City University of Hong Kong
Course Syllabus

offered by School of Creative Media
with effect from Semester A 2017 /18

Part I   Course Overview

Course Title: Introduction to Critical Media Studies

Course Code: SM5325

Course Duration: One semester

Credit Units: 3

Level: P5

Medium of
Instruction: English

Medium of
Assessment: English

Prerequisites:
(Course Code and Title)   Nil

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**

This course aims to provide students with a postgraduate-level introduction to the most significant issues and concepts in the field of media studies, and an introduction to relevant modes of critical analysis and historical investigation, including semiotics, cultural studies, globalization theory, and theories of reception.   Students will learn to describe and apply key theoretical and methodological concepts, and will develop the ability to generate extended critical analyses of media texts, institutions, and audiences.

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	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Identify the most significant issues and concepts in the field of media studies		x		
2.	Describe key theoretical and methodological concepts in the field			x	
3.^	Synthesize extended critical analyses of media texts, institutions, and audiences		x		x
4.^	Demonstrate the ability to conduct postgraduate level research in the field			x	x
		100%			

^ Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

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	6	
Lecture/discussion	Explain key concepts, examine and critically discuss relevant theoretical and practical illustrations examples	✓						
Directed essays	Apply key theoretical concepts to relevant examples	✓	✓					
Research or curatorial project proposal	Develop, conduct preliminary research for, and summarize a relevant topic of interest to the student	✓	✓	✓	✓			

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	6		
Continuous Assessment: 100%								
Directed essay 1	✓	✓						
Directed essay 2	✓	✓						
Directed essay 3	✓	✓						
Research/curatorial proposal	✓	✓	✓	✓				
							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. Essay	Students should demonstrate ability to utilize primary and secondary sources, and to construct a well-organized argument and analysis. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal experience.	– Excellent grasp of research material, able to explain key concepts, assumptions and debates – Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative – Insightful interpretation of the subject matter with distinct themes and thesis – Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize – Ability to approach a text or a theme using a variety of theories and analytical tools – Strong bibliography suggesting breadth and depth of coverage and informed insights	– Firm grasp of materials, able to explain key concepts and assumptions – Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand – Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently – Organized bibliography which can be utilized in accordance with the topic	– Comprehensive grasp of materials, able to explain key concepts – Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand – Relevant points to the subject matter, fair ability to interpret opinions – Unorganized bibliography which can be utilized in accordance with the topic	– Loose grasp of materials, cannot explain key concepts – Poor organization and structure, weak content, limited use of resources – Relevant points to the subject matter, marginal ability to interpret opinions – Insufficient and/or unorganized bibliography	– Poor grasp of materials – No organization and structure, inadequate content, no/ irrelevant use of resources – Irrelevant points to the subject matter, minimal ability to interpret opinions – Irrelevant bibliography
2. Research/curatorial Proposal	Students should demonstrate ability to apply knowledge and skills to undertake independent research, and to construct a well-organized argument and analysis. The threshold of	– Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field – Rich content, exceptional ability to integrate various resources into primary and secondary levels based on	– Firm grasp of materials, ability to explain key concepts and assumptions – Adequate content, strong ability to integrate various resources into primary and	– Comprehensive grasp of materials, able to explain key concepts – Adequate content, fair ability to integrate various resources into primary and secondary levels	– Loose grasp of materials, cannot explain key concepts – Weak content, with primary and secondary levels – Design and conduct research which is	– Poor grasp of materials – Inadequate content, without primary and secondary levels – Fail to design and conduct research which is appropriate for the

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.	demand; – Design and conduct research which is firmly built on thorough knowledge of existing theoretical frameworks – Evaluative judgments about existing research and demonstrate application of strong critical thinking skills – Strong ability to approach a text or a theme using a variety of theories and analytical tools – Strong organization of research findings with effective organization and procedural clarity at the same time demonstrating the importance of the process – Insightful suggestion of how the research findings may lead to future research	secondary levels based on demand; – Design and conduct research which is built on thorough knowledge of existing theoretical frameworks – Appropriate judgments about existing research and demonstrate application of critical thinking skills – Ability to approach a text or a theme using a variety of theories and analytical tools	based on demand – Design and conduct research which is built on knowledge of theoretical frameworks – Appropriate judgments about existing research – Weak ability to approach a text or a theme using a variety of theories and analytical tools	appropriate for the research objective – Marginal judgments about existing research – Poor ability to approach a text or a theme using a variety of theories and analytical tools	research objective – Fail to make reasonable judgments about existing research – Fail to approach a text or a theme using a variety of theories and analytical tools

Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

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.)

   Media studies. Cultural studies. Production, product, and reception. Technology and culture. Medium theory. Globalization and media. Semiotics. Postmodernism. Feminist theory and criticism. Audience studies. Queer theory and criticism. Surveillance studies.

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.	Best, Steven and Douglas Kellner. *The Postmodern Turn.* New York: Guilford P, 2001.
2.	Danesi, Marcel, *Understanding Media Semiotics.* New York: Oxford, 2002.
3.	During, Simon. "Introduction." In During (ed.), *Cultural Studies Reader.* New York: Routledge, 1999. 1-28.
4.	Erhart, Julia. "Laura Mulvey Meets Catherine Tramell Meets the She-Man: Counter-History, Reclamation, and Incongruity in Lesbian, Gay, and Queer Film and Media Criticism." In Toby Miller and Robert Stam (eds.), *A Companion to Film Theory.* London: Blackwell, 2003. 165-181.
5.	Foucault, Michel. "Panopticism." In Frank Webster (ed.), *The Information Society Reader.* New York: Routledge, 2004.
6.	Gallagher, Margaret. "Feminist Media Perspectives." In Angharad N. Valdivia, *The Blackwell Companion to Media Studies.* London: Blackwell, 2003. 19-39.
7.	Green, Joshua and Henry Jenkins. "Spreadable Media." In Virginia Nightingale (ed.), *The Handbook of Media Audiences.* Malden: Wiley-Blackwell, 2011.
8.	Livingstone, Sonia. "The Changing Nature of Audiences." In Angharad N. Valdivia, *The Blackwell Companion to Media Studies.* London: Blackwell, 2003. 337-359.
9.	Lyon, David. "New Directions in Theory." In Frank Webster (ed.), *The Information Society Reader.* New York: Routledge, 2004.
10.	Ma, Eric Kit-wai. "Peripheral Vision: Chinese Cultural Studies in Hong Kong." In Miller (ed.), *A Companion to Cultural Studies.* Oxford: Blackwell, 2001.
11.	Manovich, Lev. *The Language of New Media.* Cambridge: MIT P, 2001.
12.	McLuhan, Marshall. "The Medium is the Message." In Meenakshi Gigi Durham and Douglas Kellner (eds.), *Media and Cultural Studies: Keyworks.* Oxford: Blackwell, 2001. 129-138.
13.	Meyrowitz, Joshua. "Medium Theory." In Robin L. Nabi and Mary Beth Oliver (eds.), *The SAGE Handbook of Media Processes and Effects.* Los Angeles: SAGE, 2009. 517-530.
14.	Miller, Toby, and Geoffrey Lawrence. "Globalization and Culture." In Miller (ed.), *A Companion to Cultural Studies.* Oxford: Blackwell, 2001.
15.	Murphie, Andrew, and John Potts. "Theoretical Framework." In Murphie and Potts, *Culture and Technology.* New York: Palgrave Macmillan, 2003. 11-38.
16.	Sinha, Nikhil and Horace Newcomb. "A Student's Guide to Surviving Communication Scholarship." In Don Fleming (ed.), *Formations: A 21st Century Media Studies Textbook.* Manchester: Manchester UP, 2000. 15-30.
17.	Stam, Robert. *Film Theory: An Introduction.* London: Blackwell, 2000.
18.	Stokes, Jane. *How to Do Media and Cultural Studies.* London: SAGE, 2013.
19.	Sun, Wanning. "Dancing with Chains: Significant Moments on China Central Television." *International Journal of Cultural Studies* 10.2 (2007): 187-204.
20	Williams, Raymond. "The Technology and the Society." In Noah Wardrip-Fruin and Nick Montfort (eds.), *The New Media Reader.* Cambridge: MIT P, 2003. 291-300.

2.2 Additional Readings

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

1.	Nil
2.	
3.	
…	