



Fall/Winter 2025/26 Course Syllabus

MOS 3321G Section 002 Consumer Behavior

Course Mode: In-Person

Instructor: Dr. Mark Cleveland

Office: SSC-4084

Office Hours: Mondays 1:30pm-2:30pm, Thursdays 1:30pm-2:30pm

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1. Course Information:

1.1 Class Location and Time:

Section 002: Thursdays, 930am-12:30am- See OWL Brightspace Classroom Site for details.

1.2 Course Description:

This course focuses on understanding and predicting consumer behavior by integrating theories from psychology, sociology, anthropology and economics. Emphasis will be on how behavior is shaped by internal and external influences. Extra Information: 3 lecture hours.

Antirequisite(s): none

Prerequisite(s): MOS 2320A/B or MOS 3320A/B and enrolment in 3rd or 4th year of BMOS

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

1.3 Accessibility:

DAN Department of Management & Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

Contact Academic Support & Engagement at <http://academicsupport.uwo.ca/> for information about Western’s Accessible Education.

More information about “Accessibility at Western” is available at: <http://accessibility.uwo.ca>

1.4 Land Acknowledgement:

We acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay- wuk) and Chonnonton (Chun-ongk-ton) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

2. Course Materials

Reequred textbook: Consumer Behaviour: Buying, Having, and Being, 9th Canadian Edition (Solomon, Main, White, Dahl, and Simpson), 2023, Pearson Canada, ISBN-13: 9780137652167

Electronic copies:

<https://bookstore.uwo.ca/product/cebebookid9724098> (perpetual access, \$95.00)

<https://bookstore.uwo.ca/product/cebcodeid54918> (180-day rental, \$68.00)

Other digital copies are available from the Pearson.com website.

Other Course material (e.g., Additional Readings and Handouts) will be posted to OWL

Students are responsible for checking the course OWL site

(<https://westernu.brightspace.com/d2l/login>) regularly for news and updates. This is the primary method by which information will be disseminated to all students in the class.

If students need assistance with the course OWL site, they can seek support on the OWL Brightspace Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone, at 519-661-3800 or ext. 83800.

Technical Requirements: N/A

3. Course Objectives and Format

The DAN Department of Management and Organizational Studies as a whole draws upon an evidence-based management approach. Evidence-based management is the systematic process of gathering evidence from multiple sources, critically appraising the evidence, and using that evidence in making and evaluating management decisions to improve organizational performance.

3.1 Course objectives

This course has two main objectives: (1) introduce students to the classic theories and practice of consumer behavior and the implications of the most current academic research in the field; and (2) enable students to **apply** consumer behavior concepts to real world marketing problems and develop their own ideas about their future research.

3.2 Course format

A variety of methods to present the materials (e.g., lectures, cases, discussions, group exercises) and all possible multimedia (e.g., PowerPoint, videos, website) will be utilized. Students are expected to do the required readings before coming to class each week.

Key Dates:

Classes begin: January 5, 2026

Spring Reading Week: February 14–22, 2026

Classes end: April 9, 2026

Exam period: April 12–30, 2026

4. Learning Outcomes

Upon successful completion of MOS 3321, students will:

- Identify the key terms, concepts, and theories of consumer behavior
- Evaluate the principal theories of consumer behavior; critically assess strengths, limitations and applications
- Apply consumer behavior concepts to real world marketing problems and develop better marketing programs and strategies to influence those behaviors
- Analyze the current trends in consumer behavior; and apply them to the marketing of an actual product or service.
- Effectively and persuasively communicate consumer behavior-based strategy and/or tactics recommendations.

5. Evaluation

I.	Midterm (2 hours, in class)	20%
II.	Final Exam 25% (3 hours, during final exam period)	25%
III.	In-class contribution (participation)	10%
IV.	Individual assignment (CB in your life)	10%
V.	Group written project (brand audit/analysis)	25%
VI.	Group project (brand audit/analysis) presentation	10%
	TOTAL	100%

Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. There are no exceptions to this. Extra assignments to improve grades **will NOT** be allowed.

Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: You are responsible for your grades in this course.

The DAN Department has a grade policy which states that for courses in the 3000-4000 range, the class average must fall between 70% and 77% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Undergraduate Chair or Chair. Class averages are not grounds for appeal.

I. Midterm (20%)

The Midterm Exam will take place during regular class hours. It will consist of short-answer and multiple-choice questions and is a **closed book examination**. **Dictionaries are NOT allowed into the examination. Cell phones and smart watches are NOT permitted at exams.**

Only non-programmable calculators will be allowed into the exams. If you are unsure, please ask your instructor.

Students are responsible for material covered in the lectures as well as the assigned chapters/sections in the text. Midterm exams will not be returned to students but may be reviewed by contacting your professor.

II. Final Exam (25%)

The Final Exam will take place during the final exam period (April 12-30). It will consist of short-answer and multiple-choice questions and is a **closed book examination**. **Dictionaries are NOT allowed into the examination. Cell phones and smart watches are NOT permitted at exams.**

Only non-programmable calculators will be allowed into the exams. If you are unsure, please ask your instructor.

Students are responsible for material covered in the lectures as well as the assigned chapters/sections in the text. Final exams will not be returned to students but may be reviewed by contacting your professor.

III. Participation (10%):

Class participation provides an opportunity for students to practice speaking and persuasive skills, as well as to engage with, learn from, and moreover, teach other students. Students must be prepared to talk about the material under consideration. **You must READ and THINK about the assigned readings before the scheduled class.** Students are expected to come to all classes, and to actively contribute to class sessions. If for some reason you are unable to come to class, please send a brief courtesy note and explanation (via email: mclevela@uwo.ca) to the professor beforehand. The objective of the classroom discussions will be to enhance comprehension of the materials. It is also recommended that you keep this class in mind when reading newspapers/magazines, watching television, engaging in social media, while shopping, etc., as often the most relevant learning comes from discussing potential applications of consumer behavior.

A portion of your participation mark will derive from your interactions and professionalism with the professor and with other students in this course. Please adopt a professional approach to all email/texting communications. A final note on participation: **Quality is more highly valued than Quantity.** Your professor will assess the quality and quantity of interactions, along with your attendance record, in part using the following criteria for evaluation:

A+ OUTSTANDING CONTRIBUTOR (90%-100%).

- Attends all classes. Always professional and punctual. Exceptional preparation for all classes. Provides highly substantive (original, thought-provoking) insights and often spearheads discussion. Enthusiastically engages in constructive debates with peers and the professor. Identifies links in the theories between the different sessions. In short, if the student were not a member of the class, the quality of the course as a whole would be diminished markedly.

A EXCELLENT CONTRIBUTOR (80%-89%).

- Attends all classes. Always professional and punctual. Clearly demonstrates excellent preparation for all classes. Often provides substantive (generally useful) insights and often spurs discussion. Engages in constructive debates with peers and the professor. In sum, the student meaningfully contributes to the overall learning environment, thus improving the overall quality of the course.

B GOOD CONTRIBUTOR (70%-79%).

- Attends all/almost all (justifying the rare absence) classes. Always professional and punctual. Contributions in class reflect thorough preparation. Well-substantiated and often persuasive commentary. Positive attitude throughout. A net contributor to the overall learning environment.

C ADEQUATE CONTRIBUTOR (60%-69%).

- Attends most classes. Contributions in class reflect satisfactory preparation (e.g., reading and thinking about the materials). Reflections offered are sometimes substantive (generally useful) but seldom offer new directions for discussion. Responds and answers appropriately when asked.

D POOR CONTRIBUTOR (50%-59%).

- Infrequent or occasional attendance. Contributions in class reflect inadequate or superficial preparation (e.g., does not always read all assigned materials, or merely does the bare minimum required). Often demonstrates inability to respond appropriately to questions. Unenthusiastic, and does not contribute to a positive atmosphere. Overall, a liability to the learning environment.

F UNSATISFACTORY CONTRIBUTOR (0%-49%).

- Infrequent attendance. Little evidence of preparation or thought. Rarely contributes to classroom discussion. Demonstrates little or no comprehension of the topic or readings. Unenthusiastic demeanor. Unwilling to participate in debates. Distracts other students or the professor from classroom activities (e.g., surfing the web, disruptive talking, text messaging, unprofessional conduct). The quality of the course would have been considerably improved had the student not been a member of the class.

IV. Individual Assignment: “CB in your life” (10%):

Think about how the concepts and theories discussed in this course apply to your own behaviors as a consumer. Compare and contrast how these concepts and theories apply in your life either for (choose one of the following) for either (i) typical high involvement vs. low involvement consumption episodes, OR (ii) typical public vs. private consumption episodes. For example, how does the relative importance of the various concepts and theories change for high vs. low involvement episodes, OR for public vs. private episodes?

1. Introduction, overview of the remainder of your report, including your choice of either (i) or (ii) comparisons described above. *1 page*
2. What are the most important *psychological factors* that influence your behaviors (motivations, personality and traits, individual values, decision-making style/rules, product knowledge/learning/experiences, life experiences, and so forth)? *2 pages*
3. What are the most important *social factors* that influence your behaviors (for example, cultural and generational values/customs/norms [these can be from your own culture/generation or others], family influences and life-cycle stage, social class, reference group influences [including online vs. offline], and so forth)? *2 pages*
4. What are the most important *situational factors* that affect your behaviors (for example, sensory inputs, relating to the four Ps of Product, Place, Price, and Promotion such as advertisements, spokespersons, sales promotions or point-of-purchase displays, brand assortment, alternative ways of satisfying a given need/want, product/brand symbolism, retailer selection, absolute vs. relative costs, and so forth)? *2 pages*
5. What is the relative significance/importance of these different influences and why? How do these different influences combine to affect your behaviors, including any tradeoffs or conflicts (arising, for example, budgetary constraints, quality/price, approach/avoidance or other conflicts, such as between personal wants vs. group norms, etc.) that you might have to make? *3 pages*
6. Has learning the concepts and theories (in this course) had any effect (or do you anticipate it having any future effect) on any of your behaviors as a consumer? Explain, using examples. *1 page*
7. Bibliography. Cite all sources of information and use APA citation style.

More details on the content and format of the individual assignment will be provided early in the semester.

V. Group Written Term Project: Brand Audit/Analysis (25%):

Both the written and oral components of the term project will be done in groups of 4-5 students.

Choose a brand of interest that all group members are familiar with, identify its target market(s), associated consumer decision processes (and relevant factors affecting these processes) and analyze the marketing strategies of this brand, highlighting relevant concepts and theories that were introduced in this course. In preparing this project, I expect you to go beyond the textbook. This means engaging with the relevant literature: you should primarily consult academic journal sources, but you may also draw insights from other sources (such as magazines with a business readership, and the popular press).

Each group must work on a different brand (assigned on a “*first come, first serve*” basis: you will need to send a brief description of the brand [name, product category, company headquarters, etc.] to your professor in an email [mclevela@uwo.ca], along with a list of the names of your group members, for approval, by the end of the third week of classes at the latest). If different products are sold under the same brand name, it is recommended that you choose one product category or a closely-related set of product categories, as the focus of this project. You will need to collect background information about the brand (history, evolution, brand reach/scope, etc.).

In conducting your project, you should consider the following:

- The intended target market(s) of the brand (both domestically and [if applicable] internationally).
- The marketing strategies (i.e., the 4 Ps) used by this brand for segmentation, targeting, and positioning (STP) purposes, highlighting relevant consumer behavior theories and concepts.
- Competitive analyses and perceptual mapping.
- Influence and relative importance of individual, social, and situational factors on consumer behavior (this can include all stages from problem recognition, information search, evaluation of alternatives, decision making, post-purchase behaviors).
- Relevant factors and trends from the external marketing environment (demographic, economic, geopolitical, socio-cultural, etc.) that affect current (and potentially, future) consumer behavior.

You will critique and evaluate how well the brand applied the different concepts and theories in their strategies, and recommend modifications to their strategies if needed, supported by theory.

All students are expected to contribute to assigned group activities. You will have the opportunity to evaluate your fellow group members' contributions (or relative lack thereof) to the written term project. Peer evaluation sheets will be distributed in class later during the semester. The information that you provide shall be held in the strictest confidence (i.e., I will not share this information with others).

More details on the content and format of the group written term project will be provided during the semester.

VI. Group Oral Presentation: Brand Audit/Analysis (10%):

Towards the end of the semester, you and your group will make a short presentation of your brand audit/analysis. Each group will give a 10- to 12-minute presentation (including 1-2 minutes allocated for questions and answers) presentation of their term paper. Prior to the presentation, students will hand in a paper copy of the presentation slides (and send an electronic copy) to the professor. I will provide more details later during the semester concerning what I am looking for regarding the oral presentation but basically, I will evaluate the ability of you to clearly communicate to your fellow classmates the salient points of your written project, in a professional, polished, timely, and interesting/engaging manner.

You will have the opportunity to evaluate your fellow group members' contributions (or relative lack thereof) to the oral term project.

5.1 General information about missed coursework

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf.

This policy does not apply to requests for Academic Consideration submitted for **attempted or completed work**, whether online or in person.

The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

https://registrar.uwo.ca/academics/academic_considerations/

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All Academic Consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request **without supporting documentation** in this course. However, the following assessments are excluded from this, and therefore always require formal supporting documentation:

- Examinations scheduled during official examination periods (Defined by policy)
- Midterm Exam (Designated by the instructor as the one assessment that always requires documentation when requesting Academic Consideration)

When a student mistakenly submits their one allowed Academic Consideration request **without supporting documentation** for the assessments listed above or those in the **Coursework with Assessment Flexibility** section below, the request cannot be recalled and reapplied. This privilege is forfeited.

5.2 Evaluation Scheme for Missed Assessments

Exams: When a student misses the Midterm or Final Exam and their Academic Consideration has been granted, they will be allowed to write the Special Examination. See the Academic Calendar for details (under Special Examinations).

The date and time of the make-up examination will be set by the instructor, who will communicate the date to the student.

If a student is unable to meet the scheduled make-up, then the student is responsible for obtaining new accommodations from Academic Counselling, and seeking a new make-up date with the instructor within a reasonable time frame.

Group Presentation: When a student misses the group presentation and their Academic Consideration has been granted, they will be allowed to do a make-up presentation, one-on-one with the course instructor. The student is responsible for seeking a make-up presentation date with the instructor within 48 hours of the presentation due date.

Essential Learning Requirements

Even when Academic Considerations are granted for missed coursework, the following are deemed essential to earn a passing grade.

- a minimum passing grade average on the midterm exam and final exam combined to ensure that students demonstrate sufficient mastery of the learning outcomes, and
- sufficient participation in the group project.

The consequences of not meeting these requirements will be a grade of 45 (or lower).

Coursework with Assessment Flexibility

By policy, instructors may deny Academic Consideration requests for the following assessments with built-in flexibility:

Group Project. Students are expected to submit the written group project by the deadline listed in the course schedule. Should extenuating circumstances arise, students do not need to request Academic Consideration and they are permitted to submit their assignment up to one-week past this deadline without a late penalty. Should students submit their written project beyond one-week past the deadline, a late penalty of 10% per day will be applied. Academic Consideration requests may be granted only for extenuating circumstances that started before the deadline and lasted longer than the No-Late-Penalty Period (one week).

Individual Written Assignment. Students are expected to submit the individual written assignment by the deadline listed in the course schedule. Should extenuating circumstances arise, students do not need to request Academic Consideration and they are permitted to submit their assignment up to one-week past this deadline without a late penalty. Should students submit their written project beyond one-week past the deadline, a late penalty of 10% per day will be applied. Academic Consideration requests may be granted only for extenuating circumstances that started before the deadline and lasted longer than the No-Late-Penalty Period (one week).

Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: You are responsible for your grades in this course.

The DAN Department has a grade policy which states that for courses in the 3000-4000 range, the class average must fall between 70% and 77% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Undergraduate Chair or Chair. Class averages are not grounds for appeal.

6. Lecture and Examination Schedule

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

WEEK 1: January 8: *Introduction to Consumer Behavior*

- Introduction to the course, review of the course syllabus, discussion of group assignments
- What is consumer behavior, marketing strategy and consumers, needs and wants, the dark side of CB

Textbook Readings: Chapter 1

WEEK 2: January 15: *Perception, Learning and Memory*

- Sensory systems, exposure, attention, interpretation, biases, learning theories and process, memory
- Textbook Readings:** Chapter 2, Chapter 3 (pages 56-69)

WEEK 3: January 22: *Memory, Motivation, and Affect*

- Memory (continued from Week 2), needs and wants, motivation process and strength, motivation conflicts, involvement, moods and emotions/affect

DUE: GROUP LISTS for term project + ½ page summary of proposed brand audit/analysis

Textbook Readings: Chapter 3 (pages 69-81), Chapter 4

WEEK 4: January 29: *The Self, Personality, Lifestyles, and Values*

- Perceptions on the self, self-concept, body image, identity
- Personality and traits, motivational research, lifestyles, values, psychographics, brand personality

Textbook Readings: Chapter 5 and Chapter 6

WEEK 5: February 5: *Attitudes*

- Attitudes, attitudes as predictors of behavior, ABC model of attitudes, formation of attitudes, modifying attitudes, communication effects on attitudes

Textbook Readings: Chapter 7

WEEK 6: February 12: *Attitude Change and Marketing Communications*

- Persuasion, communications elements, the message, message appeals, elaboration

Textbook Readings: Chapter 8

Feb 16-20, 2026: *Family Day and Reading Week (no scheduled classes).*

WEEK 7: February 26: *MIDTERM EXAM (in-class, 120 minutes)*

Covers topics covered during weeks 1-6 inclusive, assigned readings, and classroom discussions

WEEK 8: March 5: *Individual Decision-Making*

- The stages in consumer decision-making, problem identification, information search and evaluating alternatives, heuristics and decision rules, mental accounting
- Post-purchase satisfaction and behavior, situational effects on behavior,

*****DUE: Individual Written Assignment** (CB in your life)

Textbook Readings: Chapter 9

WEEK 9: March 12: *Group Influences and Social Media*

- Group decision making, normative influence, conformity, reference groups, opinion leadership, word of mouth communication, social media

Textbook Readings: Chapter 10

WEEK 10: March 19: *Buying, Using, and Disposing*

- Antecedent states, the purchasing environment and situational influences, Product Disposal

Textbook Readings: Chapter 11

Week 11: March 26: *Income, Social Class, Cultural dimensions, Cultural values and norms*

- Income and spending patterns, family life cycle, social class, social and cultural capital, status symbols, conspicuous consumption
- Culture and subcultures, dimensions of culture, cultural values and norms
- Culture and consumption, myths and rituals

Textbook Readings: Chapter 12, Chapter 13 (pages 313-327)

WEEK 12: April 2: *Cultural Influences on Consumer Behavior*

- Language and symbols Cultural selection and production, fashion, diffusion of innovations meaning transference

*****DUE: Group Written Term Projects** (Brand Audit/Analysis),

*****DUE: Group Presentations** (Brand Audit/Analyses)

Textbook Readings: Chapter 13 (pages 327-350)

WEEK 13: April 9: Wrap up

*****DUE: Group Presentations** (Brand Audit/Analyses)

7. Student Responsibilities

Students should familiarize themselves with Western University Senate Regulations, please see:

http://www.uwo.ca/univsec/academic_policies/index.html.

Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

7.1 Respect

Please act respectfully towards the classroom, the instructor and your fellow students. Acting respectfully means arriving on time, turning off phones, avoiding private discussions during lectures, refraining from viewing non-course material on your laptops, and cleaning up after yourself. Acting respectfully provides a better learning experience for everyone.

Private in-class discussions are distracting to students and the instructor. If other students are distracting your attention from the material, you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), please see your instructor.

Late arrivals are also distracting. Please try to arrive on time for classes.

Student Code of Conduct <https://www.uwo.ca/univsec/pdf/board/code.pdf>

7.2 No Recording of Classes

Students are not permitted to record any portion of a class, audio or video, without the prior written permission of the instructor.

7.3 Copyright Notice

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may **not** record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without the written consent of your instructor.

8. Exam Policies

- Bring student identification to exams.
- Nothing is to be on/at one's desk during an exam except a pencil, an eraser, and the individual's student card.
- Do not wear baseball caps to exams.
- Do not bring or wear smart watches, music players, cell phones, beepers, or other electronic devices to exams

9. E-mail Policies

The following policies apply to all emails between students and the instructor. Please respect the fact that your Instructor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Unacceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

9.1 UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact their Instructor. The Instructor will not respond to emails from non-uwo.ca addresses (e.g. hotmail.com, gmail.com, etc.).

9.2 Subject Line Must Include Course and Section Number

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Instructor teaches different courses and sections and cannot properly respond to questions if they do not know which course or section you are enrolled in.

9.3 Acceptable Emails

- questions about the course content or materials
- asking to set up an appointment to ask questions or review an exam
- notification of illness or other special circumstances
- providing constructive comments or feedback about the course

9.4 Unacceptable Emails

- questions that may be answered on OWL or on this course outline
- asking when grades will be posted
- asking what grade a student received
- asking where or when an exam is scheduled or the material covered on an exam
- requests for grade increases, extra assignments, or reweighting of course components

10. Attendance

It is expected that students will attend all classes. The instructor does not provide access to lecture notes. Students are encouraged to obtain missed lecture notes from a fellow student.

10.1 Short Absences.

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

10.2 Extended Absences.

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

11. Grade Fairness

Fairness requires that all students be treated equally and be evaluated using the criteria set out in this course outline. The evaluation criteria are based on actual achievement and not on how hard a student has tried.

Claims by students of an excellent academic history, good attendance record, need to obtain or maintain a scholarship, desire to be admitted to Ivey or graduate school, or other personal issues, cannot be used to justify a higher grade in the course or a reweighting of course components. There is no extra work or

assignments available for extra credit or to “make up” for a course component that was missed or performed poorly.

You, the student, are responsible for the grades earned.

12. Posting of Grades

Grades will be posted on OWL once the grades are available. Final course grades are not posted on OWL and are available once they have been posted by the Registrar under “Academic Summary” at the Student Centre website.

13. University Policy Regarding Illness, Absence and Accommodation

13.1 Illness

Students will need to provide a Student Medical Certificate if the absence is medical or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty Academic Counselling office to obtain more information about the relevant documentation.

For privacy reasons, students should also note that individual instructors should not receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences must be submitted to the Academic Counselling office of a student's Home Faculty.

For details on the Policy on Accommodation for Medical Illness, go to:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf

Students can download the Student Medical Certificate (SMC) here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

13.2 Religious Accommodation

When conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request an accommodation for their absence in writing to the course instructor and/or the Academic Advising office of their Faculty of Registration. This notice should be made as early as possible but not later than two weeks prior to the writing or the examination (or one week prior to the writing of the test).

Please visit the Diversity Calendars posted on our university's EDID website for the recognized religious holidays: <https://www.edi.uwo.ca>.

14. University Policy on Cheating and Academic Misconduct

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar.

Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that “you didn't know it was wrong” will not be accepted as an excuse.

The use of AI and translation tools in written work beyond a dictionary is not permitted unless permission is granted by the instructor for specific circumstances. Any work submitted must be the work of the student in its entirety unless otherwise disclosed. When used, any such AI or translation tool should be used ethically and responsibly, and students must cite or credit the tools used in line with the expectation to use AI as a tool to learn, not only to produce content.

A copy of guidelines about how to avoid cheating can be obtained from the Office of the Ombudsperson, Room 3135 WSSB, (519) 661-3573, ombuds@uwo.ca.

- A) All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).
- B) Computer-marked multiple-choice tests and/or exams may be Course Outlines subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses. Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring.

The penalties for a student guilty of a scholastic offense may include a zero grade on the assessment, refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University

15. Procedures For Appealing Academic Evaluations

1. In the first instance, all appeals of a grade must be made to the course instructor (informal consultation).
2. If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Undergraduate Chair of the Department of Management and Organizational Studies.
3. If the response of the Undergraduate Chair is considered unsatisfactory to the student, they may then appeal to the Dean of the Faculty in which the course of program was taken.
4. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Office of the Ombudsperson.

16. Support Services

16.1 Support Services

The Registrar's office provides you with information on services, courses, student finances, resources, latest news, as well as Student Central's hours of operation at <http://www.registrar.uwo.ca>

Student Support Services (***including the services provided by the USC listed here***) can be reached at: <http://westernusc.ca/services/>

Academic Support & Engagement can be reached at: <http://academicsupport.uwo.ca>

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html
To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Students who are in emotional/mental distress should refer to Health and Wellness:
<https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

16.2 Academic Concerns.

If you are in academic difficulty, it is strongly recommended that you see your [academic counsellor](#).

Dr. Mark Cleveland BIO

Dr. Mark Cleveland is the *Dancap Private Equity Chair in Consumer Behavior*, and Full Professor of Marketing, in the *DAN Department of Management and Organizational Studies*, at the *University of Western Ontario* (London, Ontario, Canada). Dr. Cleveland teaches numerous courses at the graduate and undergraduate levels, which presently includes marketing research, consumer behavior, consumer theory and methodology, and marketing management. Since 2013, he has been an Associate Editor for *International Marketing Review*, and is on the boards of several other journals, including the *Academy of Marketing Science Review*. His research interests are interdisciplinary, spanning marketing, consumer behavior, social psychology, and international business, with a special focus on globalization, consumer resistance, identity and culture, mixed ethnicity, cross-cultural consumer behavior, international market segmentation, social media and consumer behavior, sustainability and green marketing, and psychometrics. To date, he has conducted research on consumers living in 22 countries.

Dr. Cleveland has authored or co-authored more than 100 publications, including 52 journal articles, 15 book chapters, 2 books, and 59 conference papers. His scholarly work has more than 9000 citations on *Google Scholar*, and his research has featured in prominent media including *The New York Times*, *Forbes*, *The Globe and Mail*, *The Toronto Star*, *The Financial Post*, *La Presse*, *Psychology Today*, and *CBC's Marketplace*. He has been a consultant for numerous organizations, including *McKinsey and Co.*, *McCann Worldgroup*, and *Industry Canada*. He has received many awards for his scholarly activities, including four Best Paper Awards, numerous Best Conference Paper Awards, *Western's Faculty Scholar Award*, the *William R. Darden Best Paper Award in Research Methodology*, the *Hans B. Thorelli Award*, from the *American Marketing Association*, for an article that has made the most significant and long-term contribution to international marketing theory or practice, and the *S. Tamer Cavusgil Award*, also from the *American Marketing Association*, for the article published in the calendar year that has made the most significant contribution to the advancement of the practice of international marketing management.

Google Scholar link: <https://scholar.google.ca/citations?user=WWMNIMAAAAJ>