# Media Literacy for Non-media university students

**The syllabus, a rubric, and the lesson plan for one lecture**

## Team Members:

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# The Course Syllabus

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|---|---|
| **Course title:** | **Media literacy** |
| **Class Time and place** | |
| **Instructor's name** | -- |
| **Credit Hours** | 3 hours (theoretical: 1 hour – practical: 2) |
| **Semester and year** | Summer 2018 |

## INSTRUCTOR

**Email:** --------
**Web page:** --------
**Office:** ------------
**Office Hours:** ----------

## COURSE DESCRIPTION

This course introduces basic theoretical and practical understanding of media genres, techniques and issues. It helps the students to acquire the main qualifications to access media platforms as well as critically analyze and evaluate messages content and contexts. The course also illustrates the dominant dimensions that control media including ownership, business aspects, political actors and content producers. The practical activities equip the students with the basics of data collection, information verification, content creation and publishing across digital platforms.

## COURSE LEARNING OUTCOMES

**At the completion of this course, the student will able to:**

1. Identify media theoretical approaches and practices within the political, cultural and societal contexts.
2. Develop the required skills to access different media platforms including traditional and digital media.
3. Demonstrate a well-informed understanding that enables them to critically analyze and independently evaluate the media messages.
4. Gather and analyze information including basic concepts using reporting techniques such as observation, interviewing and researching primary and secondary sources.
5. Create multiple formats of media content that meets their community needs and pursuit the values of truth, accuracy, fairness and diversity.

## TEXTBOOK/READINGS:

- Assessment of media development in Egypt, UNESCO, 2013 – Report.
- Bleich, E., Bloemraad, I., & De Graauw, E. (2015). Migrants, minorities and the media: Information, representations and participation in the public sphere. *Journal of Ethnic and Migration Studies, 41*(6), 857-873.
- Housand, B. (2018). Fighting Fake News!: Teaching Critical Thinking and Media Literacy in a Digital Age
- Al-Obaidi, J. (2007). Media censorship in the Middle East. Edwin Mellen Press.
- Howley, K. (Ed.). (2009). *Understanding Community Media: SAGE Publications*. SAGE publications.
- Media landscape in Egypt, available at: https://medialandscapes.org/country/egypt Egypt's Media Landscape: An Overview, available at: https://fanack.com/egypt/society-media-culture/egypt-media/ , date of retrieval: 14-8-2018.
- Salim, N. A. M., Abdullah, M. Y., & Ali, M. N. S. (2016). The dimensions of advertising literacy: A meta analytic review. *International Journal of Business and Management Studies, 5*(2), 551-558.
- Fourie, P. J. (2008). *Media studies: policy, management and media representation*. Juta.
- Baran, S. (2018). *Introduction to Mass Communication: Media Literacy and Culture*. 8th Edition. McGraw-Hill Education.
- UNESCO, Community media: a good practice handbook, 2011 – report.

| week | Lecture | In-class activities | Practical section |
|------|---------|---------------------|-------------------|
| 1 | **Introduction**<br>Syllabus outline | Ice-breaker activity | Introduction to digital platforms |
| 2-3 | **Media: Introduction to types and genres**<br><br>An overview of media types and how different media industries work together, including newspapers, magazines, television, radio, movies and digital media.<br><br>**Assignment (1): Mapping media landscape In Egypt**<br><br>**Readings:**<br>- Stanley Baran, Introduction to Mass Communication, Ch.1<br>- Egypt's Media Landscape: An Overview, available at: https://fanack.com/egypt/society-media-culture/egypt-media/ | **Small group discussion**: how to map media landscape in Egypt<br>**Note sharing:** list three media outlets from each industry that you follow most.<br>**Brain storming** to extrapolate the reasons and consequences of getting popular and widely consumed in the scope of media. | Creating a wordpress blog and linking it to social media<br><br>**Lab exercises** |
| 4 | **Media ownership and business**<br>Labeling the main types of media ownership and revenue streams. | **Peer review:** picking the differences in news coverage according to media ownership using handouts | Basics of non-linear writing and |

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| | **Readings:**<br>- Stanley Baran, Introduction to Mass Communication, Ch.3 | **Group debate:** the effect of ownership type on media practices | writing for social platforms<br><br>**Lab exercises** |
| **5** | **Community media – part 1**<br>Outlining media community and identifying its role in develop local societies and marginal groups using prominent examples.<br><br>**Final project: media community project**<br><br>**Readings:**<br>UNESCO, Community media: a good practice handbook<br>Kevin Howley (ed.), Understanding Community Media, Ch.1 | **Think-pair-share:** how to use media in developing your local community | Basics of photo shooting and editing using Pixlr<br><br>**Lab exercises**<br>**Field training** |
| **6 - 7** | **Censorship & freedom of speech**<br>The main concepts and issues related to freedom of speech and censorship within the Egyptian context.<br><br>**Readings:**<br>Jabbar Audah Al- Obaidi, Censorship in the Middle East, Ch. 7 | **Quiz**<br><br>**Minute paper:** writing about censorship in digital age. | Basics of creating a podcast and sound-editing using Audacity<br><br>**Lab exercises**<br>**Field training** |
| **8** | **Social responsibility & ethics:**<br>Social responsibility guidelines and media practices and Who takes ethical responsibility for media influence.<br><br>**Assignment (2): social media campaign analysis**<br><br>**Reading:**<br>Girish Saxena (2009) media and social responsibility, 1st edition, Vista international Publishing. | **Quiz** related to pre-readings | Basics of Online radio and launching one using My Radio stream service<br><br>**Lab exercises** |
| **9 -10** | **Media representation**<br>How media form images through selection and construction processes.<br><br>**Readings:**<br>Pieter J. Fourie, Media studies- policy, management and media representation, Ch. 6 & 7 | **Small group discussions:** examples of media representations in Egypt.<br><br>**Peer review:** Using handouts to analyze media texts to identify how they portray gender, minorities, local groups etc. | Basics of capturing videos using mobile phones<br><br>Video editing using FilmmoraGo<br><br>**Lab exercises** |

| | | | Field training |
|---|---|---|---|
| 11 | **Stereotyping: gender and minorities** Defining the main concepts related to stereotyping and its implications by applying on the Egyptian context. Individual work: Describe one example of stereotypes in media. **Readings:** Erik Bleich, et.al., Migrants, minorities and the media: information, representations and participation in the public sphere | **Brain storming**: how to break the common stereotypes of gender and minorities. | Creating short movies using adobe premiere. **Lab exercises** |
| 12 | **Power of advertising** Introducing advertising types and goals and presenting news models of advertising effects. **Assignment (3):** **Creating an advertisement** **Reading:** Neesa Ameera Mohamed Salim, Mohd Yusof Abdullah and Mohd Nor Shahinaz Ali, The dimensions of advertising literacy: A meta- analytical review, Ch. 3. | **Think-pair-share**: Identifying audience segmentation based on an advertising content. **Open discussion** about advertising appeals | Basics of managing social media for community media **Lab exercises** |
| 13 -14 | **Fake news:** Introducing fake news definition, the different types, the relationship between fake news and social media, how to spot fake news and how to react with it and reduce it. **Readings:** Housand, B. Fighting Fake News!: Teaching Critical Thinking and Media Literacy in a Digital Age, Ch. 2 | **Concept map:** Engage the students in defining fake news. **Small group discussion:** get a fake piece of news that went viral through social media and discuss: why is it fake? What type of fake news is it? How people dealt with it? | Working on final projects |
| 15 | **Community media** Final project presentations | | |
| 16 | **Final Exam** | | |

- Active learning techniques used:
  - Group learning: Small group discussions, Think- Pair- Share, Peer review, Note sharing, Group debate.

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- Individual learning: Concept map, Quiz, Minute paper.
- Critical inquiry methods used: in-class exercises, reflection on readings.
- Lab exercises and field training
- Research methods used: Use media in developing your local community final project.

## ASSIGNMENTS

### Assignment (1): Mapping media landscape In Egypt
Choose three media outlets in Egypt from each industry and collect data about them including its specialization, periodicity, and ownership. Use the information you collect and cooperate with 4 of your colleagues to map the media landscape in Egypt in terms of genre, specialization, ownership and geographical scope. The map should be submitted in 1200 words for each 5-person group.

### Assignment (2): social media campaign analysis
Select one social media campaign and analyze its content regarding basics of ethics. Your analysis should be written in the form of 350-word essay. It shouldn't be limited to describing notes by going to include critical notes and evaluations.

### Assignment (3): creating an advertisement
Create an advertisement for "good – idea – place –service - person or organization" and give a brief analysis to its content including "segmentation – used appeals – advertising messages and application of ethics"

Appendix 1: Grading Rubric and Assignment Instructions

### Lab assignments
All the students will be divided into groups where they work under the supervision of a digital media trainer and an academic staff member. Each group will get lab trainings regarding digital capacity building requirements. All the assignments will be in the lab but you should follow the supervisors' instructions and do all the exercises in time to get the lab work marks.

### Field assignments
All the students will be divided into groups where they work under the supervision of a digital media trainer and an academic staff member. Each group will get field training on photo shooting and capturing videos. You should follow the supervisors' instructions and do all the assignments to get the field work marks.

### Final project: Community media
Design an online platform using wordpress and social platforms to express your community. Engage your community members in the project and encourage them to participate. The final projects will be evaluated by a committee that encompasses practitioners and civic activists. Each group should be between 3 to5 students.

## COURSE GRADING AND PERFORMANCE CRITERIA

| | |
|---|---|
| In class participation | 10% |
| Assignment (1): Mapping media landscape In Egypt | 5% |

| | |
|---|---|
| Assignment (2): social media campaign analysis | 5% |
| Assignment (3): creating an advertisement | 10% |
| Lab assignments | 10% |
| Field assignments | 10% |
| Final project: Community media | 20% |
| Final Exam | 30% |

| COURSE LEARNING OUTCOMES | ASSIGNMENTS THAT ACHIEVE OUTCOMES |
|---|---|
| CLO1 – COL2 | Assignment (1): Mapping media landscape In Egypt |
| CLO3 | Assignment (2): social media campaign analysis |
| CLO3 – CLO5 | Assignment (3): create an advertisement |
| CLO2 – COL5 | Lab assignments |
| CLO3 – COL5 | Field assignments |
| CLO4 – CLO5 | Final project: Community media |

## STUDENT CODE OF CONDUCT - ACADEMIC VIOLATIONS

**Behavior basics**
Students are encouraged to communicate with the lecturer by email. However, unprofessional use of language during such correspondences will not be tolerated. Do NOT use u instead of you. Use proper grammar and correct spelling. You are our future journalists and you should always be professional in formal communications. Your communications with your lecturer will be considered formal.

**Academic Dishonesty**
Plagiarism and/or cheating are serious offenses and will be dealt with according to the University Policy. Cheating on a quiz or test will result in a zero for that particular quiz or test may result in a failing grade for the class, as well as possible further sanctions.

**Assignment submission**
All required assignments shall be submitted one day prior to the lecture. If one day late 1 grade will be cut off the assignment and if it was not submitted before the lecture it won't be taken into consideration and the student shall lose the entire grade.

**Late Assignments**
Students are allowed one late assignment for every four modules for a total of two without losing points. However, the assignment cannot be turned in more than a week late. Any other

assignments that are late will receive a letter grade deduction per day. During the last two weeks of class, all assignments must be turned in on time and cannot be submitted late.

**Academic Honesty**

Cheating and/or plagiarism are unacceptable. The Students assume full responsibility for the content and integrity of the coursework they submit. The following are guidelines to assist students in observing academic integrity:

Students must do their own work and submit only their own work on examinations, reports, and projects, unless otherwise permitted by the instructor. Students are encouraged to contact their instructor about appropriate citation guidelines.

Students may benefit from working in groups. They may collaborate or cooperate with other students on graded assignments or examinations as directed by the instructor.

Students must follow all written and/or verbal instructions given by instructors or designated college representatives prior to taking examinations, placement assessments, tests, quizzes, and evaluations.

Students are responsible for adhering to course. Requirements as specified by the instructor in the course syllabus.

## UNIVERSITY ATTENDANCE POLICY

Attendance is taken daily at the beginning of class. Absences in excess of four will result in one letter grade deduction for each additional absence. Students are responsible for all the material, including those classes that were missed. Attendance is, of course, mandatory for the quizzes and tests. The class includes lectures, demonstrations, and in-class exercises that are difficult to fully replicate by just "getting the notes."

## WITHDRAWAL POLICY

Students may officially withdraw from a class or all classes before the drop deadline otherwise an "F" grade will be recorded on the transcript.

## TIPS FOR SUCCESS

1. Actively participate in class.
2. You have to complete all the required readings before coming to the lecture.
3. Write notes during the lectures and study them side by side with the textbook, reading packet and other course materials.
4. You need all sources of information to do well on graded assignments.
5. Your assignments will be evaluated with respect to both the content and quality of the work. Content includes proper language, sourcing, accuracy, and diversity. Whether the quality includes clarity, coherence, and fairness.
6. Don't use another student's answers for your own.
7. Stick to the proper behaviors in the class, labs, and the field.
8. Please ask. But you must apply yourself.

# Appendix (1)

# Assignment (3): Grading Rubric and Assignment Instructions

| Analysis | Excellent | Good | Satisfactory | Unsatisfactory |
|---|---|---|---|---|
| **Demonstration of an awareness of the target audience** | Identifying the segmentation clearly according to the main basics of segmentation such as (geographic – physiographic – behavioral and readiness) . Target audience is obvious and has very effective purpose. **20 pts** | Advertisement demonstrates a limited use of a target audience and shows a limited purpose. **11-19 pts** | Ad demonstrates considerable use of a target audience and has a considerable purpose. **1-10 pts** | Ad does not have a target audience and doesn't demonstrate a purpose. . **0 pts** |
| **Content (message & appeals)** | The message is clear and appropriate appeal that matches the needs and descriptions of target audience. **15 pts** | Advertisement shows clarified message and good appeal but not all audiences' needs represented. **10-14 pts** | Message is not clear enough and advertisement appeal doesn't relate to the segmentation basics. **5-9 pts** | Message is not clear and appeals are not matching publics. **0-4 pts** |
| **Creativity** | Advertisement is visually appealing and extremely creative. **20 pts** | Advertisement is considerably appealing and creative. **11-19 pts** | Ad is plain, idea is repeated and limited effort was put into its creation. **1-10 pts** | Ad is not appealing and almost no effort was put into creating it. **0 pts** |
| **Language & mechanics** | Analysis is written in a clear and concise language. Sentences structures are correct and have no grammar or punctuation mistakes. **10 pts** | Written analysis is good and clear but has few spelling, grammar and punctuation mistakes. **5-9 pts** | Analysis is not written in a clear and concise language. Lacks flow. There are several spelling and grammar, mistakes. **1-5 pts** | Analysis is not clear. Has many spelling, grammar mistakes. **0 pts** |

# Lecture Plan

## Lecture (12): Power of Advertising

- **Lecture:**
  - Introduction to advertising "definition – types – goals".
  - Advertising values and code of ethics.
  - Advertising appeals.
  - Segmentation, targeting and positioning.
  - Models of advertising effects (Hierarchy of effects – AIDA model and key advertising effects model).
- *Lecture will include displaying video ads and printed ads.*

- **Active learning activities:**
  - **Think – pair and share**: During the class advertising content will be presented then the students will be asked to identify audience segmentation and message appeals for different types of advertising using the technique of Think – pair -share.
  - **Open discussion** about advertising appeals

- **Assignment:**

Each student has to create an advertisement for "good – idea – place –service - person or organization" and give a brief analysis to its content including "segmentation – used appeals – advertising messages and application of ethics"

- Appendix 1: Grading Rubric and Assignment Instructions