City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2017/ 18

Part I   Course Overview

Course Title:	Popular Culture and Social Life
Course Code:	EN2801
Course Duration:	One semester
Credit Units:	3
Level:	B2
Proposed Area: *(for GE courses only)*	☐Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology
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

Popular media is a source of fun, excitement, and social controversies. They circulate cultural and subcultural images, encourage communal identities, and underline social divisions. They are embedded in our consumption culture, and they represent notions of gender roles, race, sex, and class. This course is designed to help students acquire critical skills for the analysis of such cultural texts in various popular media as television, advertisements, magazines, music, comics, films and internet. These skills will encourage students to assess the relationship between their consumption of popular culture and their social life.

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.	Understand and apply basic theoretical approaches in the field of popular culture studies.		X	X	X
2.	Identify and evaluate critically the circulation of cultural and subcultural images and identities in popular cultural texts.		X	X	X
3.	Identify, analyze and evaluate the roles of language in construction of images and identities in popular cultural texts		X	X	X
4.	Describe and evaluate critically the relationship between popular cultural images and social issues.		X	X	X
5.	Critically evaluate and reflect upon the relationship between consumption of popular culture and social life.		X	X	X

* If weighting is assigned to CILOs, they should add up to 100%.   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	5		
Interactive lectures and activities about key concepts, including: • Theoretical approaches to popular culture studies • Consuming, producing and reproducing popular cultural	Students do assigned reading and study-questions on the readings; students contribute, share and evaluate authentic materials they	✓	✓	✓	✓	✓		

texts • Language in popular cultural texts • Social issues reflected in and through popular culture	sourced.							
Interactive workshops and discussions on • Theoretical approaches to popular culture studies • Analysis of popular cultural texts • Consuming, producing and reproducing popular cultural texts • Language in popular cultural texts • Social issues reflected in and through popular culture	Students do assigned reading and study-questions on the readings; students contribute, share and evaluate authentic materials they sourced through an online platform. Students will read and analyze both print-based and multimedia texts on- and off-line.	✓	✓	✓	✓	✓		
Collaborative project to investigate popular cultural practice and social life. Presentation and critique of students' research project.	Students work in collaborative small groups to discover popular cultural practice in communities. Students present their work in presentation and share to an online platform to get feedback from peers and instructors. Students are expected to base their investigation on comparison between local and international practices to generate insights from theoretical application.	✓	✓	✓	✓	✓		
…								

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			
Continuous Assessment: 100 %								
Class works – analysis of popular cultural texts These in-class assessment tasks will be designed to help students apply theoretical understanding to practical application. Students are expected to contribute both in class and online through active participation and content contribution.	✓	✓	✓	✓	✓		30%	
Individual reflective response to consumption and popular culture This assessment will be designed to help students critically account for and assess their own popular cultural consumption pattern (1000-word). Students are expected to share their multimedia work online for community-based reflection.	✓	✓	✓	✓	✓		30%	
Feature study of popular cultural texts and/or practices This assessment will be designed to help students develop essential skills to discover, analyse, and evaluate popular cultural texts and/or practices by applying theoretical understanding.	✓	✓	✓	✓	✓		40%	
Examination: ____% (duration: , if applicable)								

* The weightings should add up to 100%.

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)
X	X	Student has completed all assessment tasks. Student is able to analyse popular cultural texts critically with reference to theoretical understanding. Student is also able to account for and assess personal consumption critically. The student is also able to communicate his/her reflection and analysis in fluent and competent language. Student is able to generate new and critical insights from the reading and understanding of popular cultural practices and/or practices in local or international communities.	Student has completed all assessment tasks. Student is able to analyse popular cultural texts relatively critically with some reference to theoretical understanding. Student is also able to account for and assess personal consumption somewhat critically. The student is also able to communicate his/her reflection and analysis in fairly fluent and competent language. Student is able to generate new insights from the reading and understanding of popular cultural practices and/or practices in local or international	Student has completed most of the assessment tasks. Student is able to analyse popular cultural texts relatively critically with some reference to theoretical understanding. Student is also able to account for and assess personal consumption. The student has shown some difficulties in communicating his/her reflection and analysis in reasonably fluent and competent language. Student is able to generate some insights from the reading and understanding of popular cultural practices and/or practices in local or international communities.	Student has completed most of the assessment tasks. Student has made good attempt but failed to analyse popular cultural texts with reference to theoretical understanding. Student is also able to account for and assess personal consumption. The student has shown some difficulties in communicating his/her reflection and analysis in reasonably fluent and competent language. Student is able to generate some insights from the reading and understanding of popular cultural practices and/or practices in local or international communities.	Student has failed to complete most of the assessment tasks.

			communities.			

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**

Media, culture and subculture, race, gender, class, femininity, sexuality, work, leisure, television, advertisements, magazines, comics, films, popular music, cultural and critical studies.

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.	
2.	
3.	
…	

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

1.	Buckingham, D. (2003). *Media education: Literacy, learning and contemporary culture*. Cambridge: Polity.
2.	Buckingham, D., & Willet, R. (2006). (Eds.). *Digital generations: Children, young people, and new media*. Mahwah, NJ: Lawrence Erlbaum Aossciates.
3.	Craig, T.J., & King, R. (2002). (Eds.). *Global goes local: popular culture in Asia*. Vancouver: University of British Columbia Press.
4.	Crystal, D. (2001). *Language and the internet*. Cambridge: Cambridge University Press.
5.	Danesi, M. (2008). *Popular culture: introductory perspecives*. Lanham, MD: Rowman & Littlefield.
6.	Johnson, S. (2006). *Everything bad is good for you.* New York: Riverhead Books.
7	Goddard, A. (2002). *The language of advertising: Written texts* (2nd ed.). London: Routledge.
8	Kenway, J., & Bullen, E. (2001). *Consuming children: Education-entertainment-advertising*. Buckingham, UK: Open University Press.
9.	McKee, A. (2007). (Ed.). *Beautiful things in popular culture*. Malden, MA: Blackwell.
10.	McLoughlin, L. (2000). *The language of magazine*. London: Routledge.
11.	Saraceni, M. (2003). *The language of comics*. London: Routledge.
12.	Storey, J. (2006). *Cultural theory and popular culture: an introduction* (4th Ed.). Athens, GA: University of Georgia Press.
13.	Strauss, W., Howe, N., & Markiewicz, P. (2006). *Millennials and the pop culture: strategies for a new generation of consumers in music, movies, television, the internet, and video games*. Great Fall, VA: LifeCourse.
14.	Versaci, R. (2007). *This book contains graphic language: Comics as literature*. NY: Continuum.
15.	Villarejo, A. (2007). *Film studies: The basics*. London: Routledge.