Adapted MIL Curriculum for Mass Communication Department

	Media and Information Literacy						
	Theoretical: 1 hour per week, **Practical:** 1 hour per week						
	Pre-requisite courses:						
	THE ROLE OF MEDIA AND INFORMATION IN DEMOCRACY	**General Objectives:** Students should be able to demonstrate: (1) familiarity with the functions of the media and other information providers to citizens and informed decision-making through class discussions; and (2) the importance of the media to citizenship and informed decision-making through contextual analysis.					
	Theoretical				**Practical**		
WK	Content	Specific Learning Outcomes	Teachers'/ Students activities	Resources	Specific Learning Outcomes	Teachers'/ Students activities	Resources
	1. Definition of concepts (MIL)	1. Define concepts e.g. freedom of expression, access to information and fundamental human rights enshrined in Article 19 of the Universal Declaration of Human Rights (UDHR)	Define the concepts related to the topic	• Textbooks • Charts • Internet • Constitution • Flashcards • Media content • Interactive Boards • Multimedia Tools • Internet • Teaching aids e.g. flash cards, CDs, related websites.	Students can demonstrate understanding of the concepts by coming up with individual definitions through -Dramatization -Debate -Role-play -Evaluating -Analysing.	Students should check the definitions online. Gather pictures, flipcharts of when the declaration was made. Use media content as examples to describe how the media captures governance –people, processes and outcomes in their content Students source, sort and classify the media content based on the different roles they play.	• Textbooks • Charts • Media content • Interactive Boards • Multimedia Tools • Internet • Teaching aids e.g. flash cards, CDs, related websites.
	2. Democracy and MIL	2. Describe the relationship among	Students should be able to:	• CDs • Projectors	Students should be able to:	Students will:	• CDs • Projectors

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		the concepts (MIL, citizenship and democracy) 3. Interpret the relationship among the concepts (MIL, citizenship and democracy)	Brainstorm on and describe the relationships among the concepts (media and information literacy, citizenship and democracy) Discuss the relationships among the concepts (media and information literacy, citizenship and democracy) Simulate democratic processes through role play Students must be able to differentiate the different political parties on the basis of their logos and ideologies Identify gender issues in democratic processes Assess gender issues in democratic processes	• Multi-media • http://dis.shef.ac.uk/literacy • http://www.big6.com • Set, Props & Costumes • Audio-visual materials (pictures, videos) • Party logos • Set, Props & Costumes • Audio-visual materials (pictures, videos) • Party logos • Nigerian Constitution • Student association constitutions • Copy of freedom of information	Demonstrate democratic principles and processes Relate the principles and processes to MIL Cut and paste the images of the different logos on a cardboard, notice board.	Use role play to demonstrate the democratic principles and processes Pair students into groups and get them to run a group association based on democratic principles. Simulate a parliamentary session	• Multi-media • http://dis.shef.ac.uk/literacy • http://www.big6.com • Set, Props & Costumes • Audio-visual materials (pictures, videos) • Party logos • Nigerian Constitution • Student association constitutions • Copy of freedom of information
3.	Media Content and its Uses	Students should be able to: Explain the roles of the media and other information providers such as libraries, archives and internet in MIL Identify the public service functions of media and other information	Teacher will: Explain the role of the media and other information providers. Cite examples of media houses and information providers as well as public service libraries within the community Students will: Listen to the teachers	• Textbooks • Journals • Multimedia tools (projectors, laptops, microphones) • Internet • Newspapers etc. • Radio content • Television content • Videos • Internet	Students will: Identify different political programmes on radio and TV Create media content for a political jingle Identify the public service functions of media and other	Students will: identify different political media texts Create political jingles Design posters Write stories on political activities on campus	• Textbooks • Journals • Multimedia tools (projectors, laptops, microphones) • Internet • Newspapers etc.

		Theoretical			Practical		
		providers in a democratic society Describe the public service functions of media and other information providers in a democratic society Evaluate the public service functions of media and other information providers in a democratic society Outline the uses of media content in a democratic society	Give more examples Relate the examples to their local environment and current happenings in the country.	• Social media platforms	information providers in a democratic society Describe the public service functions of media and other information providers in a democratic society Evaluate the public service functions of media and other information providers in a democratic society Cut pictures of different media content in use from their local newspapers. Discuss in a group the values in different media content Students can comfortably analyze media content (professional or individual) to identify the stereotypes in them.		• Radio content • Television content • Videos • Internet • Social media platforms •
WK	Content	Specific Learning Outcomes	Teachers'/ Students activities	Resources	Specific Learning Outcomes	Teachers'/ Students activities	Resources
	REPRESENTATION IN MEDIA	General Objective: The student should be able to: (1) Demonstrate knowledge and understanding of the ways people use media in their personal and public lives,					

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	AND INFORMATION	(2) Understand the relationships among citizens and different media content and (3) Know how to use Media for a variety of purposes					
	The Concept of Representation: Definition of Concepts	Students should be able to: Define the following concepts: *representation, media, and information etc.*	Teacher should: Define the different concepts: *representation, media, and information etc.* Explain the different ways images are used to represent elements of MIL in the society (e.g. diversity, gender, power structures etc.)	Internet Phone, Newspapers clippings, News items Radio Clips from social media	Students should: Give their own definitions of the concepts *(e.g. representation, media, and information)* Show stereotypes in society using pictures	Students should: Identify representations (positive and negative) in media content	Internet Phone, Newspapers clippings, News items Radio Clips from social media
	News reporting and the power of the image and Language						
	News Reporting	Students should be able to: Identify different types and genres of media content List the characteristics of the different kinds of media content Analyze the representations in news coverage of particular media events	Teachers should: Expose students to samples of the different types and genres of media content List the characteristics of the different kinds of media content Analyse the representations in news coverage of particular	Internet Smart phones, Newspapers, Television Radio Cable TV etc	Students should: Identify the media content according to types and genres. Describe the characteristics of the different kinds of media content Analyse the representations in news coverage of	Teacher will put students in groups. Students will: Classify selected media content according to types and genres. Give examples of different kinds of media content	Internet Smartphones Newspapers, Television Radio Cable TV etc

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		media events			particular media events		
						Categorise the representations in news coverage of particular media events	
	The Power of the Visual and Language	Students should be able to: Examine how these representations are constructed, considering the use of camera angles, the composition of a photograph, types of shots, who or what is shown in the footage/photograph and who or what is excluded. Assess the power of symbols in images Explain the impact these images have on audiences Identify representations in social media	Teacher will: Explain how representations are constructed in media content. Expose the students to the effects of representations in media content (Newspapers, Magazines, Audio-visual content from Radio and TV Teacher and Students will: Discuss the power of symbols Analyse how these images influence audiences Examine how language is used to shape people's mind-sets.	Internet Smartphones Newspapers, Television Radio Laptops Multimedia tools Social media platforms	Teacher should: Present samples of representations in different media content (pictures and videos and social media posts) Expose the students to the representations in media content Teacher and Students should be able to: Discuss the power of symbols in media content and how it can be used or applied to MIL Students should be able to:	Students will: Create social media accounts in various platforms. Identify the images of representations commonly used to depict gender. Examine how these representations are constructed using various images. List out words used to represent people, places and issues negatively or positively.	Internet Smartphones Newspapers, Television Radio Laptops Multimedia tools Social media platforms

		Identify the language used to represent people, places and issues in media content.	Differentiate social media representations from mainstream media representations. Explore how social media representations influence the society		Analyse social media representations (investigate sources of these images) Create positive social media images that engender peaceful co-existence. Identify images that represent disinformation and hate speech. Identify language use that represents disinformation and hate speech. Use media images to influence audiences. Share social media representations		
	Representation of Gender and Disasters (Language and Visuals)	Teacher and Students should be able to: Identify representations of gender as they relate to MIL Analyze visual and language representations	Students should be able to: • Explore the power of images to override other non-image information. • Discuss the implications of visual	Internet Smartphones Newspapers Television Radio Pictures Audio-visual materials	Students should be able to: Identify representations of gender as they relate to MIL Analyze representations of	Students will: Brainstorm on the unintended implied messages in media content. Teacher will ask students to:	Internet Smartphones Newspapers Television Radio Pictures Audio-visual materials

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		of disaster as they relate to MIL	and language representation for an informed citizenship.	Multi-media tools (projector, interactive boards etc.)	disaster as they relate to MIL	Recall media content they have seen in the last one week (to identify which they remember and what makes them remember) Categorize different media images. List out striking words used to represent people, places and issues.	Multi-media tools (projector, interactive boards etc.)
MIL codes on diversity and representation							
	MIL Codes of Ethics	Students should be able to: Identify codes in MIL e.g. Freedom of Information Act, Nigerian constitution, Nigerian Press Council, Journalistic code of ethics, Nigerian Film and Video Censors Board Code, Nigerian Communications Act etc. Identify the ethical principles that MIL is based on.	Teacher should: Use various documents to introduce the MIL codes. Use documents to introduce the MIL ethics.	Internet Smartphones Multi-media tools (projector, interactive boards etc) Electronic & Physical codes Flashcards Stick-on papers	Students will: Map out the type of media content the different codes of MIL apply to. List out the various ethics in MIL	Students will: Match the elements of MIL to the documents.	Internet Smartphones Multi-media tools (projector, interactive boards etc) Electronic & Physical codes Flashcards Stick-on papers

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	Application of codes of ethics to various media	Students should be able to: Apply media codes of ethics to a variety of media images and texts. . Assess the purpose of media codes Assess the effectiveness of the codes of ethics	Students should: Examine the creative ways in which MIL can be used to mainstream gender issues in media and information and to improve the representation of women.	Logbook Newspapers	Students will: Apply media codes of ethics to a variety of media images and texts; Assess the purpose of media codes Assess the effectiveness of media codes	Students will: Identify Newspaper content that aligns with MIL code of ethics. Keep a two-week log book of content that is in violation of MIL code of ethics.	Logbook Newspapers
	AUDIENCE 1. The concept of Audience in MIL. 2. Identify target Audiences. 3. How audiences negotiate meaning .	Students should be able to: Define the concept of audience Give examples of different audiences. Classify target audiences on the basis of media items. Identify the factors that determine audience interpretation of media terms .	Teacher will: Explain the concept of Audience Students should: List different audience types Identify target audiences for sampled media items	Internet Smartphones Newspapers, Television Radio	Students will: Define the concept of audience Give examples of different audiences. Classify target audiences on the basis of media items. Identify the factors that determine audience interpretation of media terms .	Students will: List the types of audiences Present audience classifications for different media items on PowerPoint Characterise media audiences within the school environment	
ACCESSING INFORMATION EFFECTIVELY AND EFFICIENTLY			**Overall Goal:** The student should be able to: Determine the type of information needed for a particular task and access the information in an effective and efficient manner.				

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	Content	Theoretical			Practical		
		Specific Learning Outcomes	Teachers'/ Students activities	Resources	Specific Learning Outcomes	Teachers'/ Students activities	Resources
	Accessing Information	Students should be able to: Select efficient and effective approaches for accessing information Discuss the stages for information problem solving Explain types of information Identify potential sources of information Describe criteria used for information decisions	Teacher should: Demonstrate how and where to access different types of information. Students should be able to: List the types of information Source information for different purposes. Discuss the 6 stages for information problem-solving	• Textbooks • Journals • Multimedia tools (projected material • Internet • Smartphones • Library	Students should be able to: Search for information from different sources Solve given problem using the stages of information problem-solving. Explain types of information Identify potential sources of information	Students will work in groups to: List the types of information. Find information using different sources. State how the information found relates to problem-solving. Share their experiences in finding the information with the class.	• Textbooks • Journals • Multimedia tools (projected material • Internet • Smartphones • Library
	EVALUATION OF INFORMATION AND INFORMATION SOURCES	**General Objectives:** Students should be able to: (1) Critically evaluate information and its sources; (2) Incorporate selected information for problem-solving and analysis of ideas.					
		Theoretical			Practical		
	Content	Specific Learning Outcomes	Teachers'/ Students activities	Resources	Specific Learning Outcomes	Teachers'/ Students activities	Resources

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	Representation in Media and Information	Students should be able to:	Teacher should:		Students should be able to:		
	News reporting	Analyze representations in news coverage of particular events	Present news report of disaster scenes	Newspapers Magazines Videos Cell phones Internet	List the representations in news coverage of particular events. Describe representations in news coverage of particular events	Students listen to radio news and identify different representations in the news content	Newspapers Magazines Videos Cell phones Internet
	The power of the visual	Examine news reporting that offers alternative representations to those found in the mainstream media	Ask students to critically examine the report and outline what they have learnt		Analyse the different representations of people in television and print media	Students identify representation from television programmes or newspaper adverts	
	Representation of Issues (Gender & Disasters)	Teacher will: Assess the impact of representations on the audience and on the subject being portrayed. Analyze representations of gender in media and information systems	Ask students to list news coverage of disaster in the past one month in print media Work with students to critically evaluate the report and categorise the disaster either into man-made or natural Examine news reports on gender violence		List some situations where representations of gender and disasters has been negative and positive Describe situations where representations of gender and disasters have been negative and positive	Students with guidance of the teacher discuss how gender is represented in different media	
	Codes and Ethics of Representation	Examine diversity and ethical codes for various media industries Assess media texts based	List codes of ethical guidelines that exist in all the media industries.		Apply media codes and ethics to a variety of media images and texts Teacher and students are	Students discuss how successful the regulatory codes have been based on media content.	

		on the media codes and ethics Assess the purpose and effectiveness of these codes	Students are to identify who is responsible for creating these codes of practice. Students are to explain how the codes of practice support the interests of citizens and consumers		to apply the code of practice to representations in news reporting from the previous exercise. Students assess to what extent the regulation affects gender representations	
Television, Films, Book Publishing						
	Feature films	Students should be able to: Explain what feature films are. Identify different examples of feature films State how successful current feature films are	Teacher will: Explain what feature films are. Students will identify various versions of the representation of historical events. Teacher and Students will: Discuss how successful current television programmes and feature films are	PowerPoint projections	Students should be able to: Clearly analyse current television programmes and feature films highlighting key actors and their roles. They should be able to relate the events in the film with real life experiences.	Students and teachers watch film/video clips and highlight important lessons in the films/videos Students do role plays
	Representation (Film & Books)	Assess representations in film, television and print (including books) Analyze gender representation in advertising	Teacher and students work together to: List films that are available within the community or country.	Interactive Board Video Clips Cell phones Internet	Students should be able to discuss the representations in film, television and print (including books) Students should be able to discuss gender representation in advertising	PowerPoint projections Interactive Board Video Clips Cell phones Internet

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Nollywood, community and indigenous stories	Examine alternative, indigenous stories in television and film	Teachers and students will: Discuss the effect of the film and television industries on the viewers	Nollywood Films	Students should be able to: Identify Nollywood Films that are telling a different story about Nigeria	Teacher will: Divide students into groups. Student will: Tell alternative stories about Nigeria using one of the films.	Nollywood Films
Representation and Music Videos						
Representation in Music Videos	Analyse representations in music videos with emphasis to: gender, race	Using the internet, students and teachers will examine the videos of today's top recording artistes	Cell phones Internet Music videos Tablets	Students will analyse the messages and values of a music video of choice.	Cell phones Internet Music videos Tablets	Cell phones Internet Music videos Tablets
Advertising						
Analysis of advertising regulations	Students should be able to: Discuss advertising as an important source of revenue for television to evaluate the impact of advertising on programming and media content	Teacher presents advertising regulations to the students	Advertising samples Power point projections Internet Regulation codes Cell phones	Apply existing regulations to current examples of advertising	Students apply the regulations to adverts found in the local media	Advertising samples Power point projections Internet Regulation code Cell phones
Application of regulations to current advertisements	Evaluate the impact of advertising on programming and media content	Teacher asks students to list the way advertising affects programme content		Students discuss how advertising affects programme content	Teacher and students discuss how the source of advert can influence what representation the media portray	

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Advertising and Public Service Announcements						
Public Service Announcements (Definition and Sources of PSAs)	Analyze a number of PSAs as a means of communicating information on a variety of issues	Teacher discusses the meaning and purpose of PSA, explains how PSAs are different from commercial adverts	Advertising samples PSA samples (in Newspapers, magazines, handbills and posters) Power point projections Internet Regulation codes Cell phones	Evaluate the effectiveness of the communication strategies and the PSA in conveying information and the intended message, and in reaching the target audience	Students brainstorm on a list of issues addressed in PSAs

Students to identify the various uses of PSAs in their region or locality

Students differentiate fake announcements from genuine PSAs. | Advertising samples PSA samples (in Newspapers, magazines, handbills and posters) Power point projections Internet Regulation codes Cell phones |
Advertising and Sponsorship (location messages and audience)	Identify the latest trends in advertising	Teachers and students take an imaginary tour of the campus or community and identify the kinds of advertisements PSAs		Classify the key ingredients that are used to design an advertisement and its appeal	Groups of students discuss and present to the entire class how appeals are used in selected advertising.	
Claims and Appeals in Advertising and PSAs	Analyse the impact of advertising appeals	Teachers presents examples		Describe the appeals used in advertising		
Analysis of Political Adverts	Identify the presence of hate speech and fake news in political adverts Analyse the appeals in political adverts	Teacher presents samples of political adverts	Political adverts Handbills Fliers Power point projections	Investigate the presence of hate speech and fake news in political adverts Evaluate the types of appeals in political adverts	Students examine the samples and identify the presence the presence of fake news and hate speech	Political adverts Handbills Fliers Power point projections

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INTERNET OPPORTUNITIES AND CHALLENGES							
	Internet usage and online information habits of young people	Understand young people's internet usage patterns and interests Identify the risks and threats of getting information on the internet usage Develop the ability to use the internet resources responsibility	Teachers and students are to identify social networks and websites available, the most popular ones. Teacher explains with examples: *the negative consequences of using the internet without proper care – cause fights, ruin reputations etc. *how students can use the internet resources responsibly – do assignments, learn new skills (hair making, carpentry, painting etc.), get an online degree.	Internet Power point projection	Describe how young people use the internet and their interests Evaluate the risks and threats of getting information on the internet Develop the ability to use the internet resources responsibility	Teacher and students generate a list of social networks and websites available, the ones they frequently visit and the social networks they belong to. Students in groups list and discuss activities young people frequently engage in on the internet. Students discuss the benefits and dangers of accessing information from the internet.	Internet Power point projection
MIL, COMMUNICATION, LIBRARY & DIGITAL SKILLS							
	Definition of concepts (MIL, information, communication, library, digital)	Students should be able to: Define the different concepts	Teacher defines the different concepts	Library Internet TV programmes Radio Cell phones Newspapers Magazines	Define the different concepts	Teacher and students go to the library and check how to source information Teacher shows students how to go to different information sites and media sites	Library Internet TV programmes Radio Cell phones Newspapers Magazines
	Stages of information literacy	Identify the different stages of information literacy	Teacher explains the stages of information literacy		Identify the different stages of information literacy	Students use the stages of information literacy to solve an information problem	

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		Theoretical			Practical		
	Sources of Information (Library, internet and media)	State information sources and verify credibility of the sources	Teacher and students identify the different sources of information Teacher explains to students the tools and steps to verify the credibility of information no matter the source. **Tools:** Google Lens to check for source and originality of picture **Steps of Questions to ask** (Where is the information from? Who said what in the story? Where did they say it? At a public event or in their office or casually? How was it said? Does it fit in with how the person talks or makes statements normally?	Library Internet TV programmes Radio Cell phones Newspapers Magazines	State information sources and verify credibility of the sources	Students are to bring pictures of different information sources Teacher divides students into groups with different stories from different sources : Groups of students discuss whether the stories are valid and credibility using the tools and steps outlined by their teacher and then make a presentation to the class.	Library Internet TV programmes Radio Cell phones Newspapers Magazines

NEW AND TRADITIONAL MEDIA FORMATS		**General Objectives:** Students should be able to: (1) Make use of digital technology, communication tools and networks for information gathering and (2) Utilise the information gathered in appropriate decision-making					
		Theoretical			**Practical**		
	Content	Specific Learning Outcomes	Teachers'/ Students activities	Resources	Specific Learning Outcomes	Teachers'/ Students activities	Resources
	Definitions, Uses and differences of new and traditional media & the Internet						

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Brief history of the media	Teacher should: Explain a brief history of the media. State what makes them different	Teacher should: Trace the history of the media State their differences	Cell phones Internet Laptops Multimedia Tools (projector etc.)	Students should be able to: Use new media tools to access Share information using new media	Students will: Discuss the different new and traditional media tools Create a group social media account. Take turns to share information on the social media platform Teacher will: Monitor the information shared on the platform. Give feedback to students.	Smartphones Internet Laptops Multimedia Tools (projector etc.)
Differences and Use of New & Traditional media	Teacher will: Describe the uses of new media Highlight the uses of traditional media	Teacher will: List the types of new media Identify the types of traditional media. Ask students to identify the type of media they have used.		Students should be able to: Describe the uses of new media Highlight the uses of traditional media	Students would use new media tools to share information	
Challenges and Risks of New Technologies	Enumerate the challenges and risks of the internet use as a new media format	Ask students to enumerate the risks and threats of new media technologies Teacher can add more challenges by showing students the risks with examples online:	Internet laptop	Students should: Be able to copy information from new media Know the dangers of putting personal	Students to cite examples of victims of internet cybercrime (killings, internet fraud etc.) Teacher to show students how to protect themselves on	

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			The hacking of celebrities cloud accounts and publishing of their naked pictures online, stories of people whose accounts had been hacked etc.		information online and know how to protect themselves.	social media and online: Turning off location settings Not putting images of their personal lives on social media etc.	

SITUATING THE SOCIOCULTURAL CONTEXT OF MEDIA CONTENT	**General Objectives:** Students should be able to: (1) Demonstrate their understanding that media content is produced within social and cultural content through discussion.

		Theoretical			Practical		
WK	Content	Specific Learning Outcomes	Teachers'/ Students activities	Resources	Specific Learning Outcomes	Teachers'/ Students activities	Resources
	Socio-cultural dimension of global media	**Teacher should:** Ask students to define popular culture **Students should be able to:** Explain how media influences popular culture.	Teachers and Students should be able to: Discuss how the media influences popular culture. Examine whether the media encourages homogenization Assess whether the media encourages diversity in the new entertainment culture .	Textbooks Internet Laptops Projectors Music Film Fashion magazines Soft sell print media Recorders etc.	Students will demonstrate: How the media influences popular culture using role play. Using role play to show how the media encourages greater homogenization and diversity in the new entertainment culture	Group work and presentation on media influence in popular culture.	Textbooks Internet Laptops Projectors Music Film Fashion magazines Soft sell print media Recorders etc.
	Technology Convergence	Teacher and Student should:	Teacher and Student will: Discuss how the media influences decision making	Textbooks Television Satellite dish	Student should be able to:	Students will:	Textbooks Television Satellite dish

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		Discuss how media (e.g. satellite and cable television, internet) can address the information needs of different people.	on global issues Examine whether the media encourages representative voices when discussing issues	Internet Handset Radio set Newspaper Magazine etc.	Identify publications and issues of a publication or view media programs intended for different people in the community.	Read selected texts and analyse content. Listen to Radio programmes and analyse trends of reporting in the various media.	Internet Handset Radio set Newspaper Magazine etc.
	EVALUATION PROCESS:	Continuous Assessment(Tests, Attendance, Quiz): 40% Examination: 60%					

Recommended Textbooks and References:

- *Adbusters* – www.adbusters.org – Offers a critique of advertising and popular culture;
  - famous for its 'spoof' ads
- *Advertising Age* – www.adage.com – An industry publication, with advertising costs, reports on strategies, etc.
- *Ads of the World* – http://adsoftheworld.com/ – An advertising archive and forum discussing advertising work worldwide
- *The Persuaders* – Frontline – www.pbs.org – This programme explores how marketing and advertising strategies have come to influence not only what people buy, but also how they view themselves and the world around them. This 90-minute documentary draws on a range of experts and observers of the advertising/marketing world. The entire programme can be viewed online at the PBS website in six excerpts. For this module, if possible, view Chapters 1 and 2 of the programme *High Concept Campaign and Emotional Branding*
- http://www.un.org.za/public-service-announcement-on-the-effects-of-drugs
- http://www.unodc.org/unodc/en/human-trafficking/human-trafficking-public- service-announcements.html
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- Committee to Protect Journalists, at http://www.cpj.org
- Nigerian Press Council Code of Ethics
- NBC Code of Ethics
- APCON Code of Ethics
- Nigerian Communications Act
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- Film Education, 91 Berwick Street, London UK W1F 0BP . This includes a variety of free teaching materials and outstanding study guides, many of which can be downloaded from the web site, www.filmeducation.org.
- Film Study Guides for High School. Written for Pacific Cinematheque and distributed by Open Learning Agency of BC, Canada, these include study guides for individual films www.cinematheque.bc.ca
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