

**MMC 4302: World Communication Systems  
Summer 2023  
College of Journalism and Communications  
University of Florida**

Instructor: Jennifer Braddock, Ph.D.

Email: [jbraddock@jou.ufl.edu](mailto:jbraddock@jou.ufl.edu)

Twitter: @drjbraddock

Office Hours (via Zoom): Vary each week by appointment in Canvas. For meetings outside of office hours, please message to coordinate. Flexible to include evenings and weekends.

Course Website: <https://elearning.ufl.edu>

Course GroupMe:

Course Web-based required textbook: [Kendall Hunt Publishers](#)

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 home 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.
- 12) Develop your own hypotheses about the future of global communication systems.

**Required Text:**

Braddock, J. (2021). *Becoming Global Citizens: A Handbook for International Media and Communications*. Kendall Hunt. Purchase from <https://he.kendallhunt.com/product/becoming-global-citizens-handbook-international-media-and-communication> ONLY -- do not purchase this text for \$85, the UF Student rate is \$60.

Becoming Global Citizens (**hereafter referred to as the BG Web text**) is our starting point for learning in this global media systems course. The Becoming Global web text is the best of both worlds when it comes to traditional textbooks and online learning. It is a web-based textbook that offers a complete text of information along with short lecture videos, interactive design elements and activities, polls, quizzes, and more. The resource list alone offers a solid foundation of news events, media outlets and organizations, global technology entities, and the organizations, both government and nongovernment, that attempt to regulate it all. I can't wait for you to explore the materials.

**Wait, I have to buy Dr. Braddock's textbook?**

Indeed! But, you are receiving access to a text that is developed specifically for this course using web technology and interactive elements unavailable anywhere else. The text includes lecture videos, written materials, activities, short answer prompts, poll questions, scroll over definitions, and hyperlinks to relevant material, all in one! Welcome to my passion project and effort to bring the best educational experience possible to UF students!

**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 on a weekly basis. However, students are **required to meet via Zoom at least ONCE this semester** for the special interview sessions. Those will be scheduled on a group-by-group basis so students will coordinate the meeting together. Students are also 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.

### Welcome Meeting (25 pts.)

I'm excited to connect with each of you in a small group setting within the first several weeks of the semester for a 20-minute meeting. Once complete, you'll earn 25 points for attending.

### Practitioner Interview (100 pts., Team Assignment)

I like meeting cool people, especially cool people that work in global media. So, let's interview some of them for class credit! As a group (see group assignments under the **People** tab in Canvas) or as an individual, you will identify global communication or media practitioners that are interesting to you, contact them, coordinate with one and conduct a recorded interview. The final submission is a video upload of your recorded 10-15 minute interview. The video is worth 85 pts. with a group evaluation of 15 points. Grades will be returned at the end of the term.

### Discussion Board Posts (13 total, 130 pts.)

Students will create ONE (1) Discussion Board Post each week in response to prompts and/or questions posed by the instructor in the Becoming Global Citizens web text video lectures. The questions posed each week. Be sure to **answer ALL the question(s) posed within each lecture**.

Assignment requirements:

1) Students will submit a post of at least **300-400** words total and should completely/concisely answer every question posed by the instructor in that module (all videos included).

2) At the end of the lecture post students will include **TWO (2) discussion questions** to encourage engagement with their colleagues. **These questions are NOT included in your 300-400 word count** for written posts. These questions should spur additional, thoughtful discussion/expression of reactions among your peers (not just 'yes' or 'no' questions).

3) Then, students will **respond to at least TWO (2)** other students' posted discussion questions with 100-200 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.*** Discussion Posts are due no later than **Saturday at 11:59 PM ET** each week.

1. Saturday night: Matt posts his Discussion Post of 300-400 words 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 100-200 word (total) responses no later than MONDAY night. **One of those (Susie) is the person who posted to the discussion board just above Matt.**

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 thirteen (13) 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. See the rubric in Canvas for grading details.

### **Module Quizzes (10 total, 100 pts.)**

There will be timed online quiz assessments in the Becoming Global Citizens web-based textbook, at the end of each module. These quizzes cover materials from that specific unit and module. Quizzes will be composed of **5 questions** each and may cover any and all web-based 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).

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, polls and short answer questions and Discussion Posts). There will be ten (10) quizzes this semester, and each must be completed by Saturday evening at 11:59 PM ET of the week assigned.

### **Country Presentation (150 pts.)**

Students will complete a country project that will become learning materials for your peers this semester. This project will consist of a PowerPoint slide deck complete with a written presentation manuscript of roughly 350-500 words per slide. Embedded in the written manuscript will be ONE (1) discussion question. **The submission should be a PDF version of the presentation with the Notes view available.** Do not submit as a ppt file.

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: 1. Latin America, 2. Africa (non-MENA), 3. Asia-**

**Pacific (APAC), 4. Europe, and 5.MENA (Middle East and Northern Africa) countries** and submit the ranked list to the Canvas assignment by **Saturday 6/2 at 11:59 PM EST**. Preference will be given by the date I receive the submission followed by the ranking of countries. Individuals that fail to meet the deadline will be assigned at the instructor's discretion.

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 a brief 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 written manuscript of 350-500 words per slide **SUBMITTED AS A NOTES VIEW PDF**. This roughly amounts to 2-3 FULL, well-formed paragraphs per slide, minimum of 3500 words per presentation (10 slides x 350 words each).

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 America and Africa (non-MENA) + Europe Country Presentations due Wednesday, 7/7 at 11:59 PM ET
- MENA + APAC Country Presentations due Wednesday, 7/14 at 11:59 PM ET

### **Self-Reflection Paper (2-3 pages, 50 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 Friday, 8/11 at 11:59 PM ET.

### **Extra Credit Opportunities**

#### **Short Answer Questions in the Web Text**

Looking to build some extra credit this term? Consider submitting your responses to ONE short answer question per module in the course web text. Submit your response directly into the text boxes within your textbook instance. Those responses are recorded after submitting and there is no need to submit twice. I'll pull the reports at the end of the term and add the points to your total points.

#### **Apply to an Internship**

Students who apply to one of the internships listed in the modules (or an internship in your field, with approval) can receive a maximum of **10 points extra credit**. Internship materials and email confirmation can be submitted in Canvas. If you'd like feedback on your internship materials (resume, letters, etc.), please reach out and I'm happy to review! Credit entered at the end of the term.

## Point Distribution

Assignments	Point Value	Value
Discussion Posts (13x10 pts)	130	22%
Quizzes (13x10 pts)	130	22%
Country Presentation (1)	150	25%
Practitioner Interview (1)	100	17%
Welcome Meeting	20	3%
Self-reflection paper (1)	70	12%
<b>Total Points</b>	<b>600</b>	<b>~100%</b>

## 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 Presentation and Practitioner Interview assignments 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 comments (due Monday evenings directly after post submission) in addition to the 7-10 day grading period. *I value quality feedback over quick feedback.*

\*Students who achieve either an A or B in the course are encouraged to request a letter of recommendation from Dr. Braddock. I'm always happy to help students along their academic or professional journeys!

## Weekly Schedule

<b>Week</b>	<b>Readings/Lecture/Media</b>	<b>Assignments</b>
<b>Week 1, 5/15-5/19</b>	Follow Start Here, watch video Introduction to the Course and Syllabus, watch Becoming Global Web text orientation video, Complete Module 1	Introduction Post, Join GroupMe, Discussion post, Quiz
<b>Week 2, 5/22-5/26</b>	Becoming Global Citizens Module 2, Identify practitioners for interview	Discussion Post, Quiz,
<b>Week 3, 5/30-6/2 Memorial Day off</b>	Becoming Global Citizens Module 3	Discussion Post, Quiz Country Ranked List due Saturday 6/2, 11:59 PM ET
<b>Week 4, 6/5-6/9</b>	Becoming Global Citizens Module 4	Discussion Post, Quiz
<b>Week 5, 6/12-6/16</b>	Becoming Global Citizens Module 5	Discussion Post, Quiz
<b>Week 6, 6/19-6/23</b>	Becoming Global Citizens Module 6 Becoming Global Citizens Module 7	Discussion Post, Quiz Discussion Post, Quiz
<b>Week 7, 6/26-6/30</b>	Summer Break	No assignments
<b>Week 8, 7/3-7/7 July 4<sup>th</sup> off</b>	Becoming Global Citizens Module 8	Discussion Post, Quiz, LA/NMA/Europe presentations DUE Wednesday, 7/7
<b>Week 9, 7/10-7/14</b>	Becoming Global Citizens Module 9	Discussion Post, Quiz, MENA/APAC presentations DUE Wednesday, 7/14
<b>Week 10, 7/17-7/21</b>	Becoming Global Citizens Module 10	Discussion Post, Quiz
<b>Week 11, 7/24-7/28</b>	Becoming Global Citizens Module 11 & 12: Student Choice, no quiz	Discussion Post
<b>Week 12, 7/31-8/4</b>	Becoming Global Citizens Module 13 & 14: Student Choice, no quiz	Discussion Post
<b>Week 13, 8/7-8/11* Friday Deadline</b>	Becoming Global Citizens Module 15, Self-Reflection	Discussion Post

\*Final day of class is Friday, August 5<sup>th</sup>, 2022

## Grading Scale

A	93-100	555-600
A-	90-92	537-554
B+	87-89	519-536
B	83-86	495-518
B-	80-82	477-494
C+	77-79	459-476

C	73-76	435-458
C-	70-72	417-434
D+	67-69	399-416
D	63-66	375-398
D-	60-62	357-374
E	Below 60	0-356

## 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. Quizzes are not accepted after the deadline to preserve academic integrity of the assessments.

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. See the document at the bottom of this link from the [UF Center For Teaching and Excellence: Netiquette Guide for Online Courses](#)

- 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](mailto: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](mailto: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.

- Additional Resources

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

- **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 <https://sccr.dso.ufl.edu/wp-content/uploads/sites/4/2020/12/Orange-Book-Web-Version-2020.pdf>

**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](#).

Useful links:

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)