COMM 2553 Communication, Globalization, International Media
Spring 2019

Instructor: Tammy L. Holmes, EdD
Section # and CRN: Section P01 CRN 28247
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Email Address: tlholmes@pvamu.edu
Office Hours: MWF: 8:00am-9:00am, MWF 12:00pm-2:00pm
Mode of Instruction: Face to Face

Course Location: Agriculture and Business Bldg. #216
Class Days & Times: MW 3:30-4:50pm
Catalog Description: This course will allow students access to select forms of international media and professional development both in class and while participating in a study abroad experience.

Prerequisites: COMM 1003
Co-requisites:


Student Learning Outcomes:

1. Summarize the major trends which have changed the nature of international media in recent years, both the growing category of cross-border media and the changing nature of local and national media.
2. Describe varying ways of interpreting the relationship between media and society in Panama and US.
3. Compare and contrast differing approaches to professional media careers in an international context.
4. Evaluate the impact of technological change as both a fragmenting and a connecting force.
Major Course Requirements & Evaluation Methods

Oral Presentations – oral performances designed to measure ability to apply presented course materials
Exams – written tests designed to measure knowledge of presented course material
Exercises – written assignments designed to supplement and reinforce course material
Projects – web development assignments designed to measure ability to apply presented course material
Class Participation – daily attendance and participation in class discussions
(instruments will vary slightly depending on the instructor)

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 Hours Paper</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>International Media Case Studies (2)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Volunteer/Shadow Report</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Book Chapter Review (In Defiance)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Panama Presentation: revised and on Taskstream</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam (Textbook Chapter Notes)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam &amp; Reflection Paper</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Instructor-specific assignments (Guest Speakers, Fundraising, VLOG, Creative Video, Documentary Film-making)</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Participation/Attendance</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>1,000</td>
</tr>
</tbody>
</table>

Grading Criteria and Conversion:
A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = 59% or below

Detailed Description of Major Assignments:
Assignment Title or Grade Requirement Description

24 Hours Paper
For Part 1, you must track all of your new-media use within a 24-hour period. To give you an idea of what I’m looking for, your 24-hour new-media diary.

Part 2: 24-hour media blackout For Part 2 of the assignment, you must deprive yourself of all new-media use for 24 hours, except for any new media that is required for other classes, such as email, web-based readings, etc. When you have completed Parts 1 and 2, write an essay of no more than 750 words, answering the following five questions. Paste the diary to the end of the essay. Turn in the essay and the diary as a single document on eCourses. Identify the new media that you gave up during the 24-hour blackout. Describe the activities you substituted in place of new-media use during the blackout. Describe any psychological, mental or physical changes you experienced as a result of depriving yourself of new media. Did you forget or backslide or inadvertently use new media during the blackout? How has this exercise changed the way you look at the world, if at all? More sample entries and Rubric will be provided on eCourses. 100 points

Case Studies (2) Students are required to submit two response papers during the semester, on “Current Trends in International Relations: Case study of Panama” Both
papers have to analyze in comprehensive way foreign policy processes covered in the newspaper articles for Panama during the semester. Each paper must be no more than two pages in length, have a title, and bibliography page and be double-spaced with 12-point-font and one-inch margins. At the end of the semester are able to learn not only specific foreign policy but also to gain a diverse general knowledge, in addition to developing first skills in reading newspaper on a regular basis. 200 points

**Panama Research Presentation.** Create a detailed and thorough PowerPoint presentation about an aspect of Panama of your choice. We will sign up for specific topics. You will partner with another student in the class. We will sign up for your particular topic and date during the first 2 weeks of the semester. Your task is to educate your audience about the aspect of Panama - assume they know little to nothing about it. Your PowerPoint presentation must be well-organized, well-presented and well-researched. This project will take time, effort and focus. 100 points.

**Volunteer/Shadow Report:** Social media should be a huge part of your efforts to engage student volunteers. Create and promote events and volunteer opportunities on Facebook, Instagram and Twitter. Use social media to communicate information about 2 events as they unfold, and to keep volunteers interested. During volunteer events, take lots of pictures, and videos. Tag volunteers. Livestream interviews with student volunteers, etc., This will be a creative video and interactive project. A more detailed rubric and assignment will be provided on eCourses. 50 points.

**Tests:** Midterm 100pts. Final Exam & Reflections Paper 100pts.

**Book Review:** After reading the book In Defiance. Write a 750 word essay about the following aspects of the reading. Use the questions below as a criteria:

What is the central thesis—or main argument—of the book? If the author wanted you to get one main idea from the book, what would it be? How does it compare or contrast to the world that you know or have experienced? What has the book accomplished? What exactly is the subject or topic of the book? Is it clearly stated? Does the author cover the subject adequately? Does the author cover all aspects of the subject in a balanced fashion? Can you detect any biases? What type of approach has the author adopted to explore the research problem [e.g., topical, analytical, chronological, descriptive]? How does the author support his or her argument? What evidence does the author use to prove his or her point? Is the evidence based on an appropriate application of the method chosen to gather information? Do you find that evidence convincing? Why or why not? Does any of the author’s information [or conclusions] conflict with other books you’ve read, courses you’ve taken, or just previous assumptions you had about the research problem? 50 points

**Instructor Activates:** Worksheets, weekly in class assignments, wiring prompts, for lecture topics and for guest speakers. 10 @10 pts. Each
CLASS ATTENDANCE- Class attendance is critical to this class! You are expected to be in class. Attendance will be taken every class. CLASS ATTENDANCE is key to earning Participation points. See above.

Missed Class- If you need to miss class, please refer to your syllabus for assignments, eCourses, and topics you missed. *If, for any reason, classes are cancelled, take the same assignment for the next class meeting.* Missing more than 6 class periods, can result in a FAILING grade for the course.

Tardiness- Tardiness is not acceptable. **You will be considered absent if you arrive later than 50% of the class or leave earlier.** Tardiness is defined as arriving after attendance has been taken.

Due Dates for Assignments- Late Work is not accepted. Assignments will be collected at the beginning of class. **Print** assignments and them complete BEFORE coming to class. **Assignments must be TYPED and STAPLED in the upper Left-handed corner,** In such case, you must contact the Instructor beforehand to receive permission otherwise.

Cell Phones- **using a cell phone in class will constitute a deduction in Participation points. Do not text, scroll, swipe, post, in class. Also, please silence your cell phones and put them away during class instruction.**

Profanity- Is not tolerated before, during, or after if present within the classroom. This is a communication course. We will address each other with respect, kindness, and cultivate a learning environment that is conducive for all students.

Respect on Guest Speaker/Presentation Days: These guidelines must be followed and will help to create a respectful environment for all speakers. They are as follows:

1.) Phones - There is nothing more demoralizing to a speaker than seeing their audience looking down at their cell phones rather than paying attention to their presentation.
2.) Entering the Class - If you are late to class on a presentation day the door will be closed. You will need to listen at the door and if you hear someone talking, **DO NOT** enter the room!!! This is highly disrespectful and can distract the speaker. Instead, wait until you hear a pause and then quietly make your entrance into the classroom.
3.) Listening - carefully and be a good audience member to the speaker. They will return the favor when it is your turn.
**Semester Calendar**

| Week One: Jan 14-18 | Welcome and Introduction to Course and Syllabus  
| Topic Description** | Signing up for Presentation topics, Overview  
| Assignment (s): |  
| **Week Two: Jan 21-25** | MLK Jr. Holiday (No Class)  
| Topic Description. | Lule: Chapter 1  
| Sosa 1 |  
| Readings: |  

| Assignment (s): |  
| **Week Three: Jan 28- F1** | Sosa: Chapter 2  
| Topic Description | Lule: 2  
| Research Weekly Presentations Begin |  
| Readings: |  

| Assignment (s): |  
| **Week Three: Feb 4- 8** | Sosa: Chapter 3  
| Topic Description | Lule: 3  
| Research Weekly Presentations Begin |  
| Readings: |  

| Assignment (s): |  
| **Week Five: Feb 18-22** | Sosa Chapter 4, Presentation  
| Topic Description | Guest Speaker, TBA  
| Lule: Chapter 4 |  
| Readings: |  

| Assignment (s): |  
| **Week Six: Feb 25-M1** | ********COMM WEEK********  
| Topic Description | Presentation (Class in TV studio)  
| Lule: Chapter 5, Sosa 5 | Case Study 1 Due  
| Readings: |  

| Assignment (s): |  
| **Week Seven: Mar 4-8** | Lule: Chapter 6 & 7  
| Topic Description | Midterm Exam: (eCourses)  
| Readings: |  

| Assignment (s): |  
| **Week Eight: Mar 11-15** | SPRING BREAK  
| Topic Description |  
| Readings: |  

| Assignment (s): |  
| **Week Nine: Mar 18-22** | Lule: Chapter 8  
| Topic Description | Sosa 6  
| Guest Speaker |  
| Readings: |  

| Assignment (s): |  
| **Week Ten: Mar 25- 29** | Volunteer/Shadow Report Due  
| Topic Description | Sosa: Chapter 7  
| Guest Speaker |  
| Readings: |  


Assignment (s):
**Week Eleven: Apr 1-5**
**Topic Description**
Case Study # 2 due
Sosa 8 & 9
Presentation

Assignment (s):
**Week Twelve: Apr 8-12**
**Topic Description**
Sosa 10
Guest Speaker
Presentation

Readings:

Assignment (s):
**Week 13: Apr 15-19**
**Topic Description**
Sosa 11
**Good Friday (No Class)**
Presentation

Readings:

Assignment (s):
**Week 14: Apr 22-26**
**Topic Description**
Chapter Book Review Due
Presentation

Assignment (s):
**Week 15: Apr 30**
**Topic Description**
Final Review, Evaluations

Readings:

Assignment (s):

May 1-7 Final Exams

*Please note that the above calendar is provisional. As instructor, I reserve the right to make changes, including the addition or deletion of materials.*

**Weekly topic titles are adopted from Readings/course texts.**
Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.

https://www.pvamu.edu/library/
Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F.
Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306.
Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121.
Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226.
Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141.
Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317.
Phone: 936-261-3585
Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Title IX Statement**
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

**Class Attendance Policy (See Catalog for Full Attendance Policy)**
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

**Student Academic Appeals Process**
Authority and responsibility for assigning grades to students' rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

**TECHNICAL CONSIDERATIONS**

*Minimum Recommended Hardware and Software:*  
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi  
- High speed Internet access  
- 8 GB Memory  
- Hard drive with 320 GB storage space  
- 15” monitor, 800x600, color or 16 bit  
- Sound card w/speakers  
- Microphone and recording software  
- Keyboard & mouse  
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

*Note:* Be sure to enable Java & pop-ups in the Web browser preferences

*Participants should have a basic proficiency of the following computer skills:*  
- Sending and receiving email  
- A working knowledge of the Internet  
- Proficiency in Microsoft Word (or a program convertible to Word)  
- Proficiency in the Acrobat PDF Reader  
- Basic knowledge of Windows or Mac O.S.

*Netiquette (online etiquette):*

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.
**Technical Support:**
Students should go to [https://mypassword.pvamu.edu/](https://mypassword.pvamu.edu/) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

**Communication Expectations and Standards:**
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

**Discussion Requirement:**
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.