

## **MC-839 Advance Topics in Entertainment Education**

### **Course Description**

1. The Entertainment Education course is designed to reflect and engage with the fluent and changing realities of Pakistan today. Thus, a course in Entertainment Education would aim to empower students with the tools to engage audiences in issue-driven, socially relevant drama. EE-SBCC is character-driven drama. Thus the approach is not didactic and preachy. Students learn the methodology for designing and writing education entertainment using characters on a journey of change. The skills learned during this course can be brought to bear in many social sectors where Behavior Change Communication is employed at the policy and administrative level in the government, for advocacy in private and non-governmental institutions and as a storytelling tool for creative personnel in the arts. Students will produce an artistic product (up to scripting) that integrates the principles of Social Behavior Change Communication.

### **Course Objectives**

- a. Develop student knowledge and skills to be prepared to infuse the entertainment industry with socially relevant material.
- b. Enable students to understand and use Entertainment Education for Social Behavior Change as a tool for creating stories that inspire positive change, empower and enlighten individuals and communities.

### **Course Outcome**

3. At the end of this course students will be able to:
  - a. Explain the principles and potentials of Communication for Social and Behavior Change
  - b. Use behavioral theory to inform their program.
  - c. Develop a creative brief (guide for program writers and evaluators)
  - d. Describe behavior change drama with a transitional character.
  - e. Develop characters, including the transitional character, linked to behavioral objectives, character profiles, setting, themes and universe.
  - f. Write behavior change drama storylines and treatment.

- g. Develop scripts and deploy ideas.
- h. The final product will be a creative and innovative product valuable for market and society that may include any of the following: campaign, drama, short films, or theatrical performance.

#### 4. **Contents**

- a. Entertainment-Education and Social and Behavior Change Communication (EE-SBCC)
- b. Designing EE-SBCC programs and the A Train Process
- c. Incorporating Behavior Change theory in Drama
- d. Identification and research of social issues for developing creative brief
- e. Audience profiling and analysis
- f. The Transitional Character
- g. Pathways to Change Model
- h. Building The Universe and the 'design document'
- i. Elements of Empathetic Stories
- j. Transitional Character Stories Refinement
- k. Elements of the Script: The Scene, Conflict and Dialogue
- l. Elements of the Script: The Sequence
- m. Assessing EE program
- n. Possibilities for EE in Pakistani Media Industry

#### 5. **Reference Material**

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- d. Lozano, E. (1992), The Force of Myth on Popular Narratives: The Case of Melodramatic Serials. *Communication Theory*, 2: 207-220.
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  - f. Nabi, R. L. and Krcmar, M. (2004), Conceptualizing Media Enjoyment as Attitude: Implications for Mass Media Effects Research. *Communication Theory*, 14: 288-310.
  - g. O’Keefe, D. J. (2002). *Persuasion: Theory and research* (2nd ed.). Thousand Oaks, CA: Sage
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  - i. Singhal, A., & Rogers, E. M. (2001). The entertainment-education strategy in communication campaigns. In R. E. Rice & C. K. Atkin (Eds.), *Public communication campaigns* (3rd ed., pp. 343–356). Thousand Oaks, CA: Sage.
  - j. Singhal, A., & Rogers, E. M. (1999). *Entertainment-education: A communication strategy for social change*. Mahwah, NJ: Erlbaum.
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  - l. Vorderer, P. , Klimmt, C. and Ritterfeld, U. (2004), *Enjoyment: At the Heart of Media Entertainment*. *Communication Theory*, 14: 388-408.