



Marketing and Consumer Studies

MCS3600 CONSUMER INFORMATION PROCESSING Winter 2011



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Class Times and Location:

Tuesdays and Thursdays 8:30 am - 9:50 am (Section 1)

Tuesdays and Thursdays 2:30 pm – 3:50 pm (Section 2)

Room...

COURSE DESCRIPTION AND OBJECTIVES

This course provides an in-depth analysis of information processing research and theories as they relate to consumer judgment and choice. Subjects reviewed include: information processing theories, learning, and memory, attitude formation and change, decision processes, emotions, motivation, message framing, sensory processing, counterfeit and digital media. Applications to market place policy and strategy are discussed.

The purpose of this course is to give senior students an opportunity to experience academic research in consumer behaviour. Building on the knowledge and skills acquired from the 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 academic materials, presenting, reviewing and discussing articles, and conduction application exercises. In addition, students will undertake a research project, applying the theoretical and empirical methodologies discussed in class. In this course, the role of the instructors is to give an overview of the materials, facilitate discussion, and resolve unclear points.

The course objectives include:

- Identify important research questions in the field of consumer behaviour.
- Describe the process of conducting academic consumer research and reporting empirical findings.
- Critically analyse and interpret academic articles in the field of consumer psychology.
- Transition the theoretical framework of consumer behaviour to application in the market place.
- Augment and apply high-level academic research capacity.

COURSE MATERIALS AND RESOURCES

This course uses a variety of materials and resources, all of which will be available on D2L. All course announcements, required and recommended readings, assignments and updates will be posted here. You will also be able to access any handouts you may have missed through this site. Students are responsible for checking the D2L site often, by accessing: <https://courselink.uoguelph.ca/>

Week	Article	
	Topic	Readings
1 (Jan 10-12)	Introduction to Consumer Information Processing, and Research Methodologies	<p>1. Calder, B.J. & Tybout, A. (1987). What consumer research is. <i>Journal of Consumer Research</i>, 14, 136-140.</p> <p>2. Zaltman, G. (2000). Consumer researchers: Take a hike! <i>Journal of Consumer Research</i>, 26, 423-428.</p> <p>3. Chapter 9-Consumer individual differences. From: Sternthal, B. & Craig, C.S. (1982). <i>Consumer behavior, an information processing perspective</i>. Prentice-Hall.</p> <p>4. Chapter 2-Consumer research: describing, explaining, and evaluating consumer response. From: Sternthal, B. & Craig, C.S. (1982). <i>Consumer behavior, an information processing perspective</i>. Prentice-Hall.</p>
2 (Jan 17-19)	Dual-Processing Systems/Unconscious & Conscious Processing	<p>5. Darke, P.R. & Ritchie, R.J.B. (2007). The defensive consumer: Advertising deception, defensive processing, and distrust. <i>Journal of Marketing Research</i>, 44(1), 114-127.</p> <p>6. Jacoby, L.L., Kelley, C., Judith, B. & Jasechko, J. (1989). Becoming famous overnight: Limits on the ability to avoid unconscious influences of the past. <i>Journal of Personality and Social Psychology</i>, 56(3), 326-338.</p>
3 (Jan 24-27)	Learning and Memory	<p>7. Baumgartner, H., Sujan, M. & Bettman, J.R. (1992). Autobiographical memories, affect, and consumer information processing. <i>Journal of Consumer Psychology</i>, 1(1), 53-82.</p> <p>8. Daugherty, T., Hairong, L., & Biocca, F. (2008). Consumer learning and the effects of virtual experience relative to indirect and direct product experience. <i>Psychology & Marketing</i>, 25(7), 568-586.</p>
4 (Jan 31-Feb 3)	Emotion and Motivation	<p>9. Laran, J. (2010). Choosing your future: Temporal distance and the balance between self-control and indulgence. <i>Journal of Consumer Research</i>, 36(6), 1002-1015.</p> <p>10. Taute, H, McQuitty, S. & Pookie, E. (2011). Emotional information management and responses to emotional</p>

		appeals. <i>Journal of Advertising</i> , 40(3), 31-43.
5 (Feb 7-10)	Judgment and Decision Making	11. Johnson, E.J. & Payne, J.W. (1985). Effort and accuracy in choice. <i>Management Science</i> . 31(4), 395-414. 12. Trifts, V. & Häubl, G. (2003). Information availability and consumer preference: Can online retailers benefit from providing access to competitor price information? <i>Journal of Consumer Psychology</i> , 13(1&2), 149-159.
6 (Feb 14 – 17)	Attitude Formation and Change	13. Bailey, A. (2004). The interplay of social influence and nature of fulfillment: Effects on consumer attitudes. <i>Psychology & Marketing</i> , 21(4), 263 – 278. 14. Navarro, A. & Fantino, E. (2009). The sunk-time effect: An exploration. <i>Journal of Behavioural Decision Making</i> 22(3), 252-270.
(Feb 21-24)	Reading Week	<i>Enjoy the week!</i>
7 (Feb 28-Mar 2)	Message Framing/Positioning	15. Grewal, D., Gotlieb, J. & Marmorstien, H. (1994) The moderating effects of message framing and source credibility on the price-perceived risk relationship. <i>Journal of Consumer Research</i> , 21(1), 145-153 16. Noseworthy, T. J. & Remi T. (2011). Looks interesting but what does it do? Evaluation of incongruent product form depends on positioning. <i>Journal of Marketing Research</i> , 48, 1007-1018.
8 (Mar 6-9)	Sensory Processing	17. Hammon, D. & Parkinson, C. (2009). The impact of cigarette package design on perceptions of risk. <i>Journal of Public Health</i> , 31(3), 345-353. 18. Mattila, A.S. & Wirtz, J. (2001). Congruency of scent and music as a driver of in-store evaluations and behaviours. <i>Journal of Retailing</i> , 77(2), 273-289.
9 (Mar 13-16)	Applied: Counterfeit Consumption	19. Han, Y.L., Nunes, J.C. & Dreze, X. (2010). Signaling status with luxury goods: The role of brand prominence. <i>Journal of Marketing</i> , 74, 15-30. 20. Wilcox, K., Kim, H.M. & Sen, S. (2009). Why do consumers buy counterfeit luxury brands? <i>Journal of Marketing Research</i> , 46(2), 247-259.
10 (Mar 20 – 23)	Applied: Digital and Interactive Communications	21. Schiffman, L., Sherman, E. & Long, M. (2003). Toward a better understanding of the interplay of personal values and the internet. <i>Psychology & Marketing</i> , 20(2), 169-186. 22. Pagani, M., Hofacker, C. & Goldsmith, R. (2011). The influence of personality on active and passive use of social

Recommended Readings/Resources:

- 1) Schiffman, Kanuk & Das. (2010) *Consume Behaviour*. Pearson/Prentice Hall. 10th Ed. (on reserve at the library)
- 2) Kahneman (2011) *Thinking, Fast and Slow*. Publishing in Canada by Doubleday Canada.

On-Line Communication:

- This course has a D2L website, where course announcements, required readings, assignment details and formats etc. will be posted. As indicated above, it is the students' responsibility to check the D2L site regularly.
- We 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 the mailing list will not be edited to include your Hotmail/Yahoo etc. account.
- When contacting instructors, students can reasonably expect a response from within 48/72 hours.

COURSE PHILOSOPHY AND APPROACH

This course is, in and of itself, an opportunity to reflect and share in the learning and development process. As students, you are engaged in the experiential learning environment, and as such, you are responsible for your learning experience. Theory and application will be connected wherever possible through a narrative of real world cases that are both current and empirical. Class attendance is critical to achieve this – while the readings are a foundation for the theory, lectures will be where the theory will be examined critically and applied.

In our view the most effective and efficient use of classroom time aims at reinforcing or clarifying what the student has tried to learn on an individual basis **before** entering the classroom. For this reason, it will be assumed that the student has carefully read the assigned material and made a reasonable effort to prepare questions and critique **PRIOR** to the class. These materials will be **DISCUSSED** in class. You have the opportunity to suggest applications that you are personally interested in -- feel free to post related links and discussions in D2L or send them to the instructors to go over in class.

Group Work:

In this course, much of your time will be spent in group interaction. This enables you to share ideas and to improve communication skills. Through interaction, you will discover for yourself the meaning of concepts, the subtleties inherent in everyday business situations, and the rationales for various solutions to managerial problems. To achieve effective interaction, there are three expectations:

1. **Attendance.** *Because interaction is central, and also because your fellow group members will be relying on you for ideas, it is expected that you to attend every class. Valid reasons for absence include serious illness and family emergencies. Studying for exams and completing assignments are not valid reasons to miss class.*
2. **Preparation.** *You are expected to read assigned material in advance and to be fully prepared for class discussion. You may be called upon to begin the class and to*

contribute to discussion at any time. Unsupported opinion will not substitute for informed discussion. Adequate preparation is the only way to avoid embarrassment.

- Group work.** You will participate in some group work during the term. The group should address group problems or conflict in a timely fashion. **The instructors are available to assist groups who experience problems.**

COURSE SCHEDULE AND KEY DATES

Week	Tuesday		Thursday
	Topic	Reading	Topic
1 (Jan 10-12)	Introduction to Consume Information Processing and Basic Paradigms in CB	Articles #1-4	Review of Methodologies
2 (Jan 17-19)	Two Group Presentations	Articles #5-6	Dual-Processing Systems/Unconscious& Conscious Processing; Methodologies Quiz
3 (Jan 24-27)	Two Group Presentations	Articles #7-8	Learning and Memory
4 (Jan 31-Feb 3)	Two Group Presentations	Articles #9-10	Attitude Formation and Change
5 (Feb 7-10)	Two Group Presentations	Articles #11-12	Judgment and Decision Making
6 (Feb 14 – 17)	Two Group Presentations	Articles #13-14	Emotion/Motivation
(Feb 21-24)	Reading Week		
7 (Feb 28-Mar 2)	Two Group Presentations	Articles #15-16	Message Framing/Risk
8 (Mar 6-9)	Two Group Presentations	Articles #17-18	Sensory Processing
9 (Mar 13-16)	Two Group Presentations	Articles #19-20	Applied: Counterfeit Consumption
10 (Mar 20 – 23)	Two Group Presentations	Articles #21-22	Applied: Digital and Interactive Communications
11 (Mar 27-29)	Poster Presentations		Poster Presentations
12 (April 3-6)	Extended applications and Final Exam Review		

Note: The schedule of learning activities may require modification from time to time. Any changes will be announced in class and on D2L.

METHOD AND TIMING OF EVALUATION

Grading Scheme:

Your performance will be evaluated based on the following:

Assignment/Examination	Date	Marks Allocated
Methodology Quiz	Jan 19	5%
Group Presentation	On Going	15%
Class Participation - Article Write up	On Going	10%
Class Participation-Discussion Participation	On Going	5%
Final Paper Write-up	April 3	30%
Final Paper Poster	March 27-29	5%
Final Paper Poster Presentation	March 27-29	5%
Final Exam	April 19	35%

Methodology Quiz

Sound understanding of experimental research methodology is required for taking this course. A brief review of research methodologies will be offered in the first week of class. You are encouraged to consult with marketing research textbooks or on-line resources. Your understanding of materials covered in the review will be assessed in the second week.

Group Presentation

Students will present research articles as a group. This will include: 15 minute oral group presentation followed by a 15 minute question and answer session. It is mandatory to attend and participate in your group's project presentation.

You will have the opportunity to evaluate your group member's contribution to the group work at the end of the semester. This also means that your peers will evaluate your contribution. If it turns out that your contribution is substantially lower than your peers, you may not receive full credit for group work. If you have difficulty working with your group members during the semester, you are encouraged to attempt to resolve these issues within the group. Instructors are also available as a mediation resource for any concerns on group conflict. Note that you should meet the instructor in person during office hours – do not use email for this purpose.

Class Participation –Article Write Up and Application Exercises

Students are responsible writing a 1-2 page article review for 5 different articles, from 5 different weeks. In place of an article review or to enhance discussion participation, students may partake in and report on an application exercise determined by the instructors. Further details will be announced in class/Posted on D2L.

Class Participation – Discussion Participation

As previously indicated, the classroom experience is judged to be 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 the class discussion and article critique, as well as in general lecture discussion. Evaluations of class participation will be based on evidence that students have read the required materials, therefore on the quality of the input, not the quantity.

Final Papers

In line with the course objectives of providing exposure to and experience in academic research, students will develop and write a formal research paper for their final project. Further details will be announced in class/Posted on D2L by week 5.

Final Paper Posters and Poster Presentations

Students will be responsible to purchase and design a poster presentation outlining their final paper. The purpose of this is to develop capacity to summarize and briefly present and defend your research to peers. Further details will be announced in class/Posted on D2L.

Format of Written Work

All written work should be 12 font, double-spaced, typewritten pages, excluding title page and exhibits. Be sure to include endnote/source citations and a list of references consulted. For citations, **APA format** will be used. Further format details for each assignment to be announced in class/Posted on D2L.

Final Exam

Final examination conflict: Students are responsible for ensuring that they do not have a time conflict with examinations in other courses. You are not permitted to enrol in this course if you have a time conflict with another course.

POLICIES AND REGULATIONS

Course Policies:

Late Policy

10% per day will be deducted for late assignments, where weekends count for each day (20%). After five days, the assignment will not be accepted. Extensions may be granted only in extenuating circumstances approved far in advance (do not come the day before), and with documentation where applicable.

Submission of Work

Students are responsible for printing and handing in hard copies of your work.

Keep Records of All Work

Keep a copy of all of your graded work until final marks have been recorded. Students may be asked to resubmit their work at any time.

Centre for Students with Disabilities

If you are registered with the Centre for Students with Disabilities and will require some form of accommodation in the completion of the required learning activities for this course, please meet with me during the first week of classes.

All students are expected to abide by the University's academic regulations in the completion of their academic work, as set out in the undergraduate calendar (see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml>). Some regulations are highlighted below:

Academic Misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community – faculty, staff and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University’s policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

To better understand your responsibilities, read the Undergraduate Calendar at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counselor.

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Academic Consideration:

Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on Academic Consideration in the Undergraduate Calendar (http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

Religious Holidays:

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information, see:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml>

Code of Conduct – The Top Ten

As a student in the Department of Marketing, College of Management and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through groundbreaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of our students (indeed – all members of our community) to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career.

The following conduct is expected of all of our students:

1. Come to class prepared to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity (avoid all forms of academic misconduct).
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.
4. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
5. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class. Turn off your cell phone at the start of each class.
6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don't talk while others have the floor.
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
9. When making a presentation, wear business dress.
10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).