

John Jay College of Criminal Justice
The City University of New York

New Course Proposal

When completed, this proposal should be submitted to the Office of Undergraduate Studies-Room 634T for consideration by the College Curriculum Committee.

1. Department (s) proposing this course: Communication and Theater Arts
2. Title of the course: **DRA1XX Self, Media, and Society**

Abbreviated title (up to 20 characters): Self Media & Society

3. Level of this course:

100 Level 200 Level 300 Level 400 Level

4. Course description as it is to appear in the College bulletin:
(Write in complete sentences except for prerequisites, hours and credits.)

This course is a study of the media's impact on all our lives. Over the semester, we will study a variety of electronic media (social media, movies, television, video games, radio, etc.) and examine the ways these media forms shape our knowledge, lives, and entertainment. Students will deepen their media literacy skills, gain insight into how media messages are constructed, and explore the impact of media on different regions and peoples around the world. Today, understanding the role the media plays in all our lives is essential to our participation in social and political life, the advancement of justice, as well as being a requirement in many workplaces. In this class, students will master a variety of media literacy approaches and engage in individual and group research assignments.

5. Has this course been taught on an experimental basis?
 No
 Yes: Semester (s) and year (s): Fall 2011, First Year Seminar
Teacher (s): Prof. Lyell Davies
Enrollment (s): 22
Prerequisites (s): none

6. Prerequisites: none

7. Number of: class hours 3 lab hours credits 3

8. Brief rationale for the course:

In *Rhetoric*, Aristotle argues that speech communication is a discipline that impacts all other disciplines, including politics, science, medicine, justice and the law. Today, the same argument can be made of electronic media communication. As traditional and new media forms converge, the electronic media is dramatically impacting a diversity of social discourses and disciplines,

including criminal justice, race and gender, social and cultural life, global relations, privacy, citizenship and political life, library science, communication and human rights, etc.

Digital native students are immersed in a host of these aspects of digital media communication, but commonly have little by way of a framework through which to understand or theorize how these media forms (including heritage media forms such as TV and radio, as well as digital media, social media, video games, Internet 2.0, etc.) are impacting their lives. This introductory 100-level course is designed to instigate and deepen student analysis of the media. It will provide students with both an introduction to the study of the media and its history, while also providing them with media literacy skills, terminology, and methodologies that will allow them to become critical media literate media-consumers and media-producers.

- 9a. Knowledge and performance objectives of this course:
(What knowledge will the student be expected to acquire and what conceptual and applied skills will be learned in this course?)

Knowledge skills:

- 1) Students will learn about the role the electronic media has played in shaping society, including its role in the emergence of the modern nation state, mass culture, modern “subjectivities”, the “information society”, and transnational and global culture.
- 2) Students will develop a basic understanding of the historical evolution of the electronic mass media from the introduction of the telegraph in the mid-1800s, to the present.
- 3) Students will explore the forces shaping the development of the electronic mass media, including commerce, new technologies, and the role of government media regulation and policy-making.
- 4) Students will deepen their understanding of the present day communication forms that impact their own lives, including the impact of social networking, the Internet, iPod-culture, YouTube, and so on.

Conceptual skills:

- 1) Students will deepen their media literacy skills, thereby facilitating a better exploration of the varied cultural, political, technical, and economic forces, that shape the electronic media communication and its operation.
- 2) Through a the close reading of electronic media content (including the formal properties, visual and kinetic elements and other textual content) students will develop the analytic and reasoning skills needed to launch a rich theoretical analysis of media messages.
- 3) Through a deepening of their media literacy skills, students will enhance their ability to make intelligent use of varied electronic media forms.

Applied skills:

- 1) Students will deepen their ability to ‘read’ the content of electronic media messages, including the textual and visual content of broadcast news, film, advertising, Internet-based communication forms.
- 2) Through targeted research activities, students will deepen their information literacy skills and deepen their communication skill as they present the findings of their research in oral, written, and digital media forms.
- 3) Students will develop the vocabulary and terminology needed for an appreciation of varied media forms and for potential employment in electronic media industries.
- 4) Students will develop the organizational, editorial, and technical skills needed to launch their own small-scale media communication project (a class blog, etc.).

- 9b. Indicate learning objectives of this course related to information literacy.

The information literate student determines the nature and extent of the information needed, accesses information effectively, efficiently, and appropriately, and evaluates information and its sources critically. The student uses information effectively to accomplish a specific purpose, ethically and legally. (e.g., students demonstrate critical interpretation of required readings; and/or effective searching of appropriate discipline specific bibliographic databases; and/or primary data gathering by observation and experimentation; and/or finding and evaluating Internet resources. For many more examples of classroom performance indicators and outcomes see the ACRL standards for higher education at <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>).

For questions on information literacy see the library's curriculum committee representative.

Information literacy will be enhanced in the following ways

1. Students will deepen their and their media literacy and information literacy skills in relation to:
 - How media transmitted information is shaped and designed by its producers to persuade audiences or viewers.
 - Through the in-depth examination of various media forms students will explore the complexity of media messages, and how media messages can transmit a variety of contradictory messages simultaneously and can be received and interpreted in divergent ways by audiences.
 - Students will explore the role of aesthetics in media communication and the relationship between visual design and the perceived credibility of information.
 2. In their research and writing assignments, students will link their own experience of the media with contemporary media studies theories. Students will be required to examine:
 - The credibility of information available to them within various media forums (i.e. blogs, user generated content, Internet news sources, television news, etc.).
 - The impact and the credibility of information provided to them by fantasy and imagination centered media forms (i.e. video games, TV shows): students will explore the impact of a variety of entertainment-based information on the formation of socio-political life and culture.
10. Recommended writing assignments:
(Indicate types of writing assignments and number of pages of each type. Writing assignments should satisfy the College's requirements for writing across the curriculum.)

Over the semester, students will complete in two interlinked research assignments:

- 1) Student blog: Students will create and maintain an online blog on which they will provide six written responses to class readings and the media topics addressed in class (400+ words each). In their blog entries, students will: respond to a week's reading materials, lectures, or classroom discussion; link the themes discussed with aspects of their own media use; provide additional research on themes that were not fully explored during class time; provide anecdotal examples that relate to the themes of the class; etc. In addition, students will complete four structured blog questionnaires on their experiences as college freshmen (400+ words each). Blogs will be evaluated every second week to monitor student progress.

- 2) Final research assignment: The final research assignment will springboard off the student blog entries from the semester. In consultation with the instructor, students will develop a short list of questions that have not been answered by the class readings or in class discussion. Students will then use research skills developed over the semester to answer these questions. Findings will be presented orally in scheduled presentations and posted to student blogs. Students will meet with the instructor during the instructor's office hours to discuss their assignment questions.

The final research assignment will be 800+ words in length; research projects that include other media forms (photos, video, etc.) must exhibit a similar amount of work/content and illustrate student's literacy ability in visual or other media forms. APA referencing required for all writing exercises.

11. Will this course be part of any major (s) or program (s)?
 No
 Yes. Major or program:
 What part of the major? (Prerequisite, core, skills, etc.)

12. Is this course related to other specific courses?
 No
 Yes. Indicate which course (s) and what the relationship will be (e.g., prerequisite, sequel, etc.).

This course will serve as a gateway course for students seeking to enter the Speech and Media minor offered by CTA. In this capacity, it will serve as a primer for SPE240 Contemporary Media in Everyday Life, DRA261 Video Production Basics, SPE213 The Impact of the Mass Media on the Administration of Justice, and other media course offerings by CTA. Themes presented in this course also provide a theoretical counterpart to digital media production offerings presently offered by Art and Music and English's journalism minor.

This course is being designed with an eye to fulfilling key requirements within John Jay's new Gen-Ed requirements. It will address "reasoning and communication," student's essential knowledge of "self, culture and society," as well as themes linked to the proposed "justice core" goal of fostering information literacy, civic engagement, and responsible citizenship.

13. Please meet with a member of the library faculty before answering question 13. The faculty member consulted should sign below. (Contact the library's curriculum committee representative to identify which library faculty member to meet with).

Identify and assess the adequacy of the following types of library resources to support this course: databases, books, periodicals. Attach a list of available resources.

The library has good online resources to support this course: for instance, "Communication and Mass Media Complete" provides access to 100 media and communication journals and handbooks and "Newslink" provides links to online newspapers, magazines, and media (TV/radio) sites. In addition: excellent media related materials are available through the CUNY+ network, and Hunter College, Queens College, and other CUNY colleges have extensive media-related holdings. As a course exploring contemporary media, important content and research materials are directly available online. For example, The Pew Center's Internet and American

Is this proposed course similar to or related to any course or major offered by any other department (s)?

No

Yes. What course (s) or major (s) is this course similar or related to?

Did you consult with department (s) offering similar or related courses or majors?

Not applicable No Yes

If yes, give a short summary of the consultation process and results.

- 1) We have consulted with Kate Szur of the First Year Experience: this course will be offered experimentally in Fall 2011 as part of FYE.
- 2) We are consulting with library staff to explore how to most effectively link this course with the information-literacy skills students need in the age of Internet 2.0 (now Internet 3.0?).
- 3) We have consulted with Prof. Cyriaco Lopes of Art and Music to discuss developing and offering media courses that can serve as a media literacy/theory/history-based companion to that department's digital media production classes.

Will any course be withdrawn if this course is approved?

No

Yes, namely:

Signature (s) of chair of Department (s) proposing this course: Professor Seth Baumrin

Date: April 20, 2011

DRA199 Self, Media, and Society

Fall 2011

GENERAL INFORMATION

Instructor: Prof. Lyell Davies

Office: RM336-4, T-Building. Dept. Communication and Theater Arts (CTA)

Email: ldavies@jjay.cuny.edu

Office hours: Tuesday/Thursday, 11am-12-noon, and Friday, 1:30pm-2:30pm, or by appointment.

Course meets: Tuesday/Thursday

Time: 12:15-1:30pm

Classroom: NB 1.129

Course blog address: <http://dra199.wordpress.com/>

Course title: DRA199.01

Course code: 2938

Section: FYS17

Credits: 3 hours, 3 credits

Abbreviated title in undergraduate bulletin: Self Media & Society

First Year Experience (FYE) contacts:

Nancy Yang, Student Success Coach. nyang@jjay.cuny.edu

Jenny Martinez, Peer Mentor. jenny.martinez@jjay.cuny.edu

COURSE DESCRIPTION

This course is a study of the media's impact on all our lives. Over the semester, we will study a variety of electronic media (social media, movies, television, video games, radio, etc.) and examine the ways these media forms shape our knowledge, lives, and entertainment. Students will deepen their media literacy skills, gain insight into how media messages are constructed, and explore the impact of media on different regions and peoples around the world. Today, understanding the role the media plays in all our lives is essential to our participation in social and political life, the advancement of justice, as well as being a requirement in many workplaces. In this class, students will master a variety of media literacy approaches and engage in individual and group research assignments.

LEARNING OUTCOMES

1. Course specific knowledge: By the completion of this course students will have a solid understanding of the basic principles of media literacy, including an understanding of how electronic media impacts and shapes our daily lives.
2. Critical thinking: Students will have acquired the analytical tools, language, and terminology of the media studies discipline, so that they are able to clearly examine and discuss aspects of the media.

3. Linking academic research, intellectual growth and everyday life: Students will recognize the relevance of an academic discipline to their individual intellectual growth and understand how scholarly research can be applied to their own everyday lives.
4. Communication skills: Through communication activities (including verbal presentations, group discussion, writing exercises, and the maintenance of class and individual blogs) students will have deepened their ability to communicate their ideas and viewpoints with each other and a wider community.
5. Building interpersonal relationships: Students will learn to collaborate with partners, or in groups, to achieve a goal.
6. Using college technology and resources for academic success: Through assignments that require an engagement with electronic information forms, students will have improved information literacy skills. Students will use the College's social, personal and academic support services and resources.
7. As a First Year Experience course, students will have considered their academic and career goals and have developed a plan to work toward those goals.

POLICY ON ATTENDANCE, ETIQUETTE, AND PARTICIPATION

Attendance: students should arrive punctually at class—and should not leave early except in an emergency and not without talking to the instructor beforehand. Three late arrivals are equal to one full absence; anyone more than half an hour late is considered absent. Four unexplained absences will lead to an automatic grade reduction of 5%. A student missing more than six class without explanation *risks failing the course*.

Interpersonal Etiquette: in class, students are required to conduct themselves in a way that is respectful of their peers, the instructor, and the learning environment. Speech or actions that are disrespectful or designed to cause hurt or offence will not be tolerated. Private conversations, private cell phone use, and personal texting, are not permitted.

Laptop computers: As a media course using online resources, students may use laptop computers or similar electronic devices in class. However, the use of these devices is limited to a designated seating area at the front of the class and student using these devices must explain to the instructor how their online activities relate to the course. The use of electronic devices may be terminated by the instructor, at any time.

Electronic etiquette: As an extension of our time in class together, we will be conducting discussions through group and individual blogs. The same level of etiquette and politeness that you exhibit in class is required online. In addition, although we are sometimes used to using more casual language online, your electronic postings should be written in standard written English, since they are an extension of an academic environment. Please spell out all words (do not use “text speak” like “u” for “you,” “2” for “too,” etc.). When you are writing online for this class, think about the 3 Ps: **p**arents, **p**rofessors and **p**rospective employers. You should never write anything on the Internet, even if you think it's private, that you would not want the 3 Ps to see. All students must have a working John Jay e-mail account: Failure to maintain and check your John Jay email will result in missed assignments or updates.

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Participation: through class participation students have the opportunity to express their ideas while developing the communication skills needed for every aspect of college and professional life. Class participation is a *required* feature of this class, and is graded (see assessment section for details).

If you bring beverages to class please make sure to remove your empty bottles/cups. Food is not permitted in class. No exceptions!

ASSIGNMENTS**Reading assignments:**

Each of the topics addressed in the course will be linked to an assigned reading: all readings are required and should be completed before class.

Required text: *Media Literacy*, by W. James Potter. (2011). 5th ed. Los Angeles, London, New Delhi, Singapore: Sage (ISBN 978-1-4129-5875-2). This title is available in the college bookstore.

Your research assignment:

1) Create and maintain your own blog. Early in the semester, you will set up a blog using Wordpress. You may add to your blog at any time, it is yours! There will be six graded blog assignments linked to the study of the media and four graded blog assignments linked to your experiences as freshmen at John Jay (400+ words each).

2) By mid semester you will choose one theme linked to the course for your in-depth research project. For your project, you must make an appointment to meet with the instructor to develop a short list of questions that have not been answered by the class readings or in the class discussion. You will then use the research skills you have developed over the semester to answer these questions. Students will be required to “pitch” their research projects to the full class for responses and to bring like-minded projects together for collaboration—*collaborative research projects are encouraged!* The outcome of your research projects will be presented orally in the final weeks of the semester and posted to your blog.

Your in-depth research assignment should be 800+ words in length; research projects that include other media forms (photos, video, etc.) must exhibit a similar amount of work/content and illustrate student’s literacy ability in visual or media forms. APA referencing required for all writing exercises.

ASSESSMENT & GRADING

Blog freshman questionnaires (4) There will be four required blog questionnaires: (5% x 4 = 20% class grade): here, you will answer a range of questions about themes related to your freshman college experience. Your answers should clearly explain your ideas and thoughts on these themes.

Your media blog (5% x 6 =30% class grade) (see “Research Assignments” section above for details). Over the course of the semester you will have six media writing assignments on your blog. Your blog entries will be assessed on: (a) their relevance to the content of the course; (b) their demonstration that you are following class discussions and keeping up with the course readings; (c) your ability to connect themes from the course with your everyday experiences; (d) your appropriate terms and concepts drawn from the course materials; (e) good organization of the information posted on your blog; (f) your ability to express your ideas and thoughts clearly in writing; (g) good overall maintenance of your blog.

In-class quizzes (5) There will be five in-class quizzes over the semester: questions will be based on the readings, lectures and discussions. The best four quiz grades will go towards your final grade (2.5% x 4 = 10% class grade)

Final research project

- Writing component: (15% class grade) (see “Research Assignments” section above for details). The written component of your final project should be more polished than your blog entries, it should effectively explore and answer the questions you have set out to explore; it should be well written and clearly organized with an introduction, conclusion, and well defined main points.
- Oral presentation: (5% class grade).

Final Exam (10% class grade): questions from the whole semester.

In-Class Participation (10% class grade): Students who make a “sustained high quality contribution” to class discussions will automatically be awarded a bonus 10% towards their final grade. A sustained high quality contribution indicates a student has contributed to all or most classroom discussions or group exercises, has introduced into classroom discussion themes from the assigned readings, and has presented their ideas and asked questions in a way which has enriched the learning environment for all. Students who intermittently/occasionally participate in classroom on a weekly basis will be awarded 5% towards their final grade. Students who do not participate in the classroom will be awarded 0% towards their final grade.

Grade definitions: defined by The City University of New York.

A, A-, B+	Excellent (87-100%)
B, B-, C+	Very Good (71-86%)
C, C-, D+	Satisfactory (57-70%)
D, D-	Poor (Passing, but too many “Ds” can lead to dismissal)(40-56%)
F	Failure (not erased when course is retaken and passed)(below 40%)
WU	Withdrew Unofficially

PLAGIARISM

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. When using Internet based sources for your research there is a temptation to cut-and-paste from others’ work into your own work: this can lead to unintentional

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plagiarism and *must be avoided!* Paraphrasing and summarizing as well as direct quotations require citations to the original source. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (and which do not require documentation) and restatement of the ideas of others. Paraphrase, summary, and direct quotation, are acceptable forms of restatement as long as the source is cited.

Students who are unsure how or when to provide referencing documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation (from the John Jay College of Criminal Justice Undergraduate Bulletin, pp. 38-39)

NOTE: Assignments that are in whole or in part plagiarized will automatically be awarded a grade of 0% and students will not be able to repeat the assignment.

COURSE SCHEDULE

Tuesday, August 30

Introduction

Course outline and discussion of life in college
Meet your peer mentor!

PART ONE: INTRODUCTION TO MEDIA LITERACY

Thursday, September 1

Our media saturated world

Reading: *Media Literacy*, Chapter 1, “Living in the Message-Saturated World,” pages 3-10.

Monday, September 5—LABOR DAY, COLLEGE IS CLOSED

Tuesday, September 6

Media literacy in-class group assignment.

Reading: *Media Literacy*, Chapter 2, “Media Literacy Approach,” pages 11-20.

Thursday, September 8

Creating your student blog!

NOTE: Class meets in library classroom to set up blogs: guest presenter Prof. Jessica Cantiello.

Media Literacy, Chapter 2, “Media Literacy Approach,” pages 20-25.

Tuesday, September 13

Flip Camera Workshop

NOTE: Quiz #1

Thursday, September 15

Marking your first year at college a success! Guest presenter: FYE staff.

BLOG QUESTIONNAIRE #1 DUE: Entrance Report: What is Your Plan For College?

PART TWO: MEDIA INDUSTRIES

Tuesday, September 20

Development of the Mass Media Industries

Film screenings: early Edison, Lumiere, and Porter films.

Reading: *Media Literacy*, Chapter 6, “Development of the Mass Media Industries,” pages 79-88.

Thursday, September 22

Group in-class assignments: How did the movies become an industry?

Reading: *Media Literacy*, Chapter 7, “Economic Perspective”, pages 89-114.

Tuesday, September 27

Radio and Television

Reading: *Media Literacy*, Chapter 8, “Current Status”, pages 115-122.

NOTE: Quiz #2

September 28-30—NO CLASSES SCHEDULED

October 4—CLASSES FOLLOW FRIDAY SCHEDULE

Thursday, October 6

Group feedback exercise: evaluating and refining student blogs

Using Library Resources and “Civil Literacy”: guest presenter Prof. Kathleen Collins.

NOTE: Class meets in library classroom.

BLOG QUESTIONNAIRE #2 DUE: Using College Resources.

Tuesday, October 11

Computers and the Internet

Reading: *Media Literacy*, Chapter 13, “Interactive Media”, pages 211-228.

Thursday, October 13

Class meets in computer lab: be prepared to discuss the content of your blogs!

NOTE: Class meets in library classroom: guest presenter Prof. Jessica Cantiello.

PART THREE: MEDIA CONTENT

Tuesday, October 18

Mass Media Content and Reality

Reading: *Media Literacy*, Chapter 9, “Mass Media Content and Reality”, pages 125-136.

Thursday, October 20

What is propaganda?

Screening: *The Crime of Carelessness*.

Reading: Von Drehle, David. (2003). *Triangle: The Fire That Changed America*. Grove Press: New York. (p. 116-138) E-RESERVE

Tuesday, October 25

Television: its history and social impact

Reading: *Media Literacy*, Chapter 11, “Entertainment Content”, pages 163-190.

Guest presenter: Prof. Kathleen Collins, author of *Watching What We Eat: The Evolution of Cooking Shows*.

Thursday, October 27

Film Screening: *Hitch* (Andy Tennant, 2005, 118 mins)(part 1)

Tuesday, November 1

Film Screening: *Hitch* (Andy Tennant, 2005, 118 mins)(part 2)

Thursday, November 3

Class presentations: analyzing *Hitch*.

NOTE: Quiz #3

PART FOUR: EFFECTS

Tuesday, November 8

Listen: *The War of the Worlds*

Reading: *Media Literacy*, Chapter 14, “Proactive Perspective on Media Effects”. pages 231-246.

Thursday, November 10

Video Games

Reading: *Media Literacy*, Chapter 15, “Broadening Our Perspective on Media Effects”, pages 247-260.

NOTE: Class meets in the Writing and Skills Center, Room 438T.

Tuesday, November 15

Class presentations: analyzing Games For Change.

NOTE: Class meets in the Writing and Skills Center, Room 438T.

NOTE: Quiz #4

Thursday, November 17

Oral presentation: Student research pitch session: Be prepared to make a 5-min presentation on what aspect of the media you propose to research for you final project.

Tuesday, November 22 –CLASSES FOLLOW THURSDAY SCHEDULE

Reading: *Media Literacy*, Chapter 19, “Media Violence”, pages 313-326.

BLOG QUESTIONNAIRE #3 DUE: Studying Video Games, Working With Your Peers!

November 24-27—COLLEGE CLOSED THANKSGIVING

PART FIVE: ISSUES

Tuesday, November 29**Who Controls the Mass Media?**

Reading: *Media Literacy*, Chapter 16, “Who Controls the Mass Media?”, pages 263-284.

NOTE: Quiz #5

Thursday, December 1**Privacy**

Reading: *Media Literacy*, Chapter 17, “Privacy With The Media”, pages 285-300. Additional readings on Facebook’s privacy troubles TBA (Internet sources)

PART SIX: PRESENTING STUDENT RESEARCH/CONCLUSIONS

Tuesday, December 6

Oral presentation: Student research projects.

Be prepared to make a 5-7 minute oral report on your research. You will use your blog to support and illustrate your presentation; you may also use linked PowerPoint, video clips or other visual/audio elements to support your presentation.

Thursday, December 8
FYE STUDENT SHOWCASE!

Tuesday, December 13

Oral presentation: Student research projects.

Be prepared to make a 5-7 minute oral report on your research. You will use your blog to support and illustrate your presentation; you may also use linked PowerPoint, video clips or other visual/audio elements to support your presentation.

Reading: *Media Literacy*, Chapter 21, “Personal Strategy for Increasing Media Literacy,” pages 347-358.

WRITING ASSIGNMENT DUE: research project in written form due!

Wednesday, December 14—COLLEGE READING DAY

BLOG QUESTIONNAIRE #4 DUE: Exit Report: How Did This Course Relate to Your Life and Goals?

December 15-22—EXAMS

Final exam: time and location TBA.

###

References:

(Titles in **bold** are currently available in the Lloyd Sealy Library. The titles in plain text have been requested for purchase [on April 4, 2011].)

Anderson, Benedict. (1983). *Imagined Communities*. London & New York: Verso.

Appadurai, Arjun. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis & London: University of Minnesota Press.

Askew, Kelly & Wilk, Richard R. (edit). (2002). *The Anthropology of Media: A Reader*. Oxford: Blackwell Publishers.

Ewen, Stuart, & Ewen, Elizabeth. (1992). *Channels of Desire: Mass Images and the Shaping of American Consciousness*. Minneapolis: University of Minnesota Press.

Ganti, Tejaswini. (2004). *Bollywood: A guidebook to popular Hindi cinema*. London & New York: Routledge.

Gee, James Paul. (2007). *What Video Games Have To Teach Us About Learning and Literacy*. New York: Palgrave MacMillan.

Ginsburg, Faye D. Abu-Lughod, Lila & Larkin, Brian. (edit). (2002) *Media Worlds*. Berkeley, Los Angeles, London: University of California Press.

Herman, Edward S. & McChesney, Robert W. (1997). *The Global Media: The New Missionaries of Corporate Capitalism*. London and Washington: Cassell.

Jenkins, Henry. (2006). *Fans, Bloggers and Games: Exploring Participatory Culture*. New York & London: New York University Press.

----. (2007). *The Wow Climax: Tracing the Emotional Impact of Popular Culture*. New York & London: New York University Press.

Levy, Steven. (2006). *The Perfect Thing: How the iPod Shuffles Commerce, Culture, and Coolness*. New York & London: Simon & Schuster.

Parks, Lisa & Kumar, Shanti. (edit). (2003). *Planet TV: A Global Television Reader*. New York & London: New York University Press.

Potter, James W. (2008). *Media Literacy*. California: Sage Publications Inc.

Vick, Tom. (2007). *Asian Cinema: From Iran to Thailand, India, and Japan, an expedition through the dynamic world of Asian film*. New York: Harper Collins.