



The University of Western Ontario
Aubrey Dan Program in Management and Organizational Studies
Faculty of Social Science, Winter 2011

Management and Organizational Studies 4420G
Marketing Research
Section 001 (class # 8312)
Mondays 9:30pm-10:30pm, UCC-58
Tuesdays 11:30am – 1:30pm, UCC-58

COURSE CALENDAR DESCRIPTION

This course integrates the various research tools used within the social sciences and applies them to practical marketing research settings. The focus is on how to develop research designs, instruments, and methodologies to answer specific applied research questions and theories.

Ante requisites: Business Administration 4481Q/R/S/T, the former MOS 395a/b if taken in 2007-2008.

3 lecture hours/week, half-year course.

Prerequisites: Enrolment in the 3rd or 4th year of the BMOS program.*

"Unless you have either the requisites for this course or written special permission from your Dean to enrol 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."

*It is strongly advised that you have taken a course in statistics prior to taking this course.

COURSE INFORMATION

Professor:	Dr. Mark Cleveland (B.Comm, M.Sc., Ph.D.) Dancap Private Equity Professor in Consumer Behavior, MOS Program
Office:	SSC-3216
Office Telephone:	519-661-2111. Ext. - 81464 [BMOS Office: 519-661-2051]
e-mail:	mclevela@uwo.ca
Course Website:	WebCT Owl: MOS4420G Section 001 (Dr. Mark Cleveland) http://webct.uwo.ca/ →click location, log-in, then click: MOS 4420 - 2011 Fall-Winter 4420G 001 LEC
Office Hours:	Mondays 2:30 pm - 3:30 pm Tuesdays 3:30 pm - 4:30 pm Or by appointment (must be requested by email: mclevela@uwo.ca)

COURSE OBJECTIVES

Welcome to Marketing Research! This course is designed to integrate the various research tools used within the social sciences and apply them to real-life marketing research settings. The course takes a global perspective and considers the role of marketing research in society and on its relevance to firms and individuals. The focus will be on how to develop research designs, instruments, and methodologies to answer specific applied research questions and specific theories.

Marketing research is an applied management discipline that is crucial to understanding markets and customers in order to make better marketing decisions. This course is intended to provide you with hands-on opportunities to learn about a critical marketing management activity. More specifically, working as a member of a group, you will have the opportunity to conceive and design a marketing research proposal that investigates a novel and managerially-relevant topic. Components of the proposal include articulation of a research question, theoretical background and hypotheses development, as well as formulation of a methodology for which to execute the study, and finally, a discussion concerning the implications and boundaries (i.e., limitations and future directions) of the research.

In addition, also working in groups, you will have the chance to analyze and interpret existing research data obtained from a real-life marketing study. The course term project and data analysis assignment will reinforce and integrate the concepts learned in the classroom and through your reading. This exposure should give you an appreciation of marketing research as it is actually practiced. You will gain valuable experience in preparing written marketing research reports, and working as part of a research team. It has been said that research skills have a long 'half-life': beyond being valuable to you in a practical sense, knowledge of research methods in the social sciences is both enduring and applicable to a wide range of pursuits. Marketing research methods and philosophies are drawn from a wide range of social science disciplines, including psychology, sociology, anthropology, economics, organizational and human resources, as well as mathematics and statistics. As such, the multidisciplinary and integrative nature of this course exemplifies the spirit of the MOS program, with its mixture of traditional business courses and a strong foundation in the social sciences.

The basic pedagogy in the course will take several forms. The lectures and the readings are at the basis of knowledge acquisition. The course lectures, class discussions, classroom activities, reading assignments, and video presentations will provide you with the opportunity to learn the concepts and theories of various different marketing research topics, and to apply this knowledge in a systematic and logical manner. Class sessions will be devoted to applying, extending and critiquing the material in the assigned readings. Therefore, it is very important that you be prepared to talk about the material under consideration, and that means that you read and critically think about the assigned materials before coming to class.

TEXTBOOK AND READINGS

McDaniel, Carl and Roger Gates (2011) **Marketing Research, 8th Edition** (CD included with SPSS 16.0—student version). John Wiley & Sons. ISBN: 978-0-470-08702-2 (approximately \$138.95 at the bookstore)

- In addition, from time-to-time during the course of the semester, I will distribute/assign selected popular press readings and other assigned materials (including academic journal articles). These are intended to illustrate and expand upon the concepts covered in the required text.

EVALUATION

Midterm Exam (25%) and Final Exam (35%):

There will be a mid-term test and a final exam in the course. Both can include a combination of multiple-choice, fill-in-the-blank, quantitative problem solving, qualitative appraisals, short answer questions, cases, and/or short essay questions. Questions can pertain to any of the material covered during the course with respect to the relevant topic areas, including those topics contained in the video presentations, class discussions/activities, and ALL assigned readings. Both the mid-term and final exams are closed-book. Non-programmable calculators are permitted. The final exam will take place during the regular final examination period, and is cumulative (70% post-midterm material, 30% pre-midterm material).

Dates of Mid-Term Test, and Final Exam	
Mid-Term	Date/Time/Place: Tuesday , February 15, 2011, UCC-58, 11:30am-1:20pm (~100 minutes).
Final Exam	Date/Time/Place: _____/_____/_____ During Final Exam Period (3 hours).

Class Participation (5%):

Students are expected to contribute to class discussions. *You must come to class with a thorough understanding of the chapter(s) and other readings assigned for that class—the objective of the lectures and discussions will be to enhance comprehension of the material and not to merely review concepts and definitions.* For this reason, the information will be covered relatively quickly, allowing more time for examples and discussion. During the term, you are encouraged to share marketing research examples that you might come across, either directly or via the media, with the class.

In addition, you will have the opportunity to evaluate your fellow group members' contributions (or lack thereof) to the term project (research proposal), and to the applied data analysis/interpretation assignment. Your group members will likewise evaluate your contributions. Thus, in calculating your class participation mark, I will take into account your peers' evaluations. Peer evaluation sheets will be distributed in class later during the semester, and the information that you provide shall remain confidential between the professor and the student...I will not share this information with others in the class.

Data Analysis and Interpretation Assignment (10%):

Working in groups of 5-6 students (*the same group members as for the term research proposal*) and using the SPSS program, you will have the opportunity to explore, analyze, and interpret a dataset that I will provide to you on or around Week 6. Each group will receive a unique (i.e., different) dataset, and groups must work independently from one another. The maximum length of this written research assignment is 6 pages (not skipping lines), and must include the following components:

- (1) A brief summary of the nature of the data (e.g., scales, coding scheme, variables), the sample, and a brief overview of the analyses that you will be presenting,
- (2) Graphic representation of the data, cross-tabulation and univariate statistics, followed by summary interpretations of the results,
- (3) Basic contrasts and statistical tests (this should include multivariate data analyses), followed by summary interpretations of the results,
- (4) A brief wrap-up which concludes the paper.

Note that you are free to selectively choose from the array of analytical tools covered in this course (see Weeks 9-11). Beyond analytical rigor and quality of interpretation, I will also pay attention to the creativity of your approach, the appropriateness of the tools that you employ, as well as your ability to clearly yet concisely present the analytical results. Given the length of output that SPSS normally provides for most analyses, you will need to be selective in presenting the results. **THIS GROUP ASSIGNMENT IS DUE AT THE BEGINNING OF CLASS ON WEEK 12 (Tuesday, March 29TH).**

Marketing Research Proposal (20% Written, 5% Oral):

Working in groups of 5-6 students (i.e., the same group members as for the data analysis/interpretation assignment), you will prepare a detailed proposal for carrying out a *quantitative* empirical study over the course of the term (note, you can also incorporate qualitative elements into your proposed research, but the main analytical approach should be quantitative). Your task is to first identify a novel and relevant marketing problem (i.e., one that holds both practical/managerial and theoretical/academic significance) that would require a quantitative (i.e., primary data) research effort. More specific details will follow early on in the semester. I encourage you to look at the appended bibliography. Here, you will find some academic studies that may help you to identify possible areas of research interest.

Note that there are a few steps that must be accomplished at regular intervals during the course of the semester. In other words, there are various 'due-dates' for various components of your project. This is so that I can provide you with feedback during the process. Beyond the final project due date (which consists of the project in its entirety, DUE AT THE BEGINNING OF CLASS ON WEEK # 11, **Tuesday March, 22ND**), there are an additional two "due-dates" to keep in mind, as follows:

Research Proposal Assignment # 1 DUE DATE: WEEK 3 (Monday, January 18) , AT THE BEGINNING OF CLASS:

1. Submit group list and contact information.
2. Preliminary ideas about research project topic (s): the more information that your group provides, the more feedback I can share with you.

Research Proposal Assignment # 2 DUE DATE: VIA EMAIL TO THE PROFESSOR (mclevela@uwo.ca), PRIOR TO WEEK 8 (by Monday, March 1ST at the very latest):

1. Names (first, last, with student ID numbers) of all group members.
2. Problem definition (Management Problem) and importance (i.e., practical and theoretical significance, relevance), followed by:
 - a. Translation of management problem into marketing research problem, including types of information needed, and research objectives,
 - b. Briefly, what are the specific relationships (i.e., among the variables) that you are investigating?
3. Brief overview of the proposed methodological approach (es):
 - a. In brief, type(s) of proposed data collection, and sample (i.e., who would you survey, in which way, and to what population do you intend to project the results?)
 - b. Preliminary draft questionnaire (measurement items), for feedback purposes.

Your final written research proposal should represent a professional effort, in content, structure, and presentation. The main body of your project must be between 10-13 pages (numbered, double-spaced, *Times New Roman* or *Arial* size-12 font, 1-inch margins), plus appropriate appendices (you are free to include as many as you wish) and references, cover page, and table of contents. On the due date Week 11 (**Tuesday, March 22ND**), all groups must hand in both a softcopy (floppy disk or CD), *and* two hardcopy (paper copies) of the written report **at the start of class**. There are no exceptions to this requirement, and **no late submissions will be accepted**.

Your final written research proposal must include the following components:

- (1) Cover page, table of contents
- (2) Introduction, including:
 - a. specification of the marketing research problem,
 - b. importance (i.e., practical and theoretical significance, relevance),
 - c. information needs and study objectives,
 - d. overview of the remainder of your proposal.

- (3) Theoretical background, hypotheses
 - a. thorough integrative appraisal of the extant relevant literature
 - b. situational analyses (if applicable), construct definitions and operationalizations
 - c. articulation and presentation of testable (falsifiable) research hypotheses
- (4) Intended methodology and analytical procedures, including:
 - a. the development of the measuring instrument (including scaling, coding, etc.)
 - b. proposed sample and sampling methodology
 - c. data collection method(s), manipulations (if applicable)
 - d. intended analytical procedures (including statistics, statistical assumptions, tools, etc.)
- (5) Anticipated managerial and theoretical implications of the results
- (6) Study limitations and conclusions
- (7) References (note: you must use an appropriate method of citation and referencing: AMA, APA, MLA methods are acceptable for this paper)
- (8) Appendices:
 - a. additional technical information
 - b. be sure to include your proposed questionnaire, and accompanying coding key in this section.

The approximate weightings of the grading of the written research project proposal will be:

Component	Approximate allocation	Suggested Length
1. Introduction, research question, objectives	10%	1-2 pages
2. Theoretical background, situational analyses	30%	4-5 pages
3. Articulation of hypotheses	10%	1 page
4. Intended methodology and analytical procedures	25%	2-3 pages
5. Anticipated managerial implications of the results	10%	1-2 pages
6. Limitations and conclusions	5%	1 page
7. Overall clarity, format, integrity and organization	<u>10%</u>	n/a
	100%	

I will give you details later during the semester concerning what I am looking for regarding the oral presentation of your research project (scheduled for Week 13, that is, on **April 4 and 5**), but basically, I will evaluate the ability of your group to clearly communicate to your fellow classmates the salient points of your project proposal.

BREAKDOWN OF OVERALL GRADING SCHEME

The following weights will be assigned for each course evaluation component:			The following are the grade categories for the course from the Academic Calendar.	
Grading Weights for Evaluation Components			Grade Categories	
Mid-Term Test	25%	60%	A+	90%+
Final Exam	35%		A	80 - 89%
Written Research Proposal	20%	25%	B	70 - 79%
Oral Presentation Research Proposal	5%		C	60 - 69%
Data Analysis/Interpretation Assignment	10%	15%	D	50 - 59%
Class Participation	5%		F	Below 50% or assigned when course is dropped with academic penalty
TOTAL	100%			

SEQUENCE OF COURSE TOPICS

The course outline and schedule are subject to change at the discretion of the course instructor.

Week 1 (January 3 & 4): Introduction to Marketing Research

- Introduction to the course, review of the course syllabus, discussion of the term project
- The role of marketing research in decision-making, uses of marketing research
- The critical importance of correctly defining the problem
- The Marketing research process, situational (SWOT) analyses

Readings: McDaniel & Gates, Chapter 1 (all), Chapter 2 (pp. 24-39), Chapter 3 (pp. 64-80)

Week 2 (January 10 & 11): Secondary Data and Qualitative Research

- Nature and uses of secondary data
- M.I.S. and data mining techniques, sources of secondary data
- Nature and uses of qualitative research
- Focus groups, depth interviews, and other forms of qualitative research

In-Class Activity and Video: *Focus Groups*

Readings: McDaniel & Gates, Chapter 4 (pp. 98-109), and Chapter 5 (all). Additional information on Internet sources of Secondary data can be found in Chapter 7 (pp. 198-205: This is *suggested* but *recommended* Reading)

Week 3 (January 17 & 18): Primary Research Methods (I): Survey and Observational Research

- Different types of surveys, errors in survey research
- Survey research on the internet
- Nature and uses of observational research
- Human and machine observation methods

Readings: McDaniel & Gates, Chapter 6 (all) and Chapter 8 (pp. 234-255)

DUE (Monday, Jan, 17th): GROUP LIST (names/student ID's), PRELIMINARY IDEAS ABOUT RESEARCH PROJECT TOPIC

Week 4 (January 24 & 25): Primary Research Methods (II): Experimentation

- Fundamental concepts of experimentation
- Experimental settings and validity
- Experimental design, treatments, and effects
- Test marketing

Seminar Presentation (Tentative): An application of experimental research in advertising

Readings: McDaniel & Gates, Chapter 9 (all)

Suggested Supplementary Readings: Laroche, Michel; Cleveland, Mark & Maravelakis, Irene (2006), "Competitive Interference Effects and Ad Repetition Effects: Comparing High- and Low-Share Brands," *International Journal of Advertising*, Vol. 25, No. 3, 271-307.

Week 5 (January 31 & February 1): Measurement and Scaling in Marketing Research

- The measurement process
- Measurement scales and their applications
- Reliability and validity
- The attitude-behavior relationship

In-Class Activity: *Critique of measurement scales used in Laroche, Cleveland & Browne (2004)*

Readings: McDaniel & Gates, Chapter 10 (all), Chapter 11 (all, *continued on week 6*)

Continued...

Week 6 (February 7 & 8): Questionnaire Design and Management

- Considerations in selecting a scale, questioning techniques
- Criteria of a good questionnaire
- The questionnaire design process
- Implementation of the survey

In-Class Activity: *An application of questionnaire design*

Readings: McDaniel & Gates, Chapter 11 (all, *continued from week 5*), Chapter 12 (pp. 368-397, 403-405)

ASSIGNMENT (DUE ON WEEK 12): DATA ANALYSIS & INTERPRETATION ASSIGNMENT (DURING THIS CLASS, I WILL DISTRIBUTE A DATASET TO EACH GROUP)

Week 7 (February 14 & 15):

- Monday, Feb. 14 class: wrap up, Q&A, Videos.
- **MIDTERM EXAM ON TUESDAY FEBRUARY 15, 2011** (*In class, 11:30am-1:20pm, UCC-58*)
Closed-book. Corresponding to assigned topics covered during Weeks 1-7 inclusive, and classroom discussions.

ASSIGNMENT (DUE PRIOR TO WEEK 8 [i.e., before Monday, February 28], VIA EMAIL): THE FOLLOWING INFORMATION ABOUT YOUR TERM PROJECTS: PROBLEM DEFINITION AND RELEVANCE, RESEARCH OBJECTIVES, BRIEF OVERVIEW OF METHODOLOGICAL APPROACH, PRELIMINARY QUESTIONNAIRE, ETC.

Spring Break (“Reading Week”) (February 21 - 25, 2011) No Scheduled Classes

A good opportunity to work on research proposals.

Week 8 (February 28 & March 1): Principles of Sampling

- The sampling process, sampling and non-sampling errors
- Probability and non-probability sampling techniques
- Sampling theories: Normal distribution and sampling distribution of the mean
- Determination of sample size

Readings: McDaniel & Gates, Chapter 13 (pp. 412-420, 423-439), and 14 (all)

Week 9 (March 7 & 8): Statistical Analyses with SPSS (I): Data Processing, Tabulation, and Representation

- The data analysis procedure, Data validation, coding and data entry,
- Cross-tabulation, graphic representation of data, univariate statistical analyses
- The concept of statistical significance, Type I & II errors

In-Class Activity: *Working with SPSS*

Readings: McDaniel & Gates, Chapter 15 (all), and Chapter 16 (all, *continued on week 10*)

Week 10 (March 14 & 15): Statistical Analyses with SPSS (II): Basic Contrasts and Statistical Tests

- Hypotheses development & testing
- Common statistical tests, means comparisons: between groups, within groups, multiple means (ANOVA)
- Correlations, simple (bivariate) regression
- Identification of outliers

In-Class Activity: *Working with SPSS*

Readings: McDaniel & Gates, Chapter 16 (all, *continued from week 10*), and Chapter 17 (all, *continued on week 11*)

Supplementary Readings: TBA

Continued...

Week 11 (March 21 & 22): Statistical Analyses with SPSS (III): Multivariate Data Analysis

- Bivariate regression analysis (cont.) coefficients of determination and correlation
- Multivariate data analyses: multiple regression, MANOVA, MANCOVA
- A brief introduction to: cluster analysis, factor analyses, perceptual mapping

In-Class Activity: *Working with SPSS*

Readings: McDaniel & Gates, Chapter 17 (all, *continued from week 10*), and Chapter 18 (pp. 594–top of 606, bottom of 610-623), supplementary readings (To be assigned later)

DUE: GROUP TERM PROJECTS, AT THE BEGINNING OF CLASS, on **Tuesday, March 22RD**.
(EACH GROUP MUST HAND IN TWO PAPER COPIES AND ONE DISK/FLOPPY COPY)

Week 12 (March 28 & 29): Communicating the Research Results, Managing Marketing Research, Research Ethics

- Organizing and preparing the research report
- Effective use and communication of marketing research information
- Marketing research ethics

Seminar Presentation: Cleveland & Laroche (2007), "Acculturation to the Global Consumer Culture: Scale Development and Research Paradigm," *Journal of Business Research (Special Edition: The Impact of Culture on Marketing Strategy)*, Vol. 60, No. 3, 249-259.

Readings: McDaniel & Gates, Chapter 19 (all), Chapter 20 (pp. 669-678), Ethics section in Chapter 2 (pp. 42-54)

DUE: DATA ANALYSIS/INTERPRETATION ASSIGNMENT, AT THE BEGINNING OF CLASS on **Tuesday, March 29TH**.
(EACH GROUP MUST HAND IN **TWO** PAPER COPIES)

Week 13 (April 4 & 5): Conclusions and Group Presentations

- Perspectives on marketing research and international marketing research

In-class Activity: *debriefing session, post-hoc perspectives on the marketing research experience*

SCHEDULED: TERM PROJECT PRESENTATIONS

(ALL GROUP MEMBERS MUST PARTICIPATE IN PRESENTATIONS, 15 MINUTES MAXIMUM PER GROUP)

During final exam period (April 10- 30, 2011): FINAL EXAM

- 3 hours, closed-book. **Location, time, data: TBA**
 - CUMULATIVE→ Corresponding to topics covered in weeks 1-13. This includes assigned text chapters, and assigned supplementary materials, and classroom discussions.
 - WEIGHTED, with emphasis on post-midterm topics (approximately 30% pre-midterm topics, and 70% post midterm topics)
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BIBLIOGRAPHY

Additional suggested readings & resources. Here, I have included some of my publications as I often refer to them in class. Also, as an author, I can answer any questions about my coauthored publications. Most of my recent publications are posted on the course website.

Aaker, David A., Kumar, V. and Day, George S. (2004), *Marketing Research, 8th Edition*, New York: John Wiley & Sons.

Bagozzi, Richard (1994), *Principles of Marketing Research*, Cambridge, MA: Blackwell.

Baumgartner, Hans & Steenkamp, Jan-Benedict E. M. (2001), "Response Styles in Marketing Research: A Cross-National Investigation," *Journal of Marketing Research*, Vol. 38, No. 2, 143-156.

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Cattell, R. B. (1978). *The Scientific Use of Factor Analysis in Behavioral and Life Sciences*. New York and London: Plenum Press.

Churchill, Gilbert A., Jr. (1999), *Marketing Research: Methodological Foundations, 7th edition*, Fort Worth, TX: The Dryden Press.

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- Cleveland, Mark (2007), *Globals, Locals, and Creoles: Acculturation to Global Consumer Culture, Ethnic Identity, and Consumptionscapes*. VDM Verlag Dr. Müller (VDM Publishing House), Saarbrücken, Germany. ISBN: 978-3-8364-3412-6
- Cleveland, Mark & Laroche, Michel (2007), "Acculturation to the Global Consumer Culture: Scale Development and Research Paradigm," *Journal of Business Research* (Special Edition: The Impact of Culture on Marketing Strategy), Vol. 60, No. 3, 249-259.
- Cleveland, Mark; Pons, Frank; Laroche, Michel & Kastoun, Rony (2009), "Acculturation and Consumption: Textures of Cultural Adaptation," *International Journal of Intercultural Relations*, Vol. 33, No. 3, 196-212.
- Cleveland, Mark; Laroche, Michel & Papadopoulos, Nicolas (2009), "Cosmopolitanism, Consumer Ethnocentrism, and Materialism: An Eight-Country Study of Antecedents and Outcomes," *Journal of International Marketing*, Vol. 17, No. 1, 116-146.
- Cleveland, Mark & Chang, William (2009), "Migration and Materialism: The Roles of Ethnic Identity, Religiosity, and Generation," *Journal of Business Research: Special Issue on Culture and Marketing Strategy*, Vol. 60, No. 10, 963-971.
- Cleveland, Mark; Kalamas, Maria & Laroche, Michel (2005), "Shades of Green: Linking Environmental Locus of Control and Pro-Environmental Behaviors," *Journal of Consumer Marketing*, Vol. 22, No. 4, 198-212.
- Cleveland, Mark; Babin, Barry J.; Laroche, Michel & Ward, Philippa (2003), "Christmas Gift Search Behaviors: A Three-Country Comparison," *The Journal of International Consumer Marketing*, Vol. 15, No. 4 (2003), 7-42.
- Cleveland, Mark; Babin, Barry J.; Laroche, Michel; Ward, Philippa & Bergeron, Jasmin (2003), "Information Search Patterns for Gift Purchases: A Cross-national Examination of Gender Differences," *The Journal of Consumer Behavior*, Vol. 3, No. 1, 20-47.
- Craig, C.S. & Douglas, S. P. (2001), "Conducting International Marketing Research in the Twenty-First Century," *International Marketing Review*, Vol. 18, No. 1, 80-90.
- Douglas, Susan P. & Craig, C. Samuel (1983), "Issues in Primary Data Collection," in *International Marketing Research*, Chapter 5.
- Fournier, Susan (1998), "Consumers and Their Brands: Developing Relationship Theory in Consumer Research," *Journal of Consumer Research*, Vol. 24 (March), 343-373.
- Grapentine, T. H. (2001), "A Practitioner's Comment on Aimee L. Drolet and Donald G. Morrison's 'Do We Really Need Multiple-Item Measures in Service Research?'" *Journal of Service Research*, Vol. 4, No. 2, 155-158.
- Gerbing, David W. & Anderson, James C. (1988), "An Updated Paradigm for Scale Development Incorporating Unidimensionality and its Assessment," *Journal of Marketing Research*, Vol. 25 (May), 186-192.
- Laroche, Michel; Kalamas, Maria & Cleveland, Mark (2005), "'I' Versus 'We': How individualists and Collectivists Use Information Sources," *International Marketing Review*, special issue on Cross-National issues in Services Research, Vol. 22, No. 3, 279-308.
- Laroche, Michel; Cleveland, Mark; Bergeron, Jasmin & Goutaland, Christine (2003), "The Knowledge—Experience—Evaluation Relationship: A Structural Equations Modeling Test of Gender Differences," *The Canadian Journal of Administrative Sciences*, Vol. 20, No. 3, 246-259.
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- Laroche, Michel; Cleveland, Mark & Browne, Elizabeth (2004), "Exploring Age-Related Differences in Information Acquisition for a Gift Purchase," *Journal of Economic Psychology*, Vol. 25, 61-95.
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- Peter, J. Paul (1981), "Construct Validity: A Review of Basic Issues and Marketing Practices," *Journal of Marketing Research*, Vol. 18 (May), 133-145.

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Schwarz, Norbert (1999), "Self-Reports: How the Questions Shape the Answers," *American Psychologist*, Vol. 54, No. 2, 93-105.

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CODE OF CONDUCT

No late submissions of any course material will be accepted, unless there are acceptable (to the course instructor) extraordinary circumstances.

Please take note of the following information relating to medical absences, plagiarism, cheating, academic policies, and in-class conduct.

New Western Medical Accommodation Policy on Medical Notes: *A Western Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>. Hard copies are available from the student's home Faculty Academic Counselling Service.*

Plagiarism: *"Students must write their own essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar)."*

Plagiarism Checking: *"All required papers may be subject for textual similarity review to the commercial plagiarism software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."*

Academic Cheating: *"Computer-marked multiple-choice tests and/or exams may be subject to submission review by software that will check for unusual coincidences in answer patterns that may indicate cheating."*

Other Relevant Academic Policies/Regulations: *All students are advised to refer to the Academic Calendar and other relevant documentation for other relevant academic policies and regulations (e.g., academic cheating, attendance, etc.).*

Code of Behavior within the Classroom:

Students are expected attend all classes, and to remain in attendance throughout the entire class. It is also expected that students will remain focused on the activities during the class. **Disruptive talking will not be tolerated.** If you, as an individual student, find it necessary to leave the classroom during a lecture and/or presentation, do so quietly (i.e., for an emergency that cannot wait until the end of the class). If you return to a class that is still in progress, do so quietly. Groups of students leaving (and/or returning) together while a class is in progress will not be tolerated. Research shows that failure to attend class can have a negative impact on one's grade. All students are responsible for all course material.

☞ **Cell phones shall not be used (nor should they be left on) during class. While laptops are permitted (even encouraged), WEB-SURFING AND EMAIL-CHECKING ETC., WILL NOT BE TOLERATED! This goes also for hand-held computers (e.g., Blackberry, iPhone).**

GENERAL INFORMATION

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Social Science Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

TERM TESTS and MID-TERM EXAMS

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.
2. Be prepared, if requested by the instructor, to provide supporting documentation. Submit your documentation to the Social Science Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.
4. The Academic Counselling Office will contact your instructor to confirm your documentation.

FINAL EXAMINATIONS

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Social Science Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Social Science Academic Counselling Office and your instructor with supporting documentation.
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Social Science Academic Counselling Office for approval without delay.

LATE ASSIGNMENTS

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Social Science Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

SHORT ABSENCES

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

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. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Social Science Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

DOCUMENTATION

- **Personal Illness:** If you consulted Student Health Services regarding your illness or personal problem, you should complete a Records Release Form at the time of your visit allowing them to notify Social Science Academic Counselling Office. Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted.
- If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The doctor must provide verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.
- **In Case of Serious Illness of a Family Member:** Obtain a medical certificate from the family member's physician.
- **In Case of a Death:** Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.
- **For Other Extenuating Circumstances:** If you are not sure what documentation to provide, ask an Academic Counsellor.

Note: Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense and you will be subject to academic sanctions.

ACADEMIC CONCERNS

- You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor.
- You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.
- If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.
- If you are registered in Social Science courses but registered in another faculty (e.g., Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.