CANADORE college

COURSE NAME:	DME210 Inclusive Content Creation
Credit Value:	3
Total Course Hours:	42
Prerequisite Course(s):	DCM110 Writing Skills for Media; MED200 Visual Narratives and Storytelling
Corequisite Course(s):	None

COURSE DESCRIPTION

This course explores the principles and practices of creating media content that is inclusive, accessible, and representative of diverse audiences. Students will examine how media shapes cultural narratives and identity, and how inclusive storytelling can drive meaningful engagement, social impact, and innovation in digital media. Through critical analysis, case studies, and hands-on projects, students will learn how to identify bias, challenge stereotypes, and apply inclusive design principles across a range of content formats. Topics include representation in media, accessibility standards (e.g., captions, alt text, screen reader compatibility), language sensitivity, cultural competency, and ethical considerations in portraying underrepresented communities.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation since time immemorial.

PLAR INFORMATION

This course is not eligible for Prior Learning Assessment and Recognition.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

1.0 Examine how media content shapes cultural identity, representation, and social narratives.

- 1.1 Define key concepts: representation, bias, stereotype, intersectionality, and cultural competency.
- 1.2 Analyze media examples to identify patterns of inclusion, exclusion, and misrepresentation.
- 1.3 Explain the social and ethical implications of how communities are portrayed in media.

2.0 Evaluate media content for accessibility gaps and apply current accessibility standards to content creation.

- 2.1 Identify WCAG and AODA accessibility standards applicable to digital media content.
- 2.2 Audit existing digital content for accessibility issues including captions, alt text, and screen reader compatibility.
- 2.3 Apply accessibility corrections and improvements to real media samples.

3.0 Apply inclusive design principles and language sensitivity practices to the development of original media content.

- 3.1 Implement inclusive language guidelines in written and spoken media content.
- 3.2 Apply culturally competent research practices when creating content about diverse communities.
- 3.3 Apply inclusive storytelling frameworks to the development of media content that centres underrepresented perspectives.

4.0 Critique case studies of inclusive and non-inclusive media to identify best practices and areas for improvement.

- 4.1 Analyze real-world case studies involving representation failures and successes in media.
- 4.2 Assess the impact of inclusive versus non-inclusive content on audience engagement and organizational reputation.
- 4.3 Evaluate media projects using a structured framework for assessing inclusivity. Or Apply a personal framework to assess inclusivity in selected media projects.

5.0 Produce original inclusive media content across at least two formats demonstrating application of course principles.

- 5.1 Create accessible digital content (e.g., captioned video, accessible social post, inclusive article) using industry tools.
- 5.2 Incorporate peer and instructor feedback through an iterative revision process.
- 5.3 Present completed content with a rationale statement linking design choices to course principles.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Digital Media

1. Assess communication needs to create social media strategies that strengthen organizational branding and engagement.
2. Conduct research and client/user interviews to identify brand and audience needs for multimedia content development.
3. Plan and design digital media content across web and social platforms to maintain brand integrity and drive audience engagement.
4. Integrate culturally sensitive practices into media productions to inform, entertain, or educate audiences on digital platforms.
6. Organize and prepare text, audio, and video assets to meet production requirements and deadlines for digital media projects.
7. Produce and publish digital communications that meet ethical and legal standards to support organizational reputation and regulatory compliance.
8. Establish and maintain professional relationships with clients and collaborators to support ongoing digital media project success.
9. Assemble and present a portfolio of multimedia projects to showcase technical and creative skills to employers and clients in digital communications.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the

achievement of goals.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

There are no external accreditations or conditions identified for this course.

COURSE EVALUATION

Evaluation Item	Weight
Representation in Media Analysis Essay	20%
Accessibility Audit Report	20%
Case Study Discussions (x3, in-class)	15%
Inclusive Content Creation Project (2 formats)	30%
Reflective Rationale Statement	15%

COURSE PASS GRADE

50

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F- Repeat Course, included in GPA
								FS- Failure Supplemental
								FR- Repeat course, excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

No textbooks have been identified for this course.

Additional Learning Resources:

iLearn (Brightspace) course hub for readings, submissions, discussions, and grades
WCAG 2.1 Guidelines Web Content Accessibility Guidelines (w3.org/WAI)
AODA Compliance Resources Ontario Government accessibility standards portal
GLAAD Media Reference Guide (glaad.org) inclusive language and representation
Racial Equity Tools Glossary (racialequitytools.org) inclusive language definitions
CBC Diversity & Inclusion Report Canadian industry case study reference

YouTube: Crash Course Media Literacy (curated playlist on iLearn)

Please see the Campus Bookstore to verify the current textbook costs and your program page for additional program fees and/or learning material requirements (see the "Tuition Fees" and "What You Need" sections).

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

Technology requirements - https://www.canadorecollege.ca/BYOD

The Harris Learning Library's staff can help you find resources to support your learning - https://www.canadorecollege.ca/harris-learning-library.

LEARNING ACTIVITIES

Instructor-led lectures with curated media examples demonstrating inclusion and exclusion in practice
Structured case study analysis in small groups with whole-class debrief
Accessibility audit workshop: hands-on review of live digital content using WCAG checklist
Guided inclusive content design workshops using industry tools
Socratic seminars and facilitated class discussions on representation in media
Iterative project development: draft review sessions with peer and instructor feedback
Guest speaker(s): journalists, content creators, community advocates, and/or subject matter experts
Reflective journaling using structured prompts provided on iLearn

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including In-Person, Remote (synchronous and/or asynchronous), hybrid, or Hyflex, as per accreditation and/or regulatory standards where appropriate. This information is identified on the course schedule (student and faculty).

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf. Recordings are to be managed (or removed) as per the College's Recording Guidelines following the completion of the course.

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website: https://www.canadorecollege.ca/about/policies.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: http://www.canadorecollege.ca/about-us/college-policies.

Accessibility Learning Services for Students with Disabilities - Student Success Services

Student Success Services provides comprehensive support to students. We aim to ensure that all students have equal access to educational opportunities and can succeed in their academic journey. Our services focus on reducing and eliminating barriers related to education through individualized accommodations and support. If you are a student with a disability, we encourage you to register with Accessible Learning by completing the Student Success – Accessible Learning Services Form (https://canadorecollege-accommodate.symplicity.com/public_accommodation/).

For more detailed information about the services offered, please visit our webpage: https://isucceed.canadorecollege.ca/students. To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally supportive and comfortable environment where you can study, socialize, and access a wide range of resources and confidential student focused services.

- Counselling services
- Elders on Campus and Cultural Advisors
- Cultural and Spiritual Wellness
- Peer tutoring/Peer Mentorship
- wholistic support network
- Social events and workshops on study skills, self-care & life skills

Drop by our offices at C254 College Drive, W103 Commerce Court or Call 705-474-7600 Ext. 5961

https://www.canadorecollege.ca/first-peoples-centre

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.