City University of Hong Kong
Course Syllabus

offered by Department of Media and Communication
with effect from Semester A 2017/18

Part I   Course Overview

Course Title: Psychological Processing of New Media

Course Code: COM5108

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 discover and examine cutting-edge research in the areas of media psychology and new media studies. Specific topics addressed will include human-computer interactions (HCI) and computer-mediated communication (CMC) research on various types of new media interfaces such as the Internet, WWW, virtual reality, mobile media, and computer and video games.

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.	Discuss major psychological issues in new media interface design and usability	25%	✓		
2.	Examine and evaluate relevant theories and research dealing with various psychological effects of new media technologies	25%	✓	✓	
3.	Discover and analyze social and psychological effects of new media technologies from an empirical science perspective	25%	✓	✓	
4.	Apply major theories in media psychology and research to real-world new media design and use problems	25%		✓	✓
		100%			

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	
Lectures	Students are required to attend lecture each week during which major psychological theories and methods relevant to new media interface design and use will be examined.	✓				1.5 hours per week
On-line/class discussion	Students are asked to regularly discuss the topic using either on-line/class discussion.	✓				NA
Group Discussion	Under the guidance of the teacher, students will breakout into groups in tutorial sessions and analyze and evaluate relevant theories and research dealing with various psychological effects of new media technologies.		✓			1 hour per week
Case studies	Students will be asked to investigate case studies to discover how the use of new media will influence users' psychological processes.			✓	✓	NA
Theory and research in media psychology	Students in groups are asked to seek innovative solutions for a real-world new media design or use problem by explaining and applying relevant theories and research in media psychology.				✓	NA
Presentation	Each group is asked to present their research findings and solutions to their fellow classmates.		✓		✓	3 hours in the final week

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		
Continuous Assessment: 100%						
Two in-class quizzes	✓				30%	
In-class exercises; Presentation on cases of psychological processing of new media		✓	✓		20%	
Produce a 15 to 20-page group report, and make a 15-minute group presentation				✓	50%	
Examination: NA						
					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. In-class quizzes	Demonstrate knowledge of key concepts and theories in media psychology.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. In-class exercises and presentation	Demonstrate ability to discuss and link concepts and theories discussed in class.	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Group report and presentation	Demonstrate competence to translate concepts and theories from media psychology and apply them to the real work context. Demonstrate ability to articulate and present complex idea clearly.	High	Significant	Moderate	Basic	Not even reaching marginal levels

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.)

   Psychological media effects, new media technologies, cognitive processing, information processing, interface design and usability, human-computer interaction, computer mediated communication

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.	Giles, D. (2003). *Media Psychology*. Hillsdale, NJ: Lawrence Erlbaum Associates.
	Kraut, R. E. & Resnick, P. (2012). Evidence-based social design: Mining social sciences to build online communities. Cambridge, MA: MIT Press.
	Nabi, R. & Oliver, M. B. (2009). *The SAGE handbook of media processes and effects*. Thousand Oaks, CA: SAGE Publications.
	Pavlik, J. & McIntosh, S. (2014). Mass communication and its digital transformation. *In Converging media: An introduction to mass communication.* New York, NY: Oxford University Press.

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

1.	Sparks, Glenn G. (2012). *Media Effects Research: A Basic Overview* (4th ed.), Cengage Learning.
2.	Bryant, J., & Zillmann, D. (2009). *Media effects: Advances in theory and research* (3rd ed.). Hillsdale, NJ: Erlbaum.
3.	Brewer, G. (2011), *Media Psychology*. Palgrave Macmillan.
4.	Amichai-Hamburger, Y. (2013). *The Social Net: Understanding Our Online Behavior* (2nd ed.). *Oxford*. UK: Oxford University Press.