

JOUR 312 Syllabus

Course Information

BASE COURSE INFORMATION

- Semester: Spring 2018
- Course name/number: JOUR312I – Global News Media (Sec. 01; Class #1646)
- Instructor e-mail: Chris.Karadjov@csulb.edu
- Units: 3
- Prerequisite(s): None

COURSE TIME FRAME AND FORMAT

- Format: Asynchronous
- Duration: 15 weeks
- First and last day of the online course: Jan. 22, 2018 to May 11, 2018
- Holidays: All weekends, Spring Break.
- The online week begins Monday and ends Friday
- Cut-off time for uploading all assignments/final discussion posts: 11:30 p.m. on the due date
- No on-campus meeting requirements

DUE DATE/TIME ZONE

- Due dates/times are using the Pacific Time. Students are responsible for adjusting the due date to their time zone.

COURSE DESCRIPTION

Students explore media globalization and its political, economic, cultural and social impact around the world. The course surveys media systems at global and regional level, U.S. and non-U.S. stakeholders, news flows, technological advances, major trends and theories of international mass communication in the beginning of the new millennium. Role of global news organizations and services is highlighted in journalism, advertising and public relations. Particular attention is devoted to the effects of new technologies/convergence on the practice of newsgathering and dissemination. Students also review the implications of globalization for press freedoms and media ethics.

COURSE GOALS AND/OR OBJECTIVES AND/OR EXPECTED STUDENT LEARNING OUTCOMES

This is a General Education and Capstone course that also meets Interdisciplinary (I) requirements. By the end of the course, students should be able to:

- trace the revolution in news coverage which made the world a smaller place;
- explain the impact of this revolution on how we view the world and how the world sees the United States;
- describe major theories of international communication and global media;
- name some of the world's leading newsgathering operations, along with global multimedia companies and their practices;
- explain how media people from different countries do their jobs and what are the specific characteristics of media in a variety of world regions;
- relate to the social, economic, political and ethical challenges stemming from media globalization;
- explain how journalism, advertising, public relations and entertainment cross national borders – and how this matters;
- discuss the role of new technologies, particularly the Internet and satellite communication;
- enumerate how international and national organizations affect the global information flow.

This course acknowledges the fact that our world is characterized by a diversity of viewpoints, which leads to very different news coverage or evaluation of the same events. Its final project is designed to make students experience first-hand this differential coverage and appreciate its importance in the political, social and economic relationships between the United States and the rest of the world.

Students will train their critical thinking in a variety of other assignments that will require them to find, analyze and present information about various aspects of global mass media. Students will learn and apply theories of mass media to different regions of the world; they will learn how to synthesize and explain the economic, political, cultural, social, gender- and ethnic-based influences behind news coverage on a global scale. Throughout the course, students will practice their writing skills and their ability to lead a respectful and thoughtful discussion with their peers.

Required Text(s) and/or materials

1. The main text for this class is **Hachten, W. A., & Scotton, J. F. (2016).** *The World News Prism: Digital, Social and Interactive (9th Ed)*. **Malden, MA: Wiley-Blackwell.** Students must purchase this book by the end of the first week of class and read chapters as assigned in the schedule. You can also rent it instead of purchasing. Please make sure that you do not get any other edition but this!
2. Each module features instructor's notes and a short video presentation. Students must read/watch those as assigned.
3. A basic American Psychological Association (APA) style guide is included in the course materials; also, you may find this APA-style link useful: [APA Guide from University of Wisconsin](#). Following proper APA style for all citations/references is the **requirement** for the mini paper and the final project.
4. Several documentaries and/or feature films are part of this course material. Their titles and due weeks are posted. Students must make arrangements to watch them as needed (e.g., via YouTube, Netflix, library). Plan ahead!
5. In addition, various other files or links to video, audio and text materials will be posted on BeachBoard and/or sent through the class e-mail list, or instructor's Twitter (@ckaradjov), which you will be following. When required, students must use those materials on par with any others. All reading/viewing assignments must be completed on schedule (as posted on BeachBoard). Failure to keep up with the readings/videos may affect negatively students' grade in this class.

Technical Requirements

- The contact information for online technical support and resources
 - CCPE Technical Support
(562) 985-2900
Monday-Friday between 8 a.m. and 5 p.m. Pacific Time
ccpe-help@csulb.edu
- The level of technical competence required of the students: General knowledge of word processing and office software.
- Alternative procedures for submitting work in the event of technical breakdowns: Via instructor's e-mail: Chris.Karadjov@csulb.edu
- System check for BeachBoard can be found here:
[BeachBoard System Check](#)

Activity grade percentages

The final grade for JOUR 312-I will be formed by the following components:

Discussion participation:	250 points (5 major discussions, 50 points each)
Multiple-choice chapter tests (1 @ 150, 1 @ 100 pts each)	250 points
One written assignment (mini-paper):	200 points
Final project:	300 points (includes proposal)

TOTAL:	1,000 points
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Accumulation of 900 to 1,000 points will mean an A for this class, 800 to 899 is a B, 700 to 799 – C, 600 to 699 mean D, and anything below 600 points is a failing grade.

Policy on due dates and lateness

Last discussion posts should be uploaded to BeachBoard by 11:00 p.m. (Pacific) on the day the discussion closes. No postings will be accepted after the deadline as the system will shut down your access at that time.

All graded assignments (the mini-paper and final project) must be submitted via Dropbox by 11:00 p.m. (Pacific) on the stated deadline date. Late assignments normally will not be accepted unless the student can prove convincingly some extenuating circumstances (e.g., a documented medical/family emergency).

Accepting a late assignment will be entirely at the instructor's discretion and penalty points are likely to be assessed even if a delay is granted. In no case an assignment may be more than two days late from its due date (that is, before Monday).

University Policy

INSTITUTIONAL ACADEMIC POLICY

[CSBUL Policies on Plagiarism and Cheating](#)

INSTRUCTOR'S INTERPRETATION OF THE UNIVERSITY WITHDRAWAL POLICY IN THE CLASS

Students may withdraw from a class for "serious and compelling reasons." Normally these are defined as anything of importance that is beyond the control of the student. This includes, but is not necessarily limited to, death or serious illness in a student's immediate family or a documented change in a student's work schedule. Poor performance, lateness with assignments/discussions are not considered serious or compelling reasons beyond the student's control for purposes of withdrawing. Proper withdrawal deadlines are listed in the university catalog. In addition, enrolled students who miss the first 3 calendar days of this online class may be deleted from the JOUR312I roster.

PLAGIARISM AND FABRICATION

CSULB, the journalism department and this instructor take issues of academic dishonesty very seriously. If students use any deceptive or dishonest method to complete an assignment, take an exam, participate in a discussion, or gain credit in a course in any other way, or if students help someone else to do so, they are guilty of cheating. If students use someone else's ideas or work and represent them as their own without giving credit to the source, they are guilty of plagiarism. This does not apply if the ideas are recognized as common knowledge, or if students can show that they honestly developed the ideas through their own work. The required citations/reference style for JOUR312I is the American Psychological Association (APA) Style. Students should use quotation marks, footnotes or endnotes and bibliographic references to give proper credit to sources. All submitted assignments are checked by the instructor and by software for plagiarism.

STANDARDS OF APPROPRIATE ONLINE BEHAVIOR WILL BE MAINTAINED

First and foremost this means that students will remain courteous and professional in all online interactions with peers and instructor. Students must stick to the assigned topic during discussions and avoid posting information that veers off the main point. Naturally, no offensive or profane language will be tolerated. Disagreements of all sorts must be expressed through the use of appropriate facts. Personal attacks or "trolling" will never be acceptable. Offenders will be warned and the instructor reserves the right to drop (with a failing grade) those who do not follow the rules. It must be said, however, that some of the material that we will review for this class, either originating from the instructor or students, may be found objectionable by some (i.e., disturbing images of war, depictions of religious practices, and so on). Such material will be allowed only insofar as it possesses educational value and furthers the goal of this course to develop critical thinking skills. If in doubt, please ask your instructor!

DISABILITY

Students with disabilities who need assistant or accommodation to participate in or benefit from university programs, services, and/or activities should inform the instructor and then contact Disabled Student Services. Students needing support services or accommodations should contact the instructor of the course within the first week of class. In addition, students should establish their eligibility for assistance by contacting the Disabled Student Services Office (Brotman Hall 270) at 562-985-5401.

Students are to provide to the instructor verification of their disability from Disabled Student Services. Typical

accommodations available from Disabled Student Services, working with the journalism instructor, include extended time for tests, test proctoring, private test rooms, note taking, Braille transcriptions, and referral for tutoring.

If the service offered is insufficient or inadequate, the student should confer with the instructor and the director of Disabled Student Services. If these efforts are unsuccessful, students have the option of directing their concerns to the Office of Equity and Diversity (University Student Union 301) at 562-985-8256. Responsibility for oversight and implementation of the Americans with Disabilities Act and the Rehabilitation Act has been delegated to the campus director for disability support and accommodation. More information can be found at [CSULB DSS Policies](#)

Discussion Rules

GENERAL

This class has five graded discussions conducted via the **Discussion Board**. Sometimes an ad hoc discussion (for grade, no grade or extra credit) may be opened at my discretion (particularly, if some breaking news happens that can be incorporated into your learning). Discussions are an essential part of JOUR312I, because they supplement recorded mini lectures, readings and other materials; they represent the common in-class exchange of ideas and require full concentration from all participants.

DEADLINES

All discussions have a deadline of 11:30 p.m. on the day they are due. That is, you have the entire day to finish posting. Once the discussion is graded, I will reopen it so you can go back and use some of the posts/materials for other assignments if you need to.

FORMAT

Each discussion will start with a prompt (question) from me. Students must respond by opening an **individual (new) thread**. After that, you may continue writing in your own thread when you want to add new material, or interact with your peers by commenting on their posts (please check the box to keep the original in your reply). You may argue with other students, agree or disagree with them, and otherwise enhance the original posting. The more interaction you have, the better.

Grading: Each of the five principal discussions is worth 50 points. You will be graded on the **quality and quantity** of your posts. Please understand that the discussion board is meant to exchange ideas and build on them, not to post once and forget! Therefore, I will value regular contributions over the entire period of the discussion over one-time bursts. For best results, check the discussion board activity at least once a day, read what your peers' have said and add something, if you can. Your contributions must have substance – simple agreement/disagreement will not suffice. Be prepared for some serious work in that regard!

Online behavior: You must remain courteous and professional in all online interactions with peers and instructor. Please stick to the assigned topic during discussions and avoid posting information that veers off the main point. Naturally, no offensive or profane language will be tolerated. Disagreements of all sorts must be expressed through the use of appropriate facts. Personal attacks or “trolling” will never be acceptable. Offenders will be warned and the instructor reserves the right to drop (with a failing grade) those who do not follow the rules. It must be said, however, that some of the material in the discussions may be considered objectionable (i.e., disturbing images of war, depictions of religious practices, and so on). Such material will be allowed only insofar as it possesses educational value and furthers the goal of this course to develop critical thinking skills.

If in doubt, please ask me!

Criteria for Response/Reaction/Comparison Paper Grading

A **response paper** answers some specific question related to a book chapter, other text, video or audio material. A **reaction paper** is not based on a professor's query, so the students have the freedom to choose their overall theses or particular ideas to present and defend. A **comparison paper** asks the students to contrast and compare media coverage in different publications (and, usually, from different countries). Typically, this is the final paper in JOUR312I. You may be asked to write any of the above types of papers, but the standards for assessing and evaluating them are very similar.

All papers will be judged according to the criteria listed below. In essence, this is a catalog of possible deficiencies, building up from minor to serious ones. Papers with a certain grade by definition will contain a substantial number of the errors listed under their respective category, but can have some problems from other grade levels as well. A student's late submission or failure to observe the assigned word count may incur additional penalties.

Please feel free to ask me if you need a specific explanation of the basis for your grade, although I will not encourage grade inquiries on a routine basis.

Papers are given points because their relative weight in this class may be different, but these points always represent percentages so you can see what is your grade per rubric below. Same applies for discussions. That is, 40 out of 50 points is 80%, 150 out of 200 points will be 75.5%, 240 out of 300 points is 80%, and so on. BeachBoard should give you these percentages and also keep a running tally of where you are in terms of average grade at any given moment.

A (90-100%): The writer uses logical arguments and draws on the analyzed texts/videos/data/events to create unique insights and meaning. Compelling and coherent argument to reach valid conclusions based on the available evidence. Any external information (that is, not contained in the analyzed text) is weaved logically into the structure of the paper. Thread of clear and consistent purpose throughout. In a response paper, the question is answered completely and adequately. Writing is fluid, organized and mature. Language is expressive, in the authentic voice of the author with a clear sense of audience. Ideas are supported with sufficient evidence and detail. Any comparisons are clear and well supported by the evidence. A balanced mix of direct and indirect quotations with proper attributions. A polished and thoroughly copyedited paper with virtually no style, mechanical, grammatical or syntactical errors. APA style is followed for all in-text citations and end references (works cited).

B (80-89%): The writer uses arguments and evidential support consistently. Paper has overall coherence, clarity and consistency, even though it needs more editing. The writer builds and supports a unifying thesis, but some gaps prevent internal unity. Possible instances of redundancy in the argument or supporting evidence. The writer may be lapsing into generalities or neglecting essential points/details. External information is not always warranted by the logic of the argument or has a tendency to overwhelm the analysis of the original text. Some parts of the argument may be less convincing or the question in a response paper may not be answered in its entirety. Comparisons may not always be completely accurate and/or valid. Minor style errors. A few mechanical, grammatical or syntactical errors. Some APA style inconsistencies.

C (70-79%): The writer makes some adequate connections between arguments and support, but the paper as a whole is lacking in clarity or consistency. Substantial editing is required. Not enough supporting evidence for claims made by the writer. Use of vague language sometimes obscures writer's overall thesis or particular

conclusions. Paper needs an integrating thesis or a satisfying conclusion. Poor structure and organization (e.g., lack of paragraphs, poor or missing transitions). Language is uneven and/or deficient in style. Substantial redundancies. Reliance on generalities or clichés. The writer does not stay on the topic, drifting thoughts. Comparisons are of dubious nature. Lack of proper attributions. For response papers, the question is answered only partially or the answer is not satisfactory. Some style, mechanical, grammatical or syntactical errors. Poor APA style.

D (60-69%): Inadequate treatment of the subject through limited evidence, examples, explanations or perfunctory analysis. Ignoring professor's directives about the necessary components of the paper. No relevance to the question asked for a response paper. Little, if any insight. Lack of proper or consistent comparisons (for this type of papers). Vague generalizations. Reproduction of the original text without any interpretation. Inadequate or non-existent explanation of arguments. Little to no sense of structure. No attributions. Very obvious style errors. Abundance of mechanical, grammatical or syntactical errors. No coherent citation style.

F (below 60%): Barely readable to unreadable.

Papers with instance(s) of plagiarism will receive automatically 0%. For repeat offenses, the student will fail the class outright.