MCS\*3600

Consumer Information Processes

Fall 2020
0.5 Credits

# General Course Information

**Instructor** Professor Sunghwan Yi

***Email*** syi@uoguelph.ca

**Office Location** MINS 201B

***Office Hours*** Fridays 10:30-11:30 am and 2:00-2:30 pm; or by appointment

**Regular synchronous meeting time** Fridays 11:30 am -12:50 pm (section 1)

 Fridays 2:30 pm – 3:50 pm (section 2)

**Pre-requisites** MCS\*2600 (Fundamentals of Consumer Behaviour) and MCS\*3030 (Research Methods)

# Course Description

This course provides an in-depth treatment of research on consumer information processing, especially research on consumer judgment and decision making.

Theories covered in the course address the following concepts: visual perception, consumer motivation, conscious and non-conscious mental processing, stereotypes toward/against products, erroneous consumer judgment (due to ambiguous product labeling), and consumers’ susceptibility to simple cues. Applications to consumer policy and responsible marketing strategies are also discussed.

# Course Learning Outcomes

**The primary learning outcome of this course is for you:**

**To understand and analyse consumers’ information processing in judgment, decision making, and choice.**

Building on the knowledge and skills you learned in MCS\*2600 (Fundamentals of Consumer Behaviour and Research Methods), this course will provide an in-depth analysis of consumer judgment and decision making from a **theoretical** standpoint.

**Learning outcomes** include the following:

1. to gain understanding of advanced theories and concepts in consumer behaviour research,
2. to understand the process of conducting consumer research and reporting empirical findings in the form of research articles,
3. to critically interpret research findings reported in journal articles and to appreciate the value of consumer research to the public, consumer policy makers, and marketing practitioners,
4. to apply consumer behaviour concepts and theories to specific product/service categories and to develop implications for consumer well-being and marketing practice, and
5. to generate your own research questions in a specific product/service context and design an empirical study to test them.

The knowledge and skills you will obtain in this course will be indispensable for your later career in marketing and consumer research and practices.

Students are expected to **study about 6-9 hours each week** regarding this course.

# Course Resources

The main course materials are 12 research articles on consumer behaviour discussed throughout the course. They are listed on pp. 7-8. These articles can be found from the UG library online course reserve (ARES): <https://ares.lib.uoguelph.ca/ares/> .

I strongly encourage you to ***print*** the PDF of all the articles in the first week of the semester so that you can easily carry and access them in a ***binder***. This is practically your textbook for this course.

You are encouraged to consult with a textbook on consumer behaviour whenever you feel you are not knowledgeable about concepts and theories. You can refer to the Consumer Behaviour textbook used in MCS\*2600 (Fundamentals of Consumer Behaviour).

## Online Communication:

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

I do not usually check emails more than once a day. Thus, you can expect a response from me within 24 hours. Any emails you send past Friday 5 pm will not be checked over the weekend.

# Course Assessment

## Method and Timing of Evaluation

Your performance will be evaluated based on the following:

Group components (45%) Associated learning outcomes

 Article Presentation 15% #1, #2, #3

 Facilitation of discussion of presented article 5% #3, #4

 Short Research proposal (Step 1) 5% #4, #5

 Short Research proposal (Step 2) 20% #4, #5

Individual components (55%)

Quizzes for experimental design issues 8% #1

Article quizzes 32% #2, #3

Evaluation of group presentations 4% #2, #3

Required participation in discussion forums 6% (“Assistance group”) #3, #4

 Participation mark 5% #2, #3, #4

**Note: No make-up will be offered for missed quizzes.**

**Late submission of proposals will incur a penalty of 5% reduction per each day past the due date.**

**Course Philosophy and Approach:**

This course consists of review of experimental methodology and relevant statistical tools (Weeks 1-2), reading and discussing academic articles on consumer behaviour (i.e., watching my lecture and group presentation, participating in Q&A and discussion, and taking a quiz for each of the 12 articles), and brainstorming for and preparing a research proposal on the group basis.

The mainstay of this course is **reading academic articles** in the field of consumer behaviour, critically reflecting on hypotheses, methods, and findings of the articles, presenting and discussing findings from the articles. Students are expected to read an assigned article prior to watching a group article presentation. Each group will present one article.

In this course, the role of the instructor is restricted to giving an overview of the material, facilitating the discussion, and resolving unclear points.

# Tentative Course Schedule

| **Week**  | **Date** | **Topics** | **Assistance groups**  |
| --- | --- | --- | --- |
| September 11  | Friday | Course overview |  |
| #1 (of September 14) | Monday through Friday | Review of Experimental Methodologies (asynchronous lecture videos)Quiz X-1 due on September 16 WednesdayQuiz X-2 due on September 18 FridayGroup formation and assignments of articles due on September 18 Friday |  |
| #2 (of September 21) | Monday through Friday | Review of Experimental Methodologies Cont’d (asynchronous video lectures)Quiz X-3 due on September 23 WednesdayQuiz X-4 due on September 25 FridaySeptember 25: Meeting with Group #1 |  |
| #3 (of September 28) | Monday through Tuesday  | **Assigned article: Article #0****(Read the paper entitled “How to read academic journal articles” as well)****Practice Quiz for Article #0** |  |
|  | Wed through Thursday  | Article #1 lecture and group presentation available for viewing by September 30 Wednesday 7 amDiscussion forum for article #1 available till October 1 Thursday 5 pm Article quiz #1 available October 1 Thursday 6-11 pm  | #9 and #10 |
|  | Friday  | October 2: Meetings with Groups #2 and #3 |  |
| #4 (of October 5) | Monday through Tuesday  | Article #2 lecture and group presentation available for viewing by October 5 Monday 7 amDiscussion forum for article #2 available till October 6 Tuesday 5 pm Article quiz #2 available October 6 Tuesday 6-11 pm | #11 and #12 |
|  | Wed through Thursday  | Article #3 lecture and group presentation available for viewing by October 7 Wednesday 7 amDiscussion forum for article #3 available till October 8 Thursday 5 pm Article quiz #3 available October 8 Thursday 6-11 pm  | #5 and $6 |
|  | Friday  | October 9: Meetings with Groups #4  |  |
| #5 (of October 12) | Wed through Thursday  | Article #4 lecture and group presentation available for viewing by October 14 Wednesday 7 amDiscussion forum for article #4 available till October 15 Thursday 5 pm Article quiz #4 available October 15 Thursday 6-11 pm  | #7 and #8 |
|  | Friday  | October 16: Meetings with Groups #5 and #6 |  |
| #6 (of October 19) | Monday through Tuesday  | Article #5 lecture and group presentation available for viewing by October 19 Monday 7 amDiscussion forum for article #2 available till October 20 Tuesday 5 pm Article quiz #5 available October 20 Tuesday 6-11 pm | #1 and #2 |
|  | Wed through Thursday  | Article #6 lecture and group presentation available for viewing by October 21 Wednesday 7 amDiscussion forum for article #3 available till October 22 Thursday 5 pm Article quiz #6 available October 22 Thursday 6-11 pm  | #3 and #4 |
|  | Friday  | October 23: Meetings with Groups #7 and #8 |  |
| #7 (of October 26) | Monday through Tuesday  | Article #7 lecture and group presentation available for viewing by October 26 Monday 7 amDiscussion forum for article #7 available till October 27 Tuesday 5 pm Article quiz #7 available October 27 Tuesday 6-11 pm | #9 and #10 |
|  | Wed through Thursday  | Article #8 lecture and group presentation available for viewing by October 28 Wednesday 7 amDiscussion forum for article #8 available till October 29 Thursday 5 pm Article quiz #8 available October 29 Thursday 6-11 pm  | #11 and #12 |
|  | Friday  | October 30: Meetings with Groups #9 and #10 |  |
| #8 (of November 2) | Monday through Tuesday  | Article #9 lecture and group presentation available for viewing by November 2 Monday 7 amDiscussion forum for article #9 available till November 3 Tuesday 5 pm Article quiz #9 available November 3 Tuesday 6-11 pm | #5 and #6 |
|  | Wed through Thursday  | Article #10 lecture and group presentation available for viewing by November 4 Wednesday 7 amDiscussion forum for article #10 available till November 5 Thursday 5 pm Article quiz #10 available November 5 Thursday 6-11 pm  | #7 and #8 |
|  | Friday  | November 6: Meetings with Groups #11 and #12 |  |
| #9 (of November 9) | Monday through Tuesday  | Article #11 lecture and group presentation available for viewing by November 9 Monday 7 amDiscussion forum for article #11 available till November 10 Tuesday 5 pm Article quiz #11 available November 10 Tuesday 6-11 pm | #1 and #2 |
|  | Wed through Thursday  | Article #12 lecture and group presentation available for viewing by November 11 Wednesday 7 amDiscussion forum for article #12 available till November 12 Thursday 5 pm Article quiz #12 available November 12 Thursday 6-11 pm  | #3 and #4 |
|  | Friday  | November 13: Feedback for Research Proposal (Stage 1) |  |
| #10 (of November 16) | Monday through Friday  | Group meetings and Preparation of research proposal (Stage 1) |  |
|  | Friday  | November 20: Feedback for Research Proposal ideas (Stage 1) |  |
| #11 (of November 23) | Monday through Thursday | Group meetings and Preparation of research proposal (Stage 1)Research Proposal (Stage 1) due on November 26 Thursday  |  |
|  | Friday | November 27: **Guest lectures** on accessing library online resources and APA styling for writing a research proposal  |  |
| #12 (of November 30) | Monday through Thursday | Research Proposal (Stage 1) handed back to groups by November 30 Monday Group meetings and Preparation of research proposal (Stage 2)  |  |
|  |  | December 9 Wednesday noon: Research proposal (Stage 2) due  |  |

*Note: The schedule of learning activities may require modification from time to time. Any changes will be announced in class and/or on the Courselink.*

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website [hyperlink to the website] and circulated by email.

Illness

The University will not require verification of illness (doctor's notes) for the fall 2020 or winter 2021 semesters.

**Components of the Course (A to G)**

## A. Presentation of Articles

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

The instructor will upload a short asynchronous lecture video, which explains background of the assigned article, major research questions, select hypotheses and one of the experiments in the article (usually the first experiment).

The presentation group is expected to do the following:

1. Read the assigned article and brainstorm with group members two weeks ahead of the due date of presentation. Check out the Video assignment tab in the courselink and use relevant fuctions (e.g., scheduling group meetings, setting up milestones, adding and combining videos, etc.)
2. Make a summary of each section, such as intro/theory, Research questions/hypotheses, Study 1, Study 2,…, Discussion section, Practical implications. Google Doc may be helpful for this purpose.
3. Answer Discussion questions posted for the assigned article as a group, and include your answer to the Google Doc.
4. Ask the instructor for the slides to be used for his asynchronous lecture, which should be ready about 6-7 days prior to due date. These slides may be useful for you to decide how you want to start your own group presentation of the article. Students will first watch the instructor’s lecture before watching your presentation.
5. Prepare power point slides to be used for your group presentation.
6. Share your slides with your instructor at least one day before the date you are scheduled to meet him to go over your slides.
7. Schedule and attend a Zoom meeting with your instructor (all group members need to be present) in a Friday synchronous meeting time in order to receive feedback. I will ask some of the Discussion questions in order to assess your understanding of the article.
8. Prepare an asynchronous presentation video on the Bongo platform available via *Video Assignment tab* in the courselink. A step-by-step guide will be available in the courselink for this. It is expected for all the group members to contribute to actual presentation in this video. The suggested length of a group presentation is two video files, each of which is about 10-12 minutes. Overall, your presentation need to cover hypotheses tested, explain procedures used in the study, summarize findings that are relevant to testing of the hypotheses for EACH of the experiments included in the article (always interpret the pattern explained in charts and tables shown in the article since they usually contain the most important findings). Next, you talk about practical implications of findings to consumers and specific industries (i.e., it is always better to talk about how findings can be USED by real or imaginary companies in specific ways). Lastly, it is expected for you to outline a couple of ideas for applying or extending the authors’ hypotheses into new products/services or industries, which will later be expanded into your research proposal in the last two weeks of the semester. Group presentation videos must be uploaded by the due date and time.
9. One tip for your presentation: Although your presentation is an asynchronous one (i.e., pre-recorded), I urge you to try to make it as *quasi-interactive* as possible. For example, you may pose T/F and/or multiple choice questions using Mentimeter or other apps and ask other students to answer them. You may monitor class responses to the questions and announce the results on Discussion forum for your article and engage in further Q&A. Alternatively, you may engage the class by incorporating demonstrations in the presentation. For example, if you find any relevant online resources (e.g., online tests, webpages, commercials or videos available at Youtube), you may record the screen and combine them into your presentation. Furthermore, during the presentation, you may show print advertisements, commercials or promotional websites that illustrate certain concepts or hypotheses you just talked about, and then challenge students to find other advertisements, commercials or websites that are similar. Then pose this question in the Discussion forum so that students can post relevant materials with explanation. You are encouraged to respond to the postings and provide your thoughts as to why they do or do not capture the essence of the concept or hypothesis.
10. Pose 4-5 questions in the Discussion forum for the assigned article immediately after uploading the group presentation video. Facilitate discussion with other students as well as members of two “assistance groups”. You will earn up to 5% for this.
11. The rubrics for evaluating your group presentation and discussion facilitation in the Discussion forum will be available in the courselink.

**List of Articles to Be Presented and Discussed**

[Tip: How to search for articles]

You can search for articles below from the UG library online course reserve: <https://ares.lib.uoguelph.ca/ares/>

Article #0 (For practice): This article is located under the Content tab of the courselink.

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

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.

Article #1

Raghubir, P., & Krishna, A. (1999). Vital dimensions in volume perception: Can the eye fool the stomach?, *Journal of Marketing Research*, 36 (3), 313-326. (\*\*Read pp. 313-316 and pp. 318-321 only).

Article #2

Wansink, B., & Chandon, P. (2007). The Biasing Health Halos of Fast-Food Restaurant Health Claims: Lower Calorie Estimates and Higher Side-Dish Consumption Intentions. *Journal of Consumer Research, 34* (October)

Article #3

Wansink, B., & Chandon, P. (2006). Can “Low-Fat” Nutrition Labels Lead to Obesity? *Journal of Marketing Research, 43,* 605-617.

Article #4

Raghunathan, R., Naylor, R. W., & Hoyer, W. D. (2006). The unhealthy = tasty intuition and its effects on taste inferences, enjoyment, and choice of food products. *Journal of Marketing, 70,* 170-184.

\*\*\* 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

Chernev, A. & Gal, D. (2010). Categorization effects in value judgments: Averaging bias in evaluating combinations of vices and virtues. Journal of Marketing Research, 47, 738-747.

Article #6

Huyghe, E., Verstraeten, J., Geuens, M., & Van Kerckhove, A. (2017). Clicks as a Healthy Alternative to Bricks: How Online Grocery Shopping Reduces Vice Purchases. *Journal of Marketing Research*, *54*(1), 61-74.

Article #7

Gourville, J. T. & Soman, D. (2005). Overchoice and assortment type: When and why variety backfires. Marketing Science, 24 (3), 382-395. Watch this Ted video before reading the article: <http://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice.html>

Article #8

Sela, A., Berger, J., & Liu, W. (2008). Variety, vice, and virtue: How assortment size influences option choice. *Journal of Consumer Research*, *35*(6), 941-951.

Article #9

Luchs, M. G., Naylor, R. W., Irwin, J. R., & Raghunathan, R. (2010). The sustainability liability: Potential negative effects of ethicality on product preference. *Journal of Marketing*, *74*(5), 18-31. (You do not need to read Study 3 and Study 5.)

Article #10

Lin, Y. C., & Chang, C. C. A. (2012). Double standard: the role of environmental consciousness in green product usage. *Journal of Marketing*, *76*(5), 125-134.

Article #11

Berger, J., & Fitzsimons, G. (2008). Dogs on the street, pumas on your feet: How cues in the environment influence product evaluation and choice. *Journal of Marketing Research*, *45*(1), 1-14. Watch this TED video before reading the article:

<http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions.html>

Article #12

Cheema, A., & Soman, D. (2008). The effect of partitions on controlling consumption. *Journal of Marketing Research, 45,* 665-675.

**\*\*\*** The following background reading is **required**: Geier, A., Wansink, B., & Rozin, P. (2012) Red potato chips: Segmentation cues can substantially decrease food intake. *Health Psychology, 31*, 395-401.

**B. Discussion Preparation Questions**

I will post questions for each article on the courselink in order to encourage students’ careful reading of articles.

Your answer is not graded. However, since some of these questions are used for **article quizzes**, you have every reason to take them seriously!

**C. Participation in Discussion forum**

**(a) Required Participation in Discussion forum (“Assistance Groups”)**

In order to facilitate discussion of assigned articles, two “assistance groups” are selected for each article to be presented. For example, for article #1 to be presented by group #1, groups #9 and #10 serve as assistance groups. For a complete list of assistance groups, see the last column of the course schedule.

Members of the assistance groups are required to participate in Discussion forum for the assigned article, answering questions posed by the presentation groups, asking clarification questions (i.e., starting a new thread) and sharing thoughts about certain points raised in the article or presentation.

Each group will serve as assistance group for two articles. You will be able to earn up to 3% for required participation of each of the two articles. However, your participation in discussion forum will be marked on the person basis, not on the group basis. In other words, even if your group members actively participate in discussion, you will not earn marks for their participation.

**(b) Non-required Participation in Discussion forum**

Students are encouraged to participate in Discussion forum for articles other than the one they presented or the ones they are assigned to as assistant groups. Participation will be monitored and marks will be awarded at the end of the semester.

**D. Evaluation of group presentation**

Students are asked to fill out an evaluation of other groups’ presentation along with open-ended feedback (i.e., things that need improvement). You will be able to earn up to 0.5% for providing conscientious feedback on each of the 8 article presentations (i.e., up to 4% toward your final grade).

**D. Article Quizzes (courselink)**

Although there is no mid-term or final exam, I assess your understanding of the articles with article quizzes.

In order to ensure that you have read the assigned article, paid attention to the article presentation given by your peers in class and participated in Discussion forum, a quiz will be offered for each article. Check the course schedule for the date and time of 12 article quizzes.

We will **use top 8 quiz grades** to calculate your final grade (8 quiz grades by 4% = 32%), not including the grade of quiz for the article your group presented. This means you will be able to miss up to 3 quizzes without penalty. **If you miss a quiz, there is no way for you to make up!**

**E. Quizzes for Experimental design issues (courselink)**

Four online quizzes will be offered in the first two weeks of the semester. They will be based on the instructors’ asynchronous lectures on experimental methodology and statistical tools. Each of which will be 2% toward your final grade. Again, there will be specific time windows for each quiz, so you will need to take it before the due date and time.

**F. Short Research Proposal**

The purpose of the research proposal is to help you apply a theory you learned in this course ***to a new product/service category or industry.***

Basically, you are to come up with a couple of research questions (and testable hypotheses) about how a consumer behaviour theory can be applied to a novel purchase and/or consumption context. Furthermore, you need to design an experiment to demonstrate how the hypotheses can be tested (i.e., the manipulation of more than one IVs and the measurement of the main DV).

**Stage 1: A two-page research idea summary**

Reread the article that your group **has been assigned to present** and the two articles you are assigned to as “**assistance group**”. Select one article of your liking with your group members.

Brainstorm with your group members about how the gist of the theory and/or concept can be extended ***to a unique purchase/consumption context***. The new context needs to be substantially different from the context used by the authors.

It is a good idea for you to propose two purchase/consumption contexts at this stage so that I can help you select a better one.

It may be helpful if you make believe that you were working for a certain industry, and consider how main concepts in your article can be applied to one of the purchase/consumption issues in it. Alternatively, you may make believe that you were working for the federal or provincial government, such as the Office of Consumer Affairs under Industry Canada (<http://www.ic.gc.ca/eic/site/oca-bc.nsf/eng/home>) or the Health Canada’s Food and Nutrition unit (<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/using-utiliser/label-etiquet-eng.php>).

Bear this question in mind when you do this summary: “For whom and/or why is this research question important?”

Clearly identify your research question and testable hypotheses in the context(s) of your choice.

\*\* Important: Use double space and the 12 Times New Roman font (1 inch Margin in all directions). Also, include ***two to three references*** closely related to your idea in the summary.

**Stage 2: A full research proposal**

Prepare a 7- page research proposal (Cover page, references and appendices are extra).

1. Page 1-2: Explain the motivation of the research (i.e., why this is an important research question in the product/service context of your choice) and situate your research question in previous research (i.e., how your research improves our understanding of the problem).
2. 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).
3. 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 X1: high vs. low) \* 2 (independent variable X2: 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.).
4. Page 7: Describe how the results of this experiment will look like. I strongly encourage you to depict the expected results in a table or graph.
5. References (Follow **the 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).

\*\* Group consultation about finding right references for your research proposal offered by a campus librarian. Make sure you make the most of this special assistance!

**G. 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. In order to facilitate every members’ commitment to fair contribution to group work, I will have each group sign a “Group Work Contract” and submit it to me by September 24Thursday.

If you have difficulty working with your group members during the semester, you are encouraged to let me know as early as possible.

# Course Policies

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, plagiariChapter, 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 plagiariChapter 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>

# University Grading Scheme

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 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 | **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. |