

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Marketing**  
**with effect from Semester B 2018/19**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Sustainable Business: Doing Good Business While Doing Good</b>
<b>Course Code:</b>	<b>GE2220</b>
<b>Course Duration:</b>	<b>One Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>B2</b>
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input checked="" type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>generally none</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

## Part II Course Details

### 1. Abstract

This course aims to provide an understanding of sustainable business. Students are expected to gain a broad understanding of business and the interconnectedness between business and its environment. Through a range of interactive learning experiences, students will ultimately create implementable plans to create or change business organizations so that they have no negative impact on their environment. We explore the meaning of sustainability, dimensions of sustainability, learn how to keep score of the business impact in each dimension, strategies for achieving sustainability, and implementation plans. Students will engage in projects based learning and apply their knowledge and skills to the application of sustainable business challenges.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate the capacity for self-directed learning <i>to understand the principles of business operation.</i>		✓	✓	✓
2.	Explain the basic methodologies and techniques of inquiry in business, <i>so as to recognize the connectedness and conflict between business operation and sustainability.</i>		✓	✓	✓
3.	Interpret information and numerical data <i>to systematically assess the impact of a business on its environment and its stakeholders.</i>		✓	✓	✓
4.	Value ethical and socially responsible actions <i>in business and especially marketing.</i>		✓	✓	✓
5.	Demonstrate critical thinking skills in proposing and defending plans <i>to achieve sustainability in business.</i>		✓	✓	✓

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Seminars	Concepts and knowledge of sustainable business are explained through lectures. Students are given exercises that cover different sustainability topics and are encouraged to discuss with classmates in every lecture. These exercises help students to visualize the key concepts and theories related to sustainability. Some active learning activities (such as field trip, guest talk etc.) will also be arranged to improve their understanding on the real-life situation.	✓	✓	✓	✓		
Group Project	Student groups will take on the roles of consulting teams and create a detailed sustainability assessment of a company, including proposals for the design of better procedures improved organizational performance relative to sustainability principles.	✓	✓	✓	✓	✓	
Readings	Students are required to read the assigned materials provided by the lecturer. These readings provide students opportunity to think through the concepts and their applications in the business.	✓	✓	✓	✓		

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
<b>Continuous Assessment: 70%</b>							
<b>AT1: Class Activities</b> Students can participate in several ways. We expect question asking during panel sessions and active dialog in tutorial sessions. Individual/ group exercises and case study discussion on sustainability are arranged to provide students the opportunities to apply the concepts in different contexts.		✓		✓		30%	
<b>AT2: Group Project Report and Presentation</b> Students will be evaluated on the writing of a consultancy report and presentation of that report, including input from the organization for which the report is written, and peer feedback.	✓		✓	✓	✓	35%	
<b>Examination: 35% (duration: 2 hours)</b>							

\* The weightings should add up to 100%.

100%

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class Activities  2. Group Project Report and Presentation	<b>CILO 1:</b> <b>Demonstrate self directed learning</b>	Demonstrate <i>high capacity</i> for self-directed learning to understand the principles of business operation.	Demonstrate <i>significant capacity</i> for self-directed learning to understand the principles of business operation.	Demonstrate <i>moderate capacity</i> for self-directed learning to understand the principles of business operation.	Demonstrate <i>basic capacity</i> for self-directed learning to understand the principles of business operation.	Demonstrate little or no evidence of self directed learning.
1. Class Activities  2. Group Project Report and Presentation	<b>CILO 2:</b> <b>Explain methods of inquiry</b>	At a <i>high level</i> of detail and accuracy be able to explain methods of inquiry useful in analyzing the relationship between business and sustainability.	At a <i>significant level</i> of detail and accuracy be able to explain methods of inquiry useful in analyzing the relationship between business and sustainability.	At a <i>moderate level</i> of detail and accuracy be able to explain methods of inquiry useful in analyzing the relationship between business and sustainability.	At a <i>basic level</i> of detail and accuracy be able to explain methods of inquiry useful in analyzing the relationship between business and sustainability.	Little or no ability to explain methods of inquiry.
1. Class Activities  2. Group Project Report and Presentation	<b>CILO 3:</b> <b>Interpret information</b>	Demonstrate <i>profound understanding</i> of the impact of a business on its environment and stakeholders.	Demonstrate <i>significant understanding</i> of the impact of a business on its environment and stakeholders.	Demonstrate <i>moderate understanding</i> of the impact of a business on its environment and stakeholders.	Demonstrate <i>basic understanding</i> of the impact of a business on its environment and stakeholders.	Demonstrate little or no understanding of the impact of a business on its environment and stakeholders.

<p>1. Class Activities</p> <p>2. Group Project Report and Presentation</p>	<p><b>CILO 4: Value ethical actions</b></p>	<p>Demonstrate <i>profound</i> ability to recognize ethically conflicting choices and <i>consistent</i> ability to make ethical choices.</p>	<p>Demonstrate <i>significant</i> ability to recognize ethically conflicting choices and <i>reliable</i> ability to make ethical choices.</p>	<p>Demonstrate <i>moderate</i> ability to recognize ethically conflicting choices and <i>moderate</i> ability to make ethical choices.</p>	<p>Demonstrate <i>basic</i> ability to recognize ethically conflicting choices and <i>basic</i> ability to make ethical choices.</p>	<p>Demonstrate <i>little or no</i> ability to recognize ethically conflicting choices and <i>basic</i> ability to make ethical choices.</p>
<p>1. Class Activities</p> <p>2. Group Project Report and Presentation</p>	<p><b>CILO 5: Demonstrate critical thinking</b></p>	<p>Demonstrate <i>profound</i> ability to analyze and critically judge a <i>broad</i> range of issues concerning sustainability in business.</p>	<p>Demonstrate <i>significant</i> ability to analyze and critically judge a <i>broad</i> range of issues concerning sustainability in business.</p>	<p>Demonstrate <i>moderate</i> ability to analyze and critically judge a <i>considerable</i> range of issues concerning sustainability in business.</p>	<p>Demonstrate <i>basic</i> ability to analyze and critically judge an <i>essential</i> range of issues concerning sustainability in business.</p>	<p>Demonstrate <i>little or no</i> ability to analyze and critically judge an <i>essential</i> range of issues concerning sustainability in business.</p>
<p>Final Examination</p>	<p><b>CILO 1 – 5</b></p>	<p>High ABILITY to grasp all aspects of the course content, and discuss the main issues.</p>	<p>Significant ABILITY to grasp all aspects of the course content, and discuss the main issues.</p>	<p>Moderate ABILITY to grasp all aspects of the course content, and discuss the main issues.</p>	<p>Basic ABILITY to grasp all aspects of the course content, and discuss the main issues.</p>	<p>Not even reaching marginal levels of ABILITY to grasp all aspects of the course content, and discuss the main issues.</p>

## Part III Other Information

### 1. Keyword Syllabus

Sustainability, theories of sustainability, triple bottom line, corporate social responsibility, psychology of consumption, consumer welfare, sustainability metrics, simulation, strategies and tools, new product development for sustainability, designing the sustainable business, special topics.

### 2. Reading List

#### 2.1 Compulsory Readings

1.	Peterson, Mark (2012), Sustainable Enterprise, Sage.
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#### 2.2 Additional Readings

1.	Epstein, Marc J. (2014), Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental and Economic Impacts (Business), Berrett-Koehler Publishers
2.	Esty, Daniel C. (2011), Green to Gold: How Smart Companies Use Environmental Strategy to Innovate, Create Value, and Build Competitive Advantage, Wiley Publishing
3.	Hitchcock, Darcy (2009), The Business Guide to Sustainability: Practical Strategies and Tools for Organizations, Earthscan Publications Ltd.
4.	Makower, Joel (2009), Strategies for the Green Economy: Opportunities and Challenges in the New World of Business, McGraw-Hill.
5.	Sanders, Tim (2008), Saving the World at Work: What Companies and Individuals Can Do to Go Beyond Making a Profit to Making a Difference, Crown Business
6.	Savitz, Andrew W. (2014), The Triple Bottom Line: How Today's Best-Run Companies Are Achieving Economic, Social and Environmental Success--and How You Can Too, Jossey-Bass

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	It's related to CILO 1: Students learn and understand the principles of business operations.
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	It's related to CILO 2: Students use basic methods and techniques to recognize the connectedness and conflict between business operation and sustainability.
PILO 3: Demonstrate critical thinking skills	It's related to CILO 5: Students propose and defend plans to achieve sustainability in business.
PILO 4: Interpret information and numerical data	It's related to CILO 3: Students interpret information and numerical data to systematically assess the impact of a business on its environment and its stakeholders.
PILO 5: Produce structured, well-organised and fluent text	It's related to CILO 1: Students complete an analysis report concerning a business related, non-sustainable behavior, its causes, and remedies.
PILO 6: Demonstrate effective oral communication skills	It's related to CILO 2: Students present their group report in class.
PILO 7: Demonstrate an ability to work effectively in a team	It's related to CILO 3: Students work with team members and write a group project.
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	
PILO 9: Value ethical and socially responsible actions	It's related to CILO 4: Students value ethical and socially responsible actions in business and especially marketing.
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	It's related to CILO 5: Students improve their ability to come up with innovative way to make business sustainable.

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

<b>Selected Assessment Task</b>
Group Project Report.