



المدرسة العليا للتربية والتكوين - أكادير  
+ΕΙΣΗ +Α.ΧΗΗ.+ Ε +ΧΣΕ Λ %ΘΣ%++Χ - .Χ.ΛΞΟ  
ECOLE SUPERIEURE DE L'EDUCATION ET DE LA FORMATION - AGADIR

# Higher School of Education and Training– Agadir

**Bachelor's Degree in Education**  
**Secondary Education – English Language**



For further details, visit our website: [www.esefa.uiz.ac.ma](http://www.esefa.uiz.ac.ma)  
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## **Module Title: Introduction to media studies**

<b>Institution:</b>	Higher School of Education and Training, Agadir
<b>Cycle:</b>	Bachelor's Degree in Education
<b>Module Code :</b>	M27
<b>Semester:</b>	4
<b>Language of Instruction :</b>	English
<b>Nature of Module:</b>	Disciplinary
<b>Total Hours :</b>	50 hours ( 40 in-person, 10 Online )
<b>Nombre de credits :</b>	4
<b>Mode of Study :</b>	In-person and Online (Hybrid)

### **1. MODULE SYLLABUS**

#### **1.1. Competencies to be acquired**

Upon successful completion of this course, students will be able:

- To understand key theories and methods of studying media, power, and social identities.
- To produce critical and visual analysis of a variety of media texts and modes of practice.
- To critically analyze the role of media in constructing gender and its intersections with race, religion, class, and sexuality.
- To address the role of new media technologies in challenging and/or reaffirming traditional constructions of gender.
- To develop writing, research and presentation skills pertaining to the field of Media Studies.
- To develop critical thinking, writing, and analytic skills through the production of original response papers.
- To become more responsible consumers—and future producers—of media texts and imagery

#### **1.2. Knowledge to be acquired**

This course seeks to:

- Provide students with a wide-ranging introduction to the issues important to Media Studies, including the development of new technologies (hard and soft), visual literacy, ideological analysis and the construction of content in visual and print media.

- Analyze local and global newspaper and magazine articles, billboards, ads in addition to other sources (contemporary art, film, video and new media) in order to have a critical understanding of popular culture and mass media productions.
- Develop writing, research and presentation skills pertaining to the field of Media Studies

### 1.3. Hourly Volume

#### Hourly Distribution by Teaching and Evaluation Activity:

(Tutorials and practical sessions are mandatory in disciplinary and vocational modules when required by their disciplinary nature. Practical work, excluding educational actions within a school, constitutes at least 20% of the total module hours.)

Component of the Module	ECTS	Hourly volume (VH)						
		Courses	TD	TP	Activities	Personal Work	Evaluation (assessment and final exam)	Total VH
	4	28	6			10	6	50
ECTS/VH global du module	4	28	6			10	6	50
% VH		56%	12%			20%	12%	100%

#### Hourly Distribution by Mode of Instruction:

Mode of Instruction	Face-to-face	Distance Learning	Alternating	Total VH
Volume Hour	40h	10h		50h
% of Total Volume	80%	20%		100%

### 1.4. Detailed Module Content Description

Week	Topics
<b>Week 1</b>	<b>Introduction and Course Overview</b> What Is Mass Communication? Communication Defined Mass Communication and Culture
<b>Week 2</b>	<ul style="list-style-type: none"> <li>• Culture as Socially Constructed</li> <li>• Shared Meaning.</li> </ul>

<b>Week 3</b>	<b><i>Mass Media as Cultural Storytellers</i></b> <ul style="list-style-type: none"> <li>• Dominant Culture Versus Mainstream Culture</li> <li>• Bill boards, Magazines, and New Technology.</li> </ul>
<b>Week 4</b>	<b><i>Media Literacy</i></b> <ul style="list-style-type: none"> <li>• Elements of Media Literacy</li> <li>• Media Literacy Skills</li> </ul>
<b>Week 5</b>	<b><i>Media Texts: Features and Deconstructions</i></b> <ul style="list-style-type: none"> <li>• What is a Text? Texts and Meanings/ Texts and Contexts</li> <li>• Deconstructing Texts / Textual Analysis / Textual codes</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>• Semiotic Analysis</li> <li>• Image Analysis</li> <li>• Discourse Analysis</li> </ul>
<b>Week 7</b>	<b><i>Defining Audiences and Exploring their Relationship with Texts</i></b> <ul style="list-style-type: none"> <li>• The Commodified Audience</li> <li>• The Active Audience</li> <li>• The Reading Audience / Gazing and Looking / Taking Pleasure</li> </ul>
<b>Week 8</b>	<b><i>Advertising and media? a relationship</i></b> <ul style="list-style-type: none"> <li>• Advertising and Audiences</li> <li>• Advertising and Persuasion</li> </ul>
<b>Week 9</b>	<b><i>Discourse, ideology, myths and representations</i></b>
<b>Week 10</b>	<ul style="list-style-type: none"> <li>• Hard News, Soft News</li> <li>• News Discourse</li> <li>• News Mythologies</li> </ul>
<b>Week 11</b>	<b><i>Women's Magazines</i></b> <ul style="list-style-type: none"> <li>• Representations</li> <li>• Narrative Strategies Pleasure and a Woman's Space</li> </ul>
<b>Week 12</b>	<ul style="list-style-type: none"> <li>• Soaps as Gendered Genre</li> <li>• Empowerment, Resistance, Ideology and Pleasure</li> </ul>
<b>Week 13</b>	Revision and recapitulation
<b>Week 14</b>	Evaluation

### 1.5. Teaching Methods and Pedagogical Resources

- Interactive lectures
- Discussions
- Presentations
- Group-work
- Project work
- Hands-on applications

### 1.6. Distance Learning Modalities (If applicable)

Moodle, Google Classroom, and other platforms depending on the pedagogical team's choice and resource availability.

### 1.7. Description of Personal Work (If applicable):

Participative approach; class discussions; group work; presentations.

## 2. EVALUATION PROCEDURES

### 2.1. Evaluation Methods

- **Final Exam: 60%**
- **Continuous Assessment 40%:** 2 to 3 quizzes; homework, assignments; class presentations; participation; portfolios.

### 2.2. Module Grade

1. A module is **validated** if the student obtains a grade equal to or greater than **10 out of 20**.
2. A module is **acquired through compensation** if the student passes the semester to which the module belongs, provided that the grade for the module is **not lower than 7 out of 20**.

## 3. BIBLIOGRAPHY

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Evans, J., & Hall, S. (Eds.). (1999). *Visual culture: The reader*. SAGE Publications.

Flood, C., Hutchings, S., Miazhevich, G., & Nickels, H. C. (Eds.). (2012). *Islam, security and television news*. Palgrave Macmillan.

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*For further information on the module and the program, Please refer to the overall bachelor program description on the official website or through this link :*

<https://drive.google.com/file/d/1Suzn0cWKQuinYe0jpFzAq4MQ7s2I-EP2/view>