COM5105: MEDIA ECONOMICS AND FINANCIAL MARKETS

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Media Economics and Financial Markets

Subject Code

COM - Media and Communication

Course Number

5105

Academic Unit

Media and Communication (COM)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

Do you think that the media have an impact on stock market prices and financial markets? This course aims to introduce students to significant concepts and issues in the emerging field of media economics and financial markets. The field of media economics and financial markets (i.e., financial communication) draws upon theories, research, and practices from multiple sources of scholarship such as communication, behavioral finance, economics, as well as wealth and risk management, to understand the role of media in the evolving landscape of traditional finance, financial technologies, media, and stock markets. The course will provide both theoretical insights and practical knowledge.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Examine and discuss the major issues in media economics in the contemporary world	25	x		
2	Discover and evaluate the role of market competition in the creation, distribution and consumption of media products, and its impact on media industries	25	x		
3	Critically analyze the complex interactions among media content providers, consumers, the advertising industry, and the advertisers	25		x	x
4	Apply principles, concepts, and theories in media economics to real-world media management and planning in a globalized environment	25		x	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 would learn about theories and models of media economics and financial markets	1, 2	3
2	Weekly in-class interactive quizzes (ungraded)	Students would participate in an ungraded interactive quiz each week to strengthen their conceptual understanding	1, 2	NA

3	Group discussions	Students would evaluate complex relationships among media content providers, advertisers, consumers, stock markets, and the financial industry.	3, 4	NA

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	In-class participation Students are assessed according to their effort in participating in class. They are expected to complete all in-class exercises, have active participation in class discussion, in giving comments, raising questions and contributing to reflective sharing and discussion in class. Students' effort in reading and understanding the assigned reference materials is also assessed.	1, 2	10	
2	Fin-fluencer assignment Students are expected to produce a 3-min short-form social media content explaining concepts covered in class.	2, 3	30	
3	Group project and presentation Students in groups are expected to produce a 15-page group report. They are also expected to make a 10-minute group presentation.	3, 4	30	
4	Quiz There would be 2 in-class quizzes assessing students' mastery of the content	1, 2, 3, 4	30	

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

1. In-class participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Students are assessed according to their effort in participating in class and performance in in-class exercise. Ability in giving comments, raising questions and contributing to reflective sharing and discussion in class.

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

2. Fin-fluencer assignment (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Students are assessed by their efforts in generating novel insights through thoughtful evaluation of the selected theory/concept/idea, and to do so in an entertaining way on social media

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. Group report and group presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Groups are assessed on their ability to conduct a case study critically analyzing a key trend in the media, financial markets and the economy

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
4. In-class quizzes (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion
Knowledge of key concepts, conceptual models and application of theories

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
1. In-class participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion
Students are assessed according to their effort in participating in class and performance in in-class exercise. Ability in giving comments, raising questions and contributing to reflective sharing and discussion in class.

Excellent
(A+, A, A-) High

Good
(B+, B) Moderate

Marginal
(B-, C+, C) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

2. Fin-fluencer assignment or students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Students are assessed by their efforts in generating novel insights through thoughtful evaluation of the selected theory/concept/idea, and to do so in an entertaining way on social media

Excellent

(A+, A, A-) High

Good

(B+, B) Moderate

Marginal

(B-, C+, C) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

3. Group report and group presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Groups are assessed on their ability to conduct a case study critically analyzing a key trend in the media, financial markets and the economy

Excellent

(A+, A, A-) High

Good

(B+, B) Moderate

Marginal

(B-, C+, C) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

4. In-class quizzes (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Knowledge of key concepts, conceptual models and application of theories

Excellent

(A+, A, A-) High

Good

(B+, B) Moderate

Marginal

(B-, C+, C) Basic

Failure

(F) Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

Mass media, social media, content creators, media consumer, media economics, financial markets, stock market, emerging financial technologies

Reading List

Compulsory Readings

	Title
1	Strycharz, J., Strauss, N., & Trilling, D. (2018). The role of media coverage in explaining stock market fluctuations: Insights for strategic financial communication. International Journal of Strategic Communication, 12(1), 67–85. https://doi.org/10.1080/1553118X.2017.1378220
2	Saxton, G. D., & Anker, A. E. (2013). The aggregate effects of decentralized knowledge production: Financial bloggers and information asymmetries in the stock market. Journal of Commuication, 63, 1054–1069. https://doi.org/10.1111/jcom.12060
3	Pring, M. J. (2014). Candlestick charting. In Technical analysis explained: The successful investor's guide to spotting investment trends and turning points (5th ed., pp. 340–372). McGraw-Hill Education.
4	Hudson, R. (2005). Ethical investing: Ethical investors and managers. Business Ethics Quarterly, 15(4), 641–657.s
5	Gitman, L. J., Joehnk, M. D., & Smart, S. B. (2014). Analyzing common stocks. In Fundamentals of investing (11th ed., pp. 246–285). Pearson Education.

Additional Readings

	Title
1	Additional reading materials are to be assigned by instructors according to specific teaching needs.