

## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	APSS1B12
<b>Subject Title</b>	Media and Everyday Life
<b>Credit Value</b>	3
<b>Level</b>	1
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>Freshman Seminar</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership and Intra-Personal Development</b></p> <p><input type="checkbox"/> <b>Service-Learning</b></p> <p><input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> <b>China-Study Requirement</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	<p>The following students are not allowed to take this subject: All APSS students</p>
<b>Objectives</b>	<p>It has become a cliché to state that all aspects of everyday life are saturated by media. Despite this the role, and place, of media in everyday life often seems curiously under-examined and taken-for-granted. Media are perhaps, as Croteau and Hoynes point out, ‘like the air we breathe, ever present yet rarely considered’. This course seeks to introduce theories and concepts—and give space—so that students can think about the role of media and communications in contemporary culture, society and everyday life.</p> <p>In order to make connections between media and real people/real life, it is hoped students will reflect upon, and be willing to share, their own experiences with forms of media. Students will develop an ‘academic’ language with which to discuss the role of media in everyday life and will be encouraged to critically think about the media texts they experience as consumers and, perhaps, as producers of, for example, ‘tweets’, WhatsApp messages and camera images. Overall, it is hoped that students come to reflect upon the roles that various forms of media (both ‘old’ and ‘new’) play in their lives.</p> <p>This module focuses upon the relationships between media representations and cultures and societies, examining how forms of media function as lenses through which we perceive and understand the world, exploring how representations construct and naturalize social relationships, whilst also considering ways that</p>

	<p>readers of representations disrupt, negotiate and, perhaps, reconfigure those representations' dominant meanings.</p> <p>This course is based upon the assumptions that: (mass) media constitute primary symbolic forms in many contemporary cultures and societies; media is an important means by which information, ideas, aesthetic experiences and entertainment are transmitted to citizens and consumers; media is a vital force for social and cultural cohesion and/or exclusion; and is central to contemporary discussion of politics, aesthetics, social identity, cultural rights and so on. Significantly, media is believed to constitute symbolic systems which construct reality rather than simply reflecting it.</p>
<p><b>Intended Learning Outcomes</b> <i>(Note 1)</i></p>	<p>Upon completion of the subject, students are able to:</p> <ol style="list-style-type: none"> <li>a. Have some understanding of theories, concepts and paradigms essential to the study of media and communications in contemporary culture and society or, put another way, understand media from various theoretical perspectives;</li> <li>b. Use relevant 'academic' language to discuss the role of media in everyday life, not only in Hong Kong but also elsewhere in the world;</li> <li>c. Apply critical ideas to describe, analyze and assess media texts; understand the role of media in everyday life; and appreciate the interplay between media, power, culture and society; all of which might heighten their ability to make conscious and informed decisions about their own media use; and</li> <li>d. Communicate viewpoints both orally and through written papers</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i></p>	<ol style="list-style-type: none"> <li>1. Introduction(s) to (scope of) the Course</li> <li>2. What is Media, what does it do and why study it?</li> <li>3. What is everyday life?</li> <li>4. Defamiliarizing the Familiar / Making the Peculiar Strange: What metaphors can we use to describe media and how do media impact upon everyday life?</li> <li>5. How are people affected by forms of media?</li> <li>6. How do senders (e.g. advertisers) make texts compelling and do media (e.g. advertising) create false needs?</li> <li>7. How can we approach / study / read media content?</li> <li>8. Are media the sources of integration, promoting fair societies or the tools of powerful elites who use media to create "passive dupes"?</li> <li>9. How do forms of media empower or disempower individuals and groups?</li> <li>10. Should we view digital life / culture with a utopian or dystopian lens?</li> <li>11. Should we be optimistic or pessimistic about Mass Culture / Reality TV?</li> <li>12. Does globalization of culture / media result in homogenization?</li> <li>13. Conclusions: so what is the role &amp; impact of media in everyday life?</li> </ol>
<p><b>Teaching/Learning Methodology</b> <i>(Note 3)</i></p>	<p>There will be a brief "lecture" each week. This will seek to clarify the main points of the unit / key readings. The teacher will give this lecture but each group will (might) be asked to "lead in" to this and, if possible, foreshadow some of the key points to be discussed.</p> <p>Classes will also contain a session reviewing and developing ideas from the previous class.</p> <p>The core of the class will be interactive tutorials, even if we have to do these in a lecture room. These will include some of the following activities:</p> <p>Discussions summarizing key / core readings</p>

	<p>Watching, and reflecting upon, videos          Guided applied exercises to facilitate students' understanding of, and ability to use, ideas, concepts and theories.          Generally speaking, PowerPoint slides will be available after the class, to encourage note-taking, a valuable skill in itself and to allow the joy of surprise in class.          Please note: For the sessions to be enjoyable and productive, students are expected to study assigned materials before attending classes, and to actively participate and provide input during sessions. That said, participation does not mean simply "talking".</p>																																																				
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <i>(Note 4)</i></p>	<table border="1" data-bbox="459 555 1300 1151"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Diary / Coursework</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Written Assignment</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Attendance &amp; Participation</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>For diary / coursework, students should make a report to summarize, develop and apply the points discussed in class. This should be submitted as one document in the final week. There is no specific word requirement, but students should aim to write at least 300 words for each class. Students should also contribute to the discussion forum on blackboard.</p> <p>For written assignments, students are required to construct two reports or one academic paper. These will reflect on issues explored on the course and connect them to everyday life.</p> <p>For attendance / participation, students should work in groups to perform collaborative tasks, including pre-reading &amp; in-class discussions / informal presentations. Students will also be given materials to record and self-assess their own engagement with the course. Individual effort will be considered. In short, positive contributions by individual students will be rewarded, and negative contributions (and absences) will be penalized.</p> <p>The completion and submission of all component assignments is required in order to pass the subject.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Diary / Coursework	25%	✓	✓	✓	✓			2. Written Assignment	50%	✓	✓	✓	✓			3. Attendance & Participation	25%	✓	✓	✓	✓			Total	100 %						
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<p><b>Student Study Effort Required</b></p>	<p>Class contact:</p> <ul style="list-style-type: none"> <li>▪ Lecture / tutorial</li> </ul>					<p>39 Hrs.</p>																																															

	Other student study effort:	
	▪ Class Preparation / Review	26 Hrs.
	▪ Assignment Preparation	40 Hrs.
	Total student study effort	105 Hrs.
<b>Reading List and References</b>	<p><b>Essential</b></p> <p>Abercrombie, N. and Longhurst, B. (2007). <i>Dictionary of Media Studies</i>. London: Penguin.</p> <p>Best, B., Bonefeld, W. &amp; O’Kane, C. (eds) (2018) <i>The Sage Handbook of Frankfurt School Critical Theory</i>. London: Sage.</p> <p>Burton, G. (2005). <i>Media and Society: Critical Perspectives</i>. Maidenhead: Open University Press.</p> <p>Croteau, D. and Hoynes, W. (2003). <i>Media Society: Industries, Images and Audiences</i>. Thousand Oaks, London and New Delhi: Sage.</p> <p>Deuze, M. (2012). <i>Media Life</i>. Cambridge: Polity.</p> <p>Dines, G. and Humez, J.M. eds. (2015). <i>Gender, Race, and Class in Media: A Critical Reader</i>. London: Sage.</p> <p>Durham, M.G. and Kellner, D.M. eds. (2012). <i>Media and Cultural Studies: Keywords</i>. Oxford and Malden: Blackwell.</p> <p>Fuchs, C. (2014). <i>Social Media: A Critical Introduction</i>. London: Sage.</p> <p>Laughey, D. (2009). <i>Media Studies: Theories and Approaches</i>. Harpenden: Kamera.</p> <p>Marris, P. and Thornham, S. eds. (2009). <i>Media Studies: A Reader</i>. New York: New York University Press.</p> <p>Merskin, D.L. (2019) <i>The Sage International Encyclopedia of Mass Media and Society</i>. Thousand Oaks: Sage Publications.</p>	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.