

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

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

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**Part I Course Overview**

<b>Course Title:</b>	China Business Environment
<b>Course Code:</b>	MKT3601
<b>Course Duration:</b>	One Semester
<b>Credit Units:</b>	3
<b>Level:</b>	B3
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English/Chinese
<b>Medium of Assessment:</b>	English/Chinese
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	MKT3600 China Business Workshop, CB3042 China Business Environment
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

This course aims to provide students with suitable foundational knowledge of the business environment in China. Nature and development of the China's business environment will be analysed from social, political and economic perspectives.

### 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.	Develop a basic understanding of the economic and institutional systems, reforms, and business organizations in China.			✓	
2.	Use critical analytical thinking skills to evaluate current activities and progresses related to Chinese Business issues.			✓	
3.	Identify and evaluate various problems arising from the changing business environment in China.				✓
4.	Generate new insights into China's business environment (the economic, legal, political, cultural and social environment).		✓		

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

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	
Seminar	General knowledge and current issues of the economic and institutional systems, reforms, and organizations are explained. Examples of current cases, debates, and puzzles will be discussed in the seminars.	✓	✓	✓		
Information Search	Each student has to search and analyze relevant information related to China's current affairs as assigned by the teaching staff and make group presentations to the class.		✓	✓	✓	
Group Activities	Students will work in groups to identify one critical issue in Chinese business organizations, and work collectively to provide solutions, and generate new insights.		✓	✓	✓	
Class Discussion	Students are encouraged to participate in different in-class activities such as focus group exercise, daily news presentation, in-class quizzes, to exchange their understanding about China.	✓	✓		✓	

### 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		
Continuous Assessment: 70%						
<u>Performances in Class Discussion</u> Students are expected to participate in class discussions, and individual/group oral presentations to foster critical thinking.	✓	✓		✓	25%	
<u>Essays</u> Students demonstrate their knowledge and concepts of the materials covered in the course.	✓	✓	✓		15%	
<u>Group Report</u> The purpose of the term project is to provide students with the opportunity to develop their professional skills to analyse the problems existing in current Chinese business environment, and their teamwork skills and spirit is also cultivated.	✓	✓	✓	✓	30%	
Examination: 30% (duration: 2 hours, if applicable)						
<u>Examination</u> The examination was designed to assess students' knowledge of certain contents and ability to apply material taught in the course.		✓	✓	✓	30%	
					100%	

\* The weightings should add up to 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. Performances in Class Discussion	ABILITY to offer valuable and quality ideas;	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Essays	ABILITY to think with a high degree of creativity	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Group Report	ABILITY to explain the methodology and procedure	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Examination	ABILITY to synthesize and analyse	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.)*

Chinese Culture and Society; The Political, Economic and Legal Systems; E-commerce and Digital Marketing, The Development of Greater Bay Area; Foreign Investment in China; Consumer Market.

**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.	An Introduction to Doing Business in China 2017/Dezan Shira & Associates 2017
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**2.2 Additional Readings**

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

1.	CHINA BUSINESS WORKSHOP ON “10 MISTAKES TO AVOID WHEN DOING BUSINESS IN CHINA” <a href="https://cms.law/en/HKG/News-Information/China-Business-Workshop-on-10-Mistakes-to-Avoid-When-Doing-Business-in-China">https://cms.law/en/HKG/News-Information/China-Business-Workshop-on-10-Mistakes-to-Avoid-When-Doing-Business-in-China</a>
2.	Great State: China and the World/Timothy Brook. Harper Collins, March 2020.
3.	The Economic History of China: From Antiquity to the Nineteenth Century/Richard Von Glahn, CAMBRIDGE UNIVERSITY PRESS, March 2016.
4.	Will China Dominate the 21 <sup>st</sup> Century?/ By (author) Jonathan Fenby, Polity Press, March 2017.
5.	New Retail Born in China Going Global: How Chinese Tech Giants are Changing Global Commerce/Ashley Galina Dudarenok and Michael Zakkour, July 2019, ASIN: B07VCGLMQL.