CURRICULUM

**BS (5th to 8th Semester) Program
Communication Studies**

DEPARTMENT OF COMMUNICATION & MEDIA RESEARCH

School of Communication Studies, University of the Punjab

Quaid-e-Azam (New) Campus, Lahore
Department of Communication & Media Research
School of Communication Studies,
University of the Punjab

Our Vision

We are aimed to,

1. Create a liaison between academia and industry through state of the art communication research. Exploring the new arenas of media research in a competitive atmosphere.

2. Balancing the societal needs and advent of new technology, developing new working models for media ranging from convergence to media ecology. Hence proving the real contribution in shaping of the opinion.

3. Understanding, exploring and interpreting the prevalent discourse, and henceforth developing narratives through extensive research which will be beneficial for the society.

4. Evaluating and understanding complex world structures in informational realm. Developing an understanding the intertwining of information, hegemony, and cultural products which therefore will enable the researchers to develop a discourse on media practices will be valuable for our country.

5. Develop an understanding of power of information and its control in the hand of consumer, gauging the media effects, and powers of digital and traditional media.

Our Mission

By indoctrinating the understanding of interplay between intellectual, academic epicenters and professional environments, and hence carving new opportunities through this academia-field alliance, DCMR is aimed to create a nursery of emerging researchers who would in term be able to play their part in making of the shapers of opinion of the future. We want to enable the capacity building in combating the negativity and inducing constructive values in the future media managers. DCMR yearns for clarity of concepts and implementation of the theoretical knowledge over the corpus of professional practices through a futuristic lens. Fostering the new ways towards generating creative and innovative, practicaland commercial, analytical andcritical thinking.

Department of Communication & Media Research
School of Communication Studies,
University of the Punjab

SEMESTER - V   **Total Cr Hrs 18**

BSCS 301	Theories of Communication-I	3 Cr. Hrs
BSCS 302	Research Methods- I	3 Cr. Hrs
BSCS 303	News Reporting (Research & Practice)	3 Cr. Hrs
BSCS 304	Media Culture and Society	3 Cr. Hrs
BSCS 305	Media Seminar	3 Cr. Hrs
BSCS 306	New Media Trends	3 Cr. Hrs
HQ - 005	Translation of Holy Quran	0 Cr.Hrs

SEMESTER-VI   **Total Cr Hrs 16**

BSCS307	Theories of Communication-II	3 Cr. Hrs
BSCS308	Research Methods- II	3 Cr. Hrs
BSCS309	Professional Editing	3 Cr. Hrs
BSCS 310	Communication for Development	3 Cr. Hrs
BSCS 311	International Communication	3 Cr. Hrs
HQ - 006	Translation of Holy Quran	1 Cr.Hrs

SEMESTER-VII   **Total Cr Hrs 15**

BSCS 401	Media and Information Literacy	3 Cr. Hrs
BSCS 402	Research Methods-III (Tools and Analysis Skills)	3 Cr. Hrs
BSCS 403	Entertainment Communication	3 Cr. Hrs
BSCS404	Data Journalism	3 Cr. Hrs
BSCS 405	Political Communication	3 Cr. Hrs
HQ - 007	Translation of Holy Quran	0 Cr.Hrs

SEMESTER-VIII   **Total Cr Hrs18**

BSCS406	Writing for Research	3 Cr. Hrs
BSCS 407	Data Management and Analysis	3 Cr.Hrs
BSCS 408	**Specialization Courses**	3 Cr. Hrs

1- Media Psychology
2- Media, Governance and Public Policy
3- Media and Religion
4-Health Communication
5- World History
6-Media and Conflict Management
*(Any one of the course of 3Cr. Hrs will be offered on
the basis of availability of teacher and student's choices)*

| BSCS 409 | Internship | 2 Cr.Hrs |

| BSCS410 | Thesis | 6 Cr. Hrs |
| HQ - 008 | Translation of Holy Quran | 1 Cr. Hrs |

- For once time only: The course BSCS 102- 'Introduction to Environment Studies and BSCS 104-Basics of Statistics and Mathematics" will be offered in summer for the students who enrolled in the First semester 2021.
- To fulfill the credit deficiency, course for the students who enrolled in 5th semester they will study BSCS 103 –"Introduction to Media and Mass Communication" in summer.
- Categorization of Courses as per HEC Recommendation and Difference

Semester	Courses	Category (Credit Hours)					
		Core Courses	Basic Courses	Major Electives	Minor Electives	Any Other	Semester Load
1		5	1			0 (Quran)	18 Cr. Hrs.
2		5				1 (Quran)	16 Cr. Hrs.
3		3	3			0 (Quran)	18 Cr. Hrs.
4				5		1 (Quran)	16 Cr. Hrs.
5		1		5		0 (Quran)	18 Cr. Hrs.
6				5		1(Quran)	16 Cr. Hrs.
7				5		0 (Quran)	15 Cr. Hrs.
8		2		3		1 (Quran)	18 Cr. Hrs.
PU							
HEC Guidelines							
Difference (HEC &) PU							

- **9.** Scheme of Studies / Semester-wise workload

#	Code	Course Title	Course Type	Prerequisite	Credit Hours
Semester - I					
1	BSCS-101	Functional English	HEC (EW-I)		3
2	BSCS-102	Introduction to Environmental Communication	HEC (NS-I)		3
3	BSCS-103	Introduction to Media & Mass Communication	Foundation		3
4	BSCS-104	Basics of Statistics and Mathematics	HEC (QR-I)		3
5	BSCS-105	Introduction to Sociology	HEC (SS-I)		3
6	BSCS-106	Introduction to Philosophy	HEC (AH-I)		3
7	HQ-001	Translation of Holy Quran	Mandatory		0
					18
Semester - II					
1	BSCS-107	Technical Writing and Presentation Skills	HEC (EW-II)		3
2	BSCS-108	Introduction to Geography	HEC (NS-II)		3
3	BSCS-109	Introduction to Political Science	HEC (SS-II)		3
4	BSCS-110	Statistics (Applied for Research)	HEC (QR-II)		3
5	BSCS-111	Functional Urdu	HEC (AH-I0		3
6	HQ-002	Translation of Holy Quran	Mandatory		1
					16
Semester - III					
#	Code	Course Title	Course Type	Prerequisite	Credit Hours
1	BSCS-201	Communication Skills	HEC (EW-III)		3
2	BSCS-202	Pak Studies	HEC (CC)		3
3	BSCS-203	Islamic Studies	HEC (CC)		3

4	BSCS-204	Mass Media in Pakistan	Optional		3
5	BSCS-205	Visual Communication-I	Optional		3
6	BSCS-206	Media History	Optional		3
7	HQ-003	Translation of Holy Quran	Mandatory		0
					18
Semester - IV					
1	BSCS-207	National & International Affairs	Major (DC)		3
2	BSCS-208	Media Ethics and Laws	Major(DC)		3
3	BSCS-209	Writing Workshop	Major(DC)		3
4	BSCS-210	Visual Communication-II	Major/Distribution		3
5	BSCS-211	Communication and Advocacy	Major (DC)		3
6	HQ-004	Translation of Holy Quran	Mandatory		1
					16
Semester - V					
1	BSCS-301	Theories of Communication-I	Major		3
2	BSCS-302	Research Methods - I	Major		3
3	BSCS-303	News Reporting (Research & Practice)	Major		3
4	BSCS-304	Media Culture and Society	Optional		3
5	BSCS-305	Media Seminar	Mandatory		3
6	BSCS-306	New Media Trends	Major		3
7	HQ-005	Translation of Holy Quran	Mandatory		0
					18
Semester - VI					
1	BSCS-	Theories of	Major		3

		307	Communication-II			
2	BSCS-308	Research Methods- II	Major		3
3	BSCS-309	Professional Editing	Major		3
4	BSCS-310	Communication for Development	Major/Minor		3
5	BSCS-311	International Communication	Major		3
6	HQ-006	Translation of Holy Quran	Mandatory		1
					16

Semester - VII

1	BSCS-401	Media and Information Literacy	Major		3
2	BSCS-402	Research Methods-III (Tools and Analysis Skills)	Major		3
3	BSCS-403	Entertainment Communication	Major		3
4	BSCS-404	Data Journalism	Optional		3
5	BSCS-405	Political Communication	Major		3
6	HQ-007	Translation of Holy Quran	Mandatory		0
					15

Semester - VIII

1	BSCS-406	Writing for Research	Major/Mandatory		3
2	BSCS-407	Data Management and Analysis	Major/Mandatory		3
3	BSCS-408	**Specialization Courses**	Major		3
4	BSCS-409	Internship	Optional		2
5	BSCS-410	Thesis	Major/Mandatory		6
6	HQ-008	Translation of Holy Quran	Mandatory		1
					18

SEMESTER – I

BSCS 101: Functional English (3 Cr. Hrs)

Course Objectives:

The objectives of the course are to:
- Enhance students' language skills
- Develop critical thinking
- Nurture problem analysis and decision-making skills required for handling challenges faced by modern times
- Cover each concept through all integrated language skills
- Equip students with a variety of organizing, planning, writing, team building and communication skills necessary to manage and lead organizations in diverse and dynamic environments effective

Learning Outcomes:

By the end of the course, the students will have:
- Improved paragraph writing ability
- Enhanced listening and reading comprehension
- Improved diction and spelling, punctuation and mechanics, and functional grammar
- Developed problem solving skills through improved skills as critical readers
- Enhanced presentation skill

Course Contents:

1. **Grammar:**

    1.1 Parts of speech and use of articles
    1.2 Sentence structure: Active and Passive Voice
    1.3 Practice in unified sentence
    1.4 Analysis of phrase, clause and sentence structure
    1.5 Transitive and intransitive verbs
    1.6 Punctuation and spelling
    1.7 Vocabulary building

2. **Comprehension:**

    2.1 Answers to questions on a given text

3. **Reading Skills**

    3.1 Skimming, scanning, predicting and guessing

4. **Writing Skills**

    4.1 Making an outline, paragraph development, writing headlines, reports & short articles, precise writing

5. **Paragraph writing**(Topics to be chosen at the discretion of the teacher)

6. **Speaking Skills**

    6.1 Spoken English techniques

7. **Discussion**

   7.1 General topics and every day conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students)

8. **Listening**

   8.1 To be improved by showing documentaries/films carefully selected by subject teachers.

9. **Translation Skills**

   9.1 Urdu to English

Teaching Methodology:

- Lectures
- In-Class Activities
- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Note: Extensive reading is required for vocabulary building

Recommended Books/Readings:

Grammar

Practical English Grammar by A.J. Thomson and A.V. Martinet.Exercises 1, 2 & 3.Third edition.Oxford University Press. 1997. ISBN 0194313492

Practical English Usage by Michael Swan, Oxford University Press, Karachi.

Writing

Writing.Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet.Oxford Supplementary Skills.Fourth Impression 1993. ISBN 0 19 435405 7 Pages 20-27 and 35-41.

Reading/Comprehension

Reading. Upper Intermediate.Brain Tomlinson and Rod Ellis.Oxford Supplementary Skills.Third Impression 1992.ISBN 0 19 453402 2.

Speaking

'Choosing Your English' by British Broadcasting Corporation (Books with CDs & Cassettes)

'Follow Me' by British Broadcasting Corporation (Book with CDs& Cassettes)

'Mind Your Language' by British Broadcasting Corporation (Book with CDs & Cassettes)

BSCS102: Introduction to Environment Studies (3 Cr. Hrs)

Course Objectives:

The objective of this course is to:

- Provide orientation on the evolution and scope of this emerging discipline,

- Motivate the learners to think beyond basic sciences to decision sciences

- It introduce students about environment issues, challenges and prospects

Learning Outcomes:

By the end of the course, the students will have:

- The students are also expected to become familiar with current national, regional and global challenges for sustainable development

- The students are also expected to become familiar with current national, regional and global challenges for sustainable development

Course Contents:

1. Basic Principles

1.1 About convergence of ecology with economic and sociology to evolve as environmental science, its nature, history, scope and the contribution to society.

2. Environmental Aspects

2.1 Physio-chemical, biological, socio-economic, socio-cultural, moral and ethical, and philosophical thinking.

3. Environmental Problems

3.1 Local, Regional and Global Level.

4. Environmental Challenges

4.1 Sustainability of resources for development: Efficiency of Energy and Water Resources, Current and Future trends in growth and resultant Environmental Pollution, Poverty and Resource Depletion, Development in Industry, Agriculture and Urbanization.

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Books:

Environmental Science: Earth as a Living Planet, Botkin, D.B & Keller, E.A. 9 th Ed. JohnWiley & Sons, 2013.

Environmental Science: systems and solutions, McKinney, M.L., Schoch, R.M. &Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013

Environmental Science: Toward a Sustainable Future, Wright, R.T. &Nebel, B.J. 10th Ed. Pearson Educational, 2007.

Environmental Science: working with the Earth.11th Ed. Miller, G., Tyler. Cengage Learning, 2005

BSCS103: Introduction to Media andMass Communication(3 Cr. Hrs)

Course Objectives:

The course aims to:
- Make students understand the basic concept of communication and mass communication,
- Help students to develop an understanding of evolution of printing, press and newspapers,
- Highlighting various contents of each medium

Learning Outcomes:

Upon successful completion of the course the student will be able to:
- Understand the core concepts and basic knowledge of the communication process and mass
- Communication
- Identify the media of mass communication and its development
- Distinguish among various mass media for their implications and effects
- Evaluate and appraise media content

Course Contents:

1. **Communication**

   1.1 Definitions and Significance of Communication

   1.2 Process of Communication: Source; Message; Channel; Noise; Destination; Encoding; Decoding; and Feedback

   1.3 Types of Communication (verbal, nonverbal, Intra, Inter personal, Group, Mass Communication etc)

   1.4 Barriers in Communication

   1.5 Essentials of Effective Communication

   1.6 Role of Mass Media in Agenda Setting

1.7 Nature and Functions of Mass Communication(Information,Education, Opinion Formation, Entertainment and Development.)

2. **Media of Mass Communication**

   2.1 Traditional/Folk-Media

   2.2 Print Media: newspapers, magazines, periodicals, books, pamphlets, etc.

   2.3 Broadcast media: radio, TV, film, etc.

   2.4 Technology in media: New media-Internet, social platforms,

   2.5 Comparative study of mass media, their components, functions and effects

   2.6 Media and social construction of reality

   2.7 Comparative media systems role and functions, issues and challenges

Teaching Methodology:

- Lectures
- In-Class Activities
- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Dominick, J.R. (2006).Dynamics of Mass Communication (8[th]ed.). New York; McGraw-Hill.
DefleurDennis,Houghton. (2000).Understanding Mass Communication;MufflinCo.Bostan.
EdwardJ.Whetmore .(1995). IntroductiontoMassCommunication,,Wadsworth Publishing Co. California.
JohnVivian5thEd.2000.).Mediaofmasscommunication AllynandBacon, London
Matin-ur-RehmanMurtaza. (2000).Ta'araf-e-Iblagh-e-Amma,Department of Communication, University of Karachi .
MehdiHassanandAbdusSalamKhurshid,(1997).Journalismfor All, AzizBook Depot, Lahore. 6th ed.,
MichaelW.Gambol. (1996). Introducing MassCommunication,McGrawHill,.
MuqaddaraShamsuddin,M.(1990). Iblagh Kay Nazriyat, NationLanguageAuthority, Islamabad
RogerDominic6thed,(1999).DynamicsofMassCommunicationMcGrawHill New York,London.
Straubhaar, LaRose. (2002). Media Now: Communication Media in the Information *Age*(3[rd]ed.). USA; Wadsworth.

BSCS104: Introduction to Statistics and Mathematics (3 Cr. Hrs)

Course Objectives:

- An Introduction to the Concepts and Branches of Statistics and how it could be applied appropriately for specific type of data.

- To prepare the students, not majoring in Mathematics, with the essential tools to apply the concepts and the techniques of Mathematics and Statistics in their respective disciplines

- To provide an application of Statistics for Data Representation using Graphical Visualization.

Learning Outcomes:

- Recognize the correct definitions and applications of Statistical Concepts and Methods used in Behavioral and Social Science Research,

- Identify the appropriate Statistical Analyses for given research questions and sets of Data.

Course Contents:

1. **Statistics, Definition and basic understanding**

2. **Variables & Data**

    2.1 Discrete and Continuous Variables

    2.2 Types of Data

    2.3 MeasurementScales

3. **Types of Statistics**

    3.1 Descriptive and inferential Statistics

4. **Errors of measurement, Significant digits**

5. **Presentation of Data**

    5.1 Introduction, Basic principles of Classification and Tabulation
    5.2 Constructing of a Frequency Distribution, Relative and Cumulative Frequency Distribution, Diagrams, Graphs and their Construction, Bar charts, Pie chart, Histogram, Frequency Polygon and Frequency Curve, Cumulative Frequency Polygon or Ogive, Historigram, Ogive for Discrete Variable, Types of frequency Curves

6. **Measures of Central Tendency**

    6.1 Introduction, Different types of Averages, Quantiles, The Mode, Empirical Relation between Mean, Median and mode, Relative Merits and Demerits of various Averages, Stem and Leaf Display, definition of outliers and their detection

7 Measures of Dispersion

    7.1 Introduction, Absolute and relative measures, Range, The semi-Inter-quartile Range, The Mean Deviation, The Variance and standard deviation, Coefficient of variation, Properties of Variance and Standard Deviation, Standardized variables

8 Normal Frequency Distributions

    8.1 Discrete and continuous distributions: Binomial, Poisson and Normal Distribution

9 Hypothesis testing and significance levels

    9.1 Types of Hypothesis
    9.2 Confidence Intervals and Alpha Levels
    9.3 Transformed scores (Percentage, Percentile Rank, z Score) in Sampling Distributions

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Gravetter, F., &Wallnau, L. (2016). *Statistics for the behavioral sciences*. Cengage Learning.
Howell, D. (2013). *Fundamental statistics for the behavioral sciences*. Cengage Learning.
Sirkin, R. M. (2006). *Statistics for the social sciences*.Sage.
Newman, I., & Newman, C. (1994). *Conceptual statistics for beginners*.University Press of America.
Walpole, R. E. (1982). "Introduction to Statistics", (3rd ed.), Macmillan Publishing Co., Inc. New York.

BSCS105: Introduction to Sociology (3 Cr. Hrs)

Course Objectives:

By the end of the course, students will be able to:
- Focuses on the Influence of Social Relationships upon people's attitudes and behaviour and on how societies are established and changed.
- Employ both Methodologies and Knowledge of the study of Critical Social Issues ranging in Scope from family to Global.
- Demonstrate comprehension of Roles and Functions of various Social Institutions and Relationships among them.
- Demonstrate Interest in taking part in Social Activities.

Learning Outcomes:

Upon successful completion of the course, students will be able to:
- Be informed about above mentioned areas of Sociology based on Classical and (mostly) Contemporary Research.
- Critically analyze those issues in the context of daily and social lives, and
- Critically discuss and write Methodically about those issues.
- Use Sociological imagination to explain their life experience in a broader social context
- Define core Sociological terms and/or Key Theoretical Approaches to Social Phenomena.
- Demonstrate how Identities such as Race, Class, Gender, Age, Sexual Orientation, Religion and Nationality Contribute to a Range of Social Experiences and Social Perspectives.

Course Contents:

1 Introduction

  1.1 Definition, scope, and subject matter

  1.2 Sociology as a science

  1.3 Historical back ground of sociology

2 Basic Concepts

  2.1 Social groups

  2.2 Formal organizations

  2.3 Future of organizations

  2.4 Social Interaction

3 Sociological Methodology

  3.1 Types and Techniques of Social Research

8.1 Deviance and its types

8.2 Social control and its need

8.3 Forms of social control

8.4 Methods & agencies of social control

9 Collective Behavior

9.1 Collective behavior, its types

9.2 Crowd behavior

9.3 Public opinion

9.4 Propaganda

9.5 Social movements

9.6 Leadership

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Andersen, M. L., Taylor, H. F., &Logio, K. A. (2014). *Sociology: the essentials*. Cengage Learning.

Anthony, G. (2002). *Introduction to Sociology*. UK: Polity Press.

Harold, R. K. (1989). *Sociology: Social Structure and Social Conflict.* New York: Macmillan Publishing Company.

Henslin, M. J. (2004). *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.

John, J. M (2005).*Sociology*, (10[th]ed.). South Asia: Pearson Education

John, J. M. (2006). *Sociology*, (10[th]ed.). New Jersey: Prentice-Hall

Ken, B. (2004). *Sociology*. UK: Polity Press

Magill, N. F. (2003.) *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers

BSCS 106: Introduction to Philosophy (3 Cr. Hrs)
Course Objectives:

Studying this course will enable students to:

- Understand the nature of philosophy and how it is different from other fields of knowledge.
- Know about major theories in various branches of philosophy.
- Understand importance of philosophy in the contemporary world.
- Define the relationships of philosophy to religion and to science

Learning Outcomes:

Upon successful completion of the course, students will be able to:

- Examine and defend their core values and beliefs.
- Understand the difference between valid and invalid arguments.
- Appreciate the cultural diversity within societies and their histories by examining different perspectives and the resulting values, beliefs, and practices of those societies.
- Understand Western and Muslim debates on various important topics of Epistemology, Ethics and Metaphysics.

Course Contents:

1. **The Traditional Division of Philosophy**

2. **Ethics**

    2.1 Cultural Relativism

    2.2 Ethical Egoism

    2.3 Utilitarianism

    2.4 Are there Absolute Moral Rules

    2.5 Virtue Ethics

3. **Logic**

    3.1 What is an argument?

    3.2 Proposition

    3.3 Premise/premises

    3.4 Conclusion

    3.5 Types of Reasoning- Inductive and Deductive

    3.6 Difference between argument and non-argument

3.7 Critical Thinking

3.8 Controversy and Disagreements

3.9 Informal Fallacies

3.10   Fallacies of Ambiguity

3.11   Fallacies of Presumption

3.12   Fallacies of Relevance

4. **Aesthetics**

4.1 Aesthetic Experience

4.2 What is Art?

4.3 Representation

4.4 Imitation

4.5 Expression

5. **Epistemology**

5.1 Difference between Knowledge and Opinion
5.2 Sources of Knowledge
5.3 Rationalism
5.4 Empiricism

6. **Metaphysics**
6.1 Why Metaphysics?
6.2 Mind- Body Problem
6.3 Freedom and Determinism

7. **Philosophy and Contemporary World**

7.1 Philosophy of Mind
7.2 Political Philosophy
7.3 Philosophy of Science

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Archie, L., & Archie, G. J. (2004).*Reading for Philosophical Inquiry: A Brief Introduction to Philosophical Thinking.* USA

Gaarder, J. (1994). *Sophie's world: A novel about the history of philosophy*. Macmillan.

Nagel, T. (1987). *What does it all mean?: A very short introduction to philosophy*. Oxford University Press.

Olson, R. G. (2003). *A short introduction to philosophy*. Courier Corporation.

Solomon, R., & Higgins, K. (2013). *The big questions: A short introduction to philosophy*. Cengage Learning.

HQ - 001:   Translation of Holy Quran(0 Cr. Hrs)

Course Contents:

1   Surah Al-Fateha - Surah Aal-e-Imran (سورةالفاتحہتاسورةآلِعمران)

SEMESTER – II

BSCS107: Technical Writing and Presentation Skills (3 Cr. Hrs)

Course Objectives:

- Decode information and identify and summarize key elements of Technical writing and research articles and essays.

- Read Academic Material with a critical insight and clarity in order to differentiate between facts and opinions and to understand other's viewpoints.

- Produce Technical and professional expository texts

- Learn how to write Different types of Reports

- Demonstrate knowledge of writing various types of proposals and reports;

- gather, analyze, and organize needed data for writing a Formal Report.

- Demonstrate their ability to use reference material taking into account the requirements of discipline specific styles of referencing.

Learning Outcomes:

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

- Gain knowledge of formal and technical writing and use it effectively in their professional arenas.

- Exhibit critical thinking skills as readers and as writers.

- Decode faculty specific academic texts.

- Demonstrate knowledge of and familiarity with the nature of expository and technical writing.

- Create professional documents like formal reports, proposals, term papers, and articles etc. using the techniques for data collection, analysis, and organization. These documents will also include application of planning, drafting, editing and revising, creating visuals and using multimodal tools effectively.

- Create academic texts especially expository essays after analyzing and evaluating discipline specific issues.

Course Contents:

1. **Essay Writing**

   1.1 Descriptive, Narrative, Discursive, Argumentative Essays.

1.2 Article Writing for Newspapers and Journals.

2. **Academic Writing**

   2.1 Writing of Term Paper

   2.2 Writing of Research Proposal and Research Paper

   2.3 Report Writing & Progress report writing

   2.4 (Emphasis on style, content, language, formation, clarity, consistency)

3. **Presentation Skills**

   3.1 Personality development (Emphasis on content, Style and Pronunciation),Techniques for Presenting Written Material through Multi-Media

4. **Contextualized Vocabulary Building**

   4.1 Techniques for Improving Vocabulary(Vocabulary building), Reading Habit, Use of Dictionary, and Thesaurus,

   4.2 Play Word games, Use Flashcards, Subscribe to "Word of the Day" Deeds, Use of mnemonics,

   4.3 Practice Using New Words in Conversation

   4.4 Newspaper Articles and other Reading Material to be selected by the teacher to enhance vocabulary for Professional Purpose.

   4.5 Technical Writing and Presentation Skills

   4.6 Essay Writing and Academic writing

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Writing.Advanced by Ron White.Oxford Supplementary Skills.Third Impression 1992.ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).

College Writing Skills by John Langan.Mc=Graw-Hill Higher Education. 2004.

Patterns of College Writing (4th edition) by Laurie G. Kirszner and Stephen R. Mandell.St. Martin's Press.

Presentation Skills

Reading

The Mercury Reader.A Custom Publication.Compiled by norther Illinois University. General Editiors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharton. (A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).

BSCS108: Introduction to Geography (3 Cr. Hrs)
Fundamentals of Geography

Course Objectives:

Studying this course will enable students to:

- To expose the students to the founding principles of Geography and Geographical knowledge.

Learning Outcomes:

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

- Gain knowledge of founding principles of Geography and Geographical knowledge

Course Contents:

1. **Introduction**

    1.1 Definitions, Scope and Branches of Geography

    1.2 Roots of the Discipline

    1.3 Basic Geographic Concepts of Themes and Traditions

    1.4 Geography of Tools of Geography

2. **The Universe**

    2.1 Galaxies and Solar System

3. **The Earth as a planet**

    3.1 Celestial positions, its shape and size of rotation, revolution and related phenomena

4. **Spheres of the earth**

    4.1 Litho-Sphere

    4.2 Atmosphere

4.3 Hydrosphere

4.4 Biosphere

5. **Man-Environment**

    5.1 Interaction of Population

    5.2 Major Economic Activities

    5.3 Settlements

    5.4 Pollution

6. **Lab work**

    6.1 Comprehension of Atlases, Map Reading Skills, Location of Places, Features and relevant work related to topics of the Theoretical section.

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Books:
Arbogast, A. F. (2007) Discovering Physical Geography, John Wiley and Sons, London.
Christopherson, R. W. (2009) Geo systems: An introduction to Physical Geography, Pearson Prentice Hall, New Jersey.
De Blij, H. J and Muller, P. O. (1996) Physical Geography of the Global Environment, USA, John Wiley and sons Inc., New Jersey. Guinness,
J. P. & Nagle, G. (2011) Geography, Hodder Education, London.
King, C. (1980) Physical Geography, Basil Blackwell, Oxford.
Miller, G. T. (2008) Living in the Environment, Principles, connections and Solutions, Wadsworth, USA.24 16 Monkhouse,
F. J. (1996) Principles of Physical Geography, Hodder & Stoughton, London. Scott,
R. C. (1996) Introduction to physical geography, West Publishing Co, New York.
Small, R. J. (1989) Geomorphology and Hydrology, Longman, London.
Strahler, A. (2013) Introduction to Physical Geography, John Wiley & Sons, New Jersey.
Stringer, E. T. (2004) Modern Physical Geography, John Wiley, New York.
Taylor, J. (1993) Integral Physical Geography, Longman, London.

Thompson, R. D. (1986) Process in Physical Geography, Longman, London.
Thornbury, W. D. (2004) Principles of Geomorphology, John Willy & Sons, New York.
Thurman, H. V. &

BSCS 109: Introduction to Political Science (3 Cr. Hrs)

Course Objectives:

The objective of this course is to introduce the students with:
- Tthe fundamentals of the subject of Political Science and prepare them for advanced studies in the forthcoming semesters.
- The very basic concepts and terminology commonly used in the further courses of studies are taught to make the students friendly with the subject.
- This course provides an introductory overview of the nature of politics and government, how to create good governments, and how best to structure political institutions (and limit their powers).

Learning Outcomes:

- The course examines basic political concepts, theories and ideologies, institutions of government, and the structures and processes of politics and policy-making.
- The course also prepares students for further study in political science by providing conceptual and analytical tools appropriate to the field.

Course Contents:

1. Definition, Nature and Scope of Politics

2. Political Science Relation with other Social Science Discipline

3. Various Political Systems

4. State Origin and Evolution,

5. Western and Islamic Concept of State

6. Basic Concept of Political Science: Power, Authority, Legitimacy

7. Organs of Government: Legislatures, Executives, Judiciary

8. Agents of Political Socialization/Mobilization

9. Public Opinion in Politics

10. Political Institutions

11. State Role in Politics

12. Politics in the light of the Constitutions' the legislatures, and the Executives

13. International Relations in the light of International Politics

14. Foreign Policy

15. Media, National &International Politics Discourses

16. Media & Democracy

17. Political Economy

18. Electoral Process, Function and Role

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Shively, W. P., & Schultz, D. (2022). *Power and choice: An introduction to political science*. Rowman& Littlefield.

Bernstein, R. A., & Dyer, J. A. (1992). *An introduction to political science methods*.Pearson College Division.

Schram, S. (2006). *Making political science matter: Debating knowledge, research, and method*.NYU Press.

Simon, D. W., & Romance, J. (2022). *The challenge of politics: an introduction to political science*. CQ press.

BSCS110:Statistics (Research Application) (3 Cr. Hrs)

Course Objectives:

- Statistics as applied to the behavioral and social sciences: Introduces basic terminology and measurement scales associated with basic statistics used in behavioral and social research. It also emphasizes appropriate application and interpretation of measures of central tendency, variation, and correlation, in the use of parametric and nonparametric statistical hypothesis testing. This course is also intended to provide an application of statistics using Software statistical Package for Social Sciences, SPSS.

- An introduction to the concepts and branches of statistics and how it could be applied appropriately for specific type of data.

- This course is also intended to provide an application of statistics using Software statistical Package for Social Sciences, SPSS.

- Explain and effectively apply descriptive and inferential statistics for each level of data.

- Interpret statistical analyses based on behavioral and social research problems.

Learning Outcomes:

By the end of the Semester, students will be able to:

- Recognize the correct definitions and applications of statistical concepts and methods used in behavioral and social science research,

- Identify the appropriate statistical analyses for given research questions and sets of data.

- Perform the statistical analyses and explain/interpret the results. Also, students should be able to recognize and explain research and statistical procedures that appear in professional research articles.

Course Contents:

1. **Introduction to Statistics**

    1.1 Factors to consider when selecting the statistics

    1.2 Use of statistics in research

2. **Inferential Statistics**

    2.1 Hypothesis Testing

    2.2 Z test and TTest Used to Test for Statistical Significance - One Sample Group

    2.3 Errors in Decision Making

3. **Introduction to Statistical Package for social sciences (SPSS)**

    3.1 Concept and commands

    3.2 Data entry using SPSS

4. **Independent sample t-test using SPSS and its interpretation**

5. **Paired/Repeated Measure t-test using SPSS**

6. **ANOVA F Used to Test for Statistical Significance - - Three or More**

7. **Chi Square**

    7.1 Goodness of fit

    7.2 Independent sample

8. **Correlation analysis**

    8.1 Pearson Product Moment Correlation

8.2 Point Bi-Serial Correlation

9. Regression

9.1 Simple regression

9.2 Multiple linear regression

9.3 Multiple Hierarchical Regression

Teaching Methodology:

- Lectures
- In-Class Activities
- Written Assignments

Assessment:

- Midterm Assessment: 35%
- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)
- Final Assessment: 40%

Recommended Readings:

Field, A. (2013). *Discovering statistics using IBM SPSS statistics*.Sage.
Gravetter, F., &Wallnau, L. (2016). *Statistics for the behavioral sciences*. Cengage Learning.
Howell, D. (2013). *Fundamental statistics for the behavioral sciences*. Cengage Learning.
Pagano, R. (2006). *Understanding statistics in the behavioral sciences*. Cengage Learning.

BSCS 111 :Functional Urdu (3 Cr. Hrs)

اسمضمون کا جواز

طالبعلمونکو اردوکے ابلاغیاستعمالسےمتعلقآگاہیدیناہے۔کورسکوزبانکے استعمالکیجہتونکے حوالے سے درجذیلحصونمینتق سیمکیاگیاہے

مقاصد:

اس کورس کو طلبہ کی ابلاغی ضروریات کو مدنظر رکھتے ہوئے تشکیل دیا گیا ہے۔ کورس کے مقاصد درج ذیل ہیں:

١. طلبا میں اردو زبان کی بول چال کے حوالے سے آگاہی کا فروغ

٢. طلبا کی اردو تحریر کو مؤثر بنانا، گرائمر، صنف و نحو، جملوں کی ترتیب کو درست کرنا

٣. طلبا کیلئے اردو زبان کی سماعت اور تفہیم کے عمل کو آسان کرنا

حاصلات:

١. اس کورس کے اختتام پر طلبا میں درج ذیل خواص کا واقع ہونا مطلوب ہے:

2. طلبا اردو زبان کی تقریری و تحریری ضروریات سے واقف ہوں گے

3. الفاظ کو صحیح و درست صحت سے ادا کر سکیں گے

4. اردو تحریر میں جملوں کے ساتھ ہیئت، نوعیت کو جانتے ہوئے اپنی تحریر انشا پردازی اور گرائمر کے اصولوں کے تحت بہتر بنا سکیں گے۔

1۔ طلب میں اردو زبان

1۔تاریخ زبان واردو ادب
2۔کلام / تقریر
3۔تحریر
4۔سماعت
5۔مطالعہ

1۔تاریخ زبان واردو ادب
ا۔اردو کا آغاز و ارتقاء
ب۔دبستان دہلی و لکھنؤ
ج۔اردو کی مروجہ اقسام
د۔انشاء پرداز یو گرام

2۔کلام / تقریر
ا۔کلام کے عناصر
ب۔لہجہ و اعراب
ج۔تلفظ و ادائی

3۔اردو تحریر
ا۔اردو گرام (کلمہ کے حصے ،اسم فعل،حرف،فاعل،مفعول،زمانے)
ب۔صنائع و بدائع   (معروف صنعتیں ،ایہام،نشر و لف،تلمیح،تجنیس)
ج۔تشبیہ،استعارہ
د۔ترجمہ نویسی

4۔سماعت   (عملی کام)
5۔مطالعہ
ا۔اصول مطالعہ،تحقیق اور مطالعہ،مواد کا جائزہ،حوالہ جات کا اندراج (مستعمل طرائق)

HQ - 002:   Translation of Holy Quran(1 Cr. Hrs)

Course Contents:

1. Surah Al-Nisa to Surah Al-Anaam(سورۃ النساء تاسورۃ الانعام)

SEMESTER – III

BSCS201: Communication Skills (3 Cr. Hrs)
Course Objectives:

Studying this course will enable students to:

- Comprehend and write complex, literary and advanced level scripts in academic and professional settings
- Produce academic and professional documents appropriate to audience, purpose, and genre
- Learn elements of essay-structure from various genres
- Practice writing coherent expository essays with an appropriate topic sentence, supporting sentences and use of cohesive devices and appropriate mechanics of writing

Learning Outcomes:

The ultimate outcome of this course is to enable the students to:

- Comprehend analytical and critical text, and write with accuracy
- Conduct excellent interviews and complete follow-up employment correspondence
- Improve interpersonal and ICT skills required for effective teamwork and developing cordial work environment.
- Write well-organized academic tasks including examination answers with topic/thesis statement & supporting details
- Demonstrate knowledge and skill in the translation of texts from Urdu to English

Course Contents:

1. **Paragraph writing**

   1.1 Practice in writing a good, unified and coherent paragraph

2. **Essay writing**

   2.1 Introduction

3. **CV and job application**

4. **Translation skills**

   4.1 Urdu to English

5. **Study skills**

   5.1 Skimming and Scanning, Intensive and Extensive, and Speed Reading, Summary and Précis Writing and Comprehension

6. **Academic skills**

   6.1 Letter / Memo Writing and Minutes of the Meeting, Use of Library and Internet Recourses

7. **Presentation skills**

   7.1 Personality development (Emphasis on Content, Style and Pronunciation)

Teaching Methodology:

- Lectures
- In-Class Activities
- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Grammar

Practical English Grammar by A.J. Thomson and A.V. Martinet.Exercises 2.Third edition.Oxford University Press 1986.ISBN 0 19 431350 6.

Writing

Writing.Intermediate by Marie-ChrisitineBoutin, Suzanne Brinand and Francoise Grellet.Oxford Supplementary Skills.Fourth Impression 1993.ISBN 019 435405 7 Pages 45-53 (note taking).

Writing.Upper-Intermediate by Rob Nolasco.Oxford Supplementary Skills.Fourth Impression 1992.ISBN 0 19 435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).

Reading

Reading. Advanced.Brian Tomlinson and Rod Ellis.Oxford Supplementary Skills.Third Impression 1991.ISBN 0 19 453403 0.

Reading and Study Skills by John Langan

Study Skills by RiachardYorky.

Hales, Steven D. This is Philosophy: An Introduction. Hoboken, New Jersy: Wiley-Blackwell, 2013.

Hospers, John. An Introduction to Philosophical Analysis. Abingdon: Routledge, 2013.

Hurley, Patrick J. A Concise Introduction to Logic. Boston: Cengage Learning, 2017.

Rachels, James. The Elements of Moral Philosophy . New York: McGraw-Hill Education, 2018.

Solomon, Robert C. The Big Questions-A Short Introduction to Philosophy. Boston: Cengage Learning, 2009.

Stewart, Davis. Fundamentals of Philosophy. 6th. Boston: Pearson, 2010.

(Course Instructor can provide relevant data in the form of a study package if required.)

BSCS 202 : Pakistan Studies (3 Cr. Hrs)

Course Objectives:

The course aims to:
- Develop an in-depth understanding of the spirit of freedom struggle in the creation of Pakistan.
- Study the process of governance and national development in the early years of
- Pakistan.

Learning Outcomes:

Upon successful completion of the course, the students will be able to:
- Analyze the historical perspective and ideological background of Pakistan
- To examine the external and internal challenges the country faced after its independence
- Evaluate the process of governance and national development
- Develop an understanding of the issues arising in the modern age and posing challenges to Pakistan.

Course Contents:

1. **Historical Perspective**

   1.1 Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-i-Azam Muhammad Ali Jinnah

2. **History& Factors leading to creation of Pakistan**

   2.1 Islam as an Integral Philosophy for Peace

   2.2 Muslim ideology in the Sub continent

   2.3 Cultural &Religious differences between Hindus & Muslims &Emergence of two Nation Theory

   2.4 Indus Civilization

   2.5 Muslim Advent

   2.6 Location and Geo-Physical Features

3. **Quaid-i-Azam: An Architect of Pakistan**

   3.1 Biography of Quaid-e-Azam

   3.2 Round Table Conferences (1930-1932)

   3.3 Pakistan Resolution

   3.4 Gandhi-Jinnah Talk

   3.5 Independence Act-1947

   3.6 Quaid-e-Azam as Governor General of Pakistan

4. **Government and Politics in Pakistan**

   4.1 Political and constitutional phases from 1947 to date

5. **Contemporary Pakistan**

   5.1 Economic Institutions and Issues(like Energy, water, food resources)

   5.2 Human Resource

   5.3 social Structure

   5.4 Cultural Diversities, Strength and Weakness

   5.5 National security & foreign policy of Pakistan and challenges

5.6 Governance and sate system of Pakistan

5.7 Futuristic outlook of Pakistan

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Ayesha Jilal, (2017). Struggle of Pakistan :A Muslim homeland and Global politics, Horvard University Belknap Press

Burki, ShahidJaved. State & Society in Pakistan, The Macmillan Press Ltd 1980.

Akbar, S. Zaidi. Issue in Pakistan's Economy. Karachi: Oxford University Press, 2000.

S.M. Burke and Lawrence Ziring. Pakistan's Foreign policy: An Historical analysis. Karachi: Oxford University Press, 1993.

Mehmood, Safdar. Pakistan Political Roots &Development.Lahore, 1994.

Wilcox, Wayne.The Emergence of Banglades., Washington: American Enterprise, Institute of Public Policy Research, 1972.

Mehmood, Safdar. Pakistan KayyunToota, Lahore: Idara-e-Saqafat-e-Islamia, Club Road, nd.

Amin, Tahir. Ethno - National Movement in Pakistan, Islamabad: Institute of Policy Studies, Islamabad.

BSCS 203 : Islamic Studies (3 Cr. Hrs)
Course Objectives:
This course is aims:
- To enhance understanding of issues related to faith and religious life.
- To provide basic information about Islamic Studies
- To enhance understanding of the students regarding Islamic Civilization
- To improve students skills to perform prayers and other worships
- To enhance the skill of the students for understanding of issues related to faith and religious life.

Learning Outcomes:
Upon successful completion of the course, the students will be able to:
- Cite Quranic text for religious practices and social dealings
- Describe important teachings from the life of Holy Prophet
- Describe early history of Islam
- Define sources of Islamic law and jurisprudence
- Describe salient features of Islamic political, social, and economic system

Course Contents:

1. **Introduction to Quranic Studies**

   1.1 Basic Concepts of Quran

   1.2 History of Quran

   1.3 Uloom-ul -Quran

2. **Study of Selected Text of Holy Quran**

   2.1 Verses of Surah Al-Baqra Related to Faith(Verse No-284-286)

   2.2 Verses of Surah Al-Hujrat Related to Adab Al-Nabi Verse No-1-18

   2.3 Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)

   2.4 Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)

   2.5 Verses of Surah Al-Inam Related to Ihkam(Verse No-152-154)

   2.6 Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)

   2.7 Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment

   2.8 Verses of Surah Al-Saf Related to Tafakar,Tadabar (Verse No-1,14)

3. **Seerat of Holy Prophet (SAWW)-I**

   3.1 Life of Muhammad Bin Abdullah (Before Prophet Hood)

   3.2 Life of Holy Prophet (S.A.W) in Makkah

   3.3 Important Lessons Derived from the life of Holy Prophet in Makkah

4. **Seerat of Holy Prophet (SAWW)-II**

   4.1 Life of Holy Prophet (S.A.W) in Madina

   4.2 Important Events of Life Holy Prophet in Madina

   4.3 Important Lessons Derived from the life of Holy Prophet in Madina

5. **Introduction to Sunnah**

   5.1 Basic Concepts of Hadith

   5.2 History of Hadith

   5.3 Kinds of Hadith

   5.4 Uloom –ul-Hadith

   5.5 Sunnah & Hadith

   5.6 Legal Position of Sunnah

   5.7 Selected Study from Text of Hadith

6. **Islamic Culture & Civilization**

   6.1 Basic Concepts, Historical Development, Characteristics of Islamic Culture/Civilization and Contemporary Issues

   6.2 Islam& Science: Basic concepts, contribution of Muslims in Science

7. **Islamic Economic System**

   7.1 Basic Concepts of Islamic Economic System

   7.2 Means of Distribution of wealth in Islamic Economics

   7.3 Islamic Concept of Riba

   7.4 Islamic Ways of Trade & Commerce

8. **Political System of Islam**

   8.1 Basic Concepts of Islamic Political System

   8.2 Islamic Concept of Sovereignty

   8.3 Basic Institutions of Govt. in Islam

9. **Islamic History**

   9.1 Period of Khilafat-e-Rashida

   9.2 Period of Ummayyads

   9.3 Period of Abbasids

10. **Social System of Islam**

    10.1   Basic Concepts of Social System of Islam

    10.2   Elements of Family

    10.3   Ethical Values of Islam

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Hameed ullah Muhammad, "Emergence of Islam" , IRI, Islamabad
Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" leaf Publication Islamabad, Pakistan.
Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993)
Mir Waliullah, "Muslim Jrisprudence and the Quranic Law of Crimes" Islamic Book Service (1982)

BSCS 204: Mass Media in Pakistan (3 Cr. Hrs)
Course Objectives:

This course is aimed at,

- Developing an understanding of the historical movements about Journalism in South Asian region;

- Making the students aware of the phases of Mass Media development in Pakistan;

- Providing the students with the basic level understanding of Media Laws and Legislation associated to the functionality of Mass Media.

Learning Outcomes:

At the end of this course, the students will be able to,

- Comprehend the Historical backdrop of the events pertaining to the development of Mass Media in South Asia,

- Understand the working of different Media platforms in Pakistan;

- Have the basic knowledge about the legal and constitutional matters related to mass media in Pakistan.

Course Contents:

1. **Historical Background**

    1.1 Growth of the Muslim press in the Sub Continent

    1.2 Role of Sir Syed Ahmed Khan, MoulanaHasratMohani, Moulana Muhammad Ali Johar, MoulanaAbulKalam Azad, and Zafar Ali Khan in Muslim Press in the perspective of Pakistan Movement

    1.3 Press and the Pakistan Movement

2. **History and Development**

    2.1 Press since Independence

    2.2 Major Developments of Press in Pakistan

    2.3 Major Problems and Prospects of Press in Pakistan

3. **Government and Press**

    3.1 Government Press Relations

3.2 The print Media since 1947 to-date

4. **Electronic Media in Pakistan**

    4.1 Growth and Expansion of Radio, Television and Film in Pakistan

    4.2 Growth of Cable Television and its Cultural and Ethical Dimensions

    4.3 Establishment of Pakistan Electronic Media Regulatory Authority (PEMRA)

    4.4 Salient features of PEMRA ordinance 2002

    4.5 Electronic Media in PrivateSector, FM Radio and Satellite Television

    4.6 Online journalism: Development and Future Prospects

5. **News Agencies**

    5.1 Development of News Agencies

    5.2 Expansion, Working, 0rganizational, Structure andFuture Perspective in Pakistan

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:
KhurshidAbdusSalam,JournalisminPakistan,UnitedPublishers, Lahore.
Lent J. A., Newspapers in Asia.
MajeedNizami,PressinPakistan,DepartmentofPoliticalScience, University of the Punjab, Lahore.
Hasan Mehdi, MassMediainPakistan.
FrenchDavidandRichardMicheal(2000),TelevisioninContemporary, Asia, SAGE Publication International, UK.
AzizYousaf(2003),CableTelevision–AvisionforFuture, Pakistan.
Aziz Yousaf (2003), Prospect& Promotion of Electronic Mediain Pakistan.
Sh. Mugheesuddin (1981), ABC of Radio Journalism.,
Niazi, Zamir, Press in Chains
Hassan, Mehdi (2001), Mass Media in Pakistan. Aziz Publisher. Lahore
Hassan, Jawad&Hadi, Syed Ali (2004), Media and Mass Communication laws of Pakistan. Haji Hanif Printers. Lahore.
Ahmad, Shehzad (2005), Journalism and Press. Anmol Publication Pvt. Ltd. New Dehli

Ahmad, Shehzad (2005), Journalism News Coverage. Anmol Publication Pvt. Ltd. New Dehli
Syed, M. H. (2006), Mass Media in new world order. Anmol Publication.
Ahmad, Shehzad (2005), Art of Modern Journalism. Anmol Publication
Hijazi, Miskeen Ali (2004), Mass Communication Theory and Practice.A-One Publishers.
Lahore.

BSCS 205:Visual Communication I (3 Cr. Hrs)

Course Objectives:

The core objectives of this course are to:

- Develop an understanding of brand identities and their symbolic use in media contents

- Study the role of design in visual research especially related to brand identity

- Understand the difference between different graphics and image file formats

Learning Outcomes:

At the end of the course, students will be able to,

- Apply the concepts found within elements and principles of design on media content

- Incorporate theories and concepts when discussing visual communication

- Use theory on researching different media in visual communication

Course Contents:

1. **Introduction:**

    1.1 Defining Visual Communication Design, Graphic Design vs Art, Design Thinking, Visual Design Tools, Image Files

2. **Elements And Principles of Design**:

    2.1 Color, Shape, Texture, space, Form, Unity/Harmony, Balance, Hierarchy, Scale/Proportion, Emphasis, Similarity, Contrast

3. **Design Theory**:

    3.1 Gestalt Principles, Visual perception

4. **Color**:

    4.1 Primary, Secondary, and Tertiary Colors, Hue, Value, Intensity, and Saturation, Achromatic vs. Monochromatic, Analogous, Complementary, Triadic, Gradients, Temperatures, Emotional Response to color, Color Symbolism, Meaning, Cultural Variations

5. **Typography And Typographic Elements**:

5.1 Historical Evolution, Serif vsSans-Serif Fonts, Legibility vs. Readability, Use in Ads, Signs, Movie Posters, etc

6. **Composition:**

   6.1 Focus, Leading lines, Scale/hierarchy, Contrast, Repetition, White space, Rule of Thirds

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Kir, S. (Ed.). (2019). New Media and Visual Communication in Social Networks.Information Science Reference.

Smith, K. L., Moriarty, S., Kenney, K., &Barbatsis, G. (Eds.). (2004). Handbook of visual communication: Theory, methods, and media. Routledge.

Josephson, S., Kelly, J., & Smith, K. (Eds.). (2020). Handbook of Visual Communication: Theory, Methods, and Media. Routledge.

Kenney, K. (2010). Visual communication research designs. Routledge.

McGarry, A., Erhart, I., Eslen-Ziya, H., Jenzen, O., &Korkut, U. (2019). The aesthetics of global protest: Visual culture and communication (p. 300). Amsterdam University Press.

BSCS206: Media History (3 Cr. Hrs)
Course Objectives:
The core objectives of this course are:
- To provide students with an overview of Historical Developments ofMedia atLocal, National and International Level

- To enable the students to understand different Socio-Political Movements and Role of Media

Learning Outcomes:
Students will be able to:
- Know the Chronological order of Events regarding the Evolution and Development of Mass Media

- Developing an Analytical Approach towards different Historical Movements and Role of Media

- Understand various forms of Mass Media and their Origin

Course Contents:
1. Evolution of Language: Overview of Theories, Speech,Writing

2. History of Printing and Publishing World Wide; Early Newspapers, Start of press in the Sub-Continent, Early newspapers of the sub-Continent

3. Role of the Muslim Press in Freedom Struggle of 1857

4. Muslim Press in Post 1857 War of Independence Era: Sir Syed Ahmad Khan

5. Muslim Militant Press: MaulanaZafar Ali Khan, MaulanaAbulKalamAzazd, Maulana M A Johar

6. Role of the Muslim press Pakistan Movement during March 23, 1940 to August 14, 1947

7. Development of Print Media in Pakistan

8. Development of Electronic Media in Pakistan

9. Development of Digital Media in Pakistan

Teaching Methodology:
- Lectures

- In-Class Activities

- Written Assignments

Assessment:
- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:
Nayyar, Deepak. (2007). Modern Mass Communication: Concepts and Processes, Jaipur, Oxford Book Company.
Naz, AhsanAkhtar. (1997). SahaftiZumadarian, National Language Authority, Islamabad.
Naz, AhsanAkhtar. (1998). SahaftiQawanee, Lahore.Naz, AhsanAkhtar. (2002). Pakistan Mein TaraqqiPassandSahafat, Classic, Lahore.
Naz, AhsanAkhtar. (2003). Mukalamat (Progressive Movement & Journalism

HQ - 003:   Translation of Holy Quran(0 Cr. Hrs)

Course Outline:

6.   Surah Al-Aaraaf to Surah Younas(سورۃالاعراف تاسورۃیونس)

SEMESTER - IV

BSCS207: National and International Affairs (3 Cr. Hrs)

Course Objectives:

- An Overview of Post-Independence History of Pakistan

- Constitutional Development in Pakistan

- Basics of Pakistan's Foreign Policy (Objectives and Determinants)

- Pakistan's Relations with other Countries (India, Afghanistan, Iran, China and US, SAARC, ASEAN, Central Asian States)

- Contemporary Issues; (Political Instability, Governance Issues, Health, Education, Water, Population, Gender, Human Rights, Poverty etc.)

Learning Outcomes:

- Enable students to have knowledge about struggle of Pakistan, its basic issues, national and international relationships and their effects upon development and progress, sovereignty and security of Pakistan.

Course Contents:

1. International Affairs:

2. Shift in Balance of Power: End of Bipolar System and its Implications

3. The United Nations and its Current Role in Conflict Resolution

4. Muslim World, Issues and Problem, Role of OIC

5. Issues and problems faced by contemporary World:

6. GeoPoliticalstatusofPakistan

7. RegionalArrangements threecasestudies EuropeanUnion, ASEAN, and SAARC

8. PalestineIsraelConflict

9. Kashmir Dispute

10. War against Terrorism and itsDifferentDimensions

11. WTOanditsImplication and Impact

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

SafdarMahmood (2006-2007). International Affairs.2nd Edition.Jahangir Printers, Lahore, Pakistan.

Ken Booth & Tim Dunne. (2002). Worlds in Collision Terror and the Future of

Global Order. Palgrave Macmillan.

Noam Chomsky (1997). World Orders Old and New. Pluto Press.USA

Aeron Davis. (2007). The Mediation of Power. Routledge Taylor and Francis Group

Saiyyad Muhammad, SaleemMoini. (1995). International Law.Pakistan Writer's Co-operative Society Karachi, Lahore.

BSCS208: Media Ethics and Laws (3 Cr. Hrs)

Course Objectives:

- This course will provide conceptual knowledge of Ethics and Laws for the Media Practices.

- It will equip the students with the required background to work in accordance to media regulations.

- It will not only include the media laws and regulations but will also delve into the issues which must be regulated by now.

- Students will study the Real-Life Case Studies and situations faced by Media Professionals while deciding what is right and wrong in this field. In this way students will be able to take ethical decisions in their professional careers.

- This course is aimed at media literacy and developing the critical thinking among students so they can not only create the media texts and products with responsibility but also access, analyze and evaluate them

Learning Outcomes:
By the end of this course students will be able to:
- Get knowledge about the essential Media Laws in Pakistan

- Know the Code of Ethics defined by Press Council and other regulating bodies

- Develop opinion about Ethical Issues faced by Professionals

- Differentiate between Media Laws and Ethics and understand their purpose in Society, Politics and Economy

- Understand the need and significance of Media Regulation

- Know the Canons of Journalism

- Become Active Audience through media literacy

- Get acquainted with some Ethical Case Studies in Pakistan

Course Contents:

1. **Introduction**

   1.1 Society needs, Ethics, Systemand Application

   1.2 Sources of ethics in Pakistani society

2. **Media Ethics**

   2.1 Need and scope

   2.2 Ethics and Media Profession

   2.3 TheoreticalApproach to understand Ethical Decisions

   2.4 Hutchinson Commission Report

   2.5 Social Responsibility Theory : Evolutions of Codes of Ethics

   2.6 Islamic Code of Ethics

   2.7 Freedom of Expression under UN Human Rights Charter

3. **Ethical Problems**

   3.1 UNWSCO Principle of Media Freedom

   3.2 Need of Media Regulations

   3.3 External and Internal Pressures on Media

   3.4 The Violations of Ethics in Pakistan (deadline and ethics)

   3.5 Privacy, Corruption, Personal Interests, etc)

4. **Codes of Ethics and Application**

   4.1 International Codes of Ethics (Print, Electronic and Web Media)

4.2 Pakistani Codes of Ethics (Ethical Code of Practice – 17 points in Press Council Ordinance, 2002)

4.3 OtherCodes of Ethics and Application

5. Media Laws

5.1 Introduction, Need and Nature

5.2 Evolution of Press Laws in the Sub-Continent and Pakistan

5.3 Salient features of the Current Press Ordinances:-

5.4 Press Ordinance: PPO 1960, WPO 1963, PPPO 1989, FIO 2002,

5.5 PEMRA Ordinance

5.6 Press Council Ordinance

5.7 Press Laws: An overview

5.8 Defamation Ordinance

5.9 Copy Right Act

Teaching Methodology:
- Lectures
- In-Class Activities
- Written Assignments

Assessment:
- Midterm Assessment: 35%
- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)
- Final Assessment: 40%

Recommended Readings
Dr. AhsanAkhtarNaz, SahaftiZimadariyan, MuqatdraQaumiZaban, (National Language 1998, Islamabad.
JavedJabbarQaziFaiz Isa, Mass Media Laws and Regulation in Pakistan
Dr. AhsanAkhtar Nar, SohaftiQawaneen. A.H. Publishers, Urdu Bazar, Lahore
Dr. Naz, SahaftiIkhlaqiat, AzeemAcademi Urdu Bazar, Lahore.

BSCS209: Writing Workshop (3 Cr. Hrs)
Course Objectives:

- This course familiarizes the students with the fundamentals of writing for Print News Media such as Editorial Writing, Feature Writing, ColumnWriting through lectures and Practical workshops.

- Students will be introduced to key principles of News Writing, and to the specific requirements of writing for Print, Broadcast and Online media. Course content will incorporate Journalistic Writing Values, News Language and News Story Structure as a foundation for the Practical Application of this knowledge through class exercises and assignments.

- Students will have the opportunity to work with a range of types of source material in developing and writing news, editorial writing, feature writing, column writing, stories, and will explore the basics of news writing and the broader context in which Journalism Operates.

Learning Outcomes:

At the end of this course students will be able to:
- Understand and be able to apply the Principles of Language and Structure of Editorial Writing, Feature Writing, Column Writing
- Understand News Values and Concepts of Newsworthiness and be able to apply these
- Develop an understanding of writing and News Story Structure, Editorial Writing, Feature Writing, Column Writing that is sufficient to write for News Media.
- Apply News Writing, Editorial Writing, Feature Writing, Column Writing and News Story Structure Concepts and Skills to writing for Print, Broadcast and Online News Media.
- Learn how to Interview Victims, Witnesses and Law Enforcement Officials to cover crimes and disasters for deadline stories and follows
- Learn some common sources of news Editorial Writing, Feature writing, Column Writing and how these can be incorporated in news writing.
- Be aware of influences on news writing such as audience

- **Practical Course**
- The students will learn how to express themselves through writing. It will be a practical course which will enhance the writing skills of the students. They will practice News Stories Writing, Features, Articles, Essays, Reviews, Abstract, Proposals, and Writing etc.

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

BSCS210: Visual Communication II (3 Cr. Hrs)

Course Objectives:
This course has been designed to:
- Instruct the students about the practical knowledge and utility of visual communication

- Enable the students to apply diversified visual techniques for effective message/content construction

Learning Outcomes:
After studying this course, the students will be able to:
- Understand the significance of different visual arts in the field of mass communication

- Incorporate advanced visual techniques for effective communication

Course Contents:
1. **Creativity, Artistry, Aesthetics, and Design Process:** Creativity vs. Innovation, Aesthetics and their evolution, Creative/Design Process Flow

2. **Visual Arts Timeline** – exploring art as a progression of ideas and reactions

3. **Symbolism**: Symbols and signs, Psychoanalytical symbols, Metaphor in visual design, Evolution of symbols and metaphor **Semiotics** – the cultural creation of meaning

4. **Visual Understanding** – the physiology and psychology of vision

5. **Analogy-Metaphor-Symbolism-Iconography** – tapping into prior knowledge

6. **Collage**: Collage, Photomontage, Assemblage, Digital collage/e-Collage, Influence of movements: Dada, Surrealism, Expressionism **The Photographic Truth** – a close look at mediated reality

7. **Visual Identity and Branding:** Visual branding, Visual identity, Logo Design

8. **Going Viral**– visual communication in the age of social media, crowdsourcing & citizen journalism

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Edward R. Tufte,(1992). Envisioning Information by Graphics Press (first published May 1990)

Meredith Davis , Jamer Hunt (Sep 07 2017), Visual Communication Design: An Introduction to Design Concepts in Everyday Experience, Bloomsbury Publishing

Paul Martin Lester (Author), Visual Communication: Images with Messages 6th Edition, SBN-13: 978-1133308645

BSCS 211: Communication and Advocacy (3 Cr. Hrs)

Course Objectives:

The course is aimed to:

- Create understanding of designing an Advocacy Strategy Plan for Specific Audiences,

- Develop engaging and targeted campaigns with advocacy aims of ICmageBuilding and rises Management

- Use Conventional and Digital Media Tools for campaigns of Social and Behavioral change

Learning Outcomes:

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

- Target information and message to the right audience

- Utilize online and offline interventions and engagement strategies

- Create campaigns that have a measurable impact on society

- Define the key elements of advocacy and amplification

Course Contents:

1. Advocacy: Understanding the concept; Legitimacy and Advocacy Identifying targets, Identifying time bound opportunities , Structuring messages and channel planning

2. Formats of Advocacy: Tools and Actions, Traditional and Social Media Amplification

3. Mapping the target audience; demographics, psychographics and social media insights

4. Public opinion shaping; Influencers, agreed realities and emotional pay-offs

5. Learning and understanding audiences, Information, Skills, and Behaviors

6. The ingredients of persuasive communication; need of different credible sources and crafting different appeals

7. Difference between Advocacy and "Behavior Change Communication (BCC)"and "Information Education and Communication (IEC)"

8. Narrative journalism versus information journalism

9. Political Advocacy Analysis and environment mapping, Mitigating Risk and Resilience

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

HQ - 004:   Translation of Holy Quran(1 Cr. Hrs)

Course Objectives:
1. Surah Hood to Surah Al-Kahaf(سورةهودتاسورةالكهف)

SEMESTER-V

BSCS 301: Theories of Communication-I (3 Cr. Hrs)

Course Objectives:
This course has been designed to:
- Familiarize the students with theoretical origin and Conjectural Evolution of Communication

- Establish a conceptual foundation about basic theories of Communication

Learning Outcomes:

After studying this course, the students will be able to:

- Understand how the field of Communication evolved from theoretical perspectives

- Compare and contrast the practical communication aspects with relevant and basic theories of Communication

Course Contents:

1. Studying Communication Theory – Evolution and Development

2. Basic Elements in Communication

3. Theories of Interpersonal Communication

4. Theories of Small Group and Organizational Communication

5. Theories of Public Opinion

6. Two-Step Flow of Communication

7. Selective Exposure, Perception and Retention

8. Theories of Intercultural Communication

9. Normative Theories

10. Gate-keeping

11. Cognitive Dissonance Theory

12. Social Learning Theory

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Chaffee, Steven H. 2000. Mass Communication Uses and Effects, 3rd ed. MacGraw Hill, New York.

JosephR.Mominick. 2004. The Dynamics of Mass Communication, 5thEd. Mac Graw Hill, New York.

WernerJ.Severin&JamesW.Tankard, Jr. 2003.Communication Theories:Origins, and Uses in the Mass Media, 3rd .ed. Longman Group Ltd. London.

James Curran, Michael Gurevitch. 2000. Mass Media and Society, 3rd ed. St. Martin Press. New York.

Mac Quill. 2003. Theories of Communication, 2nded. Longman GroupLtd. London.

Philip Rayner. 2003. Mass Media Studies: An Essential IntroductionRutledge, New York.

BSCS 302: Research Methods-I (3 Cr. Hrs)

Course Objectives:

The basic objectives of this course are to:

- Give an insight into the basic principles of scientific research and its significance in the mass media

- Sensitize the students with methods, techniques and other relevant concepts for investigating media-related phenomena in contemporary society

- Make the students aware about the importance and efficacy of a specific research method in any area

Learning Outcomes:

After studying this course, the students will be able to:

- Critically review a published empirical research and address ethical and practical issues

- Demonstrate an understanding of the significant risk and ethical issues raised by the conduct of media research

- Recognise and reflect on the strengths and limitations of different research methodologies

- Comprehend the evident and dormant links between theory and practice

Course Contents:

1. **Understanding Scientific Research**

    1.1. Meaning, Purpose, Function of Research

    1.2. Concepts of Research in Mass Communication

2. **Elements and Scope of Research**

    2.1. Concepts

    2.2. Variables

10. Observational Research

11. Ethics in Research

12. Academic Writing and Formatting for Beginners

<u>**Teaching Methodology:**</u>

- Lectures

- In-Class Activities

- Written Assignments

<u>**Assessment:**</u>

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

<u>***Recommended Readings:***</u>

Bertrand, I., & Hughes, W. P. T. (2005). Media research methods: audiences, institutions, texts.
Lowery, A. S., & De Fleur, M. (1988).*Milestones in Mass Communication Research*.Longman Inc 95, Chrch Street, White Plains, NY 10601.
Martin, M. (2000). The Research Process: A Complete Guide and Reference for Writers. Boston: McGraw Hill.

BSCS 303: News Reporting (Research and Practice) (3 Cr. Hrs)
<u>**Course Objectives:**</u>
This course has been designed to:

- Establish a foundation of news, components of news, news gathering and news writing

- Instil essential skills among the students about practical dynamics of news reporting for different media of communication

<u>**Learning Outcomes:**</u>
After studying this course, the students will be able to:
- Understand various Techniques of Searching, Gathering and WritingNews Stories
- Develop an insight into contemporary Typology and Practices of News Reporting

<u>**Course Contents:**</u>
1. Concept of News and News Reporting

2. How News is different from OP-Ed. Language of News

3. What is News Sense, News Value and what are News Determinants?

4. News Report Structure: Intro, 5Ws & 1H, points of view of stakeholders, background.

5. What is Inverted pyramid style.

6. Information Gathering

7. Reporters' Beats (The teacher will put maximum focus on writing practice)

8. Crime and Accidents; Parliament; Politics, Courts; Business, Trade & Industry; Education; Health; Conflict; Sports; Showbiz; Environment; Development Sector

9. Reporter's Sources: Human Sources, documents, Checklists, Annual Reports, Budgets documents, Media Invitations etc,

10. Covering and Reporting Press Conferences, media briefings, Speeches, seminars, workshop, and protest demonstrations etc

11. Tips to cover a press conference, Tips for taking Reporting Notes

12. Interviews: planning, conducting and writing interviews

13. Writing Curtain Raiser, Obituaries and special assignments

14. Interpretative, Investigative Reporting, Development Reporting, Conflict and War reporting

15. Writing News Features

16. Difference in News writing and reporting in TV, Radio and Newspapers

17. Reporting Ethics: Ethics of News Gathering, News Writing and Reporting

Teaching Methodology:
- Lectures
- In-Class Activities
- Written Assignments

Assessment:
- Midterm Assessment: 35%
- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)
- Final Assessment: 40%

RecommendedReadings:

Agee, W. K., Ault, P. H., & Emery, E. (1983).*Reporting and Writing the News*.New York Harper & Row, Publishers.

Brighton, Paul & Dennis F. (2007).*News Values*. Los Angeles: Sage Publications.

Fedler, F., Bender, J. R., Davenport, L. &Kostyu, P. E. (1997).*Reporting for the Media*. Florida: Harcourt Brace & Company.

Hakemeulder, J. R., Jone, F. A. D., & Singh (1998).*News Agency Journalism*. New Delhi:

Anmol Publications PVT.LTD.

Hemming Way, E.(2008*). Into the newsroom*. London & New York.Talyor& Francis

Jossi, F. (1994).An Introduction to Reporting in Pakistan. Lahore: Nigarshat.

Kern, J. (2008).Sound Reporting: The NPR Guide to Audio Journalism and Production.   Chicago &London: The University of the Chicago Press.

Lanson, G. (1994). *Writing & Reporting the News (2nd ed.).* Fort Worth, Harcourt: Brace College Publishers.

Lanson, J. (1999). *News in a New Century: Reporting in an age of converging media.* Thousand Oaks: Pine Forge Press.

Note: Every week writing Practice will be done by the students

BSCS304: Media, Culture and Society (3 Cr. Hrs)
Course Objectives:
The main objectives of this course are to:
- Create a conceptual understanding among the students about relationship of Media with Culture and Society
- Equip the students with the ability to study media from structural, functional, reception (audience) and 'Effect' point of view

Learning Outcomes:
After studying this course, the students will be able to:
- Analyze the link between media and various Socio-Cultural Problems and Aspects
- Understand the Cultural importance, Moral Responsibility and the Participatory Potential of Mass Media

Course Contents:
1. Conceptual Approaches to Media Studies
2. Media as an Agent of Narrative Building
3. Mass Media and Society: General Perspective
4. Cultural Communication

5. Political Economy

6. Media in Public Interest

7. Media Change and Social Change

8. Social Classes

9. Mediation of Meaning: Representation of Popular Culture
10. Language and Narrative of Media
11. Cultural Politics of News as Discourse
12. Representations: Gender and Race in Advertisements and News
13. Effects and Audience Studies: Women and Minorities Portrayal
14. Media Institutions, the Sociology of Content Production and Dissemination
15. Media and Entertainment Effects: New media and Socialplatforms
16. Media Globalization: Media and Cultural Imperialism school, Localization, Hybridization

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

BSCS305: Media Seminar (3 Cr. Hrs)
Course Objectives:
- The basic objective of the course is to encourage excellence in public speaking. The course will expose students to a variety of current seminar topics and will provide them with the opportunity to evaluate components of good public seminars

- In theMedia Seminar Course, the studentswill get the opportunity to interact with experts regarding different communication issues.

- Students will participate in debates and discussions on various issues in critical perspective.

- The Teacher will suggest source material to the students and they can present a summary or an abstract or critique on a book or article in the seminar.

- Each student will give at least two presentations in the seminars on two different issues.Nevertheless, focus will be on important communication issues.

Learning Outcomes:
- Enable student to speak up on various social, political etc issues

- Enhance the power to think critically and rationally on different perspectives.
- Give confidence to overcome their shyness and learn how to work in a team in organizing various activities etc

Course Contents:

No specific course outline required in seminar course.

Teaching Methodology:

- Lectures
- In-Class Activities
- Written Assignments

Assessment:

- Midterm Assessment: 35%
- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)
- Final Assessment: 40%

Recommended Readings:

Suggested by course instructor

BSCS 306: New Media Trends(3 Cr. Hrs)
Course Objectives:
The course is aimed to
- Providing students an opportunity to explore the societal issues to new media software environment.

- Developing an insight about news media trends, methodologies of data gathering

- Understanding the motives behind using social media marketing techniques by producers

Learning Outcomes:
At the end of this course, students will be able to:
- Understand and analyze the interplay between social issues and agenda setting of trends by Digital Media

- Use and apply Digital Media Transmission Techniques to make media content viral amongst audience

Course Contents:
1. Digital Media Forms and Types: Nature and scope of digital media, Genres related to digital media, difference between social and digital media

2. Digital Media Development, Domain, Hosting, Web development (Building)

3. Digital Media Affiliate Marketing: SEO, Search engine optimization, Blog writing, Google marketing (Google Adsense, Media .net),Tube sites (Daily motion, Vimeo, Insta Reel),

4. Digital Media Monetization, Websites (Blogs, News Websites, Information and Entertainment Websites Monetization)

5. Social Media Affiliate Marketing: SM0(Social Media Optimization) Facebook (Written content), Snack Video, Instagram), 2. optimization (SMO), Trends following,Trends making

Teaching Methodology:
- Lectures

- In-Class Activities

- Written Assignments

Assessment:
- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

HQ - 005:   Translation of Holy Quran(0 Cr. Hrs)
1.   Course Contents:
1.1   Surah Maryam to Surah Al-Furqan(سورةمريمتاسورةالفرقان)
SEMESTER VI
BSCS307: Theories of Communication-II (3 Cr. Hrs)
Course Objectives:
This course has been designed to:
- Expand the Theoretical and Conceptual foundation of students about the Field of Communication
- Supplement the previously instilled knowledge with understanding of Theoretical Postulates related to Effects of Media

Learning Outcomes:
After studying this course, the students will be able to:
- Comprehend significant and relatively advanced-level Theories of Communication

- Analyze the content, content production and content effects in the light of Media and Communication Theories

Course Contents:
1. MediaEffectsTheories:

2. Levels and Kinds of Effects

3. Diffusion of Innovation Model

4. Knowledge-Gap Hypothesis

5. Social Realities versus Mediated Realities

6. Attitude and Persuasion

7. Opinion Formation; Spiral of Silence

8. Cultivation Effects Hypothesis

9. Agenda Setting, Framing, Priming

Teaching Methodology:
- Lectures

- In-Class Activities

- Written Assignments

Assessment:
- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Chaffee, Steven H. 2000.Mass Communication Uses and Effects, 3ud ed. MacGrow Hill, New York.

JosephR.Mominick. 2004. The Dynamics of Mass Communication, 5thEd. Mac Graw Hill, Inc. New York.

WernerJ.Severin&JamesW.Tankard, Jr. 2003.Communication Theories:Origins, and Uses in the Mass Media, 3rd ed. Longman Group Ltd. London.

James Curran,MichaelGurevitch. 2000.MassMediaandSociety,3rd.ed. St. Martin Press Inc. New York.

Mac Quill. 2003. Theories of Communication, 2nded. Longman GroupLtd. London.

Philip Rayner. 2003. Mass Media Studies: An Essential IntroductionRutledge, New York.

BSCS308: Research Method- II (3 Cr. Hrs)
Course Objectives:

The main objectives of this course are to:

- Develop critical insightamong the students , aiming to make themmore informed and sensitive consumers of Communication Research

- Unite the Hypothetical and Practical Components of Qualitative Research in the Media

- Familiarize the students with various HypotheticalIdeal Models of Media research and with an organized examination of contending structures for characterizing the media as question of study

Learning Outcomes:

After studying this course, the students will be able to:

- Understand the various Qualitative Research Methods available in different areas of Mass Communication

- Demonstrate a working knowledge of the theories and frameworks to analyze and understand Media

- Exhibit critical ability for analyzing complex Mass Communication Data

- Critically review published articles and consequently become capable to write own manuscript for publication

Course Contents:
1. **Research in Mass Communication**

1.1 Aims and Motives of Social Research

2. **Contemporary Research in Communication and Media Studies**

3. **Qualitative Research Methods**

   3.1 Overview and Philosophy
   3.2 Language of Qualitative Research
4. **Ethnography**

5. **Phenomenology**

6. **Grounded theory**

7. **Case Study**

8. **Qualitative Data Collection Techniques**

9. **Content Analysis (Definition, Uses, Limitations)**

   9.1 Steps in Content Analysis

   9.2 Examples of Content Analysis

10. **Discourse Analysis**

11. **Reference Writing (as per APA Manual)**

12. **Research Report Write up and Formatting**

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:
American Psychological Association.(2019). Publication Manual of the American Psychological Association, 7th edition.
Bertrand, I., & Hughes, W. P. T. (2005). Media research methods: audiences, institutions, texts.

Creswell, J. W., & Clark, V. L. P. (2007). Designing and conducting mixed methods research.
Klaus, J. (2012). *A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies.* New York: Routledge
Neuman, W. L. (2005). Social research methods: Quantitative and qualitative approaches. Boston: Allyn and Bacon.
Wimmer, R., & Dominick, J. (2013). *Mass media research.*Cengage learning.
Selective Articles will be provided

BSCS309: Professional Editing (3 Cr. Hrs)
Course Objectives:
The objectives of this course are to:
- Equip the students with the art and techniques of News Editing,Editing Style /Guides and Sequencing

- Develop advanced skills among the students for News Selection and News Placements on the basis of their news sense

- Make the students learn about page designing and make up on a professional level

Learning Outcomes:
After studying this course, the students will be able to:
- Develop news sense for deciding which news will be or should be given what type of treatment

- Write headlines out of the news reports besides having complete expertise about subediting

Course Contents:
1. **News Editing, Nature and Scope**

   1.1 Editing as a challenge in the era of Media Convergence

   1.2 Introduction to Newsroom, Newsroom Desks, Staff and their working

   1.3 News selection and News sources: Reporters, News Agencies, Monitoring of TV, Radio, Internet Social Media, Foreign Media etc

   1.4 Responsibilities/Duties of a Sub-Editor

   1.5 Responsibilities of Copy Editor

2. **MechanicsofNewsEditing**

   2.1 Editing principles/Style Sheets/Style Guides

   2.2 Language and News Editing

   2.3 Structuring and Re-Writing of News Stories

2.4 Intro/ lead Editing and Re-writing,

2.5 Translation

2.6 Verifying Information and Vague Attributions

2.7 Careful Readings to Remove Mistakes

3. **Headlines Making**

   3.1 Definition & Purpose of Headlines

   3.2 Qualities and Kinds of Headlines

   3.3 Principles of Headlines Making.

   3.4 Catch-lines and Shoulders in headlines

   3.5 Picture Headline and Captions/Cutline

4. **Propaganda in News and Editing**

   4.1 Fed News

   4.2 Misinformation / Disinformation

   4.3 Slanted News

   4.4 Distorted News

5. **Page Make Up**

   5.1 Basic principles of Page Make-up

   5.2 Make up techniques and Different kinds of make up

6. **Useof Computer**

   6.1 Use of computers in the Editing and Making Newspapers

   6.2 Computerized Page Making Techniques

   6.3 Intro to Quark Express/ Adobe PageMaker

   6.4 Picture Selection, Picture Editing and Caption Writing

   6.5 Difference between Editing of a News Story, Article/Column and Feature

Teaching Methodology:
- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Brooks, B. S., & Pinson, J. L. (2017).The art of editing in the age of convergence.Routledge.

Friend, C., & Challenger, D. (2013).Contemporary editing.Routledge.

Fun-e-Idarat by Hijazi, Miskeen Ali

Ginna, P. (Ed.). (2017). What editors do: The art, craft, and business of book editing. University of Chicago Press.

Greenberg, S. (2015). Editors Talk about Editing: Insights for readers, writers and publishers. Peter Lang.

Itule, B. D., Anderson, D., & Simon, J. (2006).News writing and reporting for today's media. Simon, James..

Lamble, S. G. (2011). News as it happens: An introduction to journalism. University of the Sunshine Coast, Queensland.

Language in the News: Roger Fowler, Routledge

Lester, P. M., Martin, S. A., & Smith-Rodden, M. (2018).Editing Challenges.In Visual Ethics (pp. 115-124).Routledge.

Manchery, Melviv (1993): Basic Media Writing, New York.

Matzler Ken (1979). News Editing. Englewood, Cliffs, Prentice Hall.

McKane, A. (2013). News writing.Sage.

Smith, J. (2007). Essential Reporting: The NCTJ Guide for Trainee Journalists. Los Angeles: Age Publications.

Williams, P. N. (1978). Investigative Reporting and editing. New Jersey: Prentice-Hall,Inc.

Winterson, D. (2010). *Reporting and Editing Process*. New Delhi. Centrum Press.

BSCS310: Communication and Development (3 Cr. Hrs)

Course Objectives:

- This course will trace the theory and the research in the development communication and highlight the present and future trends in the development area. The nature and component of development process, background and role of International development programs and agencies will help the students to compare and contrast the development projects in the world.

Learning Outcomes:

- This course will enable the students to learn how traditional and new media can be effective in playing its role in Agriculture, Health, Education, Population Planning,

Sanitation, Environment Protection and Socio Economic Development of the Third World Countries especially for Pakistan.

Course Contents:

1. Concept of Development and its evolution

2. Paradigms of Development Communication

3. Modernisation, Dependency- Dissociation and Multiplicity-the Alternative Model

4. Difference between Development Communication, Development Support Communication and Development Journalism

5. International National and Local perspective of development communication: Rural, Agricultural, Health, Hygiene, Environment and Political, Literacy and Mobilization etc

6. Media's Role in the Third World Countries` Development

7. Concept of Change, Sources of Change, Socio-Cultural Values and Change

8. Mass Communication and Social Change: Diffusion of Innovation, the Knowledge Gap Hypothesis

9. Use of New Media Technology in Development Communication

10. Designing of Communication Campaigns on Various Developmental Issues

11. International Development Communication: Collective Progress in New Era

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Chudhary, A. G., & Martin, L. J. (Eds.).(1983). Comparative media systems. New York Longman Inc.

Denton, Jr., Robert, E. & Cary, C. W. (1985).Political communication in American.New York Praeger.

Gudykunst, William, B. &Mody, B.(Eds.). (2002). Handbook of international and intercultural communication. London, Sage.

GM Canany, E. (1984). Diffusion of innovations: Why does it endure? Critical Studies in Mass Communication. 1(4), pp. 439-442.

GM Canany, E. (Ed.) (1980). Communication in the rural third world. New York: Preager.

Jocobson, T. (1985).An epistemological shift in development communication theory.In D. Brenda and M. S. Voigt. (Eds.). (1985). Progressive in communication sciences, Norwood, Jarsey: Ablex Publishing Corporations.

Jayaweera, N., &Amunugama, S. (Eds.). (1987). Rethinking development communication. Singapore: AMIC.

BSCS 311: International Communication (3 Cr. Hrs)

Course Objectives:

The purpose of this course is to:

- Examine the History and the Role of International Communication Systems

- Analyze the changes in the world Media Systems as it relates to Content and Technologies

- Explore controversies surrounding access to information as well as the regulation of information

- Critically elaborate international news gathering and reporting, in addition to entertainment and strategic communication

Learning Outcomes:

By the end of the semester, the students will be able to:

- LocateInformation on Media Systems in other countries

- Evaluate the Media Systems based on various criteria

- Demonstrate an understanding of the history of international communications, and the issues and controversies that have appeared

- Demonstrate an understanding of the international agencies responsible for the regulation of media, including content and technologies

Course Contents:

1. The outline of this course has been designed to enable students to understand international cultural, media, political and social discourses. The seminar-based course will explore the impact and implication that global communication has or may have on the diverse cultures of the world with emphasis on an understanding of the interrelationship between culture and communication.

2. In this course, students will present abstracts of pertinent books and articles from journals and periodicals. The main instructional focus will be on following aspects:

3. Concept of International Communication

4. Conglomeration, Globalization and Corporate media

5. New Media Technology and International Communication

6. International Communication Orders [Development of New International Information and Communication Order (NIICO) and Aligned and Non-aligned Countries Perspective], International Program for the development of Communication (IPDC)]

7. Threats and Alternatives to Sovereignty and Cultural Issues

8. Responsibility of International Agencies for the Regulation and Implementations of Communication Orders

9. International Issue of Media Debates: Terrorism, Islamphobia (The case of Muslims, Islam and Muslim world representation in the Western media), Racism, Sectarianism, War and Peace perspectives etc)

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Baran, S. J. (2001).Introduction to mass communication. Media literacy and culture2001up date. California, London, Toronto: Mayfield Publishing Company.
Cees. J. Hamelink. (1983). Cultural autonomy in global communication: Planning national information policy. New York: Longman.
Esposito, J. L. (1992). The Islamic threat-myth or reality. New York: Oxford University Press
Gudykunst, William, B. &Mody, B.(Eds.). (2002). Handbook of international and intercultural communication. London, Sage.
Galtung, J. &Ruge, M. H. (1965). The structure of foreign news. Journal of Peace Research. Oslo.35 pp
Jaudt, F. E. (1995). Inter cultural communication An introduction. UK.New Delhi: Sage.

HQ - 006:   Translation of Holy Quran(1 Cr. Hrs)

1. **Course Contents:**
1.1 Surah Al-Shuraa to Surah Suaad(سورۃالشعراءتاسورۃص)

SEMESTER - VII

BSCS 401: Media and Information Literacy (3 Cr. Hrs)

Course Objectives:

- Develop an understanding of the various forms and types of media messages from visual to text
- Provide different perspectives on the interpretation of same media content including role of ideology
- Initiate critical thinking in students regarding subjectivity in media content

Learning Outcomes:
After completion of this course, students will be able to:
- Understand and interpret Media messages from different perspectives

- Investigate the role of bias and subjectivity in the construction and dissemination of media content related to different platforms

Course Contents:
1. Introduction to Media Literacy, Definitions and Perspectives

2. Working of Media and its Effects; Understanding Information Processing, Reception and Interpretation

3. Construction of Meaning: Language, Representation and Objectivity

4. Studying Placement of Content, Page Makeup and Layout

5. Visuals Interpretation: Colour, Form, Movement, Depth, Watching Position

6. Semiotic Analysis, Revealing the hidden cues, Signifier and Signified

7. Discourses of Ideology and Hegemony in the perspective of Media Messages

8. Self and others, Gender Stereotyping and Representation

Teaching Methodology:
- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Share, Jeff (2015). Media Literacy is Elementary: Teaching Youth to Critically Read and Create Media. Peter Lang Inc., International Academic Publishers.

Renee., Hobbs (2011). Digital and media literacy: connecting culture and classroom. Thousand Oaks, Calif.: Corwin Press

Supsakova, Bozena (2016). "Media Education of Children a Youth as a Path to Media Literacy".ProQuest. 7 (1)

The European Charter for Media Literacy. Euromedialiteracy.eu. Retrieved on 2011-12-21.

Jacobs, Heidi (2017). Active Literacy Across the Curriculum. New York: Routledge.

Hobbs, Renee (2010). "Empowerment and protection: Complementary strategies for digital and media literacy in the United States". Formare: 1–17.

BSCS402: Research Methods-III (Tools and Analysis Skills) (3 Cr. Hrs)
Course Objectives:
The core objectives of this course are to:

- Enable students to independently design and carry out a research study for a specific research question of their choice

- Design and select a suitable Analytical Method for different types of research questions

- Demonstrate ability to manage and cite multiple sources effectively

Learning Outcomes:
By the end of the semester, students will be able to:

- Utilize different tools and strategies to produce an original academic research paper in field of media studies

- Incorporate new techniques and ways of developing, expressing their ideas and efficiently expounding their argument clearly, precisely and adhering to the conventions of international scholarly community of academicians

- Communicate their research and intellectual work to the community

Course Contents:
1. **Scientific Thinking in Research**

2. **Problem Definition and Topic Selection**

2.1 Select a tentative research problem that will be subsequently developed into a research proposal

2.2 Know and use library reference sources and services

3. **Secondary data and Literature Review Techniques using Boolean Search**

4. **Sample size determination using G-Power software**

5. **Demonstrate an understanding of naturalistic fieldwork**

5.1 Identify and briefly describe five data gathering techniques: observation, interviewing, document collection, participation, and artifact collection

5.2 Identify and briefly describe four data recording techniques: field notes, photographs and photocopying, sound recording, and videotaping

6. **Qualitative data analysis using NVIVO**

7. **Advanced data analysis using SPSS, AMOS and Process Macros**

8. **Understanding referencing, flagging potential referencing problems, practicing manual and digital referencing using EndNote X9**

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

American Psychological Association (2019). Publication manual of the American Psychological Association (7[th]ed.). Washington, DC:
Best, J. W. & Kahn, J. V. (2006). Research in Education (10th ed.). Boston, MA: Allyn& Bacon.
Cone, J. D. & Foster, S. L. (1993). Dissertations and theses from start to finish: Psychology and related fields. Washington, DC: American Psychological Association.
Hoyle, R. H. (1995). *Structural equation modeling: Concepts, issues, and applications*. Sage.
McMillan, J. H. & Schumacher, S. (2010). Research in education (7th ed.). Boston: Pearson.

Morgan, G. A. &Griego, O. V. (1998). Easy use and interpretation of SPSS for Windows: Answering research questions with statistics. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

BSCS 403: Entertainment Communication (3 Cr. Hrs)

Course Objectives:
The core objectives of this course are to:
- Illustrate the evolution and development of entertainment media

- Explore and analyze working of various forms of media sources used for entertainment

Learning Outcomes:
After studying this subject, the students will be able to:
- Identify and differentiate among various forms of media entertainment

- Analyze the presentation of entertainment-based content through mass media

Course Contents:
1. Understanding Entertainment: Definition, History, Psychology and Philosophy

2. Aesthetics and Media: Media and various forms of performing art

3. Concept of Applied Entertainment, Application and Prospects

4. Evolution of Entertainment media, Origin of different platforms from Verbal to Visual

5. Forms of Media Entertainment

6. Printed Press: Newspapers, Journals, Magazines

7. Electronic Media: Radio and TV, Genres of Media Entertainment, Shows, Drama

8. Digital Media: Social Networking Sites, Vlogs, Videos, Blogs, Integrated Media, Websites

9. Mobile Media: Online Games

10. Theatre: Storytelling, Old theatre, Opera and Bolshevik

11. Film and Cinema: Various approaches to film making, Film as a tool of propaganda, Brand Placement

Teaching Methodology:
- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Sayre, Shay; King, Cynthia (2010). Entertainment and Society: Influences, Impacts, and Innovations (Google eBook) (2nd ed.). Oxon; New York: Routledge
Frost, Warwick, ed. (2011). Conservation, Education, Entertainment? Channel View Publication
Macleod, Suzanne; Watson, Sheila (2007). Knell, Simon J. (ed.). Museum Revolutions. Oxon; New York: Routledge
Zillmann, Dolf; Vorderer, Peter (2000).Media Entertainment – the psychology of its appeal. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. Taylor & Francis e-library
Shrum, L.J.J. (2012). The Psychology of Entertainment Media (2nd ed.). Routledge.
Singhal, Arvind; Cody, Michael J.; Rogers, Everett; Sabido, Miguel, eds. (2008).

BSCS 404: Data Journalism (3 Cr. Hrs)

Course Objectives:
The course aims at making students capable of:
- Understanding and knowing the data sources for research

- Exploring and cleaning data and applying Data Analysis

- Finding insights and patterns from data and creating Visuals from the data and Storytelling through data

Learning Outcomes:
At the end of this course, the students will be able to:
- Understand Data Management and use data in different Media Platforms

- ApplyData Management Techniques with the help of various Online Tools

Course Contents:
1. Introduction to the course and work plan; Addressing preconceptions and storytelling with data

2. Online Data Resources: Searching and presenting using online resources, Data Mapping and Mining, Google Fusion Tables

3. Introduction to Coding, Programming, working on Spreadsheets, Using MS Excel

4. Finding Local Data Stories, Data Literacy, Analysis and Visualization

5. Types of Data including Big Data, Data as a Character, Finding Data Strategies

6. Data Cleaning, Concept of Outliers, NormalLevel Distribution

7. Data and Visual presentation: Basic of illustration, Visualization tool, Presentation Tools and Tactics, Developing Data Graphics

8. Story Telling and Data: Data for stories Finding Trends, Patterns and Stories, Data in Newsrooms, BeatReporting: Sources and more

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:
"The Data Journalism Handbook" (First Edition)
Weblink: http://datajournalismhandbook.org/1.0/en/
"Finding Stories In Spreadsheets" by Paul Bradshaw
"The Functional Art" by Alberto Cairo

BSCS 405: Political Communication (3 Cr. Hrs)
Course Objectives:
The main objectives of this course are to enable students:
- To apply Public Communication Principles to the specific needs and Goals of Advocacy and Political Campaigns

- To understand MajorPolitical Communication Elements and Impact of Media onPolitical Discourse, Message Development andPolitical Advertising

- To interpretPublic Opinion, Identify and Reach Constituencies and develop Political Communication Strategies.

Learning Outcomes:
After studying this subject, the students will be able to:
- Understand Political Communication Plansby incorporating core communication and Information-Processing Principles

- Produce clear and concise assessment of a Political Communication Campaign, including both Situational Analysis and Strategic Recommendations.

- Demonstrate the ability to identify appropriate Creative Solutions to Strategic Political Communication Challenges.

Course Contents:

1. **Political Communication: Background**

   1.1 Political Communication Defined

   1.2 Communication, Society, and Social Order

2. **Political Communication & Mass Media**

   2.1 Entertainment Media vs. News Media

   2.2 Print vs. Broadcast News

   2.3 Old and New Media

   2.4 Free and Paid Media

3. **Politics in the Media: Agenda-setting**

   3.1 Agenda-setting function of the news media

   3.2 Framing Theory

   3.3 News Media Bias

   3.4 Partisan Selective Exposure

   3.5 What is Fake News?

   3.6 Political Propaganda

   3.7 Tactics & Strategies

4. **Political Campaigns: Phases of Political Campaigns**

   4.1 Campaign planning, Management, Strategies, and Tactics

   4.2 Social Media & Politics

   4.3 Twitter bots

   4.4 Facebook & Democracy

   4.5 Advertising

4.6 Negative Advertising

5. **Improving Political Communication**

   5.1 Communication as a means for improving Political Communication

   5.2 Lessons learned from the 2018 elections

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

An Introduction to Political Communication*By Brian McNair* ISBN 9780415739429
Published June 27, 2017 by Routledge
Democracy and Fake NewsInformation Manipulation and Post-Truth Politics
Edited By Serena Giusti, Elisa Piras ISBN 9780367479541
Published December 30, 2020 by Routledge
The Dynamics of Political Communication: Media and Politics in a Digital Age
By Richard M. PerloffPublished 2014 by New York: Routledge (first published
November 25th 2013)

HQ - 007:   Translation of Holy Quran(0 Cr. Hrs)

Course Contents:

1.1   Surah Al-Zumar to Surah Qaaf(سورةالزمرتاسورةق)

SEMESTER – VIII
BSCS406: Writing for Research (3 Cr. Hrs)
Course Objectives:
The core objectives of this course are to enable students:
- Demonstrate a good understanding of how to write a Research Report

- Critically assess published Quantitative Research with regard to the Academic Writing and Formatting

- Instil Academic Writing Skills needed to succeed in a university and be prepared for anAcademic or Professional World

- Provide Constructive Feedback to peers on their written work, and address issues identified by the instructor and peers when revising one's own written work

Learning Outcomes:
After studying this course, the students will be able to:
- Critically review literature systematically and writing a comprehensive review report
- Develop a good habit of writing, revising, rewriting and editing texts for various academic purposes.
- Maintain the academic integrity and plagiarism policy
- Critically evaluate published research articles
- Design a proposal for research project
- Write an Introduction and literature review for a research project

Course Contents:
1. Understand how to develop chapterization of the Thesis/Dissertation &Academic Formatting

2. Know APA Rules and guidelines related to Writing Formal Research Report

3. Reporting of results as per APA manual

4. Academic Writing Expression

5. Standard written English's conventions or Grammar, Spelling and Punctuation

6. Strategies to avoid Plagiarism and other forms of Academic Dishonesty

7. Be able to assess and critique a published journal article that uses one of the Primary Research Methods in the field

8. Construct an effective research proposal that will serve as the launching point for the study to be conducted in the next semester

Teaching Methodology:
- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Frodesen, J., & Wald, M. (2016).*Exploring options in academic writing: Effective vocabulary and grammar use.* Ann Arbor: The University of Michigan Press. (ISBN: 978-0-472-03426-0)

Poindexter, P. M., & McCombs, M. E. (2000). Research in Mass Communication: A Practical Guide. Bedford/St. Martin's.

Schutt, R. K. (2012). Investigating the Social World: The Process and Practice of Research (7th edition). Los Angeles: Sage.

Swales. M. J., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills (3rd ed.).* Ann Arbor: The University of Michigan Press. (ISBN: 978-0-472-03475-8)

BSCS407: Data Management and Analysis (3 Cr. Hrs)
Course Objectives:
This course has been designed with the objectives of:

- Instilling the ability to process and manage raw data or information gathered from the field of investigation and to make the data refined, cleaned, organized and structured

- Enabling the students for utilizing number of processes including data editing and data coding

- Explaining the meaning of SPSS and its importance as a valuable resource for Data Analysis in Communication or Social Science Research

Learning Outcomes:
After studying this course, the students will be able to:

- Detect any possible incorrect entries or errors

- Rectify them before Complex Data Analysis

- Make decisions regarding the appropriateness of certain recorded responses

- Propose necessary modifications where information has been given in units other than the one specified

- Apply Analysis, Summary of Statistical Tools and Conditions for using them, and to make Post-Analysis Evaluation of any Specific Research Project undertaken

Course Contents:

1. **Data Processing and Management**

   1.1 Data Screening, Editing

2. **Data Coding**

   2.1 Qualitative Coding

   2.2 Quantitative Coding

3. **The Use of Computer in Data Processing and Analysis**

   3.1 Data Analysis and Interpretation of Results

   3.2 Data presentation through the application of appropriate techniques

   3.3 Wrong application of Statistical Techniques for Data Analysis

   3.4 The tendency to overproduce Statistical Tables

4. **Statistical Package for Social Sciences (SPSS) program**

   4.1 How to use SPSS System or Program Package

   4.2 Steps In using SPSS To test hypothesis

5. **Data Analysis in Communication Research**

   5.1 Types and Sources of Data

   5.2 Measurement of Data

   5.3 Meaning and types of Data Analysis

   5.4 Major Descriptive Statistical tools and how to apply them

   5.5 Univariate Frequency Distribution Tables (FDT)

   5.6 Bivariate FDT

   5.7 Multivariate FDT

   5.8 Major Inferential statistical tools and Application

   5.9 Post Analysis Evaluation

Teaching Methodology:

- Lectures
- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Lucey, T. (1998).*Quantitative Techniques-An Instructional Manual. London:* Dp Publications Ltd.
Management a Global Perspective, Weilrich and Koontz, 9th ed. McGraw Hill, 1994.
ManagingMedia Organizations, John Lavaine, Longman, 1994.
Media Management ,Ardyth B. Sohn, LawranceErlebaum, London,1999.
Strategic Newspaper Management, Conrad C. Fink, SIUP, Carbondale, 1999.
Rucker and Williams News paper organization and Management-Iowa state college Press. Iowa 1958.
Newspaper Organization and Management, Hervert L. William, 1994.
Rucker FrankNewsPapersCirculation.IowastatecollegepressIowa.

BSCS408: SpecialCourses (3 Cr. Hrs)

1. Media Psychology

Course Objectives:
The main objectives of this course are to:
- Induce Context and awareness aboutprevailing Theoretical Tools as the students begin their journey through Media Psychology

- Instill the importance of understanding human behavior and experience as the basis for working with Media Applications

- Make the students aware of the Psychological Processes underlying Media Effects

Learning Outcomes:
After studying this course, the students will be able to:
- ApplyPsychological Theory and Research to the analysis of Media and Technology use, Development and Impact

- Develop awareness about the importance of Media Literacy in today's world and the ways to shape it in the Modern World's Perspective

Course Contents:
1. Introduction to Media Psychology

2. Theoretical Perspectives of Media Psychology

3. **Motivation and Adoption of Media**

   3.1 Motivation

   3.2 Social Cognitive Theory of Media

   3.3 Theory of Planned Action and Norms

4. **How do we process Mediated Messages?**

   4.1 Attention, Arousal

   4.2 Cognitive Processing of Mediated Message

   4.3 Persuasion

5. **Psychology of Media Audience**

   5.1 Para Social Relationships

   5.2 Fan and Fandom

6. **Advertisement and Psychology**

7. **Representation of Gender and the Media**

8. **Media Processes and Effects**

   8.1 Media and Pro-Social Behavior

   8.2 Effects of Media Violence

   8.3 Role of Emotions in Media Use and Effects

   8.4 Terrorism & Mass Media

9. **Interactive and Emerging Technologies**

   9.1 Social influence in Virtual Environment

   9.2 Pathological Technology Addiction and its Impact

   9.3 Active Video Games and Attention: Impact and Research

10. **Campaigns, Voting, Media and Elections**

11. **The Psychology of Communication About Politics**

12. **Psychological Warfare**

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Bryant, J., & Oliver, M. B. (Eds.). (2009). *Media effects: Advances in theory and research*. Routledge.

Comstock, G., &Scharrer, E. (2005). *The psychology of media and politics*.Academic Press.

Dill, K. E. (Ed.).(2013). *The Oxford handbook of media psychology*.Oxford University Press.

Giles, D. (2005). *Media psychology*, New Jersey, NJ: Lawrence Erlbaum Associates,

Knobloch-Westerwick, S. (2014). *Choice and preference in media use: Advances in selective exposure theory and research*. Routledge.

Sanborn, F. W., & Harris, R. J. (2019). *A cognitive psychology of mass communication*.Routledge.

Lang, A. (2006). Using the limited capacity model of motivated mediated message processing to design effective cancer communication messages.*Journal of Communication,* 56, S57-S80. 3.

Fisch, S. M. (2000). A capacity model of children's comprehension of educational content on television.*Media Psychology*, 2(1), 63-91

Logan, R.K. (2010). *Understanding new media.* New York: Peter Lang Publishing.

1- Media Governance and Public Policy

Course Objectives:

This course has been designed to:

- Develop a general understanding among the students about the Structure of Government and Mass Media Operation

- Familiarize the students with the contribution of Mass Media in Policy-Making Debates

Learning Outcomes:

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

- Understand the relationship between Institutional Policies and Intervention of Media

- Analyze the Role of Media along with the Governmental Policies and Implementations

Course Contents:
1. Media Theories and Public Policy Making Process

2. Complex and Dynamic Relations between Government and the Mass Media

3. Media's Watch DogRole in Governance and the Fourth Estate Concept

4. The Pervasive Media in Society, Policy Issues relevant to the Contemporary Mass Media, Politics and Government

5. Media's Role in Domestic and Foreign Policy Issues

6. Strengthen Democracy, and Institutions

7. Usage of Media in the Process of Public Policy Making

8. Pros and cons of Social Media in Policy Making

Teaching Methodology:
- Lectures
- In-Class Activities
- Written Assignments

Assessment:
- Midterm Assessment: 35%
- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)
- Final Assessment: 40%

Recommended Readings:
Puppis, M. (2010). Media governance: A new concept for the analysis of media policy and regulation. *Communication, Culture & Critique*, *3*(2), 134-149.

Ginosar, A. (2013). Media governance: A conceptual framework or merely a buzz word?. *Communication Theory*, *23*(4), 356-374.

Siochrú, S. Ó., Girard, B., & Mahan, A. (2002). *Global media governance: A beginner's guide*. Rowman& Littlefield.

Peters, B. G. (2016). Governance and the media: Exploring the linkages. *Policy & Politics*, *44*(1), 9-22.

2- Media and Religion

The course is based on the interplay between Media and Religion and its effect on Media Consumers, Religion and Culture are interlinked inseparably engaged in a process of

ongoing adaptation. Culture shapes and is shaped by the other elements of a society including religion.

Course Objectives:

The core objectives of this course are to:

- Provide students with an understanding of the interrelationship between Media and Religion

- Develop an insight among the students about contemporary issues related to Media and Religion

- Enablethe students to Identify the Role ofIdeology in the Media Messages

Learning Outcomes:

After studying this course, the students will be able to:

- Develop Critical approach about Portrayal of Religious Issues in Media

- Identify and evaluatethe role of Religious Ideologies in Media Message Construction

Course Contents:

1- Understanding religion: Theology, Spirituality and Mysticism

2- Ideology and Media, Commonalities and differences in Major Religions of the world, Islam, Christianity, Jewish, Hinduism

3- Sectarianism, issues, Causes, Prevention

4- Construction of Identity, Role of Media and Religion

5- Inter-religious Harmony and Media, Concept of Self and others

6- Media Ethics, Culture and Religion in Global Perspective

7- Hate Speech and various Media Platforms from Traditional to Digital; Islam Phobia

8- Conflict Resolution and the Role of Media

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Christians, C. G. 1997. "Technology and triadic theories of mediation". In Rethinking media, religion and culture, Edited by: Hoover, S. M. and Lundby, K. 66–67. London: Sage Publications.

Clark, L. and Hoover, S. M. 1997. "At the intersection of media, culture, and religion". In Rethinking media, religion and culture, Edited by: Hoover, S. M. and Lundby, K. 20London: Sage Publication.

Heidegger, M. 1966. Discourse on thinking, New York: Harper and Row

Heidegger, M. 1977. The question concerning technology and other essays, Edited by: Lovitt, William. New York: Harper and Row.

Mohammadi, A. S. 2003. Communication and information era in religious globalization. Journal of Research and Deliberation, 35: 147–150.

3-   Health Communication

Course Objectives:

The core objectives of this course are to:

- Enable the students to analyze and describe socio-historical, social, political, and cultural factors that affect health communication and healthcare

- Familiarize the students with articulate ways in which different models of healthcare affect and reflect health communication

Learning Outcomes:

After studying this course, the students will be able to:

- Explore, analyze, and synthesize research and Personal Experience on Narrative making sense of illness

- Analyse the Health Communication Case Studies in Pakistan including Dengue, Covid-19, TB, Diabetes etc.

- Develop Practical Health Communication skills by contriving Health Campaigns on Contemporary diseases and Health Issues

Course Contents:

1- Communication, Media and Public Health, various dimensions of Public Health and their relationship with other areas of Social Sector

2- Public Health Institutions of Pakistan

3- Health Literacy, Communication tools and Media

4- Role of Communication in promotion of National Health

5- Health Communication Models: P-Process, KAP/KAB Model

6- Communication Planning and Strategies for Public Health

7- Conditions of Public Health in Pakistan

8- Role of Pakistani Media towards Health Issues

9- Role of WHO and other International Organizations

10- Health Reporting in Pakistan: Practice and Issues

11- Health Communication case studies of Dengue, Covid-19, Breast Cancer, population welfare, TB, Diabetes, Calcium intake etc

12- Developing HealthCommunication Campaigns

Teaching Methodology:

- Lectures

- In-Class Activities

- Written Assignments

Assessment:

- Midterm Assessment: 35%

- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Phyllis TilsonPiotrow, Health Communication, Praeger:
Clive Seale, Media & Health, SAGE:
Charles Atkin Laurence Wallack, Mass Communication & Public Health, SAGE:
Thomas E. Backer, Designing Health Communication Campaigns, SAGE:

4-   World History

Course Objectives:
- The objective of this course is to examine world history from the birth of civilization to the present with an emphasis on historically important Empires, Ideologies, Institutions, and Events..

Learning Outcomes:
- Students will develop an understanding of current world issues and relate them to their historical contexts

Course Contents:
1. **Introduction to World History**

   1.1 World History: A Synoptic View

1.2 Civilization in World History

1.3 Empire in World History

2. **The Making of Modern World**

    2.1 Renaissance and Enlightenment

    2.2 Nationalism/Emergence of Nation State System

    2.3 Industrialization and Modernity

    2.4 The Origins and Evolution of Modern Political Institutions

3. **The Age of European Imperialism**

    3.1 Discovery of America

    3.2 British in India

    3.3 European Ideologies/Modalities of Imperial Rule

    3.4 Decolonization and The Politics of International Development

4. **Regions in World History**

    4.1 South Asia

    4.2 Middle East

5. **Wars in World History**

    5.1 The Great Wars

    5.2 Cold War

    5.3 World After 9/11

Teaching Methodology:
- Lectures
- In-Class Activities
- Written Assignments

Assessment:
- Midterm Assessment: 35%
- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)

- Final Assessment: 40%

Recommended Readings:

Bayly, C.A.The Birth of Modern World. London: Blackwell, 2004.

Burbank, Jane, Frederick Cooper. Empires in World History: Power and the Politics of Difference. Princeton:
Princeton University Press, 2010.

Escobar, Arturo. Encountering Development: The Making and Unmaking of the Third World. Princeton: Princeton University Press,1995.

Ekbald, David: The Great American Mission: Modernization and the Construction of and American World
Order. Princeton & Oxford: Princeton University Press, 2011.

Go, Julian. Patterns of Empire: The British and American Empires 1688 to the Present. Cambridge:
Cambridge University Press, 2011.

Greer, Thomas H. A Brief History of the Western World. 2005.

Hyam, Ronald. Understanding the British Empire. Cambridge: Cambridge University Press, 2010.

Mukherjee, Mithi. India in the Shadows of Empire. New Delhi: Oxford University Press, 2010.

Palmer R.R., Jeol Colton, Lloyd Kramer. A History of Modern World. New York: Alfred A. Knopf.2013.

P.N. Stearns. The Industrial Revolution in World History. Cambridge MA. 2013.

Sachs, Wolfgang. Ed. The Development Dictionary.A Guide to Knowledge as Power. London & New York: Zed Books, 2010.

Wallerstein, Immanuel. The Modern World System.University of California Press, 2011.

Wells, H.G. A Short History of the World. London: William Heinemann, 1927.

5-   Media and Conflict Management

Course Objectives:

The main objectives of this course are to:

1.1   Critically analyze how the dissemination of information, ideas and frames might impact emotions, identities, thoughts and behaviours

1.2   Recognize strategies used by political actors, including governments to influence media content, constituents and foreign audiences

Learning Outcomes:

After studying this course, the students will be able to

2.1   Work collaboratively and individually for understanding Media Content

2.2   Think critically about how changing communication Technologies and Content shape our understandings about Political Violence

Course Contents:

1. Overview of Concepts and Historic Contexts, Leadership and Construction

2. Hard & Soft Power: Force, Propaganda, Persuasion, Coercion

3. Frames, Meta-frames, Power of Emotion, Learning, Information

4. Psychological forces, Agenda-setting, Persuasion & Media

5. Understanding the Concept of Genocide : Case of Rwanda, Holocaust

6. Genocide and Muslims, Bosnia, Afghanistan, Sri Lanka (Uyghur Muslims)

7. Media, Conflict & Peace Building: Indo-Pak Conflict – Kashmir Issue

8. Media, Conflict & Peace Building: Palestine, Iraq, Afghanistan issue

9. Western Media, Structures, News Norms, Coverage & Portrayals

10. War Correspondents & Peace Journalism

11. Media & Foreign Policy (Iraq and Afghanistan War)

12. Propaganda, Public Diplomacy & International News "wars"

13. Hackers & Cyber-warfare

14. Entertainment Media & Conflict

Teaching Methodology:

- Lectures
- In-Class Activities
- Written Assignments

Assessment:

- Midterm Assessment: 35%
- Formative Assessment: 25% (Classroom participation, Attendance, Assignments and Presentations, Attitude and Behavior, Hands-on Activities, Short Tests, Quizzes etc.)
- Final Assessment: 40%

Recommended Readings:

Armoudian, Maria. 2016. Reporting from the Danger Zone: Frontline Journalists, Their Jobs and an Increasingly Perilous Future. Introduction, Chapter Two & Conclusion

Cull, Nicholas. 2009. Annals of the American Academy of Political and Social Science. Vol. 616, Public Diplomacy in a Changing World (Mar., 2008), pp. 31-54.

Galtung, Johan, and Dietrich Fischer. 2013."High road, low road: Charting the course for peace journalism." Johan Galtung. Springer Berlin Heidelberg. 95-102. http://reference.sabinet.co.za/webx/access/electronic_journals/track2/track2_v7_n4_a4.htm (Links to an external site.)

Jakobsen, Peter Viggo. 2000. "Focus on the CNN Effect Misses the Point: The Real Media Impact on Conflict Management is Invisible and Indirect." Journal of Peace Research.Vol. 37, No. 2 (p. 131-143).

Lance Bennett: When the Press Fails. University of Chicago Press.Introduction.

Nacos, B., 2016. Mass-mediated Terrorism: Mainstream and Digital Media in Terrorism and Counterterrorism. Rowman& Littlefield.Introduction.

Norris, Pippa, Montague Kern & Marion Just."The Lessons of Framing Terrorism."In Framing Terrorism.

BSCS409: Internship (2 Cr. Hrs)

The students will be required to complete two-month internship in a media organization. The students will be evaluated on the basis of internship performance and report that will be submitted at the end of the internship program.

BSCS 410: Thesis (6 Cr. Hrs)

In the last semester, students will be required to work on their Research Theses. Thesis proposal will get approval by the Departmental Board of Studies (BOS). Thesis Proposal must reflect clarity of concepts, logical interrelationship, relevant theoretical framework, use of appropriate methodology, proposed plan for completion of thesis and references and suggested bibliography. Thesis should be a contribution to the field of Media and Communication and for overall Society. Advisor/supervisor will be allocated by the BOS.

HQ - 008:   Translation of Holy Quran(1 Cr. Hrs)
Course Contents:
1. Surah Al-Zariyat to Surah Al-Naas(سورةالزارياتتاسورةالناس)