

Marketing and Consumer Studies

MCS3600

Consumer Information Processes

Winter 2017

General Information

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Course Description

This course is intended to introduce you to an in-depth analysis of consumer information processes from a theoretical standpoint, based on the knowledge and skills you have learned in the two basic courses (i.e., Fundamentals of Consumer Behaviour and Research Methods). It consists of reading recent academic articles (critically focusing on hypotheses, methods, and findings of the articles), presenting and discussing these articles, and conducting application exercises.

Main course objectives include:

1. To critically analyse and interpret academic articles, and identify important research questions in the field of consumer behaviour;
2. To describe the process of conducting consumer research and reporting empirical findings in the form of a journal article;
3. To apply consumer behaviour theories to the real market world.

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

Format

Classroom sessions will include a mix of introductory lectures, group presentations (35 minutes long for each group), class discussions and classroom application exercises. 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 and library work. They will find these application exercises useful to their learning as well as skill-building.

On-Line Communication

Include here any comments you would like to make about on-line communication, such as...

- I will be communicating with you via your central email account <uoguelph.ca> from time to time. You are required to check this account on a regular basis. Please be advised that I will not edit my mailing list to your hotmail/yahoo etc. account.
- While I endeavour to check my email daily, students can reasonably expect a response from me within 48/72 hours.

Grading Scheme

Individual Evaluation: (45%)	
Class participations	15%
Assignment (1 @ 15%)	15%
Mid-term Exam	15%
Group Evaluation: (55%)	
Article presentations (2 @ 10%)	20%
Final paper presentation	5%
Final written paper	30%

Class participation

The classroom experience is judged important to the learning process. Students are expected to have read all selected journal articles to be discussed in each class. Questions should be prepared for presenters to add to class discussion and article critique.

Evaluation of class participation will be based on evidence that students have read the required material, therefore on the quality of input, not the quantity. Questions regarding articles will appear on the two in-class tests. Individual participation grades are assigned on a weekly basis. The minimum class participation marks to pass this course are 7.

Assignment

One individual assignment will be announced in class. The assignment should be typed with one-inch margins, double-spaced, and in a font size no smaller than 10-point. It should be 5-6 pages. Appendices may be appropriate, and not limited by the page constraint.

Due date for the Assignment: Wednesday, March 9th, 2017 (Week 9)

The deadline is absolute. Unless acceptable documentary evidence is provided, all late work will be given a zero grade.

Mid-term Exam

Short answer questions will be used in the mid-term exam. The questions may involve short scenarios or marketing decision problems. Your understanding of the assigned readings, lectures and active participation in all of the learning activities will be essential to perform well on the exam. The mid-term exam is scheduled in the class of Week 6 (Wednesday, February 15).

Note: *Appropriate medical or compassionate document is required to receive academic consideration for being unable to take a test at the designed time, and you must notify the instructor in advance that you will be unable to attend.*

Article presentations

You will be assigned to a group in the first week of class. You will work in this group (5-6 members in each group) for both the presentations and the final paper. Group members must prepare jointly for class presentation and discussions. No changes to group composition will be permitted once the groups have been formed. Individual student grades on group work will reflect the instructor's assessment of the assignment plus group members' assessment of the contributions of each other using the attached Peer Evaluation Form.

Each group should choose two papers from the list of articles provided for presentation. All papers are available online or can be found in the referenced journal online or at the library. Paper selection will occur in the first week of classes.

Each group member 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. Introduction
- b. Literature Review and Hypotheses
- c. Research methodology
- d. Results and their interpretation
- e. Theoretical and Managerial Implications
- f. Limitation and Future Research
- g. Conclusion
- h. Strengths and weaknesses of the paper
- i. Recommendations for improvement

Tips for paper presentation:

- a. Read the paper early and do brainstorming well at least two weeks ahead;
- b. Prepare presentation slides and send an electronic copy of the presentation to the instructor at least one day ahead of the presentation;
- c. Present a paper as authors of the paper.
- d. Plan the presentation to last 35-40 minutes (including the time for leading

- class discussions).
- 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.
 - g. You may 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.

Final paper

The details of instruction about the final paper will be provided by the instructor in Week 8. This paper should be typed with one-inch margins, doubled spaced, with a font size no smaller than 10-point (although 12-point would be easier to read), and be minimum 18-20 pages in length. Appendices may be appropriate, and are not limited by the page constraint. As stated in the course outline, all deadlines are absolute unless documentary evidence is provided. All late work and plagiarism will be penalized.

Final paper presentation

Details of the oral presentation will be provided later in the semester. Presentations are scheduled for WEEK12 and WEEK13. All participants are required to attend the presentation sessions. Failing to attend will be given a -2 mark.

WEEKLY SCHEDULE:

Week	Topic
1	Introduction and Basic Paradigms in Consumer Research
2	Motivation, Perception, Learning and Memory
3	Affect/Emotions and Cognition
4	Message Framing and Information Processing
5	Attitude Formation and Change (sunk costs)
6	Mid-term test in class
7	Winter Break
8	Judgment/Decision Making and Charitable/Donation Behaviors
9	Self-affirmation and Compensatory Consumption
10	Construal Levels
11	Luxury Brands and Counterfeit Luxury Brand Purchase Behaviors
12	Term Paper Presentations
13	Term Paper Presentations

LIST OF READINGS

Week 1 Introduction and Basic Paradigms in Consumer Research

1. Baumgartner, Hans (2002), "Toward a Personology of the Consumer," *Journal of Consumer Research*, 29(September), 286-292.
2. Zaltman, Gerald (2000), "Consumer Researchers: Take a Hike!" *Journal of Consumer Research*, 26(March), 423-428.

Week 2 Motivation, Perception, Learning and Memory

1. *Aaker, Jennifer, Kathleen D. Vohs and Cassie Mogilner (2010), "Nonprofits Are Seen as Warm and For-Profits as Competent: Firm Stereotypes Matter," *Journal of Consumer Research*, 37 (August), 224-237.
2. * Robert W. Renn, Robert Steinbauer, Robert Taylor and Daniel Detwiler (2014), "School-to-work transition: Mentor career support and student career planning, job search intentions, and self-defeating job search behavior," *Journal of Vocational Behavior*, 85, 422-432
3. Irmak, Caglar, Beth Vallen and Sankar Sen (2010), "You Like What I like, but I Don't Like What you Like: Uniqueness Motivations in Product Preferences," *Journal of Consumer Research*, 37 (October), 443-455

Week 3 Affect/Emotions and Cognition

1. *Anand Keller, Punam and Lauren Goldberg Block (1995), "Increasing the Persuasiveness of Fear Appeals: The Effect of Arousal and Elaboration," *Journal of Consumer Research*, 22 (March), 448-459.
2. Andrade, Eduardo B. and Teck-Hua Ho (2009), "Gaming Emotions in Social Interactions," *Journal of Consumer Research*, 36 (December), 539-552.
3. *Laran, Juliano (2010), "Choosing Your Future: Temporal Distance and the Balance between Self-Control and Indulgence," *Journal of Consumer Research*, 36 (April), 1002-1015.

Week 4 Message Framing and Information Processing

1. * Dowray Sunaina, Jonas J. Swartz, Danielle Braxton and Anthony J. Viera (2013), "Potential effect of physical activity based menu labels on the calorie content of selected fast food meals," *Appetite*, 62: 173-181.
2. * Bleich Sara N, Bradley J Herring, Desmond D Flagg and Tiffany L. Gary-Webb (2012), "Reduction in purchases of sugar-sweetened beverages among

2. *Janiszewski, C. and Meyvis, T. (2001), "Effects of Brand Logo Complexity, Repetition, and Spacing on Processing Fluency and Judgment," *Journal of Consumer Research*, 28 (1), 18-32.
3. *Rucker, Derek D. and Adam D. Galinsky (2008), "Desire to Acquire: Powerlessness and Compensatory Consumption," *Journal of Consumer Research*, 35 (10), 257-67.

Week 10 Construal Levels

1. *Bornemann, T. and Homburg, C. (2011), "Psychological Distance and the Dual Role of Price," *Journal of Consumer Research*, 38 (October), 490-504.
2. Trope, Y and Liberman, N. (2000), "Time-dependent Changes in Preferences," *Journal of Personality and Social Psychology*, 79 (6), 876-889.
3. *Zhao, M., Hoeffler, S. and Zauberan, G. (2007), "Mental Simulation and Preference Consistency over Time: The Role of Process-Versus Outcome-Focused Thoughts," *Journal of Marketing Research*, 44 (August), 379-388

Week 11 Luxury Brands and Counterfeit Luxury Brand Purchase Behaviors

1. *Han, Young Jee, Nunes, Joseph C. and Dreze, Xavier (2010). "Signaling Status with Luxury Goods: The Role of Brand Prominence," *Journal of Marketing*, 74:15-30.
2. Simonson, Itamar (1992), "The Influence of Anticipating Regret and Responsibility on Purchase Decisions," *Journal of Consumer Research*, 19 (June), 105-118.
3. *Wilcox, Keith., Kim, Hyeong-Min and Sen, Sankar (2009). "Why Do Consumers Buy Counterfeit Luxury Brands?" *Journal of Marketing Research* 46(2): 247-259.

Week 12 Term Paper Presentations

Week 13 Term Paper Presentations

Appendix One

Academic Misconduct

Academic misconduct is broadly understood to mean offences against the academic integrity of the learning environment. This would include, but is not limited to, the following examples:

1. Copying from or using prohibited material including, but not limited to documentary, electronic equipment or other aids not approved by the instructor, in an assignment or examination.
2. Improper academic practices-this includes the falsification, fabrication or misrepresentation of material, including research results, that is part of academic evaluation, the learning process, or scholarly exchange. This offence would include the reference to resources that are known to not exist or the listing of others who have not contributed to the work.
3. Plagiarism-in the broadest sense of misrepresenting the work of others as one's own. Plagiarism specifically can be understood as: the act of copying, reproducing or paraphrasing significant portions of someone else's published or unpublished material, and representing these as one's own thinking by not acknowledging the appropriate source or by the failure to use appropriate quotation marks. These materials include: literary compositions and phrasing, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, and computer reports or software. Students have the responsibility to learn and use the conventions of documentation, and, if in any doubt, are encouraged to consult with the instructor of the course, the academic supervisor, or the department chair/director for clarification. Instructors have the responsibility of advising students in writing of any significant individual interpretations of plagiarism or of any aspects concerning paraphrasing limits or referencing formats unique to the instruction, the discipline, or the course material.

Appendix Two

Peer Evaluation Form

(Winter 2017)

RATING

Suppose your efforts in the team work are worth 100 points. A colleague of yours who put in twice as much effort than you should be assigned 200 points. On the other hand, a colleague who put in only half as much effort as you did would be 50 points. Use other numbers to indicate level of efforts that each group member put in for the final term project. Please take into account both the quality and quantity of effort in adjusting marks for yourself and other group members.

	GROUP MEMBERS	POINTS
1	(Yourself)	<u>100</u>
2		
3		
4		
5		
6		
7		

NOTE: This evaluation will be held in strictest confidence - only the course instructor will review it.

COMMENTS: Please explain reasons for any significant differences in marks given to yourself or other group members in the space below and, if necessary, on the back of this sheet.

University Grading Scheme:

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

A+ A A-	90-100% 85-89 80-84	Excellent: An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given 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+ B B-	77-79 73-76 70-72	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.
C+ C C-	67-69 63-66 60-62	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.
D+ D D-	57-59 53-56 50-52	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.
F	0-49	Fail: An inadequate performance.

http://www.uoguelph.ca/undergrad_calendar/index.shtml

This Course Outline Is Subject to Change.