

**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: Public Communication Campaign Management

Course Code: COM5110

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to develop students' understanding of how new information and communication technologies are likely to affect the quality and impact of communication campaigns at the 21st century, in particular in the context of the Greater China region. Students are expected to learn those issues in a historical context, to analyze critically new media campaigns with other traditional campaigns, and to consider international implications of public campaigns.

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. | Analyze how public communication campaigns work in contemporary society and assess the driving forces behind their operations | 25% | ✓ | ✓ | |
| 2. | Apply basic media effects theories to both traditional and digital public communication campaigns | 25% | | ✓ | |
| 3. | Discover key issues and basic principles of the campaign designing process | 25% | ✓ | | |
| 4. | Critically evaluate public communication campaigns through in-depth case study analysis in Western and Chinese societies | 25% | ✓ | ✓ | ✓ |
| | | 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 | |
| Lectures | Lectures: Main concepts, theories, and case studies of public communication campaigns will be presented | ✓ | ✓ | ✓ | ✓ | 2 (for 12 weeks) |
| Video-viewing and discussions | Selected movies, TV drama, documentaries that are relevant to weekly topic | ✓ | ✓ | ✓ | ✓ | 1 (for 4 weeks) |
| On-line assignments | Canvas: Online discussion, out-of-class communication between students and the instructor, reviews of lectures and readings | | | ✓ | ✓ | NA |
| Group discussions | Small group discussions in class will be conducted to engage students from different disciplines in deliberation and debates. | | | ✓ | ✓ | 1 (for 8 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 | | |
| Continuous Assessment: 100% | | | | | | |
| Class participation: Assessment will be based on students' participation in the lectures and interaction with the instructor | ✓ | ✓ | ✓ | ✓ | 20% | |
| Debate/Group presentation: Assessment will be based on the extent to which students apply major concepts and generate new ideas to selected public communication campaigns | | ✓ | ✓ | ✓ | 50% | |
| Quiz: A two-hour quiz will be conducted to assess the extent to which the student describes knowledge correctly and in integrative ways | ✓ | ✓ | ✓ | ✓ | 30% | |
| Examination: NA | | | | | | |
| | | | | | 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. Class participation | Students' participation in the lectures and interaction with the instructor | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| 2. Debate/Group presentation | The extent to which the students apply major concepts and generate new ideas to selected public communication campaigns | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| 3. Quiz | The extent to which the student describes knowledge correctly and in integrative ways | 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.)

Public communication campaigns; media effects; new communication technologies; political campaigns; health campaigns; cyber-campaigns; cyber-advocacy; social and psychological effects of information processing; audience analysis; campaign evaluation; public service announcements; entertainment education.

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. | Rice, Ronald A. & Atkin, Charles K. (2001). <i>Public Communication Campaigns</i> . Thousand Oaks, CA: Sage. |
| 2. | Klotz, Robert J. (2004). <i>The Politics of Internet Communication</i> . Lanham, MD: Rowman & Littlefield. |

2.2 Additional Readings

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

| | |
|-----|---|
| 1. | Barban, A.M., Cristol, S.M., & F.J. Kopec (1993). <i>Essentials of media planning: a marketing viewpoint</i> . Lincolnwood, IL: NTC Business Books. |
| 2. | Basil, M., Schooler, C., & Reeves, B. (1991). Positive and negative political advertising: Effectiveness of ads and perceptions of candidates, pp.245-262. |
| 3. | Benoit, W.L. (1998). A functional analysis of political advertising across media, 1998. <i>Communication Studies</i> , 51(3): 274-295. |
| 4. | Dutton, W.H. & Lin, W.-Y. (2002). E-democracy: A case study of Web-orchestrated cyberadvocacy. In J. Armitage & J. Roberts (Eds.), <i>Living with cyberspace: technology & society in the 21st century</i> , pp.98-108. |
| 5. | Lau, R.R., Sigelman, L., Heldman, C. & Babbitt, P. (1999). The effects of negative political advertisements: A meta-analytical assessment. <i>The American Political Science Review</i> , 93(4): 851-875. |
| 6. | Pfau, M. & Parrott, R. (1993). <i>Persuasive Communication Campaigns</i> . Boston: Allyn & Bacon. |
| 7. | Scott, D. M. (2007). <i>The New Rules of Marketing and PR</i> . Hoboken, N.J.: John Wiley & Sons. |
| 8. | Singhal, A., Cody, M.J., Rogers, E.M., & Sabido, M. (2004). <i>Entertainment-Education Worldwide: History, Research, and Practice</i> . Mahwah, New Jersey: Lawrence Erlbaum Associates. |
| 9. | 彭芸 (1992)。政治廣告與選舉。台北：正中書局。 |
| 10. | 鄭自隆 (1998)。競選文宣策略－廣告、傳播與政治行銷。台北：遠流出版社。 |
| 11. | 張永誠 (1991)。選戰行銷－如何在競爭中獲勝。台北：遠流出版社。 |
| 12. | 何明修 (2005)。社會運動概論。台北：三民書局。 |