

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Language Studies Bachelor of Education (Honours) (English Language) The Double Degree of Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Approaching Popular Media
Course Code	: CUS3015
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course introduces students to some critical approaches on how to analyze and critique the popular media from the perspective of textual consumers and therefore examine the possible significant dynamics between those media and culture. The course furnishes students with the knowledge and awareness to become critical consumers and producers of various popular media texts and equips them with the literacies necessary to understand and critique the popular media in their everyday life. Forms of popular media texts may include cinema, graphic novels, advertisements, reality TV shows, docudramas, music videos, photographs, hypertext novels and the cyberspace.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Analyze and articulate the nature, structures and functions of the popular media as rich and complex systems;
- CILO₂ Apply the vocabulary and terminology in film studies for the concepts of deconstruction, such as representations, intertextuality and identities in discussion, presentation and written assignment; and
- CILO₃ Work collaboratively and effectively to read media and various media forms and articulate how they represent issues or topics mentioned in lectures.

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

- CILLO₁ Demonstrate a level of presentation and analytical skills based on the media texts studied in class; and
- CILLO₂ Demonstrate a level of academic literacy appropriate to popular media studies.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Defining popular culture, mass media, new literacies.	CILO _{1,2} CILLO ₂	Lectures, tutorials, group work, student presentation, online discussion.
● Popular media, how media is saturated in our everyday life, popular culture and media in the Hong Kong context, Media and America, Media in Japan, China and Taiwan, the beauty myth, reader-oriented approach, readers as producers, deconstructing an image,	CILO _{1,2,3} CILLO _{1,2} (etc.)	Lectures, tutorials, group work, student presentation, online discussion.

media dissection, visual culture, structure and impact of various genres: cinema, graphic novels, advertisements, reality TV shows, docudramas, music videos, photographs, hypertext novels and the cyberspace.		
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5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) In-class participation and running of reading group in particular weeks (marked with an asterisk*). Students assigned to the week have to design some class activities to teach the critical concepts mentioned in the readings with examples of their own. Power point presentations are not compulsory but if you feel they are helpful in explaining and highlighting some crucial concepts, feel free to do so. Since we have a big class this time, I am targeting groups of 6-7 people and each reading group session will be around 30 min.	20%	<i>CILO_{1,2,3}</i> <i>CILLO_{1,2}</i>
(b) Students will have to submit a critical written reflection of 500 words on an idea encountered in their assigned presentation reading.	20%	<i>CILO_{1,2,3}</i> <i>CILLO₂</i>
(c) A critical research paper of 1,800 words on one of the suggested topics.	60%	<i>CILO_{1,2}</i> <i>CILLO₂</i> (etc.)

6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Nil

8. Recommended Readings

- Acland, C. (2003). *Screen traffic: movies, multiplexes, and global culture*. Durham, NC: Duke University Press.
- Ang, I. (1991). *Desperately seeking the audience*. London: Routledge.
- Balnaves, M., Donald, S.H. and Shoesmith, B. (2009). *Media theories and approaches: a global perspective*. London and New York: Palgrave Macmillan.
- Bennett, T., Grossberg, L. and Morris, M. (eds). (2005). *New keywords: a revised vocabulary of culture and society*. London and New York: Blackwell.
- Branston, G. (1984). *Film and gender*. London: Film Education.
- Branston, G. (2000). *Cinema and modernity*. Buckingham: Open University Press.
- Briggs, A. and Cobley, P. (eds) (2002). *The media: an introduction*. Harlow: Longman.
- Bruzzi, S. (2000). *New documentary: a critical introduction*. London: Routledge.
- Buckingham, D. (1991). Teaching about the media. In D. Lusted (Ed.), *The media studies book*. New York: Routledge.
- Buckingham, D. (2003). *Media education: Literacy, learning and contemporary culture*. Cambridge: Polity Press in association with Blackwell Publishing.
- Bull, G., & Anstey, M. (Eds.) (2003). *The literacy lexicon*. French Forest, N.S.W.: Prentice Hall/Pearson Education Australia.
- Corrigan, T. and White, P. (2004). *The film experience: an introduction*. Boston: Bedford/St Martin's.
- Corrigan, T. (2003). *A short guide to writing about film*. London: Longman.
- Dalby, A. (2009). *The world and Wikipedia: how we are editing reality*. Draycott: Siduri Books.
- Deacon, D., Pickering, M., Golding, P. and Murdock, G. (2007). *Researching communications: a practical guide to media and cultural analysis*. London: Arnold.
- Dovey, J. (2000). *Freakshow: first person media and factual television*. London: Pluto Press.
- During, S. (2005). *Cultural studies: a critical introduction*. London: Routledge.
- Ellis, J. (2000). *Seeing things: television in the age of uncertainty*. London: I.B. Tauris.
- Fairclough, N. (1995). *Media discourse*. London: Arnold.
- Gill, R. (2006). *Gender and the media*. Cambridge: Polity Press.
- Gledhill, C. and Williams, L. (eds) (2000). *Reinventing film studies*. London and New York: Arnold.
- Goffman, E. (1979). *Gender advertising*. London: Macmillan.
- Grainge, P. (2007). *Brand Hollywood: selling entertainment in a global media age*. London and New York: Routledge.
- Gripsrud, J. (2002). *Understanding media culture*. London: Arnold.
- Hall, S. (ed). (1997). *Representation: Cultural representations and signifying practices*. London, Thousand Oaks and New Delhi: Sage.
- Hesmondhalgh, D. and Toynbee, J. (eds). (2008). *The media and social theory*. London and New York: Routledge.
- Hills, M. (2002). *Fan cultures*. London and New York: Routledge.
- Katz, J. (2006). *Violence, media and the crisis in masculinity*. MEF Amherst, available through YouTube.
- Lawson, N. (2009). *All consuming*. London and New York: Penguin.
- Lewis, J., Inthorn, S. and Wahl-Jorgensen, K. (2005). *Citizens or consumers? What the media tell us about political participation*. London and New York: Open University Press.

- Lister, M., Dovey, J., Giddings, S., Grant, I. and Kelly, K. (2009). *New media: a critical introduction*. London and New York: Routledge.
- Livingstone, S. (2009). *Children and the internet*. Cambridge and New York: Polity Press.
- Lovell, A. and Sergi, G. (2009). *Cinema entertainment*. London and New York: Open University Press.
- Medhurst, A. (2007). *A national joke: popular comedy and English cultural studies*. London and New York: Routledge.
- Miller, D. (2008). *A theory of shopping: the comfort of things*. Cambridge: Polity Press.
- Neale, S. (2002). *Genre and contemporary Hollywood*. London: BFI.
- Nichols, B. (1991). *Representing reality: issues and concepts of documentary*. Bloomington and Indianapolis: Indiana University Press.
- O'Sullivan, T., Dutton, B., & Rayner, P. (1994). *Studying the media: An introduction*. London: Arnold.
- Orbach, S. (2009). *Bodies*. London: Profile.
- Silverblatt, A. (2008). *Media literacy: Keys to interpreting media messages*. Westport, Connecticut: Praeger.
- Stewart, C., & Kowaltzke, A. (1997). *Media: New ways and meanings*. Milton, Queensland: Jacaranda Wiley.
- Stewart, C., Lavelle, M., & Kowaltzke, A. (2001). *Media and meaning: An introduction*. London: BFI.
- Thompson, J.B. (1997). *The media and modernity: a social theory of the media*. Cambridge: Polity Press.
- Turkle, S. (1995). *Life on the screen: identity in the age of the internet*. New York: Simon & Schuster.
- Wasko, J. (2003). *How Hollywood works*. London: Sage.
- Watkins, C. S. (2010). *The young and the digital*. Boston: Beacon Press.
- Webb, P. (2007). *Exploring the networked worlds of popular music: milieu cultures*. New York: Routledge.
- Williamson, J. (1978). *Decoding advertisements: ideology and meaning in advertising*. London: Marion Boyars.
- Williamson, J. (1985). *Consuming passions*. London: Marion Boyars.
- Wilson, E. (2003). *Adorned in dreams: fashion and modernity*. London: I.B. Tauris.

9. Related Web Resources

Nil

10. Related Journals

Continuum: Journal of Media and Cultural Studies
New Cinemas
Media, Culture and Society

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

12. Others

Nil

14 August 2025