MOTHER TERESA WOMEN'S UNIVERSITYKODAIKANAL - 624101

DEPARTMENT OF VISUAL COMMUNICATION

M.A. Mass Communication

Curriculum Framework, Syllabus, and Regulations

(Based on TANSCHE Syllabus under Choice Based Credit System - CBCS)

(For the candidates to be admitted from the Academic Year 2023-24)

SYLLABUS`FRAMEWORK

FOR M.A MASS COMMUNICATION

(As per TANSCHE – From 2023-24)

First Year
Semester – I

Part	List of Courses	Credits	No. of Hours
	Core – I Understanding Human Communication (Theory)	5	7
	Core – II Essential Journalism (Theory)	5	7
	Core – III Media Writing (Theory)	4	6
	Elective – I Environmental Journalism	3	5
	Elective – II Women Empowerment	3	5
		20	**30**

Semester -II

Part	List of Courses	Credits	No. of Hours
	Core – I Mediated Communication (Theory)	5	7
	Core – II Advertising and Brand Communication (Theory)	5	7
	Core – III Multimedia Content Packaging (Practical)	4	6
	Elective – I Public Relations Theory	3	4
	Elective – II Cyber Security	3	4
	NME Skill Enhancement Course	**2**	**2**
		20	**30**

Controller of Examinations   Registrar   Vice-chancellor

Mother Teresa Women's University, Kodaikanal
Department of Visual Communication
M.A Mass Communication

1. About the Programme

MA Mass Communication course opens doors for a career in fashion photographer, film director, producer, screenwriter, journalist, TV correspondence, public relation officer . and the fields and sectors available after completing this course are television, online media, event management, news agencies, film making, legal affairs department .

The curriculum will introduce Mass communication processes and theories both theoretically and practically through lectures, discussions and seminars. Practical exercises in inter-personal, organizational and inter-cultural communication will further facilitate understanding the visual communication processes. Combination of lectures, discussions, small group exercises, seminars, fieldwork, and workshops. Lectures will cover guidance, motivation, and the important aspects, historical background and the conceptual framework of the subject. The practical include training on the Minutiae of the subject and offer students the benefit of media practitioners' experience. They will learn the practical skills of reporting, interviewing, writing, editing and presentation. Students will make individual and group presentations on topics selected in consultation with the instructor. In addition to written assignments, students will be required to produce several news and feature stories for radio and for television, and a documentary, short film, ad film, for radio or television. Students will be closely supervised and evaluated while preparing reports. Lectures will be supplemented with work in small groups to practice and create a teamwork spirit. They will be engaged in the following practical exercises to apply learning: recording and editing; radio programme production for community and television broadcasting

2. PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO1	The course will make Graduates understand the overall development and exposure to various aspects of media and give hands-on-training in order to create media professionals who are at par with media industry.
PEO2	Graduates will have capability to face various media organizations and highly professional working environment to develop media aspirants.
PEO3	Graduates will understand critical thinking, research aptitude, ethics and social responsibility related to media students
PEO4	The course will make Graduates in still knowledge and fundamentals of communication in the students and written and spoken communication skills essentials for various media platforms. Have the capability to continue their formal education.
PEO5	Graduates will contribute to the growth of the nation and society by empowering and applying acquired knowledge in pursuing media-related research.

3. Eligibility *: Any Degree

4. General Guidelines for PG Programme:

i. Duration: The programme shall extend through a period of 4 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.

ii. Medium of Instruction: English

iii. Evaluation: Evaluation of the candidates shall be through Internal and External assessment. The ratio of formative and summative assessment should be 25:75 for both Core and Elective papers.

- **Evaluation Pattern**

	Theory		Practical	
	Min	Max	Min	Max
Internal	13	25	13	25
External	38	75	38	75

- **Internal (Theory): Test (15) + Assignment (5) + Seminar/Quiz (5) = 25**
- **External Theory: 75**
- **Question paper pattern for External examination for Core and Elective papers:**
  WRITTEN EXAMINATION QUESTION PAPER PATTERN
  Theory Paper (Bloom's Taxonomy based)

(Common for UG, PG, Certificate, Diploma and P.G.Diploma Programmes)

Intended Learning Skills	Maximum 75 Marks Passing Minimum: 50% Duration: Three Hours
Memory Recall/Example/ Counter Example / Knowledge about the Concepts/Understanding	**Part–A (10x2=20Marks)** Answer ALL questions **Each Question carries 2 marks**
	Two questions from each Unit
	Question 1 toQuestion10

Descriptions/Application (problems)	**Part–B (5x5=25Marks) Answer ALL questions Each question carries 5 Marks**
	Either - or Type Both parts of each question from the same Unit
	Question 11 (a) or 11(b) to **Question 15(a) or 15(b)**
Analysis/Synthesis / Evaluation	**Part-C (3x 10 = 30 Marks) Answer any THREE questions Each question carries 10 Marks**
	There shall be FIVE questions covering all the five units
	Question 16 to Question 20

- **Minimum credits required to pass   - 91**

- **Project Report**

     A student should select a topic for the Project Work at the end of third semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 75 typed pages in Times New Roman font with 1.5 line space.

- **Project Evaluation:**

     There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks, Viva: 75 Marks)

5. Conversion of Marks to Grade Points and Letter Grade (Performance in a Course/Paper)

Range of Marks scored	Grade Points	Letter Grade	Division
90-100	9.0 – 10.0	O	Outstanding
80-89	8.0 -8.9	D+	Excellent
75 -79	7.5 -7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good

60-69	6.0-6.9	A	Good
50-59	5.0 -5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

6. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination, Students with 71% to 74% of attendance must apply for condonation in the prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students with attendance lesser than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department, Principal and The Registrar of the University.

7. Maternity Leave – The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and The Registrar.

8. Any Other Information:

In addition to the above regulations, any other common regulations pertaining to the PG Programmes are also applicable for this programme.

PROGRAMME OUTCOMES (PO)

On successful completion of M.A. mass Communication programme, the students would have

PO1	Develop a comprehensive understanding of the principles and theories of mass communication and their practical applications in a variety of media contexts.
PO2	Build advanced research skills and methodologies to investigate the effects and influences of mass media, including media content, audiences, and social and political systems.
PO3	Analyze the changing landscape of mass media, including new and emerging media platforms, digital technologies, and social media, and their implications for communication theory and practice.
PO4	Explore the ethical and legal considerations surrounding mass communication, including privacy, accuracy, objectivity, fairness, and the role of media in democracy and society.

PO5	Acquire the skills and knowledge necessary to effectively communicate with diverse audiences, including advanced writing, editing, and multimedia production techniques.
PO6	Develop an appreciation for the cultural and social context of mass communication, including the role of media in shaping and reflecting cultural values and identities.
PO7	Build practical skills in media management, including project management, team leadership, and strategic planning, to prepare students for leadership roles in media organizations or related fields.

PROGRAMME SPECIFIC OUTCOMES (PSO)

At the end of the programme, the student will be able to

PSO1	Gain in-depth knowledge to think critically, creatively and independently.
PSO2	Gain proficiency on fundamental design concepts and studio techniques such as photography, audiography, videography and assimilate technical skills in designing a visually appealing image.
PSO3	Students will be able to create and design emerging media products, including multimedia images, digital audio, digital video, social media, digital photography, and multimedia.
PSO4	The ability to meet deadlines and employing personal as well as professional ethics, they are prepared to make thoughtful decisions from among alternatives
PSO5	The ability to competently use technology appropriate to the medium

9. Curriculum

M.A MASS COMMUNICATION

Semester–I	Course Code	Paper Title	Credit	Inst. Hrs	Maximum Marks		
					Ext.	Int.	Total
Core-1	P23MCT11	Understanding Human Communication (Theory)	5	7	75	25	100
Core-2	P23MCT12	Essential Journalism (Theory)	5	7	75	25	100
Core-3	P23MCT13	Media Writing (Theory)	4	6	60	40	100
Elective	P23MCE11	Environmental Journalism (Discipline Specific)	3	5	75	25	100
Elective	P23WSG11	Women Empowerment (Generic Elective)	3	5	75	25	100
Total			20	30 Hrs			700

Semester-II	Course Code	Paper Title	Credit	Inst. Hrs	Maximum Marks		
					Ext.	Int.	Total
Core-IV	P23MCT24	Mediated Communication (Theory)	5	6	75	25	100
Core-V	P23MCT25	Advertising and Brand Communication (Theory)	5	6	75	25	100
Core-VI	P23MCP21	Multimedia Content Packaging (Practical)	4	6	60	40	100
Elective	P23MCE22	Public Relations and Corporate Communication Theory - Discipline Specific	3	4	75	25	100
Elective	P23CSG22	Cyber Security – Generic Elective	3	4	75	25	100
NME	P23MCS21	Skill Enhancement Course 1 - Digital Media Skills.	2	2	60	40	100
Total			22	30			700

COURSE CODE	P23MCT11	**Understanding Human Communication**	L	T	P	C
Core-I			6	-		4
Cognitive Level		K2: Understand K3: Apply K4: Analyze K6: Create				
Course Objectives		The course aims • To provide an understanding of the foundations of human communication. • To sensitize learners to the evolutionary and biological basis of human communication. • To introduce learners to the nature, origin, evolution, and diffusion of communication across various levels of society. • To define various levels of communication and comprehend the differences between them. • To comprehend various modes of communication and techniques to analyze them. • Detailed Syllabus for Human Communication				

Unit 1: Human Communication Theories and Concepts

Foundations of Communication Theory-Dimensions and Evaluation of Theory-Communication Tiers- Seven Traditions of Communication Theories

Defining Communication- Basic Models and Levels of Communication

Key Concepts in Message Processing, Cognitive and Information Processing (Attribution and Judgement, Information-Integration and Consistency Theories)

Socio-Psychological Approach to Communication-Trait- Factor Model. Communication Competency-Argumentativeness Communication Anxiety-Reticence (Interaction Adaptation, Expectancy Violation theory)

Unit 2: Evolutionary Communication

Biophysiological Theories, Trait Theories and Embodiment, Communicology, Communibiology

Biological and Neurological Basis of Communication

Evolutionary Communication- Pointing as Communication. And Signalling Theory

Information Seeking Behavior and Information Foraging-Information Integration, Expectancy Value-Cognitive Dissonance- Rokeach' Comprehensive theory of change

Communication in Cultural Evolution-Cognitive Gadgets

Unit 3: Modes and Messages of Communication

Evolution of Language- Speech and Verbal Communication, Speech Community and Speech Act

Nonverbal Communication (NVC). Nonverbal Codes Systems Digital NVC

Semiotics, Structural Linguistics Approach

Theories of Visual Communication

Written Forms of Communication and Reading, Orality and Literacy

Unit 4: Conversations in Interpersonal and Group Context

Intrapersonal Communication-Self, Mindful Communication Phenomenological and Hermeneutics Tradition

Interpersonal Communication and -Uncertainty Reduction, Privacy Management Giles Accommodation Theory. Interaction adaptation theory

Burgoon's Expectancy violation theory, and Interpersonal deception theories. symbolic interactionism, symbolic convergence theory- Fantasy themes

Rhetoric, Argumentation, Coordinated Management of Meaning (CMM)

Message-Design Logic, Compliance Gaining, Goals-Plans-Action Model, Politeness theory.

Group Dynamics: Interaction Process Analysis, Group Development, Input-Output Model, Concertive Control and Self-Managed Teams, Adaptive Structuration.

Simplified Social Influence Process, Socio-Egocentric and Group-Centric Model, Transactive Memory, Vigilant Interaction theory

Unit 5: Relationships

Palo Alto Group on Relationships. Relational Schemas, Social Penetration Theory

Bakhtin's Theory of Dialogics. Dialectical Theory of Relationships, Affection Exchange, Dyatic Power Theory, Family Communication Patterns, Relationship Maintenance,

Petronio's Communication Privacy Management (CPM) Carl Roger's Self-Theory

Constructing and Transcending Differences-Moral Conflict theory, Performing Foreignness, Coalition and Alliance Building, Dilalogue as Building Culture of Peace,

Principles of Good Communication and Non-Violent Communication

Course Outcomes

Analyze different elements of communication and articulate principles of good communication.

Analyze and interpret various features of human communication such as signals, language, and signs.

Illustrate different modes of communication using principles of message design.

Differentiate multi-level flows of communication and identify criteria for appropriate message design.

Make presentations to a small audience on any topic and manage stage-fright and communication anxiety.

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

Course Objectives (CO)	Program Specific Objectives (PSO)						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	1	3	3
CO2	3	3	3	3	1	3	3
CO3	3	3	3	3	1	3	3
CO4	3	3	3	3	1	3	3

Key Text Books

Beatty, M. J., McCroskey, J. C., & Valencic, K. M. (2001). The Biology of Communication: A Communibiological Perspective. Hampton Press.

Edwards, A., Edwards, C., Wahl, S. T., & Myers, S. A. (2015). The Communication Age: Connecting and Engaging. SAGE Publications.

Hargie, O. (2018). The Handbook of Communication Skills. Taylor & Francis.

Braithwaite, D. O., & Schrodt, P. (2014). Engaging Theories in Interpersonal Communication: Multiple Perspectives. SAGE Publications.

Duck, S., & McMahan, D. T. (2011). The Basics of Communication: A Relational Perspective. SAGE Publications.

Hickok, G. (2014). The Myth of Mirror Neurons: The Real Neuroscience of Communication and Cognition. W. W. Norton & Company.

Mildner, V. (2010). The Cognitive Neuroscience of Human Communication. Psychology Press.

Johannesen, R. L. (2002). Ethics in Human Communication. Waveland Press.

References

Littlejohn, S. W., & Foss, K. A. (2010). Theories of Human Communication: Tenth Edition.

Waveland Press. Alberts, J. K., Martin, J. N., & Nakayama, T. K. (2018). Communication in Society. Pearson.

DeVito, J. A. (2017). Human Communication: The Basic Course. Pearson.

Lull, J. (2019). Evolutionary Communication: An Introduction. Routledge.

Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2007). Human Communication: Motivation, Knowledge, and Skills. Wadsworth.

Web Resources

Communication Research - https://journals.sagepub.com/home/crq

Journal of Communication - https://onlinelibrary.wiley.com/journal/14602466

Human Communication Research - https://onlinelibrary.wiley.com/journal/14682857

National Communication Association - https://www.natcom.org/

International Communication Association - https://www.icahdq.org/

Association for Education in Journalism and Mass Communication - https://www.aejmc.org/

COURSE CODE	P23MCT12	**Essential Journalism (Theory)**	L	T	P	C
Core-II			6	-		4
Cognitive Level		K2: Understand K3: Apply K4: Analyze K6: Create				
Course Objectives		The course aims • To provide critical insights into the historical context of the development of journalism. • To introduce the learners to foundational principles and basic canons of professional journalism. • To provide students theoretically oriented empirical evidence for the functions of journalism in society. • To introduce students to the practice of professional journalism and current challenges. • To orient students to best ethical practices and code of conduct and encourage them to strive to become ethical journalists.				

Detailed Syllabus for Essential Journalism

Unit 1: Overview of Journalism

Journalism as a Profession and Career. Genre of Journalism. The Who, What, Where, hen, Why and How of Journalism. Contemporary Trends in Indian Journalism. Problems faced by Journalism- Constraints and Influences. Informing the News. Problems in Contemporary Journalism. Journalist as Interactional Expert Basic Canons and Elements of Journalism. Ethical Journalism. Emerging Guidelines for Ethical Digital Journalism Practices. An Ethical Approach to Journalism-Mindful Journalism and Virtue Ethics Brief History of Journalism in India-Origin, Development and Growth in Pre-independence and Post-Independence India. Theories of Journalism

Unit 2: News Gathering and Reporting

Defining News. News Values. Newsworthiness and share worthiness. Gatekeeping. Types and Sources of News. Principles of News Reporting. Roles, Characteristics and Responsibility of Reporters. Journalism of Verification. Background Checks. Beat Systems and Special Assignment Reporting Skills-Interviewing, Observation, Online Research, Documentary Sources. Using Social and Mobile Media. Problems and Pitfalls in News Reporting Guidelines of News Reporting. Enterprise Journalism. Reporter

Source Relationships-Attribution. Multimedia Skills- Telling News Stories with Text ,Sound and Images. Social Media Guidelines for Journalists.

Unit 3: News Writing and Editing
Basic News Writing Structure and Style. Qualities of Good News Stories Language of News. Style Guides. Grammar Reviews. Building Vocabulary. Headline and Lead Writing. Writing News Posts. Rewriting. Translations. News Editing. Copy Editing Guidelines. Fact Checking. Working with Numbers and Infographics. Models for Persuasive and Strategic Copywriting

Unit 4: News Management
Traditional and Digital Newsroom. Modern Newsroom Structure. Workflow News Team. Collaboration. Multimedia Teams Journalism Associations and Unions. Engaging Audiences through social and mobile media. Community Guidelines for Moderating Comments Content Moderation. Responding to comments and Trolls. Role of Analytics. Graphics Design for News-Visual Journalism Freelancing. Entrepreneurial Journalism. Independent Journalism. Project Journalism Journalism and Security Issues-Personal, Professional and Technical Issues.

Unit 5: Future of Journalism
Business of News. Crisis in News Business. Revenue Models. Debates on Future of Journalism Trends in Mobile and Social Media Journalism. New Platforms and Tools. Challenges New Technologies Influencing Journalism Practices (IoT, Drone, Immersive Technologies-VR-AR) AI and Journalism—Deep Fakes. Opportunities and Challenges Facing Journalism of Tomorrow

Course Outcomes

CO 1 Learners will be able to critically analyze and evaluate news articles.
CO2 Learners will be able to pitch for a news story outlining its public interest.
CO3 Learners will be able to gather information through multiple sources.
CO4 Learners will be able to conduct news interviews and carry out fieldwork.
CO6 Learners will be able to present news stories in a multimedia format.

Mapping

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

Course Objectives (CO)   Program Specific Objectives (PSO)

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	S	S	S	S	S	S	M	S	M
CO2	S	M	M	S	S	S	S	S	S	S	M	M
CO3	S	M	M	S	S	S	S	S	S	M	S	S
CO4	S	M	S	S	M	M	M	S	S	M	M	M

Key Textbooks
1. Patterson, T. E. (2013). Informing the News. Knopf Doubleday Publishing Group.
2. Natarajan, J. (n.d.). History of Indian Journalism -History of Indian Journalism
3. Rao, S. (2019).
4. Indian Journalism in a New Era: Changes, Challenges, and Perspectives. Oxford
5. University Press.
6. Bonea, A. (2016, August 1). The News of Empire: Telegraphy, Journalism and the Politics of
7. Reporting in Colonial India, c. 1830–1900. Oxford University Press.
8. Rao, U. (2010). News as Culture: Journalistic Practices and the Remaking of Indian Leadership
9. Traditions.
10. Franklin, B. (2013). The Future of Journalism. Routledge.
11. Harcup, T. (2006). The Ethical Journalist. SAGE.

References

1. Schudson, M. (2018). Why Journalism Still Matters. John Wiley & Sons.
2. Kovach, B., & Rosenstiel, T. (2014). The Elements of Journalism, Revised and Updated 3rd
3. Edition: What Newspeople Should Know and the Public Should Expect. Crown.
4. Wahl-Jorgensen, K., & Hanitzsch, T. (2019). The Handbook of Journalism Studies. Taylor &
5. Francis.
6. Borden, S. (2013). Journalism as Practice: MacIntyre, Virtue Ethics and the Press. Routledge.

7. Beever, J., McDaniel, R., & Stanlick, N. A. (2019). Understanding Digital Ethics: Cases and
8. Contexts. Routledge.
9. Calcutt, A., & Hammond, P. (2011). Journalism Studies: A Critical Introduction. Routledge.

Web Resources

Columbia Journalism Review - https://www.cjr.org/

Poynter - https://www.poynter.org/

National Press Club - https://www.press.org/

Society of Professional Journalists - https://www.spj.org/

Online News Association - https://journalists.org/

Investigative Reporters and Editors - https://www.ire.org/

Associated Press Media Editors - https://www.apme.com/

Center for Investigative Reporting - https://www.revealnews.org/

COURSE CODE	P23MCT13	MEDIA WRITING	L	T	P	C
CORE-			4	-	-	4
Cognitive Level		K2-Understanding K3 – Applying K5 – Creating & Evaluating.				
Course Objectives		The course aims to • The student will develop basic critical and analytical media writing skills and learn to effectively structure messages for a specific audience. • The student will understand the similarities and differences among all forms of media writing. • The student will recognize, critique, and produce writing that delivers accurate, clear and concise information to a mass audience. • The student will learn Associated Press style and use it correctly when writing media messages. The student will develop interviewing and researching skills that will enable them to gather				

Unit 1: Need for Media Writing   (12 Hours)

Introduction, Definitions and AP style introduction. Ungraded AP style quiz (taken online during class). Jobs in journalism and professional communication - survey Different story forms: magazine, blogs,

newspapers, long-form and visually driven. How we got here: The briefest of histories of American journalism. Writing about your community for your community. The different options to publish your stories. Hard news stories. Local event coverage– News story from local government;

Unit 2: Magazine Writing   (12 Hours)

Magazine writing – an introduction. Topic, outline, sources and a backup topic for your final project Ethics and practice. Magazine-style feature story Editorials and columns.

Unit 3: Writing for the Web   (12 Hours

Writing for the web. Working with editors and collaborating with other writers. Modern-day issues: anonymous sources; censorship in schools and government; publicly traded media companies. Alternative media and the dissident press. Web PR story on your town. Blogging,

Public relations and corporate writing – an introduction. Public relations and corporate writing. Making yourself a brand

Unit 4: Copy Writing   (12 Hours)

Copy Writer- Role of copywriter, Different types of copy, such as articles, web pages, company Newsletters and Reports. Editing and Proofreading, strategic decision Making

Unit 5: Writing for Advertisements

(12 Hours) Writing for Advertisements- Use short sentences, use different sentence structures, re-Read and Rewrite as necessary, Copy writing.

References:

1. Andrew Bonime. Writing for New Media: The Essential Guide to Writing for Interactive Media, CD–ROMs, and the Web. John Wiley, London, UK, 1997.
2. R. Choudhary. Media Writing. Centrum Press, New Delhi, 2010.
3. Hassan, Seema. Mass communication Principles and Concepts (second edition) CBS Publishers and Distributers, 2013.
4. Vincent Filak. Exercises in Media Writing, CQ Press, Sage, London, 2018.

5.Robert L. Hilliard. Writing for Television, Radio, and New Media. Taxman Publications, New Delhi, 2014.

YoutubeAnd URL Links

https://youtu.be/78Z2zrakYGA?t=8

Course Outcome

 Upon completion of this course, the students will be able to

CO1: The student will understand what communication professionals do and the relationship between academic theory and professional practice.

CO2: The student will demonstrate critical thinking skills when generating, consuming, and evaluating messages in relevant communication contexts

CO3: The student will create written messages demonstrating command of relevant communication constructs and industry/professional standards.

CO4: Formalize the students to the significance of the writing and the role played by the media. **CO5:** To understand the various writing styles

Mapping of COs with POs &PSOs:

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	S	S	S	S	S	S	M	S	M
CO2	S	M	M	S	S	S	S	S	S	S	M	M
CO3	S	M	M	S	S	S	S	S	S	M	S	S

| CO4 | S | M | S | S | M | M | M | S | S | M | M | M |
| CO5 | S | M | M | S | S | S | S | S | S | M | S | S |

Strongly Correlating (**S**)   3 Marks

Moderately Correlating (**M**)   2 Marks

Weakly Correlating (**W**)   1 Marks

No Correlation   0 Marks

COURSE CODE	P23MCE11	ENVIRONMENTAL JOURNALISM	L	T	P	C
Elective (Discipline Specific) DSE– I			5	-	-	3
Cognitive Level		K1: Remember K2: Understand K3: Apply				
Course Objectives		The course aims to • To introduce students to the principles and practices of environmental journalism, including the role of journalists in covering environmental issues and promoting environmental awareness. • To develop students' skills in researching, reporting, and writing about environmental issues, including understanding scientific concepts, interviewing sources, and using multimedia tools. • To explore the cultural, social, and political dimensions of environmental journalism, including the role of media in shaping public opinion and policy on environmental issues. • To examine the ethical and professional standards of environmental journalism, including issues related to accuracy, objectivity, and transparency.				

Unit 1: Introducing Environmental Journalism   (12 Hours)

Definition, Origins of Environmental Journalism - Scope of Environment Journalism - Definition and Scope of Environmental Journalism- Characteristics-Functions and Objectives of Environmental Journalism -Processes of Environmental Journalism-Environmental Communication-Emergence of Environmental Journalism-Environmental Journalism in India-

Unit 2: Social Constructions of Environment   (12 Hours)

Environmental Advocacy- Organizing for Change -The green politics and globalization - Intergovernmental comities on Environment issues-Tamil Nadu, the cultural meanings of nature, land, water, air, sky and light in Tamil Nadu

Unit 3: Environmental Media Reporting   (12 Hours)

Environmental issues on Print, Radio, Television, Digital TV Channels like National Geography, Discovery, Animal planet - Prominent Environment Journalists, Editors,

Special Issues and supplements, Columns on Environment issues Global and National Magazines on Environment- EcoSystem -Types of Environmental Pollution- Land, air, water and waste management, Environmental awareness through media- Types of stories – investigative and interpretative, Journalism vs. Activism

Unit 4: Role of Mass Media in Environment Literacy   (12 Hours)

Sustainable development: Definition and concept -Climate Change – Global Warming, Greenhouse Effect, Ozone Layer -Major environmental movements in India - Origins and characteristics of environmental activism-movements in India History of Environment Revolution -Major environmental movements across the world and India – the Minamata movement, Three Mile Island Anti Nuclear Movement, Silent Valley Movement, Chipko movement, Narmada bachaoandolan movement and the KudankulamAnti Nuclear Movement.

Unit 5: Ethics and Laws for Environment Reporting   (12 Hours)

Ethics and Laws for Environment Reporting - Environment and SDG issues- Smart City and Environment Issues-Environmental issues and local media- Environmental Writing And Ethical ASSIGNMENT: A Case study of Climate Change- Climate Impacts: Disasters, Displacements & solutions-

References:

1. E. Bharucha. Environmental Studies, 2nd edition. UGC, Delhi, 2013.
2. Clark, R. S. Environmental Encyclopedia- Marine Pollution, Oxford University Press, Oxford, UK. 2001.
3. Acharya, K. & Noronha, F. The Green Pen: Environmental Journalism in India and South Asia, Sage Publication, UK, 2010.
4. Pawar S.N and Patil R.S. Environmental Movements in India: Strategies and Practices, Rawat Publication, Jaipur, 2005
5. Anders Hansen and J Robert Cox. Handbook of Environment and Communication, Routledge, New York, 2015.

6. Kiran Prasad. Communication for Development: Reinventing Theory and Action. BR Publishing Corporation, New Delhi, 2011.

Course Outcome

 Upon completion of this course, the students will be able to

CO1: Report on environmental issues in the context of socio-cultural and socio-economic realms

CO2: Define data types relating to the environment (temporal, spatial and auxiliary data)

CO3: Define data types relating to the environment (temporal, spatial and auxiliary data)

CO4: Key aspects of human environment
interactions

Mapping of COs with POs &PSOs:

CO/PO	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO2	PS03	PSO4	PSO5
CO1	M	M	M	M	S	S	S	M	M	M	S	M
CO2	S	M	M	M	S	S	S	M	S	M	S	M
CO3	S	S	M	M	M	M	S	M	S	M	S	M
CO4	M	S	M	S	S	S	S	M	S	M	S	M
CO5	S	M	S	M	M	M	S	M	M	S	S	M

Strongly Correlating   (S)   - 3 marks
Moderately Correlating   (M)   - 2 marks
Weakly Correlating   (W)   - 1 mark
No Correlation   (N)   - 0 mark

SEMESTER – II

COURSE CODE	P23MCT24	Mediated Communication (Theory)	L	T	P	C
Core-IV			6	-		4
Cognitive Level		K2: Understand K3: Apply K4: Analyze K6: Create				
Course Objectives		The course aims • To orient learners to classical and emerging theories of mediated communication. • To comprehend the role and function of media in public opinion formation. • To distinguish between various effects of mediated communication. • To help learners track and appraise emerging trends in communication theories and research. • To help learners understand theories of communication systems and how ideas spread in a media-rich world.				

Unit 1: Traditional Media and CMS Effects

Origins of Mass Communication-Mass Society, Power Effects Thesis, Propaganda Model, Passive and Active Audiences
Rise and Fall of Mass Communication, Audience Fragmentation and Media Balkanization
Functions of Mass and Mediated Communication- Brief History of Computer Mediated Communication (CMC).
Characteristics of New Media-Uses and Gratification of Social Media- Transportation Mode- Expectancy-Value Theory-Media Richness. Competence Model. Media and Channel Use Theories
Media and CMC Effects Theories-Personal Influence, Selective Perception, and Limited Effects- Cultivation theory.

Media Effects Research Tradition. An Overview of Psychological Effects of Social and Mobile Media.

Unit 2: Communication Ecology Perspectives

Media and Communication Ecology Perspective.
Harold Inns Legacy and Marshall McLuhan's Medium Theory
Media Ecology and Mediatization, Remediation
Media and Socialization
Ball-Rokeach's Communication Infrastructure Theory.
Media Multiplicity Theory (Caroline Haythornthwaite).
Media and Cultural Production, Presentation of Self Online (Ervin Goffman)

Unit 3: Cognitive, Memory, and Emotional Effects of Media

Communication and Cognition- Relevance, Limited Capacity Model
Social Information Processing Theory (Walther). .
Cognitive Approach to Mass Communication- Social Cognitive Theory.
Memory and Emotional Effects of Mediated Communication.
Emergence of Media Neuroscience.

Unit 4: (Re) Emerging Theoretical Perspective

Digital Play and Media Transference. Media Transformations (Mark Poster).
Theory of Interactive Media Effects. Social Expectations Theory.
Media Equations. Media Dependency. Media Transformations
Social Informatics Approach to Mediated Communication.
Communicating with Objects-Actor Network Theory
Jean Baudrillard's The Revenge of the Crystal
Approaches to Human-Computer Interaction(HCI)-Affordances, Usability, UX
Human-Brain Interaction (BCI)
Persuasive Technology Design-Attention, Dependencies, and Distraction.

Unit 5: Communication Systems and Networks

Social Systems Approach to Communication-Cybernetics and Self-organization. Latané's Dynamic Social Impact Theory. Castells' and van Dijk's Network Society.
Media-Influence Diffusion of Innovation, Differential Adaptation Theory and Contagion theories (Social, behavioural etc.). Information Flow Models.

How ideas Spread-Jenkins' Spreadable Media Theory, Mimetics-Memes, Virality, and Self-Organization, Emergence Autopoiesis, Critical Mass, Tipping Point- Infodemiology.

Course Outcomes

1. Analyse and interpret systems of mediated communication.
2. Critically evaluate public opinion surveys and polls.
3. Outline and write a reflexive essay on the effects of media on self and the other.
4. Analyze and interpret developments in mediated communication using multiple theoretical lenses.
5. Identify key factors driving the spread of information and virality.

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

Course Objectives (CO)   Program Specific Objectives (PSO)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	M	M	S	S	S	M	M	M	S	M
CO2	S	M	M	M	S	S	S	M	S	M	S	M
CO3	S	S	M	M	M	M	S	M	S	M	S	M
CO4	M	S	M	S	S	S	S	M	S	M	S	M
CO5	S	M	S	M	M	M	S	M	M	S	S	M

Key Text Books

Shyam Sundar, S. (2015). The Handbook of the Psychology of Communication Technology. John Wiley & Sons.

Konijn, E. A., Utz, S., Tanis, M., & Barnes, S. B. (2008). Mediated Interpersonal Communication. Routledge.

Carr, C. T. (2021). Computer-Mediated Communication: A Theoretical and Practical Introduction to Online Human Communication. Rowman & Littlefield.

de Mooij, M. (2013). Human and Mediated Communication around the World: A Comprehensive Review and Analysis. Springer Science & Business Media.

Gunter, B. (2015). The Cognitive Impact of Television News: Production Attributes and Information Reception eBook: Gunter, B.: Amazon.in: Kindle Store

References

Stacks, D. W., Salwen, M. B., & Eichhorn, K. C. (2019). An Integrated Approach to Communication Theory and Research. Routledge.
Sparks, G. G. (2015). Media Effects Research: A Basic Overview. Cengage Learning.
Siapera, E. (2017). Understanding New Media. SAGE.
Blumberg, F. C., & Brooks, P. J. (2017). Cognitive Development in Digital Contexts. Academic Press.
Donsbach, W. (2015). The Concise Encyclopedia of Communication. John Wiley & Sons.

Web Resources

Journal of Computer-Mediated Communication - https://onlinelibrary.wiley.com/journal/10836199
New Media & Society - https://journals.sagepub.com/home/nms
Media, Culture & Society - https://journals.sagepub.com/home/mcs
Communication Research - https://journals.sagepub.com/home/crx
Mobile Media & Communication - https://journals.sagepub.com/home/mmc

COURSE CODE	P23MCT25	**Advertising and Brand Communication**	L	T	P	C
Core-V			6	-		4
Cognitive Level		K2: Understand K3: Apply K4: Analyze K6: Create				
Course Objectives		The course aims • To provide a contemporary and comprehensive understanding of the of Advertising • To elucidate the importance of knowing the target audience • To outline the Creative Aspects of Advertising • To illustrate the new horizons in online Advertising • To portray certain areas in Digital Transformation				

Advertising and Brand Communication
Unit 1 Advertising- An Introduction

History of Advertising- Is Advertising Scientific Field? Definition and Types; Role and Functions of Advertising- Role of Advertising in Marketing Mix.

Changing Nature of Advertising in Digital Era-Conventional Vs Online Advertising. Data-driven Advertising. Agency Practitioners Perspective about Advertising. Future of Advertising. Is Advertising Different from Communication-Paid attention

From Audience Segmentation to Audience Engagement-Target Audiences, Positioning-Traditional and Digital Approaches. Native Advertising

Social and Economic Issues Related to Traditional and Online Advertising

Unit 2 Content and Brand Strategies

Content- Practitioner Perspectives of Advertising-The Content Matrix: Magnetic, Immersive, Smart and Practical;

Advertising Dynamics of Creating and Executing the Complete Campaign Strategy

Branding: Identity And Image Strategy. Brand Identity Elements. Projecting A Unified Message. Projecting Brand Identity. The Identity Strategy

Unit 3 Creative Strategies

Creativity and Ad Theory. The Person Individual Oriented Theories of Creativity. The Process Theories of Creative Idea Generation. Place Environment Place Based Creativity Theories. The New Creative Inspiration. Inspiration from Consumers. The Creative Challenges

Print Layout: Functions of Design. Design Principles. Gestalt Theory. Negative, or White ,'Space

Television and Videos Advertising: Telling stories. Visual Elements.

Web Advertising. Various Types of Online Advertising -Native Ads, SEM (Search Engine Marketing) Display Advertising/ Banners Pop-Up Ads, Mobile Advertising, Social Ads Retargeting and Remarketing, Email Marketing, Digital Signage, Video Marketing

Unit 4 Critical Aspects of Advertising

Advertising across cultural borders. Convergence or Divergence-Cultural Differences and Values in Advertising. Cultural Differences and Values in Advertising-Brand Perceptions Across Cultures. Advertising Culture and Values. Diverse Cultures within Nations

Advertising in Traditional and Non-traditional Environments.

What Is Involvement? Involvement and Learning Theory. Rational and Emotional Involvement and Learning. Involvement and Message Strategy. Involvement Situational or Enduring.

Enduring Involvement with the Brand The Case of Brand Communities. Relationships Amongst Types of Involvement. Involvement with the Medium. Is Involvement Always Positive. Extreme Involvement Social Implications

Unit 5 Challenges and Trends

Designing Advertising for Cross-platform Distribution-Maintaining Consistency across Divergent Media

Online Advertising as Intrusion and Adblockers and strategies for non-invasive advertising

Overview of Advertising Research-Traditional and Digital Methods

Emerging Approaches. Programmatic and Computational Advertising–A Brief Overview of Google Analytics.

Course Outcomes

Apply creative strategies to develop a brand promotion plan

Interpret data and conduct audience analysis for a advertising campaign

To produce an original public service advertising for cross platform distribution

Design banner advertising for websites and embed them a website or a blog

Demonstrate procedural knowledge on online advertising strategies

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

Course Objectives (CO)   Program Specific Objectives (PSO)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	M	M	S	S	S	M	M	M	S	M
CO2	S	M	M	M	S	S	S	M	S	M	S	M
CO3	S	S	M	M	M	M	S	M	S	M	S	M
CO4	M	S	M	S	S	S	S	M	S	M	S	M
CO5	S	M	S	M	M	M	S	M	M	S	S	M

Key Textbooks

Semerádová, Tereza, and Petr Weinlich. 2019. *Impacts of Online Advertising on Business Performance*. IGI Global.

Yang, and C. C. Kenneth. 2017. *Multi-Platform Advertising Strategies in the Global Marketplace*. IGI Global.

Rodgers, S., & Thorson, E. (2019). Advertising Theory. Routledge.

Rodgers, S., & Thorson, E. (2017). Digital Advertising: Theory and Research. Taylor & Francis.

References :

Advertising Concept and Copy,George Felton,W.W.Norton and Company,New York.London

Strategic Advertising Management, Richard Rosenbaum-Elliott · 2021

Creative Strategy in Advertising,Bonnie L.,Drewniany & A.Jerome Jewler,

Management Association, and Information Resources. 2021. *Research Anthology on Strategies for Using Social Media as a Service and Tool in Business*. IGI Global.

Reillier, Laure Claire, and Benoit Reillier. 2017. *Platform Strategy: How to Unlock the Power of Communities and Networks to Grow Your Business*. Taylor & Francis.

Web Resources

Journal of Advertising: https://www.tandfonline.com/toc/ujoa20/current

Journal of Marketing: https://journals.sagepub.com/home/jmk

American Advertising Federation: https://aaf.org/home

Interactive Advertising Bureau: https://www.iab.com/

Advertising Research Foundation: https://thearf.org/

Association of National Advertisers: https://www.ana.net/

World Federation of Advertisers: https://wfanet.org/

Marketing Science Institute: https://www.msi.org/

Wharton Marketing Analytics: https://marketing.wharton.upenn.edu/

Advertising Educational Foundation (AEF): https://aef.com/

The Advertising Council: https://www.adcouncil.org/

COURSE CODE	P23MCP21	**Multimedia Content Packaging (Practical)**	L	T	P	C
Core-VI			6	-		**4**
Cognitive Level		K2: Understand K3: Apply K4: Analyze K6: Create				
Course Objectives		The course aims • To develop an understanding of the principles of instructional design and multimedia content packaging. • To be able to create slide shows with sound to effectively communicate information. • To create explanatory videos using whiteboard animation techniques. • To be able to develop e-content using a variety of multimedia tools. • To create geo-animated multimedia content for effective communication.				

Detailed Syllabus
Procedural Knowledge on Multimedia Content Packaging
(Viva/Written Test Topics For Practical Examination)

Unit 1: eContent
Introduction to eContent
Types of eContent
Benefits of eContent
Tools for eContent Development
How to Create and Publish eContent
Incorporating User Interactions

Unit 2: Explanatory Video
What is an Explanatory Video?
Benefits of Using Explanatory Videos
Creating an Explanatory Video
Making Engaging Explanatory Videos
Best Practices for Publishing Explanatory Videos

Unit 3: White Board Animation
What is White Board Animation?

The Benefits of Whiteboard Animation
How to Plan and Create a Whiteboard Animation
Making Engaging Whiteboard Animations
Best Practices for Publishing Whiteboard Animations

Unit 4: Geo-Animations
What is Geo-Animation?
Benefits of Using Geo-Animation
How to Plan and Create a Geo-Animation
Tips for Making Engaging Geo-Animations
Best Practices for Publishing Geo-Animations

Unit 5: Animated Infographics
What is Animated Infographics?
Benefits of Using Animated Infographics
How to Plan and Create an Infographic
Tips for Making Engaging Infographics
Best Practices for Publishing Animated Infographics.

Suggested Detailed Syllabus for Multimedia Content Packaging

1. Create a simple slide show with sound, incorporating audio elements such as music, sound effects, and voiceover narration, modelled on PhotoVoice.
2. Develop an instructional design for a complex topic and create an e-content package, including slides, text, images, and audio elements.
3. Create a short explanatory video using whiteboard animation techniques, such as drawing and erasing elements on the screen to explain a concept or process.
4. Design and produce a geo-animation to illustrate a geographical location or process, such as a weather system or ocean currents.
5. Create a multimedia presentation that combines slide shows, instructional design, explanatory videos, and geo-animation elements to explain a complex topic.
6. Develop a short, animated video to explain a product or service, incorporating elements of whiteboard animation and explanatory video.
7. Create an interactive multimedia content package, incorporating elements such as hyperlinks, pop-ups, and quizzes to engage the audience and test their understanding.
8. Produce a series of slide shows to be used as promotional material, incorporating elements of animation, sound, and video to make the presentations more engaging and memorable.
9. Create a series of instructional videos to be used as a training tool, incorporating elements of whiteboard animation and explanatory video to explain complex concepts and processes.
10. Design and develop an interactive e-book, incorporating elements such as multimedia content, quizzes, and interactive elements to enhance the learning experience.

Course Outcomes
1. Students will be able to apply the principles of instructional design to create engaging multimedia content.
2. Students will be able to create slide shows with sound that effectively communicate information.
3. Students will be able to use whiteboard animation techniques to create explanatory videos.

4. Students will be able to develop e-content using a variety of multimedia tools.
5. Students will be able to create geo-animated multimedia content for effective communication.

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	M	M	S	S	S	M	M	M	S	M
CO2	S	M	M	M	S	S	S	M	S	M	S	M
CO3	S	S	M	M	M	M	S	M	S	M	S	M
CO4	M	S	M	S	S	S	S	M	S	M	S	M
CO5	S	M	S	M	M	M	S	M	M	S	S	M

Key Textbooks
The Complete Guide to Smartphone Photography. (2021). Teaching Company, LLC.
Bradford, J. (2022a). Smart Phone Smart Photo Editing. Ryland Peters & Small.
Kelowna, B. (2018). Multimedia content creation and delivery. Packt Publishing.
Griffes, L. (2021). *Phone Camera Tricks And Effects: How To Take Good Pictures With A Smartphone: Camera Phone Photos*. Independently Published.
Tasabehji, Y., & Tasabehji, M. (2022). *The Ultimate Guide to iPhone Photography: Learn How to Take Professional Shots and Selfies the Easy Way*. Page Street Publishing.

References
Abbott, D. (2017). Multimedia content packaging. Focal Press.
Anderson, T. (2015). The theory and practice of online learning. Athabasca University Press.
Ellington, H. (2017). Multimedia content design and delivery. CRC Press.
Thayer, P. (2019). Multimedia content for the web. O'Reilly Media, Inc.
Bradford, J. (2022b). Smart Phone Smart Photo Editing: A complete workflow for editing on any phone or tablet using Snapseed. Ryland Peters & Small.

Griffes, L. (2021). Phone Camera Tricks And Effects: How To Take Good Pictures With A Smartphone: Camera Phone Photos. Independently Published.

Hemmings, M. (2021). Android Smartphone Photography For Dummies. John Wiley & Sons.

Jemil, N. (2022). The Travel Photographer's Way: Practical Steps to Taking Unforgettable Travel Photos. Bradt Travel Guides.

Kelby, S. (2021). The iPhone Photography Book. Rocky Nook, Inc.

Kus, M. (2021). The Pocket Photographer: How to Take Beautiful Photos with Your Phone. Laurence King Publishing.

Web Resources

How to Package Multimedia Content for Online Delivery - https://www.clickz.com/how-to-package-multimedia-content-for-online-delivery/14263/

The Importance of Multimedia Content Packaging in Marketing - https://www.forbes.com/sites/forbescommunicationscouncil/2018/07/19/the-importance-of-multimedia-content-packaging-in-marketing/?sh=4618e5ba6e54

Best Practices for Multimedia Content Packaging - https://www.digitalmediahub.com.sg/resources/best-practices-for-multimedia-content-packaging/

The Fundamentals of Multimedia Content Packaging - https://www.skillshare.com/classes/The-Fundamentals-of-Multimedia-Content-Packaging/218758925/classroom/discussions?via=my-classes&enrolledRedirect=1.

COURSE CODE	P23MCE22	**Public Relations and Corporate Communication (Theory)**	L	T	P	C
Elective			4	-		3
Cognitive Level		K2: Understand K3: Apply K4: Analyze K6: Create				
Course Objectives		The course aims • Understand the evolution and importance of Public Relations • Understand the different methods of PR followed by the Government & private Sector • Learn the abilities to engage various stakeholders • Conduct campaigns and research in Public Relations • Handle crisis situations and resolve them using Public Relations				

Unit 1: The context of public relations

Public relations origins: definitions and history.

Public relations and the media.

Public relations and democracy.

Role of the public relations practitioner.

Skills for the ideal practitioner.

Unit 2: PR Theories and Concepts 6. Public relations theories: an overview.

Mass communication theories.

Context of Public Relations: Strategic public relations planning and management.

Intercultural and multicultural context of public relations.

Global principles and specific applications.

Unit 3: Media Relations and Public Relations Planning and Evaluation

Strategic public relations programmes and campaigns.

Public relations programme research and evaluation.

Distinction Between Public relations, propaganda and the psychology of persuasion.

Applying Laswell Model to PR.

Media relations, publicity and public relations.

Unit 4: Internal and Community Relations.

 Internal communication.

Planning internal communication.

Managing community involvement programmes.

Non-government organisations (NGOs) and pressure groups.

Unit 5: External PR 20. Public relations and the consumer.
Business-to-business public relations.
Public affairs.
Sponsorship: an overview.
Celebrity public relations.
Future issues for public relations.

Course Outcomes
CO1: Understand PR evolution and current trends
CO2: Expose students to a wide range of tools and techniques in the PR industry
CO3: Use tools to engage communication methods for various public
CO4: Plan and execute PR campaigns.
CO5: Resolve crises using PR

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	M	M	S	S	S	M	M	M	S	M
CO2	S	M	M	M	S	S	S	M	S	M	S	M
CO3	S	S	M	M	M	M	S	M	S	M	S	M
CO4	M	S	M	S	S	S	S	M	S	M	S	M
CO5	S	M	S	M	M	M	S	M	M	S	S	M

Key Textbooks
Cutlip, S. M., Center, A. H., & Broom, G. M. (2015). Effective public relations. Pearson.
Bowen, S. A., & Winkler, R. C. (2018). Public relations and communication management in Europe: A nation-by-nation introduction to public relations theory and practice. Routledge.
L'Etang, J. (2018). Public relations: Critical debates and contemporary practice. Routledge.
Cornelissen, J. (2017). Corporate communication: A guide to theory and practice. Sage Publications.
Kunsch, P. L. (2020). Corporate communication: An international and interdisciplinary perspective. Palgrave Macmillan.

References

Hsu, W.-L., & Lin, K.-Y. (2015). How corporate social responsibility influences employee organizational commitment: An empirical study in Taiwan. Public Relations Review.

Jin, Y., Liu, B. F., & Austin, L. L. (2017). Examining the effects of transparency on public trust in an organization's social media sites.

Kim, J. N., & Rhee, Y. (2018). From social media to mainstream news: The information flow of the Occupy Wall Street movement.

Liao, H.-M., & Chen, K.-T. (2020). The impact of interactive social media features on dialogic communication, engagement, and trust in corporate communication.

Zhang, W., & Cameron, G. T. (2022). Corporate social responsibility and employee advocacy behavior in China: The mediating role of employee trust.

Web Resources

Public Relations Review - https://www.journals.elsevier.com/public-relations-review/

Journal of Public Relations Research - https://www.tandfonline.com/toc/hprr20/current

Public Relations Society of America (PRSA) - https://www.prsa.org/

Institute for Public Relations (IPR) - https://instituteforpr.org/

United Nations Development Programme (UNDP) - https://www.undp.org/

International Association of Public Relations (IPRA) - https://www.ipra.org/

Public Relations and Communications Association (PRCA) - https://www.prca.org.uk/

International Public Relations Association (ICCO) - https://iccopr.com/

International Committee of the Red Cross (ICRC) - https://www.icrc.org/

The Public Relations Strategist - https://prstrategist.com/

COURSE CODE	P23MCS21	Digital Media Skills	L	T	P	C
Elective			4	-		3
Cognitive Level		K2: Understand K3: Apply K4: Analyze K6: Create				
Course Objectives		The course aims • Demonstrate a comprehensive understanding of digital media competencies, including learning to learn, reading and learning styles, managing files, tagging, and sharing, and brainstorming and mindmapping. • Apply advanced online research methods, including information trapping, following news feeds, using text analytics, and using browser extensions for research. • Develop productivity skills, including smart note-taking strategies, time management and lists, connecting apps with IFTTT, and working with apps like Obsidian and Notion. • Apply social media skills, such as working with social media management tools, basic social media metrics, personal branding with social media, managing online reputation, and working with Discord and Reddit.				

Unit 1: Overview of Digital Media Skills

Digital Media Competencies-Learning to Learn

Reading and Learning Styles-Smart Reading Strategies

Digital Fluency, Managing Files, Tagging, Sharing

Brainstorming and Mindmapping

Unit 2: Online Research Methods

Advanced Internet Search Strategies

Information Trapping and Researching

Following News Feeds, using Text Analytics

Using Browser as a Research Tool-Extensions

Unit 3: Being Productive

Time Management, Reminders and Lists

Connecting Apps (e.g.IFFFT) and Automation

Smart Note Taking Strategies

Working with Apps like Obsidian

Working with Apps like Notion App

Unit 3: Social Media Skills
Working with Social Media Management Tools
Basic Social Media Metrics
Personal Branding with Social Media
Managing Online Reputation, Image Repair
Community Participation, Discord, Reditt

Unit 5: Digital Health and Hygiene
Overview of Digital Health,
Screen Time Management, Mindful Media Use
Wearable Technologies and Quantified Self
Digital Hygiene and Detox

Course Outcomes

CO1: Demonstrate a comprehensive understanding of digital media competencies, including learning to learn, reading and learning styles, managing files, tagging, and sharing, and brainstorming and mindmapping. (Knowledge)

CO2 : Apply advanced online research methods, including information trapping, following news feeds, using text analytics, and using browser extensions for research. (Application)

CO3: Develop productivity skills, including smart note-taking strategies, time management and lists, connecting apps with IFTTT, and working with apps like Obsidian and Notion. (Application)

CO4 : Apply social media skills, such as working with social media management tools, basic social media metrics, personal branding with social media, managing online reputation, and working with Discord and Reddit. (Application)

CO 5: Create a digital health and hygiene plan for personal and professional development and implement a mindful digital media consumption program.

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	M	M	S	S	S	M	M	M	S	M

CO2	S	M	M	M	S	S	S	M	S	M	S	M
CO3	S	S	M	M	M	M	S	M	S	M	S	M
CO4	M	S	M	S	S	S	S	M	S	M	S	M
CO5	S	M	S	M	M	M	S	M	M	S	S	M

Key Textbooks

Toole, M. (2020). How to Be Productive: 7 Easy Steps to Master Productivity Apps, Productive Habits, Work Efficiency & Personal Productivity. Lulu.com.

van Deursen, A. J. A. M., & van Dijk, J. A. G. M. (2014). Digital Skills: Unlocking the Information Society. Springer.

Works, R. (2019). How to Conduct Effective Online Research. Richard Floyd Works.

Zhong, B. (2021). Social Media Communication: Trends and Theories. John Wiley & Sons.

Green, L., & Gaines, A. G. (2017). Future Ready Internet Research Skills. Enslow Publishing, LLC.

Bailey, C. (2016). The Productivity Project: Accomplishing More by Managing Your Time, Attention, and Energy. Random House of Canada.

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Brezina, C. (2017). Careers in Digital Media. The Rosen Publishing Group, Inc.

Cohen, J., & Kenny, T. (2015). Producing New and Digital Media: Your Guide to Savvy Use of the Web. CRC Press.

Di Giacomo, D., Vittorini, P., & Lacasa, P. (2019). Digital Skills and Life-long Learning: Digital Learning as a New Insight of Enhanced Learning by the Innovative Approach Joining Technology and Cognition. Frontiers Media SA.

Dunham, R. S. (2019). Multimedia Reporting: How Digital Tools Can Improve Journalism Storytelling. Springer.

Finkelstein, E. (2005). Syndicating Web Sites with RSS Feeds For Dummies. John Wiley & Sons.

Hennig, N. (2018). Power Searching the Internet: The Librarian's Quick Guide. ABC-CLIO.

Hernandez, R. K., & Rue, J. (2015). The Principles of Multimedia Journalism: Packaging Digital News. Routledge.

Web Resources

Journal of Digital Media and Policy - https://www.intellectbooks.com/journal-of-digital-media-policy

New Media & Society - https://journals.sagepub.com/home/nms

Journal of Computer-Mediated Communication - https://academic.oup.com/jcmc

Media, Culture & Society - https://journals.sagepub.com/home/mcs

Digital Journalism - https://www.tandfonline.com/toc/rdij20/current

Digital Skills and Jobs Coalition - https://ec.europa.eu/digital-single-market/en/digital-skills-jobs-coalition

Pew Research Center - https://www.pewresearch.org/topics/digital-media/

Digital Promise - https://digitalpromise.org/

Center for Digital Democracy - https://www.democraticmedia.org/