
The Middle East: An Understanding of Media Sources and Their Impact

Applied Science and Environmental Technology

Course Number: GED1896	Co-Requisites: N/A	Pre-Requisites: N/A
Applicable Program(s): Multiple Programs	AAL: Multiple Levels	Core/Elective: Multiple Core/Elective
Prepared by:	Caroline Wakim, Professor	
Approved by:	Sherryl Fraser, Chair	
Approval Date:	Thursday, June 6, 2019	
Approved for Academic Year:	2019-2020	
Normative Hours:	42.00	

Course Description

We live in an age in which influential messages about pressing events and social issues are delivered through mass media. Therefore, it is essential that people consciously analyze and evaluate media messages when interpreting history and current events. Students seek out current, accurate and credible sources of information and examine the influence that media messages have on their understanding of the world. Through the analysis of readings and audio and video materials, students develop critical-thinking skills while gaining an understanding of historical and current events in the Middle East.

General Education Theme Area(s)

This is a General Education course that supports learning in the following theme area(s): Social and Cultural Understanding

Relationship to Essential Employability Skills

This course contributes to your program by helping you achieve the following Essential Employability Skills:

- EES 1 Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. (A)
- EES 2 Respond to written, spoken or visual messages in a manner that ensures effective communication. (T, A)
- EES 7 Analyze, evaluate and apply relevant information from a variety of sources. (T, A)
- EES 8 Show respect for diverse opinions, values, belief systems and contributions of others. (A)

EES 9	Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. (T, A)
EES 10	Manage the use of time and other resources to complete projects. (A)

Course Learning Requirements/Embedded Knowledge and Skills

When you have earned credit for this course, you will have demonstrated the ability to:

1.) Challenge your own assumptions, generalities and stereotypes about the Middle East by decoding images, vocabulary and video clips.

- distinguish between generalizations and stereotypes.
- identify the varied geographic boundaries of the Middle East
- learn critical vocabulary about the Middle East.
- learn about ethnic and religious diversity of the Middle East.

2.) Analyze and evaluate multiple and conflicting historical, political and cultural point of views found in history textbooks, web pages, documentary film, songs and maps related to the Israel/Palestine conflict.

- identify and discuss bias in history textbooks related to Arab/Israel conflict and the 1948 Independence of Israel.
- examine history of the 1967 Arab/Israel war by analyzing point of view and bias in web pages.
- analyze credibility, bias and truth in documentary film.
- identify how political and cultural perspectives are communicated through song.
- identify and discuss the biases of maps, including use of specific content, language and symbols.

3.) Understand and evaluate authorship credibility and bias in historical timelines, music video, documentary film, political cartoons, newspaper headlines related to the War in Iraq.

- recognize political bias in historical timelines.
- explore the role of media in a totalitarian government.
- review the history of the Gulf War of 1991 and learn about the influence of media coverage.
- identify editorial messages, stereotypes or characterizations within political cartoons.
- recognize and analyze how newspaper headlines, images and TV news stories bias readers.

4.) Recognize the role of media in the interpretation of information related to the growth of militant groups.

- recognize perspective and point of view in encyclopedia articles related to Islam.
- examine language and the power of words to craft impressions about Arab people, Muslims and Islam.
- explore ethical dilemmas associated with media reporting in this area.
- identify ways in which magazine headlines and images related to the revolution in Iran bias readers.

analyze credibility, bias and truth in documentary film related to the history of Afghanistan.

Evaluation/Earning Credit

The following list provides evidence of this course's learning achievements and the outcomes they validate:

Assignment(s) (32%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, EES 1, EES 2, EES 7, EES 10

Group Written Assignment(s) (40%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, EES 1, EES 2, EES 7, EES 8, EES 9, EES 10

Comparative Analysis (20%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, EES 1, EES 2, EES 7, EES 8, EES 9, EES 10

Journal/Reflective Assignment(s) (8%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, EES 1, EES 2

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

Learning Resources

1. There is no required textbook for this course.
2. Course notes for each learning unit consist of lessons posted on Brightspace
3. Various web based readings and resources (including video and audio clips)

Learning Activities

1. Individual activities and assignments.
2. Individual reading and analysis.
3. Groups activities and discussions.

Prior Learning Assessment and Recognition

Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:

- Portfolio

Grade Scheme

Final Grade	Mark Equivalent	Numeric Value	Final Grade	Mark Equivalent	Numeric Value
A+	90% - 100%	4.0	A	85% - 89%	3.8
A-	80% - 84%	3.6	B+	77% - 79%	3.3
B	73% - 76%	3.0	B-	70% - 72%	2.7
C+	67% - 69%	2.3	C	63% - 66%	2.0
C-	60% - 62%	1.7	D+	57% - 59%	1.4
D	53% - 56%	1.2	D-	50% - 52%	1.0
F	0% - 49%	0	FSP	0	0

Course Related Information

Please refer to the Course Section Information (CSI) / weekly schedule for specific course-related information as provided by your professor.

College Related Information

Email

Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.

Students with Disabilities

If you are a student with a disability, you are strongly encouraged to make an appointment at the Centre for Accessible Learning to identify your needs. Ideally, this should be done within the first month of your program, so that a Letter of Accommodation (LOA) can be provided to your professors. If you are a returning student, please ensure that professors are given a copy of your LOA each semester.

Retroactive Accommodations

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

Academic Integrity & Plagiarism

Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Policies AA18: Academic Dishonesty and Discipline and AA20: Plagiarism

Student Course Feedback

It is Algonquin College's policy to give students the opportunity to share their course experience by completing a student course feedback survey for each course they take. For further details consult Algonquin College Policy AA25: Student Course Feedback

Use of Mobile Devices in Class

With the proliferation of small, personal mobile devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Policy AA32: Use of Mobile Devices in Class

Transfer of Credit

It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

Note: *It is the student's responsibility to refer to the Algonquin College Policies website for the most current information at <http://www.algonquincollege.com/policies/>*

Legend

Terms

- ALO: Aboriginal Learning Outcome
- Apprenticeship LO: Apprenticeship Learning Outcome
- CLR: Course Learning Requirement
- DPLO: Degree Program Learning Outcome
- EES: Essential Employability Skill
- EOP: Element of Performance
- GELO: General Education Learning Outcome
- LO: Learning Outcome
- PC: Program Competency

- PLA: Prior Learning Assessment
- PLAR: Prior Learning Assessment and Recognition
- VLO: Vocational Learning Outcome

Assessment Levels

- T: Taught
- A: Assessed
- CP: Culminating Performance