

**MMC 4302: World Communication Systems
Spring 2021
College of Journalism and Communications
University of Florida**

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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 intercultural communication competencies to include awareness, effectiveness and mindfulness.
- 3) Gain a cognitive understanding of frameworks for mass media.
- 4) Demonstrate practical application of the concepts discussed to your own country and your assigned country.
- 5) Display knowledge of the relationship between news media, communication technologies (digital, AI, etc.) and trends, and international communication.
- 6) Evaluate and apply communication techniques from a variety of global perspectives.
- 7) Compare, contrast, and critique current theories, paradigms and social 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 study and/or 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.
- 12) Develop your own hypotheses about the future of global communication systems.

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) (14 total, 140 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. Please do not read from a transcript for video responses. You may use notes with short bullet points but should deliver your post extemporaneously.

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 fourteen (14) Discussion Posts this semester and each one is worth ten (10) points. See the section entitled 'Deadlines' for the late policy, located toward the end of the syllabus.

Discussion Post Grading Rubric					
0	1-2	3-4	5-6	7-8	9-10
No Post is submitted or post includes plagiarized content (all content must be appropriately cited or	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	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.	The post meets the word count/length requirement and covers the questions posed in lecture. The level of response is average with	Post is accurate, relevant and well written or audio/video is clear. The student addresses all questions in the prompt with thoughtful and reflective ideas that have substance and depth. Content is cited	Post is accurate, relevant and well written or audio/video is clear. The student addresses all assigned readings/videos with reflective ideas that

student will receive a 'o')	colleagues. There are many spelling or grammar errors or content is not appropriately cited.	Ideas are not organized nor do they offer something new to the discussion. There may be several grammatical or spelling errors or content is not appropriately cited. Or student fails to post/respond to 2 questions.	disorganized ideas or the ideas are not well presented. There may be grammatical or spelling errors as well, or content is not appropriately cited and/or student fails to post/respond to 2 questions on peer posts.	appropriately (Ex. "According to Servaes (2006)..."). Post either does not meet requirement for word count/length or has spelling/grammatical errors. Post includes questions and student responds to two other questions and continues the discourse where applicable.	have substance and depth. Ideas are original and offer something new to the discussion. Content is cited appropriately (Ex. "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.
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Weekly Quizzes (14 total, 140 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 fourteen (14) 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 submit the ranked list to the Canvas assignment by **Saturday 1/30 at 11:59 PM EST**. Preference will be given by the date I receive the submission followed by the ranking of topics. Individuals that fail to meet the deadline will be assigned at will.
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)**.

Deadlines by region:

- Latin American and African (non-MENA) Country Presentations due Wednesday, 3/17 at 11:59 PM EST
- Asian Country Presentations due Wednesday, 3/24 at 11:59 PM EST
- MENA Country Presentations due Wednesday, 3/31 at 11:59 PM EST
- European Country Presentations due Wednesday, 4/7 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 in a 2-3 page paper. The paper is due Wednesday, 4/21 at 11:59 PM ET.

Point Distribution

Assignments	Point Value
Discussion Posts (14x10 pts)	140
Quizzes (14x10pts)	140
Self-reflection paper (1)	70
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, 1/11-1/16	Video Introduction to the Course and Syllabus	Introduction Post, Join GroupMe
Module 2, 1/17-1/23	Video Lecture Topic: Global Communication, (all readings linked in modules)	Discussion Post, Quiz 1
Module 3, 1/24-1/30	Video Lecture, Topic: The Medium	Discussion Post, Quiz 2 Country Ranked List due Saturday 1/30, 11:59 PM ET
Module 4, 1/31-2/6	Video Lecture, Topic: The Message	Discussion Post, Quiz 3
Module 5, 2/7-2/13	Video Lecture, U.S. Media Conglomerates	Discussion Post, Quiz 4
Module 6, 2/14-2/20	Topic: CNN and 24-hour News	Discussion Post, Quiz 5
Module 7, 2/21-2/27	Video Lecture, Topic: Non-U.S. Multimedia Conglomerates	Discussion Post, Quiz 6

Module 8, 2/28-3/6	Video Lecture, Topic: Global issues, Music, MTV, Magazines	Discussion Post, Quiz 7
Module 9, 3/7-3/13	Video Lecture, Topic: The Digital World	Discussion Post, Quiz 8
Module 10, 3/14-3/20	Topic: Global Advertising	Discussion Post, Quiz 9, Latin America/Africa presentations DUE Wednesday, 3/17
Module 11, 3/21-3/27	Video Lecture, Topic: Communication for development and social change, Latin America and Africa (non-Arab) Country Presentations	Discussion Post, Quiz 10, Asia presentations DUE Wednesday, 3/24
Module 12, 3/28-4/3	Video Lecture, Topic: Media and Asia, Asian Country Presentations	Discussion Post, Quiz 11, MENA country presentations DUE Wednesday, 3/31
Module 13, 4/4-4/10	Video Lecture, Topic: Middle East and Northern Africa (MENA) and Country presentations	Discussion Post, Quiz 12, Europe presentations DUE Wednesday, 4/7
Module 14, 4/11-4/17	Video Lecture, Topic: Euromedia, European Country Presentations	Discussion Post, Quiz 13
Module 15, 4/18-4/21	Video Lecture, Topic: The Future of World Communication Systems	Discussion Post, Quiz 14, Self-Reflection due 4/21

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>

- Diversity Statement

I acknowledge that it is possible that there may be both overt and covert biases in the course's material due to the lens and/or period of time in which it was written. Please contact me with feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know.

If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

If you prefer to speak with someone outside of the course, Joanna Hernandez, CJC director of inclusion and diversity, is an excellent resource. You can email her at jhernandez@jou.ufl.edu.

If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

- Class Recordings

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

- 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 (quotation 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.