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## **MOS 3321A Consumer Behavior Course Outline: Section – 001/Fall 2015**

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### **1. Course Information:**

#### **1.1 Class Location and Time:**

Social Science Center Room 3028  
Wednesdays 8:30 – 11:30 am

#### **1.2 Contact Information:**

Instructor: Dr. Bill Irwin  
Office: A2a Huron University College  
Office Hours: Wednesdays 2:00 – 4:00 pm or by appointment  
Phone: 519.438.7224 x614  
Mobile/Text: 519.520.8710  
Email: [birwin6@huron.uwo.ca](mailto:birwin6@huron.uwo.ca)  
Website Address: OWL Sakai

DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111 ext 82147 for any specific question regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

### **2. Calendar Description**

#### **2.1 Course Description:**

This course focuses understanding and predicting consumer behavior by integrating theories and concepts from psychology, sociology, anthropology, and economics. Emphasis will be on how behavior is shaped by internal and external influences.

3 lecture hours, 0.5 course

Antirequisite(s): None

Prerequisite(s): MOS 2320A/B or MOS 3320A/B

## 2.2 Senate Regulations

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

## 3. Textbook

Solomon, M., White, K. & Dahl, D. (2014). *Consumer Behavior: Buying, Having, and Being* (6th Cdn. Ed.). Pearson: Toronto (ISBN: 978-0-13-216111-4).

## 4. Course Objectives and Format

### 4.1 Course objectives

- Investigation of the consumer on an individual level, considering the internal influences on behaviors
- Examination of the perceptions, theories of learning and motivation, self-concept and values, as well as personality and lifestyles relating to consumer behaviour
- Consideration of the key roles played by attitudes on consumer behavior - how attitudes are formed, and how attitudes can be changed.
- Exploration of individual decision-making, including the decision-making process, and how the consumer may be influenced by other individuals, groups, families, as well as situational factors.
- Incorporation of the theories and concepts from the domains of sociology and anthropology, in the latter part of the course we shift our focus to understanding consumer behavior at the group level.
- Consideration of the socio-demographic predictors of behavior, various subcultures of consumers residing within and outside of Canada, and the critical roles played by culture and ethnic identity on consumer behavior.
- Questioning how social forces and marketing communications are combining to affect the psychology of consumers worldwide, for example, in terms of promoting dispositions such as materialism as well as encouraging the consumption of objects associated with consumer desire (e.g., luxuries, other status goods). This is particularly relevant in this era of rapid globalization
- Reviewing the research methods used to study consumer behavior, as well as identify various ethical issues when targeting and serving individual consumers and groups.

### 4.2 Course format

While traditional lecture format will be part of this course, emphasis will be on student's critical thinking skills. Class lectures will follow a seminar style, and as an upper year class participation is expected. Students are required to be prepared for class and read the material prior to the lecture. As a guide, the instructor will post his lectures in PPT format on the class website prior to each lecture. Class lectures will utilize a variety of methods including: Guest speakers, PowerPoint, video, and student-led discussion.

Team work is a key element of this class and will be demonstrated in both class-led discussions and a capstone group project. To ensure that all team members participate in an authentic and equitable fashion (i.e. no free riders) group feedback/participation forms will be required to be completed by all team members.

## 5. Learning Outcomes

Upon completion of the course students will be able to:

- Understand the underlying physiological, psychological, and sociological factors affecting consumer behavior, and how these are useful for market segmentation, targeting, and predicting consumer responses.
- Identify the key terms, concepts, and theories of consumer behaviour
- Apply consumer behaviour concepts to real world marketing problems and develop better marketing programs and strategies to influence those behaviours
- Recognize the complexity of consumer decision-making, and how decision-making is affected by context and environmental factors.
- Gain awareness of various trends and ethical issues affecting society, companies, and consumers.
- Critically evaluate the effectiveness of various advertising and promotional campaigns, specifically in terms of attitude formation and change.
- Refine oral presentation abilities and hone critical thinking and essay writing skills.

## 6. Evaluation

Assignment/Exam	Due Date	Mark (%)
Class-Led Discussion	On-going, weekly	15
Mid-Term Exam	October 21	20
Capstone Team Project	December 2	35
Final Exam	TBD during Exam Period	30

### Assignments:

#### Class-Led Discussions:

Each week during the 1 hour seminar portion of the class, a small group (2 TO 4) will act as discussion leaders for an assigned reading that supports the weekly lecture material. The Discussion Leaders will be responsible for:

1. Posting a series of questions about the case, 1 week prior to its discussion, to help focus the conversation.
2. Present a short overview ( 5 to 10 minutes) of the case prior to it being discussed in class. The group may wish to introduce additional material at this time.
3. Lead the class discussion, by use of: an exercise, a facilitation process, or what every other means they deem acceptable.

All additional readings will be posted in PDF format on the class site. A rubric/outline for discussions leaders will be posted on the class site. The following table outlines the discussion readings. for weeks where there are more than one reading identified or a special edition noted (in special editions all articles are based on the same topic) student discussion leaders will choose in advance which article will be covered that week.

<b>Date</b>	<b>Discussion Reading</b>	<b>Related Chapter</b>
<b>Sept. 16</b>	Kar (2011) <i>Consumer behaviour over the last 25 years</i> (article)	Chapter One
<b>Sept. 23</b>	Lurie & Wen (2014) <i>Simple decision aids and consumer decision making</i> (article)	Chapters Two and Three
<b>Sept. 30</b>	Chen, Chen & Huang (2012) <i>Brands and consumer behaviour</i> (article)	Chapter Four
<b>Oct. 7</b>	Escalas (2013) <i>Self-identity and consumer behaviour</i> (special edition Journal of Consumer Research)	Chapters Five and Six
<b>Oct. 14</b>	1. Williams (2013) <i>Emotions and consumer behavior</i> (special edition Journal of Consumer Research)  2. Moschis (2007) <i>Stress and consumer behaviour</i> (article)	Chapter Seven
<b>Oct. 28</b>	Paco, Alves, Shiel & Filho (2013) <i>Development of a green consumer behaviour model</i> (article)	Chapter Eight
<b>Nov. 4</b>	1. Gilaninia, Taleghani & Azizi (2009) <i>Marketing mix and consumer behaviour</i> (article) 2. Becker-Olsen, Cudmore & Hill (2006) <i>The impact of perceived corporate social responsibility on consumer behaviour</i> (article)	Chapters Nine and Ten
<b>Nov. 11</b>	Mirchevska & Markova (2011) <i>Emergence of the social consumer - the impact of personalisation, localization, and social collaboration on consumerism</i> (article)	Chapters Nine and Ten
<b>Nov. 18</b>	1. Nicholson & Xiao (2011) <i>Consumer behaviour analysis and social marketing practice</i> (article)  2. Eroglu (2014) <i>The changing shopping culture: Internet consumer behaviour</i> (article)	Chapters Eleven and Twelve
<b>Nov. 25</b>	Dahl (2013) <i>Social influence and consumer behaviour</i> (special edition Journal of Consumer Research)	Chapters Twelve and Thirteen
<b>Dec. 2</b>	Nayeem (2012) <i>Cultural influences on consumer behaviour</i> (article)	Chapter Fourteen
<b>Dec. 9</b>	Griskevicius & Kenrick (2013) <i>Fundamental motives: How evolutionary needs influence consumer behaviour</i> (article)	Chapter Fifteen

### **Capstone Team Project:**

Teams will be comprised of 4 - 5 students. The capstone project is a written research paper, from a critical analytical perspective, on a specific topic/issue in consumer behavior.

More details, regarding expectations, paper design and layout, etc. will follow during the course of the semester, and be posted on the class site. Examples of potential topics include:

- gender differences in information search and processing
- memory deficits in older consumers and the impact on promotion
- cross-cultural differences in shopping behavior
- the strength of the pro-environmental attitude-behavior relationship
- subcultures of consumption
- transnational consumer segments
- religious influences on consumer behavior
- self-concept and brand personality
- ethics of targeting children, viral marketing
- classical conditioning and marketing
- etc.

By Week Three groups must submit to the professor (via email) a list of group members and corresponding student ID's. By Week Five all groups must submit (via email) a ½ -page summary of the proposed topic/issue (subject to approval by the professor). Each group must work on a different topic (if necessary, this will be determined on a "first-come, first-serve" basis).

A list of academic journals you may wish to access to assist with your research will be posted on the class site. Evaluation expectations will also be discussed in class and posted. The critical perspectives approach of the class-led discussions will provide valuable insights into your paper's focus and design.

The research paper should not exceed 15 double-spaced typed pages of text (not including the title page, executive summary, table of contents, references, and appendix materials). This term project is due at the beginning of class on December 2. All groups must hand in both a hard (paper) copy, and email an electronic copy to the professor.

## 7. Lecture Schedule:

Date	Topic	Readings from text (see class-led discussions listings for additional readings)
Sept. 16	Introduction to Consumer Behaviour Ethical Issues	Chapter One
Sept. 23	Perception Learning and Memory <b><i>Class-led Discussion groups and topic schedule finalized</i></b>	Chapters Two and Three
Sept. 30	Motivation and Affect <b><i>* First Class-led Discussion</i></b> <b><i>* Capstone project teams and topics finalized</i></b>	Chapter Four
Oct. 7	The Self Personality and Life Styles	Chapters Five and Six
Oct. 14	Attitudes <b><i>Capstone project concept due</i></b>	Chapter Seven
Oct. 21	<b>Midterm (in-class)</b>	<b>Chapters One to Seven</b>
Oct. 28	Attitudes Change and Interactive Communication	Chapter Eight
Nov. 4	Individual Decision-making	Chapters Nine and Ten
Nov. 11	Individual Decision-making (con't)	Chapters Nine and Ten
Nov. 18	Social Influence and Social Media	Chapters Eleven and Twelve
Nov. 25	Subculture	Chapters Twelve and Thirteen
Dec. 2	Cultural Influences <b><i>Capstone Paper Due</i></b>	Chapter Fourteen
Dec. 9	Creation and Diffusion of Culture	Chapter Fifteen
T.B.D.	<b>Final Exam</b>	<b>All chapters, but emphasis on post-midterm material</b>

## 8. University Policy Regarding Illness

### 8.1 Illness

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy

[http://www.uwo.ca/univsec/pdf/academic\\_policies/general/privacy.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/general/privacy.pdf)

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill.)

A form to be completed by off-campus physicians is available at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

## 8.2 Make Up Examinations

The student must write a make-up exam if the regularly scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the Academic Counseling office).

## 8.3 Attendance

It is expected that students will attend all classes. The professor does not provide access to lecture notes. Students are encouraged to obtain missed lecture notes from a fellow student.

## 9. University Policy on Cheating and Academic Misconduct

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses (see section 9.0 below). Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 3135 WSS, (519) 661-3573.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the

Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

## 10. Procedures For Appealing Academic Evaluations

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Assistant Program Director or Designate of the BMOS program. If the response of the Assistant Director is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

## 11. Student Responsibilities

Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

In this class, some students may be unaware that their private discussions are distracting to other people. If you feel that students are distracting your attention from the material, then you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), then please see the instructor. In addition, please avoid engaging in private discussions with other students during the lectures.

To avoid unnecessary distractions, please arrive to each class on time.

## 12. Support Services

### 12.1 Support Services

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca> Student Support Services (**including the services provided by the USC listed here**) can be reached at: <http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western [http://www.health.uwo.ca/mental\\_health/](http://www.health.uwo.ca/mental_health/) for a complete list of options about how to obtain help.

## 13. Other Issues

### 13.1 Grade Policy

The DAN Program has a grade policy which states that for courses in the 3000 range, the class average must fall between 70% and 75% for all sections of a course taught by the same instructor.



In very exceptional circumstances only, class averages outside this range may be approved by the Undergraduate Chair or Chair. Class averages are not grounds for appeal.

### 13.2 Short Absences.

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

### 13.3 Extended Absences.

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

### 13.4 Academic Concerns.

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.

### 13.5 Important Dates:

September 10, 2015 Classes begin

September 18, 2015 Last day to add a full course or first-term half course

October 29 - 30, 2015 Fall Study Break

November 5, 2015 last day to drop a first term half course.

November 30, 2015 Last day to drop full course.

December 9, 2015 Fall Session classes end.

December 10, 2015 Study Day

December 11-22, 2015 December examination period.

#### Other Information

- Bring student identification to exams.
- Nothing is to be on/at one's desk during an exam except a pencil, an eraser, and the individual's student card
- Do not wear baseball caps to exams
- Do not bring music players, cell phones, beepers, or other electronic devices to exams

For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: [http://www.uwo.ca/univsec/academic\\_policies/index.html](http://www.uwo.ca/univsec/academic_policies/index.html)

## 14. E-mail Policies

The following policies apply to all emails between students and the Professor. Please respect the fact that the Professor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Non-acceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

### 14.1 UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact the Professor. The Professor will not respond to emails from non-uwo.ca addresses (e.g. hotmail.com, gmail.com, etc.).

## 14.2 Subject Line Must Include Course and Section Number

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Professor teaches different courses and sections and cannot properly respond to questions if he does not know which course or section you are enrolled in.

## 14.3 Acceptable Emails

- questions about the course content or materials
- asking to set up an appointment to ask questions or review an exam
- notification of illness or other special circumstances
- providing constructive comments or feedback about the course

## 14.4 Non-Acceptable Emails

- questions that may be answered on OWL or on this course outline
- asking when grades will be posted
- asking what grade a student received
- asking where or when an exam is scheduled or the material covered on an exam
- requests for grade increases, extra assignments, or reweighting of course components