

Programme	B.S. (4-years), Communication Studies	Course Code	INML-303	Credit Hours	3
Course Title	Media and Information Literacy				
Course Introduction					
<ul style="list-style-type: none"> • 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					
<p>After completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • 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 Content					
Week 1	1. Introduction to Media Literacy, Definitions and Perspectives				
Week 2					
Week 3	2. Working of Media and its Effects; Understanding Information Processing, Reception and Interpretation				
Week 4					
Week 5	3. Construction of Meaning: Language, Representation and Objectivity				
Week 6					
Week 7	4. Studying Placement of Content, Page Makeup and Layout				
Week 8					
Week 9	5. Visuals Interpretation: Colour, Form, Movement, Depth, Watching Position				
Week 10					
Week 11	6. Semiotic Analysis, Revealing the hidden cues, Signifier and Signified				
Week 12					
Week 13	7. Discourses of Ideology and Hegemony in the perspective of Media Messages				
Week 14					
Week 15	8. Self and others, Gender Stereotyping and Representation				
Week 16					
Textbooks and Reading Material					
<p>Share, Jeff (2015). Media Literacy is Elementary: Teaching Youth to Critically Read and Create Media. Peter Lang Inc., International Academic Publishers.</p> <p>Renee., Hobbs (2011). Digital and media literacy: connecting culture and classroom. Thousand Oaks, Calif.: Corwin Press</p> <p>Supsakova, Bozena (2016). "Media Education of Children a Youth as a Path to Media Literacy". ProQuest. 7 (1)</p> <p>The European Charter for Media Literacy. Euromedialiteracy.eu. Retrieved on 2011-12-21.</p> <p>Jacobs, Heidi (2017). Active Literacy Across the Curriculum. New York: Routledge.</p>					

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

Teaching Learning Strategies

1. Lectures
2. In-Class Activities
3. Written Assignments

Assignments: Types and Number with Calendar

1. Class Participation
2. Attendance
3. Presentations
4. Attitude & Behavior
5. Hands-on Activities
6. Short Tests
7. Quizzes

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.