

COM2118: MEDIA AND SOCIETY

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Media and Society

Subject Code

COM - Media and Communication

Course Number

2118

Academic Unit

Media and Communication (COM)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

EN4508 Media and Society OR COM3106 Media and Society

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to introduce students to various theories and perspectives of mass communication, with reference to (a) the roles of the media (news and entertainment) in society, politics, and culture; (b) the production of media messages in professional and organizational settings; (c) the impact of media on individuals and institutions.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Describe theories and concepts in media effect research		x		
2	Critically analyze media phenomena in local contexts		x	x	x
3	Explain communication dynamics and consequences of social media use		x	x	
4	Become familiar with and informed of different approaches to media research		x	x	

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will be able to explain theories, concepts, important points from the readings	1, 3, 4	
2	Group project with applications to local contexts	Students will be able to relate course content to everyday life in local contexts	1, 2, 3, 4	
3	In-class discussions and exercises	Students will raise and answer questions from the instructor and engage other students in discussions about course materials.	1, 3, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?	
1	Essays: Two Essays, one mid-term, one final, will assess students' ability to analyse the theories and concepts covered in the lectures and readings.	1, 2, 3, 4	20	Allowed for brainstorming, research, and copyediting	Yes
2	Quizzes: Three short quizzes to demonstrate ability to find cases relevant to key concepts	1, 2, 3, 4	30	-	No
3	Group project: Students will conduct a semester-long group project to examine a new media phenomenon of relevance and importance to the contemporary society.	1, 2, 3, 4	30	Allowed for brainstorming and technology assistance	Yes
4	Class participation and In-class exercises: Students are expected to attend class regularly and actively engage with questions and discussions in class.	1, 2, 3, 4	20	Not applicable	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Essays

Criterion

Ability to demonstrate and explain accurately and clearly the basic concepts and theories in the lectures and to apply theories to some real-life cases and scenarios related to AI and ethics and governance

Excellent (A+, A, A-)

Excellently completed all the essays.

Good (B+, B, B-)

Adequately completed the essays.

Fair (C+, C, C-)

Completed the essays with much room for improvement.

Marginal (D)

Completed the essays, but writing was inaccurate or poorly reasoned.

Failure (F)

Did not complete the essays.

Assessment Task

Quizzes

Criterion

A solid grasp of the theories, concepts, and important topics covered in the class

Excellent (A+, A, A-)

High (Full understanding of the concepts and theories discussed in class)

Good (B+, B, B-)

Significant (Good understanding of the concepts and theories discussed in class)

Fair (C+, C, C-)

Moderate (Adequate understanding of the concepts and theories discussed in class)

Marginal (D)

Basic (Minimal understanding of the concepts and theories discussed in class)

Failure (F)

Fail to distinguish different concepts nor theories and show little understanding on the concepts and theories discussed in class

Assessment Task

Group Project

Criterion

Thoughtful applications of course content and thorough analysis of the topic in local contexts

Excellent (A+, A, A-)

Show profound insights, original thoughts, in-depth analysis, excellent team work and presentation

Good (B+, B, B-)

Show original thoughts, solid analysis, and good team work and presentation

Fair (C+, C, C-)

Show adequate knowledge and analysis, logical argument, and clear presentation

Marginal (D)

Show acceptable knowledge and analysis, and reasonable presentation

Failure (F)

Fail to present the knowledge nor analysis in the group work, and poor presentation

Assessment Task

Class participation

Criterion

Regular attendance in class and consistent, active participation

Excellent (A+, A, A-)

High levels of consistent, meaningful contributions to class discussions; demonstrates preparation and engagement with the material.

Good (B+, B, B-)

Significant levels of attendance and active participation in class discussions

Fair (C+, C, C-)

Moderate level of active participation with regular attendance; or low level of attendance despite active participation

Marginal (D)

Basic attendance but little to none active participation

Failure (F)

Fail to attend or participate in class most of the semester

Part III Other Information

Keyword Syllabus

Media effects, social media, media images, social networks, multitasking, misinformation, media and social change, public engagement, polarization

Reading List**Compulsory Readings**

Title	
1	Amelia Hoover Green (2013). How to Read Political Science: A Guide in Four Steps Greta Krippner (2000). How to Read a (Quantitative) Journal Article
2	Nicholas Carr (2008). "Is Google Making Us Stupid" Jean Twenge (2017). "Has the smartphone destroyed a generation?"
3	Jeong, S-H. & Hwang, Y. (2016). Media multitasking effects on cognitive vs. attitudinal outcomes: A meta-analysis. Human Communication Research, 42, 599-618. doi:10.1111/hcre.12089 Clay Shirky (2014). "Why I asked my students to just put their laptops away"

4	Livingstone, S. (2007). From family television to bedroom culture: Young people' s media at home. In E. Devereux (Ed.), <i>Media studies: Key issues and debates</i> (pp. 302-321). London: Sage. Steinkuehler, C. A. & Williams, D. (2006). Where everybody knows your (screen) name: Online games as "third places." <i>Journal of Computer-Mediated Communication</i> , 11, 885-909. doi:10.1111/j.1083-6101.2006.00300.x
5	Christine Rosen (2005). <i>The image culture</i> Elizabeth A. Brunner & Kevin Michael DeLuca (2016) <i>The Argumentative Force of Image Networks: Greenpeace's Panmediated Global Detox Campaign</i> , <i>Argumentation and Advocacy</i> , 52:4, 281-299, DOI: 10.1080/00028533.2016.11821875
6	Wirth, W., & Schramm, H. (2005). Media and emotions. <i>Communication research trends</i> , 3-39.
7	"Biases, the beholder, and media effects" Chapter 9 in Perloff, R. M. (2021). <i>The Dynamics of Political Communication: Media and Politics in a Digital Age</i> (3rd ed.). Routledge.
8	Geoffery Fowler (2018). I fell for Facebook fake news. Here' s why millions of you did, too. Jerit, J., & Zhao, Y. (2020). Political Misinformation. <i>Annual Review of Political Science</i> , 23(1), 77-94. https://doi.org/10.1146/annurev-polisci-050718-032814
9	Niall Ferguson (2017). "The False Prophecy of Hyperconnection" Vriens, E. & van Ingen, E. (2018). Does the rise of the Internet bring erosion of strong ties? Analyses of social media use and changes in core discussion networks. <i>New Media & Society</i> , 20(7), 2432- 2449. DOI: 10.1177/1461444817724169
10	Vosoughi, S., Roy, D., & Aral, S. (2018). The spread of true and false news online. <i>Science</i> , 359, 1146-1151. DOI: 10.1126/science.aap9559 Yardi, S. & Boyd, D. (2010). Dynamic debates: An analysis of group polarization over time on Twitter. <i>Bulletin of Science, Technology & Society</i> , 30(5), 316-327. DOI: 10.1177/0270467610380011
11	Bennett, W. L., Wells, C., & Freelon, D. (2011). Communicating civic engagement: Contrasting models of citizenship in the youth web sphere. <i>Journal of Communication</i> , 61, 835-856. doi:10.1111/j.1460-2466.2011.01588.x Zeynep Tufekci. How the Internet has made social change easy to organize, hard to win.

Additional Readings

Title	
1	Perloff, R. M. (2021). <i>The Dynamics of Political Communication: Media and Politics in a Digital Age</i> (3rd ed.). Routledge.