

**City University of Hong Kong
Course Syllabus**

**offered by Department of Media and Communication
with effect from Semester B 2018/19**

Part I Course Overview

Course Title: Social Science Theories in Communication

Course Code: COM8001

Course Duration: One semester

Credit Units: 3

Level: R8

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: None
(Course Code and Title)

Precursors: None
(Course Code and Title)

Equivalent Courses: EN8003
(Course Code and Title)

Exclusive Courses: None
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

The course aims to:

Introduce communication theories to students and help them identify their implicit theoretical hunches, articulate those ideas into a researchable question, search and review the extant literature, and then propose a theoretical framework to discover new knowledge in the relevant context. It is also designed to help students develop a thesis proposal through practice, discussion, and mutual critique.

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.	Develop research problems and hypotheses, review the extant literature and discover new knowledge in the relevant domain	35%	✓	✓	✓
2.	Analyze the structure, logic, and experience of thesis writing	35%		✓	
3.	Discuss the standard, taste, and innovativeness of scholarship	30%	✓	✓	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 CIOs.)

TLA	Brief Description	CILO No.			Hours/week(if applicable)
		1	2	3	
Lectures	Lectures on the principles and fundamentals for communication theories	✓			Throughout the class
Analysis	Discuss and analyze "model" work		✓	✓	Throughout the class
Discussion and presentation	Discuss the logic and experience of research development		✓	✓	Throughout the class
Research proposal	Write research proposal based on a comprehensive review of the extant literature	✓	✓	✓	NA

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CIOs.)

Assessment Tasks/Activities	CILO No.			Weighting*	Remarks
	1	2	3		
Continuous Assessment: <u>100%</u>					
In-Class Discussion	✓	✓	✓	10%	
Reflection papers & pop-up quizzes	✓	✓	✓	20%	
Research proposal (presentation & written proposal)	✓	✓	✓	70%	
Examination: <u>NA</u>					
				100%	

* The weightings should add up to 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)
In-Class Discussion	ABILITY to EXPLAIN in DETAIL and with ACCURACY the principles and methods used in communication research	High	Significant	Moderate	Basic	Not even reaching marginal levels
Reflection papers & Pop-up quizzes	ABILITY to comprehend TENETS of major theories and have a critical ASSESSMENT of theories	High	Significant	Moderate	Basic	Not even reaching marginal levels
Design and propose a research project	CAPACITY for SELF-DIRECTED LEARNING to understand the principles of communication research	Strong	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.)

Logic and craft of research. Conducting literature search and review. Writing for social sciences. Theoretical framework, research conceptualization, and hypothesis development. Methodology. Creativity and rigor.

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.	Becker, Howard (1986). Writing for Social Scientists. Chicago: University of Chicago Press.
2.	Chaffee, S.H. (1991) Communication Concepts 1: Explication. Newbury Park, CA: Sage
3.	Merton, Robert K. (1966). Social Theory and Social Structure. New York: Free Press.
4.	Bryant, J., & Oliver, M. B. (Eds.) (2008). Media effects: Advances in theory and research (3rd ed.), New York: Routledge.
5.	Littlejohn, SW, & Foss, KA (2008). Theories of human communication. (9th ed.). Belmont, CA: Thompson Wadsworth.

2 Additional Readings

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