas located in the bottom left corner of the global navigation; this link will bring up a menu that includes an option to send email. You can also contact canvas-support@osu.edu.

Preparing for examinations: A study guide will be available on the course website one week prior to each examination. Each study guide will identify the definitions and concepts that will be tested on the examination. The study guide provides students with an opportunity to apply the data interpretation and data application skills developed in the course while obtaining the information necessary for successful completion of the examination. In previous semesters students have found the study guides to be very helpful in preparing for the examinations.

Make-up examinations Students who miss an examination without prior approval by the instructor will receive a grade of zero on the missed examination. Prior approval to miss an examination will be given in the event of extenuating circumstances and the student will be expected to present proof of such extenuating circumstances. All make-up examinations will be timed, closed book, short answer/essay examinations. Make-up examinations will be scheduled at the convenience of the instructor.

Course Project: Consumer Segment Profile
The course project provides first-hand experience in locating, accessing, and accurately interpreting information on U.S. consumers. The course project consists of preliminary work (i.e. generating data tables via the American FactFinder tool), completion of a project plan, and the preparation of a consumer segment profile—a two-page factual summary of at least five characteristics of a selected consumer segment including factual text, accurate citation of data, and data graphs. The data must come from the American Community Survey and be generated using the American FactFinder tool on the U.S. Census Bureau website. The consumer segment profile should be planned and designed to be useful to a business or organization considering whether to provide products or services to this consumer segment. Appearance and presentation are as important as content!

The course project is worth a total of 100 points—4 points from the PDF file of the data tables, 21 points from the project plan, and 75 points from the consumer segment profile. Each student must turn in her/his own independent work for both the project plan and the consumer segment profile. The data tables, project plan, and consumer segment profile must be submitted online before the assigned due dates. No late work is accepted and a grade of zero will be given. A sample PDF file of the data tables, completed project plan, and completed consumer segment profile are available on the course website.
Preliminary work

- NOTE: You may NOT select Columbus, Ohio as the consumer segment of interest or comparison for your project.
- Select a "consumer segment" of interest (i.e. the population of a city, a county, or a state) and a consumer segment that will be used as the comparison/reference group (i.e. a relevant state population, or the US population). For example, you might compare Seattle and the state of Washington. Or you could compare the state of Washington and the state of Oregon. Or you might compare the state of Washington to the United States. Use the American FactFinder tool on the U.S. Census Bureau website to generate data tables for these two segments of the US population.

1. To generate data tables for a consumer segment defined by geographic location, navigate to the American FactFinder main page at http://factfinder2.census.gov
2. Click on the Advanced Search tab either along the top navigation bar or the left navigation bar. If you use the tab in the left navigation bar, click Show me all.
3. Click on Geographies on the left navigation bar to display the Geographies Overlay. The Geographies Overlay appears over the Search Results page.
4. The Geographies Overlay will display a textbox, Select a Geographic Type. Depending on your interest, select State, County, or Place. (NOTE: A city would be classified as a Place.)
5. Select a State textbox will appear. Select the state of interest from the drop down menu (ex. "Washington").
6. If your interest is a city or county, Select One or More Geographic Areas textbox will appear. Select your consumer segment of interest from the drop down menu (ex. "Seattle city, Washington").
7. Click Add to Your Selections. Notice Your Selections in the upper left-hand corner is now updated with the consumer segment you have selected.
8. Repeat for your comparison group. If your comparison group is the United States, make this selection in step 4 and then move to step 7. If your comparison group is a state, complete steps 4 and 5, and then move to step 7. If you comparison group is another city, complete steps 4, 5 and 6, and then move to step 7. Notice Your Selections in the upper left-hand corner is now update with the focal and comparison consumer segments you have selected.
9. Close the Geographies Overlay by clicking on the X in the upper right hand corner.
10. Find the box in the upper right-hand portion of the page: Show results from and use the drop down menu to select 2014
11. Review the Search Results for your consumer segments and select the data tables for your course project. You must select Table S0501 SELECTED CHARACTERISTICS OF THE NATIVE AND FOREIGN-BORN POPULATION. You may select additional tables, but Table S0501 contains sufficient data for completing the course project so it is fine to select this single table.
12. Use 1-year estimates when available. If 1-year estimates are not available, use 3-year or 5-year estimates. The American Community Survey produces 1-year estimates for areas with population of 65,000+; 3-year estimates for areas with population of 20,000+; and 5-year estimates for all geographic areas. For valid comparisons use the same type of estimates for the two consumer segments. So if only 3-year or 5-year estimates are available for one of your consumer segments, use the same type of estimates for the second consumer segment.
13. Click View located in the upper left-hand or lower left-hand portion of the page. Once the data tables are generated review the tables (arrow keys in the upper right hand corner of the page enable you to navigate from table to table) to confirm that you have produced the data you intended to produce.
14. NOTE: Table S0501 will contain columns for the total population, as well as separate columns for the native, foreign born, foreign born naturalized citizens, and foreign born who are not U.S. citizens for each consumer segment. You can use the Actions: Modify Table tool in the upper left-hand portion of the page to delete all but the total population columns (by 'unchecking' each column) for each consumer segment before downloading your table. When you have the data table that you will use for your course project, click Download. A dialogue box will open and you should select: Presentation-ready format: PDF; Orientation: Portrait; and Paper size: 8½"x11", then click OK. The PDF table should download quickly (5-10 seconds). When you receive the notice “Your file is complete”, click the Download button and save the table as a PDF file. Once the PDF file is complete, open and view the file.
15. Save the PDF file of the data tables for your focal consumer segment and the comparison consumer segment to your computer or flash drive. Submit the PDF file(s) online before the due date.
Project Plan

- **NOTE:** You may NOT select Columbus, Ohio as the consumer segment of interest or comparison for your project.
- Download the template for the project plan from the course website.
- Complete the template, providing the following information:
  - Consumer segment chosen for the project
  - Consumer segment that will be used as the comparison group
  - Five characteristics of the consumer segment that will be compared and explained in the profile
  - Three (3) bar or column graphs prepared in Microsoft Word or Excel that illustrate and compare three of the five selected characteristics for the focal and comparison consumer segments. Each graph should have a complete, informative title that identifies 1) the consumer segment, 2) the year of the data, and 3) the characteristic(s) illustrated in the graph. The x-axis and y-axis should be clearly labeled. If applicable, categories should be clearly labeled in a legend or on the chart. If Excel is used to create the graphs, insert the graphs directly into the project plan template so your project plan can be submitted as a single file.
  - The introductory paragraph (at least 4-5 complete sentences) to the consumer segment profile. The introductory paragraph should identify the focal and comparison consumer segments and must highlight all five comparisons that will be developed in detail in the body of the profile. Do not merely list the five characteristics, but instead highlight the comparison (i.e. consumer segment x is generally younger than consumer segment y). Use factual information to clearly and succinctly describe why a business or organization might consider providing products or services to the focal consumer segment. For example, is the consumer segment representative of, or perhaps very different from, the U.S. population? Or is the consumer segment a "large" segment in terms of population size, market share, or consumer spending? Or is the consumer segment rapidly growing making it a viable target market? Focus on factual information that is supported by the data tables – do not include subjective information or opinions. CAUTION: Do not draw the conclusion that the focal consumer segment is NOT a viable consumer segment. For example, while high average household income may make a consumer segment a viable target market for a specialty retailer, consumer segments with low average household income may be a viable target market for discount retailers. Study the characteristics of your consumer segment carefully and make factual statements based on information in the data tables.
  - Reference citation for your data. A complete reference citation for dynamically generated tables from the American FactFinder includes: the government organization, the database, the name of the person who generated the tables, the software package used, the URL of the application software’s main page, the date (within parenthesis) when the user generated the tabulation as illustrated in the following example:
    U.S. Census Bureau; American Community Survey, 2013 American Community Survey 1-Year Estimates, Table S0501; generated by <your name> using American FactFinder; <http://factfinder2.census.gov>; (August 5, 2015).

- Submit the completed project plan online by the due date. No late project plans will be accepted. The project plan that you submit online will be graded by the instructor and comments/suggestions will be provided that can be used to strengthen the consumer segment profile.
- In addition to submitting your completed project plan online, you should also post your completed project plan as an attachment to the Group Discussion: Peer Feedback.
- Grading rubric for project plan – Total of 25 possible points*

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<tr>
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<td>Five characteristics of the consumer segment clearly identified</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td>Three graphs used to illustrate at least three of the five characteristics</td>
<td>6 points</td>
</tr>
<tr>
<td></td>
<td>The introductory paragraph to the consumer segment profile</td>
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</tr>
<tr>
<td></td>
<td>Reference citation for the data tables</td>
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<tr>
<td></td>
<td>PDF files of the data tables for the consumer segments uploaded to the course website</td>
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</tr>
<tr>
<td></td>
<td>Completed project plan posted as an attachment to the “Peer Feedback” Group Discussion</td>
<td>2 points</td>
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</tbody>
</table>

*This includes the 21 points for the project plan and the 4 points for the data tables
Consumer Segment Profile

- NOTE: You may NOT select Columbus, Ohio as the consumer segment of interest or comparison for your project.
- Using your project plan as a guide, prepare a two-page (single spaced) consumer segment profile that effectively and accurately summarizes factual information about the selected consumer segment and makes interesting comparisons to the comparison consumer segment. In addition to factual text the profile must include accurate citation of data and data graphs. The profile should be planned and designed to be useful to a business or organization considering whether to provide products or services to this consumer segment. Appearance and presentation are as important as content! Graphs should be formatted and sized and inserted into the text near to where they are discussed. Use the “text wrap” feature in Microsoft Word to make effective use of the two-page format and to ensure that graphs are placed adjacent to the text where they are discussed. Be sure to consider comments/suggestions provided on your project plan by the instructor and the peer feedback.
- Your name should NOT appear on the profile.
- The profile should be written in a clear technical writing style with intent to inform the reader. Technical style requires the use of clear, concise and accurate language; succinct sentences; and the absence of unnecessary words. Technical writing intends to inform and educate, and not to mislead or manipulate. In addition to factual text, the profile must include accurate citation of data and the data graphs within the written portion of the profile. Do not write in first person, and do not use informal or casual prose.
- Requirements for the consumer segment profile:
  - Introductory paragraph (at least 4-5 complete sentences) clearly identifies the focal and comparison consumer segments, highlights the comparisons that will be developed in detail in the body of the profile, and provides the rationale/justification for interest in the focal consumer segment. IMPORTANT: edit, as appropriate, the introductory paragraph submitted for the project plan, incorporating all feedback.
  - Information for at least five population characteristics is accurately and effectively presented in the text. Content is focused on factual information. Actual data are accurately cited to support comparisons in the text.
  - Three bar or column graphs (prepared specifically for this project using graph functions in Microsoft Word or Excel) are used to visually illustrate three of the five selected characteristics of the consumer segment. All data illustrated in the graphs are also discussed in the text. Each graph has a complete, informative title that identifies 1) the consumer segment, 2) the year of the data, and 3) the characteristic(s) illustrated in the graph. The x-axis and y-axis are clearly labeled. If applicable, categories are clearly labeled in a legend or on the chart. The graphs should be incorporated into the text within the two-page profile. Use the chart tools in Microsoft word to effectively format the graphs, wrap text, and incorporate effective design features.
  - Concluding paragraph (at least five complete sentences) succinctly highlights the relevant characteristics of the focal consumer segment, summarizes all five comparisons, and restates the rationale/justification for interest in the focal consumer segment.
  - Reference list conforms to format provided and includes a full citation for the data tables. (Review format guidelines provided in the instructions for the Project Plan.)
  - Profile is effectively organized and clearly written, uses one-inch margins, single spacing, and 11- or 12-point font. Profile effectively uses the two-page format, and is no longer than two-pages including the equivalent of at least 1 ¼ pages of text, and no more than the equivalent of ¾ of one page for the graphs and the reference citations. Required word count for the text (excluding graphs and reference lists) is 650-750 words. A smaller font may be used for the reference citations.
- Review the information in the course syllabus on academic integrity.
- Save the two-page profile as a PDF file and name the file with your last name (filename: lastname.pdf).
- Submit the completed consumer segment profile (saved as a PDF file) online by the due date. No late consumer segment profiles will be accepted.
- The consumer segment profile must be saved as a PDF and submitted online as a PDF. Files that are not in PDF format will receive a grade of zero.
- Grading rubric for consumer segment profile – Total of 75 possible points

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Content is complete and exceeds minimum requirements for all components</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 points</td>
<td>Graphs (3) are complete and exceed minimum requirements for all components</td>
</tr>
<tr>
<td></td>
<td>Excellent professional written and visual communication skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Content is nearly complete and exceeds minimum requirements for most components</th>
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</thead>
<tbody>
<tr>
<td>68 points</td>
<td>Graphs (3) exceed minimum requirements for most components</td>
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</tbody>
</table>
Good professional written and visual communication skills

<table>
<thead>
<tr>
<th>Content is complete and meets the minimum requirements for most components</th>
<th>63 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphs (3) meet minimum requirements for most components</td>
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</tr>
<tr>
<td>Above average professional written and visual communication skills</td>
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</tbody>
</table>

Content is incomplete and meets the minimum requirements for some components

<table>
<thead>
<tr>
<th>Graphs (3) meet minimum requirements for some components</th>
<th>55 points</th>
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</thead>
<tbody>
<tr>
<td>Average professional written and visual communication skills</td>
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</tbody>
</table>

Content is incomplete and does not meet the minimum requirements for all components

<table>
<thead>
<tr>
<th>Graphs (3) do not meet the minimum requirements</th>
<th>48 points</th>
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</thead>
<tbody>
<tr>
<td>Below average professional written and visual communication skills</td>
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</tbody>
</table>

### POLICIES RELATED TO ALL COURSE WORK

**Academic integrity:** You are expected to complete all course work with fairness and integrity. You are encouraged to review “Ten Suggestions for Preserving Academic Integrity” [http://oaa.osu.edu/coamtensuggestions.html](http://oaa.osu.edu/coamtensuggestions.html). In particular, acknowledge the sources that you use when completing assignments, do not fabricate information, do your own work, and protect your work and the work of others. If you have any questions, please ask!

**Due dates:** Due dates for all learning activities and the course project are listed in the course syllabus and on the course website. Any necessary changes in due dates will be posted on the course homepage and each student is responsible for receiving such information. No late work is accepted and a grade of zero will be given.

**Extra credit:** None is given.

**Grade posting and feedback on assignments:** All grades will be posted to the course website. Feedback on the project plan and the consumer segment profile will be provided via the Comment function on the course website. Students wishing to review midterm or final examinations should schedule an appointment with Dr. Montalto.

**Questions about grades:** Students wishing to appeal the grading of any course work, including examinations, must make the appeal in writing to Dr. Montalto within seven calendar days after the grade is posted to the course website. The request must include a clear description of why the student believes the work was incorrectly graded.

**Academic Misconduct** The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the *Code of Student Conduct* [http://studentaffairs.osu.edu/csc/](http://studentaffairs.osu.edu/csc/)

**Course Accommodations** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/).

**Grievances and Solving Problems** According to University Policies available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor; then, if necessary, with the department chairperson, college dean, and provost, in that order.” Specific procedures are outlined in Faculty Rule 3335-7-23, which states “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”
**Statement on Diversity** The Department of Human Sciences affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**COMPLETE CITATIONS FOR ASSIGNED READINGS AVAILABLE ON THE CARMEN COURSE WEBSITE**


<table>
<thead>
<tr>
<th>Module opens at 6:00 AM on</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Required Work</th>
<th>Due before 11:59 PM on Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Consumers in the Marketplace</td>
<td>Solomon, Chapter 1 “Buying, Having, and Being” “The changing face of the US consumer”</td>
<td>Student Survey</td>
<td>Week 1</td>
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<td></td>
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<td>“Census shows how suburbs stack up”</td>
<td>Self-introduction</td>
<td>Week 1</td>
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<tr>
<td></td>
<td>Sources of Information on Consumers</td>
<td>Census Bureau website - ACS</td>
<td>Quiz, Chapter 1</td>
<td>Week 1</td>
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<tr>
<td></td>
<td></td>
<td>“Census shows how suburbs stack up”</td>
<td>Data Exercise: Data tools on the Census website</td>
<td>Week 1</td>
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<td></td>
<td><strong>DUE:</strong> Preliminary work: submit PDF file of the data tables for the course project created with American FactFinder tool</td>
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<td>Week 2</td>
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<td>Week 3</td>
<td>Ethnic, Racial and Religious Subcultures</td>
<td>Solomon, Chapter 13 “Subcultures” (pp. 483-498) “Ethnic marketing: McDonald’s is lovin’ it” “Census estimates show big gains for US minorities”</td>
<td>Group Discussion: Graphing comparative data* “To be eligible for full credit the initial post to the discussion is due by Wednesday.”</td>
<td>Week 3</td>
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<tr>
<td></td>
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<td>“Franklin County’s foreign born are diverse, largely suburban”</td>
<td>Data Exercise: Population ratios</td>
<td>Week 4</td>
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<tr>
<td></td>
<td><strong>DUE:</strong> Project Plan</td>
<td></td>
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<td>Week 4</td>
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<td>Week 5</td>
<td>Age Subcultures</td>
<td>Solomon, Chapter 13 “Subcultures: (pp. 498-515) “How to get millennials to love and share your product” “Love those boomers!”</td>
<td>Quiz, Chapter 13</td>
<td>Week 5</td>
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<td></td>
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<td>Peer Feedback on Project Plans</td>
<td>Week 5</td>
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<td><strong>Online Mid-term Examination</strong> Friday, February 19 (6:00 AM–11:59 PM)</td>
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<td>Week 6</td>
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<td>Week 7</td>
<td>Social Class and Lifestyles</td>
<td>Solomon, Chapter 12 “Social Class and Lifestyles” “For US consumers, borrowing is a good idea again” “The disproportional spending of the affluent” SKIM: “Changes in US family finances from 2010 to 2013”</td>
<td>Quiz, Chapter 12</td>
<td>Week 7</td>
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<td>Data Exercise: Descriptive statistics</td>
<td>Week 8</td>
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<td>Week 9</td>
<td>Organizational and Household Decision Making</td>
<td>Solomon, Chapter 10 “Org and Household Decision Making” “Three generations under one roof” “They’re making money from your kids”</td>
<td>Quiz, Chapter 10</td>
<td>Week 9</td>
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<tr>
<td></td>
<td><strong>DUE:</strong> Consumer Segment Profile</td>
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<td>Week 10</td>
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<td>Week 11</td>
<td>Groups and Social Media</td>
<td>Solomon, Chapter 11 “Groups and Social Media” “Twitter to advertisers: You really need us” “The competitive advantages of data privacy”</td>
<td>Quiz, Chapter 11</td>
<td>Week 11</td>
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<td>Group Discussion: Social media* “To be eligible for full credit the initial post to the discussion is due by Wednesday.”</td>
<td>Week 12</td>
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<tr>
<td>Week 13</td>
<td>Culture</td>
<td>Solomon, Chapter 14 “Culture” “Textiles: How the world clothes America” “McDonald’s feels heat in Israel after shunning West Bank”</td>
<td>Quiz, Chapter 14</td>
<td>Week 13</td>
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<td>Group Discussion: Culture</td>
<td>Week 14</td>
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<tr>
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<td><strong>Online End-of-Term Examination</strong> Friday (6:00 AM–11:59 PM)</td>
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