

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Media and Communication  
with effect from Semester A 2024 / 25**

---

---

**Part I Course Overview**

**Course Title:** Quantitative Research Methods in Media and Communication

**Course Code:** COM8005

**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

This course introduces students to quantitative research methods used in media and communication studies such as survey, content analysis, and experiment in offline and online settings. The course will help students understand the scientific fundamentals and ethical principles for conducting empirical research. Students will learn knowledge and skills to design their own research projects, gain hands-on experience on collecting empirical data and apply the analytical techniques to evaluate the data. The course will cover some basic statistical techniques that are frequently used in communication research, but the main focus of the course is on how to conceptualize a research questions and use appropriate and innovative research methods to answer them.

### 2. Course Intended Learning Outcomes (CILOs)

No.	CILOs	Weighting	Discovery-enriched curriculum related learning outcomes		
			A1	A2	A3
1.	Learn the fundamentals of empirical research	20	√	√	
2.	Design and implement data-driven research	40	√	√	√
3.	Become proficient in evaluating quantitative research	20	√	√	√
4.	Perform basic statistical analyses	20	√	√	√
1.	Learn the fundamentals of empirical research	20	√	√	
		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. Learning and Teaching Activities (LTAs)

LTA	Brief Description	CILO No.					Hours/week(if applicable)
		1	2	3	4	5	
Lectures	Discuss the principles of research design, measurement, and methods	✓	✓	✓	✓		
Exercises	Identify relevant topics of research			✓			
Demonstration	Show how research is designed and how data are analysed	✓	✓	✓	✓		
Project	Present research projects in class	✓	✓	✓	✓		

#### 4. Assessment Tasks/Activities (ATs)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: <u>100</u> %							
Participation: students are asked to take part in class discussions and present their work in class	✓	✓	✓	✓		20%	
Four research idea papers related to concept, content analysis, survey, and experiment	✓	✓	✓	✓		40%	
Final Research Proposal	✓	✓	✓	✓		40%	
Examination: <u>NA</u>							
						100%	

## 5. Assessment Rubrics

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. 1. Participation	Contribution to class discussions and feedbacks to fellow classmates	Active, enthusiastic, and timely involvement	Sufficient participation	Moderate participation	Inadequate participation	Little to no participation
2. 2. Idea papers	Evidence of a) quality of the ideas (originality and significance), b) appropriateness and logical coherence of the design c) appropriateness of the analysis, and d) presentation skill	Comprehensive command of the research project in all facets.	Sufficient command of the research project in all facets.	Moderate command of the research project in all facets.	Basic command of the research project in all facets.	Little indication of command of the research project in all facets.
3. 3. Final Research proposal	Evidence of a) quality of the ideas (originality and significance), b) appropriateness and logical coherence of the design c) appropriateness of the analysis, and d) presentation skill	Comprehensive command of the research project in all facets.	Sufficient command of the research project in all facets.	Moderate command of the research project in all facets.	Basic command of the research project in all facets.	Little indication of command of the research project in all facets.

4. 1. Participation	Contribution to class discussions and feedbacks to fellow classmates	Active, enthusiastic, and timely involvement	Sufficient participation	Moderate participation	Inadequate participation	Little to no participation
---------------------	--	--	--------------------------	------------------------	--------------------------	----------------------------

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Participation	Understanding of concepts and principles of scientific research.	90-100% understanding	60-89% understanding	45%-59% understanding	Less than 45% understanding
2. Idea Papers	Ability to design a quantitative communication research	Demonstrate excellent ability to design a quantitative communication research and to present it appropriately.	Good indication of the ability to design a quantitative communication research and to present it appropriately.	Limited ability to design a quantitative communication research and to present it appropriately.	No demonstration of the ability to design a quantitative communication research and to present it appropriately.
3. Final Paper	Design and present a research proposal	Strong evidence of ability to integrate on principles, knowledge and skills of conducting research in media and communication in publishable quality.	Some indication of the ability to integrate on principles, knowledge and skills of conducting research in media and communication in publishable quality.	Limited ability to integrate on principles, knowledge and skills of conducting research in media and communication in publishable quality.	Fail to demonstrate the ability to integrate on principles, knowledge and skills of conducting research in media and communication in publishable quality.

## Part III Other Information

### 1. Keyword Syllabus

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

### 2. Reading List

#### 2.1 Compulsory Readings

1.	Zhou, S., Beasley, B., & Sloan, W. D. (Eds.). (2022). <i>Research methods in communication</i> . Northport, AL: Vision Press.
2.	American Psychological Association. (2022). <i>Publication manual of the American psychological association</i> . PrintINC.
3.	Hayes, A. F. (2005). <i>Statistical methods for communication science</i> . Mahwah, NJ: Lawrence

#### 2.2 Additional Readings

- Neuendorf, K. A. (2017). *The content analysis guidebook*. Sage.
- Wolf, C., Joye, D., Smith, T. E., Smith, T. W., & Fu, Y. C. (Eds.). (2016). *The SAGE handbook of survey methodology*. Sage.
- Saldana, J. (2011). *Fundamentals of qualitative research*. Oxford university press.
- Gubrium, J. F., Holstein, J. A., Marvasti, A. B., & McKinney, K. D. (Eds.). (2012). *The SAGE handbook of interview research: The complexity of the craft*. Sage Publications.
- Druckman, J. N., Greene, D. P., Kuklinski, J. H., & Lupia, A. (Eds.). (2011). *Cambridge handbook of experimental political science*. Cambridge University Press.