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| A picture containing clipart  Description automatically generated | | MCS\*2600  Consumer Behaviour  Winter 2021 0.5 Credits | | | | |
| General Course Information | | | | | | |
| Instructor: | | | | Jing Wan | | |
| *Email* | | | | jingwan@uoguelph.ca | | |
| *Office Location* | | | | MINS 213D | | |
| *Office Hours* | | | | By appointment | | |
| *Department/School* | | | | Marketing & Consumer Studies | | |
|  | | | |  | | |
| Class Schedule: | | | Synchronous Zoom lectures held on Tuesdays, 8:30-9:50am  Asynchronous lecture podcasts will be posted on Wednesdays | | | |
| Pre-requisites: | | | [MCS\*1000](https://www.uoguelph.ca/registrar/calendars/undergraduate/2016-2017/c12/c12cost.shtml#MCS1000), (1 of [BUS\*2090](https://www.uoguelph.ca/registrar/calendars/undergraduate/2016-2017/includes/discontinued.shtml), [HROB\*2090](https://www.uoguelph.ca/registrar/calendars/undergraduate/2016-2017/c12/c12hrob.shtml#HROB2090), [HROB\*2100](https://www.uoguelph.ca/registrar/calendars/undergraduate/2016-2017/c12/c12hrob.shtml#HROB2100), [PSYC\*1000](https://www.uoguelph.ca/registrar/calendars/undergraduate/2016-2017/c12/c12psyc.shtml#PSYC1000), [PSYC\*1200](https://www.uoguelph.ca/registrar/calendars/undergraduate/2016-2017/includes/discontinued.shtml)). Although not required, it is recommended that students take [PSYC\*1000](https://www.uoguelph.ca/registrar/calendars/undergraduate/2016-2017/c12/c12psyc.shtml#PSYC1000) prior to [MCS\*2600](https://www.uoguelph.ca/registrar/calendars/undergraduate/2016-2017/c12/c12cost.shtml#MCS2600). | | | |
| Restrictions: | | | Registration in B.Comm. programs, MKTG minor, or BAH:EURS\_EB This is a Priority Access Course. Some restrictions may apply during some time periods. Please contact the department for more information. | | | |
| Course Description | | | | | | |
| Organizations survive and achieve their goals by satisfying the needs and wants of consumers as well as or better than their competitors. This course examines consumer behaviours, the economic, social, cultural and psychological factors related to consumer behaviours, the evolution and change in behaviours and relationships, and the ways in which consumers respond to stimuli employed in the marketing of products, services and ideas. | | | | | | |
| Course Learning Outcomes | | | | | | |
| Upon the successful completion of this course, students should be able to:   * (L1) Describe the theories and concepts relevant to various aspects of consumer behaviour and discuss how marketers can use these theories in designing marketing strategies. * (L2) Apply these concepts to analyze marketing issues and evaluate real-world marketing strategies, such as advertising, product development, packaging design, etc., via assignments, presentations, and projects. * (L3) Develop and evaluate marketing strategies to influence consumer behaviours. | | | | | | |
| Knowledge and Understanding: | | | | | | |
| 1. Understand and explain the theories and concepts relevant to various aspects of consumer behaviour and discuss how marketers can use these theories in designing marketing strategies. 2. Apply these concepts to analyze marketing issues and evaluate real-world marketing strategies, such as advertising, product development, packaging design, etc., via assignments, presentations, and projects. 3. Develop and evaluate marketing strategies to influence consumer behaviours. | | | | | | |
| Discipline/Professional and Transferable Skills: | | | | | | |
|  | | | | | | |
|  | | | | | | |
| Attitudes and Values | | | | | | |
| N/A | | | | | | |
| Summary of Course Content and Materials | | | | | | |
| Tentative course schedule   |  |  |  |  | | --- | --- | --- | --- | | **Week** | **Date** | **Topic** | **Activity/Assessment** | | 1 | Jan 12 | Course overview + Intro (Ch1) | Course overview | |  | Jan 13 |  | Podcast: Intro to CB + Research Methods | | 2 | Jan 19 | Perception (Ch2) | Lecture: Sensation and Perception | |  | Jan 20 |  | Podcast: Attention, Exposure, Interpretation | | 3 | Jan 26 | Learning & Memory (Ch3) | Lecture: Learning  *Quiz #1* | |  | Jan 27 |  | Podcast: Memory | | 4 | Feb 2 | Motivation & Affect (Ch4) | Lecture: Affect and Consumer Involvement  *Quiz #2* | |  | Feb 3 |  | Podcast: Motivation | |  | Feb 5 | *5pm, Assignment 1 Due* | | | 5 | Feb 9 | Midterm (Ch1-Ch4) |  | |  |  | READING WEEK |  | | 6 | Feb 22 | The Self (Ch5) + Personality (Ch6) | Lecture: The Self  *Quiz #3* | |  | Feb 23 |  | Podcast: Personality | | 7 | Mar 2 | Attitudes (Ch7) | Lecture: Attitudes  *Quiz #4* | |  | Mar 3 |  | Podcast: Attitudes | | 8 | Mar 9 | Attitude Change (Ch8) | Lecture: Attitude Change  *Quiz #5* | |  | Mar 10 |  | Podcast: Attitude Change | | 9 | Mar 16 | Decision Making (Ch9) | Lecture: Decision Making  *Quiz #6* | |  | Mar 17 |  | Podcast: Decision Making | | 10 | Mar 23 | Decision Making (Ch10) + Group Influence (11) | Lecture: Decision Making  *Quiz #7* | |  | Mar 24 |  | Podcast: Group Influence | |  | Mar 26 |  | *5pm, Assignment 2 Report Due* | | 11 | Mar 30 |  | Assignment #2 Virtual Presentation | |  | Apr 1 |  | Assignment #2 Virtual Presentation | | 12 | Apr 6 |  | Assignment #2 Virtual Presentation | |  | Apr 15 | Exam Week Starts | | | | | | | | |
|  | | | | | | |
| Course Assessment | | | | | | |
|  | *.* |  | | | Associated Learning Outcomes | Due Date/ location |
| Assign #1 | 11% | Group Experiment Presentation | | | LO 1-2 | *Oct 15th* |
| Assign #2 | 20% | Group Project & Presentation | | | LO 1-3 | *Nov 27th* |
| Assign #3 | 15% | In-class Quizzes (3% each x 5) | | | LO 1-3 | *After each lecture class* |
| Assign #4 | 20% | Midterm Exam | | | LO 1-3 | *Oct 19th* |
| **Assign #5** | 30% | Final Exam | | | LO 1-3 | *See exam schedule* |
| **Assign #6** | 4% | SONA (experiment) Participation | | | LO 1 | *Can be completed any time before Dec 4th* |
| Total | **100%** |  | | |  |  |
| Final examination conflict: Students are responsible for ensuring that they do not have a time conflict with examinations in other courses. You are not permitted to enrol in this course if you have a time conflict with another course.  A few things to note:   * Unless you have discussed an extension well ahead of the due date, **late penalties of 5%** earned grade/day (including weekends) will be assigned. Extensions will only be granted on the basis of extenuating circumstances. * If you are registered with the Centre for Students with Disabilities and will require some form of accommodation in the completion of the required learning activities for this course, please discuss with me during the first week of classes. * Grade appeals/questions regarding any course component should be summarized in an email to me as a first step. Such appeals should be filed within 10 business days after the graded item has been returned to you. If you fail to contact me within this timeframe, you forfeit the right to appeal the grade for the component after the deadline * Keep a copy of all of your graded work until final marks have been recorded. You may be asked to resubmit your work at any time.   **Group Course Work**  Group Composition: Opportunities of group projects help to build up collaborative skills. In this course, you will work in a group of **up to 5 members**. Each individual student will be evaluated in terms of their group performance for group assignments. All groups should finalize their group composition by signing up on Courselink.  Peer Evaluation: Peer evaluation will be performed by all groups according to the **peer evaluation form** (see Appendix). Students who are not cooperative, don’t respond to group members, skip most of the meetings, only make minimum contributions are subject to grade adjustment. If the student does not do anything for the group assignment, s/he will receive **zero (0)** credit. Students are encouraged to inform the instructor of any group issues **as early as possible**.  When submitting the final group assignment, each group is responsible to submit a peer evaluation along with the assignment. If you do not submit your peer evaluation on time, the default peer evaluation that is considered is a 100% mark for each of your teammates. Each team member’s final grade will be adjusted by the results of the peer evaluation according to the following rules:   |  |  | | --- | --- | | **Group Evaluation Mark** | **Adjustment to Final Group Assignment Grade** | | 80% or above | Final grade X 100% | | 70% to 79% | Final grade X 85% | | 60% to 69% | Final grade X 75% | | 50% to 59% | Final grade X 60% | | 40% to 49% | Final grade X 50% | | Below 40% | Final grade = 0 |   Evaluating a peer is a difficult thing to do whether it’s in a class or on the job. However, for team projects like the ones in this course to work and for the workload to be fairly distributed, everyone needs to contribute. A student who did not meet expectations should not benefit from the work of others.  **Experiment PowerPoint Report (11%)**  The purpose of this assignment is for you to learn how experiments are designed to test consumer behaviours. This is a group assignment. Once groups are formed, I will provide each group with a journal article (topics randomly assigned). If necessary, I will be available for help with this assignment by appointment. Please make sure that you are well prepared (i.e., read the article and have the questions ready) before meeting with me.  **The PowerPoint report will include**: the objective(s) of the experiment (i.e., what was the research question), what did the researchers expect to find (what were the hypotheses), who were the participants, what was the experimental procedure, which variable(s) was/were the independent variable(s), which variable(s) was/were the dependent variable(s), what were the results, did the results match the researchers’ expectation/hypotheses, what were the implications of these results, i.e., how can the results help stakeholders such as marketers, consumers, and/or policy makers? A sample presentation will be shared on CourseLink for your reference.  **Submission Deadline:** The report must be uploaded via dropbox on Courslink.  **Grading criteria**: Your group will be graded on the following criteria:   * Was the purpose of the experiment, in relation to the key research question, correctly explained? * Were the key constructs of the experiment correctly identified and explained? * Was the procedure of the experiment described accurately? * Were the results interpreted correctly and explained clearly? * Were relevant stakeholders identified and were the implications for these stakeholders reasonable, given the results of the experiment? * Was the presentation slides clear and easy to follow?   **Group Project & Presentation: A Consumer Behaviour Application Project (20%)**  The purpose of this assignment is to let you apply the consumer behaviour concepts and theories you’ve learned in this course to real products/brands/services/organizations. Consumers are motivated by a wide range of goals, values and needs. These sources of motivation—sometimes explicitly, but more often implicitly—have a strong impact on consumer decisions. Effective marketing managers are aware of these motives, and adapt their decisions and tactics (with respect to e.g. store design, the packaging for their product, type of advertisements, pricing strategy) accordingly.  **Instructions:** For this assignment, groups can choose to visit a local supermarket, retail store, shopping area, or go virtually to an online retailer. Mix-and-matching between these options is also possible! Groups will 1) identify and observe one specific consumers’ behaviour (this may not be possible for online shop, of course) and 2) identify and observe two specific marketing tactics/strategies (again, you can consider things like store design, product packaging, advertisement content and style, pricing strategies, etc.). You must explain the consumers’ behaviour and the marketing strategies with theories that have been taught in this class.   * **Observe**: what kinds of interesting consumer behaviours do you encounter? And what marketing strategies do you see used in practice? Give concrete examples of EACH category: 1) ONE behaviour displayed by actual consumers, and 2) TWO marketing strategy employed by marketers. You can choose to conduct your observations in different retail settings or in the same store—however, make sure that you have distinct consumers’ behaviours and marketers’ strategies. You may choose to take photos for your report, but please use discretion. * **Connect**: How do your observations regarding 1) consumers’ behaviour and 2) marketing strategies link up with what you have learned in the course about sources of motivation for consumers, their cognitive abilities, how they learn and interpret information related to marketing strategies? This part is key! Be able to clearly explain your observations based on theories you learned in class and in the textbook.   + Consumers’ behaviour: what are consumers doing (choosing, purchasing, using, disposing, etc.)? Why are they behaving this way?   + Marketing strategies: how are marketers trying to appeal to consumers? Why are they using this strategy? How do they expect consumers to behave? Does this correspond with what you know about theories of consumer behaviour?   + **Please note:** Avoid using the same strategy and behaviour—that is, don’t simply report that marketers are using strategy A and consumers are also behaving in line with strategy A. However, if you observe marketers using strategy A because they assume certain things about consumers and you observe consumers not behaving in line with that strategy, this may be something interesting to explore. The main point is that you must be able to explain, using theories and phenomena you learned in class, why marketers are using that strategy and why consumers are behaving in that way. * **Discuss**: Given what you’ve observed of consumers’ behaviours, what would you advise marketers do to influence consumers? Are the marketing strategies you observed in the field appropriate and effective given what you have learned about consumer motives? Why or why not? Again, base your reasoning on psychological theories and not mere intuition! * Note:   + It is very important to explain clearly and thoroughly how a psychological theory can be applied to the observation in the field. The purpose is not to identify the most “correct” theory or to mention a multitude of theories that may be less relevant, but rather, students need to demonstrate their reasoning process in terms of linking the theory with the observation. Remember: You are trying to use the course material to try to answer the question of “why are consumers engaging in this behaviour?” and “why are marketers using this strategy to attract consumers?”   + Observing and mentioning a specific theory or psychological phenomenon is not sufficient – explain why the theory or phenomenon plays a role in this setting, how the phenomenon works, etc.   **Report:** The final assignment will be submitted as a Powerpoint report (in ppt, pptx, or pdf format). Unlike a written report, a Powerpoint report will rely on slides instead of pure text. Given that this is a more visual way of reporting your findings, I encourage you to make use of photos and diagrams in your slides to convey your message. However, do keep in mind that they contain more information than if you would present your work orally. That is, a reader should be able to understand it independently without the help of a presenter. Think of this Powerpoint report as a written report but with the opportunity to convey your content using more visual cues. Your report should not exceed 30 slides, total.  **In-class Presentation:** up to 7 minutes, with 2-3 minutes of Q&A. Because of the time limit, discuss the marketing strategy you’ve observed and choose only ONE marketing strategy to discuss. This presentation should not look identical to your Powerpoint report because there will be speakers to guide the presentation—if you use the same Powerpoint slides as your report, then chances are, you will have too much text on your presentation slides.  **Grading criteria:** Grading of this assignment will focus on evaluating the extent to which students are able to apply consumer behaviour insights and theories to real-life marketing contexts. Thoroughness and creativity result in higher grades.  The Powerpoint report **(worth 15%)** will be graded on the following:   * Whether or not relevant theories were identified to explain the observed consumer behaviour. In other words, explain why consumers behaved the way they did based on relevant theories. * Whether or not relevant theories were identified to explain the two observed marketing strategies. In other words, based on relevant theories, explain why marketers may have chosen those strategies. * Was the discussion thoughtful and clear, with regard to the marketing implications of the observed consumer behaviours and the effectiveness of the observed marketing strategy? * Was the report clear and understandable, even in the absence of a presenter? * Note: Creativity is not mandatory, but is valued—this means that groups are encouraged to look for behaviours and strategies not already discussed in class by the instructor as examples, and groups are encouraged to go beyond the textbook and draw upon information from scientific papers (i.e., primary sources).   The in-class presentation **(worth 5%)** will be graded on the following:   * The presentation will primarily be graded on your group’s ability to explain and present clearly, making good use of the allotted time. Was the presentation engaging (e.g., clear and uncluttered slides, professional presentation style, etc.) and was the group able to answer audience questions thoughtfully? * Was the consumer behaviour described clearly and then explained based on relevant theories? * Was the marketing strategy described clearly and then explained based on relevant theories? * Were the marketing implications outlined clearly, based on the observed behaviour and the observed strategy?   **Individual Assessments**  **SONA Participation (4%)**  As a way to get involved in the scientific research process, all students are required to participate in 4, half-hour online experiments before the end of the semester. Upon completion of each experiment, you will receive 1% (each experiment lasts about half an hour). More information about how to sign up on SONA will be provided on Courselink. If you run into any issues with SONA, please contact Rita Raso (rraso@uoguelph.ca).  In the event that you are not comfortable participating any of the available studies, you may choose to complete an alternative assignment to make up the 4%.  **Individual In-class Quizzes (3% x 5 = 15%)**  There will be 7 individual in-class quizzes for this course. You are required to complete at least 5; you may miss up to 2 quizzes without penalty. If you complete all 7 quizzes, the highest 5 quiz scores will be used. All of these quizzes will be run online with MyLab under Courselink. Questions will take the format of, but are not limited to, multiple choice, true/false, and short answer questions. They will cover the class content that were taught already in (recent) previous lectures. It will be open book and you will be given approximately 10-15 minutes to complete the quiz. The quiz will be held online at the end of each lecture.  **Mid-term Exam (20%)**  **Date and Place**: TBA  **Duration**: 1 hour and 20 minutes  **Materials covered**: chapters 1-4  **Format**: Close-book exam  Note: There will be no make-up midterm exam. Students who do not write the midterm exam will receive a grade of zero, unless your absence from the exam proves to be legitimate. Pending the instructor’s approval, the mark of the midterm exam will be shifted to the final exam (i.e., the final exam grade will be worth 50% of your total grade).  **Final Exam (30%)**  **Date and Place**: TBA  **Duration**: 1 hour and 30 minutes  **Materials covered**: all materials seen and discussed in class, with more weight given to material covered after the midterm.  **Format**: Individual-based, close-book exam that consists of two parts: multiple-choice questions and short answer questions. | | | | | | |
| Teaching and Learning Practices | | | | | | |
| Lectures | * Virtual lectures & in-class discussions once a week * In-class group presentations (once at the end of the semester) * In-class quizzes to encourage students to keep abreast of the course materials (seven times in the semester) * Recorded podcast on course materials to further students’ understanding, once a week | | | | | |
| Course Resources | | | | | | |
| Required Text: Solomon, Mike, Katherine White, and Darren W. Dhal (2020), Consumer Behaviour: Buying, Having, Being, 8th Canadian Edition, Pearson. MyLab is also required. | | | | | | |
| Other Resources: Additional readings may be assigned or recommended during the course. | | | | | | |
| 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/Tests/etc.**  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 documentation to send to the instructor to excuse your absence, you should send your documentation within a week of the absence unless otherwise discussed with the instructor.  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 | | | | | | |
| DisclaimerPlease 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 [ <https://news.uoguelph.ca/2019-novel-coronavirus-information/covid-19-communication-updates/> ] and circulated by email.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: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml> IllnessThe University will not require verification of illness (doctor's notes) for the fall 2020 or winter 2021 semesters. | | | | | | |
| 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 Undergraduate Calendar:  <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml> | | | | | | |
| 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](https://www.uoguelph.ca/ccs/learning-resources/instructional-research/course-evaluation) | | | | | | |
| 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, December 4, 2020, the last day of classes**.** For regulations and procedures for Dropping Courses, see the Academic Calendar:  <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>   |  |  | | --- | --- | | **Date Submitted to Chair:** | Dec 16, 2020 | | **Chair Signature (Approval):** |  | | **Date Approved by Chair:** |  | | | | | | | |

**Appendix A: 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 ground-breaking 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 – 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 B: Reference Format**

Students are encouraged to follow the reference style adopted by Journal of Marketing. For details please go to <http://www.marketingjournals.org/jm/ms_stylespecs.php#citations>

**General Reference Guidelines**

References are to be listed alphabetically, last name first, followed by publication date in parentheses. Use full first name, not just initials. The reference list is not intended to serve as a bibliography; all unnecessary, redundant, or tangential references should be eliminated. Each reference should be cited in text at the appropriate place. Do not include uncited works in the reference list.

For citations of up to three authors, list all author names; for four or more authors, use the first author's name followed by "et al." (no italics). A series of citations should be listed in alphabetical order and separated by semicolons: (Donnelly 1961; Kinsey 1960; Wensley 1981).

Citation in the text should be by the author's last name and year of publication, enclosed in parentheses without punctuation: "(Kinsey 1960)." If you use the author's name within the sentence, there is no need to repeat the name in the citation; just use the year of publication in parentheses, as in "The Howard Harris Program (1966)...." If a particular page, section, or equation is cited, it should be placed within the parentheses: "(Kinsey 1960, p. 112)."

**Reference List Style**

*Single- and multiple-author references for books*: List author names, including first names, publication date, book title in italics, place of publication, and publisher name:

* Donnelly, James H. and William R. George (1981), *Marketing of Services*. Chicago: American Marketing Association.

*Single- and multiple-author reference for periodicals*: List author's full name, publication date, article title in quotes, unabbreviated name of periodical in italics, volume number, issue designation (month, season, or number), and page numbers:

* Wensley, Robin (1981), "Strategic Marketing: Betas, Boxes, or Basics," *Journal of Marketing*, 45 (Summer), 173–82.

*Single- and multiple-author reference for an excerpt in a book edited by another author(s) or a proceedings*: List author names, including first names, publication date, article/chapter title in quotes, book title in italics, volume number, editors, place of publication, publisher name, and excerpt page numbers:

* Bettman, James R. and Mita Sujan (1987), "Research in Consumer Information Processing," in *Review of Marketing*, Michael J. Houston, ed. Chicago: American Marketing Association, 197–235.

*Web sites and URLs*: List author names, including first names, publication date, title of page on Web cite in quotes, date material was accessed in parentheses, and the full URL of the actual Web page.

* Smith, Julie (2004), “I Am a Marketer,” (accessed June 26, 2004), [available at http://www.marketingscool.com].

**Appendix C: Peer Evaluation Form for Group Work**

Group Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the name of each of your group members in a separate column. Add more columns if necessary. For each person, mark his/her contribution out of 20 for each statement on the left. Total the numbers in each column.

|  |  |  |  |
| --- | --- | --- | --- |
| Evaluation Criteria | Group member: | Group member: | Group member: |
| Attends group meetings regularly and arrives on time. (20 points) |  |  |  |
| Contributes meaningfully to group discussions. (20 points) |  |  |  |
| Completes group assignments on time. (20 points) |  |  |  |
| Prepares work in a quality manner. (20 points) |  |  |  |
| Demonstrates a cooperative and supportive attitude. (20 points) |  |  |  |
| TOTAL POINTS |  |  |  |