

<b>Course code &amp; Name</b>	JOUR 330 Media and Digital Literacy
<b>Class time and Location</b>	9:00 AM – 12: 00 PM Class Room [3]
<b>Instructor name</b>	Hend AbdAlmotagally Rana Khaled Walaa Khozaam
<b>Credits hour</b>	3
<b>Semester</b>	Spring 2019

### **Instructors**

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### **Current Catalog Description**

This course introduces third year students to the theoretical and practical aspects of the consumption, analysis and production of the various traditional and digital media contents. It explores the media literacy topics that are most relevant to the Egyptian media scene. The course also emphasizes various tools and skills dealing with the audiovisual production, empowering students, as media practitioners, researchers and content consumers, towards developing a media policy proposal tackling the current media literacy challenges and opportunities.

### **Prerequisite:**

JOUR 200: Media & Society

JOUR 203: Intro to Radio & Television

JOUR 205: Research Methods

### **Course Learning Outcomes**

By the end of this course, students will be able to:

1. Define the various media and digital literacy concepts and arguments.
2. Develop different skills of audio and video production.
3. Master fact checking, data verification and visual manipulation.
4. Demonstrate their critical thinking abilities to interpret, filter offline, and online media messages.
5. Create a media policy proposal with recommendations for improving the media performance in tackling the studied issues

### **Text Book**

Parry, B., Burnett, C., & Merchant, G. (2016). *Literacy, Media, Technology: Past, Present and Future*. New York: Blooms Bury Publishing.

### **Readings**

Berkhead, S. (Ed.). (2015, December 28). *11 tools for verification and fact-checking in 2016*. Retrieved from <https://ijnet.org/en/blog/11-tools-verification-and-fact-checking-2016>

Car, V. (2014). Digital activism. *Southeastern Europe*, 38(2-3), 213-231.  
doi:10.1163/18763332-03802002

Conill, R. F., & Karlsson, M. (2016). The Gamification of Journalism. In *Emerging research and trends in gamification*(pp. 356-383). IGI Global.

Courtland, R. (2018, June 20). Bias detectives: The researchers striving to make algorithms fair. Retrieved from <https://www.nature.com/articles/d41586-018-05469-3>  
Gray, J., Bounegru, L., & Chambers, L. (2012). *The Data Journalism Handbook*. O'Reilly Media.

DeNardis, L. (2014). *The global war for internet governance*. Yale University Press.

Gandy Jr, O. H. (2001). Racial Identity, Media Use, and the Social Construction of Risk Among African Americans. *Journal of Black Studies*, 31(5), 600-618.

Hughey, M. W., & Daniels, J. (2013). Racist Comments at Online News Sites: A Methodological Dilemma for Discourse Analysis. *Media, Culture & Society*, 35(3), 332-347.

Klein, R. D., & Naccarato, S. (2003). Broadcast news portrayal of minorities: Accuracy in reporting. *American Behavioral Scientist*, 46(12), 1611-1616.  
doi:10.1177/0002764203254617

Koltay, T. (2011). The media and the Literacies: Media Literacy, Information Literacy, Digital Literacy. *Media, Culture & Society*, 33(2), 211-221.  
doi:10.1177/0163443710393382

Latar, N. L. (2015). The Robot Journalist in the Age of Social Physics: The End of Human Journalism?. In *The New World of Transitioned Media* (pp. 65-80). Springer, Cham.

LIVINGSTONE, S. (2004). Media Literacy and the Challenge of New Information and Communication Technologies. *The Communication Review*, 7 (1), 3-14.  
doi:10.1080/10714420490280152

Luke, A. (2018). Digital Ethics Now. *Language and Literacy*, 20 (3), 185-198.  
doi:10.20360/langandlit29416

Mara. W (2018, August, 18). *Fake News. Global Citizens: Modern Media*. Retrieved from  
[https://books.google.com.lb/books?id=ANFeDwAAQBAJ&printsec=frontcover&dq=Fighting+Rumors+and+Fake+News&hl=ar&sa=X&ved=0ahUKEwjVhIT00e\\_cAhVExIUKHU84A2oQ6AEIRjAE#v=onepage&q&f=false](https://books.google.com.lb/books?id=ANFeDwAAQBAJ&printsec=frontcover&dq=Fighting+Rumors+and+Fake+News&hl=ar&sa=X&ved=0ahUKEwjVhIT00e_cAhVExIUKHU84A2oQ6AEIRjAE#v=onepage&q&f=false)

Mastro, D. E. (2003). A Social Identity Approach to Understanding the Impact of Television Messages. *Communication Monographs*, 70(2), 98-113

Mitu, B., & Diego Oswaldo Camacho Vega. (2014). Digital Activism: A Contemporary Overview. *Revista De Stiinte Politice*, (44), 103

Puppis, M. (2010). Media Governance: A New Concept for the Analysis of Media Policy and Regulation. *Communication, Culture & Critique*, 3(2), 134-149.

Schneider, S., & Foot, K. (2004). Crisis Communication and New Media. *Society online: The Internet in context*, 137-153.

Van Dijk, T. A. (2015). *Racism and the Press*. Routledge. Subjects Humanities, Reference & Information Science.

**Weekly Schedule/Topics Distribution**

Sessions	Lecture/Activity
1	<p><b>SYLLABUS &amp; INTRODUCTION TO MEDIA AND DIGITAL LITERACY</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Koltay (2011): <i>The Media and the Literacies: Media Literacy, Information Literacy, Digital Literacy</i></li> <li>• Livingstone (2004): <i>Media Literacy and the Challenge of New Information and Communication Technologies</i>.</li> </ul> <p><b>In-class work:</b></p> <ul style="list-style-type: none"> <li>• <b>Orientation:</b> Syllabus and requirements.</li> <li>• <b>Lecture:</b> introduces the main definitions, concepts and current challenges of the media and digital literacy, providing different examples from around the globe and connecting them to the Egyptian media industry.</li> <li>• <b>Video:</b> What is Media Literacy? <a href="https://www.youtube.com/watch?v=GTL0_tJEVD0">https://www.youtube.com/watch?v=GTL0_tJEVD0</a></li> </ul>
2	<p><b>STEREOTYPING, IDENTITY, AND IDEOLOGY IN MEDIA</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Gandy Jr (2001): <i>Racial Identity, Media Use, and the Social Construction of Risk among African Americans</i>.</li> <li>• Mastro (2003): <i>A Social Identity Approach to Understanding the Impact of Television Messages</i>.</li> </ul> <p><b>In-class work:</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture:</b> Introduces the concept of media stereotyping and the roles of media in the construction of identities. The lecture discusses how media discourse can also change the political ideology in a certain society.</li> </ul>
3	<p><b>ADVANCED AUDIOVISUAL STORYTELLING</b></p> <p><b>In-class work:</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture:</b> Introduction to the In-Design and Adobe Premiere and</li> <li>• <b>Group Work</b> during tutorials that include a practical application on these programs.</li> </ul>

4	<p><b>DIGITAL ACTIVISM AND ONLINE SOCIAL MOVEMENTS</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Car (2014): Digital Activism.</li> <li>• Mitu &amp; Diego (2014): Digital Activism: A Contemporary Overview.</li> </ul> <p><b>In-class work:</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture:</b> introduces the concepts of online political participation, electronic advocacy and cyberactivism, linking it to the usage of social media during the Arab Spring revolutions, especially the Egyptian revolution in 2011.</li> </ul>
5	<p><b>REPORTING ON MINORITIES IN MEDIA: A CASE STUDY</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Van Dijk (2015). Racism and the Press.</li> <li>• Klein &amp; Naccarato (2003): Broadcast News Portrayal of Minorities: Accuracy in Reporting.</li> </ul> <p><b>In-class work:</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture:</b> How the media address minority issues in different societies and then the lecture takes a narrower focus on media coverage of minorities' issues in the Egyptian society.</li> <li>• <b>Videos:</b>  <b>Video 1:</b> Minority representation in media rife with stereotypes when it exists at all' – Media CEO. <a href="https://www.youtube.com/watch?v=KPBfi4ty8Do">https://www.youtube.com/watch?v=KPBfi4ty8Do</a>  <b>Video 2:</b> Egypt's Forgotten Nubian Minority <a href="https://www.youtube.com/watch?v=9k5EM7XJ4Sk">https://www.youtube.com/watch?v=9k5EM7XJ4Sk</a></li> </ul>
6	<p><b>MIDTERM EXAM</b></p>
7	<p><b>INTEGRATING [AI] AND AUTOMATION IN MEDIA: CAN JOURNALISTS COMPETE WITH ROBOTS?</b>  <b>[Check Appendix 2 for the lecture's Outline]</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Latar, N. L. (2015). The Robot Journalist in the Age of Social Physics: The End of Human Journalism?</li> </ul> <p><b>In-class work:</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture:</b> tackles the concept of integrating Artificial Intelligence technologies into the various media fields, questioning the future of journalism, especially in Egypt with shedding lights on the opportunities this technology brings to journalism and the expected</li> </ul>

	<p>challenges it poses to the jobs of journalists and many other media practitioners.</p> <ul style="list-style-type: none"> <li>• <b>Video:</b> Robot Journalism: the End of Human Reporters? - The Listening Post (Feature).</li> <li>• <b>Guest Speaker :</b> Mr. George Sabry, the editor-in-chief of 'Sarmady' news website which had one of the first Egyptian experiences in using 'ChatBots' for online entertainment news.</li> </ul>
8	<p><b>CHALLENGING MEDIA HOSTILITY AND HATE SPEECH IN WITHIN ONLINE AND OFFLINE MEDIA SPHERES</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Hughey &amp; Daniels (2013). Racist Comments at Online News Sites: A Methodological Dilemma for Discourse Analysis.</li> <li>• Schneider &amp; Foot (2004). Crisis Communication and New Media.</li> </ul> <p><b>In-class work:</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture:</b> Introduces the hostile media theory and explains how media content plays a role in disseminating a discourse of hostility causing various social problems towards certain groups.</li> <li>• <b>Video:</b> When Media Becomes a Tool to Produce Hate Speech: A Case Study on Syrian Refugees in Jordan <a href="https://www.youtube.com/watch?v=1IJbuPFNAtw">https://www.youtube.com/watch?v=1IJbuPFNAtw</a></li> <li>• <b>Group work:</b> Brainstorming for each group trying to discuss how the Egyptian media produces hate speech on certain issues?</li> </ul>
9	<p><b>MEDIA OWNERSHIP INTERNET GOVERNANCE AND</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• DeNardis (2014): <i>The Global War for Internet Governance</i>.</li> <li>• Puppis (2010): Media Governance: A New Concept for the Analysis of Media Policy and Regulation.</li> </ul> <p><b>In-class work:</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture:</b> Introduces forms of ownership patterns of the media globally compared to the ones existent in Egypt, tackling how the new media changed the game of power in the Egyptian media. The lecture also introduces the concept of internet governance and the regulations linked to it.</li> <li>• <b>Video :</b> Internet Governance: <a href="https://www.youtube.com/watch?v=G-BIFA4RuCY">https://www.youtube.com/watch?v=G-BIFA4RuCY</a></li> </ul>

10	<p><b>FIGHTING RUMORS AND FAKE NEWS: FACT CHECKING AND DATA VERIFICATION TOOLS</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"><li>• Berkhead, S: <i>11 Tools for Verification and Fact-Checking in 2016</i></li><li>• Mara. W (CH2): <i>Geography: Fake News is a Global Problem</i></li></ul> <p><b>In-class work:</b></p> <ul style="list-style-type: none"><li>• <b>Lecture:</b> How to fight rumors and fake news? Discussing examples in the international media. Tutorials will be allocated for training students to using fact checking and data verification tools such as Hoaxy, Google Earth and QueText.</li><li>• <b>View:</b> Exploring <i>Akhbar Meter</i> and <i>Matsaddaksh</i> Facebook pages.</li></ul>
11	<p><b>DATA JOURNALISM AND DATA VISUALIZATION</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"><li>• Gray, J (Introduction): <i>The Data Journalism Handbook</i></li></ul> <p><b>In-class work:</b></p> <ul style="list-style-type: none"><li>• <b>Lecture:</b> Explaining Data Driven Journalism: the History, the present and the future. Exploring data visualization tools and discussing the challenges and the opportunities of data journalism within the Egyptian context.</li></ul>
12	<p><b>PRIVACY INVASION AND DIGITAL ETHICS</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"><li>• Luke, A. (2018): <i>Digital Ethics Now.</i></li><li>• Internet privacy (2017 ): <i>Congressional Digest</i></li></ul> <p><b>In-class work:</b></p> <ul style="list-style-type: none"><li>• <b>Lecture:</b> Introduction to Digital Ethics and the online threats that result from privacy invasion on Social Media Networks.</li><li>• <b>Group work:</b> Defining Privacy Invasion issue based on minute-paper sharing personal experiences.</li></ul>
13	<p><b>GAMIFICATION IN JOURNALISM AND FINAL PROJECT DISCUSSION</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"><li>• Conill &amp; Karlsson (2016): <i>The Gamification of Journalism.</i></li></ul>

	<b>In-class work:</b> <ul style="list-style-type: none"> <li>• <b>Lecture:</b> introduces the concept of using games in presenting the journalistic content and speaking about the final project requirements.</li> </ul>
14	<b>FINAL PROJECT PRESENTATIONS</b>
15	<b>FINAL EXAM</b>

### Teaching/Learning Method

- Active learning methods used: group discussions, minute-papers, quizzes.
- Critical inquiry methods used: essay questions in tests, in-class exercises, reflection on readings.
- Research methods used: Media policies, Quantitative and Qualitative research papers.
- Experiential methods used: Media event project,
- Writing methods used: All assignments are in written format
- Professional/applied methods used: Media event project, Audiovisual projects, Data visualization software.

### Course Grading Distribution

Participation and punctuality	<b>10%</b>
Assignment 1:	<b>3%</b>
Assignment 2:	<b>11%</b>
Assignment 3:	<b>3%</b>
Assignment 4:	<b>3%</b>
Final project:	<b>20%</b>
Test 1	<b>20%</b>
Test 2	<b>30%</b>
Bonus Assignments (averaged with assignment 2)	<b>3%</b>

### Participation and Punctuality

Punctuality in attendance and submitting assignments on time is mandatory. Please plan to come to class and to appointments 5 minutes before the scheduled time.



## **Assignments**

### **Assignment 1 (Week 1):**

A one-page comparative think piece reflecting upon the lecture's readings, in-class discussion, and the content of the video. Students are expected to work individually and write a one-page think piece comparing the different perspectives and views defining Media Literacy. The content of the Think Piece is expected to be within the students' personal daily-life experience. They are expected to express in outlines their understanding of the basic concepts of the field and develop their own definition of Media Literacy.

### **Assignment 2 (Week 3): Audiovisual Storytelling (3 PTs):**

Students are asked to produce a 3 minute video using Adobe Premiere and one magazine cover using the in-design. Three points are allocated for this assignment.

### **Assignment 3 (Weeks 7,8): AI and Automation Integration into Media (11 PTs):** [Check the Assignment Rubric: Appendix 1]

This assignment aims to combine the scientific research skills students acquired from their previous courses with the advanced audiovisual skills they got from this course. Students are expected to work in groups to produce a small research that tackles the issue of AI and automation integration into journalism using different research methods with the aim of providing recommendations for Egyptian journalists to employ these techniques and to upgrade their skills to face this technological threat. The assessment will be divided into two parts. 7 points will be allocated for grading the research paper and the presentation of the results will come in the form of a three-minute video summarizing the main results and recommendations of the research that will be graded out of 4 points.

### **Assignment 4 (Week 10): Fact Checking Tools (3 PTs):**

Using one data verification tool, students will be asked to check some online news stories on social media and detect fake news inside them. Three points will be allocated for this assignment.

### **Assignment 5 (Week 11): Data Visualization (3PTs):**

Students are expected to work in groups and use one of the GeoMaps software to create a GeoMap for a topic of their choice. Each group is expected to upload their

GeoMaps to the courses online platform due date and be prepared for a class discussion regarding their assignments:

- Why they depended on the chosen GeoMap software?
- To what extent it was easy/hard to reach updated data regarding the chosen topic?
- How the group divided the tasks between the members of the groups?
- What are the advantages and disadvantages of the chosen software?

### **Final Project: A Media Policy Proposal (Week 14) (20 PTs):**

The final project of the course aims to prepare each group of the students to be able to develop a media policy proposal of 5000 words for a certain subject or phenomenon related to media literacy in the Egyptian media ecology. The project aims to train students to search and analyze media literacy by using their skills of critical thinking to discover the different dimensions and reach logical solutions applicable in the media ecology of their community.

### **Test 1 and Test 2:**

The tests cover class lectures and assigned readings. Students are advised to study after each class session, reviewing their notes and understanding how the concepts apply. The tests will measure students' critical thinking and ability to understand the material and apply it to answer compare and contrast questions. Test 1 covers material up to the day of the test, whereas test 2 covers all material in the semester, with particular focus on the second half of the semester. The tests consist of:

- 50% close-ended questions in multiple-choice and T/F format (CLO1/CLO3/CLO4)
- 50% open-ended questions that require short, essay-like responses (CLO1/CLO4)

**Bonus Assignments:** The bonus assignment can be taken as a one-page reaction paper on any of the topic discussed. The grade of the bonus assignment will be averaged with the grades of the first and the third assignments to enhance the students overall grade of the course.

COURSE LEARNING OUTCOMES	ASSIGNMENTS THAT ACHIEVE OUTCOMES
<p><b>CLO1:</b> Define the various media and digital literacy concepts and arguments</p>	<ul style="list-style-type: none"> <li>• <b>Assignment 1:</b> A one-page Think Piece</li> <li>• <b>Test 1 (Week 6)</b></li> </ul>
<p><b>CLO2:</b> Develop different skills of audio and video production.</p>	<ul style="list-style-type: none"> <li>• <b>Assignment 2:</b> Audiovisual Storytelling</li> </ul>
<p><b>CLO3:</b> Master Fact Checking, Data Verification and Data Visualization</p>	<ul style="list-style-type: none"> <li>• <b>Assignment 4:</b> Fact Checking Tools</li> <li>• <b>Assignment 5:</b> Data Visualization (GeoMap)</li> <li>• <b>In-class Activity (Week 10):</b> Fighting Rumors and Fake News: fact checking and Data Verification Tools</li> </ul>
<p><b>CLO4:</b> Demonstrate their critical thinking abilities to interpret, filter offline, and online media messages.</p>	<ul style="list-style-type: none"> <li>• <b>Assignment 1:</b> A one-page Think Piece</li> <li>• <b>In-class Activity/Discussion (Week 2):</b> Stereotyping, Identity, and Ideology in Media</li> <li>• <b>In-class Activity/Discussion (Week 5):</b> Reporting on Minorities in Media: A Case Study</li> <li>• <b>In-class Activity/Discussion (Week 8):</b> Challenge Media Hostility and Hate Speech within Online and Offline Media Spheres</li> <li>• <b>Test 2 (Week 15)</b></li> </ul>
<p><b>CLO5:</b> Create a media policy proposal with recommendations for improving the media performance in tackling the studied issues.</p>	<p><b>The Final Project (Week 14):</b> Developing a Media Policy</p>

**Policies and Regulations**

**STUDENT CODE OF CONDUCT - ACADEMIC VIOLATIONS**

The following table defines the sanction(s) associated with each violation. In some cases and when the violation is too general, a range of sanctions is set for the pertinent committee to choose from depending on the specifics of each case. As for the second offense, the set sanctions apply regardless whether the violation has taken place in the same course or a different one, within the same semester or not.

Code #	Violations	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense
<b>In-Class Conduct</b>			
	Students are expected to be open-minded during the discussions of controversial issues, and while listening to their colleagues' different perspectives.	warning	Double warning
	Students are expected to clearly explain their arguments without personalizing the conversation or attacking each others' political, religious, or cultural opinions.	warning	Double warning
	Students are expected to freely express their opinions as the aim of class discussions is allowing everyone's voice to be heard.	warning	Double warning
	Students are expected to provide a friendly, safe, and welcoming environment to everyone with no exceptions.	warning	Double warning
	Students are expected not to refer to their political, religious, and/or cultural affiliation unless it is directly related to the topic of the discussion.	warning	Double warning
	Students are expected to avoid any type/level of bullying, mocking, and/or	warning	Double warning

	belittling others based on their opinions either in-class or online in any of the educational platforms the course depends on.		
<b>Cheating</b>			
	Using material or equipment (including mobile phones, electronic tablets, i-pads, calculators, and other devices) that is not authorized by the instructor in an examination, project, or graded assignment.	zero on the deliverable with a warning	F on the course with a warning
	Cheating, copying, collaborating with or aiding another Student in a manner not permitted by the instructor on an examination, project, or other graded assignment	zero on the deliverable with a warning	suspension
	Distributing or aiding in the distribution of previous exams without authorization of the instructor	double warning – suspension	suspension – expulsion
	Stealing, reproducing, or circulating an examination or other graded assignment before it has been administered	suspension	expulsion
	Impersonating another Student or allowing another Student to impersonate one’s self during an examination, presentation, or other graded assignment	suspension for both	expulsion
	Impersonating an assistant, staff member, or faculty member for the purpose of (a) proctoring examinations without authorization or permission or (b) obtaining confidential information regarding coursework or examinations	suspension – expulsion	expulsion
		suspension –	expulsion

	Receiving, purchasing or selling a project, paper, or any academic document and presenting it as work other than that of the author	expulsion	
	Submitting identical papers or coursework for credit in more than one class without the permission of the instructor	zero on the deliverable with a warning	F on the course with a warning
<b>Plagiarism and Copyright Violations</b>			
	Failing to attribute language or ideas to their original source by not crediting the original author with an appropriate acknowledgement or citation	zero on the deliverable with a warning	F on the course with a warning
	Using photocopied or electronic copies of textbooks, compact disks, films, music, online course materials, and other content beyond the fair use policy within University Premises	warning	Double warning
	Using copyrighted materials, including in written research reports and papers, without obtaining required permission, if any, from the rights holder	warning	Double warning
<b>Unauthorized Sale, Distribution, or Use of Course Materials</b>			
	Recording any lecture or presentation for personal use or public distribution without the prior consent of the course instructor. This applies to the unauthorized use of any medium including but not limited to mobile phones, electronic tablets, i-pads recorders, films, and other devices	warning	Double warning
	Selling academic materials by any Student, club, or group. This includes but is not	warning	Double warning

limited to lectures, course recordings, class notes, and previous exams		
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### **Special Needs and Disabilities**

If you have special needs or disabilities of any sort, talk to any of the instructors of the course during the first week of classes so they can address the issues and accommodate your needs according to university rules.

### **University Attendance Policy**

1. Students are expected to attend all classes.
2. For valid reasons, students may miss classes for a maximum equivalent to 4 classes.
3. When exceeding the maximum number of absences, it is the instructor's prerogative to ask the concerned student to stop attending and drop the course. In this case, it is the student's responsibility to drop the course, otherwise a grade of "F" or "NP" will be given.
4. In exceptional justified cases (long illness, etc...), where absences exceed the maximum, the student has to petition to the department Chair to be allowed to stay in the course.
5. Students are held responsible for all the material presented in the classroom, even during their absence.

### **Withdrawal Policy**

WI = Early Withdrawal; WP = Withdrawal/Pass; WF = Withdrawal/Fail

1. A student who withdraws after the Drop/Add period and by the end of the 5th week of classes (10th day of classes for Summer Modules) will obtain a "WI" on that particular course. The student may process such request directly through the Registrar's Office.
2. A student who withdraws from a course between the 6th week and the end of the 10<sup>th</sup> week of classes (18th day of classes for Summer Modules) will receive either a "WP" or a "WF". "WP" or "WF" will be determined by the

instructor based on the achieved academic performance in that course till the time of withdrawal.

3. The “WI” and the “WP” will not count as a Repeat; whereas the “WF” will count as a Repeat. (Note that LAU policy allows students to repeat a course up to two times only)
4. “WI”, “WP” and “WF” will not count towards the GPA calculation.
5. Deadline for the “WP” and “WF” withdrawal from courses: March 26, 2018 (It is the student’s responsibility to drop the course)

### **Incomplete Coursework and Absence from Exams**

The course grade “I” (Incomplete) will only be given under extenuating circumstances such as a major illness, death in the family or other unexpected emergencies. The student has to petition to the department Chair to receive an incomplete grade. If a student is absent from an exam, a grade of zero will be given for that exam. If, within one week, the student submits an excuse which is acceptable to the instructor and the chairperson, then the student will be given a makeup final examination. If an excuse is presented after the lapse of a week, and within one month, the student may petition the school concerned to have his/her grade changed to an I (Incomplete), to be allowed to sit for an examination. Any incomplete work must be made up by a date planned with the instructor, but no later than the eighth week of the following semester (fall or spring). Otherwise, the grade of I is changed to an F (or an NP). It is the responsibility of the student to contact the instructor to make the arrangements for the completion of the incomplete work. In no case may incomplete work be made up after a lapse of one year from the end of the semester or module in which the grade of I was received.

### **Tips for success**

1. Students are expected to regularly do the pre-class readings and bring your own reflections and/or questions every lecture. By doing so, the students improve their ability to comprehend the topic and actively participate in the discussion.
2. Actively participating in class discussions advances your understanding of the topic and enrich your answers in the exam.



3. Work on your assignments (both the individual and collaborative) wholeheartedly. Do your best. Be creative. Start immediately after class and make use of the assigned duration to deepen your knowledge about the topic.
4. It's strongly recommended to have your own 'Note' that contains your insights, examples, and paraphrasing of the content of the text book and the readings.
5. Exert enough mental effort to connect the taught topics in the current course with the content of the other courses you study throughout the semester, previous semesters, and your own daily life experience.
6. It's beneficial to create a study group and exchange notes with other students. By doing so, the students can avoid any mmisunderstanding of any of the points discussed throughout the course.
7. Make use of the bonus assignments to enhance your overall course grade.
8. Memorize what needs to be memorized (dates, numbers, ..ect) and comprehend the parts that require reflection and self-expression. Using your own write style is highly appreciated in both assignments and exams.
9. Always remember the importance of providing an answer for all the points of the question depending on the content of the text book, the readings, the assignments, class discussions, and your own 'Note'.
- 10."Half of the learning process is asking questions". Never be shy to ask questions. You are free to choose what is more comfortable to you; during class, through the course's online educational platform, and/or during the instructor's office hour. You can ask anonymously.
11. There is no one fixed way to success. Pave your own road.

**Appendix 1: Assignment 2: AI and Automation Integration into Media.**

Assignment description : Assignment 2 (Week 7,8) : AI and Automation Integration into Media (11 PTs) . This assignment aims to combine the scientific research skills students acquired from their previous courses with the advanced audiovisual skills they got from this course. Students are expected to work in groups to produce a small research that tackles the issue of AI and automation integration into journalism using different research methods with the aim of providing recommendations for Egyptian journalists to employ these techniques and to upgrade their skills to face this technological threat. The assessment will be divided into two parts. 7 points will be allocated for grading the research paper and the presentation of the results will come in the form of a three-minute video summarizing the main results and recommendations of the research that will be graded out of 4 points.

Assignment: Is no less than 2500 words, Video length: 3 minutes.

<b>Assignment assessment (11points)</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<b>Introduction and Research Questions (2points)</b>	It includes complete introductory information about the topic, follows the scientific research structure Presents significant research questions related to the topic.	It includes less inclusive but enough introductory information about the topic, it follows the scientific research structure less properly and presents less significant research questions.	It includes few introductory information about the topic, does not follow the scientific research structure and presents non-well phrased research questions.	No introductory information about the topic is provided and it does not follow the scientific research structure. It also presents weak or irrelevant research questions.
<b>Literature review (2points)</b>	It provides an complete review of the previous	It provides an inclusive review of the previous	It provides a less inclusive review of the previous	It does not provide an inclusive review of the previous

	literature (at least 15 previous research papers) and includes well- written citations.	literature (at least 10 previous research) and includes well-written citations with few mistakes.	literature (at least 5 previous research) with many mistakes in the citation.	literature and does not include any citations.
<b>Methodology</b> <u>(2points)</u>	It presents a suitable choice of methodology according to the selected topic. Also, the selected method is correctly applied.	It doesn't present the most suitable methodology to answer the research questions (better methodology could have been used) and the application of the method has some few mistakes.	The choice of the methodology is not suitable and many mistakes in the research application can be detected.	The selected methodology doesn't match the selected topic or the research questions presenting a weak application of the methodology.
<b>Result and recommendation</b> <u>(3points)</u>	The results include clear quantitative or qualitative indications with interpretation that answer the research questions. Recommendations include at least five suggestions in which student proposes their own vision of how AI and automation can be turned into an opportunity for the Arab world and how the qualifications of	The research includes interpretations that answer the main research questions but three or less recommendations are proposed with a connection to the Egyptian context. Some of the Recommendations are not clearly linked to the findings of the research.	The Research provides few results and at least one recommendation that is linked to the findings that is connected to the Egyptian society.	The research fails to provide any clear results. Results do not answer the research questions and no clear recommendations are provided.

	<p>the Egyptian journalists can be improved to enable them to compete with Robots revolution in the near future. Recommendations are linked to the findings of the research results that students have prepared.</p>			
<p><b>Video</b> (4 points)</p>	<p>The video presents the results and recommendations of the topic in a creative way, connecting the topic with the Egyptian context. The video must include an engaging introduction and quick overview on basic research steps. It applies the four advanced audiovisual tools the students learnt in their previous classes in a creative way. All design aspects are correctly present, using correct camera angles</p>	<p>The video presents the results and recommendations of the topic in a good way but lacks the creative aspect, It connects the topic with the Egyptian context. The Video includes an introduction and quick overview on basic research steps, but applies two or three of the advanced audiovisual tools the students learnt in their previous classes. Few mistakes can be detected in the language of the video.</p>	<p>The video presents the results and recommendations of the topic but it doesn't connect the topic with the Egyptian context. The Video includes an introduction and quick overview on basic research steps, but applies only one of the four advanced audiovisual tools the students learnt in their previous classes. Sometime, the language of the video is not be clear and some words are vague or useless.</p>	<p>No presentation of the results and recommendations are provided The video doesn't include an engaging introduction and quick overview on basic research steps and it doesn't apply any of the four advanced audiovisual tools The language of the video is unclear.</p>

	and shots as well as suitable lighting and audio techniques. The language of the video is very clear, concise and to the point.			
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**Appendix 2: The Selected Lecture's Design**

<b>Topic of the Lecture</b> <b>Integrating AI and Automation in Media:</b> <b>Can Journalists compete with Robots</b>		

	<b>Lecturer (what I will do?)</b>	<b>Students (what they will do?)</b>
<p>Pre-reading discussion</p> <p>For 5 minutes</p>	<p>The lecture begins with the pre-required reading to open a discussion on what AI integration in media means.</p> <p>Lecturer also should take notes about audience's participation.</p>	<p><b>Students</b> should participate in the discussion depending on what they understood from the reading.</p>
<p>Video</p> <p>For 5 minutes</p>	<p><b>Lecturer should present parts from the video, which named <u>Robot journalism the end of human reporters? - The Listening Post (Feature)</u> and students will be <u>acquired to take notes.</u></b></p>	<p><b>Students</b> should watch the video carefully to answer the following questions.</p>
<p>Brainstorming (Pause &amp; think)</p> <p>10 minutes</p>	<p>The lecturer will ask a group of students to make a brainstorming for 10 minutes to create 5 sentences about what they understand about the topic of the lecture until now.</p>	<p>The students' group should make a brain storming for 10 minutes to create 5 sentences about what they understood.</p>
<p>Lecturing about the topic</p> <p>20 minutes</p>	<p>The lecturer listens to the students' explanations and starts explaining the key concepts of the topic, providing examples and illustrations from inside and outside Egypt.</p>	<p>Students can ask questions.</p>

<p>Panel with Guest speaker 10 minutes</p>	<p>The lecturer will introduce the guest speaker and let him share his experience that is highly relevant to the subject discussion <b>For 10 minutes.</b></p>	<p>The students will involve in the discussion to understand the topic and investigate its applications in the Egyptian media</p> <p><b>5 minutes for students questions</b></p>
<p>Lecturer action close 15 minutes</p>	<p>The lecturer should repeat the most importance points that he /she want to shed light on and illustrate the relation between artificial intelligence and the future of journalism in Egypt , and how this technique can be used to serve the press without eliminating the journalists or media professionals.</p>	
<p>Create concept map 20</p>	<p>The lecturer will ask the group of students again to use the 5 sentences that they write it to create concept map summarize what they understand in the end of lecture.</p>	<p>The students should create concept map to summarize what they understood in the end of lecture.</p>
<p>Post –reading and assignment 5 minutes</p>	<p>By the end of lecture, the professor recommends the post reading reference that can help the students to prepare their assignment</p> <p><b><u>The reference:</u></b></p> <ul style="list-style-type: none"> <li>• Latar, N. L. (2015).</li> </ul>	<p>The students should ask any question about the assignment and its steps.</p>

	<p>The Robot Journalist in the Age of Social Physics: The End of Human Journalism?. In The New World of Transitioned Media (pp. 65-80). Springer, Cham.</p> <p>The lecturer should illustrate the description of assignment and give students the rubric of the assessment, and also mention the deadline.</p>	
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