

## **Syllabus for the course: English for Media Literacy**

A course for the undergraduate students of educational program “Journalism”

Course type: elective (blended)

The part of course: <https://www.coursera.org/learn/media/home/welcome>

### **Course description**

This course is designed for non-native English speakers who are interested in learning more about U.S. media literacy. In this course, you will explore different types of mass media, such as newspapers, magazines, television, and social media. This course will also give you the opportunity to develop a broader understanding of the role media plays in our lives, while building your vocabulary and giving you the language skills needed to analyze what you read and watch. The first unit in this course will provide an introduction to media literacy and give you an opportunity to evaluate your own media literacy level. In unit 2, you will learn how to identify facts versus opinions in the media. The next unit in the course will focus on the differences between social media and traditional media, while unit 4 will look at how gender and identity are covered in the media. In the final unit of the course, you will demonstrate your increased media literacy by through a culminating final project on social media.

### **Course Plan**

#### 1. Introduction to Media Literacy

In this unit, you will learn what media literacy means and how you can improve your own media literacy skills.

##### *Learning Objectives*

- Understand what media literacy is and its importance
- Analyze and interpret media messages through guided questions
- Practice reading strategies to preview a text
- Practice skimming and scanning when you read
- Practice reading for the main idea
- Define and accurately use content-related vocabulary in course activities and games
- Apply comprehension strategies as you read, watch, and listen to a variety of texts and multimedia sources
- Demonstrate your understanding of these texts and key course ideas through comprehension check quizzes and a discussion board response

#### 2. Types of Media: Traditional vs. Social

In this unit you will learn about the differences between traditional and social media, and learn the language necessary to compare them.

##### *Learning Objectives*

- Become familiar with the two types of media: traditional and social media
- Compare and contrast traditional and social media using comparative adjectives
- Discover the positive and negative aspects of social media
- Understand reductions and how to use them in speech and writing
- Define and accurately use content-related vocabulary in course activities and games
- Apply comprehension strategies as you read, watch, and listen to a variety of texts and multimedia sources
- Demonstrate your understanding of these texts and key course ideas through comprehension check quizzes and a discussion board response

### 3. Advertising

In this unit, you will learn how advertisers use media to market their products.

#### *Learning Objectives*

- Understand what an advertisement is and how advertisements are used
- Investigate how advertisers target specific audiences
- Correctly order adjectives to describe products
- Identify and practice using intensifiers
- Compare the features of print advertisements with those of radio and television
- Recognize the ways in which the Internet has changed advertisements
- Define and accurately use content-related vocabulary in course activities and games
- Apply comprehension strategies as you read, watch, and listen to a variety of texts and multimedia sources
- Demonstrate understanding of texts and key course ideas through comprehension check quizzes and video assignments

### 4. Bias in the Media

In this unit, we will discuss the meaning of media bias and several common types of bias.

#### *Learning Objectives*

- Become familiar with how media is constructed
- Define media bias
- Determine a publication's or author's perspective on a given topic
- Analyze and evaluate different sources of information on the same topic
- Recognize the difference in meaning and usage of several modals for opinion
- Identify different types of bias in media sources
- Tell the difference between connotation and denotation in course activities and games
- Define and accurately use content-related vocabulary in course activities and games
- Apply comprehension strategies as you read, watch, and listen to a variety of texts and multimedia sources
- Demonstrate your understanding of these texts and key course ideas through comprehension check quizzes, a discussion board and a peer-reviewed assignment

### 5. Diversity and the Media

In this unit, we will learn about the importance of including people from various races, cultures, and genders in mainstream media.

#### *Learning Objectives*

- Become familiar with the ways in which the media portray different groups
- Recognize and be able to use different negatives
- Identify transitions in a text
- Compare media images and messages in the U.S. to those in your country
- Define and accurately use content-related vocabulary in course activities and games
- Apply comprehension strategies as you read, watch, and listen to a variety of texts and multimedia sources
- Demonstrate your understanding of these texts and key course ideas through comprehension check quizzes and a reflective response

## **Reading List**

1. 1. Deidre P. Media Literacy: Seeking Honesty, Independence and Productivity in Today's Mass Messages. Idebate Press, 2014 - URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3433193&query=Media+Literacy%3A+Seeking+Honesty>
- a. Optional
  2. Conboy M. The Language of Newspapers: Socio-historical Perspectives. Bloomsbury Publishing PLC, 2010 - URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=601688&query=English+for+Journalism>
  3. Andreas H. Jucker. Social Stylistics: Syntactic Variation in British Newspapers. De Gruyter, Inc., 1992 - URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=938691&query=English+for+Journalism>

## Grading System

**Cumulative grade** according to 10-point system includes all the for required assignments. The cumulative grade will be determined in advance of the final exam. It includes percentages for the various activities as follows:

1. Check Your Understanding: William Cowen Interview Quiz
2. Assessment 1: Self-Assessment of Media Literacy Skills Quiz
3. Check Your Understanding: "Can you Separate Fact from Fiction?" Quiz
4. Check Your Understanding: "Debate over Free Press in Ukraine Suffers from Old Stereotypes" Quiz
5. Check Your Understanding: "Study Finds Most Americans Get News from Social Media" Quiz
6. Assessment 1: Compare Traditional and Social Media
7. Check Your Understanding: "5 Ways Social Media Helps Syrian Refugees" Quiz
8. Check Your Understanding: "Real or Not? Snowboarder's Video in Question" Quiz
9. Check Your Understanding: Interview with Nancy Bollinger Quiz
10. Assessment 1: Advertising, thinking critically about ads, and targeting audiences Quiz
11. Check Your Understanding: "Internet Ads Outpace Print for First Time" Quiz
12. Check Your Understanding: "Advertisers Join the Search for Friends Online" Quiz
13. Check Your Understanding: "For the Press, Elections are a Test of Accountability" Quiz
14. Check Your Understanding: "Are Facebook's Trending Topics Unfair?" Quiz
15. Check Your Understanding: "Minorities See Improvement, Demand more Diversity on US Television" Quiz
16. Unit 5 Assessment 1: True or False: Media Diversity Quiz
17. Check Your Understanding: "Native Americans Take Control of Their Story" Quiz
18. Check Your Understanding: "Social Media Highlights Sexism in Olympics Coverage" Quiz
19. Unit 5 Assessment 2: How Different Groups are Depicted in the Media

When converting the grade into a 10-point grading system to determine the final result, the following formula will be applied.

Final grade is formed as follows:

- Cumulative grade – 80%;
- Final exam – 20 %.

The final exam contains questions studied during online course.

### **Special Equipment and Software Support**

Special equipment is not required.