

University of Guelph
Department of Marketing and Consumer Studies

MCS*3600: CONSUMER INFORMATION PROCESSES

Winter 2011

COURSE OUTLINE

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Class hours: Tuesdays and Thursdays 10:00 - 11:20 am (section 1)

Wednesday and Fridays 10:00 - 11:20 am (section 2)

Office hours: Mondays 11:20 am -12:20 pm & Wednesdays 11:20 am -12:20 pm

TA: Nancy Deng (email: ndeng@uoguelph.ca)

Course Description

This course provides an in-depth treatment of information processing research and theories as they relate to consumer judgement and choice. Components of theory addressed include: attention and perception, motivation, processing capacity, encoding and memory storage, retrieval and decision processes. Applications to marketplace policy and strategy are discussed.

The purpose of this course is to give senior students an opportunity to have a “taste” of academic research in consumer behaviour. Building on the knowledge and skills you learned in the two basic courses (i.e., Fundamentals of Consumer Behaviour and Research Methods), this course will provide an in-depth analysis of consumer information processes from a **theoretical** standpoint. This course consists of reading recent academic articles, critically reflecting on hypotheses, methods, and findings of the articles, presenting and discussing the articles, and conducting application exercises. In this course, the role of the instructor is restricted to giving an overview of the material, facilitating the discussion, and resolving unclear points.

Main course objectives include the following: 1) to identify important research questions in the field of consumer behaviour, 2) describe the process of conducting academic consumer research and reporting empirical findings in the form of a journal article, 3) critically analyse and interpret academic articles in the field of consumer psychology, 4) appreciate the value of academic research in consumer behaviour to the public and society, and 5) apply consumer behaviour theories to the marketplace. This knowledge and these skills will be indispensable for engaging in consumer-focused marketing activities in your later career.

Students are expected to **study about 6-8 hours each week** regarding this course.

Prerequisites: MCS*2600 (Fundamentals of Consumer Behaviour) and MCS*3030

(Research Methods)

Appeals Procedure: Refer to Undergraduate Calendar on the U of G website

Drop and Add: Refer to Undergraduate Calendar on the U of G website

Academic Misconduct: Refer to the

following: <http://www.webapps.ccs.uoguelph.ca/lc/AcademicIntegrity/>

Independent work is required on all individual assignments; Read the definition of academic misconduct and what constitutes academic misconduct in the online undergraduate calendar.

You are required to complete the on-line **academic integrity module**, which is embedded in the courselink. Please complete this module **by January 14th**.

Course Format

Classroom sessions will include a mix of introductory lectures, classroom application exercises, article presentations, and class discussions. Students are expected to do the required readings before coming to class each week.

Students will have the opportunity to apply the concepts discussed in the lectures by completing several individual assignments that involve survey investigations and library work. Students will find these application exercises useful to their learning as well as skill-building. Class discussions will be partly based on these assignments.

Courselink

Course materials will be posted in the courselink website, where you will find course reminders and updates as well: <https://courselink.uoguelph.ca/shared/login/login.html>

Evaluation

Individual components (72%)

Class participation	2%
Quiz on research methodologies	6%
Test 1	22%
Test 2	22%
Discussion preparation questions	20%

Group components (28%)

Article Presentation	12%
Application Exercise	8%
Short Research Proposal	8%

This course follows the University grading scheme outlined in the University Calendar:

A+	90-100%	Excellent: An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given
A	85-89	

A-	80-84	material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
B+	77-79	Good: A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
B	73-76	
B-	70-72	
C+	67-69	Acceptable: An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
C	63-66	
C-	60-62	
D+	57-59	Minimally acceptable: A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
D	53-56	
D-	50-52	
F	0-49	Fail: An inadequate performance.

Textbook

Even though no textbook is required, you are encouraged to consult with a textbook on consumer behaviour whenever you feel you are not knowledgeable about concepts and theories. You can either use the Consumer Behaviour textbook from MCS*2600 (Fundamentals of Consumer Behaviour) or buy this textbook: **Wayne D. Hoyer and Deborah J. MacInnis** (2004), *Consumer Behavior*, 3rd edition, Houghton Mifflin. The latter is an advanced level textbook, and thus will help you gain a detailed understanding of important topics. This book is on reserve in the campus library.

Quiz on Research Methodologies

Sound understanding of experimental research methodology is **required** for taking this course. A brief review of research methodologies will be offered in the first two classes. You are encouraged to consult with a marketing research textbook (chapters on experimental design and ANOVA) or on-line resources (e.g., http://www.weibull.com/doewebcontents.htm#Analysis_of_Experiments). Your understanding of the materials covered in the review classes will be assessed in the quiz scheduled in the **second week**.

Presentation of Articles

You are requested to form a group of up to **three** students by the first week of the semester. Each group will be presenting one of the papers in the following list.

Articles will be assigned on a first come-first served basis in the first week of the semester. All papers can be found in the referenced journal online or at the library. Each group is required to **read** the article, **summarize** it, **critique** it, and **interpret** its

marketing implications for the class.

The class presentation should cover the following:

- a. Opening vignette / Mini-experiment / Advertisements or commercials that help introduce the main research idea
- b. Previous research on the main research question
- c. Major research questions that the article raises and attempts to answer
- d. Specific hypotheses to be tested
- e. An overview of empirical studies
- f. Research methodology and procedures of empirical research
- g. Results and interpretation of tables and charts (hypothesis testing)
- h. Marketing implications

* Presentation of Article #1 does not follow this format.

Tips for paper presentation:

- a. Begin to read the paper early and do brainstorming well at least two weeks ahead.
- b. Prepare a presentation using a computer program (e.g., MS Powerpoint) and bring an electronic copy of the presentation to the professor **at least two days ahead** of the presentation.
- c. Make believe that you are presenting the paper as co-authors of the paper.
- d. Plan the presentation to last 40 minutes (including the time for leading class discussion).
- e. Each group member is required to participate in the presentation, and transition among members must be well coordinated.
- f. You are expected (almost required) to **elicit audience participation frequently** during the presentation (i.e., **every five minutes**). This is to ensure that article presentations become interactive and that audience students are following the group presentation.
- g. You must incorporate “**discussion preparation questions**” into your presentation. Challenge the audience to answer these questions at multiple points during the presentation, and then present your own answer.
- h. It is **required** that each group meet me for 20 minutes **at least two days ahead of the presentation** (preferably in my office hours). In this session, you must be prepared to give a **mock presentation** to me and bring an electronic copy of presentation slides. **Your preparedness will be evaluated**, and feedback will be provided so that you can change your presentation accordingly. The purpose of this interview is to improve the quality of your presentation.

Refer to Appendix 1 for the form that will be used to evaluate group presentations.

List of Articles to Be Presented

[Tip: How to search for articles]

Log into <http://trellis3.tug-libraries.on.ca/>, type in the **journal title** and press Search. All ten articles except for Article #1 are available in the electronic form. Print the PDF file.

Consumer Research Experiments

Article #0

B. Sternthal, A. Tybout, and B. Calder (1995), Experimental Design: Generalization and Theoretical Explanation, in Richard Bagozzi (ed), *Principles of Marketing Research*, Blackwell Publishing, 195-223.

Motivation, Ability and Opportunity

Article #1

C. Miguel Brendl, Arthur Markman, and Claude Messner (2003), The devaluation effect: Activating a need devalues unrelated objects, *Journal of Consumer Research*, 29 (March), 463-473.

** The presentation group is required to read the following article as well: Markman, Arthur B. and C. Miguel Brendl (2000), "The Influence of Goals on Value and Choice," *The Psychology of Learning and Motivation*, 39, 97-128.

Exposure, Attention, and Perception

Article #2

B. Wansink and K. van Ittersum (2003), Bottoms up! The influence of elongation on pouring and consumption volume, *Journal of Consumer Research*, 30 (December), 455-463.

*** The following background reading is **required**: pp. 313-316 and pp. 318-321 of P. Raghubir and A. Krishna (1999), Vital dimensions in volume perception: Can the eye fool the stomach?, *Journal of Marketing Research*, 36 (3), 313-326.

Article #3

Erin J. Strahan, Steven J. Spencer, and Mark P. Zanna (2002), Subliminal priming and persuasion: Striking while the iron is hot, *Journal of Experimental Social Psychology*, 38, (6), 556-568.

Consumer Attitudes

Article #4

Frederic Brunel, Brian Titje, and Anthony Greenwald (2004), "Is the Implicit Association Test a valid and valuable measure of implicit consumer social cognition?" *Journal of Consumer Psychology*, 14 (4), 385-404.

*** You may skip the section on *Validity and Psychometric Issues* (pp. 390-391).

*** Before reading this paper, familiarize with the **Implicit Association Test (IAT)** by trying out at least two IAT tasks available at <https://implicit.harvard.edu/implicit/>.

Article #5

Friese, M., Hofmann, W., & Wänke, M. (2008). When impulses take over: Moderated predictive validity of explicit and implicit attitude measures in predicting food choice and consumption behaviour. *British Journal of Social Psychology*, 47 (3), 397-419.

Memory and Retrieval

Article #6

Kathryn A. Braun (1999), "Postexperience Advertising Effects on Consumer

Memory,” *Journal of Consumer Research*, 25 (March), 319-334.

Judgment

Article #7

M. Wänke, G. Böhner, and A. Jurkowitsch (1997), “There are Many Reasons to Drive a BMW: Does Imagined Ease of Argument Generation Influence Attitudes?” *Journal of Consumer Research*, 24 (September), 170-177.

*** The following background reading is **required**: M. Wänke, H. Bless and B. Biller (1991), “Subjective experience vs. content of information in the construction of attitude judgments,” *Personality and Social Psychology Bulletin*, 22 (November), 1105-1113.

Article #8

Wilson, Lisle, Schooler, Hodges, Klaaren, and LaFleur (1993), “Introspecting about reasons can reduce post-choice satisfaction,” *Personality and Social Psychology Bulletin*, 19(3), 331-339.

*** The following background reading is **required**: Wilson and Schooler (1991), “Thinking too much: Introspection can reduce the quality of preferences and decision,” *Journal of Personality and Social Psychology*, 60, 181-192. (**Do not need to read Experiment 2**)

Decision Making

Article #9

Sheena S. Iyengar and Mark R. Lepper (2000), When choice is demotivating: Can one desire too much of a good thing? *Journal of Personality and Social Psychology*, 79 (6), 995-1006.

Article #10

Vohs, Kathleen D. and Ronald J. Faber (2007), “Spent Resources: Self-Regulatory Resource Availability Affects Impulse Buying,” *Journal of Consumer Research*, 33 (March), 537-547.

Post-decision Processes

Article #11

Daniel T. Gilbert and Jane E. J. Ebert (2002), Decision and Revisions: The affective forecasting of changeable outcomes, *Journal of Personality and Social Psychology*, 82 (4), 503-514.

The Effect of Unconscious Processing on Consumer Behavior

Article #12

Ap Dijksterhuis (2004), Think Different: The merits of unconscious thought in preference development and decision making, *Journal of Personality and Social Psychology*, 87, 586-598.

Short Research Proposal

Each group will submit a Short Research Proposal by April 12th 4:30 pm. The purpose of this proposal is to help you extend a theory and/or an important concept you learned in this course to a new direction, either theoretical or applied. Basically, you are to identify one important research question either by extending a theory to a new direction or by applying it to a unique consumption situation or product category (industry). In other words, the proposal can be either theoretical or applied.

Step 1:

Reread the article that your group presented or will present. Brainstorm with your group members about how the gist of the theory and/or concept can be extended to a new direction or applied to a unique consumption situation. Come up with several ideas and exchange ideas via email for a week.

The most important thing is that this has to be your ORIGINAL idea extended from the article, not a pick-up from business magazines or other sources. For whom and/or why is this research question important?

Look up 2-3 recent academic articles related to your research question (The easiest way is to find articles that cited the key paper and browse.) Summarize the most important findings from these papers and appreciate how your original idea is similar to but different from them.

Write a one page summary of your research question and submit it to me by Feb 16/18.

Step 2:

Prepare a 7- page research proposal.

- (a) Page 1-2: Explain the motivation of the research (i.e., why this is an important research question) and situate your research question in previous research (i.e., how your research question is different from and extends previous research).
- (b) Page 3-4: State your research question and the rationale for this question. Propose specific 1-2 testable hypotheses (i.e., why this predicted finding is likely to be obtained).
- (c) Page 5-6: Describe the experimental design you need to test your hypothesis. Make sure you clearly specify the overall experimental design. For example, you can specify a 2 (independent variable X: high vs. low) * 2 (independent variable Y: high vs. low) factorial design. You also need to clearly describe how you will manipulate or measure independent variables and how you will assess a dependent variable (e.g., choice, attitude, memory, etc.).
- (d) Page 7: Describe how the results of this experiment will look like, using either a table or graph.
- (e) References (Follow APA format: <http://www.mhc.ab.ca/library/howtoguides/APASamplePaperAug2007.pdf>).

Important: Use double space and the 12 Times New Roman font (1 inch Margin in

all directions).

Class Participation

Students are expected to attend all the classes. In addition, students are expected to have read the *articles* before coming to each class. Your preparation for class is essential in actively learning the class material. Otherwise, listening to group presentations will not help you fully understand the papers. Tests 1 and 2 will include a number of questions regarding the articles.

- **Contribution to discussion (2%)**

You will earn up to 2% if you actively participate in the class discussion of articles and application exercise. I will consciously evaluate not only the quantity but also the quality of your contribution.

Discussion Preparation Questions Assignment

I will post questions for each article on the courselink in order to encourage students' careful reading of articles (<http://courselink.desire2learn.com/>). Each student is required to submit a write-up that provides his/her answer to these questions for **at least 8** articles. In other words, you can skip two write-ups from the set of Articles #1~6 and skip two write-ups from the set of Articles #7~#12.

Typical questions will ask you to identify major hypotheses, to locate incremental contribution of the article over and beyond previous research, to interpret tables and figures and determine whether hypotheses are accepted, and to explore practical implications of the article.

This assignment is **a great way of preparing for the tests** because these questions will be used in the Exams 1 and 2.

These assignments must be submitted **in the class on the due dates specified**. **Late submission will neither be accepted nor graded**. Please do not forget to **staple** your assignment if it is more than one page.

At the end of the semester, I will use **top 8 assignment grades** to calculate your final grade.

Please be advised that **copying each other's answer is considered a serious plagiarism**. You will receive zero grade at the first offence, which will not be replaced by a higher mark on other write-ups. At the second offence, will receive zero for the entire discussion questions.

Tests 1 and 2

Your understanding of lectures, application projects, article reading and discussion will be essential to the tests.

Application Exercises

Each group is required to sign up for **one** assignment from a choice of 12 application exercises. Exercises will be assigned on a first-come, first-served basis. Each group is asked to present the results of application exercises for **WITHIN 20 minutes**. It is important to elicit **audience participation multiple times** and make the presentation **interactive**. Successful completion of application exercises starts with reading the related chapter of the Hoyer and MacInnis textbook and getting acquainted with terminologies and theories. Use of **visual cues** (e.g., print ads, commercials available on the web, product and company logos, actual products, etc.) is strongly recommended.

List of Application Exercises

#1. MAO in retail stores

Visit a local mall and a super store, and find examples of marketing efforts that relate to consumers' motivation, ability, and opportunity to acquire products and services (Read the Chapter 3 thoroughly to learn about consumer MAO). Things you may want to start with include point-of-purchase displays, unique packaging, interactive devices, etc. Discuss how different retailers use or fail to use principles of consumer MAO to market their products and services. In doing so, you may want to find answers to these questions: (a) How do retailers attempt to market and advertise products and services associated with risk (e.g., safety risk, social risk, etc.)? How do consumers seem to respond to these attempts?; (b) How do retailers try to increase consumers' opportunity to process marketing information?; (c) How do retailers try to increase consumers' ability to process marketing information?; (d) How do retailers try to make their retail environments involving to customers?

#2. Exposure, attention, and perception in retail stores

Visit two retail stores of your choice. Preferably the two stores are competitors in the same industry (e.g., apparel, food, electronics, etc.) but differ in the retail atmosphere. Identify what in each store attracts your attention.

- a. Use the principles discussed in the Hoyer and MacInnis textbook to describe aspects of the two stores related to attention. What captures your attention? What does not get your attention but should? How could the retailer make changes that would increase consumers' attention to the relevant object? Compare the two stores in providing your analysis.
- b. Use the principles discussed in the Hoyer and MacInnis textbook to describe perceptual aspects of the store. How does this retailer use sounds, colors, and smells to affect consumers' moods? Which sounds, smells, and colors encourage shopping and purchase? Which discourage? Which of the latter should be changed? How? Be sure to provide detailed marketing tactics to improve exposure, attention, and perception.

#3. Just noticeable difference & Perceptual organization principles

(A) Identify as many examples as you can in which marketers want consumers to perceive a just noticeable difference between their product and a competitor's, or between an old product and a new one. Also, find examples in which marketers do not want consumers to perceive such a difference. Consider not only visual aspects of the product or service, such as how big or small it is, but other perceptual differences as well (how it tastes, feels, smells, sounds).

(B) Find two marketing examples for each of the following principles: the principle of figure and ground, the principle of closure, and the principle of grouping. Examples can be drawn from advertising, product display, product packaging, etc.

#4. Factors that elicit central route processing of ads

For detailed information on Theory of Reasoned Action model, browse www.ciadvertising.org/sa/spring_03/382j/levina/introduction.html. (Do not spend time presenting this material. It's supposed to be a background reading.)

Then consider the four multi-attribute marketing strategies for changing consumer attitudes (Refer to pp.138-139 of the Hoyer and MacInnis textbook).

Analyze a number of advertisements, searching for instances of each strategy. Clip out two examples of each. Briefly explain your rationale and how effective you judge each ad to be.

#5. Peripheral vs. central attitude formation and change

Try to find as many print ads and commercials as possible for one industry. Many companies put their commercials on the websites. Then select five ads that you think are good examples of the use of peripheral attitude change strategies and explain why they are successful. Refer to the Hoyer and MacInnis textbook about what constitutes peripheral route processing. Finally, find five ads that use central attitude change strategies. Compare examples of peripheral attitude change strategies with examples of central attitude change strategies, and discuss major differences between them.

#6. Consumer Memory Distortion

Summarize the following articles and devise a couple of marketing strategies on how findings on memory distortion can be applied to consumer behaviour and marketing.

Braun, K., Rhiannon, E. & Loftus, E. F. (2001). Make my memory: How advertising can change our memories of the past. *Psychology and Marketing*, 19 (1), 1-23.

Braun-LaTour, K.A., LaTour, M.S., Pickrell, J.E., Loftus, E.F. (2004). HOW AND WHEN ADVERTISING CAN INFLUENCE MEMORY FOR CONSUMER EXPERIENCE. *Journal of Advertising*, 33 (4), 7-25.

#7. Brand personality

Explain the five dimensions of brand personality discussed in Chapter 5 (Hoyer & MacInnis). First, find two ads for *each* of the five personality dimensions (i.e., sincerity, excitement, competence, sophistication, ruggedness). It is important that you search for ads that really try to create a certain personality for a brand. Avoid obvious examples, but try to find somewhat ads that exemplify an atypical brand personality dimension in the

product category it belongs. Also, try to find ads in the service categories as well as in the product categories. Describe the brand in factual terms in 50 words or more (what does it, what does it look like, feel like, taste like, etc. How does it differ from competitors?)

- a. Link the association to a person (not necessarily a celebrity). Describe the person in 50 words or more. Provide a drawing or sketch of the person.
- b. What is the target audience for these ads? Does the personality of the brand match the personality of the targeted consumer?

Then, find ads that attempt to imbue a brand with more than one of the five personality dimensions (e.g., competence and sophistication, excitement and ruggedness, etc.).

#8. Sense of Vision

You are encouraged to read articles on the sense of vision available

at http://www.thebrain.mcgill.ca/flash/d/d_02/d_02_cr/d_02_cr_vis/d_02_cr_vis.html.

Explore three levels of organization (social, psychological, and neurological) and three levels of explanations (basic, intermediate, and advanced).

Second, visit and explore www.colormatters.com and examine the ways that color affects our minds and our actions. Be sure to read and explore all the options available and present a couple of the most important findings.

Lastly, visit www.exploratorium.edu/seeing/exhibits/ and click the “changing illusions.” You will find four interactive illusions. Try these illusion exercises and report your findings.

Based on understanding the above materials, try to explore and report two state of the art marketing applications of the sense of vision. You may find the following articles useful:

A. Parmar (2004), Marketers ask: Hues on first. *Marketing News*, Vol.38, Issue 3, p.8-10;

A. Key (2000), The colour-coded secrets of brands. *Marketing*, January 6th, p.21.

J. Lambert (2004), Color Schemers. *Canadian Business*, Vol. 18, p. 76-82;

http://www.colormatters.com/research/nrl_ebrand.pdf

; http://www.colormatters.com/r_barclay.html.

#9. Sense of Smell

Do the following background readings and summarize important findings:

O. Kharif (2005), The sweet success of smell. *Business Week On-line*, April 18th.

V. Hallett and M. Silver (2004), Scents and sensibility. *U.S. News and World Report*, November, 22nd, Vol. 137, Issue 18, D2-3.

R.W. Holland, M. Hendriks, and H. Aarts (2005), Smells like clean spirit: Nonconscious effects of scent on cognition and behaviour. *Psychological Science*, Vol. 16, Issue 9, 689-693.

Linda Tischler (2005), Smells like brand spirit. *Fast Company*, Issue 97, August, p. 52

(Accessible online: <http://www.fastcompany.com/magazine/97/brand-spirit> [Printer Friendly.html](http://www.fastcompany.com/magazine/97/brand-spirit))

T. Grose, That odd smell may be your E-mail. *U.S. News and World Report*, August 6th, Vol. 131, Issue 5, p.33.

http://www.profumo.it/perfume/olfactory_communication/olfactory_psychology.htm

<http://www.mdx.ac.uk/www/psychology/staff/nmartin/rsa/rsa.html>

<http://www.abc.net.au/science/news/stories/s278744.htm>

<http://users.rcn.com/jkimball.ma.ultranet/BiologyPages/O/Olfaction.html>.

Based on understanding the above materials, try to explore and report two marketing applications of smell. You need to present two separate cases of state of the art usage of smell. Use commercial and library search engines to find relevant information.

#10. Sense of Touch

Do the following background readings and summarize important findings:

N. Guéguen & C. Jacob (2006), The Effect of Tactile Stimulation on the Purchasing Behaviour of Consumers: An Experimental Study in a Natural Setting. *International Journal of Management*, Vol.23, Issue 1, p.24-33.

J. Thilmany (2003), "A touching sensation," *Mechanical Engineering*, Vol. 125, Issue 11, pp.30-32.

<http://www.informit.com/articles/printerfriendly.asp?p=345621>

<http://www.memagazine.org/backissues/nov03/features/touching/touching.html>

<http://crm-daily.newsfactor.com/perl/story/17357.html#story-start>

<http://www.immersion.com/industrial/haptics.php>.

M. Johnson (2006), Science of feel: Design shift. *Automotive Body Repair News*, Vol. 45, Issue 6, p.70.

Based on understanding the above materials, try to explore and report two marketing applications of touch (i.e., haptics). You need to present two separate cases of state of the art usage of touch. You may start with exploring the Immersion corporation (<http://www.immersion.com>) and Atrua's Wings technology (<http://www.atrua.com>). Also, use commercial and library search engines to find relevant information.

#11. Forecasting of satisfaction & preference

Summarize the following articles and interview and discuss implications of this research for consumers and public policy.

John Gertner (2003), The futile pursuit of happiness. *New York Times*, 7 Sep., p. SM44.

(Also available here: http://behaviorhealth.org/futile_pursuit_of_happiness.htm)

T. D. Wilson & D. T. Gilbert (2005), Affective Forecasting: Knowing What to Want. *Current Directions in Psychological Science*, 14 (3), 131–134

Also, read the following interview with Dr. Gilbert:

http://www.edge.org/3rd_culture/gilbert06/gilbert06_index.html

http://www.edge.org/3rd_culture/gilbert03/gilbert_index.html

#12. Power of the default option and decision making

First read the following web article:

<http://www.edge.org/documents/archive/edge259.html#1>

Summarize the following papers and discuss implications for marketers, consumers and policy makers.

Goldstein, Johnson, Herrmann, & Heitmann (2008), Nudge your customers toward better decisions, *Harvard Business Review*, December, 99-104.

Johnson, E. J. & Goldstein, D. G. (2003). [Do defaults save lives?](#) *Science*, **302**, 1338-1339.

**** Peer Evaluation**

You will have the opportunity to evaluate your group member's contribution to the group work at the end of semester. This also means that your contribution will be evaluated by your peers. If it turns out that your contribution is substantially lower than your peers', you may not receive full credits for group work. If you have difficulty working with your group members during the semester, you are encouraged to meet the professor in person in office hours. (Do not use email for this purpose.)

**** Course Evaluation**

Course and instructor evaluation will be handled via a separate Courselink site during the last 2 weeks of the semester.

Class Schedule

<i>Wk#</i>	<i>Week of</i>	<i>Topics</i>		<i>Article Readings</i>	<i>Application Exercises</i>
1	Jan 10	Course overview Group formation and assignments of articles			
1		Academic research of consumer behaviour Review of Basic Methodologies I			
2	Jan 17	Review of Basic Methodologies II			
2		Quiz on Research Methodologies (30 min) Read Article #0 for this class		#0	
3	Jan 24	Motivation, Ability, and Opportunity			#1
3		(Read "How to read academic journal article" for the Jan 25th/26th class)		#1	#2
4	Jan 31	Exposure, Attention, and Perception		#2	
4				#3	#3
5	Feb 7	Consumer Attitudes I			#4
5				#4	#5
6	Feb 14	Consumer Attitudes II		#5	#6
6					#7
7	Feb 28	Consumer Memory		#6	#8
7					#9
8	Mar 7	Judgment I		#7	
8				#8	#10
9	Mar 14	Judgment II		#9	
9				#10	#11
10	Mar 21	Decision Making		#11	
10				#12	
11	Mar 28	Post-decision Processes			#12
11		EXAM 2 (March 31st 5:30 pm)			
12	April 4	Feedback to the Short Research Proposal			
12		Feedback to the Short Research Proposal			

Test 1 will be taken on March 4th (Saturday morning) and Test 2 will be taken in class on March 31st (Thursday 5:30 pm).

Appendix 1

Article Presentation Evaluation Form

Date:

Presenters:

For each of the following categories, please circle the response which best describe how well this group performed in their presentations:

	Poor	Fair	Good	Very Good	Excellent
1. Preparedness for the pre-presentation interview (15 points)	1	2	3	4	5
2. Clarity of research objectives and hypotheses of the study (10 points)	1	2	3	4	5
3. Clarity of explaining study methodology and interpretation of results (10 points)	1	2	3	4	5
4. Clever and/or informative use of visual cues (10 points)	1	2	3	4	5
5. Well-planned coordination among group members during the presentation (not a patch of individual presentations) (10 points)	1	2	3	4	5
6. Timing of presentations (not too long, not too short) (5 points)	1	2	3	4	5
7. Interactive presentation (including eliciting audience participation at multiple points during the presentation) (20 points)	1	2	3	4	5
8. Leading class discussion based on discussion preparation questions (20 points)	1	2	3	4	5

Overall grade: _____