

SYLLABUS

1. Information regarding the programme

1.1 Higher education institution	BABEȘ-BOLYAI UNIVERSITY
1.2 Faculty	COLLEGE OF POLITICAL, ADMINISTRATIVE AND COMMUNICATION SCIENCES
1.3 Department	JOURNALISM DEPARTMENT
1.4 Field of study	COMMUNICATION SCIENCES
1.5 Study cycle	BACHELOR
1.6 Study programme / Qualification	JOURNALISM

2. Information regarding the discipline

2.1 Discipline title	MEDIA ANALYSIS						
2.2 Course lecturer	DR. RADU MEZA, LECTURER						
2.3 Seminar assistant	DRD. PAUL BOCA						
2.4 Year of study	3	2.5 Semester	1	2.6. Evaluation type	E	2.7 Discipline type	CO

3. Total estimated time (hours/semester of didactic activities)

3.1 Hours per week	3	Of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the curriculum	42	Of which: 3.5 course	28	3.6 seminar/laboratory	14
Time allotment:					hours
Learning using manual, course support, bibliography, course notes					28
Additional documentation (in libraries, on electronic platforms, field documentation)					14
Preparation for seminars/labs, homework, papers, portfolios and essays					14
Tutorship					
Evaluations					
Other activities:					
3.7 Total individual study hours			56		
3.8 Total hours per semester			98		
3.9 Number of ECTS credits			4		

4. Prerequisites (if necessary)

4.1. curriculum	•
4.2. competencies	•

5. Conditions (if necessary)

5.1. for the course	•
5.2. for the seminar /lab activities	•

6. Specific competencies acquired

Professional competencies	<p>C2.4 Identifying and using relevant indicators for the evaluation of campaigns in the field in comparison with the expectations of the audience</p> <p>C3.4 Using standard criteria and methods in evaluating the quality of the journalistic act (collection, processing and dissemination of media information)</p> <p>C4.4 Applying evaluation criteria, methods and models used in information management</p> <p>C1.5 Elaborating field-specific investigation and intervention projects</p>
Transversal competencies	CT1

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	<ul style="list-style-type: none"> The students will be able to use media analysis techniques to deconstruct media texts, to discuss meaning in relation to cultural context and the audience's expectations, to identify and explain ideological elements and bias in media representation
7.2 Specific objective of the discipline	<ul style="list-style-type: none"> Analysing media institutions using the ownership, control, production and distribution model Analysing media texts, professional processes and practices using ideological/Marxist analysis methods Using semiotic methods and narrative analysis to deconstruct media texts Using sociological analysis to discuss values, lifestyles, stereotypes, genres and formulas in media representation and correlate them with the audience's expectations

8. Content

8.1 Course	Teaching methods	Remarks
1. Media Analysis as Detective Work.	Video Explanation Discussion	Video: Scene from "The Adventures of Sherlock Holmes -The Blue Carbuncle"- (adapted from Arthur Conan Doyle) Discuss the use of observation and inference in media analysis.
2. Media Institutions. Ownership. Control. Production. Distribution.	Explanation Discussion Application	Explain the role of media institutions in contemporary society. Describe the analysis model. Fill in the model for a media institution.
3. Reality and Representation	Explanation Discussion	Media Representation of Reality. Goffman. Frame Analysis.
4. Media and Ideology.	Explanation	The Marxist Tradition in

	Discussion Application	Media and Cultural Studies. False Consciousness. Hegemony. The Frankfurt School. Media Consolidation. Areas of ideological discourse. Ideological analysis: Professional and Political Ideologies in “ <i>The Newsroom</i> ”
5. Media and Ideology. Grid-Group Analysis. Mainstream and Alternative Media. Independent Media. Types of propaganda	Explanation Discussion Application	Grid-Group Analysis. Marxist Criticism Discuss
6. Media and Language. Signs and Meaning. Synchronic and Diachronic.	Explanation Discussion	Two models: Saussure and Peirce. Types of signs. Analysing Posters and Advertisements.
7. Media and Language. Hyperreality. Syntagmatic Analysis and Paradigmatic Analysis	Explanation Discussion	Application: Analyse “Californication” music video – Red Hot Chili Peppers
8. Media and Language. Second Order Meaning. Connotation and Denotation. Metaphor. Myth. Codes.	Explanation Discussion	The Semiotics of Television.
9. Media and Narrative Structure	Explanation Discussion	Propp and the Morphology of the Folk-Tale. Narrative Functions. Application: Analyse “Girlfriend” music video – Avril Lavigne
10. Codes. Conventions. Plot. Setting. Characters. Mise-en-scene. Genre Theory	Explanation Discussion	Identifying codes. Genres and conventions. Themes and motifs. Characters and roles. Analysing News Stories.
11. Sociological Analysis	Explanation Discussion	Culture. Deviance. Elites. Subcultures. Values. Stereotypes. Uses and gratifications and genres.
12. Recognizing fake news. Detecting and analysing hate speech.	Explanation Discussion Application	Sources. Reliability. Definitions of hate-speech. Typologies and detection
13. Analyzing online media. Automated Data Collection. Computational Linguistics	Explanation Discussion Application	How to study online media
14. Colloquium	Presentations Discussion	Feedback session
Bibliography <ul style="list-style-type: none"> • Barthes, R. (1991) <i>Mythologies</i>, New York: The Noonday Press • Barthes, R (1977) <i>Image Music Text</i>, London: Fontana Press • Berger, A.A. (2012) <i>Media Analysis Techniques</i>, London: Sage. • Bignell, J. (2002) <i>Media semiotics. An introduction</i>. Manchester : Manchester University Press, 		

- Downes, B; Miller, S.(1998) Media Studies. Londra : Hodder Headline
- Fulton, H (2005) Narrative and the Media. New York: Cambridge University Press

8.2 Seminar / laboratory	Teaching methods	Remarks
1. Media Ownership	Discussion Application	Analyse a media institution and its messages. Refer to ownership, control, production and distribution. Discuss the impact of ownership (the political and economic interests of the owners) on the representation of reality.
2. Reality and Representation	Discussion Application	Agree on a list of 10 objects often represented in the media. Each student must list 3 attributes for each. Compare attributes. Where do differences stem from?
3. Ideology in the media	Discussion Application	Choose several media texts and identify areas of ideological discourse. How do media institutions depict the world? Do you agree? Why is there a difference between media representations? Watch “The Newsroom” HBO show.
4. Media and Language	Discussion Application	Reading: Mythologies – Roland Barthes Syntagmatic and paradigmatic analysis: Analyse a print advertisement. Analyse a TV commercial.
5. Narrative Structure	Discussion Application	Reading: Morphology of the Folk-tale – Vladimir Propp Analyse a news story. Identify the main characters. Who are the hero and the villain? Why did the writer assign them those roles?
6. Values, life-styles and self-representation in social media	Discussion Application	Discuss profile photos on social network sites. What do they say about the users?
7. Visualising co-occurrence maps	Discussion	What are the advantages and limitations of co-

	occurrence mapping?
Bibliography <ul style="list-style-type: none"> • Barthes, R. (1991) Mythologies, New York: The Noonday Press • Berger, A.A. (2012) Media Analysis Techniques, London: Sage. • Downes, B; Miller, S.(1998) Media Studies. London : Hodder Headline 	

9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

Media analysis techniques are essential for the future journalist who has to discern between different, often contradictory media representations of reality, yet there is still little concern for this aspect in most bachelor level journalism curricula. Understanding the mechanisms at work in media texts, being able to work with structures of meaning, understanding the complex relations between media texts and the audience can prove most useful for the future media professional regardless of medium.

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share in the grade (%)
10.4 Course	Critical Argumentative Essay: Reality and Representation. Institutions and Ideologies (4000 characters)	<ul style="list-style-type: none"> • Clarity • Proper use of concepts • Argumentation 	33%
	Critical Argumentative Essay: Semiotic Analysis (4000 characters)	<ul style="list-style-type: none"> • Clarity • Proper use of concepts • Argumentation 	33%
10.5 Seminar/lab activities	Participation in weekly activities	Observation and Attendance /Activity Participation lists	
	Critical Argumentative Essay: Values and Lifestyles (4000 characters)	<ul style="list-style-type: none"> • Clarity • Proper use of concepts • Argumentation 	33%
10.6 Minimum performance standards			
<ul style="list-style-type: none"> ➤ Understanding and being able to operate with concepts such as ideology, discourse, power, control, media representation, mainstream, alternative, propaganda, framing, semiotics, icon, index, symbol, syntagmatic analysis, paradigmatic analysis, myth, denotation, connotation, metaphor, metonymy, synecdoche, Marxism, hegemony, cultural studies, narrative structure, narrative functions, roles, values, norms, lifestyle, self-presentation. ➤ Being able to produce a critical argumentative text or an analysis of a media text. 			

Date

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Signature of course coordinator

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Signature of seminar coordinator

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Date of approval

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Signature of the head of department

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