

## Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<b>Subject Code</b>	APSS285											
<b>Subject Title</b>	Media and Everyday Life											
<b>Credit Value</b>	2											
<b>Level</b>	2											
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusions for Students of Offering Department											
<b>Minimum Pass Grade</b>	D											
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>2.Group Project</td> <td style="text-align: center;">--</td> <td style="text-align: center;">40 %</td> </tr> <tr> <td>3.THREE Tasks</td> <td style="text-align: center;">60 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	2.Group Project	--	40 %	3.THREE Tasks	60 %	--
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<b>Objectives</b>	<p>This subject aims at introducing how media technology has changed and is changing our everyday life through a discussion of various thematic topics in this fast growing cyber era. It aims to nurture in students a global outlook to appreciate the social meanings of the modern world whilst realising local parameters of cultural values of our society. As an application of the topics discussed, students will also study the 3D online world <i>Second Life</i> in tutorials and through assigned tasks.</p>											
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>1. appreciate the interplay between media, technology and culture so as to develop a broader context of learning;</li> <li>2. develop a cultural sensitivity to the nature of media in Hong Kong society in particular and modern societies in general;</li> <li>3. develop a global outlook whilst realising local parameters so as to achieve an inquiring and innovative attitude;</li> <li>4. display a sense of social responsibility to the media-saturated society and an ability to make ethical and responsible decisions.</li> </ol>											
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Introduction <ul style="list-style-type: none"> <li>• Technological revolutions, media transformations, cultural adaptations – How do people cope with all this change?</li> </ul> </li> <li>2. Media Production and Reproduction <ul style="list-style-type: none"> <li>• Media Ownership and the public sphere, global media corporations, resale value vs. privacy</li> </ul> </li> <li>3. Representation and Subjectivity <ul style="list-style-type: none"> <li>• Who represents who? Notions of subjectivity, ‘truth’, and spectatorship</li> </ul> </li> <li>4. Media and the Audience <ul style="list-style-type: none"> <li>• Who is watching and how powerful are they? Audience studies, reality shows, live events, interactive media events</li> </ul> </li> </ol>											

	<ol style="list-style-type: none"> <li>5. 'Sites' of Pleasure <ul style="list-style-type: none"> <li>• Popular music, television, film, fashion, etc. How to make it big?</li> </ul> </li> <li>6. Media and consumption <ul style="list-style-type: none"> <li>• Online shopping, dating, gaming, tv, movies, learning, etc.</li> </ul> </li> <li>7. Communication and Media <ul style="list-style-type: none"> <li>• From letter writing to SMS, from diaries to weblogs</li> </ul> </li> <li>8. Virtual and 'real' Identities <ul style="list-style-type: none"> <li>• Virtual realities, virtual identities, and a virtual life – who are you?</li> </ul> </li> <li>9. Individual (re)presentation and fame <ul style="list-style-type: none"> <li>• MySpace, YouTube, iLike, Facebook, is your life as interesting as mine?</li> </ul> </li> <li>10. Ethics in a 'mediated' world <ul style="list-style-type: none"> <li>• Privacy, copyright, personal history, new concerns in an 'archived' world.</li> </ul> </li> </ol>																																														
<b>Teaching/Learning Methodology</b>  (Note 3)	<p>This course will be divided into lectures and seminars. Lectures will cover major themes in the broadest form whilst seminars will concentrate on specific practical issues. Through a combination of various teaching methods such as screening of audio-visual materials, discussion of newspaper clippings, etc. an environment will be created to develop an attitude in students that takes into account cultural differences and media strategies both in a global as well as in a local setting. In addition, students are strongly encouraged to engage in discussions and participate in various activities such as site visits, blogging, etc. to generate maximum learning outcomes.</p>																																														
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  (Note 4)	<table border="1" data-bbox="443 864 1471 1234"> <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.Group Project</td> <td>40 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2.THREE Tasks</td> <td>60 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:  In the Group Project students will be asked to apply previously learned Media Studies theories and discourses to the study of specific Hong Kong Media questions. The three tasks will each require the students to apply their learning to specific, recent, up-to-date questions or problems related to Media and/in society. Students will have to produce approx. one page A4 per task during a period of two weeks.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1.Group Project	40 %	√	√	√	√	2.THREE Tasks	60 %	√	√	√	√	Total	100 %																		
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<b>Medium of Instruction</b>	English																																														

<b>Medium of Assessment</b>	English
<b>Reading List and References</b>	<p>Black, Joel. 2002. <i>The reality effect: film culture and the graphic imperative</i>. New York: Routledge.</p> <p>Croteau, David and William Hoynes. 2003. <i>Media society : industries, images, and audiences</i>. 3<sup>rd</sup> edition. Thousand Oaks: Pine Forge Press.</p> <p>Evans, Jessica and Stuart Hall (Ed.). 1999. <i>Visual Culture: The Reader</i>. London: Sage in association with the Open University.</p> <p>Fowles, Jib. 1996. <i>Advertising and popular culture</i>. Thousand Oaks: Sage.</p> <p>Hall, Stuart (Ed.). 1997. <i>Representation: Cultural Representation and Signifying Practices</i>. London: Sage.</p> <p>Huat, Chua Beng. 2004. Conceptualizing an East Asian popular culture. <i>Inter-Asia Cultural Studies</i> 5, 2: p. 200-221.</p> <p>Kasesniemi, Eija-Liisa. 2003. <i>Mobile messages: young people and a new communication culture</i>. Tampere: Tampere University Press.</p> <p>Langan, Thomas. 2000. <i>Surviving the age of virtual reality</i>. Columbia: University of Missouri Press.</p> <p>McLuhan, Marshall. 1964. <i>Understanding Media: The Extension of Man</i>. New York: McGraw.</p> <p>Plantec, Peter M. 2004. <i>Virtual humans : a build-it-yourself kit, complete with software and step-by-step instructions</i>. New York: AMACOM, American Management Association.</p> <p>Thomas, Angela. 2007. <i>Youth online: identity and literacy in the digital age</i>. New York: Peter Lang.</p> <p>Trend, David (Ed.). 2001. <i>Reading Digital Culture</i>. Oxford: Blackwell.</p> <p>Woolgar, Steve (Ed.). 2002. <i>Virtual society? technology, cyberbole, reality</i>. Oxford: Oxford University Press.</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.