Applicant

Name: Kelly Jones

Community College: Pitt Community College

Department: English & Humanities

Phone: 252-493-7510

Email: kejones@email.pittcc.edu

Which course will this project help make more international in focus?
COM 150 – Introduction to Mass Communication

How frequently is this course taught?
This course is taught one section each semester.

How many students enroll in this course per academic year?
Approximately 25 students enroll in each class.
COM 150 – Introduction to Mass Communication

1. Description of Course

This course introduces print and electronic media and the new information technologies in terms of communication theory and as economic, political, and social institutions. Topics include the nature, history, functions, and responsibilities of mass communication industries in a global environment and their role and impact in American society. Upon completion, students should be able to demonstrate awareness of the effects mass media has on our world, our culture, and our lifestyle.

2. Description of Module

The object of the international module is to expose students to mass media in other cultures, compare it to the media of the United States, and increase awareness of both the limitations and possibilities media has in shaping interpretations about the countries and the people of the world. Content will cover mass media of regions around the world, including China, France, Ghana, Lebanon, Mexico, Sweden, United Kingdom, and USA.

5 Topic areas to be covered are:

a. regulation of media
b. accessibility of media
c. media content
d. news reporting
e. media audiences

3. Objectives

Upon completion of the module, students will:

1. Gain knowledge about specific contexts of mass media worldwide.
2. Compare and contrast the media regulation, accessibility, audiences, and content of American media to foreign media.
3. Demonstrate an understanding of media’s direct impact in shaping the expectations of individuals in one culture.
4. Develop an understanding of mass media in a globally interdependent society.
4. **Methodology**

Lectures. There will be lectures on selected cultures and mass communication concepts, with specific regions highlighted. The lecture plan module covers roughly four-five weeks of class time.

Discussions. Students will be required to actively participate and discuss topics presented by the instructor. In addition, students should introduce their own ideas and opinions.

Multimedia. The module may contain audio and visual files supplemental to lectures, illustrating course concepts and countries.
Course Calendar

Week 1

1/12/12

Lecture: Media Globalization

Lecture: Languages of Internet Content

Lecture: Media Systems Worldwide

Discussions:

Where have you been in the world? What countries have you visited?

What countries or regions of the world do you feel you have some familiarity with?

What countries or regions of the world do you feel that you know very little about?

What kinds of foreign newspapers, radio programs, television shows, and web sites from other countries have you been exposed to?

What are the main sources of information in your life (media sources and nonmedia sources) that have taught you about those countries and regions of the world that you have not visited?

Lecture: Description of International Module and Project

Assign Groups and Countries for Project Analysis
Week 2

1/17/12

Lecture: Regulations of the Media

Regulations of media in United Kingdom, France, Sweden, Mexico, USA, Ghana, China and Lebanon

Philosophies for Media Systems: Authoritarian, Libertarian, Communist, Social Responsibility

Discussion: What are the similarities and differences of media regulations in all 7 countries comparing and contrasting those regulations to that of the United States?

Discussion: Distinguish between public and private ownership of mass media.

Discussion: How do you think print media are regulated differently from electronic media?

Discussion: What do you think are the main areas of media content that are regulated worldwide, and why?

Discussion: How does culture play an important role in media regulation?

1/19/12

Lecture: Media Censorship & Rise of Social Media as Social Networking Explodes Worldwide

Discussion: Given the ubiquity of social media, is it possible for any nation today to use the authoritarian approach? What about China? How are they dealing with social media?

Video: New law censorship in China

Video: Shut Up and Shut Out: Media Censorship in China

Video: Social media and censorship in China

Video: The World of Social Media

Video: Social Media Revolution

Week 3
1/24/12

Lecture: **Accessibility of Media**

Accessibility of media by citizens in United Kingdom, France, Sweden, Mexico, USA, Ghana, China and Lebanon

Distribution examples and statistics of Television, Radio, Newspapers, and Internet

Formats and Genres

Discussion: *What mediums of mass communication are accessed in the 8 countries? Do all countries use the same mediums of mass communication?*

Discussion: *American media products are easily available in other countries. What media products from other countries are easily available here? Why is there such a difference?*

Discussion: *How accessible are television, radio, newspapers, and the internet where you are living? Compare the accessibility of mass media with that of the 7 other countries.*

Discussion: *How does culture play an important role in how citizens access mass communication among the 8 countries?*

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1/26/12

Lecture: **Media Content**

Content in Media in United Kingdom, France, Sweden, Mexico, USA, Ghana, China and Lebanon

Discussion: *To what extend do you agree that American media products can influence the traditional values held in other societies? If you were a political leader in another country, would you favor quotas on the amount of foreign material that could be broadcast? Why or why not?*

Discussion: *What newspaper, radio, television, and web site content is typical where you are living? Compare media content to that of the 7 other countries.*

Discussion: *How does culture play an important role in what content is displayed in mass communication among the 8 countries?*

Discussion: *How do purposes of media different between poorer, smaller or less stable countries versus richer, bigger, or more stable countries?*

Week 4
Lecture: **News Reporting**

Compare news headlines around the world at [http://www.allnewspapers.com/](http://www.allnewspapers.com/)

Bias Versus Objectivity, Entertaining Versus Serious, Depth Versus Brevity

News Reporting in United Kingdom, France, Sweden, Mexico, USA, Ghana, China and Lebanon

Discussion: *What is news? How does news serve as a larger commentary on society?*

Discussion: *What are the most common types of news stories – for example, politics, crime, current events, and so on – covered by newspapers, radio and television newscasts, and web sites that you access? To what extent are they objective or biased? To what extent are they entertaining versus serious?*

Discussion: *How is news reporting similar and different worldwide?*

2/2/12

Lecture: **Media Audiences**

Audience of Various Medias in United Kingdom, France, Sweden, Mexico, USA, Ghana, China and Lebanon

Discussion: *What are your newspaper reading habits? Which newspapers do you usually read? At what times of the day do you usually read newspapers? Where do you usually read newspapers? How much time do you usually spend reading newspapers on an average day?*

Discussion: *What are your radio listening habits? Which radio stations or formats do you usually listen to? At what times of the day do you usually listen to radio? How much time do you spend listening to radio on an average day?*

Discussion: *What are your television viewing habits? Which television channels or shows do you usually watch? At what times of the day do you usually watch television? How much time do you usually spend watching television on an average day?*

Discussion: *What are your internet habits? Which web sites do you usually visit? At what times of the day do you usually access the internet? How much time do you usually spend on the internet on an average day?*

Discussion: *Which medium do you interact with the most during an average day? Compare your habits of mass communication with the media usage in the other 7 countries.*

Week 5
Group Presentations 2/7/12 & 2/9/12

Assignment. In groups of 3-5 people, students will choose a nation or region and give a group presentation. The presentation should illustrate a relationship among individuals in their selected country with their mediums of mass media. Groups will compare and contrast the responsibilities of and portrayals in the media to that of the United States. The presentation should also include the media’s direct impact in shaping the expectations of the culture of their selected country.

5. Evaluation

Students will be assessed on the group presentations, which will be 30% of the final grade. The component of the project involves research and application of course concepts.

The following rubric will be used:
Group Presentation Evaluation

GROUP: ____________________________

Members Participating:  

Total Time: ___

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<thead>
<tr>
<th>Preparation</th>
<th>Theme =</th>
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<tr>
<td>Were sufficient research, imagination, and planning evident in the group's presentation?</td>
<td></td>
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<tr>
<td>Did it seem as if they'd practiced and rehearsed sufficiently to make their presentation well organized, timely, and interesting to the class?</td>
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<tr>
<td>Was this a true &quot;group&quot; effort rather than a series of individual presentations?</td>
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<td>Was the group able to avoid redundancy among its members’ efforts?</td>
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Unsatisfactory  Satisfactory  Good  Excellent

<table>
<thead>
<tr>
<th>Completeness</th>
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<tr>
<td>Did the presentation provide a direct link from mass media to culture of country?</td>
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<tr>
<td>Were media content, distribution, and networks discussed in great detail?</td>
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<td>Was the media compared to the media of the United States?</td>
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<td>Was the impact of the media in the culture discussed in great detail?</td>
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Unsatisfactory  Satisfactory  Good  Excellent
<table>
<thead>
<tr>
<th>Course Relevance</th>
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<tr>
<td>- Did the presentation relate to course concepts?</td>
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<td>- Were responsibilities of the media discussed?</td>
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<td>- Were portrayals of gender, ethnicity, racial and social groups discussed?</td>
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<td>- Were government control and freedom of expression discussed?</td>
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<td>- Were cultural depictions of beauty, violence and news discussed?</td>
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<td>- Were at least 3 mediums of the country depicted in the presentation?</td>
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Unsatisfactory Satisfactory Good Excellent

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<th>Delivery</th>
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<td>- Did the members speak professionally and present their material credibly (accurately and with correct pronunciations) and clearly?</td>
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<td>- Did this group avoid “reading” to the class?</td>
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<tr>
<td>- Did all group members play a significant role in the presentation?</td>
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Unsatisfactory Satisfactory Good Excellent

Grade: _____
6. Resources

Al Jazeera http://english.aljazeera.net/


Center for International Media Assistance http://cima.ned.org/

EuroTV http://www.eurotv.org/

International TV Explorer http://www.international-television.org/itve/


Newseum http://www.newseum.org/todaysfrontpages

Newspapers from All Countries http://www.allnewspapers.com/