

# Comparative International Media Systems

Tuesdays | 6:30 - 9:20 p.m. | GAB 204

## Readings, etc.

The assigned text for this course is:

Steven, P. (2010) *"The nonsense guide to global media,"* (Ontario, Canada: New Internationalist).

**Additional required readings will be posted to Blackboard and/or distributed via email or in class as necessary.**

You will need access to the APA Publication Manual (6th Ed.)

Recommended, not required:  
Graff, G. and Birkenstein, C. (2014) *"They say, I say: The moves that matter in academic writing."* (New York, NY: WW Norton).

## Class time

### 6:30 p.m. to 7:20 p.m.

Discussion of assigned reading; introducing resources

### 7:30 p.m. to 8:20 p.m.

The Dyad and a class activity

### 8:30 p.m. to 9:20 p.m.

Writing prompt, in-class writing activity



## Course description

We will examine mass media systems throughout the world, paying special attention to how media institutions contribute to building democracy. We will use selected readings, including journal articles and news stories to explore the cultural, economic and political factors that shape news\* media from around the world. Lectures will provide a weekly focus for examining what is considered "news" around the world, who makes it, who receives it, how the information is shared and collected, and how information impacts global society. Class discussions will





**Contact the instructor**

**Dr. Meredith D. Clark, GAB 102D**

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- Skype: Meredith\_D\_Clark
- Twitter: @meredithclark

**Office hours:**

Tuesday: 4 p.m. - 6 p.m.

Wednesday: 3 p.m. - 5 p.m.

\*Thursday: 9 a.m. - 10 a.m.

You are free to drop in any time I'm in the office and have my door open.

Virtual office hours are available by appointment only at mutually convenient times.

*\*Please note that travel plans may impact my Thursday office hours. Please call or email in advance to set an Thursday appointment.*

allow us to exchange information, diversify our perspectives on news, and come to collective understanding about the topics we cover. Reflective writing exercises will extend our conversations beyond the time and space of our classroom.

*Assessment components: Undergraduates*

Team project	50 percent
Midterm and final exams	30 percent (15 percent each)
In-class participation	10 percent
Blog posts	10 percent

*Assessment components: Graduate students*

Conference-worthy research paper	50 percent
Midterm and final exam	30 percent
Discussion docent	10 percent
In-class participation	10 percent



## So, what are we going to do?

The course will introduce you to the field of global communication and comparative journalism. The focus is on news. We will discuss key theories explaining the workings of global and local communication systems, the transnational flow of news and other media products such as television newscasts, and the opportunities and challenges that social media and other new platforms have posed to the production and distribution of news. We will also talk about the major economic, political, ethical, and cultural issues that have arisen in the arena of international relations with the rapid proliferation of communication technologies.

### Pedagogy

Grounded on the critical pedagogy of Brazilian educator Paulo Freire, the course emphasizes critical thinking and problem solving. Freire's model centers on *dialogue* and advocates for an educational practice grounded on theory and committed to social justice.

### Learning Objectives

The Accrediting Council on Education in Journalism and Mass Communication requires that all graduates of accrediting programs "should be aware of certain core values and competencies" and established 12 learning objectives.

This course focuses on six ACEJMC objectives; one of them refers to cultural competence development and aims that students will:

“Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.”

Cultural competence is a multidimensional and nonlinear process that involves cognition, affect, and behavior. According to Suárez-Balcazar *et al.* (2011), it comprises four dimensions:

*Cultural awareness* requires “developing a critical view of cultural differences, people’s experiences of oppression and marginalization, class differences, discrimination, racism, and becoming aware of one’s cultural biases.”

*Cultural knowledge* means “learning about the cultural practices of specific racial or ethnic groups.”

*Cultural skills* involve “developing professional practices and behaviors designed to improve service delivery to diverse populations.”

*Cultural practice* includes “experiencing other cultures and learning to appreciate diversity in society.”

The remaining five ACEJMC objectives that the course aims to achieve refer to research skills and critical thinking abilities:

1. Understand concepts and apply theories in the use and presentation of images and information;
2. Think critically, creatively and independently;
3. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;

4. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
5. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

### Course Content Learning Objectives

Along with the development of the aforementioned skills and abilities, at the successful completion of the course, you will be able to:

1. Recognize the field's most influential concepts and theories.
2. Identify the main patterns of global information and communication flows.
3. Distinguish the salient components of the political economy of global communication.
4. Outline the major media and press systems around the globe.
5. Describe the media landscapes of selected countries.
6. Compare the journalism practices of selected countries.
7. Develop an awareness of how complex and multi-sided the current issues in global communication are.

### Course Policies

**Attendance and punctuality.** Each class in this course is equivalent to an assignment. You cannot earn an A in this class without consistent class attendance, punctuality, and active class participation. Please note that regular attendance to class with no participation in class discussion will earn you a ZERO in participation. Also, lateness will be penalized (three late arrivals are equivalent to an absence). However, since we all have unexpected emergencies, you can miss two classes without being penalized.

**Late papers and make-up policy:** All assignments are due at class time. Late papers will be penalized one letter-grade and will not be accepted one week after the due date. To avoid being penalized you must provide official proof of your excuse. There will be no make-up for missed in-class exercises. Failing to contribute to the team project will result in a grade of zero on this assignment.

### Evaluation and Grading Policies

Students can earn up to 100 points on their work. For each assignment, be sure to read the guidelines thoroughly before you begin. Though grades are not negotiable, I give serious consideration to students' concerns about grades. If you have questions about a particular grade, you will need to talk to me *within a week of receiving the grade*. If you dispute a grade, you will need to submit (to me) a written complaint also within a week of receiving the grade.

Grading scale:

Assignments and exams will be graded using a 0-100 scale. The 10-point scale for final grades is as follows:

A = 90-100      B = 89-80      C= 79-70      D= 69-60      F= 60 or below

**Five things checklist: Do them and win!**

1. Do the reading.
2. Survey media in your assigned country and the countries represented in your group.
3. Locate a resource that will help with our examination of global media (video, photos, article, etc.)
4. Come prepared with at least two questions, observations or ideas based on the reading.
5. Complete the homework according to the course standards and turn it in on time.

**In-class participation (10 percent of course grade)**

To evaluate your participation I will consider written responses to group presentations, effective use of Blackboard, miscellaneous class assignments, and especially participation in class discussions and in-class teamwork. Regular attendance to class counts, but *a perfect attendance without active participation in class discussion will result in a failing grade* (about 4 out of the maximum 10 points). Because informed and meaningful participation in class activities is only possible after completing the assigned readings and assignments prior to class, failure to do so will result in a low grade. Please note that *you cannot make up for poor participation in the first part of the semester by improving during the last weeks or by doing extra work.*

*What is "good" class participation?*

1. Regularity in attendance.
2. Familiarity with assigned readings.
3. Cooperation in creating a supportive learning atmosphere.
4. Sharing materials relevant to the class (during class time and through Blackboard).
5. Demonstrated ability to engage in class discussions.

**Blog posts (20 percent of course grade)**

About every two weeks, each global communicator will write a blog post reflecting on one of two given prompts drawn from the reading. The blog post should refer to media examples from countries we have covered, so as to extend our in-class discussions and allow communicators an opportunity to demonstrate their comprehension of the material, media systems and issues under study. Each blog post should range between 400 and 600 words, contain at least three links to related materials (articles, videos, photo collections, other blogs, etc.) that have not been assigned or discussed in class, and must adhere to publication-worthy standards of proper grammar, punctuation, spelling, flow and AP Style. The blogs may be analysis, opinion or interview based. I will consider alternative story forms for up to 2 of these assignments. Permission to submit an alternative story form blog must be granted one week in advance of the blog's due date. More information on this course requirement will be posted on Blackboard with each prompt.

These blog posts will be used to bring our readings to life through immediate application, and to extend in-class discussion, offering another means of extending the conversation on global media issues.

### Team project or research paper (50 percent of course grade)

Undergraduate students will work together to produce a team project that examines one of five topics for comparative analysis of global media systems. Graduate students will also select a topic, but will use it as a lens for a 25-page research paper worthy of submission to the Association for Education in Journalism and Mass Communication's 2015 Midwinter Conference (Deadline for abstracts is Dec. 1; you will receive 5 points extra credit for proof of submission).

*Learning Objectives:* You will learn about a specific topic in global communication, but most importantly, you will gain skills on how to conduct library research, how to effectively work with a small group, how to orally present research findings to a large group, and how to write a scholarly paper.

#### **What do you need to do?**

1. **Choose four topics**, in order of preference, from the following list. I'll collect your preferences during class (see class schedule) and will assign you to one of the four teams of your choice.

#### **Topics**

1. The everyday impact of mobile communication in the Global South's news and information environment.
  2. The use and impact of Internet technologies on recent liberation struggles.
  3. The production and distribution of news by transnational advocacy networks
  4. The social change potential of community radio
  5. The challenge of reporting in conflict zones
2. **Choose a country.** We'll put the "comparative" in our work by examining our topics through the historical and contemporary perspectives of media in one of the countries we'll cover during the term. Each team member will select a country to focus on, and will contribute knowledge about how the group's topic is reflected in the media environment within that country. **Hint: Simplify part of your workload by focusing on this country (or its wider region) for your blog posts throughout the course.**
  3. **Form your team.** Teams work best when every member takes responsibility for a number of specific tasks. They struggle when some members either do not contribute their part, or take over the entire project. Students tend to evaluate poorly those members who either do too little or do too much.

Every member will conduct research, write a complete section of the report (not just provide the information to the editor), and speak for about five minutes during the presentation. In addition, each member will have one of the following roles:

1. The Editor will be responsible for editing the final version of the report. S/he will prepare the Checklist for Writing Papers for the report.
2. The Presentation producer will make sure that the presentation runs smoothly, and that audiovisual aids are appropriate. S/he will prepare the Checklist for Presentations for the report.

3. The Scholarly sources researcher will make sure that all sections of both report and presentation are grounded on scholarly books and articles. Also, s/he will prepare the edited, final version of the scholarly list of sources for the report.
4. The Non-scholarly sources researcher will be responsible for making sure that the team uses non-scholarly but authoritative sources (e.g., *The Economist*, *The New York Times*, and *AdAge*), and for preparing the list of such sources for the report. In addition, s/he will compile the list of questions for the exam to be included in the report.
5. The Facilitator will make sure that communication among team members, and with instructor and TA, are optimal; for example, s/he will set up meetings, keep a log of meetings and attendance that will be attached to the report, and will keep the instructor informed about the team's progress. Also, s/he will be responsible for the team's use of their Blackboard forum, and will compile the summary of each member's contribution to the project that will be attached to the final report.

Teams that fail to adhere to these guidelines and decide, on their own, to divide specific responsibilities in a different way, **WILL** receive a low grade.

**3. Submit a proposal**, which should include the following:

- A 300-450 word description of the project responding to these questions:
  1. What topic/issue is the team going to explore? (exploratory research questions)
  2. Why is it important for the class to learn about this topic/issue? (significance)
  3. How is the team going to conduct the investigation? (method/s). In addition to gathering information you may conduct interviews, observations and/or analysis of media texts.
  4. How is the team going to find the information and other resources needed for the project? (doability).
- The following attachments:
  1. A page specifying each team member's responsibilities (every member should write a 75-word summary of the tasks s/he proposes to complete. *Use your own words.*)
  2. A preliminary list of sources to be consulted (about 20) **on APA style.**
  3. A timetable for the entire project

Please turn in a hard copy of your proposal and also post it to your team's Blackboard forum.

- 4. Compile a report.** Consider it a super-blog: The report will be a research work of approximately 2,500 words of main text (excluding the items listed below). This report is essentially the text version of the answer to your question, told from the different country perspectives represented in your group. **Hint: Coordinate this assignment by drawing on the blog post assignments to focus your arguments about your topic (2,500 words divided by 4-5 people per group = .** The report is due the date of your presentation. In addition, your report should include the following:
1. A list of scholarly sources.
  2. A list of non-scholarly sources (e.g., websites, newspapers, and magazines).
  3. A detailed report of each member's contributions.
  4. The log of meetings kept by the Facilitator.

5. A list of five possible short-answer questions on your topic with answers for the final exam.
6. Both the Checklist for papers and the Checklist for Presentations with all items checked.

**Evaluation:** I will use a **rubric that will be posted on Blackboard by Sept. 9** to evaluate your written report.

5. **Give a 25-minute presentation.** Dates for each team's presentation are specified in the course schedule. Please post your Prezi/Powerpoint to your Blackboard forum the day of your presentation.

**Peer and instructor evaluation of presentation:** Your classmates (audience) and I will assess your presentation by using the **Rubric for Team Presentations** available on Blackboard. Because each team will work on a different topic, the most important element that we will consider will be the *educational value of the presentation's content for other students*. Keep in mind that you will be graded on substance more than on performance. What your audience thinks of your presentation counts, but I alone assign a grade. Peer evaluations of presentations will not be anonymous and the team will receive them with the graded report.

*Syllabus credit: Adapted from JOMC 446 Global communication and comparative journalism, Dr. Lucila Vargas, UNC-Chapel Hill, spring 2014.*



Week-by-week schedule	In class	In class	At home
<p><b>Week 1</b> <b>Aug. 26</b></p> <p><b>Global media: The West and "the rest"</b></p>	<p>How is "news" reported around the globe? Watch "<u>The news about the news</u>" Alisa Miller's TED Talk, March 2008</p>	<p>Watch "<u>The danger of a single story.</u>" Chimamanda Ngozi Adichie's July 2009 TED Talk The questions we'll ask: Planning your project.</p>	<p>Read Fareed Zakaria's "The Rise of the Rest." Read Ch. 3 in Global Media text.</p>
<p><b>Week 2</b> <b>Sept. 2</b></p> <p><b>The diplomatic impact of "global journalism"</b></p>	<p>Comparing media in four countries. Discussion of the five key topics.</p>	<p>Choosing your topic. Introduction to annotated bibliography</p>	<p>Read "The CNN Effect" and "The al-Jazeera Effect" chapters. <i>Blog post 1 due Friday, Sept. 5, at 10 .am.</i></p>
<p><b>Week 3</b> <b>Sept. 9</b></p>	<p>Guest speaker*. Choose countries; ID peer scholar group. Media artifact analysis as mode of inquiry.</p>	<p>Brainstorm RQ &amp; method</p>	<p>Read BBC country profiles for Mexico, Brazil and Venezuela. <i>Project proposal due Friday, Sept. 12, by 10 a.m.</i></p>

Week-by-week schedule	In class	In class	At home
<p><b>Week 4</b> <b>Sept. 16</b></p>	<p>Global media corporations.</p>		<p>Read Chalaby (2003); BBC country profiles for Guinea and Nigeria; <i>Graduate students' annotated bibliographies due. Blog post 2 due Friday, Sept. 19, at 10 a.m.</i></p>
<p><b>Week 5</b> <b>Sept. 23</b></p>	<p>Public media</p>	<p>Writing the literature review.</p>	<p>Read Palmeri &amp; Roland (2011); BBC profiles for Canada and France</p>
<p><b>Week 6</b> <b>Sept. 30</b></p>	<p>Global news systems</p>	<p>Project and paper workshop.</p>	<p>Read Vukasovich (2012); BBC profiles for Serbia an Ukraine. <i>Undergraduates' annotated bibliography/ Literature review due Friday, Oct. 3, by 10 a.m.</i></p>

Week-by-week schedule	In class	In class	At home
<p><b>Week 7</b> Oct. 7</p>	<p>Peace journalism</p>	<p><b>Literature reviews returned</b>; midterm review.</p>	<p>Read Galtung &amp; Ruge (1965); Watch Jake Lynch video. <i>Blog post 3 due Friday, Oct. 10, by 10 a.m.</i></p>
<p><b>Week 8</b> Oct. 14</p>	<p>Midterm</p>	<p>Watch "Democracy on Deadline: The Global Struggle for an Independent Press" (available as streaming video from UNT Media Online Resources</p>	<p>Study for midterm, begin work on team project/grad paper.</p>
<p><b>Week 9</b> Oct. 21</p>	<p>Discuss "Democracy on Deadline"</p>	<p>Paper and project workshop</p>	<p>Read Ch. 4 in "No-Nonsense"; BBC country profiles for India and China. <i>Make appointment for first draft paper/presentation preview consultations.</i></p>

Week-by-week schedule	In class	In class	At home
<p><b>Week 10</b> <b>Oct . 28</b></p>	<p>Watch Xiao Mina and Eric X. Lina TED talks</p>	<p>In-class analysis of Eight Memes blog.</p>	<p>Read Zhuo, Wellman &amp; Yu (2014); Khamis (2011); BBC country profiles for Saudia Arabia and Egypt. <i>Blog post 4 due Friday, Oct. 31, by 10 a.m.</i></p>
<p><b>Week 11</b> <b>Nov. 4</b></p>	<p>“Distress Signals” film.</p>	<p>Paper and project workshop</p>	<p>Read BBC country profiles for Thailand, North Korea and South Korea. <i>Presentation preview/first draft of paper due Friday, Nov. 7, at 10 a.m.</i></p>
<p><b>Week 12</b> <b>Nov. 11</b></p>	<p>Guest speaker. Emerging media</p>	<p><b>First draft of paper returned.</b></p>	<p>Read Kalyango (2011); Skim AMDI profiles; BBC country profiles for Namibia and South Africa. <i>Make appointment for final presentation/ paper consultations</i></p>

Week-by-week schedule	In class	In class	At home
<p><b>Week 13</b> Nov. 18</p>		<p>Paper and project workshop</p>	<p>Review <a href="#">2013 US BBG Annual Report</a>; Read "Real-time diplomacy" chapter excerpt. Watch Clay Shirky TED Talk. <i>Blog post 5 due Friday, Nov. 21 at 10 a.m.</i></p>
<p><b>Week 14</b> Nov. 25</p>	<p>Discussion: Media freedoms around the world</p>	<p>Presentations</p>	
<p><b>Week 15</b> Dec. 2</p>	<p>International public diplomacy discussion</p>	<p>Presentations</p>	
<p><b>Finals week</b> Dec. 9</p>	<p>Final paper due; final exam per university schedule</p>		

## MSOJ Grad Syllabus Statements

### JOURNALISM REQUIREMENTS & GUIDELINES

#### (Statements for all JOUR courses)

#### RE-TAKING FAILED JOURNALISM CLASSES

Students will not be allowed to automatically take a failed journalism course more than two times. Once you have failed a journalism course twice, you will not be allowed to enroll in that course for 12 months. Once you have waited 12 months after failing a course twice, you may make an appeal to the professor teaching the course to be allowed to enroll a third time.

#### TEXTBOOK POLICY

The Mayborn School of Journalism doesn't require students to purchase textbooks from the University Bookstore. Many are available through other bookstores or online.

#### FIRST CLASS DAY ATTENDANCE

Journalism instructors reserve the right to drop any student who does not attend the first class day of the semester.

#### OFFICE HOURS

I'll be in my office from 10 to 11 a.m. Mondays and Wednesdays, and 1:30-2:30 p.m. Mondays; other office hours are available by appointment. My virtual office is always open; just email me, and I promise to respond within 24 hours, except on weekends.

#### ATTENDANCE

One absence in the course is the limit without penalty toward your final grade, unless you have communicated with me from the beginning about an extraordinary problem. Coming to class late or leaving early may constitute an absence for that day. This is a seminar course, and it requires your attendance and participation each class meeting.

#### **Financial Aid Satisfactory Academic Progress (SAP) Undergraduates**

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per semester. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose financial aid eligibility.

**If at any point you consider dropping this or any other course, please be advised that the decision to do so has the potential to affect your current and future financial aid eligibility.** Please visit <http://financial.aid.unt.edu/satisfactory-academic-progress-requirements> for more information about financial aid Satisfactory Academic Progress. It may be wise for you to schedule a meeting with your MSOJ academic advisor or visit the Student Financial Aid and Scholarships office to discuss dropping a course before doing so.

#### ACADEMIC ADVISING

Students should meet with their Academic Advisor at least one time per long semester (Fall & Spring). It is important to update your degree plan on a regular basis to ensure that you are on track for a timely graduation.

- ♣ It is imperative that students have paid for all enrolled classes. **Please check your online schedule daily through May 28th to insure you have not been dropped for non-payment of any amount.** Students unknowingly have been dropped from classes for various reasons such as

financial aid, schedule change fees, parking fees, etc. MSOJ will not be able to reinstate students for any reason after May 28th regardless of situation. It is the student's responsibility to ensure all payments have been made.

### IMPORTANT FALL 2014 DATES

August 25	First Class Day.
September 8	Census.
September 9	Beginning this date a student who wishes to drop a course must first receive written consent of the instructor.
October 3	Last Day for student to receive automatic grade of W for nonattendance. Last day for change in pass/no pass status. Last day to drop a course or withdraw from the semester with a grade of W for courses that the student is not passing. After this date, a grade of WF may be recorded.
October 4	Beginning this date instructors may drop students with a grade of WF for nonattendance.
November 3	Last day to drop with either W or WF. Last day for a student to drop a course with consent of the instructor.
November 10	Beginning this date, a student who qualifies may request an Incomplete, with a grade of I
November 21	Last day to withdraw (drop all classes). Last day for an instructor to drop a student with a grade of WF for nonattendance.
December 5	Reading Day (no classes).
December 6-12	Final Exams.
December 12	Last Class Day.

Please visit <http://registrar.unt.edu/registration/spring-registration-guide> for other important dates.

### ACADEMIC ORGANIZATIONAL STRUCTURE

Understanding the academic organizational structure and appropriate Chain of Command is important when resolving class-related or advising issues. When you need problems resolved, please follow the step outlined below:

1st: Individual Faculty Member/Advisor

then: Director, Mayborn Graduate Institute

### OFFICE OF DISABILITY ACCOMMODATIONS

The University of North Texas and the Mayborn School of Journalism make reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during

faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

### **COURSE SAFETY STATEMENTS**

Students in the Mayborn School of Journalism are urged to use proper safety procedures and guidelines. While working in laboratory sessions, students are expected and required to identify and use property safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the University of North Texas is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance for this insurance program. Brochures for this insurance are available in the UNT Health and Wellness Center on campus. Students who are injured during class activities may seek medical attention at the UNT Health and Wellness Center at rates that are reduced compared to other medical facilities. If you have an insurance plan other than Student Health Insurance at UNT, please be sure that your plan covers treatment at this facility. If you choose not to go to the UNT Health and Wellness Center, you may be transported to an emergency room at a local hospital. You are responsible for expenses incurred there.

### **ACADEMIC DISHONESTY**

Academic dishonesty includes, but is not limited to, the use of any unauthorized assistance in taking quizzes, tests, or exams; dependence upon the aid of sources beyond those authorized by the instructor, the acquisition of tests or other material belonging to a faculty member, dual submission of a paper or project, resubmission of a paper or project to a different class without express permission from the instructors, or any other act designed to give a student an unfair advantage. Plagiarism includes the paraphrase or direct quotation of published or unpublished works *without* full and clear acknowledgment of the author/source. Academic dishonesty will bring about disciplinary action which may include expulsion from the university. This is explained in the UNT Student Handbook.

#### **MSOJ ACADEMIC INTEGRITY POLICY**

The codes of ethics from the Society of Professional Journalists, American Advertising Federation and Public Relations Society of America address truth and honesty. The Mayborn School of Journalism embraces these tenets and believes that academic dishonesty of any kind – including plagiarism and fabrication – is incongruent with all areas of journalism. The school's policy aligns with UNT Policy 18.1.16 and requires reporting any act of academic dishonesty to the Office for Academic Integrity for investigation. If the student has a previous confirmed offense (whether the first offense was in the journalism school or another university department) and the student is found to have committed another offense, the department will request the additional sanction of removing the student from the Mayborn School of Journalism. The student may appeal to the Office for Academic Integrity, which ensures due process and allows the student to remain in class pending the appeal.

### **CLASSROOM POLICIES**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom, and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html).



The Mayborn School of Journalism requires that students respect and maintain all university property. Students will be held accountable through disciplinary action for any intentional damages they cause in classrooms. (e.g., writing on tables). Disruptive behavior is not tolerated (e.g., arriving late, leaving early, sleeping, talking on the phone, texting or game playing, making inappropriate comments, ringing cellular phones/beepers, dressing inappropriately).

### **Student Evaluation of Teaching Effectiveness (SETE)**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide students a chance to comment on how this class is taught. Student feedback is important and an essential part of participation in this course.

### **FINAL EXAM POLICY**

Final exams will be administered at the designated times during the final week of each long semester and during the specified day of each summer term. Please check the course calendar early in the semester to avoid any schedule conflicts.

### **ACCESS TO INFORMATION**

As you know, your access point for business and academic services at UNT occurs within the my.unt.edu site [www.my.unt.edu](http://www.my.unt.edu). If you do not regularly check EagleConnect or link it to your favorite e-mail account, please do so, as this is where you learn about job and internship opportunities, MSOJ events, scholarships, and other important information. The website that explains Eagle Connect and how to forward your email: <http://eagleconnect.unt.edu/>

### **Important Notice for F-1 Students taking Distance Education Courses**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in multiple on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

**Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, students should contact the UNT International Advising Office (telephone 940-565-2195 or email [international@unt.edu](mailto:international@unt.edu)) to get clarification before the one-week deadline.**

### **DROPPING AN ONLINE COURSE**

A student needing to drop an online course should send their instructor an email with their name, student ID#, reason for dropping a course, and date you are sending the email. This *must be done prior to the UNT deadline to drop a course*.

If approved, the instructor will contact the MSOJ Undergraduate Office in GAB 102 where you may obtain a signed drop form. **It is your responsibility to turn in the completed drop slip to the UNT Registrar's office before the deadline to make sure you have been dropped from the course with a "W".** If you are taking only online courses and your instructor approves the drop, please contact the MSOJ Director of Advising for instructions.

### EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in an event of emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at [www.my.unt.edu](http://www.my.unt.edu). Some helpful emergency preparedness actions include: 1) ensuring you know the evacuation routes and severe weather shelter areas, determining how you will contact family and friends if phones are temporarily unavailable, and identifying where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, your instructor will communicate with you through Blackboard regarding assignments, exams, field trips, and other items that may be impacted by the closure.

### Statement of Student Learning Outcomes, UNT Journalism

Since 1969, the UNT Department of Journalism (Mayborn School of Journalism effective September 1, 2009) has been accredited by the Accrediting Council on Education in Journalism and Mass Communication. This national accreditation also extends to the Mayborn Graduate Institute of Journalism, the only accredited professional master's program in Texas. About one-fourth of all journalism and mass communication programs in the United States are accredited by ACEJMC. National accreditation enhances your education here, because it certifies that the department and graduate institute adhere to many standards established by the council. Among these standards are student learning outcomes, covered by journalism courses in all sequences.

This course, JOUR 4240/5150, will help to meet the student learning outcomes that have been checked by your professor, Dr. Meredith Clark.

Each graduate must:

- 🍏 Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- 🍏 Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
- 🍏 Understand concepts and apply theories in the use and presentation of images and information.
- 🍏 Work ethically in pursuit of truth, accuracy, fairness and diversity.
- 🍏 Think critically, creatively and independently.
- 🍏 Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

- 🍏 Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- 🍏 Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- 🍏 Apply tools and technologies appropriate for the communications professions in which they work.