

## **MARK 4214**

### **Seminar in Consumer Behaviour**

### **Course Outline**

### **Semester 1, 2017**



**Part A: Course-Specific Information**  
**Part B: Key Policies, Student Responsibilities**  
**and Support**

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## PART A: COURSE-SPECIFIC INFORMATION

### 1 STAFF CONTACT DETAILS

Lecturer-in-charge:	Associate Prof. Nitika Garg
Room:	Quad 3022
 :	02-9385-3387
 :	n.garg@unsw.edu.au
Consultation:	Thursdays 9:30 –11:00 am or by appointment

### 2 COURSE DETAILS

#### 2.1 Teaching Times and Locations

Lectures start in Week 1(to Week 12): Thursday 12 – 3 pm in Quad 3054

#### 2.2 Units of Credit

The course is worth 6 units of credit.

#### 2.3 Summary of Course and Its Objectives

##### Objectives

- (1) Develop a broad foundation of knowledge across various content areas and critically evaluate theoretical and empirical aspects (*breadth*).
- (2) Gain additional understanding in areas of your particular interest (*depth*).
- (3) Assist you to strengthen your ability to identify, develop, and present your research ideas to prepare you for life as a scholar (*practical*).

*The breadth objective* will be achieved through our weekly class meetings. Each week we will discuss an aspect of consumer behavior. Typically, five readings are assigned per week. As you may know, the *Journal of Consumer Research* is sponsored by 12 different organizations, including the American Economic Association, INFORMS, the American Anthropological Association, and the American Statistical Association. Therefore, the topics covered in this seminar will range from information processing and experimental methods to anthropology and relatively sophisticated modeling techniques and the articles will be drawn from inside the field of marketing (e.g., *Journal of Consumer Research*, *Journal of Marketing Research*) and as well as outside (e.g., *Journal of Personality and Social Psychology*, *Econometrika*).

You are responsible for all readings, which will be discussed in a seminar-format in class. Come to the seminar prepared to discuss each article in depth and to present your ideas about the major ideas, contributions, or limitations of each article. You will also be responsible for leading the discussion of one article per week (see Assignment section below).

*The depth objective* will be accomplished through independent reading in conjunction with a short idea sketch and an in-depth research paper. The short idea sketch should identify the basic problem, outline hypotheses, describe the experimental design and procedure, and briefly discuss how you would analyze the data. The final paper may be based on one of these research ideas or another idea. It should be written in *JCR* format and include a literature review as well as much more detailed versions of all of the sections in the idea sketch. The idea sketch and the research paper are intended to provide you the opportunity

to develop research ideas that may prove useful for future research activity. Additional readings are available once you select your depth area to provide further background information and to guide you in pursuit of your particular topic.

*The practical objective* will be realized through assignments designed to familiarize you with various aspects of academic life. You will practice various research activities, such as article summaries, reviews, experimental design and theory development, and paper presentation. In addition, you will develop your ability to professionally critique scholarly articles throughout the seminar and will be responsible for leading the class discussion each week on your selected article from the reading list.

## 2.4 Student Learning Outcomes

By the end of this course, you should be able to achieve the following outcomes:

1. Explain what consumer behaviour is and what research in consumer behaviour entails.
2. Analyse a problem or situation from the perspective of consumer behaviour theory.
3. Research the literature to apply/ develop a relevant consumer behaviour theory for that situation (in point 2).
4. Develop a research plan to evaluate and critically analyse that situation (in point 2), including a description of experimental design and proposed analyses.
5. Communicate the research problem and related theory, methods, and analyses in the form of a research paper.
6. Effectively present the important aspects of the research paper to an audience with varied research interests.

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all Business postgraduate coursework students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	1, 2, 3	<ul style="list-style-type: none"> <li>Articles' Critique</li> <li>Class Discussion</li> <li>Report</li> </ul>
2	Critical thinking and problem solving	2, 3, 4	<ul style="list-style-type: none"> <li>Articles' Critique</li> <li>Idea Sketch</li> <li>Final Paper</li> </ul>
3a	Written communication	5	<ul style="list-style-type: none"> <li>Idea Sketch</li> </ul>

			<ul style="list-style-type: none"> <li>• Final Paper</li> </ul>
3b	Oral communication	6	<ul style="list-style-type: none"> <li>• Articles' Critique</li> <li>• Presentation</li> </ul>
4	Teamwork	Not specifically addressed in this course.	
5a.	Ethical, social and environmental responsibility	Not specifically addressed in this course.	
5b.	Social and cultural awareness	Not specifically addressed in this course.	

### 3 LEARNING AND TEACHING ACTIVITIES

The course will be seminar-based. There are no assigned textbooks. A list of readings will be assigned every week for the duration of the course. Students are expected to read and critique the assigned readings and make an informed contribution to the seminar discussion.

### 4 ASSESSMENT

#### 4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 75; and
- make a satisfactory attempt at all assessment tasks (see below).

#### 4.2 Assessment Details

Class Participation	30%
Idea Sketch	15%
Final Paper	40%
Presentation of Paper	15%

Lead discussion each week: In addition to being prepared to actively discuss all of the papers, you will be responsible for leading the discussion on one paper per class meeting. You will be expected to discuss your paper orally and bring a 1-2 page summary/critique of it (please make sufficient copies for everyone). Note that you are required to read the remaining readings as well and be ready for discussing/ critiquing them in class. See the "Guidelines for Critiquing of a Research Article" (attached to the readings list). Your summary/critique should include:

- 1) The basic objective and positioning of the research
- 2) 3-4 main strengths of the paper
- 3) 2-3 main limitations of the paper
- 4) Assessment of contribution to the research area
- 5) 2-3 future research directions

**Note:** It is vital that you come to class prepared for discussion. What you get out of this course depends upon what you put into it. You cannot expect to develop your research skills by passively attending class and taking careful notes. You should not only actively listen and think critically about the concepts and issues raised but should also, be willing and able to present your viewpoint to the class when the opportunity presents itself.

**Idea sketch:** You are required to develop a research idea and "position" it within the context of one of the topics under discussion in the previous weeks. Your idea paper could build on your paper summary. It should either extend the original paper theoretically (maybe through developing boundary conditions), empirically (conceptual replication research or methodological replication research by tackling the same problem using a more appropriate research approach), or lead to a reversal of the findings of the original research (see the one page description at the end of the syllabus). The idea sketch should identify the basic problem, (very) brief description of prior research (you can limit yourself to articles read for class), outline hypotheses, describe the experimental design and procedure, and briefly discuss how you would analyze the data. It should be no more than five pages long in total (12 pt font). The idea sketch will be due on **April 13<sup>th</sup>**.

**Research Paper and Presentation:** The final paper may be based on one of the idea sketches (or not) but it has to relate to marketing in general and consumer behavior in particular. It will be due on **June 1<sup>st</sup>**. It should adhere to the JCR or APA style sheet and identify the basic problem, review the relevant literature, outline hypotheses, describe the experimental design, present the stimuli, and briefly discuss how you would analyze the data. In order to properly execute these components, papers should be about 20 pages in length (not including the references, appendices etc.). See the "Guidelines for Writing a Behavioral Paper" (attached to the readings list). You will also make a 15 minute presentation on your paper in class (bring a handout of your slides for the class) on **May 25<sup>th</sup>**.

**Note:** Should your semester paper not be of an acceptable standard you will be given one opportunity to revise and resubmit within 4 weeks. Otherwise you will fail the course.

#### **Quality Assurance**

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

## **5 COURSE RESOURCES**

The prescribed materials for this course are a series of assigned readings. The reading assignments and other details regarding assignments are contained in a separate document which is available via **Moodle**, only to students enrolled in the class. In order to conform to current copyright requirements as well as to encourage all students to become independent scholars, students are expected to retrieve *on their own* all assigned readings from on-line e-Journals available through the Sirius system or otherwise retrieve the material from library or other sources. Some material may be made available by the lecturer.

## 6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's *myExperience* survey is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through *myExperience* responses. Feedback from informal channels (e.g., verbally) is also welcomed.

## 7 COURSE SCHEDULE

**Lecture Schedule** -- Lectures start in Week 1 and finish in Week 12.

<b><i>Class session</i></b>	<b><i>Date</i></b>	<b><i>Topic</i></b>
<b>1</b>	<b>2 March</b>	Overview of Consumer Behaviour and Introduction to Experimental Design
<b>2</b>	<b>9 March</b>	No Class
<b>3</b>	<b>16 March</b>	Issues with Data Collection and Analysis
<b>4</b>	<b>23 March</b>	Learning
<b>5</b>	<b>30 March</b>	Attitudes
<b>6</b>	<b>6 April</b>	Affect
<b>7</b>	<b>13 April</b>	Affect and Decision Making/ <b><i>DUE: IDEA SKETCH</i></b>
<b>MID-SESSION BREAK: 14 – 23 April</b>		
<b>8</b>	<b>27 April</b>	Decision Making II
<b>9</b>	<b>4 May</b>	Self-control and Self-regulation
<b>10</b>	<b>11 May</b>	Consumption
<b>11</b>	<b>18 May</b>	Interpretive Approaches
<b>12</b>	<b>25 May</b>	<b><i>DUE: PRESENTATION (In-class)</i></b>
<b>13</b>	<b>1 June</b>	<b><i>DUE: FINAL PAPER (No class)</i></b>

## PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

### 8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

<b>Business Postgraduate Coursework Program Learning Goals and Outcomes</b>
<p><b>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.</b></p> <p>You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</p>
<p><b>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.</b></p> <p>You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</p>
<p><b>3. Communication: Our graduates will be effective communicators in professional contexts.</b></p> <p>You should be able to:</p> <ol style="list-style-type: none"><li>Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</li><li>Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</li></ol>
<p><b>4. Teamwork: Our graduates will be effective team participants.</b></p> <p>You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.</p>
<p><b>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.</b></p> <p>You should be able to:</p> <ol style="list-style-type: none"><li>Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</li><li>Consider social and cultural implications of business and /or management practice.</li></ol>



## 9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: <https://student.unsw.edu.au/plagiarism> as well as the guidelines in the online ELISE tutorials for all new UNSW students: <http://subjectguides.library.unsw.edu.au/elise>

To see if you understand plagiarism, do this short quiz:  
<https://student.unsw.edu.au/plagiarism-quiz>

For information on how to acknowledge your sources and reference correctly, see:  
<https://student.unsw.edu.au/harvard-referencing>

For the *Business School Harvard Referencing Guide*, see the [Business Referencing and Plagiarism](#) webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see:

<https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf>

<https://www.gs.unsw.edu.au/policy/documents/plagiarismprocedure.pdf>

<https://www.gs.unsw.edu.au/policy/studentmisconductprocedures.html>

## 10 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: <https://student.unsw.edu.au/program>.

### 10.1 Workload

It is expected that you will spend at least **nine to ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your **Moodle course websites** in the **first week of semester**. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: <https://student.unsw.edu.au/uoc>

## 10.2 Attendance

Your regular and punctual attendance at lectures and seminars or in online learning activities is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: <https://student.unsw.edu.au/attendance>

## 10.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: <https://student.unsw.edu.au/conduct>

## 10.4 Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://safety.unsw.edu.au/>.

## 10.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

# 11 SPECIAL CONSIDERATION

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

### General Information on Special Consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed [Professional Authority form \(pdf - download here\)](#) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: <https://student.unsw.edu.au/special-consideration>
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of final exam special considerations), **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

## 12 STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**  
<https://www.business.unsw.edu.au/students/resources/learning-support>  
 The EDU offers academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 7577 or 9385 4508; Email: [edu@unsw.edu.au](mailto:edu@unsw.edu.au).
- **Business Student Centre**  
<https://www.business.unsw.edu.au/students/resources/student-centre>  
 Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.
- **Moodle eLearning Support**  
 For online help using Moodle, go to: <https://student.unsw.edu.au/moodle-support>. For technical support, email: [itservicecentre@unsw.edu.au](mailto:itservicecentre@unsw.edu.au); Phone: 9385 1333.
- **UNSW Learning Centre**  
[www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)  
 Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library services and facilities for students**  
<https://www.library.unsw.edu.au/study/services-for-students>
- **IT Service Centre:**  
<https://www.it.unsw.edu.au/students/index.html>  
 Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor). Phone: 9385 1333.
- **UNSW Counselling and Psychological Services**  
<https://student.unsw.edu.au/wellbeing>  
 Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email: [counselling@unsw.edu.au](mailto:counselling@unsw.edu.au)
- **Disability Support Services**  
<https://student.unsw.edu.au/disability>  
 Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: [disabilities@unsw.edu.au](mailto:disabilities@unsw.edu.au)