

General Course Information

Instructor: Juan Wang, Jing Wan
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Office Location
Office Hours By appointment
Department/School Marketing

Class Schedule: Fridays, 10am-12:50pm

Pre-requisites: Consumption Behaviour Theory I (MCS 6000)

Restrictions:

Course Description

Consumption behaviour is an interdisciplinary field of study which applies theories from multiple disciplines to the activities and processes people engage in when choosing, using and disposing of goods and services. The purpose of this course is to provide a basic review of the theoretical foundations of aspects of consumption and consumer behaviour and to demonstrate their applicability to marketing management. The course is designed to allow participants to bring their own background and interests to bear on the review and application of the theories underlying consumer behaviour.

Course Learning Outcomes

Upon successfully completing this course, you will:

Knowledge and Understanding:

1. Acquire a strong foundation for critical thinking and creativity in the area of consumer behaviour.
2. Be exposed to some of the classic and emerging theoretical and substantive areas of consumer research.
3. Learn 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.

Discipline/Professional and Transferable Skills:

Attitudes and Values

Summary of Course Content and Materials

Tentative course schedule

| Class | Date | Topic |
|-------|--------|---|
| 1 | Jan 10 | Intro (and experimental design; Jing) |
| 2 | Jan 17 | Anthropomorphism (Jing) |
| 3 | Jan 24 | Money and Exchange (Jing) |
| 4 | Jan 31 | Price Framing (Jing) |
| 5 | Feb 7 | Experiential Consumption I – Consuming Experiences (Juan) |
| 6 | Feb 14 | Experimental presentation (Juan) |
| 7 | Feb 28 | Experiential Consumption II – To Do or To Have (Juan) |
| 8 | Mar 6 | New Products – Ideation, Categorization, Preference & Evaluation (Juan) |
| 9 | Mar 13 | Consultation from instructors (Jing & Juan) |
| 10 | Mar 20 | Research on Scarcity (Juan) |
| 11 | Mar 27 | Ethical Consumption (Jing) |
| 12 | Apr 3 | Final project presentation (Jing & Juan) |

Course Assessment

| | | | Associated Learning Outcomes | Due Date/ location |
|----------------------|-----|----------------------------|-------------------------------------|---------------------------|
| Assessment 1: | 20% | Discussion leader | LO 1-4 | <i>TBD</i> |
| Assessment 2: | 10% | Article critiques (x2) | LO 1-4 | <i>TBD</i> |
| Assessment 3: | 20% | Experiment design | LO 1, 3, 4 | <i>Feb 14</i> |
| Assessment 4: | 30% | Final paper + presentation | LO 1-4 | <i>Apr 3</i> |

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|----------------------|-----|---------------|--------|------------------------|
| Assessment 5: | 20% | Participation | LO 1-4 | <i>Entire semester</i> |
|----------------------|-----|---------------|--------|------------------------|

Total **100%**

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

Discussion is central to facilitating learning and keeping the class engaging. We will meet once per week to discuss, critically analyze, and synthesize the assigned readings. A high level of 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 Leader (20% of overall grade):

During the semester, you will serve as a discussion leader in one class. Below, are the expectations:

1. Leading discussion (40 mins): Your job in this part of class is to lead (but not dominate) class discussion of your assigned article. 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.

2. Leading application session (15 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 article to design experiments to answer this question

b. Pairs of students working together to apply the conceptual advances or methodological approaches used in the article 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 article. In the interest of time, it would probably be best for you 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.

Article Critiques (10% of overall grade; 2 critiques X 5% each)

You are required to write up two critiques of three articles (from two different topics). Each critique is worth 5% of your overall grades. The articles selected must be different from the topic on which you are a discussion leader. 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.

Final Research Proposal & Presentation (30% of overall grade):

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, 4 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. Please also include a graphic rendition of predicted findings (if applicable). The description of your methodology should resemble that of a study design write-up in JCR, JCP or JMR.

Experiment Design (20% of overall grade):

You are required to design an experiment for an assigned article. The article is either being prepared for submission or under review. You will be given the front-end of the article so you learn its research objective, hypotheses, and theoretical development. Based on the information you received, you are requested to develop a study to help test the proposed hypotheses and you will present the study in class.

Teaching and Learning Practices

Seminar

- Student-led discussions
- For each class, one student is assigned to be the discussion leader

Course Resources

Required Text: A selection of scientific articles from leading marketing and consumer studies journals.

Recommended Text: TBA

Other Resources:

Course Policies

Grading Policies

Unless you have discussed an extension well ahead of the due date with the instructor, late penalties of 5% of the total grade earned per day (including weekends) will be assigned to any assessment (i.e. deducted from the total mark). Extensions will only be granted on the basis of valid medical or personal reasons, and need to be requested via email to the instructor as soon as possible. Late assignments will not be accepted once graded assignments have been returned officially to the class at large, unless circumstances permit and alternative arrangements have been made.

Students who find themselves unable to meet course requirements by the deadlines or the criteria expected because of medical or personal reasons, should review the regulations on academic consideration in the Academic Calendar and discuss their situation with the instructor, program counselor or other academic counselor as appropriate.

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

Missed Assignments:

A grade of zero will be assigned if you fail to submit an assignment, unless you are ill or have other compassionate reasons. Please read your Undergraduate Calendar for the regulations regarding illness and compassionate grounds. Please note, vacation travel, moving house, or outside work commitments will not be accepted as valid reasons for missing deadlines.

If you have religious observances which conflict with the course schedule or if you are registered with Student Accessibility Services, please contact the course instructor in order to make arrangements for your assessment if appropriate.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2502.shtml

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of 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.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Graduate Calendar:

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <https://wellness.uoguelph.ca/accessibility/>

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)


Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Drop date

The last date to drop one-semester courses, without academic penalty, is April 03, 2020. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/sched/sched-dates-f10.shtml>

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| Date Submitted to Chair: | |
| Chair Signature (Approval): |  |
| Date Approved by Chair: | 11 th December, 2019 |