

Term Information

Effective Term Spring 2022
Previous Value Spring 2014

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting to be able to offer some sections of this course 100% at a distance.

What is the rationale for the proposed change(s)?

Being able to offer some sections of this course 100% at a distance will offer increased flexibility for the instructor as well as our students. Not all courses in Communication are suitable for online delivery and our program assumes we offer in-person courses for developing communication expertise, skill development, group interactions, and lab experience. However we have found that having some online courses help students to complete their degrees in a timely manner. Given it's assignments and design, Comm 3597.01 is well suited for online instruction.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Communication
Fiscal Unit/Academic Org	School Of Communication - D0744
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3597.01
Course Title	International Perspectives on Communication
Transcript Abbreviation	Internat Comm
Course Description	Perspectives on communication media from different parts of the world.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for 597.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

09.0102

Subsidy Level

Baccalaureate Course

Intended Rank

Junior, Senior

Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Learn the history and theories of international mass communication
- Gain a deeper understanding of international news and be able to make critical judgements about the way in which media – including U.S. media outlets – cover international topics
- Discover the similarities and differences among media environments around the world. You will be able to explicate current developments in the regions relative to freedom of expression, the free flow of information, and press freedom
- Develop an in-depth, comprehensive understanding of the media environment and a media outlet in a chosen country or region
- Understand how practitioners in international communication do their work, and the challenges they face
- Become more-discerning news consumers, able to marshal critical thinking to evaluate content – including identifying disinformation, which thanks to modern technologies spreads faster, reaches deeper, is more emotionally charged, and is more resilient
- [Goal NA](#)

[Previous Value](#)

Content Topic List

- Theories of international and development communication
- The importance and role of global press freedom
- History of international communication / global media
- Media and international conflict / war
- Media and peace resolution
- Comparing media systems from around the globe
- International/global media economics
- Citizen mobilization, informational communication technology (ICT), and social media in global context
- Media and national/transnational identification
- Theories and practice of American public diplomacy

Sought Concurrence

No

Attachments

- AU21 Comm 3597.01 Syllabus Trimble.docx: In-class syllabus
(Syllabus. Owner: Jackson, Kylie M.)
- COMM 3597.01 SP22 Syllabus Distance Learning v2.docx: Proposed online syllabus
(Syllabus. Owner: Jackson, Kylie M.)
- COMM 3597.01 - Asc_Distance_Approval_Cover_Sheet_SP22.docx: ASC Tech Distance Approval Cover Sheet
(Other Supporting Documentation. Owner: Jackson, Kylie M.)
- COMM 3597.01 GE Rationale and Assessment Plan.docx: GE Rationale and Assessment Plan
(GEC Course Assessment Plan. Owner: Jackson, Kylie M.)
- Comm Curriculum Map UPDATED 2020.docx: Curriculum Map
(Other Supporting Documentation. Owner: Jackson, Kylie M.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jackson, Kylie M.	08/26/2021 08:08 AM	Submitted for Approval
Approved	Kline, Susan Lee	08/26/2021 12:31 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/03/2021 11:59 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/03/2021 11:59 AM	ASCCAO Approval

Communication 3597.01

International Perspectives on Communication

Spring 2022 (full term)

3 credit hours

ONLINE DELIVERY

Live via Zoom: Monday, Wednesday, 9:10-10:05 am

COURSE OVERVIEW

Instructor: Jeffrey Trimble

Email: trimble.102@osu.edu

Phone: 202 431 2611

Office Hours (via Zoom or phone): Monday 10:30 am – 12:30 pm, Tuesday 3 – 5 pm; and by appointment (including evening hours)

Course Description

Welcome to Communication 3597.01, “International Perspectives on Communication.”

This course will be delivered 100-percent online. Attendance for live sessions is expected. While meetings will be recorded and posted to Carmen, if you do not attend live sessions you will miss the opportunity to engage with classmates, the instructor and guest speakers. These interactions are beneficial for your understanding and application of the material. If you anticipate missing a number of sessions or need to make special arrangements, please talk to the instructor as soon as possible.

This course provides perspectives on communication media in different parts of the world. We will survey foreign media markets and outlets; international media systems, news, and related topics; the roles and characteristics of international journalists; and critical issues facing media around the world. The course will introduce you to key theories, concepts and practices in international communication. You will interact with leading international journalists and media experts through online sessions.

Course Learning Outcomes

In an increasingly internationalized and intricately connected world, a thorough understanding of global communication will contribute to your professional success and help you to meet your obligations as stakeholders in a democratic society. Students who complete this course will:

- **Course Learning Outcome 1:** Learn the history and theories of international mass communication;
- **Course Learning Outcome 2:** Gain a deeper understanding of international news and be able to make critical judgements about the way in which media – including U.S. media outlets -- cover international topics;
- **Course Learning Outcome 3:** Discover the similarities and differences among media environments around the world. You will be able to explicate current developments in the regions relative to freedom of expression, the free flow of information and press freedom;
- **Course Learning Outcome 4:** Develop an in-depth, comprehensive understanding of the media environment and a media outlet in a chosen country or region;
- **Course Learning Outcome 5:** Understand how practitioners in international communication do their work, and the challenges they face;
- **Course Learning Outcome 6:** Become a more-discerning news consumer, able to marshal critical thinking to evaluate content. By obtaining global perspectives on issues of the day you will be better able to analyze and contextualize content of U.S. media outlets.

Every effort has been made to create a syllabus that is as comprehensive and accurate as possible. But each class is a living entity and changes likely will arise. In particular, as U.S. and international guest speakers may become available on short notice, **please anticipate necessary changes in the schedule. Any such changes will NOT affect the timing of our class, just the contents of a particular session.** In all instances as much advance notice as possible will be given about changes.

General Education Goals and Expected Learning Outcomes

COMM 3597.01 is a General Education (GE) course under the category of “Diversity.” Through robust and rigorous examination of communication media in our increasingly internationalized and intricately connected world, students will achieve a number of Expected Learning Outcomes as set forth in OSU’s “General Education Goals and Expected Learning Outcomes” < <https://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes> >. These will include:

- 1) In the GE Category “Diversity,” with the Goal, “Students understand the pluralistic nature of institutions, society and culture in the United States and across the world in order to become educated, productive and principled citizens,” the Expected Learning Outcomes are:
 - Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Mode of Delivery/Pace of Activities

This course will be presented fully online. Each class will be conducted LIVE via Zoom at the scheduled class time (Monday, Wednesday 9:10 – 10:05 am. Zoom links will be provided on the Carmen Syllabus page and through Carmen Announcements. Each class will be recorded and posted for online viewing/reviewing. In addition to live classes, students will be expected to devote six or more hours to preparation and homework each week. These six hours will include reading and viewing assigned materials; preparing assigned written submissions; and closely following international news developments.

Course Materials

There is NO text for this course. PDFs of selected chapters and articles, links, and other materials are detailed in the “Topic and Assignment Schedule” below and on Carmen. Because this course relates to current events and the fast-changing environment of international news, you should anticipate that relevant, current materials will be added during the semester. These will be posted on Carmen and I will inform you when they are available.

Pace of activities: Students are expected to complete all readings and view assigned videos **prior** to class so that they will be prepared to discuss the material and turn in all assignments on time. If any student is interested in diving deeper into assigned or related topics, please contact me and I can suggest additional resources.

In order to contextualize and fully appreciate disinformation you must be an engaged, informed consumer of current news. You will be quizzed about current events (see “Assignments” below). I strongly suggest that you follow a respected, credible global news outlet such as BBC, Reuters or the Associated Press DAILY. Smartphone apps for these and other media outlets are readily available and easy to navigate.

Course Technologies

Your instructor is NOT an IT expert. For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, please contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7:

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743Or call 614-688-HELP (4357)

Carmen:

- Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
 - [Carmen accessibility](#)

Carmen Zoom:

- Office hours will be held through Ohio State's conferencing platform, Carmen Zoom, or by telephone. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.
- Help guides on the use of Carmen Zoom can be found at <https://resourcecenter.odee.osu.edu/carmenzoom>

Proctorio:

- Proctorio, an online proctoring tool, will be used during this course. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you must be over 18 years of age. Additionally, the tool has limitations in its accessibility for students reliant upon screen readers and keyboard navigation. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available.
- Proctorio offers free [24/7 student support](#) through web chat or email.

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Assignments

Quizzes

There will be two types of quizzes given during this course:

- In order to understand the contemporary global media environment it is imperative that you stay current on international news events. To reinforce this, you can expect **three brief, unannounced, multiple-choice quizzes** on current international news. Each quiz will be announced via email and Carmen announcement and then will be available to take online during a 24-hour period. Each quiz will be worth 30 points and I will **drop** your lowest score. **60 POINTS.**
- There will be **two scheduled quizzes** to test your understanding of course materials. These will be multiple-choice/true-false format and taken online. Each quiz will be worth 90 points. **180 POINTS.**

“In the News...”

During the third week of class you will select a non-U.S. media outlet to follow closely for the duration of the course. You may choose from a list provided by the instructor or select one on your own. The instructor must approve your choice of media outlet.

By 11:59 p.m. on Sunday of each week (for 8 weeks), you will submit via Carmen a bullet-point summary (in Word or PDF format, about 400 words) summarizing four top stories featured in

your international media outlet (two about international subjects, two about domestic subjects in the country of the media outlet) from the current week. We'll review these in class on Mondays; the instructor will welcome volunteers and will select other students at random to comment on their highlights. As the semester progresses, the instructor will direct you to make these summaries more sophisticated by getting at the "whys" behind editorial choices of your chosen outlet.

Through this exercise you will better understand and appreciate the cultural, political, commercial and other reasons behind the stories emphasized by non-U.S. media outlets. Your grade for this assignment will depend not only on completing the summaries each Sunday, but also the extent to which you reflect course concepts and materials in these summaries. Each submission is worth 12 points. **96 POINTS.**

Discussions: Reading Responses

During the early part of the semester you will have four in-depth readings about the history, theory and other aspects of international communications. Before we discuss each of these readings in class, you will submit to a Carmen online Discussion a list of three "takeaways" – things you have learned – in each reading. You also will provide several lines about WHY at least one (for purposes of brevity) of these takeaways is important in the context of this course. I am especially interested in your brief but thoughtful reactions to the readings. Feel free to add value to your observations with knowledge you have gained elsewhere, including in other courses. Be succinct but creative – your comments are meant to stimulate rich in-class discussion! Submissions should total no more than 300 words. Each submission is worth 10 points.

BONUS: You will be able to see the submissions of your classmates after you post your thoughts. If you make a substantive comment (not just agree/disagree, but adding value with a thought of your own) on another student's post, you will receive an additional 3 "bonus" points. Fine to make multiple comments, but you'll only receive 3 additional points. So while the base value for each submission is 10 points, you can earn as many as 13.

40 POINTS (plus as many as 12 extra points).

Essays

There will be **two** short **written assignments**.

- In the first essay you will write briefly – up to 300 words each, a total of no more than 900 words – about three countries you might be interested in studying in detail for the group Country/Media Analysis project. Indicate why these countries, and in particular their media markets, are of interest to you. A successful paper will draw from and cite in-class lecture material and assigned readings to date. I will use this paper to assign teams for the "Team Country and Media Analyses" project. **70 POINTS.**

- In the second essay you will utilize concepts and topics covered so far in this course to analyze in greater depth the media outlet you have chosen for the "In the News" ongoing assignment. By the time this essay is due you will be familiar with the content and style of your outlet. So while you should open with a brief description of the outlet, the aim of this assignment is to delve more deeply. What theories of mass communication and moments in the history of mass communication can help explain why your outlet covers the news as it does? How might freedom of the press and the level of censorship be reflected in the content of your media outlet? These questions merely are starting points. Utilize your insights and imagination to get beyond the "whats" -- as in "what's in the news" -- to the "whys": the motivations (commercial, political, historical, ideological, etc.) that help shape the content of the outlet. A successful paper will draw from and cite in-class lecture and discussion material and assigned readings to date. The length of this essay should be 600-800 words. **70 POINTS.**

Team Project: Country and Media Analysis

You will work in teams (4-5 students, assigned by the instructor and drawing on the first written essay that you submit – see above) to produce a detailed description and analysis of a country's media environment. Each team will present its findings in an in-class Power Point presentation, no longer than 12 minutes in length. Each team also will submit a written summary (4-5 pages) of its findings. For ease of assembly, the written reports may be in "bullet point" format, with research resources listed at the end.

The project consists of three elements:

- A succinct review of details about a country – such as its history, politics, economic system, cultural factors, demographics, etc. – that contribute to its current media environment.
- A detailed review of the country's current media environment, drawing on the country factors cited in the first element, course materials and concepts, and outside research.
- A brief overview of a media outlet from the country that demonstrates and illustrates what you have learned about the media environment. This overview may include relevant background information about the outlet such as its history, ownership, editorial philosophy, circulation/viewership, and relationship with the government. The instructor can help you to identify an appropriate media outlet! **IMPORTANT:** To be successful, the presentation and written report must focus on the country's MEDIA ENVIRONMENT. Details about the country are important insofar as they contribute to the media environment that exists today.

In addition to sharing the research and writing workload evenly, each team member is expected to narrate a portion of the in-class presentation. **130 POINTS.**

Attendance/Participation

With a complex, dynamic topic such as international communication, the appropriate way to study it is through dialogue. You should ALWAYS prepare to participate in the discussion when

our class meets via Zoom. **Attendance for live sessions is expected. While meetings will be recorded and posted to Carmen, if you do not attend live sessions you will miss the opportunity to engage with classmates, the instructor and guest speakers. These interactions are beneficial for your understanding and application of the material. If you anticipate missing a number of sessions or need to make special arrangements, please talk to the instructor as soon as possible.**

There will be a total of **104 POINTS** for attendance and participation, as follows:

- You will receive 5 points each week if you do at least one of these activities, which are specified by federal guidelines as acceptable indications of attendance in an online course:
 - Attend live Zoom classes at scheduled class times
 - Submit an academic assignment (these are indicated in **yellow** in the “Topic and Assignment Schedule” below)
 - Submit a quiz or exam (these are indicated in **yellow** in the “Topic and Assignment Schedule” below)
 - Have an email exchange or other documented contact with the instructor showing that you initiated contact to ask a question, share information, offer an opinion, etc. about an academic subject studied in the course.

What does NOT sufficiently indicate attendance? “In a distance education context, documenting that a student has logged into an online class is **not sufficient**, by itself, to demonstrate academic attendance by the student” (Federal Student Aid Handbook, 2016, p. 886). Bottom line: you must do more than just “log in” to Carmen be documented as having attended an online course. **75 POINTS** (5 points per week x 15 weeks of class)

- “Getting to Know You”: At the beginning of the course you will submit a brief introduction about yourself; this will count toward your participation grade. **10 POINTS**
- Other proactive engagement that goes beyond these minimum requirements. Speak up in class and ask questions – especially when we have outside speakers, international experts in their subject areas. Share links with the instructor to articles about media-related issues and other course-related topics that you run across in your daily media consumption. **19 POINTS**

Final Exam

There will be a **final exam consisting of two parts** and worth a total of **250 POINTS**.

- Part 1 one will consist of three brief written essays, which you will do in “open book” format, using course materials and any optional additional research that you choose to do. The essay questions will be made available during the final week of classes, and the

essays will be due at 11:59 pm on Friday, April 29, the date set for the final exam for this course in the Registrar’s schedule. **125 POINTS.**

- Part 2 will be on online test, multiple choice/multiple answer/true-false format, available to take online from 12:01 a.m. until 11:59 pm on Friday, April 29, the date set for the final exam for this course in the Registrar’s schedule. Questions will cover major topics and themes from the entire semester. **125 POINTS.**

Detailed discussion and any needed clarification about each of these assignments will be available at the time the assignments are made and posted on Carmen.

Grading

There will be a total of **1,000 POINTS** for this course:

Assignments	Points
Unannounced news quizzes	60
Quizzes (2x90)	180
Discussions: Reading Responses(4x10)	40
“In the News...” (8x12)	96
Written assignments (2x70)	140
Team project: country/media analysis	130
Attendance/Participation (includes “Getting to Know You”)	104
Final (two parts)	<u>250</u>
TOTAL:	1,000

These points will be tallied to compute your final grade by these percentages (OSU standard grading scheme):

100-93=A; 92.9-90=A-; 89.9-87=B+; 86.9-83=B; 82.9-80=B-; 79.9-77=C+; 76.9-73=C; 72.9-70=C-; 69.9-67=D+; 66.9-60=D; 59.9-below=E.

Late Assignments

Deadlines are important and help to ensure course continuity and fairness. I will **deduct 10 percent from an assignment grade for each day (24 hours) that the assignment is late.**

Please contact the instructor well in advance if you believe that there is a specific, compelling reason why you might not be able to meet an assignment deadline.

Extra Credit

During the semester there will be conferences, lectures and other events (available via the internet) related to topics involving international communications. The instructor will let you know as these events arise; or, if you find such events yourself, please get advance approval from the instructor to utilize these events for this extra credit assignment. If you view one these events and write a brief report – 400 words, maximum – in which you briefly summarize the event cite three specific “takeaways” (things that you learned) I will evaluate your report on a satisfactory/unsatisfactory basis and award up to **20 POINTS**.

Communication and Discussion

There will be occasions where I will need to get in touch with you outside of regular class hours. Email will usually be the first means of contact. It is important that you check your OSU email account regularly, and make sure you purge your account of unneeded email so that new email can get through. If you do not use your OSU email address as your primary email account, please arrange through OIT to have your OSU email forwarded to your preferred account.

Also: I like to use the “Announcement” feature in Carmen to provide class updates. Please make sure that you have enabled (on Carmen, under “Notifications” in your “Account” settings) email Notifications of Announcements for this course, and watch closely for these!

Office Hours (via Zoom or phone): Monday 10:30 am – 12:30 pm, Tuesday 3 – 5 pm; and by appointment (including evenings and weekends).

E-mail

My email is trimble.102@osu.edu. I will reply to e-mails within **24 hours on school days**. I generally will not check email after 9 pm.

Grading and feedback

For assignments, you can generally expect feedback within **7 days**.

(Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

Other Course Policies

COVID-19 and Illness Policies

University COVID policies

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Academic Integrity and Academic Misconduct

OSU's *Code of Student Conduct* (<https://trustees.osu.edu/bylaws-and-rules/code>)

defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process."

While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

- Violation of course rules;
- Violation of program regulations;
- Knowingly providing or receiving information during a course exam or program assignment;

- Possession and/or use of unauthorized materials during a course exam or program assignment;
- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies information for an academic assignment. It also includes instances where a student submits data or information (such as a term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor;
- Submitting plagiarized work for a course/program assignment;
- Serving as or asking another student to serve as a substitute while taking an exam.

Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct." Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor or your academic advisor.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml> (Links to an external site.)

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Disability Services

If you have a documented disability, please register with Student Life Disability Services. After registration, please make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307 or slds@osu.edu . The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Please Take Care of Yourself! (Mental Health Statement)

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younklin Success

Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org.

Topic and Assignment Schedule

Because of the need to be flexible to respond to relevant, developing news events, and to accommodate guest speakers on short notice and include reading materials that pertain to the presentations of those speakers, this schedule is necessarily incomplete and subject to revision.

All readings for this class will be posted on Carmen; watch for updates as warranted by the flow of class discussion, news/current events developments around the world, and for other reasons. Updates will be discussed in class and posted on Carmen.

Note: in the schedule below I have listed by number(s) the relevant Course Learning Goal(s) (CLG; see above, pp 1-2) for each class.

DATE : MOD	TOPIC/Course Learning Goal (CLG) #	Notes/In-class activities/Assignments due/Quizzes (See "Assignments" in Carmen for additional assignment details. See <u>Carmen Modules</u> for regular updates including current media materials)
1/10: 1.1	Course Introduction/Today's Global Media Landscape CLGs: 2, 3, 5, 6	About the course; about the instructor; about you About your instructor "We are the Media," video for World Press Freedom Day GUEST SPEAKER: Nataliya Gumenyuk, Ukrainian investigative journalist Ukrainian Journalist Nataliya Gumenyuk on Twitter Nataliya Gumenyuk: A Thin Line Between Freedom and Revolt: Ukrainian Fatigue Over COVID-19; Voxeurop English 12/29/20

<p>1/12: 1.2</p>	<p>Today's Global Media Landscape CLGs: 2, 3, 5, 6</p>	<p>Familiarization with key course resources: Freedom House, Reporters Without Borders, Committee to Protect Journalists</p> <p>Sulzberger, A.G. "The Growing Threat to Journalism Around the World." The New York Times, 9/23/2019.</p> <p>Rezaian, Jason. "The Newest Way to Silence Journalists: Jail Them During a Pandemic." The Washington Post, 8/3/2020.</p> <p>Knight Foundation: AMERICAN VIEWS 2020: TRUST, MEDIA AND DEMOCRACY (overview and executive summary)</p> <p>Discussion of "In the News" assignment</p> <p>Assignment Due Friday, January 14: Getting to Know You</p>
<p>1/17: 2.1</p>	<p>NO CLASS: MLK HOLIDAY</p>	<p>Due Tuesday 1/18: Discussion Reading Response 1, Thussu Chapter 1</p>
<p>1/19: 2.2</p>	<p>From Cave Art to Deepfakes: History of Mass Communication CLGs: 1, 6</p>	<p>Thussu, Daya Kishan. "Chapter 1: The Historical Context of International Communication." <i>International Communication: Continuity and Change</i>. 3rd Ed. Bloomsbury Academic, 2019. pp 1-39</p> <p>Assignment Due Sunday 1/23: "In the News" outlet choice</p>
<p>1/24: 3.1</p>	<p>History of Mass Communication/A Word About Language CLGs: 1, 4, 6</p>	<p>The 100 Most-Spoken Languages in the World. Visual Capitalist.</p> <p>Do We Think Differently in Different Languages? BBC.</p> <p>When Languages Die: Coronavirus in Brazil (Washington Post)</p> <p>Due Monday 1/24: Discussion Reading Response 2, Thussu Chapter 2</p>
<p>1/26: 3.2</p>	<p>Theories of Mass Communication CLGs: 1, 2</p>	<p>Thussu. "Chapter 2: Approaches to Theorizing International Communication." pp 39-74</p> <p>Discussion of Country/Media Analysis Team Project</p> <p>Assignment Due Sunday 1/30: "In the News" #1 (12 points)</p>

<p>1/31: 4.1</p>	<p>Theories of Mass Communication Comparing Global Media Systems The Social Media Revolution CLGs: 1, 2, 3, 4, 6</p>	<p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen) Due Monday 1/31: Discussion Reading Response 3, Hallin/Mancini</p>
<p>2/2: 4.2</p>	<p>Western European Media CLGs: 2, 3, 4, 5</p>	<p>GUEST SPEAKER: Dmitry Khaykin, Deutsche Welle (TBC) Hallin, Daniel C.; Mancini, Paolo. "Comparing Media Systems." <i>Mass Media and Society</i>. Ed. James Curran, Michael Gurevitch. 4th Ed. Oxford University Press, 2005. pp 215-232 TBC: QUIZ 1 ONLINE (90 points) Assignment Due Sunday 2/6: "In the News" #2 (12 points)</p>
<p>2/7: 5.1</p>	<p>Media in the Former Soviet Space CLGs: 2, 3, 4, 5</p>	<p>GUEST SPEAKER: Hanna Liubakova, Belarusian journalist (TBC) Video: "Fall of the Soviet Union" Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen) Due Monday 2/7: Discussion Reading Response 4, Norris.</p>
<p>2/9: 5.2</p>	<p>Media in the Former Soviet Space/Balkans CLGs: 2, 3, 4, 5</p>	<p>Norris, Pippa. "Comparing Cross-border Information Flows and their Effects." <i>The Handbook of Comparative Communication Research</i>. Ed. Frank Esser and Thomas Hanitzsch. Sage, 2012. pp 353-366 First Essay due Wednesday 2/9: Three Choices for Country/Media Analysis Team Project Assignment Due Sunday 2/13: "In the News" #3 (12 points)</p>
<p>2/14: 6.1</p>	<p>Media in the Balkans/Eastern/Central Europe CLGs: 2, 3, 4, 5</p>	<p>GUEST SPEAKER: Nenad Pejic, former acting president, Radio Free Europe/Radio Liberty (TBC) Video: "The End of Yugoslavia" Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p>
<p>2/16: 6.2</p>	<p>Media in Eastern/Central Europe</p>	

	CLGs: 2, 3, 4, 5	Assignment Due Sunday 2/20: "In the News" #4 (12 points)
2/21: 7.1	Media in the Middle East (Arabic-speaking countries; Iran; Turkey; Israel) CLGs: 2, 3, 4, 5	GUEST SPEAKER: Rami Khater, Chief Technology Officer, U.S. Agency for Global Media (TBC) Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)
2/23: 7.2		Second Essay Due Sunday 2/27: A Closer Look at Your "In the News" Outlet (70 points)
2/28: 8.1	Media in the Middle East CLGs: 2, 3, 4, 5	GUEST SPEAKER: TBA Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)
3/2: 8.2	Media in SW Asia CLGs: 2, 3, 4, 5	Assignment Due Sunday 3/6: "In the News" #5 (12 points)
3/7: 9.1	Media in Iran CLGs: 2, 3, 4, 5	GUEST SPEAKER: Golnoosh Behruzian, OSU School of Communication Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen) TBC: QUIZ 2 (90 points)
3/9: 9.2	Media in Africa CLGs: 2, 3, 4, 5	Guest Speaker: Phathiswa Magopeni, Group Executive, News & Current Affairs, South Africa Broadcasting Corporation (TBC) Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)
3/14, 3/16	NO CLASSES; SPRING BREAK	
3/21: 10.1	Media in Asia CLGs: 2, 3, 4, 5	Guest Speaker: Steve Butler, Committee to Protect Journalists (TBC)

		Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)
3/23: 10.2	Media in Asia CLGs: 2, 3, 4, 5	Assignment Due Sunday 3/27: "In the News" #6 (12 points)
3/28: 11.1	Media in Latin America CLGs: 2,3,4,5	GUEST SPEAKER: Natalie Southwick, Committee to Protect Journalists (TBC)
3/30: 11.2	Catch-up class	Assignment Due Sunday 4/3: "In the News" #7 (12 points)
4/4: 12.1	Team Project Presentations	
4/6: 12.2	Team Project Presentations	Assignment Due Sunday 4/10: "In the News" #8 (12 points)
4/11: 13.1	Team Project Presentations	
4/13: 13.2	Internet Freedom and Censorship CLGs: 3,5,6	CPJ: Ten Most-Censored Countries BBC Guidelines on Reporting War, Terror and Emergencies Country Media Outlet Team Presentations – Written Reports Due (125 points)
4/18: 14.1	Reporting on Conflict, Terrorism and Investigative Journalism CLG: 5	BBC Report on "Embedded" Journalists NY Times Video: "Dying to be Heard: Reporting Syria's War" Journalist Joe Galloway on Reporting from Vietnam
4/20: 14.2	U.S. International Media CLGs: 3,4,6	GUEST SPEAKER: Kate Neeper, U.S. Agency for Global Media. U.S. International Media
4/25: 15.1	FINAL CLASS/Course Summary CLGs: All	
4/29 FRIDAY	FINAL EXAM	Three written essays and online test due at 11:59 p.m. (Essays; 125 points. Online test; 125 points. 250 points total)

Note: As described above, during the term there will be three unannounced news quizzes. The highest two grades count. (60 points)

Communication 3597.01

International Perspectives on Communication

AU21

IN-PERSON DELIVERY

Wednesday/Friday 12:45 – 2:05 p.m.

Journalism Building Room 360

Instructor: Jeffrey Trimble

Email: trimble.102@osu.edu

Phone: 202-431-2611

Office: Journalism Building 227

Office Hours: Wednesday 2:30 – 4:30 p.m.; Thursday 10 a.m. – 12 Noon and by appointment
(Zoom, phone or in-person)

Course Description

Welcome to Communication 3597.01, “International Perspectives on Communication.”

This course provides perspectives on communication media in different parts of the world. We will survey foreign media markets and outlets; international media systems, news, and related topics; the roles and characteristics of international journalists; and critical issues facing media around the world. The course will introduce you to key theories, concepts and practices in international communication. You will interact with leading international journalists and media experts, in person and through online sessions.

Course Learning Goals

In an increasingly internationalized and intricately connected world, a thorough understanding of global communication will contribute to your professional success and help you to meet your obligations as stakeholders in a democratic society. Students who complete this course will:

- **Course Learning Goal 1:** Learn the history and theories of international mass communication;
- **Course Learning Goal 2:** Gain a deeper understanding of international news and be able to make critical judgements about the way in which media – including U.S. media outlets – cover international topics;
- **Course Learning Goal 3:** Discover the similarities and differences among media environments around the world. You will be able to explicate current developments in the regions relative to freedom of expression, the free flow of information, and press freedom;
- **Course Learning Goal 4:** Develop an in-depth, comprehensive understanding of the media environment and a media outlet in a chosen country or region;

- **Course Learning Goal 5:** Understand how practitioners in international communication do their work, and the challenges they face;
- **Course Learning Goal 6:** Become more-discerning news consumers, able to marshal critical thinking to evaluate content – including identifying disinformation, which thanks to modern technologies spreads faster, reaches deeper, is more emotionally charged, and is more resilient than earlier propaganda. By obtaining global perspectives on issues of the day students will be better able to analyze and contextualize content of U.S. media outlets.

Every effort has been made to create a syllabus that is as comprehensive and accurate as possible. But each class is a living entity and changes likely will arise. In particular, as U.S. and international guest speakers may become available on short notice, **please anticipate necessary changes in the schedule of topics.** In all instances as much advance notice as possible will be given about changes.

Course Learning Outcomes

COMM 3597.01 is a General Education (GE) course under the categories of “Diversity” and “Cross-disciplinary seminar.” Through robust and rigorous examination of communication media in our increasingly internationalized and intricately connected world, students will achieve a number of Expected Learning Outcomes as set forth in OSU’s “General Education Goals and Expected Learning Outcomes” < <https://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes> >). These will include:

- 1) In the GE Category “Diversity,” with the Goal, “Students understand the pluralistic nature of institutions, society and culture in the United States and across the world in order to become educated, productive and principled citizens,” the Expected Learning Outcomes are:
 - Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world’s nations, peoples and cultures outside the U.S.
 - Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
- 2) In the GE Category “Cross-Disciplinary Seminar,” with the Goal, “Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors,” the Expected Learning Outcomes are:
 - Students understand the benefits and limitations of different disciplinary perspectives.
 - Students understand the benefits of synthesizing multiple disciplinary perspectives.
 - Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

Mode of Delivery

This course will be presented in person at the scheduled times (W/F 12:45 – 2:05 p.m.) During some sessions outside speakers will participate via Zoom. In addition to live classes, students should expect to devote four or more hours to preparation and homework each week. These hours will include reading and viewing assigned materials; preparing assigned written submissions; and closely following international news developments.

Course Materials

There is NO text for this course. PDFs of selected chapters and articles, links, and other materials are detailed in the “Topic and Assignment Schedule” below and on Carmen. Because this course relates to current events and the fast-changing environment of international news, you should anticipate that relevant, current materials will be added during the semester. These will be posted on Carmen and I will inform you when they are available. Students are expected to complete all readings and view assigned videos **prior** to class so that they will be prepared to discuss the material and turn in all assignments on time. If any student is interested in diving deeper into assigned or related topics, please contact me and I can suggest additional resources.

In order to contextualize and fully appreciate disinformation you must be an engaged, informed consumer of current news. You will be quizzed about current events (see “Assignments” below). I strongly suggest that you follow a respected, credible global news outlet such as BBC, Reuters or the Associated Press DAILY. Smartphone apps for these and other media outlets are readily available and easy to navigate.

Assignments

Quizzes

There will be two types of quizzes given during this course:

- In order to understand the contemporary global media environment it is imperative that you stay current on international news events. To reinforce this, you can expect **three brief, unannounced, multiple-choice quizzes** on current international news. If you are not present in class on the day one of these quizzes is given, you may take it during the first few minutes of the following class session. Each quiz will be worth 30 points and I will **drop** your lowest score. **60 POINTS.**
- There will be **two scheduled quizzes** to test your understanding of course materials. These will be multiple-choice/true-false format and given during a class session. Each quiz will be worth 100 points. **200 POINTS.**

“In the News...”

During the third week of class you will select a non-U.S. media outlet to follow closely for the duration of the course. You may choose from a list provided by the instructor or select one on your own. The instructor must approve your choice of media outlet.

By 11:59 p.m. on Monday of each week (for 8 weeks), you will submit via Carmen a bullet-point summary (in Word or PDF format, about 400 words) summarizing four top stories featured in your international media outlet (two about international subjects, two about domestic subjects in the country of the media outlet) from the current week. We’ll review these in class on Wednesdays; the instructor will welcome volunteers and will select other students at random to comment on their highlights. As the semester progresses, the instructor will direct you to make these summaries more sophisticated by getting at the “whys” behind editorial choices of your chosen outlet.

Through this exercise you will better understand and appreciate the cultural, political, commercial and other reasons behind the stories emphasized by non-U.S. media outlets. Your grade for this assignment will depend not only on completing the summaries each week, but also the extent to which you reflect course concepts and materials in the submissions. Each submission is worth 12 points. **96 POINTS.**

Discussions: Reading Responses

During the early part of the semester you will have four in-depth readings about the history, theory and other aspects of international communications. Before we discuss each of these readings in class, you will submit to a Carmen online Discussion a list of three “takeaways” – things you have learned – in each reading. You also will provide several lines about WHY at least one (for purposes of brevity) of these takeaways is important in the context of this course. I am especially interested in your brief but thoughtful reactions to the readings. Feel free to add value to your observations with knowledge you have gained elsewhere, including in other courses. Be succinct but creative – your comments are meant to stimulate rich in-class discussion! Submissions should total no more than 300 words. Each submission is worth 10 points.

BONUS: You will be able to see the submissions of your classmates after you post your thoughts. If you make a substantive comment (not just agree/disagree, but adding value with a thought of your own) on another student’s post, you will receive an additional 3 “bonus” points. Fine to make multiple comments, but you’ll only receive 3 additional points.

So while the base value for each submission is 10 points, you can earn as many as 13.

40 POINTS (plus as many as 12 extra points).

Essays

There will be **two short written assignments**.

- In the first essay you will write briefly – up to 300 words each, a total of no more than 900 words – about three countries you might be interested in studying in detail for the group Country/Media Analysis project. Indicate why these countries, and in particular their media markets, are of interest to you. A successful paper will draw from and cite in-class lecture material and assigned readings to date. I will use this paper to assign teams for the “Team Country and Media Analyses” project. **70 POINTS.**
- In the second essay you will utilize concepts and topics covered so far in this course to analyze in greater depth the media outlet you have chosen for the "In the News" ongoing assignment. By the time this essay is due you will be familiar with the content and style of your outlet. So while you should open with a brief description of the outlet, the aim of this assignment is to delve more deeply. What theories of mass communication and moments in the history of mass communication can help explain why your outlet covers the news as it does? How might freedom of the press and the level of censorship be reflected in the content of your media outlet? These questions merely are starting points. Utilize your insights and imagination to get beyond the "whats" -- as in "what's in the news" -- to the "whys": the motivations (commercial, political, historical, ideological, etc.) that help shape the content of the outlet. A successful paper will draw from and cite in-class lecture and discussion material and assigned readings to date. The length of this essay should be 600-800 words. **70 POINTS.**

Team Project: Country and Media Analysis

You will work in teams (4-5 students, assigned by the instructor and drawing on the first written essay that you submit) to produce a detailed description and analysis of a country’s media environment. Each team will present its findings in an in-class Power Point presentation, no longer than 12 minutes in length. Each team also will submit a written summary (4-5 pages) of its findings. For ease of assembly, the written reports may be in “bullet point” format, with research resources listed at the end.

The project consists of three elements:

- A succinct review of details about a country – such as its history, politics, economic system, cultural factors, demographics, etc. – that contribute to its current media environment.
- A detailed review of the country’s current media environment and current developments that are affecting the media environment, drawing on any relevant contemporary events; on the country factors cited in the first element; on course materials and concepts; and on other outside research.
- A brief overview of a media outlet from the country that demonstrates what you have learned about the media environment. This overview may include relevant background information about the outlet such as its history, ownership, editorial philosophy,

circulation/viewership, and relationship with the government. The instructor can help you to identify an appropriate media outlet!

IMPORTANT: To be successful, the presentation and written report must focus on the country's MEDIA ENVIRONMENT. Details about the country are important insofar as they contribute to the media environment that exists today.

In addition to sharing the research and writing workload evenly, each team member is expected to narrate a portion of the in-class presentation. **125 POINTS.**

Attendance/Participation

With a complex, dynamic topic such as international communication, the appropriate way to study it is through dialogue. You should ALWAYS prepare to participate in the discussion when our class meets via Zoom. Attendance and active participation in each class is expected.

There will be a total of **114 POINTS** for attendance and participation, as follows:

- **Attendance** is crucial to success. This is a rapid-paced, discussion-driven course, and as such it is difficult to make up for missed class time. Your absence also precludes contributions you might have made to the class, robbing not only you but your peers as well. You are expected to attend every class meeting. However, I understand that there are on occasion extenuating circumstances that cause a missed class. For that reason, you are allotted **two unexcused absences**. These only absolve you of any attendance points missed; all other contributing elements to your final grade remain in place. Each class missed beyond the two allotted absences will reduce your attendance grade by 4 points. In the event of a true emergency, you should provide me with proof (e.g., a doctor's note or obituary) and we will work together to figure out how to make up for lost time. The only other acceptable excuse for absence is University or Military service, in which case again you are expected to provide me with proof of your excuse as soon as possible. You are expected to be on time and remain until the class is over. We have 28 classes this semester; each counts 3 points. **84 POINTS.**
- “Getting to Know You”: At the beginning of the course you will submit a brief introduction about yourself; this will count toward your participation grade. **10 POINTS**
- Other proactive engagement that goes beyond these minimum requirements. For instance: speak up in class and ask questions – especially when we have outside speakers; share links with the instructor to relevant articles about media-related issues and other course-related topics that you run across in your daily media consumption and that might interest other students. **20 POINTS**

Final Exam

There will be a **final exam consisting of two parts** and worth a total of **225 POINTS.**

- Part 1 one will consist of three brief written essays, which you will do in “open book” format, using course materials and any optional additional research that you choose to do.

The essay questions will be made available two weeks before the end of classes, and the essays will be due Monday, December 13 (the day scheduled by the Registrar for the final exam for this course), at 11:59 p.m. **125 POINTS.**

- Part 2 will be on online test, multiple choice/multiple answer/true-false format, available to take **online** at any time from 12:01 a.m. until 11:59 p.m. on Monday, December 13. Questions will cover major topics and themes from the entire semester. **100 POINTS.**

Detailed discussion and any needed clarification about each of these assignments will be available at the time the assignments are made and posted on Carmen.

Grading

There will be a total of **1,000 POINTS** for this course:

Assignments	Points
Unannounced news quizzes	60
Quizzes (2x100)	200
“In the News...” (8x12)	96
Discussions: Reading Responses (4x10)	40
Written assignments (2x70)	140
Team project: country/media analysis	125
Attendance/Participation (includes “Getting to Know You”)	114
Final (two parts)	225
TOTAL:	1,000

These points will be tallied to compute your final grade by these percentages (OSU standard grading scheme):

100-93=A; 92.9-90=A-; 89.9-87=B+; 86.9-83=B; 82.9-80=B-; 79.9-77=C+; 76.9-73=C; 72.9-70=C-; 69.9-67=D+; 66.9-60=D; 59.9-below=E.

Late Assignments

Deadlines are important and help to ensure course continuity and fairness. I will **deduct 10 percent from an assignment grade for each day (24 hours) that the assignment is late.**

Please contact the instructor well in advance if you believe that there is a specific, compelling reason why you might not be able to meet an assignment deadline.

Extra Credit

- 1) As noted above, you can earn up to **12 additional (extra credit) points** in the “Discussion” assignments (3 for each of the 4 submissions) if you make a substantive comment (not just agree/disagree, but adding value with a thought of your own) on another student’s post.
- 2) During the semester there will be conferences, lectures and other events (available online) related to topics involving international communications. The instructor will let you know as these events arise; or, if you find such events yourself, please get advance approval from the instructor to utilize these events for this extra credit assignment. If you attend in person, or view online one these events and write a brief report – 400 words, maximum – in which you briefly summarize the event cite three specific “takeaways” (things that you learned) I will evaluate your report on a satisfactory/unsatisfactory basis and award up to **20 POINTS**.

I urge you to take advantage of these extra credit opportunities; VERY often they can make the difference of half a grade in your final semester mark.

Communication and Discussion

There will be occasions where I will need to get in touch with you outside of regular class hours. Email will usually be the first means of contact. It is important that you check your OSU email account regularly, and make sure you purge your account of unneeded email so that new email can get through. If you do not use your OSU email address as your primary email account, please arrange through OIT to have your OSU email forwarded to your preferred account.

Also: I like to use the “Announcement” feature in Carmen to provide class updates. Please make sure that you have enabled (on Carmen, under “Notifications” in your “Account” settings) email Notifications of Announcements for this course, and watch closely for these!

Office Hours (in person or, by arrangement, by Zoom or phone): Wednesday 2:30 – 4:30 p.m.; Thursday 10 a.m. – 12 Noon; and by appointment (Zoom, phone or in-person) including during evening hours.

E-mail

My email is trimble.102@osu.edu. I will reply to e-mails within **24 hours on school days**. I generally will not check email after 9 p.m.

Grading and feedback

For assignments, you can generally expect feedback within **7 days**.

(Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Tone and civility: Please remember to be respectful and thoughtful. Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. The instructor is committed to providing a positive learning experience for all students. Please keep this in mind and remain civilized and respectful in class and in your online communications.

Course Technology

Your instructor is NOT an IT expert. For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, please contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. Or call 614-688-HELP (4357)

- **Carmen:**
 - Carmen, Ohio State’s Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
 - [Carmen accessibility](#)
- **Carmen Zoom:**
 - In addition to in-person meetings, the instructor will be available to meet via Ohio State’s conferencing platform, Carmen Zoom.
 - Help guides on the use of Carmen Zoom can be found at <https://resourcecenter.odee.osu.edu/carmenzoom>
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Other Course Policies

Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Academic Integrity and Academic Misconduct

OSU's *Code of Student Conduct* (<https://trustees.osu.edu/bylaws-and-rules/code>)

defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process."

While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

- Violation of course rules;
- Violation of program regulations;
- Knowingly providing or receiving information during a course exam or program assignment;
- Possession and/or use of unauthorized materials during a course exam or program assignment;
- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies information for an academic assignment. It also includes instances where a student submits data or information (such as a term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor;
- Submitting plagiarized work for a course/program assignment;
- Serving as or asking another student to serve as a substitute while taking an exam.

Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct." Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor or your academic advisor.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic

standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml> (Links to an external site.)

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Disability Services

If you have a documented disability, please register with Student Life Disability Services. After registration, please make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307 or slds@osu.edu . The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Please Take Care of Yourself! (Mental Health Statement)

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org .

Topic and Assignment Schedule

Because of the need to be flexible to respond to relevant, developing news events, and to accommodate guest speakers on short notice and include reading materials that pertain to the presentations of those speakers, this schedule is necessarily incomplete and subject to revision.

All readings for this class will be posted on Carmen; watch for updates as warranted by the flow of class discussion, news/current events developments around the world, and for other reasons. Updates will be discussed in class and posted on Carmen.

Note: in the schedule below I have listed by number(s) the relevant Course Learning Goal(s) (CLG; see above, pp 1-2) for each class.

DATE : MOD	TOPIC/Course Learning Goal (CLG) #	Notes/In-class activities/Assignments due/Quizzes (See “Assignments” in Carmen for additional assignment details. See <u>Carmen Modules</u> for regular updates including current media materials)
------------	------------------------------------	---

COMM 3597.01 Syllabus – AU21
Trimble

8/25: 1.1	Course Introduction/Today's Global Media Landscape CLGs: 2, 3, 5, 6	About the course; about the instructor; about you About your instructor "We are the Media," video for World Press Freedom Day GUEST SPEAKER: TBD, a working international journalist covering a current "hot" topic
8/25: 1.2	Today's Global Media Landscape CLGs: 2, 3, 5, 6	For context: Media in the United States Familiarization with key course resources: Freedom House , Reporters Without Borders , Committee to Protect Journalists Discussion of "In the News" assignment Due Monday 8/30: "Getting to Know You"
9/1: 2.1	Today's Global Media Landscape	Sulzberger, A.G. "The Growing Threat to Journalism Around the World." The New York Times, 9/23/2019. Rezaian, Jason. "The Newest Way to Silence Journalists: Jail Them During a Pandemic." The Washington Post, 8/3/2020. RSF 2021 World Press Freedom Index Freedom House Freedom in the World 2021 Due Thursday 9/2: Discussion Reading Response 1, Thussu Chapter 1 (10 points)
9/3: 2.2	From Cave Art to Deepfakes: History of Mass Communication CLGs: 1, 6	Thussu, Daya Kishan. "Chapter 1: The Historical Context of International Communication." <i>International Communication: Continuity and Change</i> . 3 rd Ed. Bloomsbury Academic, 2019. pp 1-39 Due Tuesday 9/7: "In the News" outlet choice
9/8: 3.1	History of Mass Communication/A Word About Language CLGs: 1, 4, 6	The 100 Most-Spoken Languages in the World . Visual Capitalist. Do We Think Differently in Different Languages? BBC. When Languages Die: Coronavirus in Brazil (Washington Post) Due Thursday 9/9: Discussion Reading Response 2, Thussu Chapter 2 (10 points)

COMM 3597.01 Syllabus – AU21
Trimble

9/10: 3.2	Special Discussion: September 11 and International Media (20 th anniversary of September 11 attacks)	GUEST SPEAKER: Dmitry Khaykin, Deutsche Welle (TBC) Discussion of Country/Media Analysis Team Project Thussu. "Chapter 2: Approaches to Theorizing International Communication." pp 39-74 Due Monday 9/13: "In the News" #1 (12 points)
9/15: 4.1	Theories of Mass Communication Comparing Global Media Systems The Social Media Revolution CLGs: 1, 2, 3, 4, 6	Due Thursday 9/16: Discussion Reading Response 3, Hallin/Mancini (10 points)
9/17: 4.2	Theories of Mass Communication CLGs: 2, 3, 4, 5	Hallin, Daniel C.; Mancini, Paolo. "Comparing Media Systems." <i>Mass Media and Society</i> . Ed. James Curran, Michael Gurevitch. 4 th Ed. Oxford University Press, 2005. pp 215-232 Due Monday 9/20: "In the News" #2 (12 points)
9/22: 5.1	Disinformation, Propaganda and International Communication CLGs: 2, 3, 4, 5	Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen) First Essay due Thursday 9/23: Three Choices for Country/Media Analysis Team Project (70 points) TBC: QUIZ 1 (100 points)
9/24: 5.2	Media in Western Europe, Central Europe, Balkans CLGs: 2, 3, 4, 5	Due Monday 9/27: "In the News" #3 (12 points) GUEST SPEAKER: Nenad Pejic, former acting president, Radio Free Europe/Radio Liberty (TBC) Video: " The End of Yugoslavia " Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)
9/29: 6.1	Media in the Former Soviet Space CLGs: 2, 3, 4, 5	Video: " Fall of the Soviet Union "

		<p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p> <p>Due Thursday 10/7: Discussion Reading Response 4, Norris (10 points)</p> <p>GUEST SPEAKER: Hanna Liubakova, Belarusian journalist (TBC)</p>
10/1: 6.2	<p>Media in the Middle East (Arabic-speaking countries, Turkey, Israel)</p> <p>CLGs: 2, 3, 4, 5</p>	<p>GUEST SPEAKER: TBD</p> <p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p> <p>Norris, Pippa. "Comparing Cross-border Information Flows and their Effects." <i>The Handbook of Comparative Communication Research</i>. Ed. Frank Esser and Thomas Hanitzsch. Sage, 2012. pp 353-366</p> <p>Due Monday 10/4: "In the News" #4 (12 points)</p>
10/6: 7.1	<p>Media in the Middle East (cont.)</p> <p>CLGs: 2, 3, 4, 5</p>	<p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p>
10/8: 7.2	<p>Media in Iran and SW Asia</p>	<p>GUEST SPEAKER: Golnoosh Behrouzian, OSU School of Communication (TBC)</p> <p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p> <p>Second Essay Due Monday 10/11: A Closer Look at Your "In the News" Outlet (70 points)</p>
10/13: 8.1	<p>Media in Africa</p> <p>CLGs: 2, 3, 4, 5</p>	<p>GUEST SPEAKER: Phathiswa Magopeni; Group Executive, News & Current Affairs, SABC (South Africa) TBC</p> <p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p>
10/15: 8.2	<p>NO CLASS: FALL BREAK</p>	<p>Due Monday 10/18: "In the News" #5 (12 points)</p>

COMM 3597.01 Syllabus – AU21
Trimble

10/20: 9.1	Media in Africa CLGs: 2, 3, 4, 5	Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)
10/22: 9.2	Media in Asia CLGs: 2, 3, 4, 5	GUEST SPEAKER: Bay Fang, President, Radio Free Asia (TBC) Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen) Due Monday 10/25: "In the News" #6 (12 points)
10/27: 10.1	Media in Asia CLGs: 2, 3, 4, 5	GUEST SPEAKER: Steve Butler, Committee to Protect Journalists (TBC) TBC: QUIZ 2 (100 points)
10/29: 10.2	Media in Latin America CLGs: 2, 3, 4, 5	Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen) GUEST SPEAKER: Natalie Southwick, Committee to Protect Journalists (TBC) Due Monday 11/1: "In the News" #7 (12 points)
11/3: 11.1	Internet Freedom and Censorship CLGs: 2, 3, 4, 5	CPJ: Ten Most-Censored Countries Reporters Without Borders "Predators Gallery"
11/5: 11.2	Internet Freedom and Censorship CLGs: 2, 3, 4, 5	Due Monday 11/8: "In the News" #8 (12 points)
11/10: 12.1	Team Project Presentations	
11/12: 12.2	Team Project Presentations	
11/17: 13.1	Team Project Presentations	
11/19: 13.2	Team Project Presentations	Country Media Outlet Team Presentations – Written Reports Due Monday 11/22 (125 points)
11/24:	NO CLASS: THANKSGIVING BREAK	
11/26:	NO CLASS: Indigenous Peoples' Day/Columbus Day observed	

COMM 3597.01 Syllabus – AU21
Trimble

12/1: 14.1	Reporting on Conflict, Terrorism and Investigative Journalism CLGs: 3,4,6	BBC Report on “Embedded” Journalists BBC Guidelines on Reporting War, Terror and Emergencies NY Times Video: “Dying to be Heard: Reporting Syria’s War” Journalist Joe Galloway on Reporting from Vietnam
12/3: 14.2	U.S. International Media CLGs: 2,3,5	GUEST SPEAKER: Kate Neepser, U.S. Agency for Global Media. U.S. International Media
12/8: 15.1	FINAL CLASS/Course Summary CLGs: All	
12/13	FINAL EXAM	Three written essays and online test due at 11:59 p.m. (Essays; 125 points. Online test; 100 points. 225 points total)

Note: As described above, during the term there will be three unannounced news quizzes. The highest two grades count. (60 points)

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: **COMM 3597.01 “International Perspectives on Communication”**

Carmen Use

Please consider using [ASC’s distance learning course template](#). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **YES**

If no:

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **YES**

Syllabus is consistent and is easy to understand from the student perspective. **YES**

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **YES**

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **YES**

Additional comments (optional):

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
 Students are strongly encouraged to attend classes at the scheduled time via Carmen Zoom. Instructional content is posted and updated as needed on the Carmen site for the course; the instructor utilizes Carmen Announcements, direct emails to students, and make regular course update announcements during class sessions to keep students on track and informed. Active discussion is encouraged and rewarded with participation points. The instructor offers regular office hours and availability to meet via Zoom or phone at other times, including evenings and weekend, in order to accommodate students who are working or have other commitments during normal work hours.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. YES

Course tools promote learner engagement and active learning. YES

Technologies required in the course are current and readily obtainable. YES

Links are provided to privacy policies for all external tools required in the course. YES

Additional technology comments:

Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Students are strongly encouraged to participate in synchronous sessions. For those who cannot join, all classes are recorded and posted immediately following class on the Carmen course site, along with Power Point presentations and any other materials presented in class.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Students are given 24-hour "windows" in which to take examinations, for their convenience. Outside speakers, a staple in this course, will participate via Zoom.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. YES
 Select

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. YES

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

In a typical week students will attend classes (2x55 minutes, 110 minutes); devote two hours to readings, and between two and three hours to written assignments, which include close, ongoing monitoring of global news events and a chosen international mass media outlet.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **YES**

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Instructor will take this training.**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **YES**

Description of any anticipated accommodation requests and how they have been/will be addressed. **All requests will be accommodated, utilizing available University resources and specific attention of the instructor on a case-by-case basis.**

Additional comments:

Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes**

Additional comments:

Proctorio will be utilized for examinations

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments



Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

As detailed in the syllabus, students will monitor a chosen international media outlet, participate in a team project to study in detail the media market of a particular country, participate in discussions about the assigned readings (with the opportunity to comment on the postings of other students), write in more detail about course subjects in two essays, take online quizzes (including unannounced quizzes on current events), a comprehensive final exam consisting of essays and multiple-choice/true false components, and interact directly with a range of international journalists and media experts via Zoom sessions.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Students are able to comment and participate in threads about postings in four Discussion assignments; they will work in teams via online formats to prepare a group project; and Zoom breakout rooms will be used for in-class small-group activities and for students to work on the course team project.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

All these criteria will be met; students will take a direct role in learning and communicating to the rest of class about global media outlets and media environments, through class discussion and a group project; feedback is strongly encouraged, including through the course SEIs.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

The course syllabus is clear and contains all required syllabus elements. This course seems to be an especially well-designed, engaging, synchronous class.

Syllabus and cover sheet reviewed by Jeremie Smith on 8/25/2021

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.