

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Media and Communication  
with effect from Semester B 2023/24**

**Part I Course Overview**

**Course Title:** Public Communication Campaign Management

**Course Code:** COM5110

**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 develop students' understanding of how new information and communication technologies are likely to affect the quality and impact of communication campaigns at the 21<sup>st</sup> century, in particular in the context of the Greater China region. Students are expected to learn those issues in a historical context, to analyze critically new media campaigns with other traditional campaigns, and to consider international implications of public campaigns.

### 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.	Analyze how public communication campaigns work in contemporary society and assess the driving forces behind their operations	25%	✓	✓	
2.	Apply basic media effects theories to both traditional and digital public communication campaigns	25%		✓	
3.	Discover key issues and basic principles of the campaign designing process	25%	✓		
4.	Critically evaluate public communication campaigns through in-depth case study analysis	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.			
		1	2	3	4
Lectures	Lectures: Main concepts, theories, and case studies of public communication campaigns will be presented	✓	✓	✓	✓
Case analyses	Analyze local and international cases on public communication campaigns Develop analytical and critical thinking ability	✓			✓
Exercises	Participate in exercises and activities in class Review and discuss readings		✓	✓	
Group discussions	Small group discussions in class will be conducted to engage students from different disciplines in deliberation and debates.			✓	✓

### 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%						
Class participation: Assessment will be based on students' participation in the lectures and interaction with the instructor	✓	✓	✓	✓	10%	
Group project: Assessment will be based on the extent to which students apply major concepts and generate new ideas to selected public communication campaigns		✓	✓	✓	40%	
Quizzes: Three in-class quizzes will be conducted to assess the extent to which the student describes knowledge correctly and in integrative ways	✓	✓	✓	✓	50%	Quiz 1: 10% Quiz 2: 15% Quiz 3: 25%
Examination: NA					100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Class participation	Students' participation in the lectures and class activities and interaction with the instructor	Highly active, constructive, and meaningful participation in and contribution to in-class activities	Adequate participation in and contribution to in-class activities.	Some participation in and contribution to in-class activities	No participation and contribution
2. Group project	The extent to which the students apply major concepts and generate new ideas to selected public communication campaigns	Demonstrate a solid, critical grasp of theoretical knowledge as well as creative abilities to apply class knowledge to campaign analysis and evaluation	Able to adequately discuss theoretical knowledge and apply it to campaign analysis and evaluation	Show some understanding of class materials and abilities to deliver a project through a presentation	Fail to use the knowledge learned in class and deliver a project through a presentation
3. Quizzes	The extent to which the student describes knowledge correctly and in integrative ways	Comprehensive, indepth understandings of the course materials	Adequate understandings of the course materials	Some understandings of the course materials	Fail to demonstrate basic understandings of the course materials

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation	Students' participation in the lectures and interaction with the instructor	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Debate/Group presentation	The extent to which the students apply major concepts and generate new ideas to selected public communication campaigns	High	Significant	Moderate	Basic	Not even reaching marginal levels

3. Quiz	The extent to which the student describes knowledge correctly and in integrative ways	High	Significant	Moderate	Basic	Not even reaching marginal levels
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### Part III Other Information (more details can be provided separately in the teaching plan)

#### 11. Keyword Syllabus

(An indication of the key topics of the course.)

Public communication campaigns; media effects; new communication technologies; political campaigns; health campaigns; social and psychological effects of information processing; audience analysis; campaign evaluation; public service announcements.

#### 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.	Austin, E. W., & Pinkleton, B. E. (2015). <i>Strategic public relations management: Planning and managing effective communication campaigns</i> (3rd ed.). Routledge. (ISBN-13: 9780415517690)
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##### 2.2 Additional Readings

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

1.	Barban, A.M., Cristol, S.M., & F.J. Kopec (1993). <i>Essentials of media planning: a marketing viewpoint</i> . Lincolnwood, IL: NTC Business Books.
2.	Basil, M., Schooler, C., & Reeves, B. (1991). Positive and negative political advertising: Effectiveness of ads and perceptions of candidates, pp.245-262.
3.	Benoit, W.L. (1998). A functional analysis of political advertising across media, 1998. <i>Communication Studies</i> , 51(3): 274-295.
4.	Dutton, W.H. & Lin, W.-Y. (2002). E-democracy: A case study of Web-orchestrated cyberadvocacy. In J. Armitage & J. Roberts (Eds.), <i>Living with cyberspace: technology &amp; society in the 21st century</i> , pp.98-108.
5.	Lau, R.R., Sigelman, L., Heldman, C. & Babbitt, P. (1999). The effects of negative political advertisements: A meta-analytical assessment. <i>The American Political Science Review</i> , 93(4): 851-875.
6.	Pfau, M. & Parrott, R. (1993). <i>Persuasive Communication Campaigns</i> . Boston: Allyn & Bacon.
7.	Scott, D. M. (2007). <i>The New Rules of Marketing and PR</i> . Hoboken, N.J.: John Wiley & Sons.
8.	Singhal, A., Cody, M.J., Rogers, E.M., & Sabido, M. (2004). <i>Entertainment-Education Worldwide: History, Research, and Practice</i> . Mahwah, New Jersey: Lawrence Erlbaum Associates.
9.	彭芸 (1992)。政治廣告與選舉。台北：正中書局。
10.	鄭自隆 (1998)。競選文宣策略－廣告、傳播與政治行銷。台北：遠流出版社。
11.	張永誠 (1991)。選戰行銷－如何在競爭中獲勝。台北：遠流出版社。
12.	何明修 (2005)。社會運動概論。台北：三民書局。