

# COM2118: MEDIA AND SOCIETY

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## Effective Term

Semester A 2023/24

## Part I Course Overview

### Course Title

Media and Society

### Subject Code

COM - Media and Communication

### Course Number

2118

### Academic Unit

Media and Communication (COM)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

EN4508 Media and Society OR COM3106 Media and Society

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to introduce students to various theories and perspectives of mass communication, with reference to (a) the roles of the media (news and entertainment) in society, politics, and culture; (b) the production of media messages in professional and organizational settings; (c) the impact of media on individuals and institutions.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Understand theories and concepts in media effect research		x		
2	Critically analyze media phenomena in local contexts		x	x	x
3	Understand and reflect on communication dynamics and consequences of social media use		x	x	
4	Become familiar with and informed of different approaches to media research		x	x	

#### 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.

### Teaching and Learning Activities (TLAs)

TLAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Explaining theories, concepts, important points from the readings	1, 3, 4	
2	Group project with applications to local contexts	Relating course content to everyday life in local contexts	1, 2, 3, 4	
3	In-class discussions and exercises	Students raising and answering questions from the instructor, and engaging other students in discussions about course materials.	1, 3, 4	

### Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks
1	Quizzes: Two quizzes, one mid-term, one final, will assess students' ability to analyse the theories and concepts covered in the lectures and readings.  (20% + 40%)	1, 2	60	
2	Group project: Students will conduct a semester-long group project to examine a new media phenomenon of relevance and importance to the contemporary society.	1, 2, 3, 4	30	
3	Class participation: Students are expected to attend class regularly and actively engage with questions and discussions in class.	1, 2, 3, 4	10	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Final quiz

**Criterion**

A solid grasp of the theories, concepts, and important topics covered in the class

**Excellent (A+, A, A-)**

High (Full understanding of the concepts and theories discussed in class)

**Good (B+, B, B-)**

Significant (Good understanding of the concepts and theories discussed in class)

**Fair (C+, C, C-)**

Moderate (Adequate understanding of the concepts and theories discussed in class)

**Marginal (D)**

Basic (Minimal understanding of the concepts and theories discussed in class)

**Failure (F)**

Fail to distinguish different concepts nor theories and show little understanding on the concepts and theories discussed in class

**Assessment Task**

Group Project

**Criterion**

Thoughtful applications of course content and thorough analysis of the topic in local contexts

**Excellent (A+, A, A-)**

Show profound insights, original thoughts, in-depth analysis, excellent team work and presentation

**Good (B+, B, B-)**

Show original thoughts, solid analysis, and good team work and presentation

**Fair (C+, C, C-)**

Show adequate knowledge and analysis, logical argument, and clear presentation

**Marginal (D)**

Show acceptable knowledge and analysis, and reasonable presentation

**Failure (F)**

Fail to present the knowledge nor analysis in the group work, and poor presentation

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**Assessment Task**

Class participation

**Criterion**

Regular attendance in class and consistent, active participation

**Excellent (A+, A, A-)**

High levels of consistent, meaningful contributions to class discussions; demonstrates preparation and engagement with the material.

**Good (B+, B, B-)**

Significant levels of attendance and active participation in class discussions

**Fair (C+, C, C-)**

Moderate level of active participation with regular attendance; or low level of attendance despite active participation

**Marginal (D)**

Basic attendance but little to none active participation

**Failure (F)**

Fail to attend or participate in class most of the semester

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## **Part III Other Information**

**Keyword Syllabus**

Media effects, social media, media images, social networks, multitasking, misinformation, media and social change, public engagement, polarization

**Reading List**

**Compulsory Readings**

Title	
1	Amelia Hoover Green (2013). How to Read Political Science: A Guide in Four Steps Greta Krippner (2000). How to Read a (Quantitative) Journal Article
2	Nicholas Carr (2008). "Is Google Making Us Stupid" Jean Twenge (2017). "Has the smartphone destroyed a generation?"
3	Jeong, S-H. & Hwang, Y. (2016). Media multitasking effects on cognitive vs. attitudinal outcomes: A meta-analysis. <i>Human Communication Research</i> , 42, 599-618. doi:10.1111/hcre.12089 Clay Shirky (2014). "Why I asked my students to just put their laptops away"
4	Livingstone, S. (2007). From family television to bedroom culture: Young people's media at home. In E. Devereux (Ed.), <i>Media studies: Key issues and debates</i> (pp. 302-321). London: Sage. Steinkuehler, C. A. & Williams, D. (2006). Where everybody knows your (screen) name: Online games as "third places." <i>Journal of Computer-Mediated Communication</i> , 11, 885-909. doi:10.1111/j.1083-6101.2006.00300.x
5	Christine Rosen (2005). The image culture Elizabeth A. Brunner & Kevin Michael DeLuca (2016) The Argumentative Force of Image Networks: Greenpeace's Panmediated Global Detox Campaign, <i>Argumentation and Advocacy</i> , 52:4, 281-299, DOI: 10.1080/00028533.2016.11821875
6	Wirth, W., & Schramm, H. (2005). Media and emotions. <i>Communication research trends</i> , 3-39.
7	"Biases, the beholder, and media effects" Chapter 9 in Perloff, R. M. (2021). <i>The Dynamics of Political Communication: Media and Politics in a Digital Age</i> (3rd ed.). Routledge.
8	Geoffery Fowler (2018). I fell for Facebook fake news. Here's why millions of you did, too. Jerit, J., & Zhao, Y. (2020). Political Misinformation. <i>Annual Review of Political Science</i> , 23(1), 77-94. <a href="https://doi.org/10.1146/annurev-polisci-050718-032814">https://doi.org/10.1146/annurev-polisci-050718-032814</a>
9	Niall Ferguson (2017). "The False Prophecy of Hyperconnection" Vriens, E. & van Ingen, E. (2018). Does the rise of the Internet bring erosion of strong ties? Analyses of social media use and changes in core discussion networks. <i>New Media &amp; Society</i> , 20(7), 2432- 2449. DOI: 10.1177/1461444817724169
10	Vosoughi, S., Roy, D., & Aral, S. (2018). The spread of true and false news online. <i>Science</i> , 359, 1146-1151. DOI: 10.1126/science.aap9559 Yardi, S. & Boyd, D. (2010). Dynamic debates: An analysis of group polarization over time on Twitter. <i>Bulletin of Science, Technology &amp; Society</i> , 30(5), 316-327. DOI: 10.1177/0270467610380011
11	Bennett, W. L., Wells, C., & Freelon, D. (2011). Communicating civic engagement: Contrasting models of citizenship in the youth web sphere. <i>Journal of Communication</i> , 61, 835-856. doi:10.1111/j.1460-2466.2011.01588.x Zeynep Tufekci. How the Internet has made social change easy to organize, hard to win.

**Additional Readings**

Title	
1	Perloff, R. M. (2021). <i>The Dynamics of Political Communication: Media and Politics in a Digital Age</i> (3rd ed.). Routledge.