

Psychology 333 (A01)
Consumer Behaviour
CRN: 22564
Session: Spring 2021

Class Time and Location

Tuesday, Wednesday, and Friday 12:30 to 1:20 pm online

Zoom Address:

This requires that you log-in via UVic.ca. If you arrive in the waiting room, then you have not logged-in properly. I do not move people in or out of the waiting room.

Professor

Dr. Jim Gibson, PhD **Email:** jemgibso@Uvic.ca **Phone:** 250-882-9224

Office Hour

Teaching Assistant

Contacting the Professor

Given that we have moved online, I will not be responding to emails. You are welcome to ask me questions via email (jemgibso@uvic.ca). If your questions are not addressed in the documentation provided online, then I will answer such questions with a general announcement to the class when I lecture or in an announcement sent out via Brightspace. If I do not address your particular question, then I recommend you study the online documentation for your answer (9 times out of 10 that is where you will find your answer). Another option is for you to speak with me during class, office hours, or if you cannot make the office hours, at the beginning or end of class we can book a time that works for both of us.

Readings Provided:

Gibson, J. (2020).
is available on Bright

Victoria, BC: Rusen Holdings. A free PDF copy

Pre-requisites: The pre-requisites for this course are PSYC 201 and PSYC 231. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without pre-requisites are not exempt from having to complete the pre-requisite course(s) at some later date if such courses are required for the degree program. Furthermore, please check your registration status before the end of the add-period to ensure your enrolment.

Notes on Well-Being

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives are well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of gender, sexuality, disability, age, socio-economic status, ethnicity, race, and cultural diversities. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally (if you are a student) or for the student body (if you are a faculty member).

Course Structure

Test 3: You have 35 minutes: You can take it between Mar 23 11:45 am & Mar 24 11:45 am

Test 4: TBA, check on Brightspace

Participation in Activities: Class time will be set aside for class activities (see your tentative timetable below). Participation in these activities will account for 6% of your final grade. Students will post in PDF on Brightspace the necessary material they will have to complete before each activity, which in total will account for 4 marks (1 mark for each activity). Attendance will be recorded by your online presence for each activity (ensure you log onto Zoom through UVic – if you end up in the waiting room you did not log on properly), which in total will account for 2 marks (0.5 marks for each discussion), totaling 6 marks. It is each student's responsibility to have read, completed and properly posted the necessary components for each activity on Brightspace before our online meeting. Details regarding each activity will be posted on Brightspace. There will be no make-up marks or assignments for late or missed activity submissions or attendance, regardless of the reason.

Photograph Bonus (total = 0.5 marks)

You will receive ½ a bonus mark if you submit onto Brightspace' assignment "Photo Bonus" a recent digital or scanned photograph of yourself (head and shoulders – with glasses if you wear them, but no sunglasses or hat – I would like to be able to see your eyes) in jpg format. Please **do not** embed your photo in a document. Your photos are due . This process will help me learn your names. **You will lose part or all of your bonus mark if you do not follow these instructions.**

Part B. Optional Work & Evaluations

1. Test-Replacement Papers: You are welcome to write a paper in lieu of, or in addition to, writing any of the four exams. I recommend you email me your thesis statement for my approval. If you write both a test-replacement paper and the exam for any particular section, I will take the higher of the two marks. The paper must be on a topic covered in the section of the course for which you were to be tested. You are to write a position paper. That is, you will use a minimum of five peer-reviewed primary research reports (i.e., articles published in scholarly peer-reviewed journals wherein the authors collected and analyzed data collected on people) to argue a position or opinion. I expect you to state your paper's thesis in the first paragraph. Please note that it is not enough to report what was found in such research. You must also report how it was found, and how the research is connected to your thesis. Note that I will not read/mark more than 1500 words (using MS-Word (por)-2 (t)- wasper;o argueh(c)-1 (onn)5 pe-2 (s)-1 (o (i)-2 (ng M)-1 (S)T.(c)-)a11eyc2er - (t)otr(d 2)1ecn.

Tentative dates for test replacement papers:

Test-replacement Paper 1 Jan 23 12:30 pm

Test-replacement Paper 2 Feb 20 12:30 pm

Test-replacement Paper 3 March 13 12:30 pm

Test-replacement Paper 4 TBA, check on Brightspace

2. Optional Assignments: Class Presentations, Digital Posters, Paper, Oral Defense, Experiential Project, Article Summaries, Digital Presentation, and Pop Quizzes.

Everyone has different strengths and weaknesses. I would like to give you an opportunity to work on your strengths and weakness by having the option to complete any number of optional assignments. The mark you receive for any optional assignment cannot lower your final grade. That is, if the mark on a submitted optional assignment is lower than the average of all four of your exams, then the optional assignment mark will not be applied to your final grade. If your optional assignment mark is higher than the average of all four of your exams, then your optional assignment mark will be applied to your final grade and your test marks will be weighted less. You may choose to present on a particular topic that is covered in any section (either on your own or with up to four other people), submit a digital poster online (either on your own or with up to four other people), submit a paper (either on your own or with up to four other people), take an oral test on two assigned research articles (only on your own), undertake an experiential project (only on your own), write four peer-reviewed research article summaries (either on your own or with up to four other people), create a five-minute digital presentation, and/or use your Pop Quiz marks. I will need to be contacted if you wish to give a presentation or take an oral test on two assigned articles; otherwise, there is no need to contact me. What you

Option 4. Oral Defense of two assigned research articles. If you elect this option you will have to speak with me during office hours on Zoom to arrange a day and time. I will assign you two articles to read no more than 7 days before the meeting. I will ask you various questions about the assigned reading. The oral defense will take no more than 20 minutes. **We will not conduct oral defenses in the last week of classes.** More information regarding this assignment can be found on Brightspace in the document “Guidelines for Oral Defense.” Total marks = 13.5.

Option 5. Experiential Project. If you elect this option you must engage in an activity or experience related to the course, log at least 8 diaries of your experience and then write and post on Brightspace a report with at least one peer-reviewed primary research report that relates to your activity or experience. More information regarding this assignment can be found on Brightspace in the document “Guidelines for Experiential Project.” Total marks = 13.5.

Option 6. Optional Article Summaries. You may elect to submit an article summary on your own or with up to four other students (a maximum of five in the group). One summary will be due before each exam in each section (check Brightspace for the deadlines). You must submit and pass all four summaries to qualify for this option. The summary must be on a peer-reviewed primary research report about a topic covered in that section of material. You cannot use any article that was used in any other assignment for this course or any other course (to do so is academic plagiarism). More information regarding this assignment can be found on Brightspace in the document “Guidelines for Optional Article Summaries.” Total Marks = 13.5.

Option 7. Digital Presentation: You may put together a 5-minute digital presentation (video) that must be saved in a movie format (e.g, “mov” or “mpeg,” “avi,” etc), and uploaded to the assignment drop-box “Digital Presentation” via Kaltura on Brightspace before the due date. Your video can be in the form of a documentary, series of slides with a presenter, photos, and audio, or any combination of these. The point is to educate the general public on any area covered in the course. More information regarding this assignment can be found on Brightspace in the document “Guidelines for Digital Presentation.” Total Marks = 13.5.

Option 8. Pop Quizzes: Throughout the term I will ask multiple-choice questions in class. I will award two marks for answering a question, and one mark for getting it correct. If your grade on this component is higher than the average of your tests or test-replacement papers, I will apply that grade to your final mark, which will reduce the weight of your tests. Total marks = 13.5.

and my approval for the article you have chosen before writing a review. To receive credit, you must follow these guidelines:

- If you wish to select this option, you must notify me no later than the second term test.
- You cannot use an article for this review that was used for any other component of the course (e.g., test-replacement paper, presentation, poster, optional paper, etc.).
- Completed reviews must be emailed to me as an attachment in PDF or Word format no later than the last day of class in this course. Late submissions will NOT be accepted under ANY circumstances.
- Fully identify the title, author(s), source, and year of the article.
- Clearly summarize the psychological concepts in the article, the methods, the reported results, and the implications of the results. Critically evaluate the application or treatment of the concepts in the article. If you discover something that is incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc.

Evaluation Criteria

I use the I.C.E. as a method of grading all material. Specifically, “I” stands for information, “C” stands for connections, and “E” stands for expansions. I evaluate the quality of the information, that is, whether the facts are relevant, accurately defined, clear, and comprehensive. This will require you to consider, explain, and justify points you raise and why. In doing so, you may document that Point A and Point B are premises to Conclusion C. These connections must be explicitly defined. You should not be making assumptions about my knowledge. The material should stand on its’ own. Finally, and as noted above, the information and connections you make must have some relevance. That is, you must substantiate why you are discussing C or connecting Point A with Point B. Expansions may be theses, ramifications, conclusions, justifications, rationalizations, explanations, etc. They are all about the “why?” or “so what?” In relation to ICE, I typically dock marks rather than give marks. That is, I look forward to an insightful experience when I commence reading your work. Anything that interferes with that experience I see as a flaw. I typically deduct 2.5 marks on a 100-point scale for minor flaws (e.g., typos, disorganized thought, etc.), 5 marks for more severe flaws (e.g., sentence fragments, weak definitions, unnecessary quotation, etc.), and 10 marks or more for egregious flaws (e.g., key points are confused or misunderstood, missing definitions, etc.). Finally, a piece of writing may have all the necessary components, that is, it takes me from point A to point B, but because it was difficult to read or flawed will not be considered first class work. This can often be a matter of style, organization, grammar or a combination of a number of issues. “A” work is engaging, insightful, and flawless. The more creative, engaging and insightful the work is, the more likely it will receive an “A+” (such work would be worthy of publication), while the less creative, insightful and engaging, but still relatively flawless the work is, the more likely it will receive an “A -.” As flaws start to define the work, the letter grade drops (e.g., to a B, C, and hopefully never, to a D or F). For feedback on your tests, I encourage you to call me (250-882-9224) or book an appointment to see me. I be conslly neavecw3gD(, unne)-1 (1.15 Td{Hdl(t)-2 ,)5 (e)-2 (k, t)-2 (yoo poi)3 (nt)-2 (i)-2 (nou (t)-2 ()5(c)-1 (

after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend).

The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (<http://uvic.ca/mypage>). When the course is 5/6 over, an email will be sent inviting you to complete the CES online. I will set aside approximately 10 minutes at the beginning of the last class of the term for students to complete the CES. We will do the CES in class because doing so increases the percentage of students who complete the survey compared to when students are asked to

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Spring 2021

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar January 2021.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity

[https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies.](https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies)

It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that