

## Course Syllabus

**Department:** Mass Communication

<b>Course title:</b>	<b>Introduction to Media Literacy</b>
<b>Class Time and place</b>	
<b>Instructor's name</b>	Arpi Khatcherian Lama Atef Yasmin Osama
<b>Credit Hours</b>	3
<b>Semester and year</b>	

### INSTRUCTOR

**Email:**

**Web page:**

**Office:**

**Office Hours:**

### COURSE DESCRIPTION

This course is designed to introduce students to the key concepts of media literacy. It equips students with the knowledge and skills to become media literate in the digital age. Students explore the interrelationships between media, politics, society and culture. They will critically analyze media messages and produce their own content through multimedia, therefore the course aims to empower students to be engaged citizens and advocates for developing current media practices.

### COURSE LEARNING OUTCOMES

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

1. Demonstrate basic understanding of media literacy definitions and concepts.
2. Apply critical thinking skills to deconstruct media messages, with a focus on digital media.
3. Examine the representations of gender, class and minorities in mainstream narratives.
4. Reflect on ethical dilemmas related to contemporary media issues.
5. Advocate community-related issues by producing multimedia content that is clear, well-structured and organized.

### TEXTBOOK

- Vivian, J. (2016). The Media of Mass Communication (12th ed.). Pearson.

Week	Lecture / activity	Textbook Chapters and Additional Readings
1	<ul style="list-style-type: none"> <li>• Introduction to syllabus</li> <li>• Ice-breakers</li> <li>• Take-home exercise: Discover your media usage (Media usage log)</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Why media literacy? <ul style="list-style-type: none"> <li>◦ Media ubiquity</li> <li>◦ Definitions and concepts</li> <li>◦ In-class quiz (ungraded)</li> </ul> </li> <li>• Video and discussion: <ul style="list-style-type: none"> <li>◦ <a href="#">Crash Course: Media Literacy</a></li> </ul> </li> <li>• Overview of media literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 1: Mass Media Literacy</li> <li>• Potter, J. W. (2010). The State of Media Literacy. Journal of Broadcasting &amp; Electronic Media, 54(4), 675–696. <a href="https://doi.org/10.1080/08838151.2011.521462">https://doi.org/10.1080/08838151.2011.521462</a></li> </ul>
3	<ul style="list-style-type: none"> <li>• Media ethics and principles of journalism</li> <li>• Activity: Case studies and in-class group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 15: Mass Media Ethics</li> <li>• Ethical Journalism Network (EJN). (n.d.). Five Principles of Journalism - Media Ethics. Retrieved August 15, 2018, from <a href="https://ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism">https://ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism</a></li> </ul>
4	<ul style="list-style-type: none"> <li>• Media shapes perceptions <ul style="list-style-type: none"> <li>◦ Theories <ul style="list-style-type: none"> <li>■ Framing</li> <li>■ Social Comparison Theory</li> <li>■ Social Cognitive Theory</li> <li>■ Agenda-Setting</li> </ul> </li> <li>◦ Active learning activity: Muddiest point</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 11: Mass Media Effects</li> </ul>
5	<ul style="list-style-type: none"> <li>• Print literacy: Uncovering hidden messages <ul style="list-style-type: none"> <li>◦ Comparing sources</li> <li>◦ Evaluate content</li> <li>◦ Importance of headlines versus clickbait</li> <li>◦ Fake news</li> </ul> </li> <li>• In-class activity: Compare the written coverage of the same incident in different newspapers</li> <li>• <b>Assignment 1:</b> Create a WordPress blog that evaluates a written news story. Evaluation should be in terms of source credibility, accuracy of content and the use of proper headlines.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 6: News</li> </ul>
6	<ul style="list-style-type: none"> <li>• Workshop: How to create a podcast</li> </ul>	

	<ul style="list-style-type: none"> <li>◦ <b>Assignment 2:</b> Using Audacity, students create a podcast analyzing a media representation of a certain group. They can use their research findings and written content from Assignment 1 as a reference.</li> </ul>	
7	Midterm	
8	<ul style="list-style-type: none"> <li>• Visual and aesthetic literacy: <ul style="list-style-type: none"> <li>◦ Photojournalism</li> <li>◦ Television and film</li> </ul> </li> <li>• In-class activities: Students analyze visual content and write a short review for peer evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Gaines, E. (2010). Media Literacy and Semiotics In E. Gaines (Ed.), <i>Media Literacy and Semiotics</i> (pp. 1-10). New York, NY: Palgrave MacMillan.</li> </ul>
9	<ul style="list-style-type: none"> <li>• Workshop: How to create a video <ul style="list-style-type: none"> <li>◦ <b>Introducing the final project:</b> Using iMovie or Filmorago, students create a video advocating a social cause in their community</li> </ul> </li> </ul>	
10	<ul style="list-style-type: none"> <li>• Branding, consumerism and audience <ul style="list-style-type: none"> <li>◦ Social Media Influencers</li> <li>◦ Product placement</li> </ul> </li> <li>• Video and discussion: <ul style="list-style-type: none"> <li>◦ <a href="#">Casey Neistat: Do What You Can't</a></li> </ul> </li> <li>• In-class activities: Analyze a number of popular Egyptian ads with your peer</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 9: Advertising</li> <li>• Malmelin, N. (2010). What is Advertising Literacy? Exploring the Dimensions of Advertising Literacy, <i>Journal of Visual Literacy</i>, 29:2, 129-142.</li> </ul>
11	<ul style="list-style-type: none"> <li>• Gender and media <ul style="list-style-type: none"> <li>◦ Gender stereotypes in ads, film and television</li> <li>◦ Media depictions for gender roles and relationships</li> <li>◦ Effect of gender stereotyping</li> <li>◦ Media activism initiatives and campaigns: #MeToo and other local and international NGOs</li> </ul> </li> <li>• Video and discussion: <ul style="list-style-type: none"> <li>◦ <a href="#">Learn all about the Geena Davis Institute on Gender in Media</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Melki Jad P. &amp; Mallat Sarah E. (2016). Block Her Entry, Keep Her Down and Push Her Out, <i>Journalism Studies</i>, 17:1, 57-79, DOI: <a href="https://doi.org/10.1080/1461670X.2014.962919">10.1080/1461670X.2014.962919</a></li> </ul>
12	<ul style="list-style-type: none"> <li>• Race and class in the media <ul style="list-style-type: none"> <li>◦ Depictions of race in the media</li> <li>◦ Depictions of class in the media</li> <li>◦ Effect of race and class stereotyping</li> </ul> </li> <li>• Activity: Case studies followed by in-class group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Schradie, J.(2012) The trend of class, race, and ethnicity in social media inequality ,<i>Information, Communication &amp; Society</i>, 15:4, 555-571, DOI: 10.1080/1369118X.2012.665939</li> </ul>

13	<ul style="list-style-type: none"> <li>Workshop: How to edit a video <ul style="list-style-type: none"> <li><b>Progress report for assignment 3</b></li> </ul> </li> </ul>	
14	<ul style="list-style-type: none"> <li>Cyber-bullying <ul style="list-style-type: none"> <li>Overview of concepts</li> <li>Risks associated with cyber-bullying</li> <li>How to combat cyber-bullying</li> </ul> </li> <li>Video and discussion: <ul style="list-style-type: none"> <li><a href="#">CBS Evening News Story on Teen Suicides</a></li> </ul> </li> <li>Case studies from Egypt: <ul style="list-style-type: none"> <li>Group discussions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Chapter 4: Cybermedia</li> <li>UNICEF Office of Research-Innocenti (n.d.). <i>Defining the lines on cyberbullying: Navigating a balance between child protection, privacy, autonomy and informed policy</i>. [online] UNICEF Office of Research-Innocenti. Available at: <a href="https://www.unicef-irc.org/article/839-defining-the-lines-on-cyberbullying-navigating-a-balance-between-child-protection.html">https://www.unicef-irc.org/article/839-defining-the-lines-on-cyberbullying-navigating-a-balance-between-child-protection.html</a> [Accessed 16 Aug. 2018].</li> </ul>
15	<ul style="list-style-type: none"> <li>Media and health: Challenges and opportunities <ul style="list-style-type: none"> <li>How do we get health information from the media?</li> <li>Media and risky behavior</li> <li>Using media to improve health behavior</li> </ul> </li> <li>In-class debate: Are mass media a tool for good?</li> </ul>	<ul style="list-style-type: none"> <li>Roberts, M. , Callahan L. &amp; O'Leary, C. (2017) Social media. A path to health literacy. <i>Information Services &amp; Use</i>, 37, 177–187, DOI 10.3233/ISU-170836</li> </ul>
16	<ul style="list-style-type: none"> <li>Present final project presentations</li> <li>Final exam</li> </ul>	

#### TEACHING/LEARNING METHOD

##### Active learning techniques/activities

- Week 1:
  - Take-home activity: Discover your media usage (Media usage log)
- Week 2:
  - Ungraded in-class quiz on media literacy concepts?
  - Video and discussion: Crash Course "Media Literacy"
- Week 3:
  - Case studies and in-class group discussions on media ethics
- Week 4:
  - Muddiest point on media theories
- Week 5:
  - In-class activity: Compare the written coverage of the same incident in different newspapers
- Week 6:
  - Workshop
- Week 8:

- In-class activity: Students analyze visual content and write a short review for peer evaluation
- Week 9:
  - Workshop
- Week 10:
  - Video and discussion: Do What You Can't
  - In-class activities: Analyze a number of popular Egyptian ads with your peer
- Week 11:
  - Video and discussion: Learn all about the Geena Davis Institute on Gender in Media
- Week 12:
  - Activity: Case studies followed by in-class group discussions
- Week 13:
  - Workshop
- Week 14:
  - Video and discussion: CBS Evening News Story on Teen Suicides
  - Case studies from Egypt and group discussions
- Week 15:
  - In-class debate: Are mass media a tool for good?
- Week 16:
  - Final exams

### Assignments and final project

**Assignment 1:** Create a WordPress blog that evaluates a written news story. Evaluation should be in terms of source credibility, accuracy of content and the use of proper headlines.

**Assignment 2:** Using Audacity, students create a podcast. They can use their research findings and written content from Assignment 1 as a reference.

**Final project:** Using iMovie or Filmorago, students create a video advocating a social cause in their community (See details in Appendix 1).

### COURSE GRADING AND PERFORMANCE CRITERIA

<b>In-class activities</b>	5%
<b>Assignment 1</b>	10%
<b>Assignment 2</b>	10%
<b>Final project</b>	15%
<b>Midterm</b>	20%
<b>Final exam</b>	40%
<b>Total mark</b>	100%

<b>COURSE LEARNING OUTCOMES</b>	<b>ASSIGNMENTS THAT ACHIEVE OUTCOMES</b>
<b>CLO1</b>	Midterm and Final Exam (Embedded questions on the main concepts of media literacy and main ethical principles of media practices)
<b>CLO2</b>	Assignment 1: Create a WordPress blog that evaluates a written news story. Evaluation should be in terms of source credibility, accuracy of content and the use of proper headlines.
<b>CLO3</b>	Assignment 2: Using Audacity, students are required to create a podcast examining a media representation of a certain group.
<b>CLO4</b>	In-class activity-week 3: Case studies and group discussions on ethical dilemmas.
<b>CLO5</b>	Final project (Students are required to produce a video that advocates a societal issue in Egypt)

## **STUDENT CODE OF CONDUCT - ACADEMIC VIOLATIONS**

### **CASES OF PLAGIARISM:**

Plagiarism is a particular act of cheating. Plagiarism means copying more than three consecutive words from another source's work without attributing such deed and making it look as if it is one's work. This is considered offensive and unethical. Students who do not cite their work and practice plagiarism, break rules of ethics will be penalized and may be subject to expulsion from the University. Students should present and keep a careful record of all the sources they use, including all internet materials.

As academic honesty is non-negotiable as a concept, plagiarism will result in immediate "F" grade for the plagiarized project/assignment.

## **UNIVERSITY ATTENDANCE POLICY AND SPECIFIC GUIDELINES AND REQUIREMENTS:**

§ The University's attendance policy will be strictly followed. The professor will not allow excuses and any absences from lectures or tutorials will be deducted from the total number of allowed by the university (9) regardless of a justified or unjustified excuses.

§ Arriving to class on time is mandatory as tardiness is disruptive and in some cases students will not be allowed in after the first 15 minutes of class.

§ If you miss a lecture it is your responsibility to seek assistance for missed material from course assistant during tutorials. However, the assistant will not use tutorials as a one-on-one session for

students who fail to attend lectures. It is the student's responsibility to catch up on reading and analysis on his own and seek minimal assistance for certain unclear areas.

§ Students must come to each lecture prepared with their articles/assignments having prepared assigned material and manifest how they can integrate theories and concepts to their practice.

§ Students are prohibited from any disruptive behavior during class such as using mobiles or side talks. After an oral warning by the professor, the student may be asked to leave the lecture if behavior is not modified.

§ **Late assignments will not be accepted.** Even if you are unable to physically attend class and submit your assignment, you can submit it electronically by the assigned deadline.

### TIPS FOR SUCCESS

- Actively participate in class discussions and exercises.
- Organize your notes on a regular basis. This will help you be ready for your midterm and final exams.
- Do your readings and homework before class.
- Start working on your assignments ahead of time.

### APPENDIX 1:

#### Final project description:

Students are required to work in groups of four to produce a video that advocates a societal issue in Egypt. They are allowed to use video editing software such as FilmoraGo, iMovie or InShot. Students can use professional or mobile cameras to shoot footage for their videos. They can also use infographics or secondary footage which must be properly cited and referenced. The video should be two to three minutes maximum. Students are required to hand in a soft-copy of the script with credits and copyright information of any external media used, such as videos, images and audio material. They should also include consent forms of any interviewees that appear in the video. Assignments will not be accepted without including the latter. Students get 10 minutes to present their project and video to the class and be ready to answer questions about their project.

#### Final project rubric:

Criteria/ Grade	Excellent	Good	Satisfactory	Unsatisfactory
<b>Idea</b>	The video is about a relevant societal issue. The idea is clearly communicated and coherent.  <i>20 points</i>	The video is about a relevant societal issue. However, the idea is not clear and somewhat incoherent.  <i>11-19 points</i>	The video is about a relevant topic. However, the idea is vaguely communicated.  <i>5-10 point</i>	The topic of the video is not highly relevant. The idea is vaguely communicated.  <i>0-5 points</i>

<b>Content</b>	<p>The topic is covered completely and in depth. The video includes relevant and understandable information. Terms used in the course are correctly explained and reflected in the video. Video includes diverse sources with strong quotes and anecdotes. Sources are clearly attributed.</p> <p><i>40 points</i></p>	<p>Some aspects of the topic are missing. The video includes some relevant and understandable information. Terms used in the course are explained. Video includes good sources with acceptable quotes and anecdotes. Sources are clearly attributed.</p> <p><i>20-39 points</i></p>	<p>Includes some essential information with few facts. Sources are not diverse and their input is neither strong nor relevant.</p> <p><i>10-19 points</i></p>	<p>Includes little essential information and one or two facts. Sources are weak and their input is irrelevant.</p> <p><i>0-9 points</i></p>
<b>Audio, graphics and video design</b>	<p>Audio, graphics and video work together to deliver an appealing argument to viewers. They enhance concepts and illustrate the main points and arguments in a clear way. The visuals capture audience attention.</p> <p><i>20 points</i></p>	<p>Audio, graphics and video assist in presenting an overall theme that appeals to the audience. Some of the footage is irrelevant and the message is somewhat incoherent.</p> <p><i>15-19 points</i></p>	<p>Video loosely illustrates the main points, format does not suit the content and footage doesn't capture the audience attention.</p> <p><i>6-14 points</i></p>	<p>It is difficult to tell how the chosen audiovisual footage fits the overall message of the video.</p> <p><i>0-5 points</i></p>



<b>Language, style and references</b>	<p>Language is clear and concise. Narration flows smoothly. There are no grammatical nor any language mistakes. All secondary material used is properly cited based on APA format.</p> <p><i>10 points</i></p>	<p>Language is clear and concise. Narration flows somewhat smoothly. There are some grammatical nor any language mistakes. All secondary material used is properly cited based on APA format.</p> <p><i>6-9 points</i></p>	<p>Language is unclear. Narration is not smooth. There are many grammatical and language mistakes. Some citations are given, but other multimedia sources are not identified and permission to reproduce is missing.</p> <p><i>1-5 points</i></p>	<p>Language is unclear. Narration is not smooth. There are many grammatical and language mistakes. Citations are missing.</p> <p><i>0 points</i></p>
<b>Overall Project and Presentation</b>	<p>Falls within the assigned time frame. Evidence of strong participation by all group members. Responded easily to questions.</p> <p><i>10 points</i></p>	<p>Within the assigned time frame but could have used more or less time to communicate effectively. Evidence of participation by all all group members. Respond to questions.</p> <p><i>6-9 points</i></p>	<p>Project does not meet required 7-10 minute time frame. Weak evidence of participation by all group members. Some difficulty effectively responding to questions.</p> <p><i>1-5 points</i></p>	<p>Project falls short of required 7-10 minute time frame. No evidence of participation by all group members. Confusion-unable to respond effectively to questions.</p> <p><i>0 points</i></p>