

**City University of Hong Kong
Course Syllabus**

**offered by Department of Media and Communication
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	<u>Research Methods for Communication and New Media</u>
Course Code:	<u>COM5104</u>
Course Duration:	<u>One semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

This course is designed to provide training on research methods in communication and new media. It aims to:

- 1) examine basic concepts of communication research;
- 2) introduce specific data collection methods such as survey, content analysis, experimental design and qualitative methods;
- 3) practice statistical techniques including sampling, descriptive and inferential analyses;
- 4) oral and written presentation of research results.

By the end of the course, students are expected to be able to read and evaluate professional and academic research reports; design and implement research projects; perform statistical data analysis; write up research reports; and present research findings in a professional manner.

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.	Design and execute simple yet rigorous research for academic, marketing, or other purposes; and deliver oral presentation and written reports on the research findings.	40%	✓	✓	
2.	Conduct a range of basic statistical analyses with SPSS and understand the key concepts of research methods.	30%	✓	✓	
3.	Critically evaluate and discuss various kinds of published research findings.	30%	✓	✓	✓
		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	
Lectures	On the main concepts and principles in research design and statistical analysis	✓	✓	✓	2 (for 13 weeks)
In-class exercises	In-class exercises, with students working on real data sets.		✓		1 (for 7 weeks)
Group discussions	Group discussions on research projects and existing studies	✓		✓	1 (for 3 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		
Continuous Assessment: 60%					
Research proposal development. Students will form into groups to design a survey questionnaire or a content analysis coding scheme aiming at addressing a research problem.	✓	✓		15%	
Research paper and presentations: Students will work in groups on research projects investigating important issues in the area of communication. Students will present their research findings in class.	✓	✓		25%	
Two quizzes will be conducted to test students' understanding of the class contents.		✓	✓	20%	
Examination		✓	✓	40%	
Examination: 40% (duration: 2 hours)					
				100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Research proposal development *	a) Originality; b) Logical coherence and clarity; c) Appropriateness of the designed items; and d) Participation in the group research activities	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Research paper and presentations *	a) Quality of the ideas – originality, significance, etc.; b) Appropriateness and logical coherence of the arguments and hypotheses; c) Appropriateness of the analysis and the interpretations of the results; d) Format, style, writing and length of paper; and e) Presentational skills	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Quizzes	Understanding basic concepts and procedures of conducting research	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Examination	Comprehensive understanding of the research project design and implementation	High	Significant	Moderate	Basic	Not even reaching marginal levels

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

Quantitative research method, sampling, survey, content analysis, experiment, descriptive statistics, hypothesis-testing, ANOVA, SPSS

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 (2013). <i>The Practice of Social Research</i> , 14 th Edition. Belmont: Wadsworth Publishing Company.
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2.2 Additional Readings

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

1.	Agresti & Finlay (2009). <i>Statistical Methods for the Social Sciences</i> . 4 th edition. New Jersey: Pearson..
2.	Wimmer, Roger D., and Joseph R. Dominick (2014). <i>Mass Media Research: An Introduction</i> . 10 th edition. CA: Thomson/Wadsworth.
3.	Merrigan, Gerianne, and Carole Logan Huston (2014). <i>Communication Research Methods</i> . 3 rd edition. CA: Thomson/Wadsworth.