



## Course Syllabus

|                                |                       |                                |
|--------------------------------|-----------------------|--------------------------------|
| <b>Course Code</b>             | <b>Course Title</b>   | <b>ECTS Credits</b>            |
| COMM-400                       | Media Literacy        | 6                              |
| <b>Prerequisites</b>           | <b>Department</b>     | <b>Semester</b>                |
| None                           | Communications        | Fall                           |
| <b>Type of Course</b>          | <b>Field</b>          | <b>Language of Instruction</b> |
| Required                       | Communications        | English                        |
| <b>Level of Course</b>         | <b>Lecturer(s)</b>    | <b>Year of Study</b>           |
| 1 <sup>st</sup> Cycle          | Dr. Mike Hajimichael  | 3 <sup>rd</sup>                |
| <b>Mode of Delivery</b>        | <b>Work Placement</b> | <b>Corequisites</b>            |
| Conventional<br>(Face-to-Face) | N/A                   | None                           |

### Course Objectives:

The main objectives of the course are to:

- Enable students to understand more about the media and how it can be interpreted
- Facilitate and develop a conversant and critical understanding of various mass and digital media platforms, such as TV, Radio, The Press and Internet
- Pass on knowledge regarding media stereotypes and how they can be analyzed

### Learning Outcomes:

After completion of the course students are expected to be able to:

1. Acquire a more media literate sensitivity towards media texts
2. Produce their own work based on a more media literate perspective
3. Understand and be sensitive to the prevalence of media stereotypes
4. Comprehend how media literacy develops through education, socialization and the family.

### Course Content:

- Introduction to Media Literacy – what is it and how can it be defined?
- The Media Literacy Model – automaticity versus mindfulness
- Development in media Literacy in the Digital Age – Gauntlett –v- Buckingham

- Introduction to media representation and stereotypes – Stuart Hall
- Exploring research methods – content and discourse analysis on stereotypes
- Case Studies 1 – ‘Stavros’/Harry Enfield British comedy 1990’s; ‘Everyday Representations of Africa/Africaness in Cyprus; ‘Chinatown ‘reportage on CNN before the US Presidential election 2016
- Case Studies 2 –‘Cyprus is an Island’ (1946) and Thomson a photographer in Cyprus in 1878
- Research, report writing and presenting data findings to class

**Learning Activities and Teaching Methods:**

Power point presentations, tutorials, case studies, and semiotic exercises

**Assessment Methods:**

Evidence of research presented as data to class, written project, exam

**Required Textbooks / Readings:**

| Title          | Author(s)   | Publisher | Year | ISBN          |
|----------------|-------------|-----------|------|---------------|
| Media Literacy | Potter, J.W | Sage      | 2016 | 9781483379326 |

**Recommended Textbooks / Readings:**

| Title   | Author(s)                           | Publisher | Year | ISBN            |
|---|-------------------------------------|-----------|------|-----------------|
| Representation: Cultural Representations and Signifying Practices | Hall, S, Evans, J & Nixon, S. (eds) | Sage      | 1997 | Print copy only |