**Creating Consumer Experience CMHT 3950**

**Instructor Information**

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**Course Information**

**Name:** Creating Consumer Experience

**Number:** CMHT 3950

**Semester:** Fall

**Duration:** 16 weeks

**Credit hours:** 3

**Class schedule:** There are no mandatory class meetings or on-campus classes

**Modality:** Asynchronous online

**Course Description**

Exploration of the dynamic merging of retail merchandising, hospitality, and entertainment industries to create total consumer experiences. Topics include creating consumer experiences through product consumption, consumer experience through the five senses, consumer experience from social interaction, and consumer experience through technology.

This is a sixteen-week asynchronous online course, meaning that there will be no specific meeting times for the lectures. The lectures and all the relevant course materials would be published on Canvas every week for each of the modules. Please refer to the schedule in the syllabus regularly and frequently to keep a track on what will be covered in each week and the deadlines for the required assignments. There would be sixteen modules in the semester­­—one module for introducing the course, ten modules covering different topics and case studies, two modules for the mid-term, and the last two modules for end-term.

**Course Objectives**

By the end of the course students will identify current and predicted consumer and retail trends and have an understanding of how consumer expectations drive experiential retail strategies. The goal, through assigned activities and readings, is to generate excitement in discovering business venues whose differentiation from competitors, success, and competitive advantage is achieved by creating total consumer experiences.

**Course Pre-Requisites, Co-Requisites, and/or Other Restrictions**

There are no pre-requisites, co-requisites, or restrictions for this course. However, this course is typically not recommended for Freshmen.

**Learning Objectives**

|  |  |
| --- | --- |
| Learning Objectives | |
| **Learning Objectives** | **Bloom’s taxonomy** |
| **Analyze** different forms of consumer experiences due to unique consumer motivations and individual difference variables. | Analyze |
| **Measure** different individual difference variables (e.g., hedonism, utilitarianism, cosmopolitanism, ethnocentrism) to understand consumer experience. | Analyze, evaluate |
| **Evaluate** trending merchandising strategies for creating enhanced consumer experiences. | Evaluate |
| **Apply** different social psychological theories and concepts to analyze and predict consumer responses. | Apply |
| **Examine** consumer experience as a function of social interaction. | Understand, analyze |
| **Evaluate** strategies for enhancing consumer experience through the five senses. | Evaluate |
| **Analyze** the role of technology and artificial intelligence in creating consumer experience. | Analyze, understand |
| **Develop** marketing strategies for enhanced consumer experience. | Create |
| **Develop** a functional prototype of an artificially intelligent personal assistant for a specific brand and task. | Create |
| **Collect** qualitative data to better understand and demonstrate the role of consumer empathy in brands/companies. | Create |

**Required/Recommended Materials**

* There is no required textbook for this course. All the required materials would be posted on canvas. The recommended references would be provided in the PowerPoint presentations for each of the lecture.
* Class Materials for Digital Learning language *must* include the following: This course has digital components.  To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. If circumstances change, you will be informed of other technical needs to access course content.

Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn).

* All the students **MUST** enroll in the **IBM cognitive class**: **Build Your Own Chatbot** (available for free) to learn how to build chatbots. At the end of successful completion of the IBM course, the students will receive a certificate from IBM stating they have completed the course.

Students can enroll in the [IBM cognitive class](https://cognitiveclass.ai/courses/chatbot-course) online.

* Students are highly encouraged and expected to sign-up for the [**NRF (National Retail Federation) Smartbrief newsletters**](https://nrf.com/newsletter/nrf-smartbrief) to stay updated on the retailing trends. This will be particularly beneficial for the Mid-term and End-Term projects.

**How to Succeed in this Course**

Since this is an asynchronous online course, it is very important that you do the following diligently:

* **Make sure that you have access to a technology** (e.g., computer, laptop, tablet, mobile, etc.) with a stable and reliable internet connection that you will use to access your course materials and submit the assignments within the given deadlines.
* **Check Canvas regularly and frequently** (at least 1-3 times a day is ideal) so that you do not miss any important announcement, notification, or communication.
* **Check the syllabus schedule regularly and frequently** (at least twice a week is ideal) so that you do not miss deadlines for any upcoming assignment.
* **Check the course calendar regularly and frequently.** Any change in the assignment deadlines would be updated on the Canvas course calendar.
* **Watch the lecture videos and keep the lecture PowerPoint slides handy.** Understand the concepts well before taking the quizzes.
* **Watch the case study lecture videos and keep the case study lecture PowerPoint slides handy.** Understand the concepts well before taking the case study quizzes.
* **Be thorough and detailed in your Mid-Term and End-Term projects.** Think that you are developing these projects as part of your resume/portfolio. Create something that you will be proud to show off among your peers, teachers, future potential employers, friends, and family.
* **Submit all the assignments and quizzes within the deadlines.** **LATE SUBMISSIONS WILL NOT BE ACCEPTED.**
* **Communicate effectively with group members** to make sure your major group assignments are successfully completed with 100% accuracy by the designated deadlines.
* **Communicate effectively with the instructor** to make sure you are on the right track. If you have any questions or concerns email me at **Swagata.Chakraborty@unt.edu** and I would be more than happy to guide you. If you need to talk to me in-person or virtually, I would be very happy to do so. **Please email me in advance to make an appointment for the meeting** to make sure both of us are available for the meeting and I keep an exclusive slot only for you! I would try my best to respond as fast as possible, usually, within 2 business days at max. However, the semester can get very busy very easily and if I do not respond to your emails withing 2 business days, then please send me a friendly reminder!
* **Help create a collaborative learning environment.** Discuss topics among the classmates, post your questions/comments/thoughts in the weekly discussion section on Canvas. Answer to your classmates’ questions and share your thoughts to their comments. I will monitor your interactions and will give shiny bonus points at the end of the semester! Please note that the number of bonus points will depend on both the number of questions/answers you posted, frequency of participation, and the quality of questions/answers/thoughts.
* **Participate in the Weekly Discussion sections on Canvas to earn shiny BONUS POINTS!** These bonus points will help you buffer your final grades in this course!
* **Please be respectful of everyone in the class and help creating a conducive environment for learning!**
* **Academic Integrity Policy: DO NOT ENGAGE IN ACADEMIC DISHONESTY.** Academic dishonesty is strictly not tolerated. If any instance of academic dishonesty is found, there would be severe consequences, including but not limited to getting an F grade in the course. Examples of academic dishonesty include but not limited to cheating or copying from others’ work, copying from own work (self-plagiarism), etc. Additional information on [academic dishonesty](https://policy.unt.edu/policy/06-003) should be understood to make sure you are not intentionally or unintentionally engaging into such activities.
* **Please notify me of any accommodation requirements** that you may require. For additional information, please see below under the ADA Accommodation section.
* Although I try my best to respond to your queries as fast as I can, I do not respond to emails after office hours and during weekends and holidays. Therefore, if you choose to email/contact me during these times, please wait for my response. If you do not get my response by the next two business days, please send me a gentle reminder.
* **PLEASE NOTE:** The **Mid-Term and End-Term Projects** carry a substantial weightage in the final grade. Therefore, if you do not perform well in these assignments, your final grade may drop considerably even if you have performed well in the other assignments. Therefore, it is crucial that you start working on the assignments with the greatest effort! **Any requests for grade changes cannot be accommodated due to group conflicts and/or missing deadlines.**

**AI Policy**

1. Submitting assignments that use Generative AI without proper citation or indication of its use is plagiarism. It is a substitute for your own creative thought and effort. Your brain continues to develop and make connections throughout your life; train your brain, not AI.
2. Instructors will monitor AI use and will check student work for ethical use according to their policies.
3. Every instructor has consequences stated for plagiarism in their policies. A range of disciplinary actions may result from any finding of academic dishonesty (for example, admonition, class failure, expulsion) depending upon the severity of the misconduct. Plagiarism will be reported to the UNT Academic Integrity Officer.
4. Policies may differ between instructors and courses. Read the syllabus and course policies, especially for the consequences. a. If you are allowed by your instructor to use any Generative AI in a course, you must disclose and cite its use by including citations in APA style. b. If you are allowed by your instructor to use any Generative AI in a course, you must also carefully check for errors. Here are a few cautions to consider before submitting an assignment that uses Generative AI: "hallucinations" or fictitious information, being wrong, and oversimplified, low quality, or generic results. It also tends to replicate and amplify any biases or inaccuracies that exist in the training sources or the Internet.
5. To protect student data privacy, students are prohibited from the submission of personally identifying information to Generative AI systems.

## ****Peer-Evaluation in Group Assignments****

**Note:**This course includes 4 major group assignments. Therefore, make sure everyone is contributing to the work meaningfully and substantially. If I am informed that someone is not contributing to the work, that specific group member will receive a point deduction, including a possibility of receiving a zero for not contributing to the work. If any group faces such situations, and they bring this to my attention, I will require evidence of contributions/non-contributions. Therefore, I would highly recommend maintaining a logbook clearly indicating who has contributed to the work and how. When you are submitting the assignments, upload that logbook as well. If any group member is not contributing to the work, it needs to be clearly mentioned (e.g., missed completing a task, etc.). If I do not have relevant evidence, everyone in the group will receive the same grade. Additionally, if any group needs my intervention, they need to contact me at least two days before the assignments are due. Contacting me at the last minute (e.g., a few hours before the assignment is due) will not ensure my intervention.

## Using Respectful and Professional Language in Communication

While communicating with classmates or the instructor, please use professional and respectful language. This is to maintain a safe learning environment. **Using unprofessional, disrespectful, and abusive language will be considered student misconduct and may be reported accordingly.**

**ADA Accommodation**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website. You may also contact ODA by phone at (940) 565-4323.

Students can connect with the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) to begin the registering process.

**Supporting Your Success and Creating an Inclusive Learning Environment**

There is a saying in India, “***Vasudev kutumbakam”.*** It means that the entire world is your family. Therefore, being born and brought up in India, my values are innately inclusive. I acknowledge the fact that every individual is unique in their own way and that is what makes everyone special. I welcome you all open-heartedly to my class, regardless of your county of origin, ethnicity, religious affiliation, cast, creed, gender orientation, economic background, personality, abilities and disabilities. I will work toward making the class environment inclusive where everyone feels valued and welcomed. I will expect that all of you will join me in making the class environment safe and inclusive. However, I understand that even with the best intentions in our heart, we may inadvertently commit mistakes. In such cases, I would request you all to keep a forgiving heart and if needed, educate us about our mistakes in a friendly manner. If you want me or your classmates to know anything about your identity (e.g., preferred pronouns) please let us know in the **Week 1: Creating an Inclusive Environment Discussion Section.** If you are not comfortable in sharing anything about your identity, that is perfectly okay as well. We respect your decision. Once again, WELCOME to my class! Looking forward to a wonderful journey of learning with you all!

**Course Requirements/Schedule**

| Syllabus Schedule | | | |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Assignment Due** | **Points Possible** |
| **Week 1:** | ·     Introduction to course  ·     Discussion of syllabus  ·     Introduction to IBM course: Build Your Own Chatbot | ·     Syllabus Quiz  ·     Screenshot showing student has successfully signed up to the IBM course, Build Your Own Chatbot  ·     Week 1 Creating an Inclusive Environment Discussion | ·      **Syllabus Quiz:** 50 points.  ·      **Screenshot of IBM course sign up:** 25 points  ·      Week 1 Creating an Inclusive Environment Discussion (bonus points) |
| **Week 2:** | **Introduction to Module 1: Creating Consumer Experience through Product Consumption**  ·     What is consumer experience?  ·     Hedonism  ·     Utilitarianism  ·     Therapeutic shopping/retail therapy  ·     Cognitive dissonance  ·     Symbolic self-completion  ·     Compensatory consumption  ·     Value-Attitude-Behavior model and ethical consumption  ·     Cosmopolitanism  ·     Ethnocentrism  ·     Consumer behavior/marketing trends related to the aforementioned topics | ·     Watch **Introduction to Module 1 lecture video** and complete **Quiz 1.**  ·     Form groups and share group members’ names on the sign-up sheet (under pages) on Canvas  ·     Complete Module 1 in the IBM course and post grades on Canvas  ·     Week 2 Canvas Discussion (bonus points) | ·       **Quiz 1:** 20 points.  ·       **Form groups and share group members’ names on the sign-up sheet on Canvas:** 25 points  ·       **IBM course grades from Module 1:** 20 points  ·       Week 2 Canvas Discussion (bonus points) |
| **Week 3:** | **Case Studies covering topics related to Module 1 (Creating Consumer Experience Through Product Consumption)** | ·     Watch All the **Case Study lecture videos in Module 1** and complete **Case Study Quiz 1.**  ·     Complete **Module 2 in the IBM course** and post grades on Canvas.  ·     Week 3 Canvas Discussion (bonus points) | ·       **Complete Case Study Quiz 1:** 20 points  ·       **IBM course grades from Module 2:** 20 points  ·       Week 3 Canvas Discussion (bonus points) |
| **Week 4:** | **Introduction to Module 2: Creating Consumer Experience through the Five Senses**  ·     Visual merchandising and five senses  ·     Sensation seeking and need for cognition  ·     Stimulus-Organism-Response (SOR) theory  ·     Pleasure Arousal Dominance (PAD) theory  ·     Appraisal model of aesthetic experience  ·     Berlyne’s psychobiological model  ·     Processing fluency model  ·     Approach-Avoidance Behavior Theory  ·     Elaboration Likelihood Model  ·     Consumer behavior/marketing trends related to the aforementioned topics | ·     Watch Introduction to **Module 2 lecture video** and complete **Quiz 2.**  ·     Complete **Module 3 in the IBM course** and post grades on Canvas.  ·     Week 4 Canvas Discussion (bonus points) | ·       **Quiz 2:** 20 points.  ·       **IBM course grades from Module 3:** 20 points  ·       Week 4 Canvas Discussion (bonus points) |
| **Week 5:** | **Case Studies covering topics related to Module 2 (Creating Consumer Experience Through the Five Senses)** | ·     Watch All the Case Study **lecture videos in Module 2** and complete **Case Study Quiz 2.**  ·     Complete **Module 4 in the IBM course** and post grades on Canvas.  ·     Week 5 Canvas Discussion (bonus points) | ·       **Complete Case Study Quiz 2:** 20 points  ·       **IBM course grades from Module 4:** 20 points  ·       Week 5 Canvas Discussion (bonus points) |
| **Week 6:** | **Introduction to Module 3: Creating Consumer Experience through Social Interactions**  ·     Customer Relationship Management (CRM)  ·     Social Interactions with Fashion Influencers and Dispersion of Trends  ·     Social Comparison Theory  ·     Construal Level Theory  ·     Similarity Attraction Theory  ·     Need to Belong Theory  ·     Theory of the Social Self  ·     Social Learning Theory  ·     Social Exchange Theory  ·     Social Penetration Theory  ·     Consumer behavior/marketing trends related to the aforementioned topics | ·     Watch Introduction to **Module 3 lecture** video and complete **Quiz 3.**  ·     Complete **Module 5 in the IBM course** and post grades on Canvas.  ·     Week 6 Canvas Discussion (bonus points) | ·       **Quiz 3:** 20 points.  ·       **IBM course grades from Module 5:** 20 points  ·       Week 6 Canvas Discussion (bonus points) |
| **Week 7:** | **Case Studies covering topics related to Module 3 (Creating Consumer Experience Through Social Interactions)** | ·     Watch All the **Case Study lecture videos in Module 3** and complete **Case Study Quiz 2.**  ·     Complete **Module 6 in the IBM course** and post grades on Canvas.  ·     Week 7 Canvas Discussion (bonus points) | ·       **Complete Case Study Quiz 3:** 20 points  ·       **IBM course grades from Module 6:** 20 points  ·       Week 7 Canvas Discussion (bonus points) |
| **Week 8:** | **Start Mid-term Project** | ·     Watch the video for **Mid-term Project Instructions** and start mid-term project.  ·     Complete **Module 7 in the IBM course** and post grades on Canvas.  ·     Week 8 Canvas Discussion (bonus points) | ·       **Submit Mid-term (Group) Project 1st draft:** 50 points.  ·       **IBM course grades from Module 7:** 20 points  ·       Week 8 Canvas Discussion (bonus points) |
| **Week 9:** | **Complete and submit Mid-term Project** | ·     Submit mid-term project **final version**  ·     Complete **Final Exam in the IBM course** and post grades on Canvas.  ·     Post screenshot of the IBM course completion certificate.  ·     Week 9 Canvas Discussion (bonus points) | ·       **Complete Mid-term (Group) Project Final version:** 120 points  ·       **IBM course Final Exam:** 100 points  ·       **IBM course completion certificate:** 50 points  ·       Week 9 Canvas Discussion (bonus points) |
| **Week 10:** | **Introduction to Module 4: Creating Consumer Experience through Technology**  ·     Technology for tracking sales and understanding consumers behavior  ·     Technology in Online Stores  ·     Technology in brick-and-mortar stores  ·     Wearable Technology  ·     Technology in Immersive Marketing Strategies  ·     Search Engine Optimization (SEO)  ·     Personalized product suggestions  ·     Video shopping/live-stream shopping  ·     Voice-based search  ·     Augmented Reality (AR)  ·     Virtual Reality (VR)  ·     Mixed Reality (MR)  ·     Eye-tracking technology  ·     Artificial Intelligence (AI) mediated shopping assistants  ·     Technology Acceptance Model (TAM)  ·     Theory of Self-Efficacy  ·     Theory of Reasoned Action (TRA)  ·     Consumer behavior/marketing trends related to the aforementioned topics | ·     Watch Introduction to **Module 4 lecture video** and complete **Quiz 4.**  ·     Week 10 Canvas Discussion (bonus points) | ·       **Quiz 4:** 20 points.  ·       Week 10 Canvas Discussion (bonus points) |
| **Week 11:** | **Case Studies covering topics related to Module 4 (Creating Consumer Experience Through Technology)** | ·     Watch All the **Case Study lecture videos in Module 4** and complete **Case Study Quiz 4.**  ·     Week 11 Canvas Discussion (bonus points) | ·       **Complete Case Study Quiz 4:** 20 points  ·       Week 11 Canvas Discussion (bonus points) |
| **Week 12:** | **Introduction to the End-term Project** | ·     Watch the video for the **End-term project instructions**  ·     Week 12 Canvas Discussion (bonus points) | ·       **End-term project first draft:** 50 points  ·       Week 12 Canvas Discussion (bonus points) |
| **Week 13:** | **Introduction to Module 5: Creating Consumer Experience through Artificial Intelligence**  ·     Human-Computer Interactions (HCI)  ·     Computer Mediated Communications (CMC)  ·     Anthropomorphism  ·     Machine Learning  ·     Natural Language Processing  ·     Task-oriented AI assistants  ·     Socially oriented AI assistants  ·     Backchanneling cues  ·     Para-linguistic cues  ·     Body-language cues  ·     Humor in HCI  ·     Chatbots (text-based, voice-based, humanoid, concierge)  ·     Computers are Social Actors (CASA) paradigm  ·     Theory of Para-Social Presence | ·     Watch Introduction to **Module 5 lecture video** and complete **Quiz 5.**  ·     Watch video for the **End-term Project Instructions**  ·     Work in groups to **refine ideas from Mid-term Project for the End-term Project.**  ·     Week 13 Canvas Discussion (bonus points) | ·       **Quiz 5:** 20 points.  ·       Week 13 Canvas Discussion (bonus points) |
| **Week 14:** | **Case Studies covering topics related to Module 5 (Creating Consumer Experience Through Artificial Intelligence)** | ·     Watch **ALL** the Case Study **lecture videos in Module 5** and complete **Case Study Quiz 5.**  ·     Week 14 Canvas Discussion (bonus points) | ·       **Complete Case Study Quiz 5:** 20 points.  ·       Week 14 Canvas Discussion (bonus points) |
| **Week 15:** | **Work on End-Term Project** | Week 15 Canvas Discussion (bonus points) | Week 15 Canvas Discussion (bonus points) |
| **Week 16:** | **Complete and Submit End-Term Project** | ·     Submit end-term project | ·       **End-term project:** 240 Points |

List required assignments and graded activities along with a short description and the points possible. Best practice is to clearly indicate both points and percentages if you are using both in the course. Here is a table example below:

Please note that this is a tentative schedule. Students will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change ([Emergency notifications](https://www.unt.edu/eaglealert#:~:text=Eagle%20Alert%20allows%20UNT%20administrators,active%20students%2C%20faculty%20and%20staff.))

**Assessing Your Work**

Following is the break-up of points assigned for each of the required assignments in the course.

|  |  |
| --- | --- |
| Assessment Criteria | |
| **Assignments** | **Point total and Percentages to the Final Score** |
| Syllabus Quiz (1) | 50 (5%) |
| Group Project Sign-up Sheet (1) and IBM course sign-up | 50 (5%) |
| Introduction to Module Quizzes (5) | 20 x 5 (10%) |
| Case Study Quizzes (5) | 20 x 5 (10%) |
| IBM Module Grades (7) | 20 x 7 (14%) |
| IBM Final Exam (1) | 100 (10%) |
| IBM Course Completion Certificate (1) | 50 (5%) |
| Mid-Term Project First Draft (1) | 50 (5%) |
| Mid-Term Project Final Draft (1) | 120 (10%) |
| End-Term Project First Draft (1) | 50 (5%) |
| End-Term Project Final Draft (1) | 240 (10%) |
| **Total** | **1000** |

Following is the grading scale (A-F) to calculate the final grade for this course.

**A** = 900-1000

**B** = 800-899

**C** = 700-799

**D** = 600-699

**F** = 500-599

**Syllabus Quiz**

Please go through the **entire** **syllabus** posted on Canvas and **watch the Introduction to Course video** where I have discussed the syllabus. After that, take the **Syllabus Quiz on Canvas**. There would be multiple-choice, fill-in the blanks, and true/false questions from every section of the syllabus. The Syllabus Quiz is kept to ensure that you understand the course structure, requirements, and expectations. You will have two attempts in your Syllabus Quiz. I will keep the highest of the scores between the two attempts.

**Group Project Sign-Up Sheet**

Throughout the semester, you will work in groups to learn in a **collaborative environment**. You will have **four major assignments where you will work in groups**––Mid-Term Project First Draft, Mid-Term Project Final Version, End-Term Project First Draft, and End-Term Project Final Version. Together, these four projects **carry** **460 points (46%) of your final grades**. Therefore, it is crucial that you form your groups well in advance and get to know your group members well before you start your projects. You will form your own groups. Each group will have 4 members with the following roles:

* **Initiator:** One who initiates the start of work, communicates with the group members to ensure that ALL the group members come together and start the work. If there is a conflict in the group, the Initiator would initiate the required communication to mitigate the conflict. If the conflict is beyond the scope of the group to solve, the Initiator should contact the instructor of the course.
* **Facilitator:** One who facilitates idea generation and encourages ALL the group members to share their ideas on the project. After discussion, the Facilitator ensures that the final ideas for the project have been determined with a consensus before moving forward.
* **Timekeeper:** One who creates internal deadlines for the group after discussing with ALL the group members and makes sure that the required tasks by ALL the group members are completed by those deadlines. If any group member is found to be inactive and unable to meet the deadlines, the Timekeeper would work with the other group members to discuss the situation, adjust the internal deadlines and workload if needed. Please note that the final deadline on Canvas will not be adjusted due to group-conflict related situations.
* **Organizer:** One who makes sure that the project adheres to the project guidelines and no required elements are missed.The organizer proofreads and compiles the final work together in a cohesive single work with a logical flow. The Organizer ensures that the final project/assignment is submitted by the due date and time.

**For completing the Group Project Sign-Up Sheet Assignment, you need to do the following:**

1. **Identify** your group members.
2. **Contact** the group members to make sure they are willing and available to work with you
3. **Come together** as a group (e.g., having a group Zoom call is a good idea!) and discuss the group member roles and described above.
4. **Note** each group member’s role in the group and their contact information.
5. **Give your group a unique name** of your choice.
6. Go to the **page on Canvas** under the heading “**Group Project Sign-Up Sheet**” (look at the left-hand-side menu on Canvas).
7. Click **Edit** on the Page. Once the editable page opens, type in the information for your group (e.g., group name, names of all the group members and their respective roles.)
8. Hit the save button. Make sure that the information that you have added on the page has been successfully saved.

**Introduction to Module Quizzes**

In **Weeks 2, 4, 6, 10, and 14,** I will introduce some new topics, concepts, and theories related to consumer experience. After watching the lecture videos and going through the related PowerPoint presentations (posted on Canvas under the respective modules), take the corresponding quizzes (e.g., Quiz 1 in Week 2, Quiz 2 in Week 4, Quiz 3 in Week 6, Quiz 4 in Week 10, and Quiz 5 in Week 14). The questions will be directly related to the topics, concepts, and theories that are covered in the lecture videos and the PowerPoint presentations. There would be **multiple choice questions, fill in the blanks, and true/false questions**. In total, there would be **20 questions** in each of the quizzes. Each quiz will have a **time limit of 120 minutes**. **If you need extra time as per your accommodation needs, please email me in advance so that I can increase your time limit.** There would be a **maximum allowed attempts of 2 in each of the quizzes**. I will keep the **highest of your two attempts** in each of your quizzes.

**Case Study Quizzes**

In **Weeks 3, 5, 7, 11, and 15,** I will discuss some case studies related to the topics, concepts, and theories covered in the previous week (when the module was introduced). After watching the case study videos and going through the related PowerPoint presentations (posted on Canvas under the respective modules), take the corresponding **Case Study Quizzes** (e.g., Case Study Quiz 1 in Week 3, Case Study Quiz 2 in Week 5, Case Study Quiz 3 in Week 7, Case Study Quiz 4 in Week 11, and Case Study Quiz 5 in Week 15). The case studies are given primarily in the form of videos. Therefore, **make sure that you watch the all the case study videos and their explanations in the Case Study lecture videos before taking the quizzes.** There would be **multiple choice questions, fill in the blanks, and true/false questions**. In total, there would be **16 questions** in each of the quizzes. 1-2 questions will be based on imaginary situations where you need to apply your understanding to answer the questions. Each quiz will have a **time limit of 150 minutes**. **If you need extra time as per your accommodation needs, please email me in advance so that I can increase your time limit.** There would be a **maximum allowed attempts of 2 in each of the quizzes**. I will keep the **highest of your two attempts** in each of your quizzes.

**IBM Module Grades, IBM Final Exam, and IBM Course Completion Certificate**

As part of this course, you will enroll in the IBM course: [Build Your Own Chatbot](https://cognitiveclass.ai/courses/chatbot-course). This is a free course offered by IBM. You just need to sign-up for the IBM cognitive class. There are 7 modules in this course and a final module for taking the final exam. Each week, starting from Week 2, you will complete one module from the IBM course and post your grades from the IBM quizzes from that respective module on Canvas. Please note that you need to score a minimum of 80% to pass a module in the IBM course. Therefore, make sure you understand the content in a specific module before taking the quiz. If you have doubts/questions regarding any topic which are not answered in the course, you are highly encouraged to post your questions/comments/thoughts in the Canvas Discussion page for that week. You are also highly encouraged to answer to any question that your classmates post on the Discussion section. I will monitor this discussion and share my answers/thoughts/comments from time-to-time. At the end of the semester, I will give bonus points for every good question/comment that you have posted on Canvas.

By the end of Week 9, you should be able to complete all the modules and the final exam in the IBM course. Make sure that you post your module grades, final exam grade, and the final course completion from IBM on Canvas by the due dates mentioned in the course schedule.

**Mid-Term Project**

You will submit a detailed report in a WordDoc (please no GoogleDoc please!) file covering the following aspects. There will be three parts to your Mid-Term Project as described below:

1. **Part 1:** In this section, you will **analyze your own consumption behavior** as a group by using some **measurement scales.** In Module 1, we learnt how consumption patterns could change based on certain individual difference variables such as hedonism, utilitarianism, ethnocentrism, and cosmopolitanism. Use the given scales on Canvas to analyze your own hedonism, utilitarianism, ethnocentrism, and cosmopolitanism. Simply read the statements on left and mention the degree to which agree/disagree to those statements on a scale of 1-5 (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree). For any of the variables, if your average score is between 1-2.99 your consumption pattern should have low degrees of those factors and if your average score between 3.1-5 your consumption pattern should have high degrees of those factors.

**For example,** if your average score for hedonism is 1.2 (i.e., between 1-2.99), then you do not go for shopping for having pleasure, fun, and enjoyment. If your average score for hedonism is 4.4 (i.e., between 3.1-5), you like to go to shopping for having pleasure, fun, and enjoyment.

**Therefore, to analyze your shopping patterns, you will follow the following steps:**

1. Respond to the given scales on hedonism, utilitarianism, ethnocentrism, and cosmopolitanism.
2. Calculate the average score for each of these four variables by adding the total score for each statement and then dividing by the number of statements in that given scale.
3. Look at the average score for each of the four variables. Do you have low average score in any of the variables? Do you have high average score in any of the variables?
4. Now, reflect on the scores as a group. How does a low or high score in a variable is reflected in your consumption pattern? For example, if you have scored high in utilitarianism, do you prefer to shop for essential items which have practical utilities rather than items that would give you a feel-good-factor? If you have scored high in ethnocentrism, do you prefer products that are made in your country of birth/citizenship? If you have scored high in cosmopolitanism, does your shopping reflect a global outlook?
5. Note examples of consumption patterns that would relate to the types of scores in each of the four variables. Share your scores and examples of consumption patterns in your group. Do you have similar scores as any of your group members? If yes, how is your consumption pattern similar to that group member? If not, how is your consumption pattern different from your group member? How these scores and consumption patterns are related to your demographics (e.g., age, gender, occupation, education), lifestyles, attitudes, and values?
6. Write a detailed report covering all the details from points i-v.
7. **Part 2:** In this section, you will **create** **a marketing strategy** to enhance consumer experience utilizing the five senses. In Module 2, we learnt different strategies and tools on how different brands are utilizing one or more of the five senses to create consumer experience. Based on the report in Part 1, identify a brand that caters to consumers having a similar profile as yours (i.e., having similar demographic characteristics, lifestyle, attitudes, and values). Do some research on what the brand is currently doing to enhance consumer experience to utilize one or more of the five senses. Is there any underutilized potential of using any of the senses? What marketing strategy would you recommend the brand to enhance consumer experience by utilizing all the five senses? Please note that it might be challenging to include all the five senses in your marketing strategy. Think out of the box and suggest a marketing strategy that would involve ALL the five senses effectively.
8. **Part 3:** In this section you would work in your group to utilize your knowledge of creating a chatbot from the IBM course to **create a concept of a chatbot** for the identified brand in Part 2. To complete this section, you need to complete the following steps:
9. Identify a task for the chatbot.
10. Determine whether the chatbot will be task oriented or socially oriented.
11. Determine whether to utilize natural language processing or rely only clickable options, use a mix of both.
12. Determine whether there would be pictures or other multimedia in the chat.
13. Determine how to customize the error message (the “Anything else” message).
14. Based on the task of the chatbot, generate some ideas for the intents, entities, and the anticipated dialog flow. Context variables, although not required, are encouraged to be used.
15. List down some of the possible variations of user inputs (i.e., intents) due to spelling/grammatical/typing errors, linguistic styles, synonyms of words/alternate form of constructing sentences.
16. Create a table listing all the intents and their corresponding entities. Using these intents and entities, create an anticipated dialog flow.

**Please note that you are not developing a chatbot in your Mid-term Project.** You are just **generating a concept** which will guide you in creating a **fully functional chatbot for your End-Term Project**. Therefore, the ideas that you present in your Mid-Term Project should be **practical and achievable for your End-Term Project.** While ideating, consider the **limitations in the Watson Assistant** program that will not allow you to include certain features in the free version. Avoid those features.

**In your Mid-Term First Draft, you will submit your completed Mid-Term Project covering all the aspects mentioned in Part 1, Part 2, and Part 3.** I will give you feedback on your work, and you will **make corrections according to that and make the Mid-Term Final Version submission.** Please note that the final versions should reflect all the changes that I have suggested in your Mid-Term First Draft submission.

**End-Term Project**

Based on the chatbot concept in your Mid-Term Project, you will **work in as a group and develop a fully functional chatbot as your End-Term Project.** For this, you will use the intents, entities, dialog, and context variables (if any) proposed in your Mid-Term Project to develop the chatbot using **Watson Assistant**. You will **create the preview link** and share that in your submission **along with a 2-3 minutes long video demonstrating an ideal conversation between the chatbot and a user.** The user could be one of your group members.

In your submission, you would include the following:

1. **The preview link to your chatbot.** Make sure that the link is working before submission.
2. **A video** demonstrating the ideal dialog between the chatbot and a user.
3. **A one-page written report** demonstrating the strengths, weaknesses, and limitations of the Watson Assistant program and the chatbot that you developed here.

**In your End-Term First Draft, you will submit your completed End-Term Project with the preview link, video, and the one-pager report.** I will give you feedback on your work, and you will **make corrections according to that and make the End-Term Final Version submission.** Please note that the final versions should reflect all the changes that I have suggested in your End-Term First Draft submission.

**Weekly Canvas Discussion**

Every week, there will be a **Weekly Discussion Section on Canvas**. In this section, you can post your questions related to any topic/assignment that we have covered that week. You are also highly encouraged to answer to your classmates’ questions posted there. If you are out of ideas for posting questions/comments, share your thoughts about the topics that we have covered in that week–is there a particular topic that you found fascinating in that week? Are you looking at the consumption patterns of people in a new light? At the end of the semester, you would receive bonus points for your participation the weekly discussions. The points would be given based on the number of posts, frequency of posting, and the quality and depth of insight shared.

**Attendance and Participation**

*Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the* [*Student Attendance and Authorized Absences Policy (PDF)*](https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf)*.  If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.*