
MOS 4423F

Seminar in Consumer Behaviour Research

Course Outline: Section – 001 / Fall 2015

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

1. Course Information:

1.1 Class Location and Time:

Room: KB-K208

Time: 9:30 am to 12:30 pm Wednesdays

1.2 Contact Information:

Instructor: Dr. Wonkyong Beth Lee (Ph.D.)

Office: SSC 4313

Office Hours: Wednesdays/ 1:30 PM to 3:30 PM or by appointment

Phone: 661-2111 x89217

Email: wlee322@uwo.ca

Website Address: <http://owl.uwo.ca/portal>

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 on theory, methodology, and implications of consumer research. Students will learn how to apply theories and research techniques, in order to understand consumer phenomena.

3 lecture hours, 0.5 course

Antirequisite(s): None

Prerequisite(s): MOS2320A/B, MOS3321F/G, and either MOS 3322F/G or MOS 3420F/G (or the former MOS 4420F/G) and enrollment in the Consumer Behavior Honors Specialization or Specialization module in BMOS

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

There is no textbook assigned for this course. Instead, there are required readings for each week. The assigned readings appear in the course topics schedule in this syllabus. The readings list consists of academic journal articles, which are a combination of conceptual and empirical papers. The articles should be downloaded from the Western Libraries or Google unless the links are provided.

4. Course Objectives and Format

4.1 Course objectives

The main objective of this course is to expose the student to advanced theories in consumer behaviour, and to provide students with an appreciation of different approaches in the study of consumer behaviour phenomena. The focus of the seminar will be on the critical assessment of theories, research designs, and analytical approaches employed to answer specific research questions. Additionally, this course allows students to develop their own ideas regarding a more specific topic that might be of future research interest.

4.2 Course format

This course is a seminar format. Students are expected to read articles for each week and to participate in class discussion. Each of you will be responsible to lead discussion. You should prepare an overview of the articles and prepare questions for discussion regarding 1-2 topics during the semester. The expectation of this class is to have an interactive environment, in which each student is meant to be continuously engaged and to think critically.

5. Learning Outcomes

Upon successful completion of MOS 4423, students will be able to:

1. Critically analyze theoretical approaches and assumptions in consumer research and evaluate the appropriateness and limitations of different methodologies and analytical approaches
2. Design and communicate a marketing study to investigate and solve a novel and managerially relevant research question
3. Refine oral presentation abilities and essay-writing skills, as well as manage peer learning by explaining material, formulating questions, and leading group discussions.

6. Evaluation

| Components | Percentage of Course Grade |
|---|----------------------------|
| Participation | 20% |
| Discussion Leading | 10% |
| Two Thought Papers (2 X 15%) | 30% |
| Written Term Project (35%) and Oral Presentation (5%) | 40 % |

6.1 Participation

It is critical that you come to class prepared for discussion. Simply attending class and taking notes won't help you develop your research ideas and skills.

Class participation will be based on regular attendance, a demonstration of engaging actively in class discussion (the quality of participation will be noted rather than mere quantity), and your participation in the course forum.

Everyone is expected to post their thoughts, comments, and questions regarding each week's readings in the forum section on the course Website by noon on each Tuesday. A discussion leader for each week will compile and utilize them to facilitate class discussion.

6.2 Discussion Leading

Each of you will be a discussion leader and responsible for preparing an overview of the readings for a topic throughout the term. You are NOT responsible for lecturing. You should be facilitating discussion.

As suggested by Peter November (2002), think about the following questions: What is the issue, question, or problem that each article deals with? What is the author's message? What evidence, if any, is given? What is your spontaneous and discerning response to the author's message? Do you find the author's message to be persuasive? In what ways is each assigned article similar or dissimilar to earlier 'conceptually related' articles? How does the assigned article relate, conceptually, to other articles in the set of assigned course readings? What does the assigned article add to the literature, so to speak? What are the implications for future research (i.e., consider two ideas to extend research beyond what has been identified in the assigned article)? That is, where should market researchers go from here? To what extent is there a need for replication?

6.3 Thought Papers

The thought papers will involve writing a brief paper (i.e., no more than 5 pages, double-spaced) describing your thoughts about two of the topics covered by the assigned course readings. The first thought paper should be based on one of the session topics from Weeks 2-7, whereas the second thought paper should be based on one of the session topics from Weeks 8-12. Thought papers are not merely an exercise in summarizing the assigned reading, but rather can include ideas about theoretical extensions, criticisms, limitations, applications, further research, and so on. The thought papers are due at the beginning of the relevant session.

6.4. Research Proposal and Oral Presentation

6.3.1. Research Proposal

The final research proposal can be prepared independently or in pairs. The proposal will be based on a topic of the student's choosing, although the proposal must focus on material pertinent to subject matter of this course. You are encouraged to meet with me to discuss the suitability of your research proposal topic.

This proposal should include a literature review. Your proposal should reflect in-depth reading in your selected area. You are not expected to collect and analyze primary data. However, you are required to develop a proposal that is detailed enough in terms of hypotheses to be tested, as well as offer a method and procedure for the proposed research. **The detailed guidelines for the presentation will be distributed later in class.**

Submissions should NOT be more than 30 pages (not including the title page, references, and appendix materials), written in either JCR or APA format. Please submit your research proposals on standard white paper, stapled together at the top left-hand corner (do not use fancy coverings or binders).

Given that the purpose of this research proposal is to assist you in developing your academic writing capabilities, grammar and spelling is an important criterion of evaluation. You will be marked on how well you integrate concepts relevant to the course, as well as your ability to write an understandable and readable paper that is grammatical and shows good literary form (i.e., correct word spelling, appropriate word choice, and interesting to read).

Due dates for the proposal are as follows:

November 20 (Friday), 2015: Email me a 2-page overview of your motivation, predictions and method for your research proposal. Due by 5 pm.

December 9 (Wednesday), 2015: Final proposals due and in class presentations.

Late submissions will be deducted 10% per day.

6.3.2. Presentation

The proposal presentations are scheduled on **Week 13**. Present your proposal in class: 15 minute presentation followed by a 5-minute Q & A session.

Presentations should be supported by visual aids (e.g., PowerPoint slides), and presenters are expected to submit an abstract (roughly 200 words) and an outline of their presentation slides.

7. Lecture Schedule

Please note that starting Week 2, you are expected to read all numbered readings before you come to class. Background and additional readings are optional.

* Some basic stuff before you start reading all of these papers!!

Jordan, C. H. & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The self in social psychology* (pp. 461-469). Philadelphia, PA: Psychology Press.

Week 1: Orientation and Introduction (September 16)

What is Consumer Behaviour?

Holbrook, Morris B. (1987), "What is Consumer Research?" *Journal of Consumer Research*, 14, 128-132.

Bazerman, Max H. (2001), "Consumer Research for Consumers," *Journal of Consumer Research*, 27 (4), 499-504.

MacInnis, Deborah J. and Valerie K. Folkes (2010), "The Disciplinary Status of Consumer Behavior: A Sociology of Science Perspective on Key Controversies," *Journal of Consumer Research*, 36 (6), 899-914.

Key Discussion Questions:

How would you define consumer research?

How is consumer research different from other disciplines such as psychology, sociology, and marketing?

Week 2: Research Method (September 23)

We will focus on research method in Week 2. However, we will continue to discuss and compare different research methods throughout this course.

1. Fournier, Susan (1998), "Consumers and Their Brands: Developing Relationship Theory in Consumer Research," *Journal of Consumer Research*, 24(March), 343-373.
2. Richins, Marsha .L. (1997), "Measuring Emotions in the Consumption Experience," *Journal of Consumer Research*, 24(Sept.), 127-146.
3. Cleveland, Mark and William Chang (2009), "Migration and Materialism: The Roles of Ethnic Identity, Religiosity, and Generation," *Journal of Business Research*, 60(10), 963-971.
4. Newby-Clark, Ian. R., Ian McGregor and Mark P. Zanna (2002), "Thinking and Caring about Cognitive Inconsistency: When and for Whom does Attitudinal Ambivalence Feel Uncomfortable?" *Journal of Personality and Social Psychology*, 82(2), 157-166.

** Additional reading:*

Goldberg, Marvin E. (1990), "A Quasi-Experiment Assessing the Effectiveness of TV Advertising Directed to Children," *Journal of Marketing Research*, 27(4), 445-454.

Key Discussion Questions:

This week's readings represent different methodological approaches. How are they similar and different? What are advantages and disadvantages of each methodology?

Week 3: Perception and Attention (September 30)

** Background reading:*

Celsi, Richard L. and Jerry C. Olson (1988), "The Role of Involvement in Attention and Comprehension Processes," *Journal of Consumer Research*, 15(September), 210-224.

1. Chandon, Pierre and Brian Wansink (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), 301-314.
2. Miyamoto, Yuri., Richard E. Nisbett and Takahiko Masuda (2006), "Culture and the Physical Environment: Holistic versus Analytic Perceptual Affordances," *Psychological Science*, 17(February), 113-119.
3. Balcetis, Emily and David Dunning (2010), "Wishful Seeing: More Desired Objects Are Seen as Closer," *Psychological Science*, 21(January), 147-152.

Week 4: Learning and Memory (October 7)

1. Gregan-Paxton, Jennifer and C. Page Moreau (2003), "How Do Consumers Transfer Existing Knowledge? A Comparison of Analogy and Categorization Effects," *Journal of Consumer Psychology*, 13(4), 422-430.
2. Johar, Gita Venkataramani, D. Maheswaran, and Laura Peracchio, (2006) "MAPping the Frontiers: Theoretical Advances in Consumer Research on Memory, Affect, and Persuasion," *Journal of Consumer Research*, 33(June), 139-149.
3. Krishna, Aradhna, May O. Lwin, and Maureen Morrin (2010), "Product Scent and Memory," *Journal of Consumer Research*, 37(June), 57-67.

* *Additional reading:*

Osselaer, Stijn M.J. van and Joseph W. Alba (2000), "Consumer Learning and Brand Equity," *Journal of Consumer Research*, 27(June), 1-16.

Week 5: The Self and Brand (October 14)

* *Background reading:*

Belk, Russell (1988), "Possessions and the Extended Self," *Journal of Consumer Research*, 15(September), 139-168.

1. Reed, Americus (2002), "Social Identity as a Useful Perspective for Self-Concept based Consumer Research," *Psychology and Marketing*, 19 (3), 235-266.
2. Escalas, Jennifer E. and James R. Bettman (2005), "Self-Construal, Reference Groups, and Brand Meaning," *Journal of Consumer Research*, 32(December), 378-389.
3. Warren, Caleb and Margaret C. Campbell (2014), "What Makes Things Cool? How Autonomy Influences Perceived Coolness," *Journal of Consumer Research*, 41 (August), 543-563.

**Additional reading:*

Markus, Hazel and Shinobu Kitayama (1991), "Culture and the Self: Implications for Cognition, Emotion and Motivation," *Psychological Review*, 98 (2), 224-253.

Carter, Travis J. and Thomas Gilovich (2012), "I Am What I Do, Not What I Have: The Centrality of Experiential Purchases to the Self-Concept," *Journal of Personality and Social Psychology*, 102(6), 1304-1317.

Week 6: Attitude (October 21)

* *Background reading:*

Richard Bagozzi (1981), "Attitudes, Intentions, and Behavior: A Test of Some Key Hypotheses," *Journal of Personality & Social Psychology*, 41 (October), 607-627.

Fazio, Russell, Martha Powell, and Carol Williams (1989), "The Role of Attitude Accessibility in the Attitude-to-Behavior Process," *Journal of Consumer Research*, 16 (December), 280-288.

1. Ajzen, Icek and Martin Fishbein (2005). The Influence of Attitudes on Behavior. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The Handbook of Attitudes* (pp. 173-221). Mahwah, NJ: Erlbaum.

Download here:

https://www.researchgate.net/publication/264000974_The_influence_of_attitudes_on_behavior

2. Greenwald, Anthony G; McGhee, Debbie E; Schwartz, Jordan L. K. (1998), "Measuring Individual Differences in Implicit Cognition: The Implicit Association Test," *Journal of Personality & Social Psychology*, 74 (6), 1464-1480.

Go to <https://implicit.harvard.edu/implicit/> and select "continue as a guest by selecting from our available language/nation demonstration sites," select "Canada" and then "take a demo test". Print a copy of your results. Consider the test and analyze its procedure and theoretical assumptions in Greenwald et al.'s paper.

3. Brunel, Frédéric. F., Brian C. Tietje, and Anthony G. Greenwald (2004), "Is the Implicit Association Test a Valid and Valuable Measure of Implicit Consumer Social Cognition?" *Journal of Consumer Psychology*, 14, 385-404.

* *Additional reading:*

Nevid, Jeffrey S., & McClelland, Nate. (2010). Measurement of Implicit and Explicit Attitudes toward Barack Obama, *Psychology & Marketing*, 27(September), 989-1000.

Week 7: Attitude Change (October 28)

1. Petty, R. E., Wheeler, S. C. and Tormala, Z. T. (in press). [Persuasion and attitude change](#). In I. B. Weiner, & M. J. Lerner (Eds.), *Comprehensive Handbook of Psychology: Vol. 5. Personality and Social Psychology* (2nd Ed.). New York: John Wiley & Sons.

Download here:<http://faculty-gsb.stanford.edu/wheeler/documents/PettyWheelerTormalaHandbookinpress.pdf>

2. Goldstein, Noah J., Robert J. Cialdini and Vladas Griskevicius (2008), "A Room with a Viewpoint: Using Social Norms to Motivate Environmental Conservation in Hotels," *Journal of Consumer Research*, 35 (October), 472-482.

3. Campbell, Margaret C., and Amna Kirmani (2000), "Consumers' use of persuasion knowledge: The effects of accessibility and cognitive capacity on perceptions of an influence agent," *Journal of Consumer Research*, 27 (June), 69-83.

4. Gibson, Bryan (2008), "Can Evaluative Conditioning Change Attitudes toward Mature Brands? New Evidence from the Implicit Association Test," *Journal of Consumer Research*, 35(June), 178-188.

* *Additional reading:*

Aaker, Jennifer and Angela Lee (2001), "I Seek Pleasures, We Avoid Pains: The Role of Self-Regulatory Goals in Information Processing of Persuasion," *Journal of Consumer Research*, 28 (June), 33-49.

Week 8: Motivation and Goals (November 4)

* *Background Reading:*

Kruglanski, Arie W., James Y. Shah, Ayelet Fishbach, Ron Friedman, Woo Young Chun, and David Sleeth-Keppler (2002), "A theory of goal systems," *Advances in Experimental Social Psychology*, 34, 331-378.

1. Kunda, Ziva. (1990), "The Case for Motivated Reasoning," *Psychological Bulletin*, 108(3), 480-498

2. Fishbach, Ayelet, and Ravi Dhar (2005), "Goals as Excuses or Guides: The Liberating Effect of Perceived Goal Progress on Choice," *Journal of Consumer Research*, 32(December), 370-377.

3. Fitzsimons, Gráinne M., Tanya L. Chartrand and Gavan J. Fitzsimons (2008), "Automatic Effects of Brand Exposure on Motivated Behavior: How Apple Makes You 'Think Different'", *Journal of Consumer Research*, 35(June), 21-35.

* *Additional reading:*

Wilcox, Keith, Beth Vallen, Lauren Block, and Gavan Fitzsimons (2009), "Vicarious Goal Fulfillment: When the Mere Presence of a Healthy Option Leads to an Ironically Indulgent Decision," *Journal of Consumer Research*, 36 (October), 380-393.

Week 9: Affect and Emotion (November 11)

* Background Reading:

Shiv, Baba, and Alexander Fedorikhin (1999), "Heart and Mind in Conflict: The Interplay of Affect and Cognition in Consumer Decision Making," *Journal of Consumer Research*, 26(December), 278-292.

1. Andrade, Eduardo B. and Joel B. Cohen (2007), "On the Consumption of Negative Feelings," *Journal of Consumer Research*, 34(October), 283-300.

2. Levav, Jonathan and A. Peter McGraw (2009), "Emotional Accounting: How Feelings About Money Influence Consumer Choice," *Journal of Marketing Research*, 46(February), 66-80.

3. Mogilner, Cassie (2010), "The Pursuit of Happiness, Time, Money, and Social Connection," *Psychological Science* 21(9), 1348-1354.

* Additional reading:

Jennifer Aaker and Patti Williams (2002), "Can Mixed Emotions Peacefully Coexist?" *Journal of Consumer Research*, 28 (March), 636-649.

Week 10: Decision Making (November 18)

* Background Reading:

Thaler, Richard (1985), Mental Accounting and Consumer Choice, *Marketing Science*, 4(3), 199-214.

1. Norton, Michael I., Daniel Mochon, and Dan Ariely (2012). "The 'IKEA effect': When Labor Leads to Love," *Journal of Consumer Psychology*, 22(3), 453-463.

2. Schwartz, Barry, Andrew Ward, John Monterosso, Sonja Lyubomirsky, Katherine White, and Darrin R. Lehman (2002), "Maximizing versus Satisficing: Happiness is a Matter of Choice," *Journal of Personality and Social Psychology*, 83(5), 1178-1197.

3. McFerran, Brent, Darren W. Dahl, Gavan J. Fitzsimons and Andrea C. Morales (2010),

"I'll Have What She's Having: Effects of Social Influence and Body Type on the Food Choices of Others," *Journal of Consumer Research*, 36(April), 915-929.

Week 11: Social influence (November 25)

* Background Reading:

Festinger, Leon (1954), "A theory of social comparison processes," *Human Relations*, 7 (2), 117-140.

Download here:

[https://www.humanscience.org/docs/Festinger%20\(1954\)%20A%20Theory%20of%20Social%20Comparison%20Processes.pdf](https://www.humanscience.org/docs/Festinger%20(1954)%20A%20Theory%20of%20Social%20Comparison%20Processes.pdf)

1. Berger, Jonah, and Chip Heath (2007) "Where Consumers Diverge from Others: Identity Signaling and Product Domains," *Journal of Consumer Research*, 34(August) 121-134.

2. Kozinets, Robert V. (2002), "Can Consumers Escape the Market? Emancipatory Illuminations from Burning Man," *Journal of Consumer Research*, 29 (June), 20-38.

3. White, Katherine, and Darren W. Dahl (2007) "Are All Out-groups Created Equal? Consumer Identity and Dissociative Influence," *Journal of Consumer Research*, 34 (December), 525-536.

Week 12: Transformative Consumer Research and Social Marketing (December 2)

** Background Reading:*

Dewhirst, Timothy. & Wonkyong B. Lee (2011). Social Marketing and Tobacco Control. In G. Hastings, C. Bryant, & K. Angus (Eds.), *The SAGE Handbook of Social Marketing*. (pp. 391-404). Thousand Oaks, CA: Sage Publications.

1. Mick, David Glen (2006), "Meaning and Mattering through Transformative Consumer Research," in C. Pechmann and L.L. Price (ed.), *Advances in Consumer Research* (Vol. 33, pp. 1-4), Provo, UT: Association for Consumer Research.

2. Connell, Paul M., Merrie Brucks, and Jesper H. Nielsen (2014), "How Childhood Advertising Exposure Can Create Biased Product Evaluations that Persist into Adulthood," *Journal of Consumer Research*, 41(June), 119-134.

3. Lee, Wonkyong B., Geoffrey T. Fong, Timothy Dewhirst, et al. (in press), "Social Marketing in Malaysia: Cognitive, Affective, and Normative Mediators of the TAK NAK Antismoking Advertising Campaign," *Journal of Health Communication*.

** Additional reading:*

Martin, Kelly D., and Ronald Paul Hill (2012), "Life Satisfaction, Self-Determination, and Consumption Adequacy at the Bottom of the Pyramid." *Journal of Consumer Research*, 38(April), 1155-1168.

Week 13: Research Proposal Oral Presentation (December 9)

Note: Research Proposal Due (in class)

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

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

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/ 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

14. 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

15. 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".

15.1 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.).

15.2 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.

15.3 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

15.4 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