

Comparative International Media Systems

Tuesdays | 3:30 - 6:20 p.m. | ENV SCI 120

Readings, etc.

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

You will need access to the Associated Press Stylebook (2013 or 2014 editions only).

Contact me!

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

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Office hours:

Monday: 2 p.m. - 4 p.m.

Thursday: 10 a.m. - noon

Drop in anytime the door is open.

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



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





How we'll learn:

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.

We will discuss key theories explaining the workings of global and local communication systems, the transnational flow of information, 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.

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:

Team project	30 percent
Midterm & final exams	40 percent (20 percent each)
Blog posts	20 percent
In-class participation	10 percent



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.
3. Locate and post 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, a peer's blog post or a headline from around the world.
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 taking part in class discussions and in-class teamwork. 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)

Each global communicator will write and respond to (one entry each of each type) a blog post reflecting on a prompt 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 two 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.

Midterm and final exam (40 percent of course grade; 20 percent each)

There will be two exams.

The exams will be composed of multiple-choice questions and will be proctored online. The exams will test your understanding of the material presented in readings, team presentations, discussions, blog posts and lectures, including guest lectures. Be sure to review the study guide and the posted lecture slides. The second exam will include one short-answer question from each of the team presentations, so please review the Prezi/Power Points prepared by your classmates; they will be posted to each team's forum.

Team presentation (30 percent of course grade)

Teams will produce a project that examines one of 10 topics for comparative analysis of global media systems. These topics will be presented throughout the semester, and will serve as a catalyst for in-class discussions of the reading and relevant current events.

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. **Rank the following topics**, in order of preference. You will be assigned to a team based on 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
6. Peace journalism and coverage of foreign conflict
7. Exporting culture as entertainment
8. Press freedoms around the world
9. The CNN effect and contemporary humanitarian crises
10. The Al-Jazeera Effect and global citizen journalism

2. **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 visual presentation.
2. The **presentation producer** will make sure that the presentation runs smoothly, and that audiovisual aids are appropriate.
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 presentation.
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 is 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 the Blackboard forum for class notes, 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. What actionable information do you expect the class to learn about this topic/issue?
 4. 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.
 5. How is the team going to find the information and other resources needed for the project? (do-ability).
 6. A preliminary list of sources to be consulted (about 20); do not include this list in the word count.

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

4. **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 at least 24 hours before your presentation time. I will use a rubric posted to Blackboard to evaluate your presentation.
5. **Peer notes:** Your classmates (audience) and I will assess your presentation. 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*. To this end, members of a different group will take notes on a group presentation each week. The notes should reflect the major points of the presentation, including the works referenced, news events analyzed and questions/answered posed by the class. Each person will receive a completion grade on their notes. This grade will count as part of your participation grade.

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

Class meeting date			
Jan. 20	“The Danger of a Single Story”	Course overview, objectives	Four theories of the press
Post-class reading	Pages 1-12 of CNN effect	Four theories of the press reading	
Jan. 27	Scholarly research training session	Meet in Willis Library Room 136	
Advance reading	Press freedoms throughout the world		
Feb. 3	Press Freedoms	Presentation expectations	
Advance reading	Watch TED Talk	“How social media can	make history”
Feb. 10	First group presentation	Class notes taken by Group 10	
Advance reading	Review ICFJ report/blogs; Ushahidi article	http://www.icfj.org/knight-international-journalism-fellowships/fellowships/india-using-mobile-technology-bring-news-is-0	
Feb. 17	Second group presentation	Mobile communication in the Global South	
Advance reading			
Feb. 24	Third group presentation	Deadline: Democracy	Film reaction and contemporary issues
Advance reading	Read Khamis	Read Zhuo, Wellman & Yu	
March 3	Fourth group presentation	The impact of internet technology on liberation struggles	Midterm review
Advance reading			
March 10	Midterm exam	Proctored online	

Class meeting date			
Advance reading	“How do TANs work?”	https://clg.portalxm.com/library/keytext.cfm?keytext_id=114	
March 24		Production of news by TANs	
Advance reading	Watch TED Talk	“What I saw in the war”	http://bit.ly/15xOld5
March 31	Fifth group presentation	Reporting in conflict zones	
Advance reading	Read peace journalism frameworks article		http://www.cco.regener-online.de/2006_2/pdf/hackett.pdf
April 7	Sixth group presentation	Peace journalism	
Advance reading	Read http://bit.ly/1B08CGg	Read http://bit.ly/1wsUltG	
April 14	Seventh group presentation	Social change impact of community radio	
Advance reading	TBA		
April 21	Eighth group presentation	Global Citizens event	
Advance reading	TBA		
April 28	Ninth group presentation	“High Tech, Low Life”	Movie reaction
Advance reading	TBA		
May 5	10th group presentation	Final review	
May 12	Final exam (online)	1:30 p.m. - 3:30 p.m.	

MSOJ Syllabus Statements

JOURNALISM COURSE REGISTRATION

- Registration will begin on the dates noted in the schedule of classes each semester. The system is a live, first come/first serve program.
- By registering for this course, you are stating that you have taken the required prerequisites according to your catalog year and major/minor status. If the instructor later determines that you haven't taken and passed these requirements, then you may be dropped at any point in the semester. If you have questions about your prerequisites, please see an advisor.
- A journalism major enrolled in any restricted 3000 and 4000 level classes must have taken and passed the GSP test, all foundational courses, and Math 1680/1681. Students must earn and maintain a 2.5 UNT and/or overall GPA (depending upon catalog year) to be eligible for major-level 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 2 p.m. to 4 p.m. Mondays, and 10 a.m. to noon Thursdays; other office hours are available by appointment. I'm often online and can answer quick questions via Twitter @meredithclark. Virtual office hours via Skype or Google Hangout are available by appointment.

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

All first-time-in-college students at UNT are required to schedule an appointment with their Academic Advisor and receive an advising code to register for classes both fall and spring semesters of the first year in college. ALL 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 late registration to ensure 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 late registration, regardless of situation. It is the student's responsibility to ensure all payments have been made.

IMPORTANT SPRING 2015 DATES AND DEADLINES

January 20

Classes Begin.

February 2

Census.

February 3

Beginning this date a student who wishes to drop a course must first receive written consent of the instructor.

March 2

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.

March 3

Beginning this date instructors may drop students with a grade of WF for nonattendance.

April 7

Last day to drop with either W or WF.

Last day for a student to drop a course with consent of the instructor.

April 20

Beginning this date, a student who qualifies may request an Incomplete, with a grade of I.

April 24

Last day to Withdraw (drop all classes).

Last day for an instructor to drop a student with a grade of WF for nonattendance.

May 8

Reading Day (no classes).

May 9 - May15

[Final Exams.](#)

May 15

Last Class Day.

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:

First: Individual Faculty Member/Advisor

Then: Director, Mayborn School of Journalism

Finally: Dean, Mayborn School of Journalism

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 medial 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. I do not look kindly upon academic dishonesty, and will penalize it to the full extent of my authority. This includes issuing a failing grade and/or expulsion from the course.

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.

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. 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/>

Courses in a Box

Any MSOJ equivalent course from another university must receive prior approval from the MSOJ academic advisor to insure that all MSOJ degree plan requirements are met. For example, courses that are taken online or from a program that offers course material via CD, booklet, or other manner of correspondence must have prior advisor approval.

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) 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. 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.

STATEMENTS OF STUDENT LEARNING OUTCOMES

Upon successful completion of this course, each global media analyst will be able to:

1. demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
2. demonstrate an understanding of the diversity of groups in a global society in relationship to communications;
3. understand concepts and apply theories in the use and presentation of images and information;
4. work ethically in pursuit of truth, accuracy, fairness and diversity;
5. think critically, creatively and independently;
6. conduct research and evaluate information by methods appropriate to the communications professions in which they work;

7. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
8. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;