



Marketing and Consumer Studies

MCS*6000 Consumption Behaviour Theory I Fall 2018



Instructor(s): Dr. Juan Wang
Room: MINS 202D, Ext 58760
Email: jwang25@uoguelph.ca
Office Hours: Available by appointment or feel free to drop by

Class Times and Location: Monday 2:30 pm – 5:20 pm

Course Description and Objectives:

1. Provide a strong foundation for critical thinking and creativity in the area of consumer behaviour.
2. Provide exposure and ignite interest in some of the classic and emerging theoretical and substantive areas of consumer research.
3. Introduce commonly used methods and tools and current perspectives on their use in studying consumer behaviour.
4. Explore the fundamentals of constructive feedback and the process of developing and communicating existing and new research ideas.

Course Requirements:

In-Class Contribution	20%
Discussion Facilitator	20%
Choose-Your-Own-Adventure Presentation	10%
Article Critiques	15%
Final Research Proposal	35%
Total	100%

In-Class Contribution (20% of overall grade):

Discussion is central to facilitating learning and keeping the class engaging. We will meet once a week to discuss, critically analyze, and synthesize the assigned readings. *A high level student preparation and participation enhances learning for everyone.*

Absences: In the event of a physical absence, you will be required to submit a reflection paper on the readings assigned in the class you have missed. Through *your choice* of focus in the paper, it is up to you to convey that you have meaningfully processed the assigned readings.

Discussion Facilitator (20% of overall grade)

This is a group work. You may form a group of 2, and you two will serve as a discussion-facilitating group. Below, are the expectations:

1. Teaching recommended materials (20-30 mins):

Your job in this part of the class is to provide an overview of the materials covered in the recommended readings, especially when book chapters are included in the reading list. (If you are unclear about concepts, please meet with me ahead of your class). You may do this in whole or in part through lecture, but I would STRONGLY encourage you to incorporate creative or interactive teaching methods, such as:

- a. Acting out or providing a visual overview of one or more of the studies or research articles
 - b. Doing a demonstration that will allow your classmates to experience a phenomenon discussed in the readings
 - c. Sharing a brief video clip or media article that highlights a key concept
 - d. Finding out some fun facts about the research from one of the authors
 - e. Staging a mock debate/fight that captures a debate in the literature
 - f. Anything else you can think of – Get creative! If you make the material engaging and fun, the research comes alive and becomes more memorable
2. Leading discussion (60 mins): Your job in this part of class is to facilitate (not dominate) class discussion of the readings, particularly the empirical papers. You will call on your classmates to respond to the discussion questions that you prepared and shared in advance of the class and/or encourage them to share their own discussion questions. It is your job (with help from me) to decide when discussion wanders too much from the key issues and to encourage your classmates back to the main discussion topics. Make sure to discuss the stated objective and positioning of the research, the hypotheses, the methodology, and the results, before getting into the more interesting aspects such as the paper's contribution, critiques, and future research directions. See below for ideas on leading the discussion.
3. Leading application session (20 mins): your job in this part of class is to facilitate an activity to help your classmates apply the readings toward the generation of **new ideas**. This may involve you come up with a few ideas for your classmates to discuss and develop further, or having your classmates work together in pairs or small groups and then reporting back new ideas to the rest of the class. Class activities may include (but are not limited) to having:
- a. Small groups identify the most important unanswered question from the readings to design experiments to answer this question
 - b. Pairs of students working together to apply the conceptual advances or methodological approaches used in the readings to design an experiment related to an individual students' primary research interests
 - c. Students develop a solution to a current consumer issue using the assigned readings. In the interest of time, it would probably be best for the discussion facilitator to identify and present the "current consumer issue", possibly in the form of a written or verbal scenario.
 - d. Small groups create ad campaigns for a particular product or cause (drawing on the understanding provided by the readings), and the class discusses which would be most effective.

Here is the preparation you will need to do before facilitating:

- a. Before facilitation, read all of the assigned articles to begin formulating how to teach the recommended material and how to lead the application session. Knowing your articles well before your turn as discussion leader will "prime" you to identify relevant real world examples, think of creative learning activities etc.
- b. Arrange a meeting time with me to discuss your ideas for the class.
- c. 24-48 hours before facilitation, send out the discussion questions to your classmates.

Ideas for Leading the Discussion

Questions assigned and issues addressed by the discussion leader (or any other student in the class) may include the following, but feel free to design your own question or modify these suggestions:

1. *Issues raised by a specific paper:*

- a. What makes this research a significant contribution (or not)?
- b. What is the conceptual model that guides this research (if any)?
- c. Is this research based on theory? If so, does this paper apply existing theory to a new area or does it extend and build on existing theory?
- d. Look at the introduction of the paper carefully. Is the paper being positioned in terms of the independent variable or the dependent variable? Or a mediator or moderator variable? Did the authors do a good job positioning the paper? If so, what makes its positioning compelling? If not, how could they have made its positioning clearer or more compelling?
- e. Are there rival hypotheses that the research has identified? Does the setting enable the researcher to rule out these rival hypotheses? Which ones? How? What additional methodology and research setting might complement the research methodology used in this paper?
- f. How was each construct operationalized? Does the operationalization map onto the conceptual definition of each variable?
- g. Is the research logically derived (i.e., does the paper's positioning fit with the hypotheses, do the hypotheses fit well with the research design, are the measures appropriate to test the hypotheses, does the analysis allow an appropriate test of the hypotheses, are the conclusions logically based on the analyses)?
- h. What are the major (conceptual, methodological, analytical) strengths or limitations of this paper?
- i. What new research questions are raised by this paper?
- j. How does this paper relate to other papers you have read in this or other seminars?

2. *Issues raised by the group of papers:*

- a. How do the papers fit together (what redundant or complementary research issues does each address)?
- b. Is there a conceptual model that integrates the papers?
- c. What future research priorities would you identify? Can you draw a conceptual model to illustrate and/or define a novel hypothesis?

Choose-Your-Own-Adventure Presentation (10% of overall grade)

Once during the semester (on a day you are not a discussion facilitator), you will “choose your own adventure” and pick one paper from the suggested 2-3 articles on the day's topic to present (***The topic must be different from the one on which you facilitate class discussion***). You will confirm this with me ahead of time. Given the class size, we may have to presentations on certain days. You will present a 20 minutes presentation of the research as if it were your own, including its motivation, contribution, theory and methodology. If there are more than three studies in the assigned article, you may focus on the three most important experiments (Let's make sure that we can interpret the pattern of results).

This is for two reasons. First, I want to encourage you to go beyond the assigned readings in areas that interest you and to share your learning with your classmates. Second, I want to give you practice presenting research in a conference-style format in front of an audience.

Article Critiques (15% of overall grade; 3 critiques X 5% each)

You are required to write up 3 critiques of 3 articles (from three different topics). Each critique is worth 5% of your overall grades. You may submit 4 critiques, and the one with the lowest mark will be discarded. The articles selected must be **different** from the topic on which you are a discussion facilitator or do the choose-your-own-adventure presentation. Submit your critique at least 12 hours prior to the class when the article is being discussed. It should be double spaced and no longer than 3 pages in length.

An article critique is NOT a summary. A critique analyzes, interprets, and evaluates the text, answering the questions how? Why? And how well? It is not necessary to criticize the piece in a negative sense. There may be some things that were well done, while other things that were not clearly dealt with or leaves much room to be desired. It is important to explain how the authors' main ideas can be improved, how the ideas can be better tested, and how the ideas can be extended to a new purchase or consumption context. This will be useful for developing your research proposal idea.

Final Research Proposal and Presentation (25% Proposal, 10% Presentation) – Due December 10th

You will complete a research proposal, as your final term paper in the course, introducing an original research idea. Ideally this will turn into a project that you can collaborate on with a faculty member after the course is finished, or can be developed further as your master thesis. The final paper should be no more than 20 pages of text (1.5 spaced, 1” margins – no limit on the number of tables or figures, but you MUST reference and describe their implications in the paper or they will not be graded). Your preparation for the research proposal should roughly follow the process below and should result in a paper that covers each of these aspects in the final product:

- I. Select a topic you find interesting and find at least 5 or 6 papers that address that topic specifically or address theory more indirectly related to the topic.
- II. Depict a new conceptual model that integrates the findings of the literature reviewed.
- III. Describe this conceptual model. First develop a conceptual definition of each construct in your model, drawing on the research papers you cite. Second, review the literature as it relates to the conceptual model. Your literature review should not describe one paper’s findings and then describe the findings of another. Rather, the review should deal at the level of the constructs and should discuss linkages in the model.
- IV. Develop a set of propositions that describe the main findings from the literature.
- V. Identify gaps in the literature. What is not currently known based on the conceptual model stated? What new research ideas or specific research directions might be pursued? Consider new contexts, methodologies, constructs, relationships among the current set of constructs, theory, etc. that might be added to lend insight into the domain identified.
- VI. Finally, **develop your research proposal, which should be in the form of the beginning of a journal article**, and must include each of the following elements:
 - i. *Research Questions and Positioning*: What are you studying and why is it important? Identify an interesting research question that you might pursue empirically. Indicate why you think it is interesting and how builds on the theoretical findings in the current literature. Write an introduction and position the idea.
 - ii. *Constructs and Conceptual Model*: Develop a pictorial depiction of the conceptual model guiding your research question. Identify and define relevant constructs in this conceptual model (be clear about which are independent, dependent, mediator, moderator, or control variables).
 - iii. *Hypotheses and Theory*: Develop hypotheses that relate these constructs. Make sure that they represent “good” hypotheses presented at the level of the construct and not in terms of the construct’s operationalization. Clearly articulate the motivation that guides the hypotheses and why it is relevant.
(Please refer to the readings in session on “Writing Sticky Articles and Reviewing” or your favourite Journal of Consumer Research article if you require additional guidance on structuring the front-end, i.e., the above three elements, of your research proposal)
 - iv. *Research Methodology*: Design a study in which the model could be tested, identifying the research methodology to be used and how the constructs will be measured. The description of your should also resemble that of a study design write-up in JCR, JCP or JMR.

Session Topics (Tentative)

DATE	SESSION	TOPIC
September 10 th	1	Introduction – Overview of key topics covered in the course
September 17 th	2	Perception & Attention
September 24 th	3	Attitudes & Persuasion
October 1 st	4	Goals & Motivation
October 8 th		Thanksgiving Holiday
October 15 th	5	Sensory Marketing
October 22 nd	6	Learning & Memory
October 29 th	7	Affect -- Feelings & Emotions
November 5 th	8	Emotion and Prosocial Behaviour
November 12 th	9	Variety Seeking Behaviour
November 19 th	10	Choice Architecture
November 26 th	11	Schema Congruity Effect
November 30 th	12	Final Presentation

Books:

Handbook of Consumer Psychology by Curtis P. Haugtvedt, Paul M. Herr, and Frank R. Kardes, 2008.
Consumer Behaviour: Buying, Having, Being (7th ed.) by Michael Solomon, Katherine White, and Darren W. Dahl, 2017

Timeline, Assigned Sessions & Readings**January 9th Session 1****Introduction – Overview of key topics covered in the course****September 17th Session 2****Topic: Perception and Attention**

- Chapter 2: Perception, Consumer Behaviour: Buying, Having, and Being (7th ed.)
- Lee Angela Y. and Aparna A. Labroo (2004), “The Effect of Conceptual and Perceptual Fluency on Brand Evaluation,” *Journal of Marketing Research*, 41(2), 151-165.
- Zauberman, Gal, B. Kyu Kim, Selin A. Malkoc, and James R. Bettman, “Discounting Time and Time Discounting: Subjective Time Perception and Intertemporal Preferences,” *Journal of Marketing Research*, 46(4), 543-556.
- Janiszewski Chris, Andrew Kuo, and Nader T. Tavassoli (2013), “The Influence of Selective Attention and Inattention to Products on Subsequence Choice,” *Journal of Consumer Research*, 39(6), 1258-1274.

Choose Your Own Adventure Options:

- Wheeler S. Christian and Jonah Berger (2007), “When the Same Prime Leads to Different Effects,” *Journal of Consumer Research*, 34(3), 357-368.
- Folkes Valerie and Shashi Matta (2004), “The Effect of Package Shape on Consumers’ Judgments of Product Volume: Attention as a Mental Contaminant,” *Journal of Consumer Research*, 31(2), 390-401.
- Monga Ashwani and Rajesh Bagchi (2012), “Years, Months, and Days versus 1, 12, and 365: The Influence of Units versus Numbers,” *Journal of Consumer Research*, 39(1), 185-198.

September 24th Session 3**Topic: Attitudes and Persuasion**

- Chapter 15: Attitude Change and Persuasion, *Handbook of Consumer Psychology*.
- Chapter 20: Consumer Attitudes and Behaviour, *Handbook of Consumer Psychology*
- Mogilner Cassie and Jennifer Aaker “2009”, “The Time vs. Money Effect: Shifting Product Attitudes and Decision Through Personal Connection,” *Journal of Consumer Research*, 36(2), 277-291.
- Ahluwalia Rohini (2000), “Examination of Psychological Processes Underlying Resistance to Persuasion,” *Journal of Consumer Research*, 27(2), 217-232.

Choose Your Own Adventure Options:

- Kupor Daniella M. and Zakary L. Tormala (2015), “Persuasion, Interrupted: The Effect of Momentary Interruptions on Message Processing and Persuasion,” *Journal of Consumer Research*, 42(2), 300-315.
- Packard Grant, Andrew D. Gershoff, and David B. Wooten (2016), “When Boastful Word of Mouth Helps versus Hurts Social Perceptions and Persuasion,” *Journal of Consumer Research*, 43(1), 26-43.
- Isaac Mathew S. and Kent Gravson (2017), “Beyond Skepticism: Can Accessing Persuasion Knowledge Bolster Credibility?” *Journal of Consumer Research*, 43(6), 895-912.
- Wan Echo Wen, Derek d. Rucker, Zakary L. Tormala, and Joshua J. Clarkson (2010), “The Effect of Regulatory Depletion on Attitude Certainty,” *Journal of Marketing Research* 47(3), 531-541.

Additional Materials:

- Meyers-Levy, J. and P. Malaviya (1999), “Consumers’ Processing of Persuasive Advertisements: An Integrative

- Framework of Persuasion Theories,” *Journal of Marketing*, 63(Special Issue), 45-60.
- Petty, R.E. and J.T. Cacioppo (1986), “The Elaboration Likelihood Model of Persuasion,” in L. Berkowitz (Ed.), *Advances in Experimental Social Psychology*, 19, 123-205.
 - Friestad, Marian and Peter J. Wright (1994), “The Persuasion Knowledge Model: How People Cope with Persuasion Attempts,” *Journal of Consumer Research*, 21(June), 1-31.

October 1st Session 4

Topic: Goals and Motivation

- Chapter 13: Goal-Directed Consumer Behaviour, *Handbook of Consumer Psychology*
- Chapter 14: Goal-Directed Perception, *Handbook of Consumer Psychology*
- Salerno, Anthony, Juliano Laran, and Chris Janiszewski (2014), “Hedonic Eating Goals and Emotion: When Sadness Decreases the Desire to Indulge,” *Journal of Consumer Research*, 41(1), 135-51.
- Fishbach, Ayelet and Ravi Dhar (2005), “Goals as Excuses or Guides: The Liberating Effect of Perceived Goal Progress on Choice,” *Journal of Consumer Research*, 32(3), 370-377.

Choose Your Own Adventure Options:

- Etkin, Jordan and Rebecca K. Ratner (2012), “The Dynamic Impact of Variety among Means on Motivation,” *Journal of Consumer Research*, 38(April), 1076-92.
- Drolet, Aimee, Mary Frances Luce, and Iamar Simonson (2009), “When Does Choice Reveal Preference? Moderators of Heuristic versus Goal-based Choice,” *Journal of Consumer Research*, 36(1), 137-147.
- Chartrand Tanya L., Joel Huber, Baba Shiv, Robin J. Tanner (2008), “Nonconscious Goals and Consumer Choice,” *Journal of Consumer Research*, 35(2), 189-201.
- Gülden Ülkümen and Amar Cheema (2011), “Framing Goals to Influence Personal Savings: The Role of Specificity and Construal Level,” *Journal of Marketing Research*, 48(6), 958-969.

October 15th Session 5

Topic: Sensory Marketing

- Chapter 7: Effects of Sensory Factors on Consumer Behaviour, *Handbook of Consumer Psychology*
- Aradhna Krishna, May O. Lwin, and Maureen Morrin (2010), “Product Scent and Memory,” *Journal of Consumer Research*, 37 (June).
- Aradhna Krishna and Maureen Morrin (2008), “Does Touch Affect Taste? The Perceptual Transfer of Product Container Haptic Cues,” *Journal of Consumer Research*, 34 (April), 807-818.
- Cornil Yann and Pierre Chandon (2016), “Pleasure as a Substitute for Size: How Multisensory Imagery Can Make People Happier with Smaller Food Portions,” *Journal of Marketing Research*, 53(5), 847-864.

Choose Your Own Adventure Options:

- Peck, Joann and Suzanne B. Shu (2009), “The Effect of Mere Touch on Perceived Ownership,” *Journal of Consumer Research*, 36 (October), 434-447,
- Elder, Ryan S. and Aradhna Krishna (2012), “The ‘Visual Depiction Effect’ in Advertising: Facilitating Embodied Mental Simulation through Product Orientation,” *Journal of Consumer Research*, 6(1), 988-1003.
- Thomas, Manoj and Claire I. Tsai (2012), “Psychological Distance and Subjective Experience: How Distancing Reduces the Feeling of Difficulty,” *Journal of Consumer Research*, 39(2), 324-40.

October 22th Session 6

Topic: Consumer Learning & Memory

- Chapter 4: Consumer Learning and Expertise, *Handbook of Consumer Psychology*
- Chapter 3: Learning and Memory, *Consumer Behaviour: Buying, Having, and Being* (7th ed.)
- Wood Stacy L. and John Lynch Jr. (2002), “Prior Knowledge and Complacency in New Product Learning,” *Journal of Consumer Research*, 29(December), 416-426.
- Hoch Stephen J. and Young-Won Ha (1986), “Consumer Learning: Advertising and the Ambiguity of Product Experience,” *Journal of Consumer Research*, 13, 221-223.

Choose Your Own Adventure Options:

- Goode Miranda, Darren W. Dahl, and Page Moreau (2010), “The Effect of Experiential Analogies on Consumer Perceptions and Attitudes,” *Journal of Marketing Research*, 47(2), 274-286.
- Roehm Michelle L. and Brian Sternthal (2001), “The Moderating Effect of Knowledge and Resources on the Persuasive Impact of Analogies,” *Journal of Consumer Research*, 28(September), 257-272.
- Hawkins Scott A. and Stephen J. Hoch (1992), “Low-Involvement Learning: Memory without Evaluation,” 19(2), 212-225.
- Zauberman Gal, Rebecca K. Ratner, and B. Kyu Kim (2009), “Memories As Assets: Strategic Memory Protection in Choice Over Time,” *Journal of Consumer Research*, 35(February), 715-728.

October 29th Session 7

Topic: Affect – Feeling and Emotions

- Chapter 10: Positive Affect and Decision Processes, *Handbook of Consumer Psychology*
- Chapter 11: The Nature and Role of Affect in Consumer Behaviour, *Handbook of Consumer Psychology*
- Shiv, Baba and Alexander Fedorikhin (1999), “Heart and Mind in Conflict: The Interplay of Affect and Cognition in Consumer Decision Making,” *Journal of Consumer Research*, 26(December), 278-92.
- Kim Hakkyun, Kiwan Park, and Norbert Schwarz (2010), “Will This Trip Really Be Exciting? The Role of Incidental Emotions in Product Evaluation,” *Journal of Consumer Research*, 36(April), 983-991.

Choose Your Own Adventure Options:

- Wood, Stacy L. and C. Page Moreau (2006), “From Fear to Loathing: How Emotion Influences the Evaluation and Early Use of Innovations,” *Journal of Marketing*, 70(July), 44-57.
- King Dan and Chris Janiszewski (2011), “Affect-Gating,” *Journal of Consumer Research*, 38(4), 697-711.
- Di Muro Fabrizio and Kyle B. Murray (2012), “An Arousal Regulation Explanation of Mood Effects on Consumer Choice,” *Journal of Consumer Research*, 39(3), 574-584.
- Morales Andrea C., Eugenia C. Wu, and Gavan J. Fitzsimons (2012), “How Disgust Enhances the Effectiveness of Fear Appeals,” *Journal of Marketing Research*, 49(3), 383-393.

Additional Materials:

- Schwarz, Norbert and Gerald Clore L. (1983), “Mood, Misattribution, and Judgements of Well-Being: Informative and Directive Functions of Affective States,” *Journal of Personality and Social Psychology*, 45, 513-23.

November 5th Session 8

Topic: Emotion and Prosocial Behaviour

- Small Deborah A and Nichole M Verrochi (2009), “The Face of Need: Facial Emotion Expression on Charity Advertisements,” *Journal of Marketing Research*, 46(December), 777-787.
- Cavanaugh Lisa A., James R. Bettman, and Mary Frances Luce (2015), “Feeling Love and doing More for Distant Others: Specific Positive Emotions Differentially Affect Prosocial Consumption,” *Journal of Marketing Research*, 52(5), 657-673.
- Lee Saerom, Karen Page Winterich, William T. Ross Jr. (2014), “I’m Moral, but I Won’t Help You: The Distinct Roles of empathy and Justice in Donations,” *Journal of Consumer Research*, 41(3), 678-696.
- Liu Wendy and Jennifer Aaker (2008), “The Happiness of Giving: The Time-Ask Effect,” *Journal of Consumer Research*, 35(3), 543-557.

Choose Your Own Adventure Options:

- Pham, Michel Tuan, Iris W. Hung, and Gerald J. Gorn (2011), “Relaxation Increases Monetary Valuations,” *Journal of Marketing Research*, 48(5), 814-26.
- Oveis Christopher, E.J. Horberg, and Dacher Keltner (2010), “Compassion, Pride, and Social Intuitions of Self-Other Similarity,” *Journal of Personality and Social Psychology*, 98(4), 618-630.
- Wheatley Thalia and Jonathan Haidt (2005), “Hypnotic Disgust Makes Moral Judgments More Severe,” *Psychological Science*, 16(October), 780-784.

November 12th Session 9

Topic: Variety Seeking Behaviour – Antecedents and Consequences

- Kahn, Barbara E. (1995), “Consumer Variety-Seeking among Goods and Services: An Integrative Review,” *Journal of Retailing and Consumer Services*, 2(3), 139-48.
- Kahn, Barbara E. and Brian Wansink (2004), “The Influence of Assortment Structure on Perceived Variety and Consumption Quantities,” *Journal of Consumer Research*, 30(4), 519-33.
- Etkin, Jordan and Cassie Mogilner (2016), “When Variety among Activities Increases Happiness,” *Journal of Consumer Research*, 42(August), 210-29.
- Roehm, Harper A. and Michelle L. Roehm (2005), “Revisiting the Effect of Positive Mood on Variety Seeking,” *Journal of Consumer Research*, 32(2), 330-36.

Choose Your Own Adventure Options:

- Mogilner, Cassie, Tamar Rudnick, and Sheena S. Iyengar (2008), “The Mere Categorization Effect: How the Presence of Categories Increases Choosers’ Perceptions of Assortment Variety and Outcome Satisfaction,” *Journal of Consumer Research*, 35(2), 202-15.
- Ratner Rebecca K., Barbara E. Kahn, and Daniel Kahneman (1999), “Choosing Less-Preferred Experiences for the Sake of Variety,” *Journal of Consumer Research*, 26(1), 1-15.
- Simonson, Itamar (1990), “The Effect of Purchase Quantity and Timing on Variety-Seeking Behavior,” *Journal of Marketing Research*, 27(2), 150-62.

November 19th Session 10

Topic: Choice Architecture – The Organization of Assortment

- Chapter 30: Product Assortment, Handbook of Consumer Psychology
- Iyengar, Sheena S. and Mark R. Lepper (2000), “When Choice is Demotivating: Can One Desire Too Much of a Good Thing?” *Journal of Personality and Social Psychology*, 79(6), 995-1006.
- Poynor, Cait and Stacy L. Wood (2010), “Smart Subcategories: How Assortment Formats Influence Consumer Learning and Satisfaction,” *Journal of Consumer Research*, 37(1), 159-75.
- Sela, Aner, Jonah Berger, and Wendy Liu (2009), “Variety, Vice, and Virtue: How Assortment Size Influences Option Choice,” *Journal of Consumer Research*, 35(6), 941-51.

Choose Your Own Adventure Options:

- Gourville, John T. and Dilip Soman (2005), “Overchoice and Assortment Type: When and Why Variety Backfires,” *Marketing Science*, 24(3), 382-95.
- Lambertson, Cait and Kristin Diehl (2013), “Retail Choice Architecture: The Effects of Benefit and Attribute-based Assortment Organization on Consumer Perceptions and Choice,” *Journal of Consumer Research*, 40(3), 393-411.

November 19th Session 11

Topic: Schema Congruity Effect

- Mandler, George (1982), “The Structure of Value: Accounting for Taste,” in *Affect and Cognition: The 17th Annual Carnegie Symposium*, eds. Margaret S. Clark and Susan T. Fiske, Hillsdale, NJ: Lawrence Erlbaum Associates, 3-36.
- Meyers-Levy Joan, and Alice M. Tybout (1989), “Schema Congruity as a Basis for Product Evaluation,” *Journal of Consumer Research*, 16(1), 39-54.
- Noseworthy, Theodore J., Kyle B. Murray, and Fabrizio Di Muro (2018), “When Two Wrongs Make a Right: Using a Conjunctive Enablers to Enhance Evaluations for Extremely Incongruent New Products,” *Journal of Consumer Research*, forthcoming.

Choose Your Own Adventure Options:

- Sundar, Aparna and Theodore J. Noseworthy (2016), “Too Exciting to Fail, too Sincere to Succeed: The Effects of Brand Personality on Sensory Disconfirmation,” *Journal of Consumer Research*, 43(June), 44-67.
- Dimofte, Claudiu V., Mark R. Forehand, and Rohit Deshpande (2013), “Ad Schema Incongruity As Elicitor of Ethnic

- Self-Awareness And Differential Advertising Response,” *Journal of Advertising*, 32(4), 7-17.
- Noseworthy, Theodore J., and Remi Trudel (2011), “Looks Interesting But What Does It Do? Evaluation of Incongruent Product Form Depends on Positioning,” *Journal of Marketing Research*, 48(December) 1008-19.
 - Hoon, Jhang Ji, Grant Susan Jung, and Campbell Margaret C. (2012), “Get It? Got It. Good! Enhancing New Product Acceptance by Facilitating Resolution of Extreme Incongruity,” *Journal of Marketing Research*, 49(April), 247-59.

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 – 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 Counsellor.

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.