

LINGNAN UNIVERSITY
DEPARTMENT OF MARKETING AND INTERNATIONAL BUSINESS
CLE9013 Consumer Culture and Values (Section 1)

Every Tuesday and Thursday, 09:30 am-12:50 pm, at WYL101

General Course Outline for 2025-26 Summer Term

Note: This is not a service-learning course in 2025-26 Summer Term.

Brief Course Description

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This course aims to analyze the rise of consumer society that reflects the saturation of the modern ideals of progress, well-being and individualism as well as the emerging values, lifestyle and self-responsibility of individuals within a free market.

It also aims to:

1. Provide the necessary theoretical and practical knowledge for the understanding of consumers' role in today's society by exploring concepts of self, theory of social self, social comparison and self-congruence.
2. Emphasize the moral and ethical education of consumers by exploring the emerging issues such as excessive spending, irresponsible consumption, "green consumption" and the social, political and environmental ramifications of their consumption decisions.
3. Foster a well-rounded understanding of consumer decisions and responsibilities among the students and helps them develop the skills, attitudes, knowledge and understanding necessary to become effective, educated, and responsible citizens in a consumer society.

Learning Outcomes

Upon completion of the course, students should be able to:

1. Describe and articulate the theoretical and practical concepts about the roles of consumption and consumer decisions in a society and people's lives, the effect of free market on concepts of modernity (LO1);
2. Evaluate knowledge concerning the consumption decisions, purchase decisions, consumer rights and responsibilities (LO2);
3. Evaluate and critique the social, cultural, political and environmental ramifications of consumers' consumption patterns and their relevant decisions with critical thinking skills (LO3);
4. Analyze consumption values and beliefs to draw implications for long-term consumer well-being as well as sustainable development of societies (LO4); and
5. Apply this knowledge in the group project and develop important team collaboration skills demanded by the workplace (LO5).

Measurement of Learning Outcomes

1. Problem-based formative assessment requires students individually or in groups to explain the applications of concepts and theories of consumer affairs; (LO1, LO2 and LO3)
2. Students are required to review newspaper clippings or journal articles of consumer affairs/consumer policy and demonstrate their understanding of the underlying specific concepts, practices in consumer affairs in class participation and discussion and exercises; (LO1, LO2 and LO3)
3. Students are also required to write a group essay on their understanding of the local culture, consumer rituals and demonstrate their application in the group project; (LO3) and

4. Overall understanding of marketing and consumer affairs is assessed through a group project and individual research report (only in the case of the Non-Service-Learning approach) on relevant practices of an effective, educated, and responsible citizens in a consumer society as well as individual self-reflective report on team collaboration skills demanded by the workplace. (LO2, LO3, LO4 and LO5).

Teaching Method/Class Activities

This course will have lectures on text materials, discussion of current events in consumer affairs and policy, and application of the concepts and theories to real world situations through case analyses, Internet exercises, and critique of recently published newspaper clippings or academic articles. Tactics and techniques for case analyses will be discussed and students will learn how to become an effective consumer.

The course begins with a definition of consumer culture and value and the evolution of society. Then it will be followed by a discussion of the rise of consumer society as we enter the industrialization era, its implication to how and what contributes to the determination of price and valuation of our different choices. We will examine the economic and social concept of marginal utility, the paradox of value, horizontal and vertical desires, reference income hypothesis, the mass persuasion process, self-concept, social comparison, cultural rituals, pop culture, mass consumption and its associated consumer issues of excessive consumption, fraud, consumer rights, and sustainability.

The course will cover these key areas: understanding the role of consumption in our economy, discretionary and conspicuous consumption, making well-informed purchasing decisions. Furthermore, the concepts of green consumption and social and environmental consequences of consumption will be discussed. Applications are described in the context of consumer buying situations in today's marketplace. Students are required to form groups of 5 to 7 to work on group projects and group assignments.

Required Text

Textbook 1:

Mothersbaugh, D. L., Hawkins, D. I., & Kleiser, S. B. (2024). *Consumer behavior: Building marketing strategy* (15th ed.). McGraw-Hill.

The purchase link of the e-Book:

<https://apbookshop.com/LNU/EN/Display/PrintedBook?ISBN=9781266479328&ForMaterials=False&Created=False>

Textbook 2:

Baumeister, R. F. & Bushman, B. J. (2024). *Social psychology and human nature* (6th ed.). Cengage.

The purchase link of the e-Book:

<https://apbookshop.com/LNU/EN/Display/PrintedBook?ISBN=9798214139647&ForMaterials=False&Created=False>

Required/Essential Readings

Lorey, David E. (2003), *Global Environmental Challenges of the Twenty-First Century: Resources, Consumption, and Sustainable Solutions*, Scholarly Resources Inc.

Sulkunen, Pekka (2009), *The Saturated Society: Governing Risk & Lifestyles in Consumer Culture*, Sage Publications.

Recommended/Supplementary Readings

Goodall, Chris (2007) *How to Live a Low Carbon Life: The Individual's Guide to Tackling Climate Change*, Routledge.

Grunert, K., Thøgersen, J. and Olander, F. (2005), *Consumers, Policy and the Environment*, Springer Verlag.

Lowe, R., Malouf, C. and Jacobson, A. (2006), *Consumer Education and Economics*, 6th edition, McGraw-Hill.

Woollard, Robert and Aleck S. Ostry (Editors) (2001), *Fatal Consumption: Rethinking Sustainable Development*, UBC Press.

Additional Teaching Materials on Moodle

All materials that are required for this course are available on the University's Learning Management System (Moodle). Materials provided include copies of the course outlines, PowerPoint slides for each week (you will need to print out your own copies of these slides each week) and a number of additional articles and readings associated with each week's classes. A lot of effort has gone into preparing these materials for you, so please make use of the system. Should the Lecturer need to contact you urgently regarding any matter of the course, an announcement will be made to you via Moodle and email.

Assessment Guidelines

The course **does not** have any components of Service-Learning in Summer Term, 2025-26.

(1) Formative Assessment:	Sub-Total:55%
a. Class participation and discussion	5%
Group project	40%
- <i>b. Project Report with Critical Thinking</i>	<i>(25%)</i>
- <i>c. Final Verbal Presentation</i>	<i>(15%)</i>
d. Individual research report	10%
 (2) Individual Assessment:	Sub-Total: 45%
- <i>e. Class exercises</i>	15%
- <i>f. Self-reflection report</i>	30%
	<u>Total: 100%</u>

a. Class Participation and Discussion, 5%

Students are actively encouraged to ask and address questions in class. Students who display an interest in the subject score higher in participation. Taking an active part in group discussions or clear leadership in group projects/presentations also adds to participation marks. Students lose participation marks for low attendance, continuing lateness, disturbing behaviour etc. However, high attendance does not mean a high participation mark.

Group Project:

Group Assessments are practical in nature and require students to apply theories and concepts from the course to a 'real-life' situation and workplaces. The team takes the role of **Hong Kong Consumer Council**. They organize and deliver a talk to a particular target audience, with an aim to apply the concepts and theories of consumer culture and values with primary and secondary research data. It also aims at analyzing, evaluating, and advocating for the audience/ target who will be a more socially responsible consumer.

The following are aligned closely with each other. In other words, **b. Project Report with Critical Thinking must be closely related and consistent with c. Final Verbal Presentation.**

b. Project Report with Critical Thinking, 25%

Deadline: via Turnitin, no later than 1 July 2026, Wednesday, 5 pm

Word limit: 2200 – 2500 words excluding References and Appendices

Each team is required to submit a written paper, which could show why and how are crucial and critical for the team to deliver a talk to their suggested target audience. Students are required to analyse with data and evidence with deep insights, as well as application of theories and concepts learned. The report should be like a kind of an internal proposal submitted to Chief Executive of **Hong Kong Consumer Council**. Based on this team assignment, you further deliver a group verbal presentation to put your critical thinking into practice, with an aim to demonstrate the above intended learning outcomes.

c. Group Final Verbal Presentation, 15%

Final Verbal Presentation Date: 2 July 2026, Thursday, between 9:30 am and 12:50 pm

PowerPoint Deadline: via Turnitin, no later than 1 July 2026, Thursday, 5 pm

Maximum Number of PowerPoint slides: 25, excluding References and Appendices

Maximum Time for Verbal Presentation: 25 minutes per group

Each team member is required to take the role of Hong Kong Consumer Council or relevant stakeholders to deliver a talk to their suggested and external target audience, outlining the above analysis and performing the practical work **professionally and physically**, in order to advocate and convince the target audience to be a more socially responsible consumer.

Note: c. Final Verbal Presentation should be closely related to, but not the same as b. Project Report with Critical Thinking Assignment, as the target audience, formats, and purposes are varied in these. In other words, each team **should not** just summarize and present their b. Project Report with Critical Thinking. They are required to show their team spirit to show continuous progress and put their critical ideas into practice, with an aim to demonstrate the above intended learning outcomes.

A short video must be newly created and submitted as a hyperlink, which is inserted in the PowerPoint slides by students. Each member must be seen in the video and must physically present as scheduled.

d. Individual Research Report, 10%

Deadline: via Turnitin, no later than 18 June 2026, Thursday, 5 pm

Word Count: 1200 – 1300 words excluding References and Appendices

Students are required to do an interview with a real consumer who spent money on a product or an offline activity. Based on reliable secondary and primary research data, students should evaluate and critique the social, cultural, political, and environmental ramifications of consumers' consumption patterns and their relevant decisions with critical thinking skills. Also, students should analyse consumption values and beliefs to draw implications for long-term consumer well-being as well as sustainable development of societies.

e. Class exercises, 15%

Students are required to do a range of exercises **in class physically** in response to what topics are / will be taught. Students should spend time doing research before and after class, so as to get well prepared for each class exercise. The quality and sincerity of class exercises will be a great concern. The class exercise varies in terms of formats, e.g., opinion sharing, written and / or verbal report, verbal presentation, role plays, and so on. The class exercises should be done mostly individually. Sometimes the exercises may be done in pairs or groups but will be assessed individually. The better the group spirits are shown, the higher the individual performance will be assessed.

f. Individual Self-Reflection Report, 30%

Deadline: via Turnitin, no later than 2 July 2026, Thursday, 10 pm

There are 2 parts.

Part 1:

Word Count: 1300 – 1600 words excluding References and Appendices

Students are required to self-evaluate their **online shopping and / or virtual entertainment** with applications of theories and concepts. They should judge how to be socially responsible consumers, in order to demonstrate the above intended learning outcomes independently and critically.

Part 2:

Word Count: 500 – 600 words excluding References and Appendices

Students are required to self-evaluate their group work management and skills in and outside class, and how important it is to assist them succeed in their future work, in order to demonstrate the above intended learning outcomes independently and critically.

Course Policy on Attendance

Attendance will be taken at the start of each class. It is expected that students will punctually attend all classes in person. While there may always be a special situation that requires you to miss a class, or be late once or twice, persistent lateness or absences will be reflected in your participation grade at the end of the course. Absences due to medical or other legitimate reasons and accompanied by supporting documentation (doctor's note etc.) will be excused and will not be included in the calculation of attendance percentage. If you arrive late to a class and miss the attendance call, make sure to inform your teacher at the end of the class of your presence so you can be marked as a late attendee rather than absent.

Important Notes

- (1) Students are expected to spend a total of 7 hours (i.e. 7 hours of class contact and 7 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.
- (5) Students must adhere to the University’s guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents “Guidelines for Using GAI Tools at Lingnan University” and “Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments” can be found here: <https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices>.

To be continued

CLE9013 Course Outline, Summer Term 2025/26 – Section 1

The course does not have any components of Service-Learning in Summer Term, 2025-26.

Date (2026)	Indicative Learning Topic		Textbook Chapter	Deadline
26/5	1. The Role of Consumption and Consumers in an Economy	The new consumer society, autonomy, and individualism, economic systems, the rise of mass consumer culture and consumer society, the consumer's role in the economy, advertising and consumer decisions, the responsibilities of consumers.	Textbook 1: Ch. 8 & 12	
28/5 02/6	2. Consumer Decisions and Values	Consumer purchase process, Relations of product to identity – “You are what you consume” – conspicuous consumption, horizontal and vertical desires, social class, cultural myths, rituals, sacred and profane consumption, social comparison and self-congruence.	Textbook 1: Ch. 14-18 Textbook 2: Ch. 2	Group Work Briefing Group Formation
04/6 09/6	3. Protection of Consumer Rights	Government's role, consumer organisations, deception and fraud, security and privacy, conflicts, complaints, recourse and resolutions, consumer reports, consumer council.	Textbook 1: Ch. 20 Regulation and Consumer Behavior	Individual Work Briefing
11/6 16/6	4. Global Consumer Culture and Its Propagation	Cultural production system on popular culture, beauty standard through mass media and fashion trends.	Textbook 1: Ch. 2 & 7 Textbook 2: Ch. 12	
18/6 23/6	5. Responsibilities and Problematic Consumptions	The impact of consumption on the environment, green consumption, low-carbon lifestyles, addictive shoppers etc.	Textbook 2: Applying Social Psychology to Consumer Behaviour	d. Individual Research Report: Due by 18 June 2026, Thu, 5:00 pm
25/6 30/6	6. Effects beyond Personal Consumption	Replication of consumptions in terms of political, social, and environmental ramifications, globalization, test animals, sweatshops, pollution, endangered species, recycling and making well-informed purchase decisions.	Textbook 2: Applying Social Psychology to Environment	
02/7	Group Verbal Presentation - All students physically present during class time on Thursday, 2 July 2026.	b. Project Report with Critical Thinking: Due by 1 July 2026, Wed, 5 pm c. Group Project PPT slides inserted with a totally new video link: Due by 1 July 2026, Wed, 5 pm		f. Individual Self-Reflection Report: Due by 2 July 2026, Thu, 10 pm

Note: ‘Chapters’ refers to ‘2 Required Textbooks’

Subject to be changed depending on students’ learning progress.

For Assessment Rubrics, see the following pages

CLE9013:RUBRICS for (Combined) b. Group Project Report with Critical Thinking
LO1 to 4 – See Learning Outcome mapping

	Mastery (8-10 marks)	Satisfactory (5-7 marks)	Emerging (0-4marks)
Describing: What Consumer Culture and Values theoretical concepts were applied in the project? Weight: 20%	All key issues or elements regarding the topics covered; clear definition of the issues (i.e. What, When, Where, Who).	Several but not all key issues or elements regarding the topics covered; definitions of issues are provided but not very clear.	Only a few or no key issues or elements regarding the topics covered; definitions of issues are not provided or largely wrong.
Understanding the general behind the particular: Establishing the linkages and connections with Client and target audience Weight: 20%	Interpreting the source material or instructor's viewpoint with your own understanding i.e. How and Why as well as WHAT IF, WHY NOT	Partial interpretation of the source material or instructor's viewpoint and making connections of some elements	Material and content limited to repeating the source material.
Applying the theoretical framework and cite examples of its manifestation Weight: 20%	Application of the creative framework by giving relevant examples on Client attributes that answers to the Hierarchy of Needs, Target audience AIOs, Principles of attention as well as exploring the symbolic meaning behind the phenomenon	Application of the creative framework by giving relevant examples on Hierarchy of Needs, Target audience AIOs, Principles of attention etc.	Failed to apply the learning in relevant situation
Analyzing, Evaluating and Advocacy based on clearly stated criteria: Why these are important to target audience in? Weight: 20%	Analysis and evaluation with multiple perspectives and supported by clear criteria and quantitative data as well as discussion of its merits, limitation and tradeoff	Analysis and evaluation with both positive and negative perspectives and supported by clear criteria and quantitative data	Inadequate, incomplete analysis that failed to differentiate facts, preference from reasoned judgment nor assessing it based on accuracy, significance and logical validity
Responsibility assignment is professional and motivating to individual members as well as to overall project accomplishment Weight: 10% (Added, from Project Plan /Progress Report)	Workload and responsibility assignment developed collaboratively against strength of team members, project impact consideration and principle of equitable workload. Individual development goals are achieved by rotation of roles by project stages. Each work package represents a stretch to the individual. All members can see one's contribution and interdependence to the overall project	Workload and responsibility assignment driven by using individual strengths, within their capacity through open discussion but failed to recognize individual development goals or equity	Workload and responsibility assignment not driven by open discussion and consideration of individual development goals, capabilities and equity
Project measurement, task interdependence and	Project progress measurement is well	Project progress measurement is	Project progress measurement is not

feedback are easy to follow and clear Weight: 10% (Added, from Project Plan /Progress Report)	defined and updated timely by a dedicated process leader and available to all members (and stakeholders).	defined with baseline and reflect interdependence of all tasks but not accessible on a timely basis to all members per the project n plan	defined with baseline. Failed to support overall measurement of project completion and reflect interdependence of all members.
Total			

CLE9013: Rubrics for a. Class Participation and Discussion

LO1 to LO4 – See Learning Outcome mapping

Assessment Criteria	Mastery (8-10 marks)	Satisfactory (5-7 marks)	Emerging (0-4 marks)
Participation via questions, suggestions, and comments raised during the class Weight: 50%	Proactively and frequently ask questions that are relevant to the concerning issues; Often give relevant suggestions and comments to the given consumption contexts and issues.	Occasionally ask questions that are relevant to the concerning issues; Occasionally give relevant suggestions and comments to the given consumption contexts and issues.	Keep silent and unable to ask relevant questions to the concepts dealt in the class; Give little or no suggestion or comment that is relevant to the given consumption contexts and issues.
Quality of participation Weight: 50%	Makes very good quality questions, suggestions, and comments based on the excellent understanding of the relevant concepts and issues; Questions, suggestions, and comments can clearly benefit the class as a whole to assist their in-depth understanding of the relevant issues.	Makes good questions, suggestions and comments that reflect the basic understanding of the concepts in the relevant concepts and issues; Questions, suggestions, and comments can partly help the class as a whole to assist their in-depth understanding of the relevant issues.	Questions, suggestions, and comments do not reflect the satisfactory understanding of the concepts and issues; Questions, suggestions, and comments barely help the class as a whole in terms of their in-depth understanding of the relevant issues
<u>Total</u>			

CLE9013: RUBRICS for c. Final Verbal Presentation

LO4 & LO5 – See Learning Outcome mapping

Traits	Mastery (8-10 marks)	Satisfactory (5-7 marks)	Emerging (0-4 marks)
Use of Voice and Pace are professional Weight: 12.5%	Speaks clearly, not quickly or slowly. Speaks loud enough for everyone to hear. Changes tone and pace to maintain interest. Rarely use filler words. Adapts speech for the context and task. Demonstrate proficiency in English	Speak clearly most of the time. Speaks loudly enough for the audience to hear most of the time, but may speak in a monotone. Occasionally use filler words. Attempt to adapt speech for the context and task but is unsuccessful or inconsistent	Mumbles or speaks too quickly or slowly. Voice inaudible or too soft to be heard. Frequently uses “filler” words (‘uh, um, so, and like etc.) Does not adapt speech for the context and task
Use of Body language is professional Weight: 12.5%	Keeps eye contact with audience most of the time, only glances at the notes and slides. Gesture and movements are natural. Project confidence and looks poised. Wearing clothing appropriate for the occasion	Makes infrequent eye contact, read notes and slides most of the time. Use a few gestures or movements but they do not look natural. Only fidgeting or appear nervous occasionally. Attempt to wear clothing appropriate for the occasion	Does not look at audience but read notes or slides. Does not use gesture or movements to support the message. Lacks poise and confidence (fidgets, slouches, appears nervous) Wear clothing inappropriate for the occasion
Use of media and organization are professional Weight: 12.5%	Use of audio visual aids and media support message effectively. Use of headline to highlight focus of each chart and establish connections in flow with the pyramid writing approach. Clear and interesting introduction, flow and conclusion. Organize time well, no part of the presentation is too short or too long	Use of audio visual and media but they may sometimes distract from or not add to the presentation. Too many details on the slides without clear headline. With clear introduction but the connection and conclusion are weak. Generally use time well but may spend too little or too much time on a topic or idea	Does not use audio visual aid or media. What you see is not what you hear. Lacks clear introduction, logical sequence in flow and conclusion. Use time poorly, the whole presentation or part of it is too short or too long
Handling of question is effective Weight: 12.5%	Answers audience questions clearly and completely. Seek clarification, admits “I don’t know” or explains how the answer might be found when unable to answer a question on the spot	Answers audience questions, but not always clearly or completely	Does not address audience questions (goes off topic or misunderstands without seeking clarification)
Project goals are fulfilled Weight: 50%	All key project issues and hypothesis are addressed by relevant tools and work process and critical analysis is complete. Project benefits or risks are highlighted with concrete scenario projections.	Key project issues and hypotheses are addressed by relevant tools and work process - critical analysis is complete. However project benefits or risks are discussed without concrete scenario projections.	Key project issues and hypotheses are not addressed by relevant tools and work process - critical analysis missing. Little project benefits or risks are discussed without concrete scenario projections.
Total			

CLE9013: RUBRICS for d. Individual Research Report (For the Non-Service-Learning class only)

LO3 & LO4 – See Learning Outcome mapping

Traits	Mastery (8-10 marks)	Satisfactory (5-7 marks)	Emerging (0-4 marks)
Clear identification of the target consumer issue Weight: 33.3%	The target contemporary consumer issue is introduced and clearly and thoughtfully described with excellent elaboration.	The target contemporary consumer issue is introduced and described in the acceptable levels in terms of the level of details and the clarity. However, the depth of the observation can be improved and the descriptions can be richer.	The target contemporary consumer issue is neither introduced nor adequately described in the acceptable levels in terms of the level of details and the clarity.
Critical analysis Weight: 33.3%	The critical analysis of the target consumer issue is excellent in light of the relevant concepts and theories from the course and the relevant references. The impact of the consumer issue is critically analyzed in depth, extensively throughout relevant social, cultural, political, and environmental aspects. Overall, the arguments are logically sound and well grounded on the relevant theories and evidence.	The critical analysis of the target consumer issue is provided in light of the relevant concepts and theories from the course and the relevant references. The impact of the consumer issue is considered regarding relevant social, cultural, political, and environmental aspects but the discussion lacks critical analysis or is not sufficiently extensive. The arguments can be improved by giving more in-depth analysis and convincing evidence.	The critical analysis of the target consumer issue is not provided in light of the relevant concepts and theories from the course and the relevant references. Even if the analysis is provided, it is not based on the adequate understanding of the relevant concepts or theories. Quality of the analysis is poor due to the lack of relevance of the relevant theories and concepts used to the target issue or the inadequate/insufficient evidence.
Overall organization and language use in report Weight: 33.3%	The overall writing is sophisticated in terms of the organization, transitions, and language use. Only a couple of errors or ambiguities, if there are any, are detected. The language is highly clear, precise and engaging.	The overall writing is acceptable in terms of the organization, transitions, and language use, but does not hinder comprehension. Minor, infrequent lapses in clarity and accuracy.	The overall writing is poor in terms of the organization, transitions, and language use, which makes comprehension difficult. Language is unclear and confusing throughout.
Total			

CLE9013: Rubrics for e. Class Exercise

LO1 to LO2 – See Learning Outcome mapping

Traits	Mastery (8-10 marks)	Satisfactory (5-7 marks)	Emerging (0-4 marks)
Demonstrate understanding of the topic by answering the exercise with relevant factors or options based on theoretical framework Weight: 50%	Demonstrates the ability to construct a clear and insightful answer to the problem with relevant theoretical framework or analysis approach covering all relevant contextual factors	Demonstrates the ability to construct an answer or analysis approach with evidence of most relevant contextual factors in adequate details based on the theoretical framework	Answers irrelevant to the theoretical framework or the problem related contextual factors
Articulate the solution or answer in appropriate way and relevant format Weight: 50%	Completes the task(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression	Completes the task(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience	Fails to complete the task(s) in an appropriate form as specified
Comments			

CLE9013: RUBRICS for f. Individual Self-Reflection Report

LO2, LO4 & LO5 – See Learning Outcome mapping

Traits	Excellent (9-10 marks)	Very Good (7-8 marks)	Good (5-6 marks)	Satisfactory (3-4 marks)	Emerging (0-2 marks)
Depth of Reflection with Examples Weight: 25%	Response demonstrates an excellent in-depth reflection on, excellent critical analysis and personalization of, the theories, concepts, and/or strategies presented in the course materials. Clear, detailed examples are provided, as applicable.	Response demonstrates a very good in-depth reflection on, quality critical analysis and personalization of, the theories, concepts, and/or strategies presented in the course materials. Clear examples are provided, as applicable with minor details lacking or a little ambiguity in descriptions.	Response demonstrates a general reflection on, good level of critical analysis and personalization of, the theories, concepts, and/or strategies presented in the course materials. Appropriate examples are provided, as applicable but with minor details lacking and a little ambiguity in descriptions.	Response demonstrates a rudimentary reflection on, attempting critical analysis and personalization of, the theories, concepts, and/or strategies presented in the course materials. Appropriate examples are provided, as applicable but with some details lacking and ambiguity in descriptions.	Response demonstrates a lack of reflection on, or critical analysis and personalization of, the theories, concepts, and/or strategies presented in the course materials. Examples, when applicable, are not provided; or irrelevant examples are provided.
Logical Development of the Viewpoints and Interpretations based on the Understanding of the Relevant Concepts Weight: 20%	Viewpoints and interpretations are insightful and well supported in a highly convincing manner; Viewpoints and interpretations are based on the excellent understanding of the relevant concepts.	Viewpoints and interpretations sound valid and fairly well supported in a convincing manner; Viewpoints and interpretations are based on the very good understanding of the relevant concepts.	Viewpoints and interpretations are acceptable and fairly well supported in a convincing manner with a few minor leaps of the logic; Viewpoints and interpretations are based on the adequate understanding of the relevant concepts.	Viewpoints and interpretations are acceptable but supported in a weakly convincing manner with a few major leaps of the logic; Viewpoints and interpretations are based on the rudimentary understanding of the relevant concepts.	Viewpoints and interpretations are not acceptable and not supported in a convincing manner with many major leaps of the logic; Viewpoints and interpretations are not based on the understanding of the relevant concepts.

Required Components (Project management skills, Interpersonal skills and Consumer Culture and Values concept application) Weight: 25%	Response includes all components and exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed highly adequately. All attachments and/or additional documents are included.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed adequately. All attachments and/or additional documents are included, as required.	Response includes most of components and meets most of requirements indicated in the instructions except a couple of missing components or requirements. Each question or part of the assignment is addressed at the basic level. Most of all attachments and/or additional documents are included.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. Not all attachments and/or additional documents are included, as required.
Quality of Writing Structure and Expressions Weight: 10%	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no or only little spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with very good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are only a little spelling, grammar, or syntax errors per page of writing	Writing is acceptable to understand, concise, and organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner but with some minor leaps of logic. There are several minor spelling, grammar, or syntax errors per page of writing.	Writing is acceptable to understand, but not concise, and loosely organized with acceptable sentence/paragraph construction. Thoughts are expressed in an acceptable manner but with some major leaps of logic. There are several major spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Self-Criticism Weight: 20%	The reflection demonstrates excellent ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking	The reflection demonstrates very good ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions.	The reflection demonstrates good ability of the student to question their own biases, stereotypes, preconceptions. New modes of thinking and opportunities to improve	The reflection demonstrates adequate ability of the student to question their own biases, stereotypes, preconceptions at the acceptable level. New	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases and opportunities to improve etc.

	and opportunities to improve as a result.	Students show a potential of new modes of thinking and opportunities to improve but at the limited extent.	are attempted but not evident.	modes of thinking and opportunities to improve are not attempted or not evident at all.	
Total					

-End-