

# MKT3603: CONSUMER BEHAVIOUR

---

## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Consumer Behaviour

### Subject Code

MKT - Marketing

### Course Number

3603

### Academic Unit

Marketing (MKT)

### College/School

College of Business (CB)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

CB2601 Marketing

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course provides students with the knowledge and understanding of the theories in Psychology, Sociology and Anthropology, which are essential to the study of consumer behaviour. Prevailing techniques of understanding consumers' buying behaviours and business applications of consumer behaviour principles will be included.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discuss and describe why and how consumer behavior is relevant to the entire marketing process, the nature and stages of consumers' decision making, and the factors influencing consumers' choice.	x		
2	Investigate the causes giving rise to consumer behavior with the theories rooted in Psychology, Sociology and Anthropology.		x	
3	Explain the impact of consumer behavior on the development of marketing strategies including marketing communication, segmentation and target marketing.		x	
4	Apply the concepts and theories covered in the course to devise effective solutions in enhancing business performance in the context of consumer behavior.			x
5	Collaborate with the instructor and other classmates productively on in-class activities, group works, communicate and present information effectively.	x		

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage with the discussion of various concepts and illustrations on consumer behaviour during class. Videos will be shown to the students for further elaboration of their applications.	1, 2, 3, 4

2	In-class Discussions	Students will participate in activities that are designed to facilitate students' learning and reinforce the concepts covered in class. Games, quizzes, case studies or exercises will be given to the students. Discussion questions related to the lecture topics will be issued for sharing ideas and exchanging opinions.	1, 2, 3, 4, 5	
3	Presentations	Students will actively report their project findings in the form of oral presentations in the class. Audience can respond to the presenter' s ideas by posting comments or raising issues for further discussions.	1, 2, 3, 4, 5	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	In-class Assignments and Participation	1, 2, 3, 4	15	Student' s participation in these activities will be assessed based on their willingness to voice out opinions and share experiences on the topic of interests.	Yes
2	Group Project	1, 2, 3, 4, 5	35	Students working in teams will present their analysis of a consumer behavior case.	Yes

**Continuous Assessment (%)**

50

**Examination (%)**

50

**Examination Duration (Hours)**

2

**Assessment Rubrics (AR)**

### Assessment Task

In-class Assignments and Participation

#### Criterion

1. Ability to show excellent command of the concepts and theories covered in the lectures.
2. Capacity to apply the consumer behavior principles in real-life situations.
3. Capacity to voice out ideas and give insightful comments.

#### Excellent (A+, A, A-)

High

#### Good (B+, B, B-)

Significant

#### Fair (C+, C, C-)

Moderate

#### Marginal (D)

Basic

#### Failure (F)

Not even reaching marginal levels

---

### Assessment Task

Group Project

#### Criterion

1. Capacity to grasp all aspects of consumer behavior, with a substantial understanding of each topic.
2. Ability to identify the current and potential applications of consumer behavior principles in the business settings.
3. Ability to devise effective business solutions which are highly coherent with the entire marketing process.
4. Ability to demonstrate excellent language skills in compiling the written report and presenting the project findings professionally.
5. Capacity to collaborate with other classmates productively and have significant contributions to the group.

#### Excellent (A+, A, A-)

High

#### Good (B+, B, B-)

Significant

#### Fair (C+, C, C-)

Moderate

#### Marginal (D)

Basic

#### Failure (F)

Not even reaching marginal levels

---

### Assessment Task

Final Examination

**Criterion**

1. Capacity to exhibit a substantial understanding of the issues covered in the entire course.
2. Capacity to demonstrate and analyse the issues critically and answer the questions from multiple perspectives.
3. Ability to show a strong capability to integrate relevant consumer behavior principles into the marketing process.
4. Ability to elaborate their ideas extensively and justify their opinions with ample evidence from the business settings.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

---

**Assessment Task**

3. Final Examination

**Criterion**

- 3.2 Capacity to demonstrate and analyse the issues critically and answer the questions from multiple perspectives.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

---

**Assessment Task**

3. Final Examination

**Criterion**

- 3.3 Ability to show a strong capability to integrate relevant consumer behavior principles into the marketing process.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

**Assessment Task**

3. Final Examination

**Criterion**

3.4 Ability to elaborate their ideas extensively and justify their opinions with ample evidence from the business settings.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

## Part III Other Information

**Keyword Syllabus**

Introduction to consumer behaviour. Routinized response behaviour. Decision making processes. Individual differences. Cultural influences. Ethics in consumer marketing.

**Reading List**

**Compulsory Readings**

Title	
1	Schiffman, L.G. and Wisenblit, J.L., "Consumer Behavior", Pearson.
2	Solomon, M.R., "Consumer Behavior: Buying, Having, and Being", Prentice-Hall.
3	Hoyer, W. D., MacInnis, D. J. & Pieters, R., "Consumer Behavior", Cengage.

**Additional Readings**

<b>Title</b>	
1	Kardes, F., Cronley, M. & Cline, T., "Consumer Behavior", Cengage Learning, South Western College.
2	Quester, P., Pettigrew, S., Hill, S. R., Kopanidis, F. & Hawkins, D., "Consumer Behaviour: Implications for Marketing Strategy", Australia: McGraw - Hill Irwin.
3	Arnould, E., Price L. & Zinkhan G., "Consumers", Singapore: McGraw Hill.
4	Assael, Henry., "Consumer Behavior: A Strategic Approach", Boston: Houghton Mifflin.
5	Blackwell, R.D., Miniard, P.W. & Engel, J.F., "Consumer Behavior", Thomson Learning: South-Western.
6	Kahneman, D., "Thinking", Fast and Slow. Macmillan.
7	Kenrick, D. T. & Griskevicius, V., "The Rational Animal: How Evolution Made Us Smarter Than We Think", Basic Books.