

**City University of Hong Kong
Course Syllabus**

**offered by Department of Media and Communication
with effect from Semester B 2019/20**

Part I Course Overview

Course Title: International Communication

Course Code: COM3119

Course Duration: One semester

Credit Units: 3

Level: B3

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:
(Course Code and Title) None

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) EN3565 International Communication OR
COM2104 International Communication

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course is designed to teach students the theories and practices of international communication. By the end of the semester, they are expected to demonstrate knowledge of contemporary issues and identify key perspectives in international communication and the political, sociological, cultural, psychological and economic forces that shape the form and content of international communication, including media organizations, professional journalists, national markets and cross-national relations; to critically explore, discover and evaluate the role of media in regions and countries including, but not limited to, Hong Kong and mainland China in the context of international communication; and to apply relevant concepts or theoretical perspective to their research problems and use appropriate methods to collect data to answer the questions. As part of the scholarly inquiry, they will also learn to present and share the results 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.	Demonstrate knowledge of general theories and principles of international communication: geography, philosophy, history, politics, economics, and culture	30%	✓		
2.	Identify and compare major perspectives and theoretical approaches in international communication	20%	✓	✓	
3.	Apply research concepts/perspectives to a research project, using appropriate method	30%		✓	
4.	Present research findings in a professional manner	20%			✓
		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 CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	Discuss through lectures on the literature: major concepts and evidence	✓	✓			90 minutes/per week
Group exercise	Explore and analyse major issues in international communication: relevant cases and examples to illustrate the concepts	✓	✓			30 minutes/per week
Projects	Discuss through tutorials on student research projects			✓		Throughout the semester
Presentation	Present research findings in class				✓	30-40 minutes

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	5	6		
Continuous Assessment: <u>60</u> %								
Participation: Students are asked to take part in individual and group in-class exercises and present their work to class.		✓	✓	✓			20%	
Group Research Project Presentation: Students are asked to present a group research project relating to issues of international communication.			✓	✓			10%	
Group Research Project: Students are asked to submit the results of their group research. (10-15 pages, double-spaced, exclusive of the references)		✓	✓				30%	
Examination: <u>40</u> % (duration: <u>2</u> hours, if applicable)								
Midterm Exam: An examination in the middle of semester will assess students' ability to evaluate the theories and concepts covered in the lectures, readings, and class discussions.	✓	✓					10%	
Final Exam: A final exam will assess students' ability to analyze the theories and concepts covered in the lectures, readings, and class discussions.	✓	✓					30%	
							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)
Participation	Active participation and in-class exercise	High	Significant	Moderate	Basic	Not even reaching marginal level
Group Research Project (Paper)	Evidence of a) quality of the ideas (originality and significance), b) appropriateness and logical coherence of the arguments and hypotheses, c) appropriateness of the analysis and the interpretations of the results, and d) format, style, writing and length of paper	High	Significant	Moderate	Basic	Not even reaching marginal level
Group Research Project (Presentation)	Ability to demonstrate and explain with technical details, accuracy, clarity, and presentation skill	High	Significant	Moderate	Basic	Not even reaching marginal level
Midterm exam	Comprehensive understanding of the lectures and course materials	High	Significant	Moderate	Basic	Not even reaching marginal level
Final exam	Comprehensive understanding of the lectures and course materials	High	Significant	Moderate	Basic	Not even reaching marginal level

Research Project and Presentation:

1. The class will be divided into groups. Each group is required to conduct a research project on an approved topic.
2. Each group is expected to present research findings to the class.
3. Each group is expected to write a data-based research paper, following the appropriate academic style and requirements. Attention will be paid to the quality of writing, including the spelling, syntax, and grammatical structure of the paper.

Organization of the Paper

- I. **Problem:** What is your research problem? Why is it important? What is your argument? (1-1.5 pages)

- II. **Concepts or perspectives:** Reflect on the theoretical concepts or perspectives you have learned, see what they mean, and apply them to your case. (2-3 pages)

This part is admittedly most difficult, especially for beginners. It is optional. But bonus points will be given if you try to apply theoretical concepts to your analysis.

- III. **Research Methods and Data:** Describe the methods of data collection, including the sample selection, the study period and the kind of data needed. Why do you choose certain media outlets and/or international contexts? What is the study period (from when to when)? How big is the sample (big enough to be generalizable)? Is your sample “representative”? What type of analysis to be used? What elements will be examined? (1.5-2 pages)

- IV. **Analysis:** Use the theoretical perspective or concept you choose to compare and contrast how different media cover world events and how they affect audience’s attitudes. What are the key frames or themes in their coverage? How are they articulated? How and why do they differ? How does the media content affect audience attitudes and behaviour? How is the media content related to the larger context? Are the media comparable across national borders? (4-5 pages)

- V. **Conclusion and implications:** Is your argument supported by evidence? What are the implications of your study for better understanding of the processes and structure of international communication? What new knowledge or insights does your research make to the literature? What are the limitations of your study? (2 pages)

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.)

Mass media in the world and global communication patterns; Construction of national images; Influence of Western cultural products on indigenous cultures; Challenges to cultural imperialism; Hollywood and international entertainment; Impact of the Internet on global communication; Communication and international conflict; International advertising and public relations; Public opinion on international issues; Role of stereotypes in international communication; Media effects in international communication.

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.	McPhail, T. (2014). <i>Global communication: Theories, stakeholders, and trends</i> (4th ed.). Chichester, UK: Wiley.
2.	Thussu, D. K. (2019). <i>International communication: Continuity and change</i> (3 rd ed.) London, UK: Bloomsbury.
3.	A reading packet compiled by the instructor.

2.2 Additional Readings

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

TBA
