



**Department of Marketing and Consumer Studies**  
**MCS\*6100**  
**MARKETING THEORY**  
**Fall 2018**

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**Instructor:** Tanya Mark, Ph.D.  
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**Class Times and Location:** Tuesday, 11:30 am – 2:20 pm; Room MINS 207

**Office Hours:** by appointment.

**Course Description and Objectives**

This course is designed to introduce graduate students to the fundamentals of and state of the art in marketing research. Consequently, students will be exposed to articles published in academic journals that span across several decades as well as more recent publications. This course also allows students to develop their own ideas regarding a more specific topic that might be of future research interest. The expectation of this course is to have an interactive environment, in which each student is meant to be continuously engaged and to think critically.

**Learning Outcomes**

- Critically read and assess academic journal articles that include both fundamental research as well as state of the art in marketing.
- Integrate knowledge across a body of work and develop new research opportunities by identifying gaps in the literature.
- Communicate and synthesize marketing information, arguments, and analyses accurately and reliably. Communicating also comprises attentiveness and listening, as well as reading comprehension.

**Course Materials and Resources**

This course uses a variety of materials and resources. One of your primary resources will be the course website (<http://courselink.uoguelph.ca>). All announcements, required and recommended readings,

assignments and updates will be posted here. You will also be able to access any handouts you may have missed through this site. Check this site often.

*Recommended Reading:*

- Zinsser, William (2006). *“On writing well: the classic guide to writing nonfiction”*. Thirtieth anniversary edition, Seventh edition, revised and updated. New York: HarperCollins 2006.
- Williams, Joseph M. and Gregory G. Colomb (2010). *“Style: lessons in clarity and grace”* 10th ed. New York: Pearson Longman.

**On-Line Communication:**

- I will be communicating with you via your central email account. You are required to check this account on a regular basis. Please be advised that I will not edit my mailing list to your hotmail/yahoo etc. account.
- While I endeavour to check my email daily, students can reasonably expect a response from me within 48 hours.

**Method and Timing of Evaluation**

Your performance will be evaluated based on the following:

<b>Assignment/Examination</b>	<b>Associated Learning Outcomes</b>	<b>Marks allocated</b>	<b>Date</b>
Class Participation	<ul style="list-style-type: none"> <li>• Communicate and synthesize marketing information, arguments, and analyses accurately and reliably.</li> </ul>	30%	Weekly
Seminar Presentation	<ul style="list-style-type: none"> <li>• Communicate and synthesize marketing information, arguments, and analyses accurately and reliably.</li> <li>• Critically read and assess academic journal articles.</li> <li>• Integrate knowledge across a body of work and develop new research opportunities by identifying gaps in the literature.</li> </ul>	15%	See course outline
Research Presentation	<ul style="list-style-type: none"> <li>• Communicate and synthesize marketing information, arguments, and analyses accurately and reliably.</li> </ul>	25%	November 27 <sup>th</sup> and 29 <sup>th</sup>
Research Paper	<ul style="list-style-type: none"> <li>• Critically read and assess academic journal articles.</li> <li>• Integrate knowledge across a body of work and develop new research opportunities by identifying gaps in the literature.</li> <li>• Communicate and synthesize marketing</li> </ul>	30%	December 7 <sup>th</sup>

	information, arguments, and analyses accurately and reliably. <ul style="list-style-type: none"> <li>• Apply ethical standards when conducting and reporting academic and applied research in marketing.</li> </ul>		
Total		100%	

Unless you have discussed an extension well ahead of the due date, late penalties of 20%/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 meet with me during the first week of classes.

**Course Philosophy and Approach**

This course is offered as a seminar, not a lecture. We are all equally responsible for the quality of the discussion, and that the value of the course depends on the individual contributions of each participant. Each student should reflect on the assigned readings and come to class prepared to share your observations and conclusions. Weekly discussion questions are provided and informal answers should be prepared prior to class. Although there will be some variance in the format of each class, a typical class will consist of an introduction to briefly summarize the topic, followed by student presentations, and will conclude with a thorough discussion of the remaining assigned articles. During the presentations, students are strongly encouraged to ask the presenter questions about the research paper.

**Class Participation**

I expect you to be prepared for class. Assigned articles should be thoroughly read prior to class. You should be ready to discuss the details of each article. I expect you to be actively engaged in the discussion – to contribute regularly and to take a leadership role in moving the discussion forward. Discussion questions will be provided to help you think about the assigned readings.

In addition, each student is required to submit one-page summaries for each article at the beginning of class. The summaries will count toward your class contribution grade. The summary should include the following:

- Summarize the article (research objectives and key findings)
- Describe the methodology (sample size, type of data, model, etc.)
- Discuss the results
- Provide your thoughts, opinions, criticism.

**Seminar Presentation**

Each student will be required to present one of the articles from the list of assigned readings (see class schedule for the readings). Students may choose the session and the article they prefer during the first week of class. Only one student per article is permitted and a maximum of two students per class/topic. Students will be responsible for leading the discussion on the article for

30 minutes.

The presentation should consist of

- Description of the managerial problem;
- Review of relevant literature to understand what we know about the problem, what we don't know, and how the research paper will contribute to the body of knowledge on the topic;
- Description of the methodology (model, theory, data, etc.);
- Summary of the results and contributions (managerial and theoretical)
- Briefly describe opportunities for future research (i.e., limitations)

### **Research Paper**

Each student must write a major paper on an important marketing problem. The paper will be conceptual and should consist of an introduction with research questions, an extensive literature review, identification of a gap, and a proposal on how your research will address the gap you identified in the literature. Your paper should be similar in style to the front end of the articles covered in the course. Tables summarizing the literature or organizing frameworks are strongly encouraged. The maximum length of the paper is 20 double-spaced pages, including references. Feedback will be provided on your papers. Students should consider submitting their paper to an academic conference (ASAC, Canadian Empirical and Theoretical Symposium, Marketing Science etc.).

The paper must be submitted by 12:00 pm on Friday, December 7<sup>th</sup> in the drobox located in MINS 205. Any late submission will receive a minimum of 20% deduction for each 24 hour period it is late.

In general, the paper will consist of:

1. Clear statement of the marketing problem and why it is important.
2. Research questions
3. Literature review – students must identify a gap in the research
4. Theoretical/conceptual framework
5. Expected contributions to the literature and practice

### **Research Presentation**

Students are required to present their research paper during class (see class schedule for the date of presentations). The style of the presentation should be similar to those observed in the weekly seminar MCS\*6950 or that of an academic conference. Each presentation will have a maximum of 15 minutes.

The presentation should consist of the following:

- Research question(s)
- Literature review with the identification of a gap
- Conceptual or theoretical framework

- Expected contributions to the literature and industry

### Course Schedule and Dates

Class	Date	Topic	Readings
1	September 11 <sup>th</sup>	Introduction and overview of marketing strategy	<ol style="list-style-type: none"> <li>1. Note on Marketing Strategy</li> <li>2. The Ultimate Marketing Machine</li> <li>3. Anderson, P. (1982). Marketing, Strategic Planning and the Theory of the Firm. <i>Journal of Marketing</i>, 46(2), 15-26. doi:10.2307/3203337</li> </ol>
2	September 18 <sup>th</sup>	Current issues in marketing theory	<ol style="list-style-type: none"> <li>1. "From academic research to marketing practice: Exploring the marketing science value chain". John H. Roberts, Ujwal Kayandeb, Stefan Stremersch, <i>International Journal of Research in Marketing</i>, 31(2), June 2014.</li> <li>2. Commentary on "From academic research to marketing practice: Exploring the marketing science value chain" (John H. Roberts, Ujwal, Kayande, Stefan Stremersch) by Donald R. Lehmann, <i>International Journal of Research in Marketing</i>, 2014</li> <li>3. The impact of marketing science research on practice: Comment by Russ Winer</li> <li>4. From academic research to marketing practice: Some further thoughts, Pages 144-146; John H. Roberts, Ujwal Kayande, Stefan Stremersch</li> </ol>
3	September 25 <sup>th</sup>	New products, growth and diffusion of innovation	<ol style="list-style-type: none"> <li>1. "A new product growth for model consumer durables." <i>Management Science</i> (pre-1986), Bass, Frank M., 15.5 (1969): 215.</li> <li>2. "New Product Diffusion Models in Marketing: A Review and Dir." Mahajan, Vijay, Eitan Muller, and Frank M. Bass. <i>Journal of Marketing</i> 54.1 (1990).</li> <li>3. "Modelling and Forecasting the Diffusion of Innovation – a 25 Year Review", Meade, Nigel and Towhidul Islam, <i>International Journal of Forecasting</i>, Vol. 22(3), 519-545.</li> </ol>
4	October 2 <sup>nd</sup> **class RESCHEDULED to October 4 <sup>th</sup>	Brand management	<ol style="list-style-type: none"> <li>1. "Revenue Premium as an Outcome Measure of Brand Equity." Ailawadi, Kusum L., Donald R. Lehmann, and Scott A. Neslin. <i>Journal of Marketing</i> 67.4 (2003): 1-17. June 2015.</li> <li>2. "Conceptualizing, measuring and managing customer-based brand equity." Kelly, Kevin Lane, 1993) <i>Journal of Marketing</i>, 57(1).</li> <li>3. "The long-term impact of promotion and advertising on consumer brand choice." Mela, Carl F; Gupta, Sunil. <i>Journal of Marketing Research</i> 34.2 (May 1997): 248-261.</li> </ol>
	October 9 <sup>th</sup>	NO CLASS	Fall Study Break Day
5	October 16 <sup>th</sup>	Brand Choice	<ol style="list-style-type: none"> <li>1. "A Logit Model of Brand Choice Calibrated on Scanner Data". Guadagni, Peter M; Little, John D C <i>View Profile. Marketing Science</i> 27.1 (Jan/Feb 2008): 29-48, 142-143.</li> <li>2. "The evolution of brand preferences and choice behaviors of consumers new to a market". Heilman,</li> </ol>

			<p>Carrie, Doug Bowman, and Gordon Wright. (2000) Journal of Marketing Research. 37(2).</p> <p>3. "The Interrelationships between Brand and Channel Choice." Neslin, Scott A., et al. Marketing Letters 25.3 (2014): 319-30.</p>
6	October 23 <sup>th</sup>	User Generated Content (UGC) and Social Media	<p>1. "Does Chatter really Matter? Dynamics of User-Generated Content and Stock Performance." Tirunillai, Seshadri, and Gerard J. Tellis. Marketing Science 31.2 (2012): 198,215,367.</p> <p>2. "Reviews without a Purchase: Low Ratings, Loyal Customers, and Deception." Anderson, Eric T., and Duncan I. Simester. Journal of Marketing Research 51.3 (2014): 249</p> <p>3. "Creating a Measurable Social Media Marketing Strategy: Increasing the Value and ROI of Intangibles and Tangibles for Hokey Pokey." Kumar, V., et al. Marketing Science 32.2 (2013): 194,212,356-358.</p>
7	October 30 <sup>th</sup>	Advertising Effectiveness	<p>1. "Discovering how Advertising Grows Sales and Builds Brands." Bruce, Norris I., Kay Peters, and Prasad A. Naik. Journal of Marketing Research 49.6 (2012): 793-806.</p> <p>2. "Advertising Exposure, Loyalty, and Brand Purchase: a Two-Stage model"; Tellis, Gerard J. Journal of Marketing Research. 25.2 (May 1988): 134.</p> <p>3. "Mind-Set Metrics in Market Response Models: An Integrative Approach." Shuba Srinivasan, Marc Vanhuele, And Koen Pauwels, Journal of Marketing Research, 2010</p>
8	November 6 <sup>th</sup>	Marketing Mix	<p>1. "Consumer response to uncertain promotions: An empirical analysis of conditional rebates", Pages 94-106, Kusum L. Ailawadi, Karen Gedenk, Tobias Langer, Yu Ma, Scott A. Neslin, International Journal of Research Marketing, 2014, 31(1).</p> <p>2. "Impact of sales promotions on when, what, and how much to buy", Sunil Gupta, Journal of Marketing Research, 25(4). 1988.</p> <p>3. "Decision-driven marketing", by Aditya Joshi and Eduardo Gimenez, Harvard Business Review, July-August 2014, 3-9.</p>
9	November 13 <sup>th</sup>	Multichannel	<p>1. "On the Go: How Mobile Shopping Affects Customer Purchase Behavior." Wang, Rebecca Jen-Hui, Edward C. Malthouse, and Lakshman Krishnamurthi. Journal of Retailing 91.2 (2015): 217-34.</p> <p>2. "Social Contagion and Customer Adoption of New Sales Channels." Bilgicer, Tolga, et al. Journal of Retailing 91.2 (2015): 254-71.</p> <p>3. "The Impact of Different Touchpoints on Brand Consideration." Baxendale, Shane, Emma K. Macdonald, and Hugh N. Wilson. Journal of Retailing 91.2 (2015): 235-53.</p>
10	November 20 <sup>th</sup>	Marketing Metrics	<p>1. "Performance implications of deploying marketing analytics." Frank Germann, Gary L. Lilien, Arvind Rangaswamy. Vol 30 (2), 114-128. Marketing analytics. International Journal of Research in Marketing (best paper 2013)</p> <p>2. "Return on Marketing". Rust R., Lemon K. N., and Zeithaml, V., (2004) Journal of Marketing, vol 68, 109-127.</p>

			3. Beckers, S.F.M, van Doorn, J. & Verhoef, P.C. J. of the Acad. Mark. Sci. (2018) 46: 366.
11	November 27 <sup>th</sup>		Student presentations (8 students) TBD
12	November 29 <sup>th</sup>		Student presentations (8 students) TBD

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 site.

## **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 Counselor.

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](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%	<b>Excellent:</b> 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	<b>Good:</b> 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	<b>Acceptable:</b> 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	<b>Minimally acceptable:</b> 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	<b>Fail:</b> An inadequate performance.

### 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 groundbreaking 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).