

Subject Description Form

Subject Code	APSS1B12													
Subject Title	Media and Everyday Life													
Credit Value	3													
Level	1													
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="margin-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Community, Organization and Globalization</p> <p style="margin-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="margin-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="margin-left: 20px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="margin-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>													
Pre-requisite / Co-requisite/ Exclusion	<p>The following students are not allowed to take this subject:</p> <p>All APSS students</p>													
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Ongoing assessment</td> <td>25%</td> <td></td> </tr> <tr> <td>2. Group-work</td> <td>25%</td> <td></td> </tr> <tr> <td>3. Written assignment</td> <td>50%</td> <td></td> </tr> </tbody> </table>			Individual Assessment	Group Assessment	1. Ongoing assessment	25%		2. Group-work	25%		3. Written assignment	50%	
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Objectives	<p>It has become a cliché to state that all aspects of everyday life are saturated by media. Despite this their place in everyday life 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. 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</p>													

	<p>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. 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 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. From this view of the media, a number of consequences flow:</p> <ul style="list-style-type: none"> • media representations are actively produced; they are the result of human, and, often, institutional activity, being, therefore, related to power • representations are expressed through generic/characteristic languages and forms (audio-visual, and text/print-based) • representations carry explicit and implicit values, often connoting larger ideological meanings, many of which may be naturalized • representations address and ‘create’ audiences who may decode them in a variety of ways
<p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students are expected to:</p> <p>(a) Be familiar with 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</p> <p>(b) Be able to use relevant ‘academic’ language to discuss the role of media in everyday life</p> <p>(c) Be able to apply critical ideas to describe, analyze and assess media texts</p> <p>(d) Have critically engaged with theories and developed the ability to communicate viewpoints both orally and through written papers</p>
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<p>1: What is Media? What is everyday life? How do they interrelate with each other and why study this? Course administration</p> <p>2: Defamiliarizing the Familiar / Making the Peculiar Strange: What metaphors can we use to describe media and how do media impact upon everyday life?</p> <p>3: How are people affected by forms of media?</p> <p>4: How do senders (e.g. advertisers) make texts compelling and do media (e.g. advertising) create false needs?</p>

	<p>5: How can we approach / study / read media content?</p> <p>6: Are media responsible for the construction of harmony, conflict or passive dupes?</p> <p>7: How do forms of media empower or disempower individuals and groups?</p> <p>8: What are the relationships between art (media) and reality (society)?</p> <p>9: Should we view digital life / culture with a utopian or dystopian lens?</p> <p>10: Should we be optimistic or pessimistic about Mass Culture / Reality TV?</p> <p>11: Does globalization of culture / media result in homogenization?</p> <p>12: Conclusions: so what is the role & impact of media in everyday life?</p> <p>[During the course, either in week 7 or 8, we will have a ‘reading week’. This will allow you to work on your assignments / ongoing assessment and I will be available to meet you in groups to check outlines]</p>																																		
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>Class time will contain both lecture and discussion/seminar/tutorial. Lectures will introduce students to the main ideas related to each topic. Much time will also be devoted to in-depth discussions and debates on theoretical issues and practical applications. Discussion and debate is encouraged, but respect for others’ viewpoints is required. Please have an open mind and be willing to consider new perspectives. In many cases none of us will have the “right” answer.</p> <p>Multi-media learning will sometimes be used in tutorial sessions as a way of stimulating more productive and interesting discussion, including documentary and film showing. As well as placing emphasis on discussion, time will be spent providing clarification about reading. Each week, we will try to discuss at least one key text or / and important quotations. It is hoped that students will have read these texts, focusing on what they <u>say</u>, what they <u>mean</u>, why they might <u>matter</u>, and how these texts might <u>influence</u> the way students see their own lives. Students should also develop the ability to critically read these texts. Students are expected to study assigned materials before attending classes, and to actively participate and provide input during sessions, although it is acknowledged that some students are more ‘passive participators’ (see below).</p>																																		
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. Ongoing assessment</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Group-work</td> <td>25 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Written assignment</td> <td>50 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Ongoing assessment	25%	√	√	√	√	2. Group-work	25 %	√	√	√	√	3. Written assignment	50 %	√	√	√	√	Total	100 %				
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	<p>For ongoing assessment, each week / class, students should make a 200-300 words report to summarize, develop and apply the points discussed. This should be submitted as one document in the final week or / and submitted to the discussion board established for the course. Extra credit will be given to students who respond to other students' comments, thereby partaking in a discussion (or dialogue). This part of the assessment is especially important to highlight how some persons are more 'passive' participators, and this 'folder' should illustrate quieter forms of engagement with the course</p> <p>For group work, groups will be given materials to record and self-assess their own engagement with the course. These should be kept and submitted at the end of the course. Individual effort will be considered. In short, although typically group members will be awarded the same grade, positive contributions by individual students will be rewarded, and negative contributions (and absences) will be penalized.</p> <p>For written assignments, students are required to construct an academic paper reflecting on issues explored on the course.</p> <ol style="list-style-type: none"> 1. The grade is calculated according to the percentage assigned 2. The completion and submission of all component assignments are required for passing the subject. 	
Student Study Effort Expected	Class contact:	
	▪ Lecture/tutorial	39 Hrs.
	Other student study effort:	
	▪ Assignments	39 Hrs.
	• Self-study before and after Classes	26 Hrs.
	Total student study effort	104 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p>Abercrombie, N. and Longhurst, B. 2007. <i>Dictionary of Media Studies</i>. London: Penguin.</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>Durham, M.G. and Kellner, D.M. (eds.) 2006. <i>Media and Cultural Studies: keywords</i>. Oxford and Malden: Blackwell.</p> <p>Hartley, J. 2002. <i>Communication, Cultural and Media Studies: The Key Concepts</i> (Routledge Key Guides). London and New York: Routledge.</p> <p>Laughey, D. 2009. <i>Media studies: theories and approaches</i>. Harpenden:</p>	

	<p>Kamera.</p> <p>Marris, P. and Thornham, S. (eds). 2000. <i>Media Studies: A Reader</i>. New York: New York University Press.</p> <p>O’Shaughnessy, M. and Stadler, J. 2009. <i>Media & Society</i>. Oxford: Blackwell.</p>
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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.