



Course Syllabus

MKT 200 – Consumer Insights in a Digital World

Academic Year 20XX-XX, Learning Experience, Semester Session #: Session starting and end dates

Building Room / MTWRF / Meeting Time

or

Online classroom located at uiulearn.uiu.edu

Additional Meeting Time

Add additional meeting time

Instructor Information

Instructor Name:*

UIU Faculty Email:

Telephone Number:

Office Location:

Availability:

Course Description*

Semester Credits: 3

Catalog Course Description:

This course explores the psychological and social drivers of consumer behavior through the lens of a tech-saturated marketplace. Students will analyze the digital path to purchase, the impact of algorithmic personalization, and the role of social proof in virtual communities. The course emphasizes using behavioral data to predict trends and develop customer-centric strategies for digital and hybrid environments.

Prerequisites: MKT 100 – Digital Marketing Foundations

Course Fee: None.

Credit Hour Policy: As a requirement of HLC Accreditation, all UIU courses, regardless of meeting schedule or instructional mode, follow the Federal Credit Hour Definition. As such, each credit hour earned at UIU is equivalent to a minimum of 45 hours of student engagement.

For more information on how specific instructional modes meet this requirement, please see UIU's Policy Guidelines for Instructional Time Expectations: [UIU Policies](#).

Course Required Materials & Resources

Digital Consumer Behavior
Business Expert Press (2026)
Kyle Allison

It is the student's responsibility to make sure the student has access to all required course materials by the start of the session.

Ordering Textbooks. Purchase your textbook through the online university bookstore, [BNC Virtual](#), or by phone at (800) 325-3252.

Title: Digital Consumer Behavior Essentials: Understanding Online Decision-Making, AI Influence & Algorithmic Marketing in the Age of E-Commerce (Self-Learning Management Series) by Filippo Marchesani
Edition: March 10, 2026 release
Publisher: Vibrant Publishers
Format: Print or eBook
ISBN 978-1636516639

Course Recommended Materials & Resources

Course Outcomes

Course Learning Outcome (CLO)	Associated Learning Objectives (LOs)
CLO 1: Compile personas and journey maps that communicate digital behaviors and motivations	• LO 1.1: Analyze digital consumer behaviors to identify key motivations and pain points • LO 1.2: Design evidence-based personas that reflect digital behaviors • LO 1.3: Map customer journeys across digital touchpoints • LO 1.4: Integrate personas and journey maps into comprehensive consumer insight frameworks
CLO 2: Evaluate trade-offs among concepts using conjoint or A/B evidence	• LO 2.1: Apply A/B testing principles to evaluate consumer preferences • LO 2.2: Analyze trade-offs in consumer decision-making using behavioral data • LO 2.3: Evaluate A/B test results to inform strategic recommendations

CLO 3: Apply insight-driven implications for lifecycle stages	• LO 3.1: Identify lifecycle stage characteristics and consumer needs • LO 3.2: Apply consumer insights to specific lifecycle stages • LO 3.3: Design lifecycle-specific strategies based on behavioral insights
CLO 4: Analyze how personalization, social proof, and choice architecture affect conversion	• LO 4.1: Evaluate the impact of personalization on consumer behavior • LO 4.2: Analyze social proof mechanisms in digital environments • LO 4.3: Assess choice architecture strategies for conversion optimization • LO 4.4: Integrate personalization, social proof, and choice architecture into conversion strategies
CLO 5: Produce a findings brief that clearly communicates changes to messaging or UX when algorithms or norms shift	• LO 5.1: Identify algorithmic and normative shifts affecting consumer behavior • LO 5.2: Develop strategic recommendations for messaging and UX adaptations • LO 5.3: Produce comprehensive findings briefs communicating strategic changes

Program Student Learning Outcomes

- The students will be able to assess digital product lifecycles.
- The students will be able to construct growth frameworks for organizations.
- The students will be able to develop digital products based on user research.

General Education Assessment

Upper Iowa University is committed to ensuring that all undergraduate students participating in its general education program receive a broad education, while gaining essential professional skills across multiple disciplines. The Peacock Professional Experience provides nine learning outcomes, each of which articulates a specific skill students should gain, and are supported by knowledge provided by the courses students choose to take within the guidelines of the program. The outcome assessed in this course is the last outcome listed under Course Outcomes.

Course Requirements and Grading Criteria

Assessment Component	Type	Max. Points
Week 1 Workspace	Discussions	10
Week 2 Workspace	Discussions	10
Week 3 Workspace	Discussions	10
Week 4 Workspace	Discussions	10
Week 5 Workspace	Discussions	10
Week 6 Workspace	Discussions	10
Week 7 Workspace	Discussions	10
Week 8 Workspace	Discussions	30
Week 1: Individual Reflection: Mapping the Digital Mind	Assignments	100
Week 2: Individual Reflection: Decoding Digital Influence	Assignments	100
Week 3: Individual Reflection: Testing Insights	Assignments	100
Week 4: Individual Reflection: Navigating the Algorithm	Assignments	100
Week 5: Individual Reflection: The Ethics of Influence	Assignments	100
Week 6: Individual Reflection: From Data to Decisions	Assignments	100
Week 7: Individual Reflection: Ethics as Strategy	Assignments	100
Week 8: Final Submission & Presentation	Assignments	30
Total / Final Calculated Grade		830

Grade Range	Percentage / Description	Total Points (out of 830)
A	93% – 100%	772 – 830 pts
A-	90% – 92.9%	747 – 771.5 pts
B+	87% – 89.9%	722 – 746.5 pts
B	83% – 86.9%	689 – 721.5 pts

B-	80% – 82.9%	664 – 688.5 pts
C+	77% – 79.9%	639 – 663.5 pts
C	73% – 76.9%	606 – 638.5 pts
C-	70% – 72.9%	581 – 605.5 pts
D+	67% – 69.9%	556 – 580.5 pts
D	63% – 66.9%	523 – 555.5 pts
D-	60% – 62.9%	498 – 522.5 pts
F	Below 60%	Below 498 pts

Incompletes

Occasionally it becomes necessary for an instructor to award a student a grade of incomplete ("I"). An incomplete grade is exceptional and given only to students whose complete coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of documented cases of injury, illness, death in family, personal crisis, military deployments, or other circumstances beyond their control. This grade should not be awarded in cases where the student "fell behind" due to absences without explanation, other class commitments, and/or work obligations.

Course Schedule

The "Agency" Model

You will work in a "Team Agency" where roles rotate weekly:

- Coordinator: Manages the Sprint Plan and timeline.
- Research Lead: Gathers data and competitive intelligence.
- Drafter: Creates the initial version of the weekly artifact.
- QA/Editor: Reviews work against rubrics.
- Submitter: Finalizes and submits the team deliverable.

Escalation Protocol: If a teammate misses a checkpoint without communication, the Coordinator must notify the professor within 12 hours.

8-Week Schedule (Phase-Based Workflow)

Each week follows the asynchronous "Relay Race" model: Plan, Research, Draft, QA, and Finalize.

Weekly Workflow Overview

Each week follows this pattern:

Phase 1: **PLAN** (Coordinator leads) Set up the Sprint Plan and establish team workflow

Phase 2: **RESEARCH** (Research Lead leads): Gather information, data, and competitive intelligence

Phase 3: **DRAFT** (Drafter leads) Create the initial version of the week's artifact

Phase 4: **FINALIZE** (QA/Editor + Submitter lead) Review, polish, and submit the final team deliverable

Phase 5: **REFLECT** (Individual) Complete your individual reflection connecting theory to practice

Suggested Pacing:

- Mon–Tue: Phases 1 & 2
- Tue–Wed: Phase 3
- Wed–Thu: Phase 4
- Friday: Phase 5

Course Plan: MKT 200 - Consumer Insights in a Digital World

- **Week 1: Digital Personas & The Path to Purchase**
 - **Focus:** Moving beyond demographics to psychological drivers, behavioral data, and the digital path to purchase.
 - **Core Reading:** Allison, K. (2026). *Digital Consumer Behavior* (Chapters 1 & 2: Foundations of Digital Behavior & The Digital Path to Purchase).
 - **Key Agency Activity:** Team Launch, Research Foundation, and drafting initial Persona + Journey Packs.
- **Week 2: Influence Mechanics & Social Proof**
 - **Focus:** Understanding how digital communities, influencer dynamics, and online social structures sway consumer decision-making.
 - **Key Agency Activity:** Analyzing social proof loops and community-driven influence frameworks for agency clients.
- **Week 3: Insight-Driven A/B Proposals & Choice Architecture**
 - **Focus:** Applying behavioral economics to user interfaces, designing A/B testing proposals, and shaping digital choice architecture.
 - **Key Agency Activity:** Developing data-backed A/B testing strategies and intervention blueprints.

- **Week 4: Algorithmic Personalization & Filter Bubbles**
 - **Focus:** Examining recommendation engines, personalization algorithms, and the ethical/strategic implications of filter bubbles on consumer perception.
 - **Key Agency Activity:** Auditing algorithmic touchpoints and consumer segmentation pathways.
- **Week 5: Behavioral Economics & Nudge Strategies**
 - **Focus:** Utilizing heuristics, cognitive biases, and ethical nudge theory to influence digital consumer actions constructively.
 - **Key Agency Activity:** Designing a consumer "nudge" intervention campaign.
- **Week 6: Data-Driven Insights & Metrics Strategy**
 - **Focus:** Translating qualitative insights and quantitative metrics into actionable digital marketing strategies and performance dashboards.
 - **Key Agency Activity:** Building out the agency's measurement and analytics strategy framework.
- **Week 7: Ethical Frameworks & Privacy in Digital Marketing**
 - **Focus:** Navigating data privacy regulations, consumer trust, dark patterns, and corporate digital responsibility.
 - **Key Agency Activity:** Conducting an ethical audit of digital consumer touchpoints.
- **Week 8: Strategic Growth Leadership & Final Agency Presentations**
 - **Focus:** Synthesizing semester-long agency work into a comprehensive growth strategy and final client presentation.
 - **Key Agency Activity:** Delivering final agency portfolio artifacts and executive presentations.

Course Expectations

Attendance & Participation

This is a fully asynchronous online course. "Attendance" is demonstrated through:

- Meeting weekly checkpoint deadlines
- Contributing to team artifacts
- Submitting individual reflections on time
- Participating in weekly Q&A Discussion Boards

Late Work Policy

- **Team Artifacts:** Late submissions affect the entire team. Coordinators should notify the professor immediately if a deadline will be missed.
- **Individual Reflections:** Accepted up to 48 hours late with a 10% deduction per day. After 48 hours, reflections receive a zero unless prior arrangements have been made.
- **Quizzes & Mini-Cases:** Must be completed by the deadline. Extensions granted only for documented emergencies.

Communication

- Questions about course content: Post in the weekly Q&A Discussion Board
- Personal/grade questions: Email the professor directly
- Response time: The professor responds within 24 hours on weekdays, 48 hours on weekends

Accessibility

If you require accommodations due to a documented disability, please visit <https://uiu.edu/experience/student-accessibility-services/>

Provide the professor with documentation within the first week of class.

AI Policy & Disclosure Protocol

1. Our Philosophy: AI as a Co-Pilot, Not the Pilot

In this course, Generative AI is an accepted tool for **ideation, drafting, editing, and data organization**. However, it **cannot** replace your critical thinking, strategic decision-making, or unique voice.

- **You are responsible** for all ideas, analysis, and arguments submitted.
- **You must verify** all AI-generated content against course materials and real-world data.
- **Undisclosed use** of AI is considered academic dishonesty.

2. Instructor AI Usage: Ensuring Fairness & Consistency

To ensure that every student receives timely, consistent, and high-quality feedback, **I use AI tools as a grading assistant.**

- **Purpose:** I use AI to help standardize grading rubrics, identify common patterns in student work, and draft initial feedback comments.
- **Human Oversight: I review, edit, and approve every grade and comment.** The final decision on your grade and the specific feedback you receive is always made by me (the human instructor).
- **Transparency:** If my AI assistant suggests a specific critique or grade adjustment, I will validate it against your actual submission. If I disagree with the AI's assessment, **my human judgment prevails.**
- **Goal:** This allows me to focus more time on high-level strategic guidance and individual mentorship, rather than repetitive administrative tasks.

3. Mandatory Student Disclosure Rule

Every assignment (Individual and Team) must include an **AI Use Disclosure** section.

A. Individual Assignments (Friday Reflection)

You must use one of the following templates exactly at the end of your essay (after References):

Option A: AI Used "I used [Tool Name] to [Specific Task, e.g., generate a draft outline, analyze survey data]. I verified the output by [Method, e.g., cross-referencing with Juska Ch. 2, checking raw data]. I made all final decisions regarding content, argument structure, and critical analysis."

Option B: No AI Used "I did not use generative AI tools for this assignment. All work, including research, analysis, and writing, is my own."

B. Team Sprint Assignments (Monday, Tuesday, Thursday)

For team posts, the **Project Manager** (or designated lead) must append a single sentence to the Team Thread post *before* submission.

Template: "AI Use: [Tool Name] was used to [Specific Task]. The team verified the output by [Method/Decision]. OR: AI Use: None. All work completed by the team."

Examples of Valid Disclosures:

- ☒ "AI Use: ChatGPT-4 was used to brainstorm 5 potential touchpoints. The team verified these against the brand's actual website and removed 2 incorrect ones before finalizing the map."
- ☒ "AI Use: None. All work completed by the team."
- ☒ "AI Use: Grammarly was used to check for spelling and tone consistency. No content was generated or altered by AI."

4. Prohibited Uses

The following uses of AI are **strictly prohibited** and will result in a zero for the assignment and a report for academic dishonesty:

- **Submitting AI-generated text** as your own analysis or critical thinking without disclosure.
- **Using AI to fabricate data**, survey results, or team meeting logs.
- **Using AI to complete the "Decision/Pivot Log"** without documenting the team's actual debate.
- **Failing to disclose** AI use when it was utilized for any part of the assignment.
- **Attempting to "game" the grading AI** (e.g., using AI to write specifically to match the rubric without genuine understanding).

5. Verification & Grading Process

- **Verification:** I may ask students to verbally explain their process or show their "chain of thought" (e.g., draft versions, AI prompt history) if the disclosure seems inconsistent with the work quality.
- **Missing Disclosure:** If the disclosure is missing, the assignment will be returned ungraded with a penalty (5 points deducted) until corrected.
- **False Disclosure:** If the disclosure is false (e.g., claiming "None" when AI was used for core analysis), it will be treated as an academic integrity violation.

Email

Upper Iowa University employees and students are issued a UIU email account (doej@uiu.edu). University email communications will only be sent to UIU email address. Faculty and staff are not obligated to respond to students using non-UIU email accounts.

Professional Writing and Speaking Guidelines

Communications in class and online should follow the Student Conduct and Discipline, Respect for the University Environment, and Code of Student Responsibility in the [Student Handbook](#). Respect the opinions of others using appropriate language and communications.

University Policies

University Policies are listed in detail within the course content on uiuLearn. Students are responsible for reviewing and understanding the applicable policies.

Academic Misconduct

Cheating, academic dishonesty, and plagiarism constitute a violation of the offender's integrity, as well as the integrity of the entire University; they will not be tolerated. Violators will receive sanctions based on the level of academic misconduct. Policy AA-107.2 can be found [here](#).

Video Conference and Attendance

Students are expected to attend class via the learning experience in which they are registered for a course: In Face-to-Face, Hybrid, and Video Conference Courses; with instructor consent, students may attend the course via synchronous video conference (i.e., Zoom) and be counted present for attending the class session for up to two consecutive class periods. Policy AA-125 can be found [here](#).

Academic Accommodations

It is the policy of Upper Iowa University to ensure equal access to educational and co-curricular activities to students with disabilities as mandated by the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. A student seeking accommodations should contact the Director of Student Accessibility Services as early in the session as possible. In order to receive accommodations, students are required to disclose their disability to the Director by completing an [application for services](#) that can be found on the [Student Accessibility Webpage](#). In addition to the application packet, the student is required to submit supporting documentation. Submit these to the Student Accessibility Services Office either in person or by email/Fax. A brief interview, in-person, by phone or virtually, with the Director will confirm or deny the accommodations requested. The Student Accessibility Services Office will email accommodation letters to the appropriate professor, the student, and the student's advisor. Additionally, students should work

cooperatively with their instructors throughout the session to make sure that their accommodations are appropriate and effective.

Upper Iowa University (UIU) provides closed captioning/transcriptions in acknowledgment of the Americans Disability Act, Rehabilitation Act, and various state laws. The information displayed is computer generated and not reviewed before being published. UIU makes no representations or warranties and expressly disclaims any responsibility or liability with respect to any errors or omissions in, or the accuracy, reliability, timeliness, or completeness of, any information that appears in a closed caption or transcript.

Contact the Director at (563) 425-5949, accessibility@uiu.edu or stop by the office on the 2nd floor of the Student Center, Office of Student Life, Room 229.

Emergency Directives: (Fire, Natural Disaster, Threat on campus, etc.)

In accordance with Upper Iowa University's emergency management plan, any student that requires assistance in the event of an emergency (Fire, natural disaster, threat on campus) is responsible for notifying their instructor of the need for assistance. (Evacuation, and/or indoor safety protocols) This information will be held confidential and only needed in the unlikely event that there is an emergency.

Copyright Statement

In recognition of the Copyright Law of the United States (Title 17, United States Code), Upper Iowa University reminds both faculty members and learners that a willful infringement of the law may result in disciplinary action. The University library has available materials discussing the "fair use" concept, along with criteria and guidelines for reproduction and use of copyrighted materials.

Note: When finalizing the course syllabus to teach a course at Upper Iowa University, you should follow the most recent version of the approved course syllabus template, with updated university policies and procedures.

Faculty Credential Template

[See Next Page]

Faculty Credential Template
Academic guidelines for consideration

**Digital Marketing, BS -
MKT 100, 110, 200, 210, 220, 230, 300, 310, 320, 410, 450**

The following documentation was reviewed in qualifying the faculty for this course:

- Official transcript(s) from all degree granting institutions;
- International institutions, a copy of the Foreign Evaluation Verification Letter from an approved agency;
- Copies of current industry certifications or credentials
- Resume for verification of work experience including specific dates and job titles;

Academic Degree(s) with Major/Emphasis/Concentration	Preferred (degree level)	Acceptable (degree level)	Comments (credit requirements if in related field, etc. see examples)
MBA – Marketing preferred, master’s in related field		X	12 – 15 hours in emphasis area and 5 years progressive work experience in the field
Ph.D., DBA in marketing or related field	X		12 – 15 hours in emphasis area and 5 years progressive work experience in the field
Certification(s)/Credential(s):			
ACCEPTED CREDENTIAL (copy of current credential attached)			

Approved by: Faculty Name

Date:

Reviewed by: Faculty Name

Date:

Evaluation completed and faculty qualified by (Print Name): _____ Date _____