

**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: Media in Greater China

Course Code: COM8004

Course Duration: One semester

Credit Units: 3

Level: R8

Medium of Instruction: English supplemented by Putonghua and Cantonese, which will be involved in readings and giving instructions while investigating the media in Greater China

Medium of Assessment: English and Chinese
(As this course investigates the media in Greater China, readings and instruction in Chinese are needed for effective education.)

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)

The course aims to:

investigate communication in the Greater China area and under different political and economic context, the interplay of culture, politics and economy that influence how communication in Chinese is performed through various channels. It examines such issues as cultural traditions and communication, evolution of freedom of expression, political economy of the mass media industry, the interaction between the media and society, the impact of the new media, and the relationship between the media and the state. It trains students to analyze communication in Chinese from various theoretical perspectives and methodological approaches.

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.	Discover and demonstrate in-depth knowledge of the fundamentals of Chinese mass communication		✓		
2.	Explain the historical development of Chinese mass communication		✓	✓	
3.	Critically analyze the interplay of culture, politics, economy and the mass media based on innovative approaches			✓	
4.	Apply and/or develop theoretical frameworks to the analysis of the relationship between the media and the state		✓	✓	✓
5.	Analyze the impact of the new media on communication in China		✓	✓	✓
		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	5	
Research proposal	Write research proposal	✓	✓	✓		✓	Throughout the course
Analysis	Discuss and analyze “model” work				✓	✓	2 weeks

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		
Continuous Assessment: <u>100%</u>							
1. A short essay (five pages) on a weekly topic and presentation in class	✓	✓	✓		✓	25%	In Chinese if the reading material is in Chinese
2. A book report/review of a title (three pages)						20%	
3. A term research paper – original research or an original critical synthesis (15-18 pages) <ul style="list-style-type: none"> • Originality • Critical ability • Application of theories • Data/evidence • Organization and presentation 				✓	✓	55%	English
Examination: <u>NA</u> % (duration: _____, if applicable)							
* The weightings should add up to 100%.						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. Essay on a weekly topic and presentation in class	Being able to write up essay of adequate quality by satisfying the key requirements and present the topic in class discussion	Excellent ability to write up essay of adequate quality by satisfying the key requirements and present the topic in class discussion.	Good ability to write up essay of adequate quality by satisfying the key requirements and present the topic in class discussion.	Fair ability to write up essay of adequate quality by satisfying the key requirements and present the topic in class discussion.	Not even reaching marginal level
2. Book report/review of a title	Being able to produce a book report/review of a title of adequate quality by satisfying the key requirements	Very high levels of academic quality of book report/review.	Moderately satisfactory levels of academic quality of book report/review.	Minimum satisfactory levels of academic quality of book report/review.	Unsatisfactory levels of academic quality of book report/review.
3. Research paper – original research or an original critical synthesis	<ul style="list-style-type: none"> • Originality • Critical ability • Application of theories • Data/evidence • Organization and presentation 	Very high levels of academic quality of research output, including the research paper and oral presentation.	Moderately satisfactory levels of academic quality of research output, including the research paper and oral presentation.	Minimum satisfactory levels of academic quality of research output, including the research paper and oral presentation.	Unsatisfactory levels of academic quality of research output, including the research paper and oral presentation.

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. Essay on a weekly topic and presentation in class	Being able to write up essay of adequate quality by satisfying the key requirements and present the topic in class discussion	High	Significant	Moderate	Basic	Not even reaching marginal levels

2. Book report/review of a title	Being able to produce a book report/review of a title of adequate quality by satisfying the key requirements	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Research paper – original research or an original critical synthesis	<ul style="list-style-type: none"> • Originality • Critical ability • Application of theories • Data/evidence • Organization and presentation 	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.)

Chinese mass communication; Chinese mass media; the media and state in China; theories of Chinese communication; Chinese media studies, Chinese media industries.

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.)

2.2 Additional Readings

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

1.	Barmie, G.R. (1999). In <i>The Red: On Contemporary Chinese Culture</i> . New York: Columbia University Press.
2.	Chu, G.C. (1977). <i>Radical Change Through Communication in Mao's China</i> . Honolulu, Hawaii: The University Press of Hawaii.
3.	Chu, G.C., & Hsu, F.L.K. (Eds.). (1983). <i>China's New Social Fabric</i> . Honolulu, Hawaii: The University Press of Hawaii.
4.	Chu, G.C., & Ju, Y. (1993). <i>The Great Wall in Ruins: Communication and Cultural Change in China</i> . Albany, New York: State University of New York Press.
5.	He, Z. & Chen, H.L. (1998). <i>The Chinese Media: A New Perspective</i> . Hong Kong: Pacific Century Press.
6.	Lee, C.C. (Ed.). (2003). <i>Chinese Media, Global Contexts</i> . London and New York: Routledge.
7.	Lee, C.C. (Ed.). (2000). <i>Power, Money, and Media: Communication Patterns and Bureaucratic Control in Cultural China</i> . Evanston, Illinois: Northwestern University Press.
8.	Lee, C.C. (Ed.). (1994). <i>China's Media, Media's China</i> . Boulder, Colorado: Westview.
9.	Lee, C.C. (Ed.). (1990). <i>Voices of China: The Interplay of Politics and Journalism</i> . New York: The Guildford Press.
10.	Lee, P.S.N. (Ed.). (1997). <i>Telecommunications and Development</i> . Cresskill, New Jersey: Hampton Press.
11.	Lynch, D.C. (1999). <i>After the Propaganda State: Media, Politics, and Thought Work in Reformed China</i> . Stanford, California: Stanford University Press.
12.	Zhao, Y. (1998). <i>Media, Market, and Democracy in China: Between the Party Line and the Bottom Line</i> . Urbana & Chicago: University of Illinois Press.
13.	陈昌凤 (2007)。中国新闻传播史：媒介社会学的视角。北京：北京大学出版社。
14.	錢鋼 (2008)。中國傳媒與政治改革。香港：天地圖書有限公司。
15.	盧世祥 (2008)。從哈巴狗變瘋狗：台灣媒體亂象紀實。台北市：前衛出版社。