

**City University of Hong Kong
Course Syllabus**

**offered by School of Creative Media and Department of Applied Social Sciences
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: Humour and Everyday Life

Course Code: GE2131

Course Duration: One semester

Credit Units: 3

Level: B2

Arts and Humanities

Proposed Area:
(for GE courses only)

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

(A 150-word description about the course)

Today's world is globalized economically yet still culturally divided. If a person possesses a good sense of humour, it is more likely for him/her to get over various barriers in the process of communication. Humour is both a cultural attitude and a special "art" to make life better. Humour can be revealed through a creative representation of everyday situations or an unconventional take of the mundane life. This course will introduce concepts and practices of humour in everyday communication with an East-West comparative perspective, examine how humour is represented in various media, and offer students chances to conduct psychological surveys regarding how humour is perceived and practiced among people within and outside their local communities and environments. By incorporating materials from visual media into the lectures and by encouraging students to present humour through creative works and group surveys, the course aims to enhance students' appreciation and sense of humour.

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		
			A1	A2	A3
1.	Demonstrate the understanding of how humour is perceived and practiced in Eastern and Western cultures; recognize their differences and mutual influences	20%	✓		
2.	Recognize the basic rules and patterns of humour coding in audio-visual media representations including film, advertisement, and TV shows	20%	✓	✓	
3.	Identify and discover the use of humour in our daily lives and the world around you	20%	✓	✓	
4.	Appreciate and/or investigate the social and psychological functions of humour through textual reading or group survey	20%	✓	✓	
5.	Demonstrate communication skills through verbal discussions of humour-related works or creative performance of humour.	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
		1	2	3	4	5	
1.	Five lectures to discuss the concepts and practice of humour in different cultural traditions, East and West	✓		✓			
2.	Four lectures to examine major trends and genres of visual arts, and eight tutorials to deepen the understanding of concepts related to visual literacy		✓	✓			
3.	Two lectures to train students with methods and approaches in conducting humour-related psychological surveys			✓	✓	✓	
4.	Two sections of Group Presentation with 3 options			✓	✓		

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: ____%							
A mid-term quiz will be given to test students' understanding of basic concepts in discussing Chinese and English humour	✓	✓		✓		30%	
A written commentary on the art/performance of a comedian (including those performing on stage, TV, etc.) that the student chooses.	✓	✓		✓		20%	
A short 1-2 minutes video discovering humour around us. Students can film in real situation or created situations; they can also use available footage to edit a short video of humour.	✓	✓	✓			30%	
Group Presentation comprising of 2 options: (1) humour-related survey report; (2) humour-related creative performance				✓	✓	20%	
Examination: Nil.							

* 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)
Mid-term quiz	Accuracy in test	90, 85, and 80% accurate	75, 70 and 65% accurate	60, 55 and 50% accurate	45% accurate	Lower than 45% accurate
A written commentary on the art/performance of a comedian	Understanding of concepts and observation in analysis	Strong evidence of understanding of concepts and sharp observation in analysis	Evidence of understanding of concepts and keen observation in analysis	Partial evidence of understanding of concepts and observation in analysis	Little evidence of understanding of concepts and observation in analysis	No evidence of understanding of concepts and observation in analysis
A 1-2 minutes video discovering humour around us	Reaction of students from same tutorial	80% students from same tutorial give a rating of/above 8/10	65% students from same tutorial give a rating of/above 6.5/10	50% students from same tutorial give a rating of/above 5/10	40% students from same tutorial give a rating of/above 4/10	Less than 40% students from same tutorial give a rating of/above 4/10
Group Presentation	Reaction of peers and content organization	80% students from same tutorial give a rating of/above 8/10	65% students from same tutorial give a rating of/above 6.5/10	50% students from same tutorial give a rating of/above 5/10	40% students from same tutorial give a rating of/above 4/10	Less than 40% students from same tutorial give a rating of/above 4/10

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.)

1.	Introduction: What Is Humour and How to Develop a Sense of Humour?
2.	English Humour: A Gentlemanly Tradition
3.	Chinese Humour: From <i>Huaji</i> to <i>Youmo</i>
4.	Screen Comedians: From Charlie Chaplin to Mr. Bean and Stephen Chow
5.	Humour in Manga/Comics and Animated Films: Japanese vs. America
6.	Humour in Politics: American Influence on Chinese Newspaper Cartoons
7.	Humour in Social Media: Transmission and Interpretation
8.	Humour in Games: Teaser Cliche vs. Role Play
9.	Humour in TV Commercials: Twisted Social/Gender Roles
10.	Humour in Media Art: Imitation vs. Interaction
11.	Creation of Psychological Survey on Humour on the Platform of Social Media
12.	Group Presentations (Part 1)
13.	Group Presentations (Part 2)

Note: Humour is not studied in a fixed discipline, but scholars in cultural studies, language, psychology, and communication etc. all address its importance. After the introduction of basic conventions in English and Chinese humour, these notions will continue appear in the discussions of later topics from Week 4 to Week 11.

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.	Qian Suoqiao ed. <i>Selected Bilingual Essays of Lin Yutang</i> (Hong Kong: The Chinese University Press, 2010)
2.	Yue Xiaodong. (2011). The Chinese ambivalence to humour: Views from University students in Hong Kong and China <i>Humour: International Journal of Humour Research</i> , 24(4), 463-480.
3.	Sternthal, Brian and C. Samuel Craig. "Humour in Advertising" in <i>Journal of Marketing</i> . (1973) 37:4, 12-18.

2.2 Additional Readings

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

1.	Alfred Guy Kingan L'estrang. <i>History of English Humour</i> (London: BibliBazaar, 2006)
2.	Antony J. Chapman and Hugh C. Foot eds. <i>Humour and Laughter: Theory, Research and Applications</i> (New Brunswick, N. J.: Transaction Publishers, 1996)
3.	Jocelyn Chey and Jessica Milner Davis eds. <i>Humour in Chinese Life and Letters</i> (Hong Kong: Hong Kong University Press, 2011)
4.	George Kao ed. <i>Chinese Wit and Humour</i> (New York: Sterling, 1974)
5.	Gilles, D.B. You're Funny: turn Your Sense of humour Into a Lucrative New Career. Michael Wiese Productions. 2011.
6.	Martin, R. (2007). <i>The Psychology of Humour: An integrative Approach</i> . Elsevier Academic Press, Burlington, MA: USA

7.	Nilsen, Alleen Pace, and Don L.F. Nilsen. <i>Encyclopedia of 29th-Century American Humour</i> . Phoenix: Oryx Press, 2000.
8.	Sacks, Mike. <i>And Here's the Kicker: Conversations with 21 Top Humour Writers on Their Craft</i> . Cincinnati: Writers Digest Books, 2009.
9.	Vandaele, Jeroen. "Humour Mechanisms in Film Comedy: Incongruity and Superiority" in <i>Poetics Today</i> (2002) 23:2, 221-249.
10.	Vorhaus, John. <i>The Comic Toolbox: How to be Funny Even If You're Not</i> . LA: Silman-James Press, 1994.
11.	Zhou, Libo. <i>Humourous News</i> . Shanghai: People's Publishing House, 2010.
12.	Yue, X. D. (2010) Exploration of Chinese humour: historical review, empirical findings, and critical reflections <i>Humour: International Journal of Humour Research</i> , 23(3), 403-420.
13.	岳曉東：《幽默心理學：思考與研究》，香港城市大學出版社，2012.
14.	http://en.wikipedia.org/wiki/Humour
15.	http://www.goodreads.com/quotes/tag/humour
16.	http://www.humournet.com/
17.	http://www.europeanjournalofhumour.org/index.php/ejhr
18.	http://www.takeoutcomedy.com/site/

- A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	CILO 3, 4, 5 requires students to discover humour around them (assignments and presentations)
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILO 1, 2, 4 introduce basic concepts and methodologies in both arts and humanities and social sciences
PILO 3: Demonstrate critical thinking skills	CILO 1-5 all requires critical thinking skills
PILO 4: Interpret information and numerical data	CILO 1, 2, 4 focus on interpreting and understanding of information in different cultures, including various interpretive theories about numbers that are often picked up by humour writers
PILO 5: Produce structured, well-organised and fluent text	CILO 3, 5 assignment and presentation contribute to this goal
PILO 6: Demonstrate effective oral communication skills	CILO 5 group presentation is designed for this PILO
PILO 7: Demonstrate an ability to work effectively in a team	CILO 5 group presentation is designed for this PILO
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILO 1, 2 address to this PILO precisely through the comparative cultural perspective
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILO 4-5 will give students the opportunity to meet this PILO

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

- B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
The selected assessment task for this course would be “Group Presentations (20%)” that address CILO(s) 4 and 5 and PILO(s) 1, 3, 6, 7, 9, 10.