

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Marketing  
with effect from Semester A 2021/22**

---

---

**Part I Course Overview**

**Course Title:** Consumer Behaviour

**Course Code:** MKT3603

**Course Duration:** 1 Semester

**Credit Units:** 3

**Level:** B3

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(Course Code and Title) CB2601 Marketing

**Precursors:**  
(Course Code and Title) Nil

**Equivalent Courses:**  
(Course Code and Title) Nil

**Exclusive Courses:**  
(Course Code and Title) Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

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.

### 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.	Ask questions about why and how consumer behavior is relevant to the entire marketing process, about the nature and stages of consumers' decision making, and about the factors influencing consumers' choice.		✓		
2.	Investigate the causes giving rise to consumer behavior with the theories rooted in Psychology, Sociology and Anthropology.			✓	
3.	Explain the impact of consumer behavior on the development of marketing strategies including marketing communication, segmentation and target marketing.			✓	
4.	Apply the concepts and theories covered in the course to devise effective solutions in enhancing business performance in the context of consumer behavior.				✓
5.	Collaborate with the instructor and other classmates productively on in-class activities, group works, communicate and present information effectively.		✓		
		100%			

\* 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	
Lectures	Various concepts and illustrations on consumer behaviour are to be explained during class. Videos will be shown to the students for further elaboration of their applications.	✓	✓	✓	✓		
In-class activities	Activities 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.	✓	✓	✓	✓	✓	
Presentations	Students are required to 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.	✓	✓	✓	✓	✓	

### 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: <u>50</u> %							
In-class assignments and participation	✓	✓	✓	✓		15%	
Group project	✓	✓	✓	✓	✓	35%	
Examination: <u>50</u> % (duration: <u>2</u> , if applicable)							
						100%	

\* The weightings should add up to 100%.

### Regulation of the course

1. Students need to meet the attendance requirement of the Department of Marketing for the completion of the course.
2. Students are required to pass both coursework and examination components in order to be awarded a pass.

## 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. In-class assignments and participation	1.1 Ability to show excellent command of the concepts and theories covered in the lectures.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.2 Capacity to apply the consumer behavior principles in real-life situations	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.3 Capacity to voice out ideas and give insightful comments.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group Project	2.1 Capacity to grasp all aspects of consumer behavior, with a substantial understanding of each topic.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.2 Ability to identify the current and potential applications of consumer behavior principles in the business settings.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.3 Ability to devise effective business solutions which are highly coherent with the entire marketing process.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.4 Ability to demonstrate excellent language skills in compiling the written report and presenting the project findings professionally.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.5 Capacity to collaborate with other classmates productively and have significant contributions to the group.	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Final Examination	3.1 Capacity to exhibit a substantial understanding of the issues covered in the entire course.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.2 Capacity to demonstrate and analyse the issues critically and answer the questions from multiple perspectives.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.3 Ability to show a strong capability to integrate relevant consumer behavior principles into the marketing process.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.4 Ability to elaborate their ideas extensively and justify their opinions with ample evidence from the business settings.	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**

*(An indication of the key topics of the course.)*

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

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

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

**2.2 Additional Readings**

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

1.	Kardes, F., Cronley, M., and 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., and 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., and Griskevicius, V. The Rational Animal: How Evolution Made Us Smarter Than We Think. Basic Books.