

**City University of Hong Kong
Course Syllabus**

**offered by Department of Media and Communication
with effect from Semester A 2022/23**

Part I Course Overview

Course Title: Communication Research Seminar

Course Code: COM5112

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

The course will provide advanced knowledge and skills on conducting communication research, including discussions on various issues in communication research, and offering students practical guide on completing research projects. The course is appropriate for students who want to learn more about communication research, and use applied knowledge and skills to complete a research project. The course will especially suite the needs of those students who has a research related career goal and those who may use knowledge and skills of communication research in their future career. The course will also provide foundation for those who plan to continue with Ph.D. study. A primary outcome of the course will be a completed research paper acceptable for presentation at a conference or publication.

The course will work on the following aspects:

1. To provide additional depth on research methods following the basic research methods course.
2. To provide opportunities for students to apply knowledge and skills in a research project.
3. To combine knowledge of research methods and communications theory into a research project that explores an important issue(s) in media and communication.
4. To guide students in their data analysis for a research project.
5. To re-emphasize the research foundation developed in the basis research methods course as a systematic means of conducting media and communication research.

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.	Demonstrate knowledge and skills of conducting research using appropriate research methods	10	✓	✓	
2.	Demonstrate knowledge and skills of managing a research project	10	✓	✓	
3.	Critically analyze the literature and scholarly works in the field of media and communication	10		✓	✓
4.	Apply knowledge and skills of statistical analysis to process data and solve problems of a research project	20		✓	✓
5.	Apply knowledge and skills of communication research to produce papers of scholarly standard	40		✓	✓
6.	Apply creative perspectives to produce papers of high quality for conference presentation and for publication in academic journals	10		✓	✓
		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	5	6	
Class Discussions	Class discussions on knowledge and skills of conducting research using appropriate research methods	✓						Throughout the class
Class Discussions	Class discussions on knowledge and skills of managing a research project		✓					Throughout the class
Literature Review	Critiques on literature and scholarly works on various topics using different research methods			✓				Throughout the class
Data analysis	Exercises on data analysis using different statistical tools				✓			Throughout the class
Research	Research paper assignment on topics important to the field of media and communication			✓	✓	✓		Throughout the class
Discussions and presentations	Class discussions and presentations of research ideas and completed research projects	✓	✓				✓	Throughout the class

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%								
Class participation, critiques and leading the class discussions on issues regarding research	✓	✓	✓				10%	
Class assignment on statistical analysis of data	✓	✓		✓			10%	
Research proposal in accordance with established deadlines & content quality and proposal presentation	✓	✓	✓		✓		20%	
Complete research paper and class presentation	✓	✓	✓	✓	✓	✓	60%	
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, critiques and class discussions	Being able to ask critical questions on initiating and implementing a research project. Take a leading role in literature critique and class discussion.	High	Significant	Basic	Not even reaching marginal levels
2. Class assignment	Demonstrate adequate ability to apply the knowledge and skills to analyze data to produce research results	High	Significant	Basic	Not even reaching marginal levels
3. Research proposal	Address essential questions in initiating a research project, and provide a sound research design and approach to solve the problems of the research project	High	Significant	Basic	Not even reaching marginal levels
4. Research paper and class presentation	Being able to produce a research paper of adequate quality by satisfying the key requirements and present the paper professionally	High	Significant	Basic	Not even reaching marginal levels

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, critiques and class discussions	Being able to ask critical questions on initiating and implementing a research project. Take a leading role in literature critique and class discussion.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Class assignment	Demonstrate adequate ability to apply the knowledge and skills to analyze data to produce research results	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Research proposal	Address essential questions in initiating a research project, and provide a sound research design and approach to solve the problems of the research project	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Research paper and class presentation	Being able to produce a research paper of adequate quality by satisfying the key requirements and present the paper professionally	High	Significant	Moderate	Basic	Not even reaching marginal levels

Research Project and Presentation:

- Students will work individually or in pairs on a research project on an approved research topic using an appropriate method(s).
- Each student (group) is expected to present a research proposal and findings to the class.
- Each student (group) is expected to write a data-based research paper, following the appropriate academic style and requirements. Attention will be paid to the quality of writing, including the spelling, syntax, and grammatical structure of the paper.

Specific grading criteria for selected assessment tasks/activities are as follows:

Research proposal

Adequate review of literature

Critical analysis of the literature and strong argument presentation for the study

Meaningful and innovative hypotheses and research questions

Proper selection and justification of research method

Adequate description of research method and procedures of project completion

Research paper and presentation:

Quality of the ideas – originality, significance, etc.

Appropriateness, logical coherence and clarity of the arguments and hypotheses

Appropriateness of research method and clear description

Appropriateness of the analysis and the presentations of the results

Thought-provoking discussions of the research findings and the significance of the study

Format, style, writing and length of paper

Presentational skills

Weighting of the different criteria and other details will be given to the students during class.

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.)

Communication research, applied research, media research, research methods, quantitative research methods, survey, content analysis, experimental study, empirical research, statistical analysis

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.	Babbie, Earl (2007). <i>The Practice of Social Research, 11th Edition</i> . Belmont: Wadsworth Publishing Company.
2.	Wimmer, Roger D., and Joseph R. Dominick (2006). <i>Mass Media Research: An Introduction</i> . CA: Thomson/Wadsworth.
3.	Daniel Riffe et al (2005). <i>Analyzing Media Messages, Using Quantitative Content Analysis in Research</i> , Lawrence Erlbaum.
4.	Bryman, A. (2008). <i>Quantitative Data Analysis with SPSS Release 14, 15 & 16 for Windows: A Guide for Social Scientists</i> , New York: Routledge.

2.2 Additional Readings

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

1.	Barrie Gunter (2000). <i>Media Research Methods: Measuring Audiences, Reactions and Impact</i> . London; Thousand Oaks, CA: Sage Publications.
2.	Berger, A. A. (2011). <i>Media and communication research methods: An introduction to qualitative and quantitative approaches</i> (2nd ed.). Thousand Oaks: SAGE Publications.
3.	Brennen, B. (2012). <i>Qualitative research methods for media studies</i> . New York: Routledge.
4.	Earl Babbie (1990). <i>Survey Research Method</i> , second edition, Wadsworth
5.	Fred Pycszak (2002) <i>Evaluating Research In Academic Journals</i> . Los Angeles, CA: Pycszak Publishing
6.	Guido H. Stempel, David. H. Weaver, & Cleveland G. Wilhoit (2003). <i>Mass Communication Research and Theory</i> . Boston: Allyn and Bacon.

7.	Jensen, K. B. (2012). <i>The handbook of media and communication research: Qualitative and quantitative methodologies</i> (2nd ed.). New York: Routledge.
8.	Lindlof, T. R., & Taylor, B. C. (2011). <i>Qualitative communication research methods</i> (3rd ed.). Thousand Oaks, Calif.: SAGE.
9.	Mildred L. Patten (2002). <i>Proposing Empirical Research: A Guide To The Fundamentals</i> . Los Angeles, CA: Pyczak Publishing
10.	Wodak, R., & Krzyzanowski, M. (2008). <i>Qualitative discourse analysis in the social sciences</i> . Basingstoke [England] ; New York: Palgrave Macmillan.