

**GENERAL FACULTY MEETING**

**AGENDA | WEDNESDAY, NOVEMBER 15, 2017 | 2:00 PM | HOUGH 120**

1. The October 23, 2017 General Faculty Meeting Minutes is presented for approval by the faculty.
2. The **Undergraduate Committee** presents the following new courses for approval by the faculty.

**MAR4XXX - Marketing Strategy**

Credit 4  
Contact Hour Base hr (Regularly Scheduled)  
Prerequisite MAR 3023

Description Course emphasizes analysis, planning, and implementation of marketing strategies. Insights into the creative processes involved in applying marketing concepts and knowledge to the development and implementation of strategy are examined. The course features a comprehensive marketing simulation exercise as well as detailed analysis of several companies and their marketing strategies.

**MAR4XXX - Professional Selling**

Credit 4  
Contact Hour Base hr (Regularly Scheduled)  
Prerequisite MAR 3023

Description This is a basic survey course in professional selling. It is designed to teach students the importance of the selling role, provide them with basic professional selling skills and begin to prepare them for a future role in sales or sales management.

3. Other Business
4. Dean's Report

**GRADUATE FACULTY MEETING** *(Immediately following the General Faculty Meeting)*

**AGENDA | WEDNESDAY, NOVEMBER 15, 2017 | 2:00 PM | HOUGH 120**

1. The October 23, 2017 Graduate Faculty Meeting Minutes is presented for approval by the faculty.
2. The new courses shown below is presented for approval by the faculty. The courses are required for the DBA students during development and completion of their dissertation. They are the final courses required for completion of the DBA degree.

**ACG7978 - Advanced DBA Research**

Credit Variable 1-12  
Contact Hour 1 head-count  
Prerequisite None

Description Research focused on the field of study to prepare for the DBA comprehensive written and/or oral exam in the DBA program, or to develop a DBA dissertation topic.

FIN7978	- Advanced DBA Research
	Credit Variable 1-12
	Contact Hour 1 head-count
	Prerequisite None
	Description Research focused on the field of study to prepare for the DBA comprehensive written and/or oral exam in the DBA program, or to develop a DBA dissertation topic.
MAN7978	- Advanced DBA Research
	Credit Variable 1-12
	Contact Hour 1 head-count
	Prerequisite None
	Description Research focused on the field of study to prepare for the DBA comprehensive written and/or oral exam in the DBA program, or to develop a DBA dissertation topic.
MAR7978	- Advanced DBA Research
	Credit Variable 1-12
	Contact Hour 1 head-count
	Prerequisite None
	Description Research focused on the field of study to prepare for the DBA comprehensive written and/or oral exam in the DBA program, or to develop a DBA dissertation topic.
QMB7978	- Advanced DBA Research
	Credit Variable 1-12
	Contact Hour 1 head-count
	Prerequisite None
	Description Research focused on the field of study to prepare for the DBA comprehensive written and/or oral exam in the DBA program, or to develop a DBA dissertation topic.
ACG7985	- DBA Doctoral Dissertation/Defense
	Credit Variable 1-12
	Contact Hour 1 head-count
	Prerequisite None
	Description Hours taken by students to work on the DBA dissertation under the supervision of a major professor.
FIN7985	- DBA Doctoral Dissertation/Defense
	Credit Variable 1-12
	Contact Hour 1 head-count
	Prerequisite None
	Description Hours taken by students to work on the DBA dissertation under the supervision of a major professor.
MAN7985	- DBA Doctoral Dissertation/Defense
	Credit Variable 1-12
	Contact Hour 1 head-count
	Prerequisite None
	Description Hours taken by students to work on the DBA dissertation under the supervision of a major professor.
MAR7985	- DBA Doctoral Dissertation/Defense
	Credit Variable 1-12
	Contact Hour 1 head-count
	Prerequisite None
	Description Hours taken by students to work on the DBA dissertation under the supervision of a major professor.
QMB7985	- DBA Doctoral Dissertation/Defense
	Credit Variable 1-12
	Contact Hour 1 head-count
	Prerequisite None
	Description Hours taken by students to work on the DBA dissertation under the supervision of a major professor.

3. The **PhD Committee** presents the following new course for approval by the faculty. The course is designed to prepare graduate students for doctoral-level work in areas such as social psychology, consumer behavior, marketing, and management.

MAR7XXX - Topics in Social and Consumer Psychology

Credit	3
Contact Hour	Base hr (Regularly Scheduled)
Prerequisite	n/a

Description	How do we form the beliefs that underlie our behavior? How do we understand others? How do we manage our social identity? This course explores questions such as these by discussing research on attitude formation, inference-making and attribution, the self, and the interplay of emotion and cognition.
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4. The **Specialized Graduate Committee** presents the following prerequisite change for approval by the faculty. REE 6007 and REE 6737 are designed as a two course sequence in construction methods and development planning (REE 6007) and the real estate development process (REE 6737). Successful completion of REE 6007 is necessary for students without a construction background. However, students with a construction background should be able to bypass REE 6007 and take REE 6737, with permission of the instructor.
5. Other Business
6. Dean's Report

## GENERAL FACULTY MEETING

MINUTES | MONDAY, OCTOBER 23, 2017 | 1:00 PM | HOUGH 120

1. A motion was made to approve the January 17, 2017 General Faculty Meeting Minutes. The motion was seconded and the faculty voted to approve the minutes as presented.
2. This item was presented to the faculty for a vote to terminate the BS Real Estate Degree. The program has been in suspension since 2011 due to insufficient resources and undergraduate demand. To meet the external and internal demand, the program is instead offering an undergraduate Real Estate minor and a Master's of Science in Real Estate. Both of these programs have been effective and successful. A motion was made to terminate the BS Real Estate Degree. The motion was seconded and the faculty voted to approve the termination of the BS Real Estate Degree.
3. Other Business - none
4. Dean's Report - none

## GRADUATE FACULTY MEETING (*Immediately following the General Faculty Meeting*)

MINUTES | MONDAY, OCTOBER 23, 2017 | 1:00 PM | HOUGH 120

1. A motion was made to approve the January 17, 2017 Graduate Faculty Meeting Minutes. The motion was seconded and the faculty voted to approve the minutes as presented.
2. The Ph.D. Committee presented this item to change BTE 7171 credit hours and S/U status. A motion was made to change the BTE 7171 – PhD Teaching Seminar credit hours from 3 to 2 and also to S/U only status. The motion was seconded and the faculty voted to change the item as presented.
3. The Specialized Graduate Programs Committee presented this item to Modify the Master of International Business (MIB) curriculum. A motion was made to modify the MIB curriculum allowing these courses to count as major courses toward the MIB degree. The motion was seconded and the faculty voted to approve the item as presented.
  - ECO5715 Open Economy Macroeconomics (2 credits)
  - ECO6409 Game Theory Applied (2 credits)
  - ECP6708 Cases in Competitive Strategy (2 credits)
  - ECP5702 Managerial Economics (2 credits)
4. The Specialized Graduate Programs Committee presented this item to Modify the Master of Science with a major in Management (MSM) curriculum. A motion was made to allow the following courses in the Department of Economics to count as major courses toward the MSM degree. The motion was seconded and the faculty voted to approve the item as presented.
  - ECO5715 Open Economy Macroeconomics (2 credits)
  - ECO6409 Game Theory Applied (2 credits)
  - ECP6708 Cases in Competitive Strategy (2 credits)
  - ECP5702 Managerial Economics (2 credits)
5. Other Business - none
6. Dean's Report – Dean Kraft reported that he may be staying on as Dean for another couple of years to allow more time for the university to run a successful search. He is working on conditions with the Provost Office.

# Course|New for request 11932

## Info

**Request:** Marketing Strategy

**Description of request:** Course emphasizes analysis, planning, and implementation of marketing strategies. Insights into the creative processes involved in applying marketing concepts and knowledge to the development and implementation of strategy are examined. The course features a comprehensive marketing simulation exercise and well as detailed analysis of several companies and their marketing strategies.

**Submitter:** Richard Lutz rjlutz@ufl.edu

**Created:** 10/17/2017 3:56:57 PM

**Form version:** 2

## Responses

**Recommended Prefix**MAR

**Course Level** 4

**Number** XXX

**Category of Instruction** Advanced

**Lab Code** None

**Course Title**Marketing Strategy

**Transcript Title**Marketing Strategy

**Degree Type**Baccalaureate

**Delivery Method(s)**4136,4138On-Campus, Online

**Co-Listing**No

**Effective Term**Fall

**Effective Year**2018

**Rotating Topic?**No

**Repeatable Credit?**No

**Amount of Credit**4

**S/U Only?**No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 04

**Course Description** Course emphasizes analysis, planning, and implementation of marketing strategies. Insights into the creative processes involved in applying marketing concepts and knowledge to the development and implementation of strategy are examined. The course features a comprehensive marketing simulation exercise and well as detailed analysis of several companies and their marketing strategies.

**Prerequisites** MAR 3023

**Co-requisites** N/A

**Rationale and Placement in Curriculum** This is an upper level elective to support undergraduate experience for students interested in a broad view of marketing as a field and large scale analyses of companies and industries.

**Course Objectives** 1. Identify and evaluate marketing strategies for firms.

2. Design of efficient selling formats using existing resources. Identifying a marketing strategy that includes acquiring and developing new resources.

3. Apply theoretical knowledge to analysis of real-world situations for a variety of industries through case discussions.

**Course Textbook(s) and/or Other Assigned Reading**The textbook for the class is called "Strategic Marketing Management" by Alexander Chernev, 8th edition.

It is supplemented with cases from HBS, including but not limited to:

IKEA Invades America 9-504-094

J.C. Penney's "Fair and Square" Pricing Strategy 9-513-036

Starbucks: Delivering Customer Service 9-504-016

Lady Gaga (A) 9-512-016

<b>Weekly Schedule of Topics</b>	Date	Read, Watch, Study	Do
08/21	Monday	Textbook: Ch1	
Class Slides & Lecture Video			
08/23	Wednesday	Textbook: Ch.1	
Class Slides & Lecture Video			
ProctorU Assigment: Signup for ProctorU quizzes and post photo			
08/28	Monday	Textbook: Ch2	
Class Slides & Lecture Video			
Start Reading IKEA case			
Start Discussion online IKEA			
08/30	Wednesday	Textbook: Ch2	
Class Slides & Lecture Video			
Write-up Ikea Due before class			
Discusion online IKEA closed!			
09/06	Wednesday	Textbook: Ch 4	
Class Slides & Lecture Video			
ProctorU Quizz – evening after class			
09/11	Monday	Textbook: Ch 5	
Class Slides & Lecture Video			
Online Simulation Open Round 1			
09/13	Wednesday	Textbook: Ch 5	
Class Slides & Lecture Video			
Online Simulation Due Round 1			
09/18	Monday	Textbook: Ch 7	
Class Slides & Lecture Video			
09/20	Wednesday	Textbook: Ch 7	
Class Slides & Lecture Video			
Create a Team for the Final Project			
09/25	Monday	Textbook: Ch 8	
Class Slides & Lecture Video			
09/27	Wednesday	Textbook: Ch 8	
Class Slides & Lecture Video			
ProctorU Quizz – evening after class			
10/02	Monday	Textbook: Ch 9	
Class Slides & Lecture Video			
Online Simulation Round 2 Open			
10/04	Wednesday	Textbook: Ch 9	
Class Slides & Lecture Video			
Online Simulation Round 2 Due			
10/09	Monday	Textbook: Ch 10	
Class Slides & Lecture Video			
Start Reading JC Penney case			
Start Discussion online JC Penney			
10/11	Wednesday	Textbook: Ch 10	
Class Slides & Lecture Video			
Write-up JC Penney Due before class			
Discusion online JC Penney closed!			
10/16	Monday	Textbook: Ch 12	
Class Slides & Lecture Video			
10/18	Wednesday	Textbook: Ch 12	
Class Slides & Lecture Video			
ProctorU Quizz – evening after class			
10/23	Monday	Textbook: Ch 13	
Class Slides & Lecture Video			
10/25	Wednesday	Textbook: Ch 13	
Class Slides & Lecture Video			
Short Draft of Final Paper Due			
10/30	Monday	Textbook: Ch 14	
Class Slides & Lecture Video			
Online Simulation Round 3 Open			
11/01	Wednesday	Textbook: Ch 14	
Class Slides & Lecture Video			
Online Simulation Round 3 Due			
11/06	Monday	Textbook: Ch 15	
Class Slides & Lecture Video			
Start Reading Starbucks case			
Start Discussion online Starbucks			
11/08	Wednesday	Textbook: Ch 15	
Class Slides & Lecture Video			
Write-up Starbucks Due before class			
Discusion online Starbucks closed!			
11/13	Monday	Textbook: Ch 16	
Class Slides & Lecture Video			
11/15	Wednesday	Textbook: Ch 16	
Class Slides & Lecture Video			
ProctorU Quizz – evening after class			

11/20 Monday Class Slides & Lecture Video Online Simulation Round 4 Open  
Thanks Giving Break  
11/27 Monday Textbook: Ch 17  
Class Slides & Lecture Video Start Reading Lady Gaga case  
Start Discussion online Lady Gaga  
11/29 Wednesday Textbook: Ch 17  
Class Slides & Lecture Video Write-up Lady Gaga Due before class  
Discussion online Lady Gaga closed!  
Online Simulation Round 4 Closed  
12/04 Monday Class Slides & Lecture Video  
12/06 Wednesday Class Slides & Lecture Video Group Paper Due  
Team Evaluation Due

**Links and Policies** ProctorU Quizzes: closed book, closed notes exam consisting of multiple choice questions, true/false questions. All materials discussed in class and the textbook chapters assigned will be covered in the quizzes. These will be on Proctor U.

Individual case write-ups: we will discuss all the cases listed online in your Course Reader. The write-ups are a short summary answering the questions listed in the syllabus for each of the cases. This is a way to prepare for class and apply the concepts to real world situations. The write-ups should be no longer than 3 pages, and you may use any format you like. The grading emphasis will be on logic and critical thinking.

Online case discussion: for each case, as you read it, you will choose to answer at least 3 "seed" questions posted on the Canvas discussion board for that case. These are all due on the day of the lecture, BEFORE the actual class. Thoughtful answers will be more useful to your classmates. Posting new seed questions that are then picked up in discussion by other students will lead to extra points (a maximum of 10 extra points).

Final Group Project: This is a team project, and you may be a team of up to 4 students. The project paper will be at most 10 pages, double spaced and you should cite all the sources you use (such as books, articles, personal interviews etc.)

The most efficient team size is a 2 person team: if you know who you want to work with or would rather work alone, please email me. Otherwise, I will create teams of two students at random and help you work remotely together on choosing a topic and writing a project. The easiest collaboration tool (to adopt and use) is GoogleDocs as it requires no specialized software. Other useful alternative: dropbox or any other collaboration software.

Team Project Topic:

- 1) Choose 2 companies in a specific industry (not one from the class case discussions): one focal company and one company that has a different selling format. Choose an industry that you are passionate about or one that you would like to work in for the future. This project will help you understand the industry better and have more experience when you are interviewing.
- 2) Provide a brief overview of the companies, including for example: when each was founded; recent revenues and profits; key products; types of customers it serves etc. This is meant to provide an overview of the industry. If you chose a company that is privately held, you will find no SEC filings for it. However, it will be easy to find news articles describing the company's customers or product and some version of its history. Use all the sources you can find to get an idea of what the market looks like.
- 3) Describe at least 3 important resources each company has: What makes each resource valuable? What makes it difficult to imitate?
- 4) Describe the competitor who is using a different format. This may not be a key competitor, but your goal is to evaluate whether this new format is a danger to the old format and decide whether the existing companies should implement the new format. To do this, describe the new selling format, assess if it is more efficient and what resources it requires. Then analyze whether the existing companies should convert to the new format and what resources they need to use or acquire to do so if needed.
- 5) Include a section in the paper where you have a managerial recommendation for the incumbent. If you recommend against adopting the new format, then provide reasons for your decision.

### Team Management:

An important goal of the final project is to give you experience working in groups. All members of a team will receive the same grade for the project. Thus, it is important for everyone to contribute and be a reliable teammate. If a particular teammate is not meeting expectations, then you should first address that person directly, and ask him/her to take the project more seriously. If this does not work, then you may let me know and we will discuss a solution together. It is easier to deal with team conflicts early on: I will help you find a new team or help you work by yourself if you let me know early on!

5. Simulation: grade is based on your participation in the online simulation. You are expected to take active part in each round of the simulation, and you will receive 25 points for each round you participate in.

6. Proctor U Assignment: You must sign up for Proctor U during the first week of classes to be able to take the quizzes. After you sign up, take a screen shot of the schedule page and upload it on Canvas assignments. This assignment will earn you 10 points after the upload.

7. Team evaluation assignment: complete a team evaluation survey at the end of the semester for 10 points.

### Questions to Answer for the Case Write-ups:

1. IKEA Invades America
  - (1) Compare IKEA to a traditional furniture store.
  - (2) Why has IKEA been successful?
2. JCP Fair and Square Pricing Strategy
  - (1) What resources does JCP have initially?
  - (2) What resources would they need to make every-day-low prices more likely to work?
3. Starbucks: Delivering Customer Service
  - (1) Assuming that customer satisfaction is down, why would that be?
  - (2) Given the data in the case, should you invest the 40 Million?
  - (3) Do you have any other recommendations?
4. Lady Gaga (A) 9-512-016
  - (1) What are her resources in the fall of 2009?
  - (2) What resources does she want to develop?
  - (3) Which touring option do you recommend?

### Accessing the Course Website

This course is being presented via the University of Florida's Canvas course management system. You should create a shortcut (link or favorite) in your browser that will take you directly to the e-Learning Support Services login site: <http://elearning.ufl.edu>. Click the blue "e- Learning" button on the right and log in to the website using your GatorLink user name and password. Choose MAR 4933 Marketing Strategy from the list of available courses.

NOTE: Only students officially registered for this course will be allowed website access. Students who add the course will have to wait 24 – 48 hours for the Canvas course management system to be updated. If you are denied access, please try again in a day or two. If you are still denied access, contact the UF Help Desk at 352-392-HELP (392-4357), or go to their Webpage at <http://helpdesk.ufl.edu/>.

### Viewing Video Lectures

To view course video lectures, click on the Video Library (Lectures) link on the Home Page in Canvas.  
**Office Hours—NO APPOINTMENT NEEDED**

Feel free to come by during office hours—no appointment necessary—or to make an appointment with me for other times if you are not available during office hours. Please note, I do not repeat lectures during office hours; come prepared with specific questions so we can make our time together as productive as possible.

If you cannot meet during regular office hours and need to schedule an appointment, please e-mail me and suggest several times that are convenient for you in your original e-mail. This will allow me to schedule a specific time in my reply.

If you are off-campus, feel free to e-mail me to schedule a phone appointment. I will call you so you will not incur any long-distance fees if they apply. We can also have a screen time appointment using zoom or skype.

### Course Communications



We will NOT use messaging in Canvas, and no one will read or respond to messages there. If you need to reach me, e-mail me at [cristina.nistor@warrington.ufl.edu](mailto:cristina.nistor@warrington.ufl.edu).

Announcements concerning the class will typically be made during lectures and via Canvas announcements. Make sure you set Canvas Notification Preferences to "Notify me right away"/"ASAP." You may do this by going to Settings: Notifications in the course Canvas page.

\*\*\*You must check Canvas daily for announcements—students are 100% responsible for the consequences of having missed messages.\*\*\*

#### Students with Disabilities Policy:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

#### Grading Policy:

The grading policy can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

#### Online course evaluation process:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

#### Integrity Pledge:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code

<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

#### Getting Help:

For issues with technical difficulties for e-Learning in Canvas, please contact the UF Help Desk at: [learning-support@ufl.edu](mailto:learning-support@ufl.edu) or <http://elearning.ufl.edu/> (352) 392-HELP - select option 2

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in

distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor

is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Order of Readings in Course Packet

IKEA Invades America 9-504-094

J.C. Penney's "Fair and Square" Pricing Strategy 9-513-036

Starbucks: Delivering Customer Service 9-504-016 Lady Gaga (A) 9-512-016

Online Simulation: Rental Cars

**Grading Scheme** The final grade will be determined by:

ProctorU Quizzes (4 total, all mandatory) 240 points

Individual case write-ups (4 total, all mandatory) 100 points total

Online Case Discussion Participation (4 total, all mandatory) 200 points total

Final Project Written Report 250 points (mandatory: 10 points = Partial Draft submission for comments, plus 240 points for Final Paper)

Simulation 100 points (mandatory: Participation in 4 rounds of Simulation – each round is 25 points)

Proctor U Assignment (mandatory) 10 points

Team Evaluation Survey (mandatory) 10 points

1. ProctorU Quizzes: closed book, closed notes exam consisting of multiple choice questions, true/false questions. All materials discussed in class and the textbook chapters assigned will be covered in the quizzes. These will be on Proctor U.
2. Individual case write-ups: we will discuss all the cases listed online in your Course Reader. The write-ups are a short summary answering the questions listed in the syllabus for each of the cases. This is a way to prepare for class and apply the concepts to real world situations. The write-ups should be no longer than 3 pages, and you may use any format you like. The grading emphasis will be on logic and critical thinking.
3. Online case discussion: for each case, as you read it, you will choose to answer at least 3 "seed" questions posted on the Canvas discussion board for that case. These are all due on the day of the lecture, BEFORE the actual class. Thoughtful answers will be more useful to your classmates. Posting new seed questions that are then picked up in discussion by other students will lead to extra points (a maximum of 10 extra points).
4. Final Group Project: This is a team project, and you may be a team of up to 4 students. The project paper will be at most 10 pages, double spaced and you should cite all the sources you use (such as books, articles, personal interviews etc.)  
The most efficient team size is a 2 person team: if you know who you want to work with or would rather work alone, please email me. Otherwise, I will create teams of two students at random and help you work remotely together on choosing a topic and writing a project. The easiest collaboration tool (to adopt and use) is GoogleDocs as it requires no specialized software. Other useful alternative: dropbox or any other collaboration software.
5. Simulation: grade is based on your participation in the online simulation. You are expected to take active part in each round of the simulation, and you will receive 25 points for each round you participate in.
6. Proctor U Assignment: You must sign up for Proctor U during the first week of classes to be able to take the quizzes. After you sign up, take a screen shot of the schedule page and upload it on Canvas assignments. This assignment will earn you 10 points after the upload.
7. Team evaluation assignment: complete a team evaluation survey at the end of the semester for 10 points.

**Instructor(s)** Cristina Nistor

Lecturer

Marketing Department

## Course|New for request 11933

### Info

**Request:** Professional Selling

**Description of request:** This is a basic survey course in professional selling. It is designed to teach students the importance of the selling role, provide them with basic professional selling skills and begin to prepare them for a future role in sales or sales management.

**Submitter:** Shawn Lee shawn.lee@warrington.ufl.edu

**Created:** 10/17/2017 1:58:49 PM

**Form version:** 1

### Responses

**Recommended Prefix**MAR

**Course Level** 4

**Number** XXX

**Category of Instruction** Advanced

**Lab Code** None

**Course Title** Professional Selling

**Transcript Title** Professional Selling

**Degree Type** Baccalaureate

**Delivery Method(s)** 4136,4137 On-Campus, Off-Campus

**Co-Listing** No

**Co-Listing Explanation** Undergraduates

**Effective Term** Fall

**Effective Year** 2018

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 4

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 4

**Course Description** This is a basic survey course in professional selling. It is designed to teach students the importance of the selling role, provide them with basic professional selling skills and begin to prepare them for a future role in sales or sales management.

**Prerequisites** MAR 3023 - Principles of Marketing

**Co-requisites** N/A

**Rationale and Placement in Curriculum** The primary purpose of this course is to teach tangible sales skills that will be applicable in a business career. Students graduating with sales skills are likely to be differentiated from others favorably thus accelerating their career advancement. A sales-oriented job role early in the career of a college graduate provides a unique opportunity to let the graduate's own personal actions and skills be directly recognized through the generation of measurable results. Additionally, selling skills are invaluable in a wider range of contexts, whether it be in a job search, selling your own ideas, or simply being more persuasive in personal interactions. A secondary purpose of this course is to teach selling skills that will be useful across this wider range of applications

**Course Objectives** The objectives of this course are to:

1. Provide a comprehensive understanding of the role of the sales function.
2. Create an appreciation for the importance of building customer relationships and creating customer value through proper selling techniques.
3. Develop an understanding of the key stages of the customer interaction.
4. Understand tactical methods for prospecting, identifying customer needs, handling objections, closing, following up and creating partnership relationships.
5. Learn basic professional selling skills that will fuel business growth.
6. Learn to use role plays as a tool for mastering sales techniques.
7. Demonstrate the skills necessary to design and give a professional sales presentation.

8. Attain an understanding of the legal and ethical issues surrounding the sales function.

**Course Textbook(s) and/or Other Assigned Reading** Castleberry, S.B. and Tanner, J.F. (2014), *Selling: Building Partnerships*, 9th Edition, McGraw-Hill Publishing.

**Weekly Schedule of Topics** COURSE SCHEDULE – REVISED 09/125/17

Week	Date	Topic	Reading and Pre-Class Preparation	Due
1	8/22	Introduction to the Course;		
Sales Careers Syllabus				
1	8/24	Goal Setting in Sales;		
A Model for Professional Selling;				
Sales Call Reporting Format Goal Setting with a 135 Practice Quiz, Your Goals				
2	8/29	Selling and Salespeople	CT Ch. 1	Individual Paper 1
2	8/31	Buyer Behavior and Buying Process I	CT Ch. 3	Exercise 1
3	9/5	Buyer Behavior II; Prospecting	CT Ch. 6	Your DISC
	9/7	Buying Experience Review of Indiv Paper 1		Individual Paper 2
4	9/12	Personality and Adaptive Selling I	CT Ch. 5	Your DISC
4	9/14	Adaptive Selling II	Your DISC	Adaptive Selling Worksheet
5	9/19	Quiz 1	Quiz 1	
5	9/21	Communication/Planning the Sales Call	CT Ch. 4 & 7	Exercise 2
6	9/26	Making the Sales Call	CT Ch. 8	Exercise 3
6	9/28	Building Rapport/Gaining Trust	CT Ch. 8	Exercise 4
7	10/3	Effective Questioning	CT Ch. 8	Exercise 5
7	10/5	Guest Speaker - TBA		
8	10/10	Needs Analysis – Role Plays/Simulation		Exercise 6
8	10/12	Features and Benefits – Role Plays/Simulation		Exercise 7
9	10/17	Quiz 2	Quiz 2	
9	10/19	Sales Tools, CRM, Handling Objections I		CT Ch. 9& 10
		Exercise 8		
10	10/24	Handling Objections II – Role Plays/Simulation		Testimonials, Proof Sources, Statistics
		Exercise 9		
10	10/26	Guest Speaker – Doug Burtch, VP Sales, Farmers Insurance		
11	10/31	A Sales Career - Review of Indiv Paper 2		Exercise 10
11	11/2	Closing the Sale	CT Ch. 11	Exercise 11
12	11/7	Building Partnering Relationships	CT Ch. 13	Exercise 12
12	11/9	Long-Term Partnerships	CT Ch. 14	Exercise 13
13	11/14	Quiz 3	Quiz 3	
13	11/16	Preparing a Call Plan – Review Indiv Paper 2		Individual Paper 3
14	11/21	Putting it All Together – Role Plays/Simulation		Exercise 14
14	11/23	Thanksgiving – No Class		
15	11/28	Putting it All Together – Role Plays/Simulation		Exercise 15
15	11/30	Ethical and Legal Issues in Selling, Comprehensive Review		CT Chapter 2
		Individual Paper 4		
16	12/5	Quiz 4	Quiz 4	

**Links and Policies** This is a blended class with some students attending live and others participating online. Therefore, depending upon class enrollment, opportunities for broad classroom participation may be somewhat limited. However, sales is an interactive process and therefore you will be required to remain engaged through lectures and demonstrations, as well as through submission of regular exercises and assignments. If you are not engaged, there is a high probability that you will miss critical information that will be included on the quizzes and exams and likely reflected in your final grade. Therefore, regular attention to lectures and assignments is required. All assigned reading should be completed on a timely basis. Assignments are due as noted in the Assignment Description and Course Schedule sections of this Syllabus. Quizzes and exams will cover everything that is assigned reading or spoken in class by faculty, students or guests. They are closed book.

**TEACHING PHILOSOPHY**

If things go as expected, you will likely graduate from one of the best universities in the country with a degree that will help you achieve your career and life goals. By encouraging you to perform at the highest possible level, I am improving the probability that you will become one of UF's high achieving alumni. Additionally, I am preserving the reputation of the University of Florida and the Warrington

College of  
Business. Being a proud UF Alumni myself, anything less is unacceptable.

High achievers are typically committed to a lifetime of continual learning. My teaching philosophy is that if you plan to be a high achiever in life, learning is YOUR choice, YOUR responsibility and a critical component of YOUR future success. My role in your learning is to provide the content as well as challenge you through relevant exercises and insightful discussion of real-life issues. Meaningful and relevant content will allow you to learn and improve your skills. Regular exercises will assist you in the learning process and move you toward mastery of key knowledge and skills. Challenging and insightful discussion of real world issues will teach you how to think and gain a sense of the reality of a sales role. The rest will be up to you.

Quizzes and exams will be closed book and will cover everything that is assigned reading or spoken in lectures by either faculty or featured guests. The quizzes and exams are not designed to be unreasonably difficult but rather to test your level of effort as well as your mastery of the selling concepts that were covered in the class. Mastery is usually accomplished by a combination of preparation, participation, repetition and feedback. If you complete the assignments and participate cheerfully, energetically and thoughtfully, you will begin the process of mastering the selling function and should have little difficulty with the exams.

#### A Note about Effort and Honor

Because this is an online class, it will be difficult to determine your level of effort. I will not truly know whether or not you completed your assignments and exams on your own or in collaboration with another student. Although I encourage collaboration during the learning process, I will assume that all submitted assignments will be a result of your own original work and not the work of another student. I also assume that you will complete your exams as intended without any collaboration, reference material, or open books. How you perform here will be an indicator of how you will perform later in a real-world situation. If you cut corners or act dishonestly here, you will have a higher likelihood of substandard performance later. If you work hard here, you will likely be a high performer later. Either way, you will be discovered eventually and rewarded accordingly. I sincerely hope that you will be honorable, expend sufficient effort to earn the grade you desire, and submit only your own original work.

#### The UF Academic Honor System

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Pledge: On all work submitted for credit by students of the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Please note that violations of this Academic Honor System will not be tolerated. Specifically, I will rigorously pursue incidents of academic dishonesty of any type. Before submitting any work, please read the policies about academic honesty and if needed, ask for clarification of its expectations (<http://www.dso.ufl.edu/judicial>).

#### OTHER ITEMS

Students will also need a laptop computer with a camera and access to Canvas, Skype, Word, Excel, PowerPoint or equivalent plus interactive software to be determined. In certain cases, students will be asked to record videos of role plays/simulations for submission.

#### ASSURANCE OF LEARNING OBJECTIVES

Each program at the Warrington College of Business Administration has developed goals and objectives that express the most valued skills and knowledge that students should be able to demonstrate upon completion of the total learning experiences in that program. The following goals and objectives are specifically mapped onto MAR4933:

Goal 1: Demonstrate competency in and across business disciplines.

1A. Demonstrate knowledge and understanding of elements of economics, finance, accounting, marketing, operations management, organizational behavior, business law, information technology, and business statistics.

Goal 2: Apply appropriate problem-solving and decision-making skills.

- 2A. Specify and implement a framework for identifying a business problem and develop alternative solutions and a set of evaluation criteria.  
2B. assess the outcomes of a course of action and make appropriate adjustments.

Goal 3: Possess effective communications skills.

3B. Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.

Goal 4: Appreciate the ethical and legal aspects of business.

4A. Define and explain legal, ethical, and social responsibilities of organizations.

#### STUDENT LEARNING OUTCOMES (SLO) IN THE MARKETING (SALES) AREA

The Academic Learning Compact for the undergraduate business major defines the skills and knowledge necessary to master that discipline. Each course within the major plays a particular role, specified by the Student Learning Outcomes for that course. The SLOs for MAR4933 have been defined as shown below. The course content is broader than these SLOs, which set a minimum standard.

**Consumer Behavior:** Students will develop an understanding of consumer motivation and decision processes at the buyer-seller interface.

**Market/Customer Segmentation:** Students will gain an understanding of how the market and customer segmentation matches the product offering through the application of needs analysis and feature/benefit selling strategies.

**Product Positioning:** Students will learn how the product positioning fits within the consumer's perception of the need for the product.

**Advertising:** Through interpersonal communication, students will learn how the sales function creates a message to the consumer.

**Pricing:** Students will learn the price/value tradeoff as it is determined by the customer.

**Distribution:** Students will learn the importance of the value chain by their direct interaction with customers throughout the sales cycle.

**Marketing Strategy:** Students will learn to match the selling strategy with the marketing strategy of the firm.

#### ADDITIONAL INFORMATION AND RESOURCES

##### ADA Policy

The University of Florida provides high-quality services to students with disabilities, and I encourage you to take advantage of them. Students with disabilities needing academic accommodations should:  
1) Register with and provide documentation to Disability Resources (<http://www.dso.ufl.edu/drp/>), and  
2) Submit an email to the instructor from this office indicating that you need academic accommodations. Please do this within the first week.

##### Attendance Policy

Attendance in the live class is welcomed but not mandatory for online classes. However, regular engagement is expected. Requirements for participation and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students are responsible for satisfying all academic objectives and completing assignments as defined by the instructor. Make-up assignments or late submission will only be allowed for those students who provide appropriate evidence of legitimate obstacles. In general, acceptable reasons for not remaining current with class work includes illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, jury duty, subpoenas and participation in official university activities such as music performances, athletic competition or debate.

You cannot participate in classes unless you are registered officially or approved to audit with

evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

#### Counseling and Mental Health Services

In the event a student needs access to university counseling services and mental health services, they may contact: 392-1575, or <http://www.counseling.ufl.edu/cwc/Default.aspx>. For any additional emergencies, students may contact University Police Department: 392-1111 or 9-1-1 for emergencies.

#### Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be notified when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

#### Getting Help

For issues with technical difficulties for E-learning in Canvas, please contact one of the following the UF Help Desk resources at: [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu), (352) 392-HELP (select option 2) or <https://lss.at.ufl.edu/help.shtml>.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for counseling and wellness resources, disability resources, library help support and resources for handling student concerns and complaints. Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

#### Illness Policy

If you are absent from classes or examinations because of illness you should contact the professor via email PRIOR to class. You should contact your college by the deadline to drop a course for medical reasons. After the college petition deadline, you can petition the University Committee on Student Petitions to drop a course for medical reasons. The university's policy regarding medical excuse from classes is maintained by the Student Health Care Center.

#### Religious Holidays

The Florida Board of Education and state law govern university policy regarding observance of religious holidays. The following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

#### Twelve Day Rule

Although it is highly unlikely for an online class, students who participate in athletic or extracurricular activities are allowed some flexibility in assignment or exam due dates, limited to 12 scholastic days per semester without penalty. (A scholastic day is any day on which regular class work is scheduled.) Instructors must be flexible when scheduling exams or other class assignments. The 12-day rule applies to individual students participating on athletic or scholastic teams. Consequently, a group's schedule that requires accommodating more than 12 days should be adjusted so that no student is unable to complete their assignments more than 12 scholastic days. It is the student's responsibility to maintain satisfactory academic performance and attendance.

## Wellness - U Matter, We Care

Your well-being is important to your Faculty and to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength.

## DISCLAIMER/RESERVATION OF RIGHT TO MAKE CHANGES

This syllabus represents the current plans and objectives. As we go through the semester, those plans may need to change to enhance the learning opportunity. Quiz and Exam dates will not be subject to change except in the case of extreme emergencies. Changes to other exercises or assignments are not unusual and will be communicated in writing.

## Grading Scheme ASSIGNMENTS, PERFORMANCE EVALUATION AND CLASS SCHEDULE:

### Grading Scale:

The grading scale will be as follows, based upon the 200 points attainable as listed below:

Grade	GPA	Score
A	4.00	93.0% or above
A-	3.67	90.0-92.9%
B+	3.33	87.0-89.9%
B	3.00	83.0-86.9%
B-	2.67	80.0-82.9%
C+	2.33	77.0-79.9%
C	2.00	73.0-76.9%
C-	1.67	70.0-72.9%
D	1.00	60.0-69.9%
E	0.00	Less than 60.0%

The Professor reserves the right to adjust ("curve") the grading scale if necessary to obtain a proper stratification of performance among the class. Information on current UF grading policies can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

There are a total of 200 points to be earned throughout the course. Your grade will be determined based upon the following point assignments:

Individual Papers (4)	40 points (10 points each)
Exercises	40 points
Role Plays/Simulations/Participation	40 points
Quizzes (4)	80 points (20 points each)
TOTAL	200 points

### Individual Papers (2)

Papers must be your own original work. To assure originality, all papers will be subject to review via Turnitin.com. Papers that are found to include substantial plagiarized material will be given a score of zero.

### Individual Paper 1: Your Sales Role

Assume that you received an offer from an incredible company to enter their Leadership Development Program. Your first assignment is to become a Territory Sales Representative for one of their products. Pick the company from the Fortune 500 and pick a large product from that company. Throughout this term, you are going to learn how to sell this product for this company. For this paper, describe the company and the product that you will be selling. Your paper should be 1000 words or less, Times New Roman, 12 font, single spaced. Be prepared to have it shared with the class.

- Describe the company.
- Describe the product. What makes it special?
- Describe the markets and the customers.



- Describe the buying/selling process.
- Describe the logistics of delivering the product, the support systems required, any after-sale supplies, financing required, payment terms, and anything else that the customers will be interested in.

#### Individual Paper 2: Buyer Experience 1

Go shopping for something that you truly intend to buy someday. The item must be over \$500 in value. Think about something interesting and complex. Your objective is to observe the selling skills of the salesperson that you encounter. Your paper should be 1000 words or less, Times New Roman, 12 font, single spaced. Be prepared to share it with the class.

- Describe the product. Identify the specific features of the product, how it works, why you want it.
- Briefly describe your specific needs. What do you want the product to do for you? What are the deal breakers that would prevent you from buying it?
- Describe the salesperson.
- Describe the sales process:
  - o Who did the talking? What questions were asked? What did you say?
  - o How was their product knowledge? Did they relate product to your needs?
  - o Did they ask you to buy it (close)?
  - o What were your concerns or objections? Did the salesperson address them? How?
- Buyer experience – How did the salesperson make you feel? Would you buy from them?

#### Individual Paper 3: Professional Sales Call Plan

For the third paper, you will prepare for a sales call. You will write out your call plan and how you will handle the interactions. Follow the model we have used in class. Your paper should be 1200-1500 words, Times New Roman, 12 font, single spaced. Be prepared to share it with the class. Your paper should cover the following information:

- Describe the product you are selling. Features, benefits, price, etc.
- Describe the target customer. Describe their use for the product.
- Write out your introductory opening statements and your rapport building strategy.
- Write out 5 open questions that you think will get the customer to talk freely about their need for your product.
- Write out 5 closed questions that will give you some specific information about their needs.
- List the top 5 features of your product. Write out your feature/benefit statement for each.
- List the top 5 objections that you anticipate. Write out your response to each.
- Write out 2 closing statements.
- Assuming you made the sale, write out the follow up email or letter.

#### Individual Paper 4: Buyer Experience 2

Now that you have some sales knowledge, go shopping again. It can be for the same product but it CANNOT be the same salesperson. The item must be something that you truly intend to buy someday and over \$500 in value. Think about something interesting and complex. Your objective is to once again observe the selling skills of the salesperson that you encounter. Your paper should be 1500 words or less, Times New Roman, 12 font, single spaced. Be prepared to share it with the class.

- Describe the product. Identify the specific features of the product, how it works, why you want it.
- Briefly describe your specific needs. What do you want the product to do for you? What are the deal breakers that would prevent you from buying it?
- Describe the salesperson:
  - o First impression – Clothing, greeting, appearance, handshake.
  - o Initial interaction – First several sentences? Questions or statements?
  - o Rapport – Did you like them at first? Why?
- Sales process:
  - o Who did the talking? What questions were asked? What did you say?
  - o How was their product knowledge? Did they relate product to your needs?
  - o Did they ask you to buy it (close)?
  - o What were your concerns or objections? Did the salesperson address them? How?
- Buyer experience – How did the salesperson make you feel? Would you buy from them?
- Salesperson Rating – Based upon your experience with the salesperson (i.e. not the product features), what grade (A-Excellent through F-Failure) would you give them? Why that grade?

#### Daily Exercises and Role Plays

Learning to be an effective salesperson is best accomplished through an interactive and participative

process. This being partially an online class, it is somewhat difficult to create a situation whereby all students have an equal opportunity to participate in live role plays in the classroom. Students that are attending live in the classroom will participate in role plays. Those watching, whether it be in class or online, will be asked to provide meaningful feedback. We will also utilize Skype (or equivalent) and/or video recordings to allow online students an equal opportunity to participate in role plays and receive feedback.

Students will be asked to submit responses to daily or weekly exercises that will provide an opportunity to demonstrate mastery of the techniques taught. Your grade will be determined based upon your mastery of the skills being taught and the quality of the feedback to and from your role play partners.

#### Quizzes and Exams

Prior to the first quiz, you will be required to register for the UF Online exam proctoring service at ProctorU.com. You will receive information about ProctorU.com in a separate document.

There will be four quizzes during the term, worth 25 points each. They will be multiple choice or short answer and closed book. They will be designed to test your mastery of all material covered to date, with emphasis on the material covered since the last quiz. Please know in advance that if you ask "Will this be on the test?" the answer is going to be "Yes, probably."

Please note that in previous similar classes, the students with the best attendance record and most vigorous participation also tended to perform best on the quizzes and exams.

#### DISCLAIMER/RESERVATION OF RIGHT TO MAKE CHANGES

These assignments and the course schedule represent the current plans and objectives. As we go through the semester, those plans may need to change to enhance the learning opportunity. Quiz and Exam dates will not be subject to change except in the case of extreme emergencies. Changes to other exercises or assignments are not unusual and will be communicated in writing.

**Instructor(s)** Steve Tufts  
Clinical Professor  
Marketing Department

# Course|New for request 11931

## Info

**Request:** Topics in Social and Consumer Psychology

**Description of request:** How do we form the beliefs that underlie our behavior? How do we understand others? How do we manage our social identity? This course explores questions such as these by discussing research on attitude formation, inference-making and attribution, the self, and the interplay of emotion and cognition.

**Submitter:** Shawn Lee shawn.lee@warrington.ufl.edu

**Created:** 10/17/2017 1:50:12 PM

**Form version:** 2

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:

MAR

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:

7

### Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

XXX

### Category of Instruction

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*

Response:

Advanced

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

*4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)*

**Lab Code**

*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:  
None

**Course Title**

*Enter the title of the course as it should appear in the Academic Catalog.*

Response:  
Topics in Social and Consumer Psychology

**Transcript Title**

*Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).*

Response:  
Social/Consumer Psych

**Degree Type**

*Select the type of degree program for which this course is intended.*

Response:  
Graduate

**Delivery Method(s)**

*Indicate all platforms through which the course is currently planned to be delivered.*

Response:  
4136On-Campus

**Co-Listing**

*Will this course be jointly taught to undergraduate, graduate, and/or professional students?*

Response:  
No

**Effective Term**

*Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:

Fall

**Effective Year**

Select the requested year that the course will first be offered. See preceding item for further information.

Response:  
2018

**Rotating Topic?**

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:  
No

**Repeatable Credit?**

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:  
No

**Amount of Credit**

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:  
3

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:  
No

**Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:  
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

### Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

### Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:

How do we form the beliefs that underlie our behavior? How do we understand others? How do we manage our social identity? This course explores questions such as these by discussing research on attitude formation, inference-making and attribution, the self, and the interplay of emotion and cognition.

### Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:

N/A

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:

HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

### Co-requisites

*Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.*

Response:  
N/A

### **Rationale and Placement in Curriculum**

*Explain the rationale for offering the course and its place in the curriculum.*

Response:  
This course is designed to prepare graduate students for doctoral-level work in areas such as social psychology, consumer behavior, marketing, and management.

### **Course Objectives**

*Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.*

Response:  
Students will become versed in research on attitudes, persuasion, attribution, and social identity. Students will be encouraged to think critically about existing research and required to generate new research ideas.

### **Course Textbook(s) and/or Other Assigned Reading**

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. &nbsp;  Please provide specific examples&nbsp;  to evaluate the course.*

Response:  
None

### **Weekly Schedule of Topics**

*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:  
1. Introduction, what is an attitude?  
2. The Attitude-Behavior Relationship  
3. How attitudes and beliefs influence information processing  
4. Dual-process theories  
5. Implicit attitudes  
6. Non-conscious influences on attitudes and evaluation  
7. Emotional and attitudinal ambivalence  
8. Attitude strength, certainty, and resistance to persuasion  
9. Emotions and information processing  
10. Metacognition  
11. Attribution processes  
12. The self  
13. Self and others  
14. Student presentations

### **Links and Policies**

*Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.*

*Please see: [syllabus.ufl.edu](http://syllabus.ufl.edu) for more information*

Response:  
Class Discussion. Students are responsible for completing the readings (both “background” and “discussion” items) before class each week and being ready to discuss the papers and offer thoughtful comments in class. All students are expected to contribute to the discussion at every class meeting. To facilitate class discussion, I will assign a team of 2-3 students to lead the

discussion of each article. More details will be provided in class. Discussion leaders should not use PowerPoint slides (if necessary, they may use a single-page handout). Asking relevant, thoughtful questions is an important component of class participation. Your discussion, questions, and comments in class will account for 40% of your course grade.

**Thought Papers.** Each week, all students will prepare a short thought paper (approximately one page in length) related to that week's readings. The thought paper can take one of several forms. First, you may write a critique of one of the papers. Such a critique may include conceptual and/or methodological aspects, and even alternative ways to think about the problem. Second, you may integrate the ideas of several papers and discuss how they relate to each other. This may include other assigned papers from the same week, papers from other weeks, or other papers not included in the syllabus. Third, you may propose a research idea. Research ideas may range from a development or further exploration of an idea contained in one of the assigned papers to a completely novel idea broadly related to any topic covered in this seminar. All thought papers should be emailed to me NO LATER than 5:00 PM on the day before class. Thought papers account for 30% of your course grade.

**Term paper.** An original research proposal is due by December 11th. In this paper (10-15 pages, double-spaced, 12 pt. type), you will develop a research project designed to address an unanswered question related to one or more of the topics discussed in class. The paper should include an appropriate discussion of existing literatures, development of hypotheses and their rationales, and a fairly detailed description of one or two experiments designed to test your hypotheses. Ideally, this should be something that you are really interested in doing; it will be most valuable to you if you can tie it to something you actually would like to work on. Also, on December 7th as part of our wrap-up discussion, each student will give a brief presentation about his or her idea for the paper. The aim is to present it so other students can hear what you are thinking about and so that you can receive feedback on your idea or proposed experiment(s) before turning in your paper. The term paper accounts for 30% of your course grade.

## WEEKLY COURSE SCHEDULE

August 24: Welcome and Course Overview

What Is an Attitude? (Be sure to do the readings before class!)

Discussion items:

1. Fazio, R. H. (2007), "Attitudes as Object-Evaluation Associations of Varying Strength," *Social Cognition*, 25 (5), 603-37.

vs.

Schwarz, N. (2007), "Attitude Construction: Evaluation in Context," *Social Cognition*, 25 (5), 638-56.

2. Fabrigar, L. R. & R. E. Petty (1999), "The Role of the Affective and Cognitive Bases of Attitudes in Susceptibility to Affectively and Cognitively Based Persuasion," *Personality and Social Psychology Bulletin*, 25 (3), 363-81.

3. LeBoeuf, R. A. & J. P. Simmons (2010), "Branding Alters Attitude Functions and Reduces the Advantage of Function-Matching Persuasive Appeals," *Journal of Marketing Research*, 47 (April), 348-60.

Further reading (optional):

Macrae, C. N. & G. V. Bodenhausen (2000), "Social Cognition: Thinking Categorically about Others," *Annual Review of Psychology*, 51, 93-120.

August 31: The Attitude-Behavior Relationship—Habit and Attitude Strength

Discussion items:

1. Priester, J. R., D. Nayakankuppam, M. A. Fleming, & J. Godek (2004), "The A2SC2 model: The influence of attitudes and attitude strength on consideration and choice," *Journal of*



Consumer Research, 30(4), 574-87.

2. Albarracín, D. & R. S. Wyer, Jr. (2000), "The cognitive impact of past behavior: Influences on beliefs, attitudes, and behavioral decisions," *Journal of Personality and Social Psychology*, 79 (1), 5-22.
3. Aarts, H. & A. Dijksterhuis (2000), "Habits as Knowledge Structures: Automaticity in Goal-Directed Behavior," *Journal of Personality and Social Psychology*, 78 (1), 53-63.
4. Ajzen, I. (2002), "Residual effects of past on later behavior: Habituation and reasoned action perspectives," *Personality and Social Psychology Review*, 6 (2), 107-22.

Further reading (optional):

Wood, W. & D. T. Neal (2007), "A New Look at Habits and the Habit–Goal Interface," *Psychological Review*, 114 (4), 843-63.

September 7: How attitudes and beliefs influence information processing

Discussion items:

1. Lord, C. G., L. Ross, & M. R. Lepper (1979), "Biased Assimilation and Attitude Polarization: The Effects of Prior Theories on Subsequently Considered Evidence," *Journal of Personality and Social Psychology*, 37 (11), 2098-109.
2. Russo, J. E., M. G. Meloy, K. A. Carlson, & K. Yong (2008), "The Goal of Consistency as a Cause of Information Distortion," *Journal of Experimental Psychology: General*, 137 (3), 456-70.
3. Vallone, R. P., L. Ross, & M. R. Lepper (1985), "The Hostile Media Phenomenon: Biased Perception and Perceptions of Media Bias in Coverage of the Beirut Massacre," *Journal of Personality and Social Psychology*, 49 (3), 577-85.
4. Kunda, Z. (1990), "The Case for Motivated Reasoning," *Psychological Bulletin*, 108 (3), 480-98.

September 14: Dual-Process Theories

Required background reading:

Petty, R. E. & D. T. Wegener (1999), "The Elaboration Likelihood Model: Current status and controversies," in *Dual Process Theories in Social Psychology*, ed. S. Chaiken & Y. Trope, New York: Guilford Press, 41-72.

Discussion items:

1. Kruglanski, A. W. & E. P. Thompson (1999), "Persuasion by a single route: A view from the Unimodel," *Psychological Inquiry*, 10 (2), 83-109.
2. Petty, R. E., S. C. Wheeler, & G. Y. Bizer (1999), "Is there one persuasion process or more? Lumping versus splitting in attitude change theories," *Psychological Inquiry*, 10 (2), 156-63.
3. Haidt, J. (2001), "The Emotional Dog and Its Rational Tail: A Social Intuitionist Approach to Moral Judgment," *Psychological Review*, 108 (4), 814-34.
4. Roser, M. E. & M. S. Gazzaniga (2006), "The interpreter in human psychology," *The evolution of primate nervous systems*, Oxford: Elsevier.

Further reading (optional):

Smith, E. R. & J. DeCoster (2000), "Dual-Process Models in Social and Cognitive Psychology: Conceptual Integration and Links to Underlying Memory Systems," *Personality and Social Psychology Review*, 4 (2), 108-31.

September 21: Implicit Attitudes

Background reading:

Gawronski, B. & G. V. Bodenhausen (2006), "Associative and propositional processes in evaluation: An integrative review of implicit and explicit attitude change," *Psychological Bulletin*, 132 (5), 692-731.

Discussion items:

1. Wilson, T. D., S. Lindsey, & T. Y. Schooler (2000), "A model of dual attitudes," *Psychological Review*, 107, 101-26.
2. Petty, R. E., Z. L. Tormala, P. Briñol, & W.B.G. Jarvis (2006), "Implicit ambivalence from attitude change: An exploration of the PAST model," *Journal of Personality and Social Psychology*, 90, 21-41.
3. Mann, T.C. & M.J. Ferguson (2015), "Can We Undo Our First Impressions? The Role of Reinterpretation in Reversing Implicit Evaluations," *Journal of Personality and Social Psychology*, 108 (6), 823-49.

Further reading (optional):

Greenwald, A. G., D. E. McGhee, & J. L. K. Schwartz (1998), "Measuring individual differences in implicit cognition: The implicit association test," *Journal of Personality and Social Psychology*, 74 (6), 1464-80.

September 28: Non-conscious influences on attitudes and evaluation

Background reading – debate on priming effects and replication:

- a. Cesario, J. (2014), "Priming, Replication, and the Hardest Science," *Perspectives on Psychological Science*, 9 (1) 40-8.
- b. Klatzky, R. L. & J. D. Creswell (2014), "An Intersensory Interaction Account of Priming Effects—and Their Absence," *Perspectives on Psychological Science*, 9 (1) 49-58.
- c. Stroebe, W. & F. Strack (2014), "The Alleged Crisis and the Illusion of Exact Replication," *Perspectives on Psychological Science*, 9 (1) 59-71.
- d. Dijksterhuis, A. (2014), "Welcome Back Theory!" *Perspectives on Psychological Science*, 9 (1) 72-5.
- e. Simons, D. J. (2014), "The Value of Direct Replication," *Perspectives on Psychological Science*, 9 (1) 76-80.

Discussion items:

1. DeMarree, Wheeler, and Petty – the role of the self
2. Kay et al. – material priming
3. Dijksterhuis et al. assimilation vs. contrast
4. Macrae unpriming

Further reading (optional):

*Social Cognition* (2014), Vol. 32, special issue on priming effects (available at <http://guilfordjournals.com/toc/soco/32/Supplement>)

October 5: Emotional and attitudinal ambivalence

Background reading (required):

Cacioppo, J. T., W. L. Gardner, & G. G. Berntson (1997), "Beyond bipolar conceptualizations and measures: The case of attitudes and evaluative space," *Personality and Social Psychology Review*, 1 (1), 3-25.

Discussion items:

1. DeMarree, K. G., S. C. Wheeler, P. Briñol, & R. E. Petty (2014), "Wanting other attitudes: Actual–desired attitude discrepancies predict feelings of ambivalence and ambivalence consequences," *Journal of Experimental Social Psychology*, 53, 5-18.
2. Williams, P. & J. Aaker (2002), "Can Mixed Emotions Peacefully Co-Exist?" *Journal of Consumer Research*, 28 (March), 636-49.
3. Aaker, J., A. Drolet, & D. Griffin (2008), "Recalling Mixed Emotions," *Journal of Consumer Research*, 35 (August), 268-78.
4. Fong, C. T. (2006), "The Effects of Emotional Ambivalence on Creativity," *The Academy of Management Journal*, 49 (5), 1016-30.

Further reading (optional):

Thompson, M. M., M. P. Zanna, & D. W. Griffin (1995), "Let's Not Be Indifferent About (Attitudinal) Ambivalence," in *Attitude Strength: Antecedents and Consequences*, ed. R. E. Petty & J. A. Krosnick, Hillsdale, NJ, England: Lawrence Erlbaum Associates, 361-86.

October 12: Attitude strength, certainty, and resistance to persuasion

Background reading:

Krosnick, J. A., D. S. Boninger, Y. C. Chuang, M. K. Berent, & C. G. Carnot (1993), "Attitude strength: One construct or many related constructs?" *Journal of Personality and Social Psychology*, 65 (6), 1132-51.

Discussion items:

1. Pomerantz, E. M., S. Chaiken, & R. S. Tordesillas (1995), "Attitude strength and resistance processes," *Journal of Personality and Social Psychology*, 69 (3), 408-19.
2. Tormala, Z. L. & R. E. Petty (2004), "Source Credibility and Attitude Certainty: A Metacognitive Analysis of Resistance to Persuasion," *Journal of Consumer Psychology*, 14 (4), 427-42.
3. Litt, A. & Z. L. Tormala (2010) "Fragile Enhancement of Attitudes and Intentions Following Difficult Decisions," *Journal of Consumer Research*, 37 (December), 584-98.
4. Karmarkar, U. R. & Z. L. Tormala (2010), "Believe me, I have no idea what I'm talking about: The effects of source certainty on consumer involvement and persuasion," *Journal of Consumer Research*, 36 (April), 1033-49.

October 19: Emotions and information processing

Discussion items:

1. Wegener, D. T. & R. E. Petty (1994), "Mood Management Across Affective States: The Hedonic Contingency Hypothesis," *Journal of Personality and Social Psychology*, 66 (6), 1034-48.
2. Tiedens, L. Z., & S. Linton (2001), "Judgment under emotional certainty and uncertainty:

The effects of specific emotions on information processing," *Journal of Personality and Social Psychology*, 81 (6), 973-88.

3. Raghunathan, R. & M. T. Pham (1999), "All Negative Moods Are Not Equal: Motivational Influences of Anxiety and Sadness on Decision Making," *Organizational Behavior and Human Decision Processes*, 79 (1), 56-77.

4. Verrochi Coleman, N. & P. Williams (2013), "Feeling Like My Self: Emotion Profiles and Social Identity," *Journal of Consumer Research*, 40 (2), 203-22.

Further reading (optional):

Forgas, J. P. (2001), "Mood and Judgment: The Affect Infusion Model (AIM)," *Psychological Bulletin*, 117 (1), 39-66.

Lerner, J. S. & D. Keltner (2000), "Beyond valence: Toward a model of emotion-specific influences on judgment and choice," *Cognition and Emotion*, 14 (4), 473-93.

October 26: No class (ACR conference)

November 2: Metacognition

Background reading:

Bem, D. J. (1972), "Self-perception theory," *Advances in experimental social psychology*, 6, 1-62.

Discussion items:

1. Schwarz, N. (2004), "Metacognitive experiences in consumer judgment and decision making," *Journal of Consumer Psychology*, 14 (4), 332-48.

Huber, J. (2004), "A comment on metacognitive experiences and consumer choice," *Journal of Consumer Psychology*, 14 (4), 356-9.

Schwarz, N. (2004), "Metacognitive experiences: Responses to commentaries," *Journal of Consumer Psychology*, 14 (4), 370-73.

2. Tormala, Z. L., R. E. Petty, & P. Briñol (2002), "Ease of Retrieval Effects in Persuasion: A Self-Validation Analysis," *Personality and Social Psychology Bulletin*, 28 (12), 1700-12.

3. Novemsky, N., R. Dhar, N. Schwarz, & I. Simonson (2007), "Preference fluency in choice," *Journal of Marketing Research*, 44 (August), 347-56.

4. Schrift, R. Y., O. Netzer, & R. Kivetz (2011), "Complicating choice," *Journal of Marketing Research*, 48 (2), 308-26.

Further reading (optional):

Sela, A. & J. Berger (2012), "Decision quicksand: how trivial choices suck us in," *Journal of Consumer Research*, 39 (2), 360-70.

November 9: Attribution

Background reading:

Ross, L. (1977), "The intuitive psychologist and his shortcomings: Distortions in the attribution process," *Advances in experimental social psychology* 10, 173-220.

Discussion items:

1. Ross, M. & F. Sicoly (1979), "Egocentric biases in availability and attribution," *Journal of personality and social psychology*, 37 (3), 322-36.

2. Gilbert, D. T. & P. S. Malone (1995), "The Correspondence Bias," *Psychological Bulletin*, 117 (1), 21-38.
3. Wegener, D. T. & R. E. Petty (1995), "Flexible Correction Processes in Social Judgment: The Role of Naïve Theories in Corrections for Perceived Bias," *Journal of Personality and Social Psychology*, 68 (1), 36-51.
4. Kozak, M. N., A. A. Marsh, & D. M. Wegner (2006), "What Do I Think You're Doing? Action Identification and Mind Attribution," *Journal of Personality and Social Psychology*, 90 (4), 543-55.

Further reading (optional):

Kahneman, D. & D. T. Miller (1986), "Norm Theory: Comparing Reality to Its Alternatives," *Psychological Review*, 93 (2), 136-53.

Folkes, V. S. (1988), "Recent Attribution Research in Consumer Behavior: A Review and New Directions," *Journal of Consumer Research*, 14 (March), 548-565.

November 16: The Self

Background reading:

Markus, H. (1977), "Self-schemata and processing information about the self," *Journal of Personality and Social Psychology*, 35 (2), 63-78.

Discussion items:

1. Markus, H., J. Smith, & R. L. Moreland (1985), "Role of the Self-Concept in the Perception of Others," *Journal of Personality and Social Psychology*, 49 (6), 1494-512.
2. Lockwood, P. & Z. Kunda (1997), "Superstars and Me: Predicting the Impact of Role Models on the Self," *Journal of Personality and Social Psychology*, 73 (1), 91-103.
3. Leboeuf, R. A., E. Shafir, & J. Bayuk (2010), "The conflicting choices of alternating selves," *Organizational Behavior and Human Decision Processes*, 111, 48-61.
4. Gao, L., S. C. Wheeler, & B. Shiv (2009), "The "Shaken Self": Product Choices as a Means of Restoring Self-View Confidence," *Journal of Consumer Research*, 36 (June), 29-38.

Further reading (optional):

Greenwald, A. G. (1980), "The totalitarian ego: Fabrication and revision of personal history," *American Psychologist*, 35 (7), 603-18.

Belk, R. W. (1988), "Possessions and the Extended Self," *Journal of Consumer Research*, 15 (September), 139-68.

Gillihan, S. J. & M. J. Farah (2005), "Is Self Special? A Critical Review of Evidence from Experimental Psychology and Cognitive Neuroscience," *Psychological Bulletin*, 131 (1), 76-97.

Steele, C. M. (1988), "The psychology of self-affirmation: Sustaining the integrity of the self," *Advances in experimental social psychology*, 21, 261-302.

November 23: No class (Thanksgiving)

November 30: Self and Others

Background reading:

Brewer, M. B. (1991), "The social self: On being the same and different at the same time,"

Personality and Social Psychology Bulletin, 17 (5), 475-82.

Discussion items:

1. Gilovich, T., V. H. Medvec, & K. Savitsky (2000), "The spotlight effect in social judgment: An egocentric bias in estimates of the salience of one's own actions and appearance," *Journal of Personality and Social Psychology*, 78 (2), 211-22.
2. Berger, J. and C. Heath (2007), "Where Consumers Diverge from Others: Identity Signaling and Product Domains," *Journal of Consumer Research*, 34 (August), 121-34.
3. Escalas, J. & J. R. Bettman (2005), "Self-Construal, Reference Groups, and Brand Meaning," *Journal of Consumer Research*, 32 (December), 378-389.
4. Ordabayeva, N. & P. Chandon (2011), "Getting Ahead of the Joneses: When Equality Increases Conspicuous Consumption among Bottom-Tier Consumers," *Journal of Consumer Research*, 38 (June), 27-41.

December 7: Student presentations

Details will be discussed in class.

December 11: Term paper due

### **Grading Scheme**

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.*

Response:

Thought Papers. Each week, all students will prepare a short thought paper (approximately one page in length) related to that week's readings. The thought paper can take one of several forms. First, you may write a critique of one of the papers. Such a critique may include conceptual and/or methodological aspects, and even alternative ways to think about the problem. Second, you may integrate the ideas of several papers and discuss how they relate to each other. This may include other assigned papers from the same week, papers from other weeks, or other papers not included in the syllabus. Third, you may propose a research idea. Research ideas may range from a development or further exploration of an idea contained in one of the assigned papers to a completely novel idea broadly related to any topic covered in this seminar. All thought papers should be emailed to me NO LATER than 5:00 PM on the day before class.

Thought papers account for 30% of your course grade.

Term paper. An original research proposal is due by December 11th. In this paper (10-15 pages, double-spaced, 12 pt. type), you will develop a research project designed to address an unanswered question related to one or more of the topics discussed in class. The paper should include an appropriate discussion of existing literatures, development of hypotheses and their rationales, and a fairly detailed description of one or two experiments designed to test your hypotheses. Ideally, this should be something that you are really interested in doing; it will be most valuable to you if you can tie it to something you actually would like to work on. Also, on December 7th as part of our wrap-up discussion, each student will give a brief presentation about his or her idea for the paper. The aim is to present it so other students can hear what you are thinking about and so that you can receive feedback on your idea or proposed experiment(s) before turning in your paper. The term paper accounts for 30% of your course grade.

**Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:

Aner Sela

Associate Professor

Marketing Department