新傳
School of Journalism
and Communication
新 聞 與 傳 播 學 院

COMM1110D/GENA3070D
Media and Everyday Life

2023-2024 Second Term
School of Journalism and Communication
The Chinese University of Hong Kong

COURSE DESCRIPTION

Most of us know how to use the media, yet we are not fully aware of the diverse and far-reaching consequences of the media. This is why media literacy is important in this digital era.

COMM1110 is designed to introduce students to a wide range of topics related to media. The course begins with an introduction of major communication models and analytic tools for understanding and evaluating the media. The second half of the course focuses on the issues concerning the relationship between students and their daily engagement with various media.

The primary aim of the course is to make the students media literate. It is expected that students, after taking this course, will develop basic skills to critically analyse the process of media making from different perspectives, including political, economic, cultural, and ethical ones. Through lectures, readings, group projects and other works, students will be equipped with basic and important skills in media and cultural work.

MEDIUM OF INSTRUCTION: Cantonese

TEACHING MEMBERS

Lecturer	
Name	Leung Chun Kan, Kenny
Office Location:	-
Email:	kenny1016@gmail.com
Teaching Time & Venue:	Monday 14:30-17:15 @LSK LT4
Consultation Hours:	By appointment
Teaching Assistant	
Name	Sum Lok Kei, Lok
Office Location:	-
Email:	lokkeisum@cuhk.edu.hk

Name	Harold Cheung
Office Location:	
Email:	hcheung12@cuhk.edu.hk

EXPECTED LEARNING OUTCOMES

After taking the course, students will be able to:

1) understand the nature, the "operational logic" of different mass media, and be able to recognize the key issues related to media production.
2) identify basic concepts in media and cultural studies and apply them in their analysis of issues and problems concerning the media, especially towards the local mass media.
3) understand the basic methods for analysing different forms of media texts, eg. advertisements, TV programmes, news, and films;
4) develop well informed and articulated opinions on the issues and problems pertaining to the media.

MEASUREMENT of LEARNING OUTCOMES

i) Mid-Term exam (35%) should test students' knowledge of the operation of the media, as well as the basic concepts in media and cultural studies (LO1 & LO2);
ii) Group presentation (25%), should reveal students' ability to apply different research methods in media studies, and to engage in creative ways to present these research (LO2 & LO3);
iii) Individual Paper (30%) should reveal students' ability to develop well informed and articulated opinions on the issues and problems pertaining to the media (LO4);
iv) Students' class participation (10%)

ASSESSMENT SCHEME

	Task	Description	Weight
1	Mid-Term Exam	"True/False", "Multiple choices" and a few short questions to test students' basic concepts learned from Week 1 to Week 6.	35%
2	Group Presentation	Students in a group of 6-7 will give presentations on a topic about mass media/media industry. Students need to present their research and argument in 15-20 minutes, and there will be a Q&A session of 5-10 minutes for teachers and classmates to raise questions to the presenters. Detailed instruction of the presentation will be given in Week 5.	25%
3	Individual Paper	Each student needs to submit an individual written paper within TWO weeks after the presentation. The	30%

		topic of the paper is identical to the presentation topic, however students might add personal thoughts, further research and responses towards questions raised during verbal presentation into the written paper. Word limit: 1,500 words (English)/ 1,200 (Chinese).	
4	Class participation	Attendance is required. Marks will be deducted if you miss classes. Students have to participate in Q&A sessions of in-class presentations from Week 8-12 by raising questions via google form after the presentation. Each class consists of 1 mark for valid questions raised.	10%

LEARNING ACTIVITIES

	Lecture	Tutorial
Time per week	2 hr 45 min in-class (L1-L7) 1 hr 30 min in-class (L8-L12)	1 hour in-class (L8-L12)
No. of sessions in total	12	5
Attendance	Required	Required
Teaching Member(s)	Lecturer	Students

DETAILED CLASS SCHEDULE

Date	Week	Topic	Note
8/1	1	Intro: What is Media?	
15/1	2	Where is the Truth: Understanding News	
22/1	3	Media as Manipulation? Marxism and Ideology	
29/1	4	Semiology: Analysing Media Content	
5/2	5	Media effects:Gender, Sex and Violence	
12/2		Lunar New Year Holiday	
19/2	6	Media Users: Fans and Participatory Culture	
26/2	7	Media Industries(I): Films and TV	Mid-term exam
4/3		Reading Week	

11/3	8	Media Industries(II): Music	GP1, GP2
18/3	9	Media and Identity: Case of Hong Kong Popular Culture	GP3, GP4
25/3	10	Stars, Celebrities and Constructed Reality	GP5, GP6
1/4		Easter Holiday	
8/4	11	Surveillance and Control	GP7, GP8
15/4	12	Conclusion: Ethics and Privacy	GP9, GP10

GRADE DESCRIPTORS

Grade	Overall Course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B+/B/B-	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C+/C/C-	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

READINGS

Textbooks

Chalkley, T., Hobbs, M., Brown, A., Cinque, T., Warren, B., & Finn, M. (2015). Communication, digital media and everyday life. South Melbourne, Victoria: Oxford University Press. (Ebook is available from the CU library website.)

Hodkinson, P. (2016). Media, Culture and Society: An Introduction. London: SAGE. (Ebook is available from the CU library website.)

Biagi, S. (2017). Media/impact: An Introduction to Mass Media Media Impact. Boston, MA: Cengage Learning.

Week 1: Introduction

Hodkinson, P. (2016). Media, Culture and Society: An Introduction (Chapter 1). London: SAGE.

Croteau, D., Hoynes, W., Childress, C. (2021). Media/Society: Technology, Industries, Content, and Users (Chapter 1). London: SAGE

Biagi, S. (2017). Media/impact: An Introduction to Mass Media Media Impact (Chapter 1). Boston, MA: Cengage Learning.

Week 2: News

Hodkinson, P. (2016). Media, Culture and Society: An Introduction (Chapter 7 & 14). London: SAGE.

Joan Van Tassel, Mary Murphy, Joseph Schmitz. The New News: The Journalist's Guide to Producing Digital Content for Online & Mobile News (Chapter 12). London: Routledge, 2020.

李立峯 (2022). 閱讀新聞－專業價值和媒體批判. 香港: 藍藍的天.

Lee, F. L. F., & Chan, J. (2009). Organizational Production of Self-Censorship in the Hong Kong Media. The International Journal of Press/Politics, 14(1), 112-133.

Lee, F. L. F., Tang, G. K. Y., & Chan, C.-K. (2023). Media Self-Censorship in a Self-Censoring Society: Transformation of Journalist-Source Relationships in Hong Kong. Journalism Studies (London, England), 24(12), 1539–1556.

Week 3: Media as Manipulation?

Hodkinson, P. (2016). Media, Culture and Society: An Introduction (Chapter 6). London: SAGE.

Adorno, T., Horkheimer, M. (1999). "The Culture Industry: Enlightenment as Mass Deception," in The Cultural Studies Reader, 2nd   Edition, Simon During, ed. New York: Routledge, pp. 31-41.

Week 4 Media Content

Hodkinson, P. (2016). Media, Culture and Society: An Introduction (Chapter 4, 9 & 13). London: SAGE.

Chalkley, T., Hobbs, M., Brown, A., Cinque, T., Warren, B., & Finn, M. (2015). Communication, digital media and everyday life (Chapters 8). South Melbourne, Victoria: Oxford University Press.

Week 5 Media Effects

Chalkley, T., Hobbs, M., Brown, A., Cinque, T., Warren, B., & Finn, M. (2015). Communication, digital media and everyday life (Chapters 4). South Melbourne, Victoria: Oxford University Press.

Biagi, S. (2017). Media/impact: An Introduction to Mass Media Media Impact (Chapter 13). Boston, MA: Cengage Learning.

Week 6 Media Users

Hodkinson, P. (2016). Media, Culture and Society: An Introduction (Chapter 5). London: SAGE.

趙雲：在未知中同行：MIRROR歌迷的連結（全文版）
http://tinyurl.com/ye27ffwp

Week 7 Media Industries (I): Watching Film and TV

Biagi, S. (2017). Media/impact: An Introduction to Mass Media Media Impact (Chapter 7 & 8). Boston, MA: Cengage Learning.

大衛博維爾. (2020). 香港電影王國—娛樂的藝術（增訂版）. 香港: 香港電影評論學會.

Cheung, E. M. K., Marchetti, G., & Yau, C.-M. E. (2015). A companion to Hong Kong cinema. Hoboken: Wiley-Blackwell

Week 8 Media Industries (II): Music

Biagi, S. (2017). Media/impact: An Introduction to Mass Media Media Impact (Chapter 5). Boston, MA: Cengage Learning.

黃志淙. 2007。《流聲》. 香港：香港特別行政區民政事務局。

Chu, Y.W. (2017) Hong Kong Cantopop: a concise history. Hong Kong: HKU Press

Fung, A. and Chik, A. (eds). (2020). Made in Hong Kong: studies in popular music. New York: Routledge

Wave. 流行文化誌.【數據故事】廣東歌狂熱「復常」：潮起潮落，香港樂迷和音樂人哪裡去？
https://wavezinehk.com/2024/01/01/hkcantopop-2023/

Week 9 Media and Identity: Case of HK Popular Culture

Chan, C.K., Tang, G., Lee, F.L.F. (2022). Transformation of Media, Social Values, and Hong Kong Identification. In: Hong Kong Media. Hong Kong Studies Reader Series. Palgrave Macmillan, Singapore.

端傳媒專訪吳俊雄：黃霑是什麼，香港是什麼：《保育黃霑》這套書，為何編了十六年？
https://drive.google.com/file/d/1BZldCJDpG2DXA4WvATMR-8spGQMMVRD6/view?usp=sharing

吳俊雄 (2002)：「尋找香港本土意識」。載吳俊雄、張志偉編：【閱讀香港普及文化】。香港: 牛津大學出版社。頁 86-95。

Chu, Y.-W. (2013). Lost in Transition : Hong Kong Culture in the Age of China. SUNY Press.

Chu, Y.-W. (2020). Hong Kong (in China) studies: Hong Kong popular culture as example. Global Media and China, 5(2), 109-123. https://doi.org/10.1177/2059436420917564

Week 10 Stardom, Celebrity and Constructed Reality

Dyer, R. (1979). Stars. London: British Film Institute.

Turner, G. (2006). The mass production of celebrity: 'Celetoids', reality TV and the 'demotic turn.' International Journal of Cultural Studies, 9(2), 153–165.

Chalkley, T., Hobbs, M., Brown, A., Cinque, T., Warren, B., & Finn, M. (2015). Communication, digital media and everyday life (Chapters 15, 19 & 20). South Melbourne, Victoria: Oxford University Press.

Week 11 Control and Surveillance

Chalkley, T., Hobbs, M., Brown, A., Cinque, T., Warren, B., & Finn, M. (2015). Communication, digital media and everyday life (Chapters 12). South Melbourne, Victoria: Oxford University Press.

Biagi, S. (2017). Media/impact: An Introduction to Mass Media Media Impact (Chapter 14). Boston, MA: Cengage Learning.

Silverman, J. (2017). 'Privacy under Surveillance Capitalism'. Social Research; New York Vol. 84, Iss. 1: 147-164.

Week 12 Ethics and Privacy

Biagi, S. (2017). Media/impact: An Introduction to Mass Media Media Impact (Chapter 15). Boston, MA: Cengage Learning.

REFERENCES ON ACADEMIC HONESTY AND PLAGIARISM

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the properly

signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

USE OF AI TOOLS

You are allowed to use ChatGPT ONLY when you are researching on the assignment topic. You are NOT allowed to use AI to write assignments instead of you. Please seek the lecturer's advice and permission if you have any questions.

Use of AI tools in completing assignments/assessments without prior permission from teachers are considered as unauthorised use of AI tools which constitutes an act of academic dishonesty. Cases, if any, should be handled in accordance with the University's Procedures for Handling Cases of Academic Dishonesty.