MMC 4302: World Communication Systems
Summer 2020
College of Journalism and Communications
University of Florida

Instructor: Jennifer Braddock, Ph.D.
Email: jbraddock@ufl.edu
Twitter: @drjbraddock
Office Hours (via Zoom): By appointment, hours flexible to include evenings and weekends
Course Website: https://elearning.ufl.edu
Course GroupMe:

This semester we will focus on gaining an understanding of world communication systems by exploring historical foundations of global communication to include early advancements, technology, social, political and economic factors, theoretical paradigms and the mass media itself among other topics. Against a backdrop of the major trends in the field of communication, students will be equipped to evaluate the use of media tools and approaches around the world.

Course Objectives:

1) Demonstrate knowledge of historical trends and foundations for mass communication and the world (i.e. world systems)
2) Develop an appreciation for differing approaches to mass communication and media coverage
3) Gain a cognitive understanding of frameworks for mass media
4) Demonstrate practical application of the concepts discussed
5) Display knowledge of the relationship between news media and international communication
6) Evaluate and apply communication techniques from a variety of global perspectives.
7) Compare, contrast, and critique current theories, paradigms and movements in world communication
8) Identify areas of future research/application of new communication paradigms, technologies, and platforms in the global marketplace
9) Transfer knowledge gained to the professional communication arena in individual areas of interest
10) Become more culturally and internationally minded concerning the mass media
11) Identify areas of bias, discrimination and inequality in the media to improve upon our own work in this field

No Required Text:

All reading/viewing materials will be provided within each module.

Expectations:

MMC 4302 is an upper-level course and the work students submit in this course should be a reflection of higher-level cognition, critical thinking, writing, and overall academic abilities. In addition, I expect students to complete all assignments on time, to be respectful of one another and the instructor, and to do their best work. These expectations apply not only to interactions within Canvas, but also to communication via email, in GroupMe, and during live meetings.

Attendance Policy:

This is an asynchronously delivered course so there is no attendance requirement. However, students are responsible for all material posted in Canvas to include announcements, grades, assignment updates, changes, etc. The instructor reserves the right to update materials at any time.

Emergency and extenuating circumstances policy:

Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should **notify their instructors immediately**. Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal-process/.

Assignments

Below is a short description of the assignments. More complete descriptions of each assignment are available on the course site in Canvas.

Discussion Posts (Written or Video) (12 total, 180 pts.)

Students will create ONE (1) Discussion Post each week in response to prompts and/or questions posed by the instructor in video lecture. The questions posed each week will be different so be sure to **answer the question(s) posed within each lecture.** Posts will take one of two forms as indicated by the instructor DURING LECTURE:

1) Students may be asked to submit a post of at least **400-500** words in length and should completely answer each and every question posed by the instructor.

    OR

2) Students may be asked to submit a video post of 3-5 minutes in length during which they should completely answer each and every question posed by the instructor. Canvas has a video recording platform for your use, but students

may submit video files if that is easier. Look for the ▶ icon in the Discussion board, 'Reply' platform in Canvas to record your video.

At the end of the lecture post or video students will include **TWO (2) discussion questions** to encourage engagement with their colleagues. **These questions are NOT included in your 400-500 word count** for written posts. These questions should spur additional, thoughtful discussion/expression of reactions among your peers (not just 'yes' or 'no' questions). Then, students will **respond to at least TWO (2)** other students' posted discussion questions with 100-300 word responses under the Discussions tab in Canvas. *ONE of those TWO responses must be the person who posted directly before you. If you were the first to post on the discussion board, choose any two posts to respond to.* Discussion Posts are due no later than **Saturday at 11:59 PM EST** each week.

1. Saturday night: Matt posts his Discussion Post of 400-500 words or his 3-5 minute video and adds 2 discussion questions at the end (discussion questions not a part of his word count).
2. Matt then goes to two other students' (Susie and Tim) Discussion Posts on the discussion board and answers all of their discussion questions in 100-300 word responses no later than MONDAY night. **One of those (Susie) is the person who posted to the discussion board just above Matt.** Responses to video posts should always be written.

The goal is to have a system of thoughts, questions, and responses among the class so that we have engagement and discussion similar to an in-class experience. Students who fail to answer all questions will lose points. Where applicable, Discussion Posts should include thoughtful responses and discourse that connects what is discussed throughout the lecture to the student's own experiences in communication and global systems. There will be twelve (12) Discussion Posts this semester and each one is worth ten (15) points. See the section entitled 'Deadlines' for the late policy, located toward the end of the syllabus.

Discussion Post Grading Rubric					
0	1-3	4-6	7-9	10-12	13-15
No Post is submitted or post includes plagiarized content (all content must be appropriately cited or student will receive a '0')	The post fails to meet the word count/length requirement. The post is not well organized and fails to cover all of the readings/questions and/or does not contain discussion question/responses for colleagues. There are many spelling or grammar errors or content is not appropriately cited.	The post fails to meet the word count/length requirement but does cover the material (or vice versa)., is not well presented or well thought out. Ideas are not organized nor do they offer something new to the discussion. There may be several	The post meets the word count/length requirement and covers the questions posed in lecture. The level of response is average with disorganized ideas or the ideas are not well presented. There may be grammatical or spelling errors as	Post is accurate, relevant and well written or audio/vide is clear. The student addresses all questions in the prompt with thoughtful and reflective ideas that have substance and depth. Content is cited appropriately (Ex. "According to Servaes (2006)…"). Post either does not meet requirement for word count/length or has spelling/grammatical	Post is accurate, relevant and well written or audio/video is clear. The student addresses all assigned readings/videos with reflective ideas that have substance and depth. Ideas are original and offer something new to the discussion. Content is cited appropriately (Ex.

| | | grammatical or spelling errors or content is not appropriately cited. Or student fails to post/respond to 2 questions. | well, or content is not appropriately cited and/or student fails to post/respond to 2 questions on peer posts. | errors. Post includes questions and student responds to two other questions and continues the discourse where applicable. | "According to Servaes (2006)…"). Post meets requirements for word count/length and is without grammatical or spelling errors. Students pose and thoughtfully respond to at least 2 questions from other students. |

Weekly Quizzes (12 total, 120 pts.)

There will be timed online quiz assessments in Canvas covering materials from each week's module. Quizzes will be composed of **5 questions** each and may cover lecture material, textbook material, and any other readings or media provided in the course module. Students will have **15 minutes** to complete each quiz (3 minutes per question). LockDown Browser is REQUIRED for all quizzes (see below).

To successfully navigate these assessments students should complete all other assignments within the module first (to include watching lectures, reading assigned texts, viewing any media, and Discussion Posts). There will be twelve (12) quizzes this semester, and each must be completed by Saturday evening at 11:59 PM EST of the week assigned.

About LockDown Browser

This course requires the use of LockDown Browser by Respondus for quizzes and exams. This browser blocks access to the rest of Canvas, or to any other site on the Internet, or any other application on your computer. It prevents anyone from using notes or Googling answers, and thus helps ensure a level playing field.

You can learn more about the LockDown Browser by watching this video. (Note: We will use only the LockDown Browser, not the Respondus Monitoring webcam feature.)

Before the first quiz, download the LockDown Browser to your laptop from this website.

Note access to each quiz can be made *only* through LockDown Browser. If you try to access a quiz through a conventional browser such as Chrome, Firefox, or Safari, Canvas will generate an error message and forbid access.

Country Presentation (150 pts.)

Students will complete a country project that will become material for the course this semester. This project will consist of PowerPoint presentation slides and a TRANSCRIPT presentation along with a discussion question.

Here are the steps for this assignment:

1. Choose and rank in order of personal preference **five (5)** international countries **ONE FROM EACH of the following REGIONS: Latin America, Africa (non-MENA), Asia, Europe, and MENA (Middle East and Northern Africa) countries** and email the ranked list to the instructor by **Saturday 5/23 at 11:59 PM EST.** Preference will be given by the date I receive the email followed by the ranking of topics. Individuals that fail to meet the deadline will be assigned at will. Country assignments will be posted as an announcement in Canvas.

2. Once assigned a country, students will then create a coherent and concise PowerPoint presentation of approximately 10-15 slides. Students will outline and evaluate the media systems present while also making specific reference (complete with summary) to no fewer than **three (3) concepts** from the course materials (lectures, readings, discussions, etc.).

   The Presentation will consist of PowerPoint slides with a transcript of 2-3 FULL, well-formed paragraphs per slide.

3. Upload your completed work into Canvas no later than **the Wednesday deadline assigned to each region of the world (see below).**

These are the components to the Country Presentation:

1) Presentation with 10-15 Slides: Students will provide a transcript that the audience may follow through each slide (by placing a word for word transcription of the presentation in the "notes" section of PowerPoint and then uploading the "notes" PDF into Canvas. The "Notes" section of the PPT should contain several paragraphs of text per slide). Place all citations of materials on a References slide, not included in the 10-15 slide requirement. Finish the presentation with the Discussion Post question for your country. Presentations should include a slide template (not just white slides) and graphics relevant to the topic. A minimum of (7) SEVEN models, graphs, maps, images, etc. that aid in understanding of the content are required, this is 7 per presentation, **not** 7 per slide. The presentation should be visually appealing as well as informative. **Information on the slides themselves should be in short, bulleted lists with at least 28 pt. font.** The transcript should be a transcription of what you would actually say in an oral presentation in front of the class.

There is **NO VIDEO COMPONENT** necessary. Be sure to include a slide with citations or references to materials used in creating the presentation and cite sources throughout the presentation where applicable. **Un-cited work/quotes are considered plagiarism.** DO NOT COPY AND PASTE MATERIAL FROM ONLINE SOURCES. There should be few to no quotes in your materials. Paraphrase information from other sources and include an APA-Style citation: (Braddock, 2020), for example.

2) Each slide of your presentation should have an accompanying transcript in the 'Notes' section below the slide. Because turinitin.com will NOT read the 'Notes' section of your slides, you must also submit a Word document or PDF of the transcript separately. If you are familiar with creating a 'Notes' view PDF, you are welcome to submit that as your presentation in lieu of two separate files. Instructions for creating a PDF of the 'Notes' view can be found in Canvas. Remember that the transcript should be 2-3 long paragraphs per slide. Failure to meet this requirement will result in point deductions. Do not plagiarize as you construct the transcript. You will receive a zero for this assignment if the written work is not your own. In-text citations are required in APA-style format.

3) Create **one (1)** Discussion Post question for your colleagues to encourage responses showing an understanding and synthesis of the information provided during your presentation. Students should be able to answer the question based on what they have learned in the course this semester AND what you present. Thus, the question should be sufficiently broad and inclusive of concepts other students are familiar with in addition to the new information you provide in your presentation materials.

***Your Discussion Post question should be written into one of the final slides of your presentation.

Presentation Outline

The presentation should cover this information in addition to any information you find relevant to a discussion of your country's mediated environment.

    I. Country Description: Briefly Describe the country and its social, historic, economic, geographic, religious, cultural characteristics.
    II. Media System Description: Describe the media system present in the country. Feel free to add historical details. What types of media do audiences in your country have access to? What channels/media organizations offer coverage in your country?
    III. Media System Comparisons: Situate the media or mass communication system present within the country in the greater context of world systems by comparing and contrasting the system with other countries in its region or countries for which your country offers a relevant comparison (i.e. cultural aspects, language, etc.). **Must compare with at least TWO (2) other countries' systems.**
    IV. Three Course Concepts: Choose at least three (3) concepts from lecture/reading/course materials that we've covered this semester and apply it to the media system in your chosen country. Provide examples where possible.
    V. Digital Communication: What is the status of digital communication in your country? Is the Internet available and if so, how are members of your country using the Internet? If it is not available or widely available, explain why. Statistics and data reporting are helpful in achieving the intent of this section.

VI. Current Events: Discuss your country's media system in the news by sharing at least one current event topic related to the media. The story must be covered by a credible news outlet and have occurred within the last year.

VII. Future Communication: Provide your analysis for the future of communication systems in your country. You are now the expert on your country's media system, so draw from the current situation and from what you know through the course materials to make concrete predictions for the future.

For all of the above referenced sections, it will be helpful to provide statistical information, especially when comparing media systems, that allow the reader to situate your country within the greater global media environment. **Be specific with the information provided and AVOID making general, sweeping statements about the media system, especially if you are not providing a source for that information.** The aforementioned statistics should help with that effort. An APA-style reference list should be provided at the end of the presentation and will not count toward the slide number requirement. **See the rubric in Canvas for more information on point assessment for this project.**

Also, see the document entitled "Country Presentation FAQs" found in Canvas for more information.

Presentation with Discussion Post question from ALL STUDENTS must be **uploaded into Canvas no later than Wednesday at 11:59 EST of the week due (based on your country's region)** into the Assignments Tab.

Deadlines by region:
- Latin American and African (non-MENA) Country Presentations due Wednesday, 7/8 at 11:59 PM EST
- Asian Country Presentations due Wednesday, 7/15 at 11:59 PM EST
- MENA Country Presentations due Wednesday, 7/22 at 11:59 PM EST
- European Country Presentations due Wednesday, 7/29 at 11:59 PM EST

Self-Reflection Paper (2-3 pages, 70 pts.)

Over the course of the semester, students will have ample occasion for relating the course materials to their own experiences. The self-reflection paper offers students the opportunity to share their thoughts on world communication systems from their own perspectives.

This **two- to three- (2-3)** page, double-spaced paper should include references to class lectures, readings, activities, and assignments (i.e. in Lecture 2 we learned about…) but need not refer to outside readings. **This is not a research paper.** This paper should be more like an intelligent (albeit one-sided) conversation among colleagues that allows the writer to not only display their knowledge, but also make connections in their own lives and work. Questions that students might consider include:

How is global communication important to my field?
How are world communication systems important to me as an individual?
How have my communication approaches and tactics changed as a result of this course?
Why should other students take this course? How would they benefit?
What readings/activities/assignments were most meaningful to me in gaining application-based knowledge of world communication systems?
How will the knowledge and skills I gained during this course apply to my job in the future?
What were my favorite concepts/aspects of the course? Least favorite?

Students may find it helpful to record their thoughts throughout the semester for inclusion in this final paper. The page total includes references.

Please DO NOT copy and paste work from your Discussion Posts or other assignments into this paper. You can reference your previous work where applicable, but this should be a new paper. The paper must be at least a FULL 2 pages to receive full credit. Submissions that are less than TWO (2) full pages will receive deductions.

2 Full pages, APA-Style citations, 12 pt. TNR font, **double-spaced**, reference list (if any) NOT included in page count.

Do not plagiarize content or text in this paper.

DUE in Canvas by Friday, 8/14 at 11:59 PM EST.

Point Distribution

Assignments	Point Value
Discussion Posts (12x15 pts)	180
Quizzes (12x10pts)	120
Self-reflection paper (1)	50
Country Presentation (1)	150
Total Points	**500**

Feedback

One of the most important ways that professors can interact with their students is through feedback on assignments. You can expect to receive very specific, constructive feedback on your work to include Discussion Posts and major assignments. In some instances, I will provide track changes documents to assist students with writing skills to improve their

posts. As a general rule, you should receive your scores and feedback on submitted posts within 7-10 days. The Country Project will not be graded until the end of the term. Also, keep in mind that the Discussion Posts will not be graded until 1-2 weeks after submission to allow time for commenting plus the 7-10 day grading period.

Modules

Module/Week	Readings/Lecture/Media	Assignments
Module 1, 5/11-5/16	Video Introduction to the Course and Syllabus, Video Lecture Topic: Global Communication	Introduction Post, Join GroupMe, Discussion Post, Quiz 1
Module 2, 5/17-5/23	Video Lecture, Topic: The Message	Discussion Post, Quiz 2 <mark>Country Ranked Email due Saturday 1/25, 11:59 PM EST</mark>
Module 3, 5/24-5/30	Video Lecture, U.S. Media Conglomerates Video Lecture, Topic: Non-U.S. Multimedia Conglomerates	Discussion Post, Quiz 3
Module 4, 5/31-6/6	Video Lecture, CNN and 24-hour News Video Lecture, Topic: The Medium	Discussion Post, Quiz 4
Module 5, 6/7-6/13	Video Lecture, Topic: Global issues, Music, MTV, Magazines	Discussion Post, Quiz 5
Module 6, 6/14-6/20	Video Lecture, Topic: The Digital World	Discussion Post, Quiz 6
No Module, 6/21-7/4	**Two-Week Summer C Break**	**No Assignments**
Module 9, 7/5-7/11	Topic: Global Advertising	Discussion Post, Quiz 7 <mark>Latin America/Africa presentations DUE Wednesday, 7/8</mark>
Module 10, 7/12-7/18	Video Lecture, Topic: Communication for development and social change, Latin America and Africa (non-Arab) Country Presentations	Discussion Post, Quiz 8, <mark>Asia presentations DUE Wednesday, 7/15</mark>
Module 11, 7/19-7/25	Video Lecture, Topic: Media and Asia, Asian Country Presentations	Discussion Post, Quiz 9, <mark>MENA country presentations DUE Wednesday, 7/22</mark>
Module 12, 7/26-8/1	Video Lecture, Topic: Middle East and Northern Africa (MENA) and Country presentations	Discussion Post, Quiz 10, <mark>Europe presentations DUE Wednesday, 7/29</mark>
Module 13, 8/2-8/8	Video Lecture, Topic: Euromedia, European	Discussion Post, Quiz 11

	Country Presentations	
Module 14, 8/9-8/14	Video Lecture, Topic: The Future of World Communication Systems	Discussion Post, Quiz 12 Self-Reflection due 4/22

Grading Scale

A	93-100	463-500
A-	90-92	448-462
B+	87-89	433-447
B	83-86	413-432
B-	80-82	398-412
C+	77-79	383-397
C	73-76	363-382
C-	70-72	348-362
D+	67-69	333-347
D	63-66	313-332
D-	60-62	298-312
E	Below 60	0-297

Course Policies

- Student Effort

As with any course, students will benefit from their own effort in learning the class materials and participating fully in activities, group work, readings, etc. Student grades are often a good reflection of their attitudes and motivations in coursework.

- Professionalism

Students are expected to maintain the appropriate level of professionalism, cooperation, and language in all aspects of this course including, but not limited to, weekly posts and responses to said posts, written assignments, presentations, and interactions with the instructor and colleagues. Students should also incorporate suitable standards for grammar, spelling, and word choice. Please see the Online Writing Lab (OWL) at Purdue for a refresher if necessary: https://owl.english.purdue.edu/.

- Deadlines

Follow all deadlines as printed in the course syllabus and weekly modules. Assignments turned in late will be assessed a 5-point deduction per day late. Discussion posts (and comments) turned in late will receive a 1-point deduction per day late.

Students should utilize time management skills when completing assignments, particularly when dealing with other concerns present in daily life (jobs, children, other commitments, etc.). Students are strongly encouraged to work on assignments and readings throughout

the week rather than waiting until the end of the week to avoid missed deadlines, particularly in the case of major assignments.

- Communication

If students have questions or concerns they are encouraged to communicate with the instructor via email or Zoom. Please allow 48 hours for email responses (and/or to set up a Zoom appointment) unless otherwise indicated throughout the semester.

- University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

University counseling services and mental health services:

- Netiquette: Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

- Getting Help:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP- select option 2
- http://helpdesk.ufl.edu

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:

- Counseling and Wellness resources
  - http://www.counseling.ufl.edu/cwc/Default.aspx
  - 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints

- Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

- Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

- University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 **Peabody Hall, 352-392-1261.**

- Plagiarism

You are responsible for knowing the definition of plagiarism and various kinds of academic dishonesty. Ignorance, i.e. "I didn't realize that was plagiarism" is not an acceptable response, and will not excuse you from academic dishonesty violations, if discovered. While you are responsible for reading and understanding UF's policy in its entirety, examples of academic dishonesty include:

- Using phrases or quotes from another source without proper attribution or quotation marks. For purposes of this class, five or more words (verbatim) from a source without proper attribution or quotation marks will be considered plagiarism.
- Paraphrasing without proper attribution (quotations marks not necessary, but the thoughts are not your own and require a citation).
- "Forgetting" to source material you use (same as above, intentional or not)
- Passing off others' ideas as your own
- Turning in the same assignment or paper for two courses, i.e. "dual submission."
- Stealing and/or copying other students' work, whether on a test or assignment
- Bribery
- Fabrication of material

If you have any questions about plagiarism, or how to properly cite or attribute sources, please ask. I am always happy to show you how to correctly do this in your scholarly work.

APA-Style examples can be found at the OWL at Purdue.