

**THE UNIVERSITY OF HONG KONG  
FACULTY OF BUSINESS AND ECONOMICS**

**MKTG3501 – Consumer Behavior**

**Semester 2, 2021-22**

<b>GENERAL INFORMATION</b>
<p><u>Instructor:</u> Dr. Yin Mei NG</p> <p>Email: <a href="mailto:yinmeing@hku.hk">yinmeing@hku.hk</a> Office: KKL 705 Phone: 3917-1013 Consultation: By appointment</p> <p>Teaching Assistant: Ms. Yana LO Office: KKL 605 Phone: 3917-4468 Email: <a href="mailto:yanalo@hku.hk">yanalo@hku.hk</a></p> <p>Pre-requisite: MKTG2501 Introduction to Marketing</p>
<b>COURSE DESCRIPTION</b>
<p>This course aims to help students gain an overall understanding of the process of consumer decision making and the factors influencing consumer decision and behavior. This course emphasizes on theoretical understanding of consumer psychology and applications to the development of marketing strategy. Specific consumer trends and new tools for consumer insights will also be integrated in class discussion. Students will be provided opportunities to apply the learned concepts and tools to marketing situations through class discussions, case studies, and group project.</p>
<b>COURSE OBJECTIVES</b>
<ol style="list-style-type: none"><li>1. To understand the process of consumer decision making and the factors influencing consumer decision and behavior.</li><li>2. To discuss the implications of the learned consumer behavior concepts and theories for specific marketing situations.</li><li>3. To apply the learned knowledge and tools in developing a consumer research plan</li></ol>
<b>FACULTY LEARNING GOALS (FLGs)</b>
<p><b>FLG1:</b> Acquisition and internalization of knowledge of the programme discipline <b>FLG2:</b> Application and integration of knowledge <b>FLG3:</b> Inculcating professionalism <b>FLG4:</b> Developing global outlook <b>FLG5:</b> Mastering communication skills <b>FLG6:</b> Cultivating leadership</p>

<b>COURSE LEARNING OUTCOMES (CLOs)</b>			
<b>Course Learning Outcomes</b>		<b>Aligned Faculty Learning Goals (FLGs)</b>	
CLO1. Understand the consumer decision process and the factors influencing consumer behavior		FLG1	
CLO2. Explain how important factors influence consumer decision and behavior in specific marketing situations		FLG1, 2, 3, & 4	
CLO3. Utilize learned knowledge and skills to build customer insights and recommend customer-oriented marketing strategy for specific marketing situations		FLG2, 3, & 4	
CLO4. Demonstrate effective written and verbal communication skills and teamwork skills through class discussions, presentations and report writing.		FLG2, 3, 4, 5, 6	
<b>COURSE TEACHING AND LEARNING ACTIVITIES</b>			
<b>Course Teaching and Learning Activities</b>		<b>Expected contact hour</b>	<b>Study Load (% of study)</b>
TLA1: Interactive Lectures with in-Class Contribution		38	31.5%
TLA2: Case Study		20	17%
TLA3: Group Consumer Behavior Project		24	20%
TLA4: Self Study		38	31.5%
Total		120	100%
<b>Assessment Methods</b>		<b>Weight</b>	<b>Aligned Course Learning Outcomes</b>
AT1: Class Contribution		15%	CLO1, CLO2, CLO3, CLO4
AT2: Group Case Report		15%	CLO1, CLO2, CLO3, CLO4
AT3: Group Project (Presentation and Report)		30%	CLO1, CLO2, CLO3, CLO4
AT4: Final Test		40%	CLO1, CLO2, CLO3, CLO4
Total		100%	
<b>Peer Evaluation for Group Work:</b>			
<p>It is the responsibility of every individual student to find and form a group, participate, and contribute to group work.</p> <p>In normal cases, individual group members receive the same total score for their group's score. However, in some cases, individual group members' scores will be adjusted depending on their efforts, performance, and contributions to the group work. Free-riding and non-cooperative behaviors will not be tolerated.</p> <p>At the end of the semester, students are required to evaluate themselves and other group members independently and submit the <i>Self and Peer Evaluation Form</i>. The group's overall peer evaluation results will be used as one of the references for determining an individual student's total score of group work.</p>			

## STANDARDS FOR ASSESSMENT

### Course Grade Descriptors

A+, A, A-	Consistently demonstrate a thorough grasp of the subject as evidenced by achieving an outstanding performance in understanding of concepts and theories, critical analysis and synthesis, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.
B+, B, B-	Frequently demonstrate a substantial grasp of the subject as evidenced by achieving a proficient performance in understanding of concepts and theories, critical analysis and evaluation, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.
C+, C, C-	Occasionally demonstrate a general grasp of the subject as evidenced by achieving a moderate performance in understanding of concepts and theories, analysis and evaluation, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.
D+, D	Demonstrate a partial grasp of the subject as evidenced by achieving an adequate performance in understanding of concepts and theories, analysis and evaluation, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.
F	Demonstrate a poor grasp of the subject as evidenced by achieving a poor performance in understanding of concepts and theories, analysis and evaluation, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.

### Assessment Rubrics for Each Assessment

#### AT1: Class Contribution:

	Assessment Rubrics for Class Contribution
A+, A, A-	<ul style="list-style-type: none"> <li>▪ All or almost all oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</li> <li>▪ Consistently actively contribute to the class discussions and activities by providing relevant and helpful examples and analyses, suggesting creative and insightful solutions, raising thoughtful questions, synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with thoughtful improvement suggestions in the future.</li> </ul>
B+, B, B-	<ul style="list-style-type: none"> <li>▪ Most oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</li> <li>▪ Actively contribute to the class discussions and activities by providing relevant examples and analyses, suggesting creative solutions, raising some thoughtful questions, occasionally synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with good improvement suggestions in the future.</li> </ul>
C+, C, C-	<ul style="list-style-type: none"> <li>▪ Some oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</li> <li>▪ Contribute to the class discussions and activities by providing some relevant examples and analyses, suggesting solutions but lacking of creativity, raising questions for clarification, sharing ideas only based on required readings, and/or describing the group process and individual contribution to the group work with limited improvement suggestions in the future.</li> </ul>
D+, D	<ul style="list-style-type: none"> <li>▪ Few oral/written responses are clear, accurate, and/or with sufficient elaboration as</li> </ul>

	<p>required.</p> <ul style="list-style-type: none"> <li>Contribute to the class discussions and activities by providing limited relevant examples and analyses, suggesting incomplete solution, raising questions and sharing ideas not closely related to the topic being discussed, and/or including incomplete descriptions of the group process and individual contribution to the group work without improvement suggestions in the future.</li> </ul>
F	<ul style="list-style-type: none"> <li>Very few or no oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</li> <li>Do not contribute or have limited contribution to the class discussions and activities by providing irrelevant examples, analyses, and solutions, raising questions and sharing ideas unrelated to the topic being discussed, and failed to reflect on the group process and individual contribution to the group work and to suggest improvement in the future or the reflection is unrelated to the objectives.</li> </ul>

**AT2: Group Case Report:**

<b>Assessment Rubrics for Group Case Report</b>	
A+, A, A-	<p><u>Problem Identification and Analysis</u> (50%)</p> <ul style="list-style-type: none"> <li>All or almost all important marketing problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed.</li> <li>The analysis is insightful, critical, thorough, systematic, consistent, with sufficient supports of relevant and helpful facts/data, and effective application of appropriate concepts /techniques/examples which are nicely integrated to the analysis.</li> </ul> <p><u>Recommendations</u> (40%)</p> <ul style="list-style-type: none"> <li>Recommendations are well thought-out and well-articulated with logical flow, consistent, feasible, and highly innovative.</li> <li>Almost all pros and cons of alternatives are thoroughly and critically evaluated.</li> </ul> <p><u>Effectiveness of Writing</u> (10%)</p> <ul style="list-style-type: none"> <li>The report is well organized with clear coherence and smooth progression of ideas, appropriate length and tone, and free of most writing errors.</li> </ul>
B+, B, B-	<p><u>Problem Identification and Analysis</u> (50%)</p> <ul style="list-style-type: none"> <li>Most important marketing problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed.</li> <li>The analysis is critical, thorough, systematic, and consistent with supports of relevant and helpful facts/data and application of appropriate concepts /techniques/examples.</li> </ul> <p><u>Recommendations</u> (40%)</p> <ul style="list-style-type: none"> <li>Recommendations are generally clear, logical, consistent, feasible, and innovative.</li> <li>Most pros and cons of alternatives are sufficiently examined.</li> </ul> <p><u>Effectiveness of Writing</u> (10%)</p> <ul style="list-style-type: none"> <li>The report is well organized with coherence and progression of ideas, appropriate length and tone, and generally free of most writing errors.</li> </ul>
C+, C, C-	<p><u>Problem Identification and Analysis</u> (50%)</p> <ul style="list-style-type: none"> <li>Some important marketing problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed.</li> <li>The analysis is systematic, with insufficient elaboration, some inconsistency, supported by relevant facts/data but not directly helpful to the analysis, and application of some appropriate concepts /techniques/examples.</li> </ul> <p><u>Recommendations</u> (40%)</p> <ul style="list-style-type: none"> <li>Recommendations are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for feasible and innovative solutions</li> <li>Some pros and cons of alternatives are examined with some elaboration.</li> </ul> <p><u>Effectiveness of Writing</u> (10%)</p> <ul style="list-style-type: none"> <li>The report is generally organized with some coherence and progression of ideas, appropriate length and tone, and a few noticeable writing errors.</li> </ul>

D+, D	<p><u>Problem Identification and Analysis (50%)</u></p> <ul style="list-style-type: none"> <li>▪ Less important marketing problems/managerial decisions and/or basic issues are identified and addressed.</li> <li>▪ The analysis lacked of a clear focus, insufficient consistency, largely descriptive, with limited support of helpful and relevant facts/data and application of appropriate concepts/techniques/examples.</li> </ul> <p><u>Recommendations (40%)</u></p> <ul style="list-style-type: none"> <li>▪ Recommendations are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only adequate attempt to look for feasible and innovative solutions</li> <li>▪ Some pros and cons of alternatives are identified with limited elaborations.</li> </ul> <p><u>Effectiveness of Writing (10%)</u></p> <ul style="list-style-type: none"> <li>▪ The report is adequately organized with some lapses in coherence or progression of ideas, inappropriate length and/or tone, and/or some noticeable writing errors.</li> </ul>
F	<p><u>Problem Identification and Analysis (50%)</u></p> <ul style="list-style-type: none"> <li>▪ Marketing problems, managerial decisions, and/or issues identified are superficial, inadequate, irrelevant, or absent.</li> <li>▪ The analysis is missing or descriptive with no or little supports of relevant facts/data and application of appropriate concepts/techniques/examples.</li> </ul> <p><u>Recommendations (40%)</u></p> <ul style="list-style-type: none"> <li>▪ Recommendations are not well thought-out, lack of logical flow, inconsistent, impractical, not innovative, and/or even biased.</li> <li>▪ Very few or no pros and cons of alternatives are identified.</li> </ul> <p><u>Effectiveness of Writing (10%)</u></p> <ul style="list-style-type: none"> <li>▪ The report is poorly organized with serious problems in coherence or progression of ideas, inappropriate length and tone, and writing errors so serious that meaning is obscured.</li> </ul>

**AT3: Group Project Presentation and Report:**

<b>Assessment Rubrics for Group Project Presentation (P) and Report (R)</b>	
A+, A, A-	<p><u>Executive Summary (R: 5%)</u></p> <ul style="list-style-type: none"> <li>▪ The executive summary is thorough, precise, articulated with clarity and fluency, and consistent with the analyses and recommendations followed.</li> </ul> <p><u>Analysis (P: 30%; R: 40%)</u></p> <ul style="list-style-type: none"> <li>▪ All or almost all critical issues are clearly and accurately identified.</li> <li>▪ The analysis is insightful, critical, thorough, systematic, consistent, with sufficient supports of relevant and helpful fact/data, and effective application of appropriate concepts /techniques/examples which are nicely integrated to the analysis.</li> <li>▪ The overall analysis demonstrates a profound understanding of the situation and generates insightful overall findings by sophisticatedly synthesizing across analyses.</li> </ul> <p><u>Recommendations (P: 40%; R: 40%)</u></p> <ul style="list-style-type: none"> <li>▪ Recommendations are well thought-out and well-articulated with logical flow, consistent, responsive, feasible, and highly innovative.</li> <li>▪ Almost all pros and cons of alternatives are thoroughly and critically evaluated.</li> <li>▪ The overall recommendations are closely aligned to all of the objectives explicitly and clearly addressed.</li> </ul> <p><u>Effectiveness of Presentation (P: 30%)</u></p> <ul style="list-style-type: none"> <li>▪ The presentation is well organized with clear coherence, smooth progression of ideas, articulated and polished with clarity and fluency, effective use of presentation aids, and appropriate length, pace, and tone.</li> <li>▪ The presentation group skillfully engages the audience and demonstrates consistently high level of creativity, confidence, enthusiasm, and capability of handling Q&amp;A session.</li> </ul> <p><u>Effectiveness of Writing (R: 15%)</u></p> <ul style="list-style-type: none"> <li>▪ The report is skillful at arousing and maintaining interests, well organized with clear</li> </ul>

	<p>coherence and smooth progression of ideas, very effective introduction and conclusion, articulated with clarity and fluency, appropriate length and tone, free of most writing errors, and proper and consistent referencing and citations without errors.</p>
<p>B+, B, B-</p>	<p><u>Executive Summary</u> (R: 5%)</p> <ul style="list-style-type: none"> <li>▪ The executive summary is generally thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed.</li> </ul> <p><u>Analysis</u> (P: 30%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ Most critical issues are clearly and accurately identified.</li> <li>▪ The analysis is critical, thorough, systematic, and consistent with supports of relevant and helpful fact/data and application of appropriate concepts /techniques/examples.</li> <li>▪ The overall analysis demonstrates a good understanding of the situation and a capability of generating overall findings with some insights by synthesizing across analyses.</li> </ul> <p><u>Recommendations</u> (P: 40%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ Recommendations are generally clear, logical, consistent, responsive, feasible, and innovative.</li> <li>▪ Most pros and cons of alternatives are sufficiently examined.</li> <li>▪ The overall recommendations are aligned to most of the objectives clearly addressed.</li> </ul> <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> <li>▪ The presentation is well organized with coherence, generally effective use of presentation aids, generally clear and fluent, and appropriate length, pace, and tone.</li> <li>▪ The presentation group is generally able to engage audience and demonstrated creativity, confidence, enthusiasm, and capability of handling Q&amp;A session.</li> </ul> <p><u>Effectiveness of Writing</u> (R: 15%)</p> <ul style="list-style-type: none"> <li>▪ The report is generally able to arouse and maintain interests, well organized with coherence and progression of ideas, good introduction and conclusion, generally clear and fluent, appropriate length and tone, generally free of most writing errors, and consistent referencing and citations with only a few minor mistakes.</li> </ul>
<p>C+, C, C-</p>	<p><u>Executive Summary</u> (R: 5%)</p> <ul style="list-style-type: none"> <li>▪ The executive summary is moderately thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed.</li> </ul> <p><u>Analysis</u> (P: 30%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ Some critical issues of the company's situation are clearly and accurately identified.</li> <li>▪ The analysis is systematic, with insufficient elaboration, some inconsistency, supported by relevant fact/data but not directly helpful to the analysis, and application of some appropriate concepts /techniques/examples.</li> <li>▪ The overall analysis demonstrates a moderate understanding of the situation and progress in generating overall findings with developing skills in synthesizing across analyses.</li> </ul> <p><u>Recommendations</u> (P: 40%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ Recommendations are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for responsive, feasible, and innovative solutions</li> <li>▪ Some pros and cons of alternatives are examined with some elaboration.</li> <li>▪ The overall recommendations are aligned to some of the objectives addressed.</li> </ul> <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> <li>▪ The presentation is organized with some coherence, moderately clear and fluent, moderately effective use of presentation aids, and some inappropriate length, pace, or tone.</li> <li>▪ The presentation group shows attempts to engage audience and moderate creativity, confidence, enthusiasm, and/or capability of handling Q&amp;A session.</li> </ul> <p><u>Effectiveness of Writing</u> (R: 15%)</p> <ul style="list-style-type: none"> <li>▪ The report shows attempts to arouse and maintain interests and is organized with some coherence and progression of ideas, moderately clear introduction and conclusion, moderately clear and fluent, some inappropriate length or tone, a few</li> </ul>

	noticeable writing errors, and some inconsistent referencing and citations with a few noticeable mistakes.
D+, D	<p><u>Executive Summary</u> (R: 5%)</p> <ul style="list-style-type: none"> <li>▪ The executive summary is adequately thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed.</li> </ul> <p><u>Analysis</u> (P: 30%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ Few critical issues of the situation are clearly and accurately identified.</li> <li>▪ The analysis lacks of a clear focus, with insufficient elaboration, insufficient consistency, largely descriptive, with limited support of helpful and relevant data/facts and application of appropriate concepts/techniques/examples.</li> <li>▪ The overall situation analysis demonstrates a limited understanding of the situation and needs further work to generate overall findings by synthesizing across analyses.</li> </ul> <p><u>Recommendations</u> (P: 40%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ Recommendations are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only adequate attempt to look for responsive, feasible, and innovative solutions</li> <li>▪ Some pros and cons of alternatives are identified with limited elaborations.</li> <li>▪ Limited alignment of overall recommendations to the objectives is shown.</li> </ul> <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> <li>▪ The presentation is adequately organized with some lapses in coherence or progression of ideas, adequately clear and fluent, adequately effective use of presentation aids, and inappropriate length, pace, and/or tone.</li> <li>▪ The presentation group shows adequate effort to engage audience, creativity, confidence, enthusiasm, and/or capability of handling Q&amp;A session.</li> </ul> <p><u>Effectiveness of Writing</u> (R: 15%)</p> <ul style="list-style-type: none"> <li>▪ The report shows adequate effort to arouse and maintain interests and is adequately organized with some lapses in coherence or progression of ideas, introduction and conclusion with some inconsistency, adequately clear and fluent, inappropriate length and/or tone, some noticeable writing errors, and/or inconsistent referencing and citations with some noticeable mistakes.</li> </ul>
F	<p><u>Executive Summary</u> (R: 5%)</p> <ul style="list-style-type: none"> <li>▪ The executive summary is missing most important parts, imprecise, unclear, halting, and/or inconsistent with the analyses and recommendations followed.</li> </ul> <p><u>Analysis</u> (P: 30%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ All or almost all issues of the company's situation identified are uncritical and irrelevant.</li> <li>▪ The analysis is missing or descriptive with no or little supports of relevant data/facts and application of appropriate concepts/techniques/examples.</li> <li>▪ The overall analysis does not demonstrate an understanding of the situation and any work to generate overall findings by synthesizing across analyses.</li> </ul> <p><u>Recommendations</u> (P: 40%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ Recommendations are not well thought-out, lack of logical flow, inconsistent, not responsive, impractical, not innovative, and/or even biased.</li> <li>▪ Very few or no pros and cons of alternatives are identified.</li> <li>▪ The alignment of overall recommendations to objectives is not shown.</li> </ul> <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> <li>▪ The presentation poorly organized with serious problems in coherence or progression of ideas, unclear, halting, ineffectively use of or lack of use presentation aids, and inappropriate length, pace, and/or tone.</li> <li>▪ The presentation group shows no or little effort to engage audience, creativity, confidence, enthusiasm, and/or capability of handling Q&amp;A session.</li> </ul> <p><u>Effectiveness of Writing</u> (R: 15%)</p> <ul style="list-style-type: none"> <li>▪ The report shows no or little effort to arouse and maintain interests and is poorly organized with serious problems in coherence or progression of ideas, missing introduction and/or conclusion, unclear, halting, inappropriate length and tone, writing errors so serious that meaning is obscured, and/or many inconsistent referencing and citations with a number of noticeable mistakes.</li> </ul>

**AT4: Final Test:**

<b>Assessment Rubrics for Final Test</b>	
A+, A, A-	<ul style="list-style-type: none"> <li>▪ All or almost all of the required questions are clearly and accurately responded.</li> <li>▪ All or almost all of the essay responses are well organized, clear, fluent, and with sufficient elaboration.</li> </ul>
B+, B, B-	<ul style="list-style-type: none"> <li>▪ Most of the required questions are clearly and accurately responded.</li> <li>▪ Most of the essay responses are well organized, clear, fluent, and with sufficient elaboration.</li> </ul>
C+, C, C-	<ul style="list-style-type: none"> <li>▪ Some of the required questions are clearly and accurately responded.</li> <li>▪ Some of the essay responses are well organized, clear, fluent, and/or with sufficient elaboration.</li> </ul>
D+, D	<ul style="list-style-type: none"> <li>▪ Few of the required questions are clearly and accurately responded.</li> <li>▪ Few of the essay responses are well organized, clear, fluent, and/or with sufficient elaboration.</li> </ul>
F	<ul style="list-style-type: none"> <li>▪ Very few of the required questions are clearly and accurately responded.</li> <li>▪ Very few of the essay responses are well organized, clear, fluent, and/or with sufficient elaboration.</li> </ul>

**COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE**

<b>Week</b>	<b>Topics</b>
1	Course Overview Introduction to Consumer Behavior
2	Perception
3-4	Learning and Memory
5	Motivation and Affect
6	Self-Concept, Personality, and Lifestyle
7	<i>Reading Week (no class)</i>
8-9	Attitudes
10-11	Consumer Decision Process
12	Group Project Presentations
13	Group Project Presentations
14	Final Test



## REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS

### **Course Moodle:**

- Lecture handouts, assignment guidelines, other learning supports, and class announcements will be posted on the course moodle.

## MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- conducting mid-term survey in addition to SETL around the end of the semester
- Online response via Moodle site
- Others: \_\_\_\_\_ (please specify)

## COURSE POLICY

### **HKU Regulations on Academic Dishonesty:**

- We are serious in students' ethical conducts. The University Regulations on academic dishonesty will be strictly enforced.
- We do not tolerate students engaging in academic dishonesty which includes, but is not necessarily limited to, plagiarism, paraphrasing of someone else's ideas, unauthorized collaboration on out-of-class projects, cheating on in-class activities (both individual and group work), and unauthorized advance access to quizzes/tests/exams.
- Students are expected to be aware of what plagiarism is and how to avoid it. Please refer to the HKU policies on plagiarism.
- Students should also be familiar with the HKU regulations and policies particularly on attendance, absence, examination, and copyright. Please refer to the HKU Undergraduate Student Handbook and HKU Examination Unit webpage.

### **Turnitin Originality Check:**

- Students should avoid plagiarism and have proper citations for their work. Students' written assignments and reports will be sent to the Turnitin for originality check. Student work with plagiarism will be seriously handled according to the University and Faculty policies.

### **Late Assignment Penalty:**

- All assignments are required to be submitted on or before the specified due date and time to the assignment submission destination. The penalty policy for any late assignments will be as follows:

<u>No. of days later than the due date:</u>	<u>Deduction of the total point</u>
1 day	deduct 25%
2 days	deduct 50%
3 days	deduct 100%

## ADDITIONAL COURSE INFORMATION

- This course outline (e.g., teaching schedule) is tentative and subject to changes made by the instructor. Students will be informed the changes (if any) on the first day of the class.