

**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 and Society

Course Code: COM8000

Course Duration: One semester

Credit Units: 3

Level: R8

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) None

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) None

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course examines the interplay between mass media and society within interdisciplinary theoretical perspectives in mass communication and other related fields. It covers three major areas: 1) Media theories, ideologies and practices and their relationship with public opinion; 2) mass communication, constructed reality and social knowledge; and 3) interaction between mass media and society and its consequences. It focuses on such topics as mass media and public opinion, social knowledge and ideology, communication and social theories, mass communication structure and processes, communication technology and culture, network society, and global communication. The students are exposed to a variety of literature that addresses the relationship among society, media and culture, with an emphasis on the impacts mass communication has on individuals and institutions in political, technological, cultural and globalization contexts.

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 and examine the relationship between media and society from interdisciplinary perspectives of scholarly inquiry	20%	✓		
2.	Identify important topics and critical issues related to the structure, production, delivery and consumption processes of mass communication in society	20%	✓	✓	
3.	Critically evaluate and analyze these topics and issues in light of theoretical perspectives and empirical evidence at the micro and macro levels	20%		✓	✓
4.	Conduct original research on important aspects concerning the interplay between mass media and society using appropriate research methods and present findings in professional format and quality	40%	✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 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	
Group discussion	Group discussion on theory, research, and debates e related to mass communication and society	✓	✓			Throughout the class
Conceptual Analysis	Synthesis and analysis of key concepts and perspectives concerning mass communication and society		✓	✓		Throughout the class
Literature Research	Writes weekly reports and a final review essay to critically examine the literature.			✓	✓	Throughout the class
Bibliographic Workshops	Tutorials on methods (e.g., meta-analysis and citation analysis) and tools (e.g., Endnote and Web of Science) to trace evolutionary trends and emerging frontiers of relevant research domains	✓	✓	✓	✓	Two or three times per semester
Individual Presentation	Presenting results based on critical evaluation of the literature and relevant empirical basis.	✓	✓	✓	✓	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		
Continuous Assessment: 100 %						
Class Discussion on the literature	✓	✓	✓	✓	25%	
Weekly Reports on readings assigned by the instructor and supplemented by the students	✓	✓	✓	✓	25%	
Research Paper: to assess students' understanding of the theories and concepts covered in the lectures and readings			✓	✓	50%	
Examination: Nil (duration: _____, if applicable)						
					100%	

** The weightings should add up to 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 Discussion	Articulation and presentation abilities	Excellent abilities are evidenced in thorough grasp of the assigned readings with ample additional materials supplemented by the student; insightful understanding of key concepts, relevant research, and resulting evidence; articulated abilities to compare different theoretical traditions and to creatively apply theories to practical cases and issues in real life.	Good abilities are evidenced in thoughtful grasp of the assigned readings with sufficient additional materials supplemented by the student; good understanding of key concepts, relevant research, and resulting evidence; working abilities for theoretical comparisons and practical applications.	Fair or marginal abilities are evidenced in limited grasp of the assigned readings; limited understanding of key concepts, relevant research, and resulting evidence; mediocre weak abilities for theoretical comparisons or practical applications.	Not even reaching marginal levels
2. Weekly Reports	Synthesization abilities	Excellent abilities are evidenced in critical evaluation of existing literature, creative integration of materials from multiple sources, and insightful synthesization of diverse or competing perspectives.	Good abilities are evidenced in careful evaluation of existing literature, integration of materials from multiple sources, and effective synthesization of diverse perspectives.	Fair or marginal abilities are evidenced in limited evaluation of existing literature, some but mediocre or weak integration of materials from multiple sources, and vague/lose synthesization of relevant perspectives.	Not even reaching marginal levels
3. Research Paper	Conceptual, operational, and presentational abilities	Excellent abilities are evidenced in focusing on an important topic, with comprehensive and	Good abilities are evidenced in focusing on an important topic, with comprehensive and	Fair or marginal abilities are evidenced in a vague focus, with limited/uncritical	Not even reaching marginal levels

		critical review of relevant literature, support evidence that is closely consistent with the central argument, and clear, concise and insightful presentations of the findings.	review of relevant literature, support evidence that is largely consistent with the central argument, and clear presentations.	review of literature, limited support evidence that is mediocre or weakly related to the central argument, and weak presentations.	
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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 Discussion	Articulation and presentation abilities	Excellent abilities are evidenced in thorough grasp of the assigned readings with ample additional materials supplemented by the student; insightful understanding of key concepts, relevant research, and resulting evidence; articulated abilities to compare different theoretical traditions and to creatively apply theories to practical cases and issues in real life.	Good abilities are evidenced in thoughtful grasp of the assigned readings with sufficient additional materials supplemented by the student; good understanding of key concepts, relevant research, and resulting evidence; working abilities for theoretical comparisons and practical applications.	Fair abilities are evidenced in adequate grasp of the assigned readings with some additional materials supplemented by the student; adequate understanding of basic concepts, research, and evidence; adequate abilities for theoretical comparisons or practical applications.	Marginal abilities are evidenced in limited grasp of the assigned readings; limited understanding of key concepts, relevant research, and resulting evidence; weak abilities for theoretical comparisons or practical applications.	Not even reaching marginal levels

2. Weekly Reports	Synthetization abilities	Excellent abilities are evidenced in critical evaluation of existing literature, creative integration of materials from multiple sources, and insightful synthetization of diverse or competing perspectives.	Good abilities are evidenced in careful evaluation of existing literature, integration of materials from multiple sources, and effective synthetization of diverse perspectives.	Fair abilities are evidenced in adequate evaluation of existing literature, adequate integration of materials from multiple sources, and synthetization of relevant perspectives.	Marginal abilities are evidenced in limited evaluation of existing literature, some but insufficient integration of materials from multiple sources, and vague/lose synthetization of relevant perspectives.	Not even reaching marginal levels
3. Research Paper	Conceptual, operational, and presentational abilities	Excellent abilities are evidenced in focusing on an important topic, with comprehensive and critical review of relevant literature, support evidence that is closely consistent with the central argument, and clear, concise and insightful presentations of the findings.	Good abilities are evidenced in focusing on an important topic, with comprehensive and review of relevant literature, support evidence that is largely consistent with the central argument, and clear presentations.	Fair abilities are evidenced in focusing on an interesting topic, with adequate review of relevant literature, support evidence that is generally related to the central argument, and adequate presentations.	Marginal abilities are evidenced in a vague focus, with limited/uncritical review of literature, limited support evidence that is weakly related to the central argument, and weak presentations.	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.)

Media and society, media system, public opinions, communication theories, communication effects, ideology, sociology of media, communication and culture, network society, international 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.	C. Wright Mills (1959), <i>The Sociological Imagination</i> . New York: Oxford University Press. (*Chs 1,7,8, and especially the Appendix)
2.	Jaap van Ginneken (1998), <i>Understanding Global News</i> . Thousand Oaks, CA: Sage.
3.	Edward W. Said (1982), <i>Covering Islam</i> . New York: Pantheon. (*Introduction, pp. 1-64, pp. 127-164)
4.	Stuart Hall, ed. (1997), <i>Representation</i> . London: Sage. Chs. 1& 4.
5.	Herbert J. Gans (1979), <i>Deciding What's News</i> . New York: Pantheon
6.	Gaye Tuchman (1980), <i>Making News</i> . New York: Free Press.

2.2 Additional Readings

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

1.	Todd Gitlin (1980), <i>The Whole World is Watching</i> . Berkeley: University of California Press. Michael Schudson (1978), <i>Discovering the News</i> . New York: Basic Books.
2.	Daniel Hallin and Paolo Mancini (2004), <i>Comparing Media Systems</i> . New York: Cambridge University Press.
3.	Hanno Hardt (1992), <i>Critical Communication Studies: Communication, History, and Theory in America</i> . New York: Routledge.
4.	Chaffee, S. H., & Berger, C. R. (1987). What communication scientists do? In C. R. Berger & S. H. Chaffee (Eds.), <i>Handbook of communication science</i> (pp. 99-122). Sage.
5.	Bryant, J., & Miron, D. (2004). Theory and research in mass communication. <i>Journal of Communication</i> , 54, 662-704.
6.	Walter, N., Cody, M. J., & Ball-Rokeach, S. J. (2018). The ebb and flow of communication research: Seven decades of publication trends and research priorities. <i>Journal of Communication</i> , 68(2), 424-440.