

MCS*3600 Consumer Information Processes

Fall 2019
0.5 Credits

General Course Information

Instructor	Professor Sunghwan Yi
Email	syi@uoguelph.ca
Office Location	MINS 201B
Office Hours	Mondays 10 -11 am; Friday 10-11 am; or by appointment
Class Schedule	Mondays and Fridays 11:30 am – 12:50 pm (section 1) Mondays and Fridays 2:30 am – 3:50 pm (section 2)
Room:	MCLN Room 107
Pre-requisites	MCS*2600 (Fundamentals of Consumer Behaviour) and MCS*3030 (Research Methods)

Course Description

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

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

Course Learning Outcomes

The primary learning outcome of this course is for you:

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

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

Main learning objectives include the following:

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

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

Students are expected to **study about 6-8 hours each week** regarding this course.

Course Resources

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

<https://ares.lib.uoguelph.ca/ares/> .

I strongly encourage you to **print** the PDF all the articles in the first week of the semester so that you can easily carry and access them in a **binder**.

Even though no textbook is required, you are encouraged to consult with a textbook on consumer behaviour whenever you feel you are not knowledgeable about concepts and theories. You can either use the Consumer Behaviour textbook from MCS*2600 (Fundamentals of Consumer Behaviour) or refer to this: **Wayne D. Hoyer and Deborah J. MacInnis (2004), Consumer Behavior, 3rd edition, Houghton Mifflin**. The latter is an advanced level textbook, and thus will help you gain a detailed understanding of important topics. This book is on reserve in the campus library.

Online Communication:

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

I do not usually check emails more than once a day. Thus, you can expect a response from me within 48 hours. Any emails you send past Friday 5 pm will not be checked over the weekend.

Course Assessment

Method and Timing of Evaluation

Your performance will be evaluated based on the following:

Individual components (70%)

Quiz #1	5%
Quiz #2	5%
Midterm #1	20%
Midterm #2	20%
Article quizzes	16%
Class participation	4%

Group components (30%)

Article Presentation	10%
Application Exercise Presentation	5%
Short Research Proposal	15%

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

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

Tentative Course Schedule

Classes	Date	Topics	Articles *	Application Exercises
1	September 6 F	Course overview Group formation and assignments of articles		
2	September 9 M	Academic research on consumer behaviour Review of Basic Methodologies I		
3	September 13 F	Review of Basic Methodologies II		
4	September 16 M	Read Article #0 for this class (Read the paper entitled “How to read academic journal articles” as well)	#0	
5	September 20 F	Exposure, Attention, and Perception	#1	
6	September 23 M	Exposure, Attention, and Perception	#2	
7	September 27 F	Online Consumer Behaviour	#3	
8	September 30 M	Judgment, Inferences and Consumption	#4	
9	October 4 F	Judgment, Inferences and Consumption	#5	
10	October 7 M	Judgment, Inferences and Consumption	#6	
11	October 11 F	No class (due to alternate time scheduling for exam 1)		
	October 14 M	Thanksgiving (No class)		
12	October 18 F	Guest lecture – “How to write a research summary and a research proposal” (Attendance absolutely required)		
13	October 21 M	Quiz I Application ex. Presentation day!		#1,#2,#3
14	October 25 F	Application ex. Presentation day!		#4, #5, #6
15	October 28 M	Application ex. Presentation day!		#7, #8, #9
16	November 1 F	Judgment, Inferences and Consumption A 2-page research summary due	#7	
17	November 4 M	Consumer choice and decision making	#8	
18	November 8 F	Consumer choice and decision making	#9	
19	November 11 M	Application ex. Presentation day!	#10	
20	November 15 F	Consumer choice and decision making	#11	
21	November 18 M	Consumer choice and decision making	#12	
22	November 22 F	No class (due to alternate time scheduling for exam 2)		
23	November 25 M	Application ex. Presentation day!		#10, #11, #12
24	November 29 F	Quiz II		

		Feedback for drafts for research proposals		
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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.

*** Students are expected to have read the assigned article before coming to class and written down answer to Discussion Prep Questions for the article, which may be downloaded from the course website. Your understanding of the assigned article will be assessed with Article Quiz at the end of the class.**

Exam 1 will be offered on October 10th Thursday 5:30-6:50 pm (location: TBA).

Exam 2 will be offered on November 21st Thursday 5:30-6:50 pm (location: TBA).

Watch the following Ted talks before attending October 25th class:

http://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice.html

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

http://www.ted.com/talks/daniel_goldstein_the_battle_between_your_present_and_future_self.html

Course Philosophy and Approach:

This course consists of introductory lectures, group presentation of articles, discussion of findings from the articles as well as group presentation of application exercises.

The mainstay of this course is **reading academic articles** in the field of consumer behaviour, critically reflecting on hypotheses, methods, and findings of the articles, presenting and discussing findings from the articles. Students are expected to do the required readings prior to coming to class each week. Each group will present one article.

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

Furthermore, each group will present one application exercise that involves the combination of library work, observation, and brainstorming about application of the key concepts. Students will find these application exercises useful to their learning as well as critical thinking. Prior preparation for application exercises is not required except for students who are presenting the materials.

**** Peer Evaluation**

You will have the opportunity to evaluate your group member's contribution to the group work at the end of semester. This also means that your contribution will be evaluated by your peers. If it turns out that your contribution is substantially lower than your peers', you may not receive full credits for group work. If you have difficulty working with your group members during the semester, you are encouraged to meet the professor in person in office hours. (Do not use email for this purpose.)

Components of the Course (A to G)

A. Presentation of Articles

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

Articles will be assigned in the first week of the semester. All papers can be found in the referenced journal online or at the library. Each group is required to **read** the article, **summarize** it, **critique** it, and **interpret** its marketing implications for the class.

The class presentation should cover the following:

- a. Opening vignette and/or Mini-experiment that help introduce the main research idea (**required**)
- b. Previous research findings that are relevant the main research questions
- c. Major research questions pursued by the authors
- d. Specific hypotheses to be tested
- e. An overview of empirical studies
- f. Research methodology and procedures used in each empirical study
- g. Results of each study: Interpretation of tables and charts (hypothesis testing)
- h. One page summary of major findings from all the studies included in the article
- i. Practical implications (for public policy makers and/or marketing practitioners in specific product/service categories)

Tips for paper presentation:

- a. Begin to read the paper early and do brainstorming well **at least two weeks ahead**.
- b. Prepare a presentation using a computer program (e.g., MS Powerpoint) and bring an electronic copy of the presentation to the professor **at least two days ahead** of the presentation.
- c. Make believe that you are presenting the paper as co-authors of the paper.
- d. The presentation should be **35-40 minutes** (including the time for leading class discussion). **Penalty will be levied if it exceeds 40 minutes.**
- e. Each group member is required to participate in the presentation, and transition among members must be well coordinated.
- f. You are required to **elicit audience participation frequently** during the presentation (i.e., **every five minutes**). This is to ensure that the audience is following the group presentation.
- g. You must incorporate “**discussion preparation questions**” into your presentation. Answer the questions as a group and bring it to the professor for the meeting (see h.) Challenge the audience to answer these questions at multiple points during the presentation, and then present your own answer.
- h. It is **required** that each group meet me for 20 minutes **ahead of the presentation. Please contact me at least 1 week in advance to schedule a meeting.** If your presentation is scheduled on Friday, the meeting should take place on Monday. If your presentation is scheduled on Monday, the meeting should take place on the previous Friday. We will meet in my office hours whenever possible.
- i. During this meeting, you will give a rundown of your presentation slides, which must be prepared for a mock presentation. I will field several questions about the articles in order to evaluate and grade your understanding of the article. Feedback will be provided so that you can change your presentation accordingly. The purpose of this interview is to improve the quality of your presentation.

Refer to Appendix 1 for the form that will be used to evaluate group presentations.

List of Articles to Be Presented and Discussed

[Tip: How to search for articles]

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

Make sure that you print a PDF of each article.

Article #0 can be accessed from the courselink.

Consumer Research Experiments

Article #0

B. Sternthal, A. Tybout, and B. Calder (1995), Experimental Design: Generalization and Theoretical Explanation, in Richard Bagozzi (ed), *Principles of Marketing Research*, Blackwell Publishing, 195-223.

Exposure, Attention, and Perception

Article #1 (An original article and one re-inquiry article)

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

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

Judgment, Inferences and Consumption

Article #2

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

Article #3

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

Article #4

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

*** Before reading this paper, familiarize with the **Implicit Association Test (IAT)** by trying out at least two IAT tasks available at <https://implicit.harvard.edu/implicit/>.

Article #5

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

Online Consumer Behaviour

Article #6

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

Consumer Choice and Decision Making

Article #7

Gourville, J. T. & Soman, D. (2005). Overchoice and assortment type: When and why variety backfires. *Marketing Science*, 24 (3), 382-395.

Article #8

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

Article #9

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

Article #10

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

Article #11

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

Article #12

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

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

B. Short Research Proposal

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

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

Step 1: A two-page research idea summary (Due on November 1st in class)

Reread the article that your group has been assigned to present. Brainstorm with your group members about how the gist of the theory and/or concept can be extended *to a unique purchase/consumption context*. The new context needs to be substantially different from the context used by the authors. **If you do not wish to extend the assigned article and start from a different one, you will need to receive my approval by October 22nd.**

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

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

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

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

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

**** Group consultation** about finding right references for your research proposal offered by Amber Allen, the librarian. Make sure you make the most of this special assistance! Email Ms. Amber Allen, our librarian, for an appt. in advance:

aallen07@uoguelph.ca.

Step 2: A full research proposal (Due on December 5th 12:00 pm, my office)

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

- (a) Page 1-2: Explain the motivation of the research (i.e., why this is an important research question in the product/service context of your choice) and situate your research question in previous research (i.e., how your research improves our understanding of the problem).
- (b) Page 3-4: State your research question and the rationale for this question. Propose specific 1-2 testable hypotheses (i.e., why this predicted finding is likely to be obtained).
- (c) Page 5-6: Describe the experimental design you need to test your hypothesis. Make sure you clearly specify the overall experimental design. For example, you can specify a 2 (independent variable X1: high vs. low) * 2 (independent variable X2: high vs. low) factorial design. You also need to clearly describe how you will manipulate or measure independent variables and how you will assess a dependent variable (e.g., choice, attitude, memory, etc.).
- (d) Page 7: Describe how the results of this experiment will look like. I strongly encourage you to depict the expected results in a table or graph.
- (e) References (Follow **the APA format**:
<http://www.mhc.ab.ca/library/howtoguides/APASamplePaperAug2007.pdf> .

**** Important:** Use double space and the 12 Times New Roman font (1 inch margin in all directions).

**** Group consultation** about finding right references for your research proposal offered by Mr. Amber Allen. Make sure you make the most of this special assistance! Email Ms. Amber Allen for an appt. in advance:

aallen07@uoguelph.ca.

C. Discussion Preparation Questions

I will post questions for each article on the courselink in order to encourage students' careful reading of articles. Typical questions will ask you to identify major hypotheses, to locate incremental contribution of the article over and beyond previous research, to interpret tables and figures and determine whether hypotheses are accepted, and to explore practical implications of the article.

It is expected that students have answered the questions for each of the articles and bring their answer to the class when the article is presented. Although your answer is not graded, we will discuss your answer to the questions in class. You will be able to participate in discussion only if you have answered these questions in advance. Furthermore, since these questions are used for **article quizzes** and **exams**, you have every reason to take them seriously!

D. Article Quizzes

In order to ensure that you have read the articles, answered **discussion preparation questions**, and paid attention to the article presentations given by your peers in class, a quiz will be taken at the end of the class in which each article is presented. Article quizzes will consist of a small number of multiple choice and T/F questions as well as short answer questions that are based on discussion prep questions. **CLOSED-BOOK; Laptops need to be closed** when taking quizzes.

We will **use top 8 quiz grades** to calculate your final grade (8 quiz grades by 2% = 16%). The quiz grade for the article your group presented will NOT be included in the top 8 ones. **If you miss a quiz, there is no way for you to make up!**

E. Exams 1 and 2

Your understanding of articles, lectures and application exercises will be essential to the exams.

Exam schedule is listed on p. 4.

F. Application Exercises

Each group will be assigned to **one** application exercise. Each group is asked to present the results of application exercises for **WITHIN 15-20 minutes**. It is important to elicit **audience participation multiple times** and make the presentation **interactive**. Use of **visual cues** (e.g., print ads, commercials available on the web, product and company logos, actual products, etc.) is strongly recommended.

For #1, 2, 4, and 5, please read the related chapter of the Hoyer and MacInnis textbook and get acquainted with terminologies and theories.

Refer to Appendix 2 for the form that will be used to evaluate application exercise presentations.

List of Application Exercises

#1. Motivation, Ability and Opportunity (MAO) in the context of furniture stores

Visit at least two stores that **specialize in fresh food retailing** and find examples of marketing efforts that relate to consumers' motivation, ability, and opportunity to buy (and to process the information on) furniture. Choose the stores that are perceived to target quite different clientele.

Read the Chapter 3 thoroughly to refresh your memory about consumer MAO.

Things you may want to find answers to these questions: (a) How do retailers attempt to market and advertise furniture associated with risk (e.g., time risk, social risk, etc.)? How do consumers seem to respond to these attempts?; (b) How do retailers try to increase consumers' opportunity to process marketing information in and outside of the stores (e.g., off-line vs. online)?; (c) How do retailers try to increase consumers' ability to process marketing information?; (d) How do retailers try to make their retail environments and marketing stimuli involving to customers?

#2. *Just noticeable difference & Perceptual organization principles*

(A) Identify as many examples as you can in which marketers want consumers to perceive a just noticeable difference between their product and a competitor's, or between an old product and a new one. Also, find examples in which marketers do not want consumers to perceive such a difference. Consider not only visual aspects of the product or service, such as how big or small it is, but other perceptual differences as well (how it tastes, feels, smells, sounds).

(B) Find two marketing examples for each of the following principles: the principle of figure and ground, the principle of closure, and the principle of grouping. Examples can be drawn from advertising, product display, product packaging, etc.

#3. *Can choice be demotivating?*

Read the following article and summarize findings. Discuss implications of the findings for 3-4 off-line and on-line retailers.

Iyengar, S. S., & Lepper, M. R. (2000). When choice is demotivating: Can one desire too much of a good thing?. *Journal of personality and social psychology*, 79(6), 995-1006.

Watch Iyengar's Ted talk: http://www.ted.com/talks/sheena_iyengar_on_the_art_of_choosing.html

#4. *Peripheral vs. central attitude formation and change*

Refer to the Hoyer and MacInnis textbook about what constitutes central route processing and peripheral route processing. Compare how they differ from each other.

Then try to find as many print ads, commercials AND ads on social media as possible for healthy foods (i.e., foods that are marketed as healthy). A. Select five ads that you think are good examples of the use of peripheral attitude change strategies and explain why they are successful. B. Find five ads that use central attitude change strategies to promote healthy foods. Compare examples of peripheral attitude change strategies with examples of central attitude change strategies, and discuss why central versus peripheral attitude change strategies are considered more effective in each case.

#5. *Factors that elicit central route processing of ads*

For detailed information on the Theory of Reasoned Action model, browse the chapter on attitude formation and change in Hoyer and MacInnis textbook. (Do not spend time presenting this material. It's supposed to be a background reading.)

Then consider the four multi-attribute marketing strategies for changing consumer attitudes (Refer to pp.138-139 of the Hoyer and MacInnis textbook).

Analyze a number of print ads, TV commercials AND ads on social media for healthy food products and/or issues around healthy eating, searching for instances of each strategy.

Select two examples that successfully apply each strategy. Briefly explain your rationale why the ads you selected are good examples.

#6. Non-conscious influence of smell on behaviour

Do the following background readings and summarize important findings:

Holland, R. W., Hendriks, M., & Aarts, H. (2005). Smells Like Clean Spirit: Nonconscious Effects of Scent on Cognition and Behavior. *Psychological Science, 16*(9), 689-693.

Gaillet-Torrent, M., Sulmont-Rossé, C., Issanchou, S., Chabanet, C., & Chambaron, S. (2014). Impact of a non-attentively perceived odour on subsequent food choices. *Appetite, 76*, 17-22.

Based on understanding the above materials, try to explore and report two marketing applications of smell. You need to present two separate cases of state of the art usage of smell. Use commercial and library search engines to find relevant information.

#7. The power of priming in ordinary life

Summarize the findings of the following article. Explain the psychological mechanism that drives the findings. Discuss practical implications for companies and stores that sell different products and services online and/or off-line.

Vohs, K. D., Mead, N. L., & Goode, M. R. (2006). The psychological consequences of money. *Science, 314*(5802), 1154-1156. Present findings on Studies 1, 2 and 5 only.

Zhong, C. B., & Liljenquist, K. (2006). Washing away your sins: Threatened morality and physical cleansing. *Science, 313*(5792), 1451-1452. Present findings on Studies 1 and 2 only.

Bateson, M., Nettle, D., & Roberts, G. (2006). Cues of being watched enhance cooperation in a real-world setting. *Biology letters, 2* (3), 412-414.

#8. Portion size and unit bias

Summarize the following papers, and discuss implications for marketers, consumers and policy makers, preferably in specific product/service contexts.

Wansink, B., Van Ittersum, K., & Painter, J. E. (2006). Ice cream illusions: bowls, spoons, and self-served portion sizes. *American journal of preventive medicine, 31*(3), 240-243.

Wansink, B., Painter, J.E., & North, J. (2005). Bottomless bowls: Why visual cues of portion size may influence food intake. *Obesity Research, 13*, 93-100.

Geier, A.B., Rozin, P., & Doros, G. (2006). Unit Bias: A New Heuristic That Helps Explain the Effect of Portion Size on Food Intake. *Psychological Science, 17*, 521-525.

#9. Nudging consumers to eat more healthily

Summarize the following papers, and discuss implications for marketers, consumers and policy makers, preferably in specific product/service contexts.

Schwartz, J., Riis, J., Elbel, B., & Ariely, D. (2012). Inviting consumers to downsize fast-food portions significantly reduces calorie consumption. *Health Affairs*, 31(2), 399-407

Rozin, P., Scott, S., Dingley, M., Urbanek, J. K., Jiang, H., & Kaltenbach, M. (2011). Nudge to nobesity I: Minor changes in accessibility decrease food intake. *Judgment and Decision Making*, 6(4), 323-332. (You may skip Studies 2 and 3)

Dayan, E., & Bar-Hillel, M. (2011). Nudge to nobesity II: Menu positions influence food orders. *Judgment and Decision Making*, 6(4), 333-342 (You may skip Study 1)

#10. When can unconscious thinking lead to good decision?

Summarize main findings from the following articles and devise recommendations to consumers so that they can make better choice in different purchase contexts. You may approach this from a consumer activist group's perspective.

Dijksterhuis, A., Bos, M. W., Nordgren, L. F., & van Baaren, R. B. (2006). On making the right choice: The deliberation-without-attention effect. *Science*, 311, 1005–1007.

Wilson, T.D. & Schooler, J.W. (1991). Thinking too much: Introspection can reduce the quality of preferences and decisions. *Journal of Personality and Social Psychology*, 60, 181-192. (Read up to Study 2)

An online piece: The thought leader interview with Loran Nordgren <http://www.strategy-business.com/article/00210?gko=972fa>

#11. Forecasting of satisfaction & preference

Summarize the following articles and interview and discuss implications of this research for consumers and public policy, preferably in specific product/service contexts.

Background:

John Gertner (2003), The futile pursuit of happiness. *New York Times*, 7 Sep., p. SM44.

(Also available here: http://behaviorhealth.org/futile_pursuit_of_happiness.htm)

Watch Dan Gilbert's Ted talk: http://www.ted.com/talks/dan_gilbert_researches_happiness.html

T. D. Wilson & D. T. Gilbert (2005), Affective Forecasting: Knowing What to Want. *Current Directions in Psychological Science*, 14 (3), 131–134

Daniel T. Gilbert and Jane E. J. Ebert (2002), Decision and Revisions: The affective forecasting of changeable outcomes, *Journal of Personality and Social Psychology*, 82 (4), 503-514. (Read up to Study 2a)

#12. Power of the default option and decision making

Summarize the following papers, and discuss implications for marketers, consumers and policy makers, preferably in novel product/service contexts.

Goldstein, Johnson, Herrmann, & Heitmann (2008), Nudge your customers toward better decisions, Harvard Business Review, December, 99-104.

Johnson, E. J. & Goldstein, D. G. (2003). [Do defaults save lives?](#) *Science*, **302**, 1338-1339.

G. Quizzes**Quiz 1 (based on the review of Research Methodologies: Weeks 1 and 2)**

Sound understanding of experimental research methodology from MCS*3030 is *required* for taking this course. A brief **refresher** of research methodologies will be offered in the first two classes. You are encouraged to consult with a marketing research textbook (chapters on experimental design and ANOVA) or on-line resources (e.g., http://reliawiki.org/index.php/Experiment_Design_and_Analysis_Reference : up to Chapter 6).

Quiz 2 (based on Application exercise presentations #1-12)

Your understanding of lecture materials and application exercise presentations will be tested.

Course Policies

All students are expected to abide by the University's academic regulations in the completion of their academic work, as set out in the undergraduate calendar (see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml>). Some regulations are highlighted below:

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community – faculty, staff and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, 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) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

Religious Holidays

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml>

University Grading Scheme

This course follows the University grading scheme outlined in the University Calendar:

A+	90-100%	Excellent: An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
A	85-89	
A-	80-84	
B+	77-79	Good: A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
B	73-76	
B-	70-72	
C+	67-69	Acceptable: An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
C	63-66	
C-	60-62	
D+	57-59	

D	53-56	Minimally acceptable: A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
D-	50-52	
F	0-49	Fail: 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).

Appendix 1

Article Presentation Evaluation Form

Date:

Title of the presentation:

Presenters:

For each of the following categories, please circle the response which best describe how well this group performed in their presentations:

	Poor	Fair	Good	Very Good	Excellent
1. Preparedness for the pre-presentation interview (15 points)	1	2	3	4	5
2. Mini-experiment: Was it well thought out and did it enhance the audience's understanding of the main research idea? (10 points)	1	2	3	4	5
2. Clarity of research objectives and hypotheses of the study (10 points)	1	2	3	4	5
3. Clarity of explaining study methodology and interpretation of results (10 points)	1	2	3	4	5
4. Clever and/or informative use of props and/or visual cues (10 points)	1	2	3	4	5
5. Well-planned coordination among group members during the presentation (not a patch of individual presentations) (10 points)	1	2	3	4	5
7. Interactive presentation (including eliciting audience participation at multiple points during the presentation) (15 points)	1	2	3	4	5
8. Leading class discussion based on discussion preparation questions (20 points)	1	2	3	4	5

Overall grade: _____

** Penalty is applied if the presentation exceeds the time

Appendix 2

Application Exercise Evaluation Form

Date:

Title of the presentation:

Presenters:

For each of the following categories, please circle the response which best describe how well this group performed in their presentations:

	Poor	Fair	Good	Very Good	Excellent
Clarity of explaining objectives of the exercise and summarizing main findings (15 points)	1	2	3	4	5
Clever and/or informative use of visual cues AND Well-planned coordination among group members during the presentation (not a patch of individual presentations) (10 points)	1	2	3	4	5
Interactive presentation (including eliciting audience participation at multiple points during the presentation) (10 points)	1	2	3	4	5
Well thought-out and innovative practical application and implications of the key concepts (15 points)	1	2	3	4	5

Overall grade: _____