Graduate Course Syllabus

Consumption Behaviour Theory I -MCS6000

Course Syllabus

Instructor: Dr. Lefa Teng
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Seminar Time: 6:00 pm to 9:00 pm, Thursday

Office Hours: By appointment

Readings: Readings available from the instructor

Description
This course provides an overview of theory and research in consumer behavior. The topics covered in this seminar should be of interest to doctoral students studying in Business, Psychology, Organization Behavior, and Marketing.

The seminar will try to impart an appreciation of how people engage in when choosing, using and disposing of goods and services. One of the best ways for doctoral candidates to understand a research area is to critically review articles describing research in that area. While less efficient than following a textbook, the approach provides a deeper understanding of specific issues, a better appreciation of the research process, and stronger training in research skills than the textbook approach. So the seminar will consist primarily (though not exclusively) of a discussion of key articles on each topic. Students will be challenged to review these articles. The class discussion will evaluate the articles and the reviews. The instructor will provide his perspective on the articles and the direction of research. Articles in italics are for background reading but not for review.

Goals
The primary course objectives are but not limited to the following:

● To equip students with abilities to conceptualize, design and implement original consumer behavior research.
● To expose students to research in key substantive and methodological issues in the area of consumer behavior.
● To familiarize students with findings in the area.
● To enable students to identify opportunities to advance theories and innovate methodologies.
.Method
The sessions will involve a discussion of the 4-5 readings assigned for the day. On each session, three students will each be responsible of initiating the class discussion on 4-5 thought questions by (1) circulating a two-page summary of their point of view by email before class (deadline at 4pm Wednesday, the day before class) and (2) exchanging with the seminar discussants on the basis of this point of view. Students must participate constructively in the discussion on every reading, even if they are not responsible for the review.

Review
The two-page review should cover: 1) Summary of article, 2) major strengths, 3) major weaknesses and 4) suggestions for improving the article.

Attendance
Students need to attend all sessions punctually.

Organization
An overview of each session will be provided in advance with a set of 4 or 5 thought questions around which readings and class discussions are organized (50-60 minutes). After 10 minutes break, the course follows a seminar format. Each of three students presents one article (15-20 minutes) and then leads the class discussions (10-15 minutes). Each participant is expected to contribute in an informed, thoughtful, critical, and innovative manner. The success of the seminar relies heavily on the participants’ knowledge about each discussion topic. Therefore, it is critical that the readings be made and thought about before each discussion.

Components of Course Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Seminar Leadership (3 papers x10/each)</td>
<td>30%</td>
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<tr>
<td>Mid-test in class</td>
<td>15%</td>
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<tr>
<td>Proposal of Term Paper</td>
<td>5%</td>
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<tr>
<td>Term Paper (oral presentation)</td>
<td>10%</td>
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<tr>
<td>Term Paper (written presentation)</td>
<td>30%</td>
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Class Participation
You will be assessed for your contribution to the discussion of course concepts from all required readings on a weekly basis. It is your responsibility to be prepared for each session according to the class outline. Each of you is expected to contribute to class discussion. If you are unable to attend a particular session, please inform the instructor as early as possible.
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Tips for class participation:
► Take brief notes on major issues covered in the assigned readings
► Regularly use library databases or other sources to find the latest, relevant examples, events, implications, etc.
► Think of questions of interest
► Be confident to talk

Seminar Leadership

Students are required to conduct a 15-20 minute presentation to the class and lead the class discussion using handouts or transparencies on one pre-assigned article. Each assigned article with “*” mark must be thoroughly reviewed by one student, who will prepare a written review (not to exceed five typewritten pages), and present it to the class. The scope of the review must include:

1. A summary of the conceptual development of the paper, research methodology, major findings and conclusions;
2. An evaluation of the conceptual (e.g., major contributions of the article), and the methodological (e.g., anything new and interesting, as well as major flaws or weakness) aspects of the paper; and
3. Some recommendations for improvement or future research

The other students must be prepared to critique the presentation and provide their own suggestions.

Term Major Theory Paper

Term paper consists of an in-depth study of a very specific topic within the general area of consumer behavior. The study must focus on an area that currently requires new research and fresh ideas.

The paper should include the following components:
(a) Thorough literature review
(b) Your unique research question to be pursued (including how it differs from previous findings and its contribution to the discipline)
(c) Testable hypotheses
(d) Empirical research design (specify variables to be manipulated or measured)
(e) Specific research procedures to be employed
(f) Discussion of data analysis plan
(g) Graphic rendition of predicted findings
(h) References

The following schedule must be adhered to by every student:

a. Submit the subject to the professor for approval (1 paragraph, typewritten).
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b. Submit the final paper. The paper must be typewritten, double-spaced with 1 inch margins, and contain a maximum of 25 pages of text a 12-point typeface (not including the bibliography). There is no limit on the number of exhibits.

Oral Presentation

You will be required to present your paper to the class in a 20-25 minute presentation. Presentations are scheduled for Sessions 11 and 12. All participants are required to attend the presentation sessions. Failing to attend will result in a penalty.

WEEKLY SCHEDULE:

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Basic Paradigms in Consumer Research</td>
</tr>
<tr>
<td>2</td>
<td>Motivation, Perception, Learning and Memory</td>
</tr>
<tr>
<td>3</td>
<td>Affect/Emotions and Cognition</td>
</tr>
<tr>
<td>4</td>
<td>Message Framing and Information Processing</td>
</tr>
<tr>
<td>5</td>
<td>Attitude Formation and Change (sunk costs)</td>
</tr>
<tr>
<td>6</td>
<td>Test in class</td>
</tr>
<tr>
<td>7</td>
<td>Judgment and Decision Making</td>
</tr>
<tr>
<td>8</td>
<td>Self-affirmation and compensatory consumption</td>
</tr>
<tr>
<td>9</td>
<td>Luxury Brands and Counterfeit Luxury Brand Purchase Behaviors</td>
</tr>
<tr>
<td>10</td>
<td>Charitable/donation behaviors</td>
</tr>
<tr>
<td>11</td>
<td>Term Paper Presentations</td>
</tr>
<tr>
<td>12</td>
<td>Term Paper Presentations</td>
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</tbody>
</table>

LIST OF READINGS

Session 1   Basic Paradigms in Consumer Research


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Session 2  Motivation, Perception, Learning and Memory


Session 3  Affect/Emotions and Cognition


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Session 4  Message Framing and Information Processing


Session 5  Attitude Formation and Change


**Session 6** 
**Test in Class**

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


Session 8  Self-Affirmation and Compensatory Consumption


Session 9  Luxury Brands and Counterfeit Luxury Brand Purchase Behaviors

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**Session 10  Charitable/Donation Behaviors**


**Session 11  Term Paper Presentations**

**Session 12  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.
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University Grading Scheme:

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
<td>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.</td>
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<tr>
<td>A</td>
<td>85-89</td>
<td></td>
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<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td></td>
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<tr>
<td>C+</td>
<td>67-69</td>
<td>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.</td>
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<tr>
<td>C</td>
<td>63-66</td>
<td></td>
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<tr>
<td>C-</td>
<td>60-62</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>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.</td>
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<tr>
<td>D</td>
<td>53-56</td>
<td></td>
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<tr>
<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>0-49</td>
<td>Fail: An inadequate performance.</td>
</tr>
</tbody>
</table>

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

This Course Outline Is Subject to Change.