

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?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
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 - 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.)
- COMM3597.01 SP22 Distance Learning 9.28.docx: Proposed online syllabus-REVISED
(Syllabus. Owner: Jackson, Kylie M.)
- Response from School of Communication to feedback on Comm. 3597.01.docx: Summary of revisions made
(Cover Letter. Owner: Jackson, Kylie M.)

Comments

- Please see Panel feedback email sent 09/16/2021. *(by Hilty, Michael on 09/16/2021 09:41 AM)*

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
Revision Requested	Hilty, Michael	09/16/2021 09:41 AM	ASCCAO Approval
Submitted	Jackson, Kylie M.	09/28/2021 10:29 AM	Submitted for Approval
Approved	Kline, Susan Lee	09/28/2021 10:30 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/28/2021 12:21 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/28/2021 12:21 PM	ASCCAO Approval

COURSE CHANGE REQUEST
3597.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/28/2021



September 28, 2021

Dear Michael and Mat,

Thank you for your review of Comm. 3597.01. We have treated all of the Panel's comments as contingencies, so that we would not misconstrue any of them (i.e., as either two or five contingencies):

1. Page numbers are now listed for all course readings on the course schedule. A textbook will now be used in addition to a few readings.
2. All assignments are submitted to Carmen; academic integrity statements have been provided for major assignments similar to statements the SoC has used.
3. We apologize for not using the ASC Template in our submission; we had previously used it in obtaining ASC Tech approval, but for some reason it was not the version submitted to the College for review.
4. Appropriate GE language has now been employed in the syllabus.
5. The grading scale has been corrected.
6. The format of the course is now fully synchronous, as opposed to a mixed format. Jeff Trimble has previously obtained temporary approval for his format during the pandemic and was using DL time for videos and other instructional activities; he didn't realize the need to document this instructional time on the course schedule (and I missed how the course might be perceived from his schedule). After a lot of discussion Mr. Trimble elected to structure the course as a full synchronous format. This decision is best for our students; Jeff Trimble is an esteemed journalist whose network and global experience has made this course very successful.

Cordially,

Susan L. Kline

Dr. Susan L. Kline
Associate Professor
Director, Undergraduate Communication Program
School of Communication
Ohio State University



SYLLABUS

COMM/3597.01

International Perspectives on Communication

Spring 2022 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Jeffrey Trimble

Email address: trimble.102@osu.edu (preferred contact method)

Phone number: (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)

Prerequisites

There are no prerequisites for this course

Course description

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. By the end of this course, students should successfully be able to:

- **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.

General education goals and expected learning outcomes

As part of the “Diversity” category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

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

This course fulfills these GE outcomes through robust and rigorous examination of communication media in our increasingly internationalized and intricately connected world.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and is conducted in a synchronous format: attendance for live sessions is expected. The class meets twice weekly for 80 minutes, on TBD and TBD from TBD until TBD. While class sessions will be recorded and posted to Carmen -- for those who are not able to attend a particular class and for review purposes -- 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.

Pace of online activities: This course is divided into **weekly modules** that are released at least one week ahead of time. Students are expected to keep pace with weekly deadlines.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and Participation Requirements

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, to be on time, and to remain until the class is over. 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 3 points.

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

- 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. **10 POINTS**

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- The textbook for this course is “Global Journalism: Understanding World Media Systems,” edited by Daniela V. Dimitrova (Dimitrova, Daniela V, Ed. *Global Journalism: Understanding World Media Systems*. Roman & Littlefield, 2021). Additional materials include online videos , PDFs of articles, and online materials, as detailed in the “Topic and Assignment Schedule” below and on the Carmen page for this course.

Recommended

- In order to contextualize and fully appreciate the content of this course you must be an engaged, informed consumer of current news. You will be quizzed about current events (see “Assignments” below). While it is not required, 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 free, readily available and easy to navigate.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Unannounced news quizzes (2x30 points)	60
Course Content Quizzes (2x90 points)	180
“In the News” weekly summaries (8x12 points)	96
Discussions: Reading Responses (4x10 points)	40
Written Assignments (2x70 points)	140
Team Project: Country/Media analysis	130
Attendance/Participation	104
Final Exam (2 parts)	250
Total	1,000

See course schedule below for due dates.

Descriptions of major course 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.
 - Once you open and begin each quiz you will have 15 minutes in which to complete it. You will have one attempt to take each quiz.
 - You must take the quizzes on your own and without consulting anyone or any outside materials.
 - Each quiz is worth 30 points and contains six questions. I will **drop** your lowest score, so the highest two scores will count . **60 POINTS.**
- There will be **two scheduled quizzes** to test your understanding of course materials.
 - The dates of each quiz will be confirmed at least 10 days in advance.

- Quizzes will be taken online and will be multiple-choice/true-false format.
- Quizzes will be available online for 24 hours, the entire day scheduled for the quiz.
- Once you open each quiz you will have 45 minutes to complete it.
- You must take the quizzes on your own and without consulting anyone or any outside materials.
- Each quiz is worth 90 points and contains between 20 and 25 questions. **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 the designated Assignment in 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.

Each submission is expected to be your own independent work and a summary in your own words. If you directly borrow journalists' wording or their quotations of others, then please use an in-text citation to these sources so that you are not plagiarizing.

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 – three chapters from the textbook (Dimitrova et al.) and one in PDF format -- 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. Your responses should be your own unique independent contributions, and not just agreement/disagreement with a prior students' contributions. If you directly borrow scholars' wording, please use an in-text citation to these sources so that you are not plagiarizing. If you make a substantive comment, 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.

This essay is expected to be your own independent work in your own words. If you directly borrow scholars' or journalists' wording then please use an in-text citation to these sources. You will upload this essay to the posted Assignment in Carmen. **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.

Each essay is expected to be your own independent work in your own words. If you directly borrow scholars' or journalists' wording then please use an in-text citation to these sources. The length of this essay should be 600-800 words.

You will upload this essay to the posted Assignment in Carmen. **70 POINTS.**

Team Project: Country and Media Analysis

You will work in teams (3-4 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.

Each student is expected to be a participating co-author on the oral, Power Point, and written report, with each student contributing to the analysis of the country’s media environment, as well as to the reported knowledge about a specific media outlet. In addition to sharing the research and writing workload evenly, each team member is expected to narrate a portion of the in-class presentation.

- You should clearly indicate, in the Power Point presentation and in the written summary, the author of each part of the submission. You will be graded individually based on the quality of your contribution to the three elements (Power Point presentation, in-class oral presentation, and written summary).
- The written report should include a brief introduction and conclusion. The writing in each “bullet-point” section should be succinct but in complete sentences.
- Each team will upload its Power Point presentation and written summary to the posted Assignment on Carmen. Note: Only one team member need post these materials on behalf of the team. **130 POINTS.**

Attendance/Participation. 104 POINTS.

Please see details in the “How this Online Course Works” section above.

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.
You will upload these essays (in a single document) to the designated Assignment in Carmen. **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.

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**.

Grading scale

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

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

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

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **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.
- **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, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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 me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

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.

Statement on 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 Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter

where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. 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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

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, the instructor can suggest additional resources.

DATE : MODULE	TOPIC	Notes/In-class activities/Assignments due/Quizzes (See "Assignments" in Carmen for additional assignment details.)
1/10: 1.1	Course Introduction/Today's Global Media Landscape	<p>About your instructor . Video, 5:00.</p> <p>"We are the Media," video for World Press Freedom Day. May 2, 2017. :90.</p> <p>GUEST SPEAKER: Nataliya Gumenyuk, Ukrainian investigative journalist</p> <p>Twitter: Nataliya Gumenyuk (familiarize yourself with her work prior to class)</p>
1/12: 1.2	Today's Global Media Landscape	<p>Familiarize yourself (10-15 minutes) with these course reference resources prior to class: Freedom House, Reporters Without Borders, Committee to Protect Journalists</p> <p>Sulzberger, A.G. 2019. "The Growing Threat to Journalism Around the World: In many countries, journalists are being targeted because of the role they play in ensuring a free and informed society." <i>New York Times</i>, September 23, 2019, pp. 1-6.</p> <p>Whyatt, Jane. 2021. "Media Freedom Around the World." In <i>Global Journalism: Understanding World Media Systems</i>, edited by Daniela V. Dimitrova, 41-56. Lanham: Roman & Littlefield.</p> <p>Knight Foundation. 2020. "AMERICAN VIEWS 2020: TRUST, MEDIA AND DEMOCRACY." (Read the Overview and Executive Summary; 3 pages.)</p> <p>Discussion of "In the News" assignment</p>

		Assignment Due Friday, January 14: "Getting to Know You"
1/17: 2.1	NO CLASS: MLK HOLIDAY	Assignment Due Tuesday 1/18: Discussion Reading Response 1. (Thussu 2019, 1-39). (See Module 2.2)
1/19: 2.2	From Cave Art to Deepfakes: History of Mass Communication	Thussu, Daya Kishan. 2019. "The Historical Context of International Communication." In <i>International Communication: Continuity and Change, 3rd Ed.</i> , 1-39. London: Bloomsbury Academic. Assignment Due Sunday 1/23: "In the News" outlet choice
1/24: 3.1	History of Mass Communication/A Word About Language	Visual Capitalist. 2020. " The 100 Most-Spoken Languages in the World. " BBC. 2019. " Do We Think Differently in Different Languages? " Video, 4:10. McCoy, Terrence and Traiano, Heloísa. 2020. "'There are no words': As coronavirus kills Indigenous elders, endangered languages face extinction" <i>Washington Post</i> , October 6, 2020, pp. 1-5. Assignment Due Monday 1/24: Discussion Reading Response 2. (Dimitrova 2021, 1-15). (See Module 3.2)
1/26: 3.2	Theories of Mass Communication	Dimitrova, Daniela. 2021. "A Framework for the Study of Global Media Systems." In <i>Global Journalism: Understanding World Media Systems</i> , edited by Daniela V. Dimitrova, 1-15. Lanham: Roman & Littlefield. Discussion of Country/Media Analysis Team Project Assignment Due Sunday 1/30: "In the News" #1 (12 points)
1/31: 4.1	Theories of Mass Communication Comparing Global Media Systems	Due Monday 1/31: Discussion Reading Response 3. (Segev 2021, 17-29). (See Module 4.2)
2/2: 4.2	Western European Media	GUEST SPEAKER: Dmitry Khaykin, Deutsche Welle . Deutsche Welle . (Familiarize yourself with Germany's international broadcaster prior to class.) Segev, Elad. 2021. "International News Flow in the Digital Age." In <i>Global Journalism: Understanding World Media</i>

		<p><i>Systems</i>, edited by Daniela V. Dimitrova, 17-29. Lanham: Roman & Littlefield.</p> <p>Fondren, Elisabeth. 2021. "Media in Western and Northern Europe." In <i>Global Journalism: Understanding World Media Systems</i>, edited by Daniela V. Dimitrova, 149-162. Lanham: Roman & Littlefield.</p> <p>TBC: QUIZ 1 ONLINE (90 points)</p> <p>Assignment Due Sunday 2/6: "In the News" #2 (12 points)</p>
2/7: 5.1	Media in the Former Soviet Space	<p>GUEST SPEAKER: Hanna Liubakova, Belarusian journalist (TBC)</p> <p>The Life Guide. "Fall of the Soviet Union". Video, 5:42.</p> <p>Cooper, Ann. 2020. <i>Conveying Truth: Independent Media in Putin's Russia</i>. The Shorenstein Center on Media, Politics and Public Policy. August 2020, pp. 1-39.</p> <p>Assignment Due Monday 2/7: Discussion Reading Response 4. (Norris 2012, 353-366). (See Module 5.2)</p>
2/9: 5.2	Media in the Former Soviet Space/Balkans	<p>Norris, Pippa. 2012. "Comparing Cross-border Information Flows and their Effects." In <i>The Handbook of Comparative Communication Research</i>, edited by Frank Esser and Thomas Hanitzsch, 353-366. London: Sage.</p> <p>Assignment: First Essay due Wednesday 2/9: "Three Choices for Country/Media Analysis Team Project"</p> <p>Assignment Due Sunday 2/13: "In the News" #3 (12 points)</p>
2/14: 6.1	Media in the Balkans/Eastern/Central Europe	<p>GUEST SPEAKER: Nenad Pejic, former acting president, Radio Free Europe/Radio Liberty (TBC)</p> <p>Coman, Ioana A. and Karadjov, Christopher. 2021. "Media and Central and Eastern Europe and Russia." In <i>Global Journalism: Understanding World Media Systems</i>, edited by Daniela V. Dimitrova, 123-134. Lanham: Roman & Littlefield.</p>
2/16: 6.2	Media in Eastern/Central Europe	<p>Assignment Due Sunday 2/20: "In the News" #4 (12 points)</p>
2/21: 7.1	Media in the Middle East and North Africa	<p>GUEST SPEAKER: Rami Khater, Chief Technology Officer, U.S. Agency for Global Media (TBC)</p>

		Kozman, Claudia. 2021. "Media in the Middle East and North Africa." In <i>Global Journalism: Understanding World Media Systems</i> , edited by Daniela V. Dimitrova, 109-121. Lanham: Roman & Littlefield.
2/23: 7.2	Media in the Middle East and North Africa	Assignment: Second Essay Due Sunday 2/27: "A Closer Look at Your 'In the News' Outlet" (70 points)
2/28: 8.1	Catch-up class: In-class work on team projects	GUEST SPEAKER: TBA
3/2: 8.2	Media in SW Asia	Assignment Due Sunday 3/6: "In the News" #5 (12 points)
3/7: 9.1	Media in Iran	GUEST SPEAKER: Golnoosh Behrouzian, OSU School of Communication TBC: QUIZ 2 ONLINE (90 points)
3/9: 9.2	Media in Sub-Saharan Africa	Guest Speaker: Phathiswa Magopeni, Group Executive, News & Current Affairs, South Africa Broadcasting Corporation (TBC) South Africa Broadcasting Corporation . (Familiarize yourself with South Africa's national broadcaster prior to class.) Kalyango, Jr. Yusuf. 2021. "Media in Sub-Saharan Africa." In <i>Global Journalism: Understanding World Media Systems</i> , edited by Daniela V. Dimitrova, 95-108. Lanham: Roman & Littlefield.
3/14, 3/16	NO CLASSES; SPRING BREAK	
3/21: 10.1	Media in Asia	Guest Speaker: Steve Butler, Committee to Protect Journalists (TBC) Kim, Nakho. 2021. "Media in Asia and the Pacific." In <i>Global Journalism: Understanding World Media Systems</i> , edited by Daniela V. Dimitrova, 149-162. Lanham: Roman & Littlefield.
3/23: 10.2	Media in Asia	Cook, Sarah. 2021. <i>China's Global Media Footprint: Democratic Responses to Expanding Authoritarian Influence</i> . National Endowment for Democracy. February, 2021. pp. 1-14.

		Assignment Due Sunday 3/27: "In the News" #6 (12 points)
3/28: 11.1	Media in Latin America	GUEST SPEAKER: Natalie Southwick, Committee to Protect Journalists (TBC) Guerrero, Manuel Alejandro. 2021. "Media in Latin America." In <i>Global Journalism: Understanding World Media Systems</i> , edited by Daniela V. Dimitrova, 163-176. Lanham: Roman & Littlefield.
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	Committee to Protect Journalists. " The 10 Most-Censored Countries. " 2 Pages. Freedom House. 2020. Freedom on the Net 2020: The Pandemic's Digital Shadow. Freedom House. pp. 1-36. Assignment: Country Media Outlet Team Presentations – Written Reports Due (125 points)
4/18: 14.1	Reporting on Conflict, Terrorism and Investigative Journalism	New York Times. 2016. " Dying to be Heard: Reporting Syria's War. " Video: 11:14. Freedom Forum. 2012. "Journalist Joe Galloway on the Reality of War Reporting in the Vietnam War." Video: 1:32. Cozma, Raluca. 2021. "Covering International Conflicts and Crises." In <i>Global Journalism: Understanding World Media Systems</i> , edited by Daniela V. Dimitrova, 201-212. Lanham: Roman & Littlefield.
4/20: 14.2	U.S. International Media	GUEST SPEAKER: Kate Neeper, U.S. Agency for Global Media. The U.S. Agency for Global Media. (Familiarize yourself with U.S. international broadcasting prior to class.)
4/25: 15.1	FINAL CLASS/Course Summary	
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)
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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)

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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>

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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	

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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)

GE Rationale and Assessment Plan

Communication 3597.01: International Perspectives on Communication

Course Description and General Education Rationale

This course is taught in Autumn and Spring terms in face-to-face, hybrid and distance learning formats; this GE Rationale and Assessment Plan focuses on the distance learning format. While the overall approach and core topics are similar, instructors may vary their coverage of specific course elements and assignments.

This course provides perspectives on communication media in different parts of the world. It covers history, key theories, concepts and practices of international communication. It surveys international media markets and outlets; international media systems, news, and related topics; the roles and characteristics of international journalists; and critical current issues facing news media and journalists around the world. A key component of this course that is particularly well-suited to the distance learning format is the inclusion of numerous sessions, via Zoom, in which students interact directly with leading journalists and media experts from around the world.

Through study of media in other countries and regions of the world, students gain new perspectives and richer understanding of the role of media in U.S. society. In an increasingly internationalized and intricately connected world, a thorough understanding of global communication can help students to appreciate and meet their obligations as stakeholders in our democratic society, and can contribute to their professional success.

A variety of course assignments and examinations invite students to apply course concepts and to demonstrate command of materials.

Comm 3597.01 currently is an approved GE Diversity: Global Studies course option for students. Here are the goals and ELO's for Global Studies GE courses and how they are addressed in this course:

Diversity Goals:

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.

Expected Learning Outcomes:

ELO 1. 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.

- Through lectures, written assignments, online discussions, online sessions with journalists and media experts, and a team project, students explore the history, key

theories, concepts and practices of international communication in all regions of the world. Emphasis is given to historical, technological, cultural, political, economic and other factors that contribute to contemporary media global environments. The challenge of censorship – including on the internet – is studied, as are the implications of the rise of social media as a global source of information and the explosion of disinformation in the digital era. Challenges facing international journalists, including reporting about war, terrorism and in other dangerous situations, are detailed.

ELO 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

- Through lectures, written assignments, online discussions, online sessions with journalists and media experts, and a team project, students explore the diverse historical, cultural, political and even linguistic characteristics that contribute to the distinct and disparate media environments in regions and countries around the world. Students study how this diversity is being affected by globalization and other factors in our increasingly interconnected world. By studying in detail, through a series of assignments and in online interactions with international experts and practitioners, specific media environments, students gain new perspectives on the role of media in shaping attitudes and values, including in the United States.

Assessing the effectiveness of COMM 3597.01 on each expected learning outcome is evaluated through (a) multiple choice/true-false examination questions; (b) written activity responses; (c) a group project that includes an in-class presentation. Here is an assessment outline based on the sample syllabus provided.

- ELO 1: Assignments reinforce and supplement lectures. During the early part of the semester students are assigned four in-depth readings about the history, theories and other broad aspects of international communications. Prior to in-class discussion of each reading, students submit to an online Discussion three “takeaways” – things they have learned – in each reading and detail why these takeaways are important in the context of this course; they are invited also to comment on the submissions of other students. One examination will be recorded separately and will assess command of these materials. Early in the semester students choose a foreign media outlet to monitor throughout the term, and file eight weekly summaries of top stories and analysis of the outlet based on course concepts and materials, thereby demonstrating cultural, political, commercial and other reasons behind the style and topics emphasized by non-U.S. media outlets. These summaries are discussed in class sessions so that students learn from one another about various non-U.S. media environments. In an essay midway through the term, students analyze in greater depth their chosen media outlet, utilizing course concepts and materials to support their observations. In a group project that culminates in an in-class presentation and written report, students produce a detailed description of a country’s media environment that includes 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. The final

report includes a brief overview of a media outlet from the country that demonstrates in detail what students have learned about the media environment. This overview includes relevant background information about the outlet such as its history, ownership, editorial philosophy, circulation/viewership, and its relationship with the government.

During the term three unannounced news quizzes will assess students' knowledge of current international issues.

The final exam includes questions that assess students' command political, economic, cultural, physical, social, philosophical and other aspects of a broad sample of the world's nations, peoples and cultures, and three "open book" essays that challenge students to demonstrate acquired knowledge about a wide range of characteristics of countries that contribute to its media environment.

In all these assignments a minimum average of 75% will be a direct measure of achievement of the learning outcomes. Indirectly, a random sampling of 10 students' submissions for one written assignment will be reviewed by the instructor to evaluate the quality of responses. Both the qualitative and quantitative data will reflect if students have achieved ELO 1.

- ELO 2: Assignments reinforce and supplement lectures in specific ways that help students recognize and appreciate diversity in international communication and global media systems. Through monitoring of a foreign media outlet, compiling summaries of top stories and analysis of the outlet based on course concepts and materials, and sharing these summaries in class discussions, students are exposed to widely diverse media environments that contribute to attitudes and values of citizens. Similarly, in the group project students learn details about a country – including its history, politics, economic system, cultural factors, demographics, etc. – the diversity of which contribute to the media environment in that country.

One examination assesses students' command of these diverse media markets and the factors that contribute to this diversity.

The final exam includes additional questions (multiple-choice, true/false) that assess students' overall command of course materials, and three "open book" essays that challenge students to reflect course materials and concepts, including about factors that contribute to diversity in global media systems, in their responses.

In all these assignments a minimum average of 75% will be a direct measure of achievement of the learning outcomes. Indirectly, a random sampling of 10 students' submissions for one written assignment will be reviewed by the instructor to evaluate the quality of responses. Both the qualitative and quantitative data will reflect if students have achieved ELO 2.

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.

Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students demonstrate knowledgeable of communication concepts, theories, and principles within a social science framework to understand the role of communication in society.

Goal 2. Students are competent in practicing communication for a range of purposes, audiences, contexts and modalities.

Goal 3. Students are sufficiently trained and prepared to obtain employment in the field of communication or related to the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		
Research Methods (4 cr. req.)			
3160(H)	Intermediate	Intermediate	
3163	Intermediate		
3165	Intermediate		
Core Requirements			
<i>Comm Analysis & Engagement</i>			
2110	Basic	Intermediate	
2367(H)	Basic	Intermediate	
3440	Intermediate	Intermediate	
3620	Intermediate	Intermediate	
<i>Comm Tech</i>			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
2540	Basic	Basic	Basic
3554	Intermediate	Intermediate	Intermediate
<i>Strategic Comm</i>			
2321	Basic	Intermediate	Intermediate
2331	Basic	Intermediate	Intermediate
3333 <i>or</i>	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Basic
3334	Basic	Advanced	Intermediate
4337	Basic	Advanced	Intermediate
Experiential Learning (3 cr. req.)			
3188	Intermediate	Intermediate	Advanced
3800	Intermediate	Advanced	Advanced
4191			Advanced
4998	Advanced	Advanced	
4999(H)	Advanced	Advanced	
Focus Area Electives			
<i>Comm Analysis & Engagement (15 credit hours required)</i>			
2131	Basic	Intermediate	
2596	Basic	Basic	
3325	Intermediate	Intermediate	Intermediate

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
3330	Basic	Intermediate	Basic
3331	Intermediate	Intermediate	
3332	Intermediate	Intermediate	Basic
3340	Intermediate	Intermediate	
3402	Intermediate	Basic	
3403	Intermediate		
3404	Intermediate		
3413	Intermediate		
3415	Basic	Intermediate	
3442	Intermediate		
3450	Intermediate	Basic	
3466	Intermediate		
3597.01	Intermediate		
3597.02	Intermediate		
3624	Intermediate	Intermediate	Intermediate
3628	Advanced	Intermediate	Intermediate
3629	Intermediate	Intermediate	Intermediate
3662	Intermediate	Intermediate	
3667	Intermediate	Intermediate	Basic
3668	Intermediate	Intermediate	Basic
4240		Intermediate	
4401	Intermediate		
4445	Intermediate	Intermediate	
4600		Intermediate	
4635		Intermediate	Intermediate
4736	Intermediate	Intermediate	
4737	Intermediate	Intermediate	Basic
4738	Intermediate	Intermediate	
4814	Intermediate	Intermediate	
4820	Intermediate	Intermediate	
<i>Comm Tech (6 credit hours required)</i>			
3513	Intermediate	Intermediate	Basic
3558	Intermediate	Intermediate	
4557	Advanced	Advanced	Intermediate
4558	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
4738	Advanced	Advanced	Intermediate
<i>Strategic Comm (9 credit hours required)</i>			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
3325	Intermediate	Intermediate	Intermediate
3330	Basic	Intermediate	Intermediate
3332	Intermediate	Intermediate	Intermediate
3333	Basic	Intermediate	Intermediate
3340	Intermediate	Intermediate	Intermediate
3345	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Intermediate
3558	Intermediate	Intermediate	
3628	Advanced	Intermediate	Basic
3668	Intermediate	Intermediate	Basic

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
4445	Intermediate	Intermediate	Intermediate
4558	Basic	Advanced	Intermediate
Special Topic Elective			
<i>Comm Tech (9 credit hours required)</i>			
3330	Basic	Intermediate	Intermediate
3331	Intermediate	Intermediate	Intermediate
3513	Intermediate	Intermediate	Basic
3545	Intermediate	Intermediate	Intermediate
4511	Intermediate	Advanced	Intermediate
4555	Advanced	Advanced	Intermediate
4556	Advanced	Advanced	Intermediate
4557	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
CS&E 2123			
<i>Strat Comm (3 credit hours required)</i>			
2110	Basic	Intermediate	Basic
2131	Basic	Intermediate	Intermediate
2367 (H)	Basic	Intermediate	Intermediate