



## Marketing and Consumer Studies

### MCS3600 CONSUMER INFORMATION PROCESSES Fall 2011

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#### **General Information**

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#### **Course Description**

This course provides an in-depth treatment of information processing research and theories as they relate to consumer judgment 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.

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)

#### **Course Materials and Resources**

This course uses a variety of materials and resources. One of your primary resources will be the course website (<http://courselink.uoguelph.ca>). All 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. Check this site often.

There is no required textbook. However, a lot of readings such as academic papers are available on the course website.

## **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.

## **Method and Timing of Evaluation**

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.

### ***Grading Scheme***

#### **Individual Evaluation: (45%)**

Class participations	15%
Assignment (1 @ 15%)	15%
Mid-term Exam	15%

#### **Group Evaluation: (55%)**

Article presentations (2 @ 7.5%)	15%
Reviewing one academic paper	15%
Final paper presentation	5%
Final written paper	20%

### ***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 6-8 pages. Appendices may be appropriate, and not limited by the page constraint.

## **Due date for the Assignment: Week5**

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.

**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 (4-5 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 on course website 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. Main research questions/ issues being investigated
- b. Practical importance of the issues
- c. An overview of the study
- d. Hypotheses
- e. Research methodology/ research procedures
- f. Results and their interpretation
- g. Potential marketing applications
- 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.

***Reviewing one academic paper***

Each group is assigned one academic paper to review. Use of **criteria for reviewing academic papers** (that will be discussed in class.) is strongly recommended.

***Final paper***

The details of instruction about the final paper will be provided by the instructor in Week 7. 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 WEEK11 and WEEK12. All participants are required to attend the presentation sessions. Failing to attend will be given a -2 mark.

**WEEKLY SCHEDULE:**

<b>Session</b>	<b>Topic</b>
1	Introduction to Consumer Information Process
2	Basic Paradigms in Consumer Research
3	Motivation, Perception, Learning and Memory
4	Affect/Emotions and Cognition
5	Message Framing and Information Processing
6	Attitude Formation and Change
7	Judgment and Decision Making
8	Self-Affirmation and Compensatory Consumption
9	Luxury Brands and Counterfeit Luxury Brand Purchase Behaviors
10	Charitable/Donation Behaviors
11	Term Paper Presentations
12	Term Paper Presentations

**Overall Weekly Plan for Covering Specific Topics (tentative):**

<b>Week</b>	<b>Tuesday</b>		<b>Thursday</b>	
	<b>Topic</b>	<b>Reading</b>	<b>Topic</b>	<b>Reading</b>
<b>1</b> (Sep. 8)			Course outline Group formation and assignment of articles	
<b>2</b> (Sep. 13/15)	Introduction to Consumer Information Process and Basic Paradigms in CB	Articles #1-4	Motivation, Perception, Learning and Memory	Lecture Notes
<b>3</b> (Sep. 20/22)	Two Group Presentations	Articles #5-6	Affect/Emotions and Cognition	Lecture Notes
<b>4</b> (Sep. 27/ 29)	Two Group Presentations	Articles #7-8	Message Framing and Information Processing	Lecture Notes
<b>5</b> (Oct. 4/6)	Two Group Presentations	Articles #9-10	Attitude Formation and Change	Lecture Notes
<b>6</b> (Oct. 11/13)	Two Group Presentations	Articles #11-12	Review session for Mid-term and guidelines for application exercise	Lecture Notes
<b>7</b> (Oct. 18/20)	Mid-term Exam (in class)		Judgment and Decision Making	Lecture Notes
<b>8</b> (Oct. 25/27)	Two Group Presentations	Articles #13-14	Self-Affirmation and Compensatory Consumption	Lecture Notes
<b>9</b> (Nov. 1/3)	Two Group Presentations	Articles #15-16	Luxury Brands and Counterfeit Luxury Brand Purchase Behaviors	Lecture Notes
<b>10</b> (Nov. 8/10)	Two Group Presentations	Articles #17-18	Charitable/Donation Behaviors	Lecture Notes
<b>11</b> (Nov. 15/17)	Two Group Presentations	Articles #19-20	Project Presentations	
<b>12</b> (Nov. 22/24)	Project Presentations		Project Presentations	
<b>13</b> (Nov. 29)	Project Presentations			

## LIST OF READINGS

### **Session 1 Introduction to Consumption Behavior Theory**

1. Calder, Bobby J. and Alice Tybout (1987), "What Consumer Research Is," *Journal of Consumer Research*, 14 (June), 136-140.
2. Zaltman, Gerald (2000), "Consumer Researchers: Take a Hike!" *Journal of Consumer Research*, 26(March), 423-428.

### **Session 2 Basic Paradigms in Consumer Research**

3. Baumgartner, Hans (2002), "Toward a Personology of the Consumer," *Journal of Consumer Research*, 29(September), 286-292.
4. Vargo, Stephen and Robert Lusch (2004), "Evolving to a New Dominant Logic for Marketing," *Journal of Marketing*, 68 (January), 1-17.

### **Session 3 Motivation, Perception, Learning and Memory**

5. 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
6. Celsi, Richard L. and Jerry C. Olson (1988), "The Role of Involvement in Attention and Comprehension Process," *Journal of Consumer Research*, 15 (September), 210-224

### **Session 4 Affect/Emotions and Cognition**

7. 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.
8. Laran, Juliano (2010), "Choosing Your Future: Temporal Distance and the Balance between Self-Control and Indulgence," *Journal of Consumer Research*, 36 (April), 1002-1015.

### **Session 5 Message Framing and Information Processing**

9. Aaker, Jennifer and Angela Lee (2001), "Do We Seek Pleasure and Avoid Pains: The Role of Self-Regulatory Goals in Information Processing and Persuasion," *Journal of Consumer Research*, 28 (June), 33-49.
10. Zhao, Guangzhi and Connie Pechmann (2007), "The Impact of Regulatory Focus on Adolescents' Response to Antismoking Advertising Campaigns," *Journal of Marketing Research*, 44 (November), 671-687.

### **Session 6                      Attitude Formation and Change**

11. Navarro, Anton D. and Edmund Fantino (2009), "The Sunk-Time Effect: An Exploration," *Journal of Behavioral Decision Making*, 22 (July), 252-270.
12. Soster, Robin L., Ashwani Monga and William O. Bearden (2010), "Tracking Costs of Time and Money: How Accounting Periods Affect Mental Accounting," *Journal of Consumer Research*, 37 (December), 712-721.

### **Session 7                      Judgment and Decision Making**

13. Kirmani, Amna, Sanjay Sood and Sheri Bridges (1999), "The Ownership Effects of Consumer Responses to Brand Line Stretches," *Journal of Marketing*, 63 (January), 88-101.
14. Trifts, Valerie and Gerald Häubl (2003), "Information Availability and Consumer Preference: Can Online Retailers Benefit From Providing Access to Competitor Price Information?" *Journal of Consumer Psychology*, 13(1&2), 149-159

### **Session 8                      Self-Affirmation and Compensatory Consumption**

15. Gao, Leilei, S. Christian Wheeler, and Baba Shiv (2009), "The "Shaken Self": Product Choices as a Means of Restoring Self-View Confidence," *Journal of Consumer Research*, 36 (1), 29-38.
16. Rucker, Derek D. and Adam D. Galinsky (2008), "Desire to Acquire: Powerlessness and Compensatory Consumption," *Journal of Consumer Research*, 35 (10), 257-67.

### **Session 9                      Luxury Brands and Counterfeit Luxury Brand Purchase Behaviors**

17. 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.
18. Wilcox, Keith., Kim, Hyeong-Min and Sen, Sankar (2009). "Why Do Consumers Buy Counterfeit Luxury Brands?" *Journal of Marketing Research* 46(2): 247-259.

### **Session 10                      Charitable/Donation Behaviors**

19. Liu, Wendy and Jennifer Aaker (2008). The happiness of giving: The time-ask effect. *Journal of Consumer Research*, 35(October), 543-557.
20. Winterich, Karen Page, Vikas Mittal and William T. Ross (2009), "Donation Behavior toward In-groups and Out-groups: The Role of Gender and Moral Identity," *Journal of Consumer Research*, 36(August), 199-214.

## **Session 11                      Term Paper Presentations**

## **Session 12                      Term Paper Presentations**

### **Policies and Regulations**

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 ó faculty, staff and students ó 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](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, 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>

## University Grading Scheme

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

A+	90-100%	<b>Excellent:</b> 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.
A	85-89	
A-	80-84	
B+	77-79	<b>Good:</b> 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	<b>Acceptable:</b> 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	<b>Minimally acceptable:</b> 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	<b>Fail:</b> An inadequate performance.

## Code of Conduct – The Top Ten

As a student in the Department of Marketing and Consumer Studies, 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 ó 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).

# Appendix One

## Peer Evaluation Form

(Fall 2011)

### 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.

**This Course Outline Is Subject to Change.**