

MMC 4302: World Communication Systems
Spring 2015
College of Journalism and Communications
University of Florida

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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

Required Text:

McPhail, T. (2014). *Global Communication: Theories, Stakeholders, and Trends*.
Malden, MA: John Wiley & Sons, Inc.

Reading assignments from sources other than the McPhail text will be provided within each individual module in Canvas.

Assignments

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

Lecture Posts (LP) (150 pts.)

Students will create ONE (1) Lecture Post (LP) 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 must be at least **300-500** words in length and should completely answer each and every question posed by the instructor.

Students who fail to answer all questions will lose points. Where applicable, LPs 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 FIFTEEN (15) LPs this semester and each one is worth TEN (10) points.

Lecture Discussion Posts (LPs) Grading Rubric					
0	1-2	3-4	5-6	7-8	9-10
No Post is written or posts includes plagiarized content (all outside content must be in quotations or student will receive a '0')	The post fails to meet the word count requirement. The post does not address all questions posed or offer a thoughtful, well-developed response for the questions that are answered. Post is not well organized. There are many spelling or grammar errors or outside content is not appropriately cited.	The post fails to meet the word count requirement but does respond to all questions posted (or vice versa). The responses however, are not well presented or well thought out. Ideas are not organized nor do they offer something new to the discussion. There may be several grammatical or spelling errors or outside content is not appropriately cited.	The post meets the word count requirement and answers all questions posed. The level of response is poor with disorganized ideas or the ideas are not well presented. There may be grammatical or spelling errors as well, or outside content is not appropriately cited.	Post is accurate, relevant and well written. The student addresses all questions in the prompt with thoughtful and reflective ideas that have substance and depth. If used, outside content is cited appropriately (Ex. “According to Servaes(2006)...”). Post either does not meet requirement for word count or has spelling/grammatical errors.	Post is accurate, relevant and well written. The student addresses all questions in the prompt with thoughtful, reflective ideas that have substance and depth. Ideas are original and offer something new to the discussion. If used, outside content is cited appropriately (Ex. “According to Servaes(2006)...”). Post meets requirements for word count and is without grammatical or spelling errors.

Reaction Posts (RP) (120 pts.)

In addition to the LPs, students will create **ONE (1)** Reaction Post (RP) of **300-500** words in each of 12 modules based on the assigned readings/media links found in the Course Modules section of the Canvas site.

Students will respond/react to the prompt posted in the RP section of each module. This is your opportunity to discuss your own thoughts and how these readings and materials resonate with you while answering the prompts.

In addition to the reaction post, students will include at the end of their own post at least **TWO (2) discussion questions (RQs)** to encourage engagement with their colleagues. **These questions are NOT included in your 300-500 word count.** 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. RPs are due no later than **Friday at 11:00 PM EST** each week. Students will then respond to at least TWO other students' RQs no later than **Wednesday at 11:00 PM**. You will have until the following Friday night at 11:00 PM EST to respond to any comments made on your original post. Here's an example of how it should work:

1. Friday night: Matt posts his RP of 300-500 words and adds 2 RQs (not a part of his word count).
2. Matt then goes to two other students' (Susie and Tim) RPs and answers each of their RQs in 100-300 word responses no later than Wednesday night.
3. Matt continues to monitor his own RP and sees if other students have answered his questions. If they have, he responds by the following Friday evening, perhaps even checking his thread as he's working on the next week's post, due that same evening.
4. Matt congratulates himself for meeting all deadlines and encouraging discussion, and celebrates by eating a cookie.

In order to receive full credit students must respond to all student discussion posts on their own threads. If no one posts to your RQs, you do not have to respond. 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 will be assigned to discussion groups initially to enhance engagement.**

Reaction Posts (RPs) Grading Rubric					
0	1-2	3-4	5-6	7-8	9-10
No Post is written 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 requirement. The post does synthesize the material. The post is not well organized and fails to draw connections between the content of the readings and current applications 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 requirement but does synthesize the material (or vice versa). The synthesis however, 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 grammatical or spelling errors or content is not appropriately cited. Or student fails to post/respond to 2 questions or follow-up with discourse where applicable.	The post meets the word count requirement and synthesizes the readings. The level of response is average with 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 or follow-up with discourse where applicable.	Post is accurate, relevant and well written. 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 or has spelling/grammatical errors. Post includes questions and student responds to two other questions and continues the discourse where applicable.	Post is accurate, relevant and well written. 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. "According to Servaes (2006)..."). Post meets requirements for word count and is without grammatical or spelling errors. Students pose and thoughtfully respond to at least 2 questions from other students and continue the discourse where applicable.

Weekly Quizzes (13 total, 130 pts.)

There will be timed online quiz assessments in Canvas covering materials from each week's readings. Quizzes will be composed of **10 questions** each and may cover lecture material, textbook material, and any other readings or media provided in the course module. Students will have **10 minutes** to complete each quiz (1 minute per question).

In order to be successful in completing these assessments, students should complete all other assignments within the module first (to including watching lectures, reading assigned texts, viewing any media, and discussion posts). There will be thirteen (13) quizzes this semester, and each must be completed by Friday evening at 11:00 PM EST of the week assigned.

Self-Reflection Paper (4-5 pages, 100 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 four- to five- (4-5) page 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 mass communication 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?

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.

DUE in Canvas by 4/22 at 11:00 PM EST.

International Media System Project (100 pts.)

Students will complete a final project for presentation to their colleagues during Module 13. This project will consist of a research paper and an AUDIO or TRANSCRIPT PowerPoint presentation.

Here are the steps for this assignment:

1. Choose and rank in order of desire five (5) international countries and email the ranked list to the instructor by **Friday, January 16th at 11:00 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 in Canvas and on the Facebook page.
2. Once assigned a country, students will research the media systems and culture of the region. In a five- to seven-page (5-7) paper students will

outline the systems of the country 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 (textbook, lectures, readings, discussions, etc.).

3. Students will then synthesize their research paper into a coherent and concise PowerPoint presentation of approximately 5-7 slides (and if audio is provided, presentation should last approximately 5-7 minutes). Students may choose to audio record their presentation (see the Assignments tab for instructions) or provide a complete transcript of their presentation in the slide notes (approximately 1-2 paragraphs per slide depending on the content of the slide itself). There is **NO** requirement for visual presentation (i.e. lecture videos) other than the slides themselves. You colleagues will NOT be reading your papers (those are for the instructor/grading purposes), they will only have access to your slide presentation in Canvas.
4. Upload your completed work into Canvas no later than Wednesday, 4/1 at 11:00 PM EST.

These are three components to the Individual Project:

- 1) Paper (50 pts.): ONE (1) five-seven (5-7) page paper, APA-style, double-spaced, 1" margins, 12 pt. Times New Roman Font, rubric provided in the Assignment tab.
- 2) Presentation with 5-7 Slides (50 pts.): Students may select to audio record their visual presentation OR simply provide a transcript that students/the instructor 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. "Notes" section of the PPT should contain 1-2 paragraphs of text per slide).

If using the transcript option, DO NOT cut and paste content from the paper directly into PowerPoint. The transcript should be just that, 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/paper and cite sources throughout the presentation where applicable. Un-cited work is considered plagiarism.

- 3) Create one (1) discussion post question for your colleagues that encourages 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. Students will then select at **least three (3)** discussion questions from all the presentations in that module to respond to for their Lecture Post (LP) credit.

Your LP question should be written into the final slide of your presentation.

Paper Outline Headings

The presentation should cover this information as well, and please use these exact headings in your paper so I can locate the topics, and so you can be certain you've covered them.

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.

III. Connections to World Systems: Situate the media or mass communication system present within the country in the greater context of world systems. Compare and contrast the system with other countries in its region.

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. Future Communication: Provide your analysis of the future of communication systems in your country.

All components (paper, presentation, question) from ALL STUDENTS must be **uploaded into Canvas no later than WEDNESDAY, 4/1 at 11:00 PM EST** into the Assignments Tab.

Point Distribution

Assignments	Point Value
Lecture Posts (LP) (15x10pts)	150
Quizzes (13x10pts)	130
Reaction Posts (RP) (12x10pts)	120
Self-reflection paper (1)	100
Individual Project (1)	100
Total Points	600

Modules

Module/Week	Readings/Lecture/Media	Assignments
Module 1, 1/5-1/9 (All work for this module due 1/16)	Video Introduction to the Course and Syllabus, Video Lecture Topic: Global Communication, Ch. 1 (for all modules, Chapter readings from McPhail textbook; all other readings linked in modules)	Introduction Post, Lecture Post (LP), Quiz 1
Module 2, 1/12-1/16	Video Lecture, Topic: The Medium, Ch. 5	LP, Quiz 2, Reaction Post (RP) Country Selection Email due Friday, 1/16, 11:00 PM EST
Module 3, 1/20-1/23 1/19-MLK Holiday	Video Lecture, Topic: The Message, Ch. 3	LP, Quiz 3, RP
Module 4, 1/26-1/30	Video Lecture, Topic: The Internet, Ch. 6	LP, Quiz 4, RP
Module 5, 2/2-2/6	Video Lecture, Topic: U.S. Media Conglomerates Ch. 7	LP, Quiz 5, RP
Module 6, 2/9-2/13	Video Lecture, Topic: Communication for development and social change, Ch. 2	LP, Quiz 6, RP
Module 7, 2/16-2/20	Video Lecture, Topic: Non-U.S. Multimedia Conglomerates, Ch. 8	LP, Quiz 7, RP
Module 8, 2/23-2/27	Video Lecture, Topic: CNN and 24-hour News, Ch. 11, 12	LP, Quiz 8, RP
SPRING BREAK, 3/2-3-6	NO CLASSES	NO ASSIGNMENTS
Module 9, 3/9-3/13	Video Lecture, Topic: Arab Media and Al Jazeera, Ch. 13	LP, Quiz 9, RP
Module 10, 3/16-3/20	Video Lecture, Topic: Global issues, Music, MTV, Ch. 10	LP, Quiz 10, RP
Module 11, 3/23-3/27	Video Lecture, Topic: Global Advertising, Ch. 15	LP, Quiz 11, RP
Module 12, 3/30-4/3 Individual Presentations Due in Canvas by WEDNESDAY, 4/1 at 11:00 PM EST	Video Lecture, Topic: Media and Asia, Ch. 14	LP, Quiz 12, RP, Individual Presentation
Module 13, 4/6-4/10	Individual Presentations available in Canvas	LP
Module 14, 4/13-4/17	Video Lecture, Topic: Euromedia, Ch. 9	LP, Quiz 13, RP
Module 15, 4/20-4/22 (SHORT WEEK) SELF-REFLECTION PAPERS	Final Video Lecture: The future of World Communication Systems	LP, Self-Reflection Paper

DUE IN CANVAS on 4/22 by 11:00 PM EST		
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Grading Scale

A	92.5-100	555-600
A-	89.5-92.4	537-554
B+	86.5-89.4	519-536
B	82.5-86.4	495-518
B-	79.5-82.4	477-494
C+	76.5-79.4	459-476
C	72.5-76.4	435-458
C-	69.5-72.4	417-434
D+	66.5-69.4	399-416
D	62.5-66.4	375-398
D-	59.5-62.4	357-374
E	59.4 & Below	356 & Below

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. Mini-module, Individual Project, and Self-Reflection paper assignments turned in late will be assessed a full letter grade deduction for each business day (M-F, excluding holidays) they are late. Individual Project and Self-Reflection paper assignments turned in less than a full business day late will receive a 5% point deduction prior to grading. Posts (and comments) turned a full business day late or less will receive a 1-point (out of ten possible points) deduction, followed by **two additional points** for each day late until the assignment reaches a '0.'

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 final assignments.

- **Communication**

If students have questions or concerns they are encouraged to communicate with the instructor via email or Skype. Please allow 48 hours for email responses (and/or to set up a Skype 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. [Describe what is expected and what will occur as a result of improper behavior]

<http://teach.ufl.edu/docs/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
- <https://lss.at.ufl.edu/help.shtml>

**** 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 feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/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.