Cover Sheet: Request 15351

Addition of Diversity and Globalization Course Reqyuirement to Digital Film and Television Track

Info

Process	Specialization|New/Modify/Close|Ugrad
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	David Ostroff dostroff@ufl.edu
Created	10/18/2020 5:05:23 PM
Updated	11/3/2020 2:51:15 PM
Description of request	The Department of Telecommunication proposes requiring students in the Digital Film and Television Production Track be required to complete either MMC 4302, World Communication Systems, or RTV 3411, Race, Gender, Class and Media. This requirement will replace a required in-College elective.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	JOU - Telecommunicatio 23030000	David Ostroff		10/18/2020
Digital Film and Television Production 8-semester Plan.docx					10/18/2020
College	Approved	JOU - College of Journalism and Communications	James Babanikos		10/19/2020
No document changes					
Associate Provost for Undergraduate Affairs	Approved	PV - Associate Provost for Undergraduate Affairs	Casey Griffith		10/27/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/27/2020
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Specialization|Modify for request 15351

Info

Request: Addition of Diversity and Globalization Course Reqyuirement to Digital Film and Television Track
Description of request: The Department of Telecommunication proposes requiring students in the Digital Film and Television Production Track be required to complete either MMC 4302, World Communication Systems, or RTV 3411, Race, Gender, Class and Media. This requirement will replace a required in-College elective.
Submitter: David Ostroff dostroff@ufl.edu
Created: 10/18/2020 5:28:53 PM
Form version: 2

Responses

Specialization Name Digital Film and Television Production
Specialization Code RTV
Effective Term Earliest Available
Effective Year Earliest Available
Is this an Undergraduate Innovation Academy Program Yes
Current Curriculum for Specialization Digital Film and Television Production
Coursework
Course List

Code	Title	Credits
Required Core Coursework		
ENC 3254	Professional Writing in the Discipline 1	3
JOU 2040	Writing Mechanics 1	1
MMC 1009	Introduction to Media and Communications 1	1
MMC 3203	Ethics and Problems in Mass Communications 1	3
or RTV 4432	Ethics and Problems in Telecommunication	
RTV 2100	Writing for Electronic Media 1	3
RTV 3001	Introduction to Media Industries and Professions 1	3
RTV 3101	Advanced Writing for Electronic Media 1	3
RTV 3320	Electronic Field Production 1	3
RTV 3511	Fundamentals of Production 1	3
RTV 3516	Electronic Field Production II	4
RTV 4500	Telecommunication Programming	3
RTV 4700	Telecommunication Law and Regulation	3
RTV 4929C	Senior Advanced Workshop in Telecommunication Production 13	
VIC 3001	Sight, Sound and Motion 1	4
Electives		
Electives inside college 15		
Total Credits	55	

1

Minimum grade of C required
Proposed Changes Require MMC 4302 World Communication Systems or RTV 3411 Race, Gender, Class and Media in lieu of an inside-College elective
UF Online currciculum change No
Pedagogical Rationale/Justification The faculty believes students need greater exposure to information and education about diverse and global cultures. Digital Film and Television increasingly rely on diverse audiences to support production, and international distribution on national and global video services.
Impact on Other Programs None. Both courses are taught by the Telecommunication Department
Assessment Data Review The following SLO's (2 and 5) directly apply to this proposal:

2. Understand professional ethical principles and the importance of truth, accuracy, fairness and diversity.

5. Think critically, creatively and independently
Academic Learning Compact and Academic Assessment Plan None
Catalog Copy Yes

Digital Film and Television Production

	Semester One	Credits
AMH 2020	United States Since 1877 (State Core Gen Ed Social and Behavioral Sciences)	3
ENC 1101	Expository and Argumentative Writing (**Critical Tracking** ; State Core Gen Ed Composition)[1]	3
STA 2023	Introduction to Statistics 1 (**Critical Tracking** ; State Core Gen Ed Mathematics)[1]	3
	Quest 1 (Gen Ed Humanities)	3
	State Core Gen Ed Physical or Behavioral Sciences [1]	3
	Credits	15
	Semester Two	
ECO 2013	Principles of Macroeconomics (**Critical Tracking**)	4
MUL 2010	Experiencing Music (State Core Gen Ed Humanities with International)	3
	Select one:	3
THE 2000	Theatre Appreciation (Gen Ed Humanities with Diversity)	
ARH 2000	Art Appreciation: American Diversity and Global Arts (Gen Ed Humanities with Diversity)	
ENC 1102	Argument and Persuasion (Gen Ed Composition; recommended elective)[1]	3
	Gen Ed Mathematics [1]	3
	Credits	16
	Semester Three	
ENC 3254	Professional Writing in the Discipline [1]	3
JOU 2040	Writing Mechanics [1]	1
MMC 1009	Introduction to Media and Communications (**Critical Tracking**)[1]	1
RTV 3001	Introduction to Media Industries and Professions (**Critical Tracking**)[1]	3
	Foreign language or Quantitative option [1]	3
	Gen Ed Physical or Biological Sciences [1]	3
	Credits	14
	Semester Four	
POS 2041	American Federal Government (Gen Ed Social and Behavioral Sciences)[1]	3
RTV 2100	Writing for Electronic Media (**Critical Tracking**)[1,2]	3
	Introduction to Public Speaking	

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SPC 2608 or ORI 2000	¹ or Oral Performance of Literature 1	3
VIC 3001	Sight, Sound and Motion 1	4
	Foreign language or Quantitative option 1	3
		16
	Credits	-

Semester Five

SYG 2000 or PSY 2012	Principles of Sociology (Gen Ed Social and Behavioral Sciences) or General Psychology	3
RTV 3101	Advanced Writing for Electronic Media 1	3
RTV 3511	Fundamentals of Production 1	3
	Outside concentration course	3
~~Elective inside college~~ MMC 4302 or RTV 3411		3
	Credits	15

Semester Six

RTV 3320	Electronic Field Production (**Critical Tracking**) 1	3
	Electives (inside college)	5
	Electives (outside college)	5
	Outside concentration course	3
	Credits	16

Semester Seven

RTV 3516	Electronic Field Production II (**Critical Tracking**)	4
RTV 4500	Telecommunication Programming (**Critical Tracking**)	3
RTV 4929C	Senior Advanced Workshop in Telecommunication Production (**Critical Tracking**) 1	3
	Elective (outside college)	3
	Outside concentration course	3
	Credits	16

Semester Eight

RTV 4432	Ethics and Problems in Telecommunication (**Critical Tracking**) 1	3
RTV 4700	Telecommunication Law and Regulation (**Critical Tracking**)	3
	Electives (inside college)	7
	Outside concentration course	3
	Credits	16
	Total Credits	124

Minimum grade of C required

¹

² MMC 2100 or JOU 3109C is accepted in lieu of RTV 2100

For semesters 7-8, students must complete two professional courses.

Up to six credits of professional internship credit may count toward graduation. Internships for credit require department approval, and a letter from the internship supervisor outlining duties and contact information. Internship application forms, information, and policies are available on the Department of Telecommunication website

Media and Politics – MMC 3614
Online Course Syllabus
Fall 2020

Professor: Darlena Cunha
Office hours: By appointment or via Skype
Phone number: (860) 335-6944
E-mail: dcunha@ufl.edu, darlena.cunha@gmail.com
Twitter: @parentwin

About me: I'm a former television news producer in large markets, and a current freelancer for national publications like TIME, The Washington Post, The Atlantic, The Boston Globe, The New York Times, Salon, The Guardian, and scores more. I write both straight journalism and opinion about politics, health, science, technology, parenting, feminism / "women's issues", business, money, food and social justice. And everything else.

Course Description and Student Objectives:

The purpose of this course is to provide an understanding of the role of the media in the political system. Both historical and current political trends will be highlighted as they are deliberated and analyzed by the media as well as the advantages and challenges that come with digital media and the 24/7 news cycle. *While we are not in a Presidential season year, we are in a heavy campaign year. We will pay special attention to the changing climate of political expression in the online age, as well.*

Upon successful completion of this course, you will be able to:

• Recognize the fundamental role of the media in shaping the public's perceptions of politicians, the government and the political structure;
• Understand the importance of the Internet and social media in the modern information age and the profound effect it has on media coverage, campaigns and privacy;
• Evaluate the strengths and weaknesses of certain media sources and develop ways to ascertain the validity of information from media sources;
• Identify how political figures are affected by the media and ways in which political figures respond to, influence or even manipulate news coverage.

Required Readings: Iyengar, S. Media politics: A citizen's guide (3rd ed.). New York: W. W. Norton & Co.

You will be expected to read the assigned chapters/pages and be prepared to apply them to online discussions and assessments. These readings are crucial to understanding what you will be doing in this course. *So do NOT neglect to do the readings.*

Course Structure:

This is a web-only course. A learning module will be set up for each section containing a lecture, readings and activities/assignments for the week. You will be required to read the assigned chapters/pages, go through the lecture slides and do each week's assigned work. It is your responsibility to follow and adhere to the schedule. Six assignments, two quizzes and a final exam will evaluate your knowledge and understanding of the material. Here are descriptions of each of the assessments in this course:

Your papers must meet the following requirements:
o Use proper grammar, spelling and 12-point Times New Roman font.
o Double space your paper with one-inch margins all around.
o Have your name and date on the first pages as well as an appropriate title.
o Follow AP style with in-text citations.

• **Exams:** There will be one exam in this course, a final, covering the reading in the course. The exam will be open book and timed but you will be able to take it any time over the few days the assignment is open. It will consist of 50 multiple choice questions to be completed in Canvas. More specific details about the exam will be provided closer to the test date.

Quizzes: There are two quizzes covering different sections of the reading throughout the semester, proctored in the same way as the exam.

Final Grade Breakdown:
Your final grade in the course will be arrived at through the following combination:

Introduction: 5 points
Discussion posts: 10 points
Debate/Speech Analysis: 10 points
Social Media Discussion: 5 points
Quiz 1: 10 points
Opinion vs. Straight News Comparison Paper: 15 points
Pundit Analysis Discussion: 10 points
Quiz 2: 10 points
Twitter Comparison Paper: 15 points
Final Exam: 10 points

Total Possible: 100 points

**There will be several extra credit opportunities, using social media platforms to liveblog real-word events, so keep your eyes on the announcements for those opportunities.

Grading Scale:
A = 93-100
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82

C+ = 77-79
C = 73-76
C- = 70-72
D+ = 67-69
D = 63-66
D- = 60-62
F = 59 and below

Class Policies:

1. **Deadlines:** All of the deadlines are strict in this course. But if, for any reason, you do think you will miss a deadline or exam, please discuss it with me at least 24 hours in advance. Under legitimate extenuating circumstances, such as a documented/known illness, family emergency or if you have some other situation you think may constitute a reason for an extended deadline, like a legal or military obligation, athletic participation or religious holiday, I may agree to let you schedule a make-up exam or turn in an assignment late. However, if I have not agreed to an extension or make-up exam before the deadlines, your assignment or exam grade will be a zero if not turned in on time. For the assessments to be completed on Canvas, please be mindful of technical difficulties and plan accordingly, as it is your responsibility to complete assessments by the deadlines. If you experience any technical difficulties, your first line of defense will be to contact the UF HelpDesk at (352) 392-HELP. If they cannot resolve the problem, then please contact me directly.

2. **Discussion Demeanor:** I want this class to be fun and energetic with great discussions, but we will be covering sensitive topics and ones about which some students may have strong feelings. Therefore, I expect you to be courteous and respectful to your fellow classmates. Please be polite to others while both expressing opinions and responding to them. Racism, ableism, and misogyny will not be tolerated.

3. **Academic Integrity:** University of Florida students live by an honor code that prohibits academic dishonesty such as (but not limited to) cheating, plagiarism, fabrication of sources or information from sources, reusing a paper from another class, writing a similar paper for two classes, drawing too heavily on another's work for your own and having someone else complete your work for you. If you're unsure of whether something constitutes a violation of academic integrity, ask me before turning in an assignment. Also, please refer to the University of Florida's guidelines regarding academic honesty at http://www.dso.ufl.edu/sccr/process/studentconduct-honor-code/. Ignorance is not an excuse.

   An academic integrity violation will result in a failing grade for the assignment and possibly the entire course, and the instance will be reported to the university's office of Student Conduct and Conflict Resolution.

4. **Disability Assistance:** Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with

the University of Florida's Disability Resource Center. The center will provide documentation, and then you must meet with me, so appropriate accommodations can be made. The center is in Reid Hall, and you can contact them by calling (352) 392-8565. For more information, visit http://www.dso.ufl.edu/drc/.

5. **Student Success and Seeking Help:** All of your instructors have high expectations of you, including myself. We are responsible for conveying those expectations to you. You are responsible for ensuring you meet your course obligations. Sometimes it will be draining and frustrating like it is in the communications field. But ultimately, it should also be enjoyable and purposeful. You are always encouraged to come to me both inside and outside of class with questions or concerns about this class and your assignments or the communications field in general.

   Also, the UF Counseling and Wellness Center is a terrific, free resource for any student who could use help managing stress or coping with life. The center, at 3190 Radio Road on campus, is open for appointments and emergency walk-ins from 8 a.m. to 5 p.m. Monday through Friday. To make an appointment or receive afterhours assistance, call (352) 392-1575. For more information, visit http://www.counseling.ufl.edu/cwc/.

6. **Online Course Evaluation Process:** Just as I give feedback on your work throughout the semester, I would also like to get feedback from you on the quality of instruction in this course. Because of this, students are expected to complete online evaluations 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.

7. **Diversity:** The University of Florida's College of Journalism and Communications Department of Journalism embraces a commitment toward an intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. We expect each of our journalism courses to help foster an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

Course Schedule:

Module 1

Monday, Aug. 31 – Friday, Sept. 4

Introduction

Assignment: post an introduction to yourself in the discussion section. Who are you? Where are you from? What is your major? Something you'd like to share about yourself. Make sure to include your *Twitter handle* (make one if you don't have one, for this course). We will be needing them. **DUE Tuesday, SEPT. 8**

Module 2

Tuesday, Sept. 8 – Friday, Sept. 11

Media and American Politics: What are we doing here?

Politics is often portrayed as a game—sports imagery and metaphors indicate a superficial contest. Unlike other games, however, political ones have real world consequences: war or peace; high taxes or low; jobs or unemployment; health care or not. We discuss what constitutes "politics," why it is important and how it affects daily lives; we will also look at the purpose of political reporting and what goes into good political reporting. Just how do political journalists do their job and what do they do? What are their goals, and whom do they serve? What are their typical biases and assumptions? How is this changing?

Assignment: Read *Iyengar, Chapter 2*

Read: On covering primaries: https://www.washingtonpost.com/opinions/2019/03/21/media-you-are-doing-it-wrong-again/?utm_term=.e2d524a80609

Read James Klurfeld, "Improving Media Capacity: Media Must Focus on Policy, Not Just Politics," The Brookings Institution, 2015.

Read Brendan Nyhan, "Get Off the Bus! Why Access-Based Campaign Coverage is a Dead End," *Columbia Journalism Review*, 2013.

Read Jack Shafer, "Presidential Campaigns, Sports Writing and the Fine Art of Pretending," Reuters, 2012

DELIVERABLE: Choose a public social media update about TBD (use Facebook, Twitter, Snapchat, or Instagram). Link it in the discussion section along with 200 words (this is a STRICT word count, going over will cost points) on why you think it was posted, whether it was opinion or an objective statement, whether it leads to an article and by which publication, who posted it and why you think they posted it, how the audience members (commenters) responded and why you think they responded in that way. **DUE Monday, SEPT. 14**

Module 3

Monday, Sept. 14 – Friday, Sept. 18

Media and the Three Branches of Government: How does it work?

Most political coverage consists of keeping watch over our various governmental branches and agencies, and alerting the public to decisions made about their welfare.

In the process of making laws, the members of Congress represent various interests within American society, giving them voice and attention in the national legislature. In recent years, many observers have noted the accelerating partisanship of the body and the gridlock associated. We look at the implications for political reporting and the reporter's role in covering the business of Congress and the President.

Assignment: Read *Iyengar Chapter 9*

Read Articles 1 through 3 of the United States Constitution.

Read James Madison, Federalist No. 10, "The Union as a Safeguard Against Domestic Faction and Insurrection," November 23, 1787. *Note: The Federalist Papers were a series of essays written in 1788 by James Madison, Alexander Hamilton and John Jay during the debate over the Constitution's ratification.*

Read Alexander Hamilton or James Madison, Federalist No. 51, "The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments," February 8, 1788.

Read U.S. Constitution, Amendments 1 through 10 (collectively known as the Bill of Rights) and Amendment 14.

Module 4

Monday, Sept. 21 – Friday, Sept. 25

Politics and the Internet: Interactivity and Social Media

Since 2000, the Internet has become an increasingly crucial tool for organizing, campaigning and communicating. We look at how the digital space is being used by campaigns and activists.

Assignment: Read *Iyengar, Chapter 5*

Read "The 2016 Presidential Campaign – A News Event That's Hard to Miss," Pew Research Center, 2016.

Read "Twitter and the Campaign," Pew Research Center, December 8, 2011.

Read Julia K. Woolley, Anthony M. Limperos, Mary Beth Oliver, "The 2008 Presidential Election, 2.0: A Content Analysis of User-Generated Political Facebook Groups," *Mass Communication and Society*, November 20, 2010.

Read Aaron Smith, "The Internet and Campaign 2010," Pew Research Center, March 17, 2011.

Read Keith Hampton, et al., "Social Networking Sites and Our Lives," Pew Research Center, June 16, 2011.

DELIVERABLE: Write a 1-3 page paper summarizing three of the talking points made during The Debate. Make note of their deliveries and word choices. Who does it appear the candidates/the president are/is talking to? How do/does they/he interact with the audience? How do/does they/he uphold the Constitutional premises we learned about this week? Are/Is they/he more positive or negative? What do you personally think about their/his message and tenor? Make sure to use quotes and examples from the speech/event. **DUE Monday, SEPT. 28**

Module 5

Monday, Sept. 28 – Thursday, Oct. 1

Media, Elections and Debates: What are the rules?

Television is the most important force in our culture. How do political figures use it? How do debates form public opinion, or do they?

Assignment: Read *Iyengar, Chapter 6*

Read Gabriel S. Lenz, Chappell Lawson, "Looking the Part: Television Leads Less Informed Citizens to Vote Based on Candidates' Appearance," *American Journal of Political Science*, 2011.

DELIVERABLE: QUIZ 1, DUE MONDAY, OCT. 5

Module 6

Monday, Oct. 5 – Friday, Oct. 9

Media, Elections and Debates: Television versus social media

Assignment: Read *Iyengar, Chapter 3*

Watch event TBD.

Participate in the discussion post on Canvas about TBD. 200 words in the original post and two comments on your classmates' posts. **DUE MONDAY, OCT. 12**

Module 7

Monday, Oct. 12 – Friday, Oct. 23 NOTICE THE LONGER MODULE

Op-eds, polemics and news coverage

<mark>**LIVE LECTURE: TBD, WATCH ANNOUNCEMENTS FOR DETAILS.**</mark> **EXTRA CREDIT.**

Assignment: Read NYT's READERS' GUIDE

Read NYT'S The Blur Between Analysis and Opinion

Read A DEFENCE OF POLEMICS

DELIVERABLE: Choose a polemical article or op-ed AND a straight news piece on an event to be announced and compare and contrast the coverage in a 2-4 page paper. What makes one opinion and the other straight coverage? How does the tone vary between the pieces? What are the different messages given to audience members? What multimedia (links, pictures, embeds, videos, etc.) were used to enhance the experience and persuade? Make sure to use examples and quotes from the two texts. **DUE Monday, Oct. 26**

Module 8

Monday, Oct. 26 – Friday, Oct. 30

Media and Public Opinion: More polling required?

We'll discuss use and abuse of polling, drafting questions, interpreting data and the pitfalls of writing about them.

Assignment: Read *Iyengar, Chapter 8*

Read David A. Graham, "Political Polling's Unfavorables Are on the Rise," *The Atlantic*, 2015.

Read Nate Silver, "How FiveThirtyEight Calculates Pollster Ratings," FiveThirtyEight, 2014.

Read Sheldon R. Gawiser, G. Evans Witt, "20 Questions a Journalist Should Ask about Poll Results," National Council on Public Polls.

EXTRA CREDIT: Live event on TBD (see details in Canvas announcements) **If you do this, *post your Twitter Handle link in that announcement*, so I can view and grade your effort. This is entirely freeform. Tweet observations you're making in real time, statements and/or opinions about it, critiques of the news station airing the event or the pundits, crowd reactions, links to articles coming out about it, memes or gifs. Anything you want. Tweet as a member of the active audience. As a typical, everyday observer. (Doing five tweets will add .5 points to your final grade. Doing 10 will add 1 full point.) No retweets. Original content. **WEEK SUBJECT TO CHANGE BASED ON POLITICAL EVENTS.**

Module 9

Monday, Nov. 2 – Friday, Nov. 6

Media Pundits and Ethics in Politics: Blurring the Lines

We examine the power and limitations of the media to shape public opinion and the tendency of the media to overplay scandal and sensationalize news. We look at the tactics that do and don't work to shape how Americans view issues and those of politicians; we'll discuss the difficulty of countering spin and misinformation once narratives are established, facts have been asserted and assumptions have become hardened.

Assignment: Read *Iyengar, Chapter 4*

Participate in the discussion post on Canvas about TBD. 200 words in the original post and two comments on your classmates' posts. **DUE MONDAY, NOV. 9, COMMENTS WEDNESDAY.**

Watch coverage of a governmental news story TBD on two different networks, marking the different tone of coverage.

EXTRA CREDIT: Live event on TBD (see details in Canvas announcements) **If you do this, *post your Twitter Handle link in that announcement*, so I can view and grade your effort. This is entirely freeform. Tweet observations you're making in real time, statements and/or opinions about it, critiques of the news station airing the event or the pundits, crowd reactions, links to articles coming out about it, memes or gifs. Anything you want. Tweet as a member of the active audience. As a typical, everyday observer. (Doing five tweets will add .5 points to your final grade. Doing 10 will add 1 full point.) No retweets. Original content. **WEEK SUBJECT TO CHANGE BASED ON POLITICAL EVENTS.**

Module 10

Monday, Nov. 9 – Friday, Nov. 13

Selling and Spinning: Political Advertising

We'll study the different techniques of political advertising, and examine the television political ad and its changing importance as new media takes over.

Assignment: Read *Iyengar Chapter 7*

DELIVERABLE: QUIZ 2, MONDAY, NOV. 16

Module 11

Monday, Nov. 16 – Friday, Nov. 20 NOTICE THE LONGER MODULE

Politics and Money: Where does the buck stop and why?

Interest groups have an organized membership and pursue policy goals that stem from members' shared interests. But the nation's various interests are not equally well organized. We look at their influence and the challenges of covering their role in the democratic process. Lobbying is the effort by groups to influence public policy through contact with public officials. We'll look at both "inside" and "outside" lobbying — and the strategies employed, from public pressure to direct donations to politicians.

Assignment: Read Anthony Corrado, "Financing Presidential Nomination in the Post-Public Funding Era," *The Making of the Presidential Candidates 2012*.

Read R. Sam Garrett, "State of Campaign Finance Policy: Recent Developments and Issues for Congress," Congressional Research Service, July 18, 2011.

Read "Buying of the President 2016," Center for Public Integrity, 2016.

Read Kenneth T. Andrews, Neal Caren, "Making the News: Movement Organizations, Media Attention, and the Public Agenda," *American Sociological Review*, 2010.

Read Lee Drutman, "How Corporate Lobbyists Conquered American Democracy," *The Atlantic*, 2015.

Read Robert G. Kaiser, "Citizen K Street: How Lobbying Became Washington's Biggest Business," *Washington Post*, March 4, 2007.

Read Christopher Witko, "Influence of Corporate Campaign Contributions in Government Contract Award Decisions," *Journal of Public Administration Research and Theory*, March 18, 2011.

DELIVERABLE: Watch two of the links provided of news coverage of an event to be announced. Write a thorough discussion post comparing and contrasting the coverage. Did you find the experience the same or different on each news channel? Expand on the similarities and differences. Point out opinions and ethical quandaries you notice. What multimedia was used by each station? How was the coverage meant to frame the message and how does the frame affect the audience? Comment on two classmates' comparison discussions. *This is a longer and more in-depth discussion post than the previous two. Think of it as a paper, in discussion form.* **DUE MONDAY, NOV. 23. COMMENTS DUE WEDNESDAY.**

Module 12

Monday, Nov. 23 – Tuesday, Nov. 24

The future of political communication: savvy or sketchy?

We'll talk about where we've been and where we are going, and how we can maintain ethical coverage of politics in the coming years.

Assignment: Read *Iyengar, Chapter 11*

DELIVERABLE: Compare five of President Trump's tweets to five of President Obama's (SUBJECT TO CHANGE, PENDING ELECTION) tweets. Analyze the difference in tone, tenor, word choice, and professional appeal versus populist appeal. Compare and contrast the content. **DUE Friday, Dec. 4**

Final Week

Final Exam Review

We'll go over important information from throughout the semester, highlighting bits that will be important for the exam.

Final Exam: DUE Wednesday, Dec. 9

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 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 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	**1-3**	**4-6**	**7-9**	**10-12**	**13-15**
No Post is submitted or post includes plagiarized content (all content must be appropriately cited or	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/vide 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 '0')	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.

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 9/19 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. 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).**

Deadlines by region:
- Latin American and African (non-MENA) Country Presentations due Wednesday, 11/4 at 11:59 PM EST
- Asian Country Presentations due Wednesday, 11/11 at 11:59 PM EST
- MENA Country Presentations due Wednesday, 11/18 at 11:59 PM EST
- European Country Presentations due Wednesday, 11/25 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, 12/9 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, 8/31-9/5	Video Introduction to the Course and Syllabus	Introduction Post, Join GroupMe
Module 2, 9/8-9/12	Video Lecture Topic: Global Communication, (all readings linked in modules)	Discussion Post, Quiz 1
Module 3, 9/14-9/19	Video Lecture, Topic: The Medium	Discussion Post, Quiz 2 Country Ranked Email due Saturday 9/19, 11:59 PM EST
Module 4, 9/21-9/26	Video Lecture, Topic: The Message	Discussion Post, Quiz 3
Module 5, 9/28-10/3	Video Lecture, U.S. Media Conglomerates	Discussion Post, Quiz 4
Module 6, 10/5-10/10	Topic: CNN and 24-hour News	Discussion Post, Quiz 5
Module 7, 10/12-10/17	Video Lecture, Topic: Non-U.S. Multimedia Conglomerates	Discussion Post, Quiz 6

Module 8, 10/19-10/24	Video Lecture, Topic: Global issues, Music, MTV, Magazines	Discussion Post, Quiz 7
Module 9, 10/26-10/31	Video Lecture, Topic: The Digital World	Discussion Post, Quiz 8
Module 10, 11/2-11/7	Topic: Global Advertising	Discussion Post, Quiz 9, ==Latin America/Africa presentations DUE Wednesday, 11/4==
Module 11, 11/9-11/14	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, 11/11==
Module 12, 11/16-11/21	Video Lecture, Topic: Media and Asia, Asian Country Presentations	Discussion Post, Quiz 11, ==MENA country presentations DUE Wednesday, 11/18==
Module 13, 11/23-11/25	Video Lecture, Topic: Middle East and Northern Africa (MENA) and Country presentations	Discussion Post, Quiz 12, ==Europe presentations DUE Wednesday, 11/25==
Module 14, 11/30-12/5	Video Lecture, Topic: Euromedia, European Country Presentations	Discussion Post, Quiz 13
Module 15, 12/7-12/9	Video Lecture, Topic: The Future of World Communication Systems	Discussion Post, Quiz 14, Self-Reflection due 12/9

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 (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.