Bachelorseminar SS 2022 (040207):

Narratives in Marketing

Instructor
Matthias Glaser MSc
Office hours: By appointment
E-mail: matthias.glaser@univie.ac.at

Prerequisites and Requirements
- Register via u:find
- Have completed "VO Einführung in das wissenschaftliche Arbeiten"
- Attendance in first session is mandatory. Absence will result in deregistration
- Attendance is in general compulsory ("prüfungsimmanent"), more than three absences (one absence = one course unit = 45 minutes) lead to failing the course. Failing the course requires retaking the whole course, individual aspects of the performance (e.g., Presentation 1) cannot be repeated.
- A camera and microphone to participate because the course takes place online
- Every group member is expected to present at both presentations of their group
- This course uses the software Turnitin to check written work for plagiarism, consent is a requirement for taking this course
- Course language: English

Schedule

02.03.2022: 16:45 – 19:45	Introduction, thesis structure and development, key concepts
09.03.2022: 16:45 – 18:15	Narratives: Concepts, topics
Thesis topic registration deadline: 16.03.2022	
09.04.2022: 09:45 – 16:30	Presentation 1 (theory, research question, methodology)
27.04.2022: 16:45 – 18:15	Workshop
11.06.2022: 09:45 – 16:30	Presentation 2 (analyses, findings, implications)
Thesis submission deadline: 30.06.2022	
Note: all sessions take place online via a web-conferencing tool	

Teaching Method and Content
In this seminar students are expected to complete a bachelor's thesis. In the course students develop essential skills related to the project, e.g., literature search and review, theory development and deriving a research question, analysis and interpretation of empirical data, presenting the findings, and writing of the thesis.

The seminar focuses on narratives in a marketing context. We use narratives (also known as stories) to communicate and convey our experiences. A narrative lens has been applied to various areas in marketing, e.g., ranging from advertising over entertainment (e.g., product placements in series) to storytelling by consumers (e.g., consumption experiences). The bachelor's thesis is expected to revolve around a topic in the area of narratives in marketing

(students can propose a topic or choose a topic suggested by the instructor). The thesis project includes theory development, empirical data collection, analysis, and deriving implications for theory and industry practitioners.

Students will work in groups on their thesis projects. Students will receive feedback on their presentations from the instructor and their peers. The course applies different settings (e.g., lecture, workshop) to support students in their learning and development of the project.

Evaluation Criteria and Assessment
Evaluation criteria of the seminar are as follows:
Presentation 1 (theory and research questions): 20%
Presentation 2 (empirical analysis and results): 20%
Written bachelor's thesis: 60%

The final grade is determined as follows:
$\geq 80\%$: 1
$\geq 70\%$: 2
$\geq 60\%$: 3
$\geq 50\%$: 4
$< 50\%$: 5 (fail)

Each member of the group is expected to be involved in all stages of the project (e.g., theory development, data collection, analysis). Students will be graded as a group (i.e., same grade for all members of a group), individual grading is only applied to an evaluation criterion when student performance diverges substantially, for example, during the presentation.

Content (Examination topics)
Students develop their academic skills actively and will be introduced to narrative literature relevant to the field of marketing. This covers foundations of narrative processing, different narrative persuasion models, influential research papers in the field, and examples of quantitative and qualitative empirical work (a sample of the literature list is provided under the heading literature). Students are expected to gain further in-depth knowledge of the topical and methodological literature relevant for their thesis. In addition to the topical content guidelines on developing a research paper and writing a thesis will be reviewed and discussed.

Literature
Topical:
  (1) Students should develop their theory primarily based on articles published in academic journals. Databases with such articles can be accessed, for example, through the library website of the University of Vienna.
  (2) Sample literature list (further literature will be provided in the course):

Adaval, R., & Wyer, R. S., Jr. (1998). The Role of Narratives in Consumer Information Processing. Journal of Consumer Psychology, 7, 207–245. doi:10.1207/s15327663jcp0703_01.

Appel, M., Gnambs, T., Richter, T., & Green, M. C. (2015). The Transportation Scale–Short Form (TS–SF). Media Psychology, 18, 243–266. doi:10.1080/15213269.2014.987400.

Braddock, K., & Dillard, J. P. (2016). Meta-analytic evidence for the persuasive effect of narratives on beliefs, attitudes, intentions, and behaviors. Communication Monographs, 83, 446–467. doi:10.1080/03637751.2015.1128555.

Busselle, R., & Bilandzic, H. (2008). Fictionality and Perceived Realism in Experiencing Stories: A Model of Narrative Comprehension and Engagement. Communication Theory, 18, 255–280. doi:10.1111/j.1468-2885.2008.00322.x.

Busselle, R., & Bilandzic, H. (2009). Measuring Narrative Engagement. Media Psychology, 12, 321–347. doi:10.1080/15213260903287259.

Chang, C. (2009). "Being Hooked" By Editorial Content: The Implications for Processing Narrative Advertising. Journal of Advertising, 38, 21–34. doi:10.2753/JOA0091-3367380102.

Escalas, J. E. (2004). Imagine Yourself in the Product: Mental Simulation, Narrative Transportation, and Persuasion. Journal of Advertising, 33, 37–48. doi:10.1080/00913367.2004.10639163.

Escalas, J. E. (2007). Self-Referencing and Persuasion: Narrative Transportation versus Analytical Elaboration. Journal of Consumer Research, 33, 421–429. doi:10.1086/510216.

Green, M. C., & Brock, T. C. (2000). The role of transportation in the persuasiveness of public narratives. Journal of Personality and Social Psychology, 79, 701–721. doi:10.1037//0022-3514.79.5.701.

Moyer-Gusé, E. (2008). Toward a Theory of Entertainment Persuasion: Explaining the Persuasive Effects of Entertainment-Education Messages. Communication Theory, 18, 407–425. doi:10.1111/j.1468-2885.2008.00328.x.

Slater, M. D., & Rouner, D. (2002). Entertainment—Education and Elaboration Likelihood: Understanding the Processing of Narrative Persuasion. Communication Theory, 12(2), 173–191.

van Laer, T., Ruyter, K. de, Visconti, L. M., & Wetzels, M. (2014). The Extended Transportation-Imagery Model: A Meta-Analysis of the Antecedents and Consequences of Consumers' Narrative Transportation. Journal of Consumer Research, 40, 797–817. doi:10.1086/673383.

Methodological:
Depending on the type of research applied in their projects students should be familiar with the according methodology and standards. Examples of supporting literature will be given in the course.