GENERAL INFORMATION

Instructor: Dr. Echo Wen Wan
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Office: 703, KK Leung Building
Phone: 39174211
Consultation times: by appointment

Class Meeting Time: Friday, 2:00pm – 5:30pm

COURSE DESCRIPTION

This course is to provide doctoral students with a solid foundation for critical thinking in consumer research. It focuses on topics related to self-regulation, social relationships, anthropomorphism, psychology of money and time, embodiment, etc. The readings consist of articles from peer-reviewed journals and book chapters in marketing and social psychology.

COURSE OBJECTIVES

1. To get familiar with the basic theories and findings in the selected research areas;
2. To form a foundation for critical thinking for research questions on consumer behavior;
3. To improve the ability to conceptualize, operationalize, and develop research ideas;
4. To enhance the skill of experimental design, operationalization, and data analysis and interpretation.

COURSE LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Aligned Programme Learning Outcomes</th>
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<tbody>
<tr>
<td>CLO1: Acquire and internalize theories in selected research areas</td>
<td>PLO1, PLO5</td>
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<tr>
<td>CLO2: Acquire and internalize current methodological approaches for research on consumer behavior</td>
<td>PLO1, PLO5</td>
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<tr>
<td>CLO3: Provide critical reviews and insights for research work</td>
<td>PLO2, PLO4, PLO7</td>
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<td>CLO4: Develop original research ideas and testable hypotheses from theoretical advancement to advance the literature</td>
<td>PLO2, PLO5, PLO6, PLO7, PLO8</td>
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<td>CLO5: Design empirical studies to test the research ideas</td>
<td>PLO2, PLO3, PLO6, PLO8</td>
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CLO6: Improve the research paper writing skills
CLO7: Improve the research presentation skills

**COURSE TEACHING AND LEARNING ACTIVITIES**

<table>
<thead>
<tr>
<th>Course Teaching and Learning Activities</th>
<th>Expected contact hour</th>
<th>Study Load (% of study)</th>
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<tbody>
<tr>
<td>T&amp;L1. <strong>Paper reading (self-study):</strong></td>
<td>52 hours</td>
<td>15%</td>
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<tr>
<td>- Students are expected to read and critically evaluate all the assigned papers before class. They should think about the following aspects when reading the papers: research objectives, theoretical foundation, hypotheses, method (experiment design, operationalization, etc), results, contribution, limitation, and avenue for future research.</td>
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<td>- They should also think about whether they are convinced by the paper’s theorizing and its empirical test.</td>
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<td>- They are also required to write a summary of their critical evaluation of one paper assigned.</td>
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<tr>
<td>T&amp;L2. <strong>Interactive lectures</strong></td>
<td>33 hours</td>
<td>20%</td>
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<td>- The instructor will guide the discussion of research papers and book chapters selected for the major topics. The instructor will use PowerPoint slides, research software (e.g., Qualtrics, Medialab), and video clips to introduce, explain, and illustrate the concepts, theorizing, and empirical tests. Students will be invited to share their views.</td>
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<tr>
<td>- Students’ leading discussion: Students will be selected to lead the discussion of the specific papers assigned to them, based on the written summary of their readings. All students will participate in the discussions.</td>
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<td>- Group discussion: Two to three students will form one group to complete specific exercises in class.</td>
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<td>- Guest speakers who are experts for certain selected topics will be invited for selected lecture sessions.</td>
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<tr>
<td>T&amp;L3. <strong>Generate the idea paper</strong></td>
<td>10 hours</td>
<td>15%</td>
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<td>- Students are required to develop research ideas for one selected topic based on the readings assigned to the specific topics. For the idea paper, it could be about a theoretical extension of the research work in the readings (e.g., identifying the conditions under which the effect would be attenuated or reversed) or a new conceptualization linking different papers hypothesis (e.g., new predictions based on the understanding of different constructs).</td>
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<tr>
<td>T&amp;L4. <strong>Written research proposal</strong></td>
<td>20 hours</td>
<td>35%</td>
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<td>- Students are expected to write a research proposal on one topic of consumer research. This research proposal should involve empirical studies using the experimental method to</td>
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examine a research question that is publishable in well-respected peer-review journals.

- The proposal can be on topics discussed in this course or other topics that you are interested in. You will need to read beyond the readings assigned in this course.
- The instructor will discuss with students in the process of their developing the research proposal by appointment.

T&L5. Present research proposal

- Students will be required to present their proposals in class.
- All students should comment on their classmates’ proposals.
- The instructor will comment and provide feedback to the students to help them further develop the research proposal as well as improve their presentation skills.

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Brief Description (Optional)</th>
<th>Weight</th>
<th>Aligned Course Learning Outcomes</th>
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<tbody>
<tr>
<td>A1. Class participation</td>
<td></td>
<td>20%</td>
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<tr>
<td>A2. Written paper summary</td>
<td></td>
<td>15%</td>
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<tr>
<td>A3. Idea Paper</td>
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<td>15%</td>
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<tr>
<td>A4. Research Proposal</td>
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<td>50%</td>
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<td></td>
<td>Total</td>
<td>100%</td>
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STANDARDS FOR ASSESSMENT

Course Grade Descriptors

A+, A, A- Consistently demonstrate a thorough grasp of the subject as evidenced by critical review of the literature, original research ideas, superb experimental design skills, and exceptional presentation skills.

B+, B, B- Demonstrate a substantial grasp of the subject as evidenced by a good understanding of the literature, good but not necessarily original research ideas, good ability in experimental design, and fine presentation skills.

C+, C, C- Demonstrate a reasonable grasp of the subject as evidenced by some general understanding of the literature, general thoughts related to the research topics, and acceptable presentation skills.

D+, D Demonstrate a partial understanding of the concepts and theories in the subject. Have little evidences of developing new ideas. Poor presentation skill.

F Demonstrate poor knowledge and understanding of the subject.

Assessment Rubrics for Each Assessment (Please provide us the details in a separate file if the space...
A1. Class participation
- 5 – Active analysis of the assigned readings
- 5 – Provide insights on advancing the research
- 5 – Active comments on classmates’ opinions
- 5 – Good performance in the in-class exercise

A2. Written paper summary
- 1 – Format: The summary of the paper assigned should have no more than two pages (single spaced, 12-point font)
- 1 – Timely submission: The summary of paper should be submitted at the beginning of each class.
- 13 – Summary quality: The summary of paper should include the answers to the following questions:
  - What is/are the objective(s) of the research?
  - What are the research hypotheses?
  - What are the theories behind the hypotheses (i.e., the theoretical foundation for deriving its hypotheses)? Are you convinced by its theorizing?
  - How did the paper test its hypotheses? (i.e., a brief description of each experiment’s design, independent and dependent variables, hypotheses tested/supported, and results)
  - What are the contributions to the literature?
  - Are there any limitations?
  - Are you convinced by the empirical tests?
  - How can you extend the research examined in the paper? (e.g., to provide a testable research idea about extending the current investigation)

A3. Idea Paper
- 13 – Idea paper quality: It should describe the rationale for the research idea (theoretical reasoning) and the specific hypotheses.
- 1 – Format: Each idea paper should be no more than one page.
- 1 – Timely submission: The idea paper should be submitted 24 hours before the class meets.

A4. Research Proposal
- 15 – Originality/contribution of the proposed research idea
- 10 – Quality of the experiment design
- 5 – Interpretation and discussion of the predicted results
- 3 – Writing quality: The proposal should look like a journal manuscript without the empirical data. It should not exceed 15 pages of text (not including reference, appendix). The detailed format guideline will be provided in class. The writing should be free of typos and mistakes.
- 2 – Timely submission of the written proposal
- 10 – Proposal presentation contents (research question, hypothesis, study design, expected results, contribution, discussion)
- 5 – Proposal presentation clarity (English speaking, flow)

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE
- Class 1: Course Overview, Self-Regulation and Regulatory Depletion
- Class 2: Social Exclusion and Decision-Making (1)
- Class 3: Social Exclusion and Decision-Making (2)
- Class 4: Anthropomorphism in Marketing and Service (1)
- Class 5: Anthropomorphism in Marketing and Service (2) – Idea Paper Due
- Class 6: Psychology of Money and Time (1)
- Class 7: Psychology of Money and Time (2)
- Class 8: Resource Scarcity and Consumer Decision
- Class 9: Embodiment and Consumer Behavior
- Class 10: Proposal Presentation, Discussion, and Feedback

Notes:
- The information in this syllabus is subject to changes and any changes made to this syllabus will be announced in class.
- Guest speakers will be arranged and announced in due time.

### REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

- The list of journal articles required for reading will be provided at the beginning of the semester.

Note: The reading lists are subject to changes according to the update of research on related topics.

### MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- SETL around the end of the teaching
- Others: (please specify) Obtain feedbacks and comments by talking with students

### COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)

University of Hong Kong is a high-education institution with integrity. Hence, the university takes the issue of academic integrity very seriously. The University Regulations on [academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web:](http://www.hku.hk/plagiarism/)

Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. In this class, the relevant case of academic dishonesty is mainly about, but is not necessarily limited to, plagiarism.

- **Plagiarism** - The representation of someone else's ideas as if they are one's own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the extent to which any parts of the project are not one's own work. **Paraphrasing** of someone else's ideas is still using someone else's ideas, and must be **acknowledged**.

### ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)

NA.