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: Social Media and Digital Humans

Course Code: SM5334

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**

   New technologies including diverse social media (e.g., Facebook, Twitter, YouTube, blogs, and other social networking applications) have changed every aspect of our daily life and society. Students will be encouraged to capture the new social phenomena around technologies, culture, art, and society from the social-technical perspective and to discuss challenges and opportunities in the era of new media technologies. Paying special attention to understanding of computer-mediated communication (CMC) related theories, social-psychology theories, and social network theories, students will be equipped with theory-driven knowledge to explain why and how things are the way they are, which will serve as a fundamental framework for students to develop new theoretical arguments. This course has three main components: (1) to learn methodologies for empirically observing the phenomena around social media and human behavior in digital environments; (2) to discuss how social media shape people's self-identity, perceptions of reality, social relationships, and behavior so that students can develop their own agendas; (3) to conduct a study applying relevant methods to create knowledge about each student's subject of interest.

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.	Account for different media properties across new digital media and distinguish them from those of conventional media		✓	✓	✓
2.	Describe the influence of social media on individuals' self-identity, perceptions of reality, relationships, and behavior			✓	✓
3.	Explain diverse theories related to social media and link them in explaining emerging social phenomena			✓	✓
4.	Design and conduct their research with their own agenda			✓	✓
5.^	Generate new insights towards better understanding of human behavior in digital environments		✓	✓	
6.^	Turn the findings and insights of research into an elaborate written paper with a thesis statement		✓	✓	✓
		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	
Lectures	-Lectures on emerging digital technologies, social phenomena, and related theories	✓	✓	✓	✓			
In-class discussions	-Reading relevant articles and critical analysis to find theoretical gaps	✓	✓	✓	✓			
Seminars	-Seminars on a wide range of research methods and theory-driven approaches to understanding of the effects of social media on individual and societal dynamics	✓	✓	✓	✓			
Individual project	-Semester-long research project with an elaborate written report				✓	✓	✓	
Oral presentation	-Mid-term presentation on research design -Semester-long research projects -Final-term presentation on research project				✓	✓	✓	

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%								
-Participation in in-class discussion	✓	✓	✓	✓			20 %	
-Written reactions to readings	✓	✓	✓	✓			20 %	
-Semester-long research project with an elaborate written report				✓	✓	✓	40 %	
-Research project presentation				✓	✓	✓	20 %	
Examination: 0% (duration: , if applicable)								
							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. Participation in In-Class Discussion	This assessment task reviews students' participation and performance in discussions, debates and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' pre-class preparation and interpersonal sensitivity to his/her peer members.	• Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points • In-depth pre-class preparation and familiarity with peer reports and other materials • Interpret others' views with an open mind and ready to negotiate • Readiness to share personal insight via analysis and synthesis with informed views • Constructively critical, thus facilitating the discovery of new issues	• Active in-class participation, positive listening, ability to initiate class discussion and comment on other points • Adequate pre-class preparation and familiarity with peer reports and other materials • Interpret opinions effectively	• Attentive in in-class participation, listening with comprehension, but only infrequently contributing • Adequate pre-class preparation but little familiarity with peer reports and other materials • Fair ability in interpreting opinions	• Unmotivated to participate in class discussion or comment on other people's views • Little pre-class preparation and familiarity with peer reports and other materials • Poor ability in interpreting opinions	• Unwilling to participate in class discussion and comment on other points, even when requested by the teacher • No pre-class preparation and familiarity with peer reports and other materials • Minimal ability in interpreting opinions
2. Written Reaction to Readings	This assessment will grade on rationality, clarity and fluency of argument and comment. The threshold of 'discovery' lies in a student's ability to	• Rich content, excellent ability to interpret and integrate various resources • Rigorous organization,	• Considerable content, good ability to integrate various resources based on demand • Reasonable	• Adequate content, fair ability to integrate various resources • Fair organization with adequate structure and	• Weak content, limited use of resources • Poor organization, structure and composition • Relevant points to the subject matter,	• Inadequate content, no/ irrelevant use of resources • No organization, structure or/and composition • Irrelevant points to

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	negotiate a position that is informed, defendable, and standing on personal insight.	coherent structure, systematic composition • Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature • Readiness to respond to peer opinion and other views initiated in class discussion • Discussion shed light on new dimensions of the issue	organization with balanced structure and composition • Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently • Sufficient responses to peer comments to sustain a discussion	composition • Relevant points made to the subject matter in question • Ability to respond to other statements and engage in class discussion	marginal ability to interpret opinions • Ability to respond to other comments in simple terms	the subject matter, no ability to interpret opinions • Fail to respond to other comments
3. Presentation	This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.	• Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter • Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative • Superior presentation	• Adequate content with firm grasp of the material that informs the audience on a subject matter • Reasonable organization, balanced structure and composition • Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-managemen	• Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter • Fair organization, weak structure and composition • Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management	• Weak content, loose grasp of the general ideas with some knowledge of the subject matter • Poor organization, structure and composition • Poor presentation skills: marginal pronunciation, expression and diction, poor time-management	• Inadequate content, fail to identify the general ideas with knowledge of the subject matter • No organization, structure or/and composition • Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management • Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize	t			
4. Research-based Written Report/ Thesis Statement	Students should demonstrate ability to apply knowledge and skills to undertake independent research, build up 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 daily experience.	• 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 demand; • Design and conduct research which is firmly built on thorough knowledge of existing theoretical frameworks • Evaluative judgments about	• Firm grasp of materials, ability to explain key concepts and assumptions • Adequate content, strong ability to integrate various resources into primary and 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	• Comprehensive grasp of materials, able to explain key concepts • Adequate content, fair ability to integrate various resources into primary and secondary levels 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	• Loose grasp of materials, cannot explain key concepts • Weak content, with primary and secondary levels • Design and conduct research which is 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	• Poor grasp of materials • Inadequate content, without primary and secondary levels • Fail to design and conduct research which is appropriate for the 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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		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	skills • Ability 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.)

     Social media; Computer-mediated communication; Media choice theories; Media richness; Social presence; Media synchronicity; Media performance; Digital human; Human behaviour in digital environment; Digital altruism; Digital self; Digital activism; Digital networks

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.	Van Dijck, J. 2013.. The culture of connectivity: A critical history of social media. Oxford University Press.
2.	Paul Hodkinson, 2011. *Media, Culture and Society: An Introduction,* SAGE Publication, London.

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

1.	Ngai, E. W., Tao, S. S., & Moon, K. K. (2015). "Social media research: Theories, constructs, and conceptual frameworks," *International Journal of Information Management*, 35, 1, pp. 33-44.
2.	Schwartz, R. and Halegoua, G.R. (2014). "The spatial self: Location-based identity performance on social media," *New Media & Society*, 17, 10, pp. 1-18.
3.	Penny, J., and Dadas, C. 2013. "(Re) Tweeting in the Service of Protest: Digital Composition and Circulation in the Occupy Wall Street Movement," *New Media & Society*, 16,1, pp. 74-90.
4.	Kaplan, A. M., and Haenlein, M. (2010). "Users of the world, unite! The challenges and opportunities of Social Media," *Business Horizons*, 53, 1, pp. 59-68.
5.	Kahn, R., and Kellner, D. (2004). "New Media and Internet Activism: From the 'Battle of Seattle' to Blogging," *New Media & Society*, 16, 1, pp. 87-95.
6.	Lee, Y. C., Lin, Y, and Cheng, Z. (2014). "The Dark Side of Smartphone Usage: Psychological Traits, Compulsive Behavior and Technostress," *Computers in Human Behaviors*, 31, pp. 373-383
7.	Deterding, S. (2012). "Gamification: designing for motivation," *Interactions*, 19, 4, pp. 14-17.
8.	Slonje, R., Smith P., Frisen, A. (2013). The Nature of Cyberbullying, and Strategies for Prevention. *Computers in Human Behaviors*, 29, pp. 26-32.
9.	Schoder, D., Gloor P., and Metaxas, P. "Social Media and Collective Intelligence—Ongoing and future Research Streams," *Technical Contribution*, 27:9, pp. 9-15.