

City University of Hong KONG
Course Syllabus

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

Part I Course Overview

Course Title:	Become a Smart and Responsible Consumer
Course Code:	GE1225
Course Duration:	One Semester
Credit Units:	3
Level:	B1
Proposed Area: <i>(for GE courses only)</i>	Study of Societies, Social and Business Organisations
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	NIL
Precursors: <i>(Course Code and Title)</i>	NIL
Equivalent Courses: <i>(Course Code and Title)</i>	generally none
Exclusive Courses: <i>(Course Code and Title)</i>	NIL

Part II Course Details

1. Abstract

This course aims to help students become smart and responsible consumers. It provides students an understanding of human beings as consumers. Students learn about why we need and want things, how we buy, consume and dispose of things. How organizations and firms use strategies and techniques to influence us is also discussed. In addition, it introduces the concept of responsible consumers and shows how we can contribute to the environment and society. Green consumption and consumer social responsibility are cutting-edge ideas that are changing the world. This course will prepare students for a life-long journey as smart, logical and green buyers and consumers.

This course adopts a variety of teaching and learning activities, including lectures, case studies, individual and group exercises, debates, etc. Guest speeches and field studies are organized so that students can discover issues in the real world and connect them to classroom knowledge.

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 [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Recognize the importance of being smart and responsible consumers in the 21st century;	20%	✓		
2.	Examine how economic, social, ethical and cultural factors influence consumers' attitude and behaviour;	10%		✓	
3.	Identify and evaluate business practices that influence consumers' everyday life;	30%	✓	✓	
4.	Develop creative and effective individual strategies and techniques to become smart and responsible consumers;	30%		✓	✓
5.	Work productively as part of a team, and communicate effectively both in written and oral format.	10%		✓	

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

[#] 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	
Seminar/ Lecture	Key concepts and theories of sustainability, consumer behaviour, product development, pricing, promotion, and advertising are explained and discussed.	✓	✓	✓			
Guest Speeches and/or Company Visit	Students can discuss with executives from non-profit organizations promoting sustainability and for-profit firms that promote green and sustainable products.	✓	✓	✓	✓	✓	
Readings	Books, journal articles, and news are provided to students so as to practice self-directed learning.	✓	✓	✓			
Project	Students will form into teams and work together to collect information, analyse and evaluate consumption-related issues. They need to present their findings, make analysis and develop strategies for target consumers.		✓	✓	✓	✓	
Consultation with Lecturer		✓	✓	✓	✓	✓	

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		
Continuous Assessment: 70%							
AT1: Class Discussion and Revision Exercises To assist each student in understanding the taught concepts, discussion exercises and cases studies are used in lecture. Students complete these exercises either in team or individually.	✓	✓	✓			20%	
AT2: Self-Reflection Journal and Plan Every student conducts a comprehensive evaluation and analysis on his/her consumption behaviour by linking with concepts and theories learned. Furthermore, they need to come up with ideas and methods to help themselves become smart and responsible consumers.	✓	✓	✓	✓		25%	
AT3: Project Each group of students collects information, analyses and evaluates consumption-related issues on a target segment of consumers. Then they develop innovative strategies to educate target groups of customers how to become responsible and green consumers.	✓	✓	✓	✓	✓	25%	
Examination: <u>30</u> % (duration: 2 hours)							

* 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. Self-Reflection Journal and Plan	1.1 ABILITY to COMMAND concepts and practices taught	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.2 ABILITY to apply the insights in personal context	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Project	2.1 ABILITY to COLLECT and ANALYSE data and RELATE to the organization practices	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.2 ABILITY to APPLY concepts to DEVELOP strategies to educate target group of customers	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Final Examination	3.1 ABILITY to grasp all aspects of the course content, and discuss the main issues.	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Sustainability/ Green Economy and Environment/ Green Economics / Consumer Decision Making / Consumer Behaviour/ Consumer Protection / Consumer Rights / Smart Consumer / Product Development / Pricing / Promotion / Sales Promotion/ Personal Selling / Fair Trade / Re-cycling / Up-cycling

2. Reading List

2.1 Compulsory Readings

Awan, Usama and Muhammad Ammer Raza (2012), Green Consumer Behavior and Environmental Sustainability: The role of green marketing. LAP Lambert Academic Publishing.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Berman, Barry and Joel R. Evans (2013), Retail Management: A Strategic Approach. Boston: Prentice Hall.
2.	De Graaf, John, David Wann, and Thomas H. Naylor (2005), Affluenza: The All-Consuming Epidemic. San Francisco: Berrett-Koehler Publishers.
3.	Edwards, Andres R. (2010), Thriving Beyond Sustainability: Pathways to a Resilient Society. Gabriola Island: New Society Publishers.
4.	Friend, Gil (2009), The Truth about Green Business. Upper Saddle River: FT Press.
5.	Horn, Greg (2006), Living Green: A Practical Guide to Simple Sustainability. Topanga: Freedom Press.
6.	Kasser, Tim (2013), The High Price of Materialism. Cambridge: A Bradford Book.
7.	Kilbourne, Jean (2000), Can't Buy My Love: How Advertising Changes the Way We Think and Feel. New York: Free Press.
8.	Koester, Eric (2011), Green Entrepreneur Handbook: the Guide to Building and Growing Green and Clean Business. Boca Raton: CRC Press.
9.	Kotler, Philip and Gary Armstrong (2013), Principles of Marketing. Prentice Hall.
10.	Lambert, Phil (2002), Being the Shopper: Understanding the Buyer's Choice. New York: Wiley.
11.	Makower, Joel, John Elkington and Julia Hailes (1993), The Green Consumer: Revised Edition. New York: Tilden Press.
12.	Schor, Juliet B. (1999), The Overspent American: Why We Want What We Don't Need. New York: Harper Perennial.
13.	—— (2005), Born to Buy: The Commercialized Child and the New Consumer Culture. New York: Scribner.
14.	Willard, Bob (2005), The Next Sustainability Wave. Gabriola Island: New Society Publishers.

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:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	CILO 2 and 3: Students are required to conduct self-analysis and evaluate their behaviour by applying the knowledge. CILO 3: Students are required to initiate and identify business situations and apply the knowledge in analysing these situations.
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILO 3: Students need to explore the situation they picked, inquire and collect information about the situation, and conduct analysis on the situation before they can recommend a solution for it.
PILO 3: Demonstrate critical thinking skills	CILO 3: Students are required to analyse the market practices and evaluate the impact on consumption behaviour of general public.
PILO 4: Interpret information and numerical data	CILO 3 : Students are required to collect primary and secondary information about organization practices and consumer behaviour.
PILO 5: Produce structured, well-organised and fluent text	CILO 3 and 4 : Students are required to prepare written report for assignments.
PILO 6: Demonstrate effective oral communication skills	CILO 3: students are required to present their analysis and suggestions in their projects
PILO 7: Demonstrate an ability to work effectively in a team	CILO 3 and 5: Students are required to work in a group to prepare for the project.
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILO 2: : Students are encouraged to analyse cultural impact on consumption. CILO 3: Students are encouraged to join with students from different cultural background to work on the project.
PILO 9: Value ethical and socially responsible actions	CILO 1 - 3: Students are challenged in ethical issues and value-based judgement involved in the in-class exercises, case study and project.
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILO 3 and 4: Students are required to initiate to identify their own situation in their own review paper and project and apply the knowledge in the situation they pick.

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.)

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.

Selected Assessment Task
Project