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| Course Title: | Mass Communication |
| Head of Department: | Mr.Stephen Da Costa |
| Teacher(s) + e-mail: | Iman Siddiqui iman.s@greenwood.sch.ae |
| Cycle/Division: | High school |
| Grade Level: | 12 |
| Credit Unit: | 0.5 |
| Duration: | 1 semester |
| Course Prerequisites: | Passing Grade 11 with 60 % and/or above score |

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| <u>Department's Vision:</u> | To create leaders in all walks of life through quality teaching. |
| <u>Department's Mission:</u> | <p>Communication and information are vital to the development of the United Arab Emirates.</p> <p>The Mass Communication Course is dedicated to excellence in professional education to serve the nation, the Gulf region and the global community.</p> <p>Our mission is to graduate students who:</p> <ul style="list-style-type: none">Understand the role of mass communication in global cultures;Master written, oral and visual skills;Use digital media technologies thoughtfully and appropriately;Value truth, accuracy, fairness and diversity;Think critically, are innovative and engage in dialogue;Contribute to the body of knowledge in mass communication from the Gulf region;Assist in the future development of the UAE and the global community. |

COURSE DESCRIPTION:

Key Areas of specification

- *Print media*
- *Photography*
- *Photojournalism*
- *Investigative journalism*
- *Magazine design and editing*
- *Public Speaking*
- *On-line journalism*
- *Electronic media*
- *Public Relations and advertising*
- *Media Management*
- *Human Resource Management*
- *Political Science*

GENERAL COURSE LEARNING OBJECTIVES:

- To prepare students to be able to recognize and analyze the mass problems in their country and effectively design media strategies that will provide solution to these problems.
- To enable the students to use media to present plan of action that can meet the expectations of their local people.
- To help the students study and understands role of mass media in a liberal democracy.
- To enable the students to write, deliver and direct media programs for the benefit of their school and locality.
- To enable learners to be well grounded in the science of communication and possess the capacity to develop the human, social, and technological modes of communication, for the benefit of their community.

STANDARDS/BENCHMARKS:

Correlating Common Core State Standards:



Key Ideas and Details:

[CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-LITERACY.CCRA.R.2](#)

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-LITERACY.CCRA.R.3](#)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

[CCSS.ELA-LITERACY.CCRA.R.4](#)

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

[CCSS.ELA-LITERACY.CCRA.R.5](#)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

[CCSS.ELA-LITERACY.CCRA.R.6](#)

Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.CCRA.R.7](#)

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

[CCSS.ELA-LITERACY.CCRA.R.8](#)

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

[CCSS.ELA-LITERACY.CCRA.R.9](#)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

[CCSS.ELA-LITERACY.CCRA.R.10](#)

Read and comprehend complex literary and informational texts independently and proficiently.

I.

RESOURCES:

- ✓ TEACHER'S HANDOUTS
- ✓ Reference website: www.study.com
- ✓ FrogOS PAGE: MASS COMMUNICATION
- ✓ E-BOOK: MASS COMMUNICATION, MEDIA, AND CULTURE by JACK LULE
- ✓ POWERPOINT PRESENTATIONS
- ✓ SPEAKING/ LISTENING RUBRICS
- ✓ EDUCATION PORTAL
- ✓ INTERNET SITES

II.

COURSE OUTLINE:

| Ch. # | Chapter | Lesson Objective(s) |
|-------|-------------------------------|--|
| 1 | FUNDAMENTALS OF COMMUNICATION | After completing this unit, you should be familiar with: <ul style="list-style-type: none"> • The meaning and importance of the concept of communication • Various definitions of communication • The elements of communication • The nature and purpose of communication • The functions of communication • Various types of communication • Various models of communication |
| 2 | DEFINING MASS COMMUNICATION | This unit will introduce <ul style="list-style-type: none"> • Components of mass communication • Channels of mass communication • The process of mass communication • Nature of mass communication • Functions and dysfunctions of mass communication • Types of mass media |
| 3 | PRINT MEDIA | This Unit will help you <ul style="list-style-type: none"> • Identify the features of the print media • Learn different types of print media in detail • Learn about various print media: newspaper, magazines and periodicals and books |

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| 4 | ELECTRONIC MEDIA | <p>This Unit will give an understanding of</p> <ul style="list-style-type: none"> • The nature of electronic media and their types • The origin and growth of radio as a mass medium • The origin and growth of television as a mass medium • Latest development in broadcast media sector |
| 5 | MEDIA AND CULTURE | <p>This unit will introduce</p> <ul style="list-style-type: none"> • The Evolution of Media • The Evolution of Culture • Media Mix: Convergence • Cultural Values Shape Media: Media Shapes Cultural Values • Mass Media and Popular Culture • Media Literacy |
| 6 | ADVERTISING | <ul style="list-style-type: none"> • Students will define the term advertising and identify types of ads. • Students will understand techniques used in advertising. • Students will create an ad for a product that appeals to a target audience. • Students will test their ad literacy skills and see how understanding ads can help them make smarter buying decisions. |
| 7 | PUBLIC RELATIONS INTERNATIONAL RELATIONS INTERCULTURAL RELATIONS | <p>After completing this module, you will get a basic understanding of</p> <ul style="list-style-type: none"> • Apply basic public relations theories and principles to practice. • Compose written public relations materials in a logical, coherent, concise, and appropriate format. • Deliver effective presentations to work teams, clients, and publics. • Synthesize broader liberal arts knowledge with the principles of public relations in order to create effective public relations campaigns. • Plan and implement basic research projects, read and interpret research data as they apply to public relations campaigns. • Create and conduct ethically sound and socially responsible public relations strategies and campaigns. |
| 8 | JOURNALISM and PHOTOJOURNALISM | <ul style="list-style-type: none"> • Students will understand the history and current state of the profession of journalism. <p>A: Students will demonstrate a knowledge and understanding of Journalism's professional qualities and ethical standards, including the need to report facts fairly and accurately.</p> <p>B: Students will demonstrate a knowledge and understanding of media law, etc.</p> <ul style="list-style-type: none"> • Students will think critically and creatively. <p>A: Students will understand the nature of current and upcoming events in order to report meaningful news stories.</p> <p>B: Students will exercise sound, responsible news judgment even under pressures of immediacy and competition.</p> |

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| | | <ul style="list-style-type: none"> • Students will write for audience, platform, and message. <p>A: Students will write in a style to sustain reader interest, avoiding personal opinion, unsubstantiated claims and empty prose.</p> <p>B: Students will write cogently in a structure appropriate for the chosen platform.</p> <p>C: Students will produce accurate stories based on facts that they have gathered, verified, analyzed and interpreted, using multiple sources and methods.</p> |
| 9 | HUMAN RESOURCE MANAGEMENT | <p>Introduction to HRM</p> <ul style="list-style-type: none"> • Define human resource management and explain how HRM contributes to an organization's performance. • Identify the responsibilities of human resource departments. • Summarize the types of skills needed for human resource management. • Explain the role of supervisors in human resource management • Discuss ethical issues in human resource management • Describe typical careers in human resource management. |
| 10 | INTRODUCTION TO POLITICAL SCIENCE | Definition and the fields of Political Science |

III.

GRADING:

Grading Policy/ Assessment Tools:

1. Homework will be checked for completeness, accuracy, and/or understanding.
2. Class work will be evaluated overall by the teacher.
3. Quizzes are given as needed.
4. Public Speaking skills will be assessed as per the rubrics handed out to the students.
5. Writing skills will be assessed to vocabulary, punctuation, grammar, varied openers and connectives used.
6. Projects, Research and Assignments would be assessed on completion, quality of work and the time allotted
7. Pass mark 60.

Unit tests and assessments may consist of multiple-choice, short answers, inference and deduction, oral and written comprehension tasks, grammar, spellings, short and long writing tasks.

Grade Distribution:

| Mass Communication | Semester 2 | Final Exam |
|--------------------------|------------|-----------------------|
| Graded Classwork | 20 | 100 marks examination |
| Quizzes | 35 | |
| Research and Assignments | 15 | |
| Public Speaking | 10 | |
| Project Based Learning | 20 | |
| Mid-Year Exam | | |
| Total | 100 | |

Students would be graded for completion of any kind of task assigned to them on a scale of:

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| A+ | 5 | Excellent/ Outstanding |
| A | 4 1/2 | Very Good |
| B | 4 | Good |
| C | 3 | Well Done/ Fair |
| D | 2 | ----- |
| E | 1 | ----- |

Cross-Curricular Project(s):

- Magazine Publication
- Blogging
- TED Talk GIS