

Course Syllabus Template and Example

A. Template

[Course Code, Number, Credit Value, and Title]

Course Objectives:

[What are the general objectives of the course? What concepts or topics will be covered?]

Learning Outcomes¹:

[What skills or knowledge will students acquire? Often phrased as bullet points following the statement “By the end of the course, students will be able to...”. Learning Outcomes should be linked to assessments stated below.]

Course Format:

[How is the course structured (e.g., method of presentation of course material, labs, tutorials, web-based platforms)?]

Course Requirements

[What are the prerequisites for this course? Are there any other requirements (e.g., participation in a field trip)?]

Assessment, Evaluation, and Grading

[Is the course graded on a numeric (percentage) or pass/fail basis? What assignments, mid-terms, or exams will be required of students? How do the assessment and evaluation components fulfill the stated learning outcomes? What will each component of the course evaluation be worth (mark breakdown)? What are the assessment/evaluation criteria for each assignment (i.e., on what basis will students be graded)? Provide the core criteria and/or general rubrics for each component, including lab, group, discussion participation, or studio work.]

Required and Recommended Readings

[A detailed bibliography of required and core recommended course readings. Recommended bibliographies longer than two pages are not necessary for the approval process]

Course Schedule

[A tentative schedule of the topics to be covered on a weekly basis]

Academic Integrity

¹ Assistance with the creation of a course syllabus is available through the Centre for Teaching, Learning and Technology, www.ctlt.ubc.ca Resources related to the development of assessable learning outcomes can be accessed through <http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/>

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the Academic Calendar at <http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>.

[Recommended for inclusion: instructor contact information and office hours (if known), class meeting time and location (if known), additional resource readings, accommodations for students with disabilities]

B. Example

NEW COURSE PROPOSAL (abridged)

**COMM 663: Judgment and Decision Making
University of British Columbia
Marketing Division, Sauder School of Business**

Instructors:	Dale Griffin	Tim Silk
Office:		
Telephone:		
Email:		

Class Time & Place: Thursday 1:00 – 4:00pm HA332

COURSE OVERVIEW

This course covers a variety of topics in the domain of judgment and decision-making that are important and fundamental to the study of consumer behaviour in the field of marketing. Each session involves four to five articles that **all** participants must read, analyze, and form discussion points on before coming to class.

LEARNING OBJECTIVES

1. Provide students with a strong foundation for critical thinking.
2. Students will be able to discuss theoretical and substantive areas of consumer research.
3. Students will be able to demonstrate the methods and tools used in studying consumer behaviour.

COURSE FORMAT

Class Discussion – 30%

We will spend class time discussing the papers assigned for that week. Most classes involve two papers that serve as background and two empirical papers. Each class, **two** of you will be assigned as discussion leaders. The discussion leader assignment for the first half of the course will be completed during the first class meeting. As discussion leaders you will have two responsibilities:

- i. First, you will be expected to prepare discussion questions prior to class. These questions may be broadly related to the general topic of the discussion and/or specific to the readings. You will be required to send the list of questions to all members of the class (including the instructors) by 4.00pm the day before class so that your classmates can consider the questions and come to class with prepared responses.
- ii. Second, during the actual class you will be expected to lead the discussion on your assigned day. Discussion leaders are expected to provide background, depth, and the current view of the subject area. They will present this information and lead the discussion on the topic at hand. To prepare for this task, session leaders should do extensive reading on the topic area and formulate an overall game plan for the session.

The rest of the class members will be expected to have read all papers assigned for that week and actively participate during the class discussions.

Two Paper Critiques – 30% (15% each)

Each of you will need to submit two paper critiques over the course of the semester. You may choose any of the papers denoted by an asterisk (*) in the syllabus, with the stipulation that no two students may critique the same paper. The critique should not exceed 3-4 pages in length. Pages 1-2 should summarize your critique of the paper (appropriateness of the research question, theory, methodology, contribution, etc.). Pages 3-4 should present one follow-up study (experiment) that you propose to address the limitations you identify and further advance the research. The follow up study should clearly outline the experiment design, procedure, predictions, and how the study would address the limitations you identify in your critique.

Your critiques are due by 4 pm the day before the class in which that particular paper will be discussed. Submit your critique to the instructor covering that particular topic by e-mail in a

separate Word document (3-4 pages, double spaced, Times New Roman 12 point font, 1 inch margins).

Research Proposal (paper and presentation) – 40%

By the end of the course, you are expected to submit a research proposal on a novel and important question in the area of consumer behaviour. The topic should be tangentially related to one of the themes discussed in the course and either follow from a gap you have identified in the literature or examine a phenomenon that has not been examined in detail. The proposal should include:

1. Motivation for the proposed research. (Why is it important to study this?)
2. A thorough review of the relevant literature. (What has already been done in relevant areas of research and what's missing?)
3. A clear statement of the intended contribution of the proposed research. (How will it improve our understanding of the phenomenon of interest?)
4. A theoretical framework for the proposed work. (What are the relevant theories, and how are you building up your theorizing based on the existing work?)
5. A set of research hypotheses. (What are the specific predictions, in connection with your theoretical framework, that you propose to test?)
6. A detailed description of the research method that you propose to use to test your hypotheses. (Including plans for experimental design and data collection as well as analysis.)

Your proposal will be due in class on April 5. Early submissions are welcome.

On April 5, each of you will be asked to present your proposal during the class time. You should be prepared to answer questions from the audience.

GRADING CRITERIA

1. Class discussion	30 %
2. Two paper critiques with study proposal	30 % (15% each)
3. <u>Research proposal (paper and presentation)</u>	<u>40 %</u>
Total	100%

Class Schedule: *Denotes paper for student to lead discussion

1. Jan 12 – Frequency, Conditioning and Rewards (Silk)

Peter, Paul J. and Walter R. Nord (1982), "A Clarification and Extension of Operant Conditioning Principles in Marketing," *Journal of Marketing*, 46 (Summer), 102-107.

2. Jan 19 – Time Discounting I (Griffin)

Trope, Yaacov, Liberman, Nira (2010) Construal-level theory of psychological distance. *Psychological Review*, Vol 117(2), Apr 2010, 440-463.

3. Jan 26 Procrastination (Silk)

Steel, Piers (2007), "The Nature of Procrastination: A Meta-Analytic and Theoretical Review of Quintessential Self-Regulatory Failure," *Psychological Bulletin*, 133 (1), 65-94.

4. Feb 2 – Time Discounting II (Griffin)

Bartels, Daniel M. & Rips, Lance J.(2010). Psychological connectedness and intertemporal choice. *Journal of Experimental Psychology: General*, Vol 139(1), 49-69.

5. Feb 9 – Overconfidence and Knowledge Calibration (Silk)

Griffin, Dale and Amos Tversky (1992), "The Weighing of Evidence and the Determinants of Confidence," *Cognitive Psychology*, 24, 411-435.

6. Feb 16 – Planning & Budget Fallacy (Griffin)

Meyvis, Tom, Ratner, Rebecca K, & Levav, Jonathan. (2010). Why don't we learn to accurately forecast feelings? How misremembering our predictions blinds us to past forecasting errors. *Journal of Experimental Psychology: General*, Vol 139(4), 579-589

7. Feb 23 – No Class (UBC Reading Week)

8. Mar 1 – Behavioural Finance and Consumer Financial Decision-Making (Griffin)

Kahneman, Daniel. Maps of Bounded Rationality: Psychology for Behavioral Economics. *The American Economic Review*, Vol. 93, pp. 1449-1475

9. Mar 8 – Choice Overload (Griffin)

Background

Iyengar, Sheena, & Lepper, Mark. R. (2000). When Choice is Demotivating: Can One Desire Too Much of a Good Thing? *Journal of Personality and Social Psychology*, Vol 79, 995-1006.

10. Mar 15 – Framing & Health Communication (Silk)

Levin, Irwin P., Sandra L. Schneider, and Gary J. Gaeth (1998), "All Frames Are Not Created Equal: A Typology and Critical Analysis of Framing Effects," *Organizational Behavior and Human Decision Processes*, 76 (November), 149–188.

11. Mar 22 – Public Policy (Silk)

Ratner et al. (2008), "How Behavioral Decision Research can Enhance Consumer Welfare: From Freedom of Choice to Paternalistic Intervention," *Marketing Letters*, 19 (3-4), December, 383-397.

12. Mar 29 – Emerging Topics: Neuroscience & Personality in Consumer Decision-Making (Griffin)

Simonson, I., & Sela, A. (2011). On the Heritability of Consumer Decision Making: An Exploratory Approach for Studying Genetic Effects on Judgment and Choice. *Journal of Consumer Research* Vol. 37, pp. 951-966

April 5 – Student Research Proposals

