

Syllabus Template for Blended Courses

This template has been made in keeping with the HEC and FCC policies and incorporates the options for remote instruction.

**NOTE**: This template is meant to provide an exhaustive framework for developing a syllabus that you can share with students; different faculty may opt to focus on (or remove) different sections in this template.

Please feel free to modify for your own use.

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| **Course Name:** | **Media System in Pakistan** | |  |  |
| **Course Code: MCOM301** | | **Course Type (major)** | **Course Credits:** | **3** |
| **Instructor Name: Dr. Altaf Ullah Khan** | | | | |
| **A Note from the Instructor: Dr. Altaf Ullah Khan**   * *Include a note about your course’s* ***blended learning*** *model, so they are aware of what is expected.* * *You can also include a brief bio/background/introduction and/or information on your teaching philosophy (e.g. why you are teaching, why are you teaching this course, how do you define successful learning, what students can expect from you and from this course, etc.)* | | | | |
| **Instructor Contact Details**  Email: [altafkhan@fccollege.edu.pk](mailto:altafkhan@fccollege.edu.pk)  [Optional] Mobile (only if you are comfortable with this) Other:  Office Hours (face to face and/ or online): face to face:  Guidelines for contacting instructor: Please write an email during office hours. Use my official email address given above. For online contact a Zoom meeting will be scheduled, if needed. | | | | |
| **TA Name and Contact Details (if applicable):**  Name: Email:  Other: Office Hours:  Guidelines for contacting TA/s: | | | | |
| **Course Description**:  The course media system is designed to develop an understanding of the basis, operation, interaction, and dynamics of media system in Pakistan. This course focuses upon the needs of the students in the field. It is based on the idea of bridging the gap between theory and practice. Unlike a historical narration of the events unfolding in chronological manner, the course aims at developing a sense of the dynamics of the media, both as a social system, an industry, as well as individual calling.  The course will strive to prepare students for the media market: giving them a clear understanding of the development of different media, relationships with society and government(s), laws and their relationship to | | | | |

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| functioning of the media (print and electronic), influence of advertising upon the working of the media, freedom of expression and thought and journalism, and the newly emerging social media.  A few key themes, important for the understanding of the media market and culture. It will also help you understand why we are studying history and spending time on talking about people, groups, dates, and places. The recurrent themes are as follow:   * The relationship between the political system and the media system * Censorship * Laws * Direct and indirect pressures on the media * Media economy * Media management * Individuals and agendas * Interaction between print and electronic media * Hybrid media * Freedom and control * Working conditions of journalists * Journalist unions and their importance * The new media and new journalism * The way forward   Each course content will have one or more, or all the themes at work. Our aim would be to identify these themes and connect these to the present. We are aiming at the analysis of the media situation. We are not looking at rot learning.  Pre-requisites if any: MCOM201 (News Reporting)  Mode of Instruction (Asynchronous/Synchronous): Asynchronous [If applicable] Mode of peer-to-peer Contact Among Students: |
| **Main Mode of Instruction:** *(Moodle, Zoom, MS teams, etc.), Moodle and Zoom will be used primarily. We can agree on other modes during the semester. This course is a living document and will remain evolving. It will surely remain loyal to the main objectives of the course.*  **Technology Requirements** *(What do students need to know or do, in order to engage with your course activities?)*  **Technology Etiquettes** *(What you define as appropriate or inappropriate engagement with technology in your course? For example, see* [*here*](https://docs.google.com/document/d/121V-o4JeSKcvWPWoJcNMEfruRsvxqYOvIuKtLbvgAfM/edit)*.)*  **Considerations for Students with Limited Internet/Technology Access: All course material will be shared through email. In case you have limited access, whenever you get access to internet your course material will be available per email. In case you have problems accessing do let me know. Please don’t wait till the end of the course to register any problems. I won’t accept any such complaints at the end of the course.** |

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| **Lab Resources (if relevant):** |
| **[OPTIONAL]: Program Objectives Addressed** (which goals of the academic program/department does this course address?)  A B.  C.  D. |
| **Course Objectives or** [**Student Learning Outcomes**](https://docs.google.com/document/d/1me9vpl8iKR_zNX9gIODm7gkVFY9VkuSKpUJe1VyI57M/edit) **(SLOs)**  *What will your students be able to do as a result of this course that they could not do (or do as well) before? What purpose does this course and its material serve? Are there discipline-specific objectives, larger metacognitive goals, or both?*   1. Understandings the media market from a sociopolitical and cultural perspective 2. Media-government relationship: Laws, freedom of thought and expression and that of journalism 3.Social media and the future of journalism: influencers, fake news, alternative truth and the new journalism |

**Course Content, Learning Material & Activities Schedule**

## (Please modify as needed)

The schedule is tentative because it is not possible to anticipate exactly how much time each topic will require. Pl check out the online resources and alternate options for instructional tasks as linked below.

**Some important links to review for Blended Instruction in Fall 2020:**

* Please use this [Worksheet](https://docs.google.com/document/d/1zob-b2znX568oIEPMeKb-mIKddlbrLc6SeC_d1_KSco/edit) for clarity about your instructional tasks to include the three categories of students (in-class, simultaneous online and asynchronous learners) for fall semester. This will make it the following table easy to fill
* You can review this [Guide for Preparing your Blended Course](https://docs.google.com/document/d/1rV-VJO1dkTIn7uVmHENsJJz_LQjzR0aKFLHQ022XCRs/edit) to understand the process of developing and implementing a blended course
* Review Instructional Resources [(OERs)](https://docs.google.com/document/d/1Q39AquqpDVjsrUYiy_iuTZ_I3bo6_crOTVS8-pLQU3U/edit) [&](https://docs.google.com/document/d/1x4tgPQAqun7cS2MEA9mAoy3pQf36WUbPHWCy_BdhPQE/edit) Relevant [Technology](https://docs.google.com/document/d/1x4tgPQAqun7cS2MEA9mAoy3pQf36WUbPHWCy_BdhPQE/edit) resources for your use

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| **Wk** | **Topic/ Title** | [**Teaching-Learning Activities**](https://docs.google.com/document/d/1jY2UWb3QuOogkiSMdPvZd33eKe2kRpfzsTm2LSrnLko/edit#heading%3Dh.4dy4q49omahn) | | | [**Assessment**](https://docs.google.com/document/d/1Z4W_utaHpwMJP6B2jJlb9ofxFHmcagrWWOT5cUM9lj4/edit?usp=sharing) **&** [**Rubrics**](https://docs.google.com/document/d/1IdFfZ8WRSRKSceBYC4jfAyKEYdb1M6Z4GSSLueP8HD0/edit)  (with the due date) |
| **Synchronous (Simultaneously conducted)** *Presentation / Lecture*  *Live Video-Audio*  *Small Group Discussion/ Breakout Rooms*  *In-class quiz Q&A/ Live Chat* | | **Asynchronous**  (postal/ Moodle/ email) *All data will be shared through email and Moodle Discussion blogs*  *WhatsApp Readings Moodle Quizzes*  *Assignment Submission Online Content/ Recordings Lecture notes/ Annotated PPT*  *Experiential learning* |
| In-Person | Online | Off-campus and offline |
| 1 | Introduction to Media System | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
| Introduction to media system in Pakistan | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |

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| 2 | Early newspapers and their context | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
|  | Quiz #1 |  |  |
|  | Fist laws regarding the press | Lecture, video, reading content |  | Recorded video/lecture, reading content | Wednesday, Friday |
|  |  | In class presentations in groups on specific topics and themes | Research on assigned themes |  |
| 3 | Vernacular Press in the subcontinent and the beginning of the friction between the British and the natives | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
| Media in the first half of 19th century | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
| 4 | The War of Independence (1957) and the media | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
| The English Language press  Quiz #1 | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
| 5 | The first punitive laws 1831, 1858 (The Gagging Act) | Lecture, video, reading content |  | Recorded video/lecture, reading content | Wednesday, Friday |
|  |  | In class group presentations on laws and their contexts | Research submission on assigned themes |  |
|  | The question of saying truth to power/ media and anticolonialism | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
| 6 | Political awakening, Media and politics at the turn of 20th century | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
| Radio and His Majesty’s Voice | Lecture, video, reading content  Quiz #2 |  | Recorded video/lecture, reading content |  |

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| 7 | Independence and the media in Pakistan | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
| Government media relations and the power struggle | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
| 8 | The first 11 years, press commission and National Press  Trust | Lecture, video, reading content |  | Recorded video/lecture, reading content | Wednesday, Friday |
|  |  | In house group  presentations | Research and  submission on Government Press relations in early Pakistan |  |
|  | The martial Law and freedom of Press | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
|  |  | Quiz #2 |  |
| **MIDTERMS if applicable** | | | | |  |
| 9 |  |  |  |  |  |
| Democracy, Laws and dictatorships (military and civil) | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
| 10 | The Advent of TV, PTV, PBC,  governmental control and the free newspapers | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
| The media system and the system of journalism | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
| 11 | The power centers: Advertisers and pressure groups, violence against the press | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |

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|  | Continued | Lecture, video, reading content |  | Recorded video/lecture, reading content | Wednesday, Friday |
|  | In class group presentations | Research and submission |  |
| 12 | The New media and future of journalism in Pakistan | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
| Impact of Internet on journalism | Lecture, video, reading content  Quiz #3 |  | Recorded video/lecture, reading content |  |
| 13 | Social media, influencers, and their impact on media system | Lecture, video, reading content |  | Recorded video/lecture, reading content |  |
|  | Ethical Journalism in the age of fake news, alternative facts, and globalized problems | Lecture, video, reading content  Quiz #3 |  | Recorded video/lecture, reading content |  |
| 14 |  |  |  |  |  |
| **Revi- sion** |  |  |  |  |
| 15 | **CULMINATING PROJECT Final Exam** | | | | Wednesday, Friday |

**Readings:**

1. News Media and Journalism in Pakistan. LAP Lambert Academic Publishing. June 2011. (a PDF copy will be shared per email and Moodle).
2. News Media and Journalism in Pakistan and Germany (Ed.). Peshawar: Owais Publishers 2003. (a Scanned copy will be shared per email and on Moodle)
3. Pakistan’s War on Free Speech: Problems and solutions*: In :* transnational othering: Global Diversities: Media, Extremism, and Free Speech*.(eds. Eide et al.), Nordicom, 2018, pp. 137-153. (*[*https://www.nordicom.gu.se/sv/publikationer/transnational-othering-global-diversities*](https://www.nordicom.gu.se/sv/publikationer/transnational-othering-global-diversities)
4. Fixers in corporate media: Pashtun journalists under threat in North Western Pakistan: In conflict & communication online, Vol. 18, No. 1, 2019. [http://www.cco.regener- online.de/2019\_1/pdf/khan2019.pdf](http://www.cco.regener-online.de/2019_1/pdf/khan2019.pdf)

Newspaper articles, videos and audio resources and book chapters will be share each week.

# ‘Out-of-class’ Study Required (across all 3 categories of students -- those attending in-person, online, or asynchronously)

- Describe what students will be required to do to prepare for class and/or complete weekly homework. Include information here about “best practices” for maximizing their learning (e.g.attending study sessions, taking good notes). Include number of hours you expect students to study for the course

**Textbooks, Materials, Supplies and other Resources** (please see links given above for OERs and Technology tools)

- List of required and non-required texts including: title, author, ISBN #, edition, and where each text can be purchased, borrowed from, or found (e.g. Moodle course page).

* *List all required materials or equipment (e.g. lab notebooks, specific calculators, safety equipment, supplies) and where to find these items.*
* *Include any Instructional Resources* [***(OERs)***](https://docs.google.com/document/d/1Q39AquqpDVjsrUYiy_iuTZ_I3bo6_crOTVS8-pLQU3U/edit) [*&*](https://docs.google.com/document/d/1x4tgPQAqun7cS2MEA9mAoy3pQf36WUbPHWCy_BdhPQE/edit) *Relevant*[***Technology***](https://docs.google.com/document/d/1x4tgPQAqun7cS2MEA9mAoy3pQf36WUbPHWCy_BdhPQE/edit) *that you want your students to use.*
* *Include information about any required field trips or class events that have an additional cost or that will occur outside of regular class time.*

-Consider a statement indicating free or reduced-cost options that exist for obtaining course materials. Further, encourage students to speak with you if they experience logistical challenges in obtaining materials or participating in required experiences such as fieldtrips or off-campus meetings.

# Course Requirements:

Describe each graded component in enough detail that students will have a general understanding of the amount of and type of work required. Include information about the assignment’s purpose and rubric for assessment as applicable

**Class Participation**

Insert description and rubric

**Assignment 1**

Insert description and rubric

**Assignment 2**

Insert description and rubric

**Tests & Quizzes**

Insert description and rubric

**Assigned Readings**

Insert description and rubric

## The breakup is as follows:

**Class Participation 25% (in class group presentations)**

**Assignments:** 25% (research assignments submitted while at home)

**Online Discussion:** %

**Quizzes:** 24%(3 quizzes)

**Midterm exam**: %

**Final term exam:** 20% (In class on alternative dates) **Videos/poster/reflection paper 6% (punctuality, ethics, and cooperation) Any Other %**

# TOTAL 100%

**[OPTIONAL] Missed Assignments/ Make-Ups/ Extra Credit**

- Add relevant policies here, if applicable.

# Attendance Policy:

-Describe your attendance policy.

# Classroom Participation:

-Describe the function of classroom participation within the course as well as your expectations for how students should participate. Explain whether participation is required and how it will be assessed.

# Grade Determination & Course Assessment as per FCC Policy:

* *Provide a statement of your grading approach or philosophy that explains why you grade the way you do and offers some detail about how you will assess student work.*
* *Indicate your policy on late work, missed exams, and regrading.*

# Grading Legend

## Below is the grading legend of FCCU (published in all catalogues and available on the FCCU website) as approved by the Academic Council and applies for Fall as well

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| **Grade** | **Point Value** | **Numerical Value** | **Meaning** |
| A | 4.00 | 93-100 | Superior |
| A- | 3.70 | 90-92 |
| B+ | 3.30 | 87-89 | Good |
| B | 3.00 | 83-86 |
| B- | 2.70 | 80-82 |
| C+ | 2.30 | 77-79 | Satisfactory |
| C | 2.00 | 73-76 |
| C- | 1.70 | 70-72 |
| D+ | 1.30 | 67-69 | Passing |

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| --- | --- | --- | --- |
| D | 1.00 | 60-66 |  |
| F | 0.00 | 59 or below | Failing |

**Student Conduct & Other Issues:**

* *Consider including ground rules for appropriate classroom interactions, as well as a clear statement of expectations that classroom interactions will remain civil, respectful, and supportive.*

## - If any student faces any issues or has any concerns regarding the classroom climate and interactions, please feel free to contact VR office [gloriacalib@fccollege.edu.pk](mailto:gloriacalib@fccollege.edu.pk)

**Changes to the Syllabus:**

This syllabus was designed to convey course information and requirements as accurately as possible. It is important to note however that it **may** be subject to change during the course depending on the needs of the class and other situational factors. Such changes would be for your benefit and you will be notified of them as soon as possible.

**Student Support Services** [Student Counseling Services](https://www.fccollege.edu.pk/ccc/campus-counseling-center/) [Writing Center](https://www.fccollege.edu.pk/faculty-of-humanities/writing-center/)

[Mercy Health Center](https://www.fccollege.edu.pk/mercy-health-center/)

**Other Useful Policy Documents:** [Sexual Harassment Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/Doc1.pdf) [Anti-Corruption Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/Anti-corruption.pdf) [Academic integrity](https://www.fccollege.edu.pk/policy-on-academic-integrity/) [Plagiarism Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/FCCU-Plagiarism-Policy.pdf) [Academic Calendar](https://www.fccollege.edu.pk/academic-calendar/)

I expect that you will strictly follow the core values of FCCU and put your entire efforts to learn as per the course requirements, attend classes, read the textbook(s)/other assigned reading material and do the assignments in the stipulated time period

**Developed by CLT (2020) from:** [FCC Policy for Fall Semester 2020](https://docs.google.com/document/d/1DT4BSJD6eqy8rwyNEsFF6PPL5DLkSuMwpLGFpN69Y_4/edit) <https://www.aascu.org/> <https://blended.online.ucf.edu/>

**Note:**

Pl see <https://unitguides.mq.edu.au/>for additional options. Macquarie University has their syllabus online (called Unit Guides and are publicly viewable)

See additional information for [Syllabus Checklist](https://ctaar.rutgers.edu/teaching/syllabus/) and for [How to Create a Syllabus](https://www.chronicle.com/article/how-to-create-a-syllabus/?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_1411850_nl_Academe-Today_date_20200804&cid=at&source=ams&sourceId=30292&cid2=gen_login_refresh)

Please also consider [High Impact Practices](https://www.aacu.org/node/4084) for your classes