
Digital Media & Global Agenda

COMM-5585

Fall 2020 Section E01 3 Credits 08/12/2020 to 12/05/2020 Modified 08/10/2020

100% Online Course

COURSE OVERVIEW

This course examines the impact of media on critical global issues, including climate change, epidemic viruses, immigration and refugee, and terrorism. New media driven by digital technologies have accelerated globalization by nullifying the existing borders in communication. The medium is the key to understand the transformation of our current society.

We will explore the media's function, including social media, in setting the global agenda. While any single country cannot resolve global issues, the U.S.'s weight in the process of problem-solving is substantial. For that reason, we will take multiple angles to review the literature on media and users: within the U.S.; outside the U.S.; comparisons between the U.S. and foreign media; also, media that transcend national boundaries.

Because this course is designed for non-Mass Communications majors, our journey starts with a discussion of major media effects theories and concepts, such as Agenda Setting, Framing, and Knowledge Gap. We will utilize reading materials from various sources such as academic journals, trade magazines, news media, and research institutes.

Description

Special topics in communication at the graduate level. May be repeated for credit as topic varies.

Requisites

Prerequisites:

Corequisites:

Contact Information

Instructor: Dr. Soo Moon

Email: smoon@westga.edu

Office: Humanities 142

Phone: (678) 839-4936

Office Hours

Tuesday, 12:00 p.m. to 2:00 p.m.

Monday, Wednesday, 2:00 PM to 3:30 PM, Virtual Office Hours

Google Meet [Office Hours](#)

You can also schedule an appointment outside of my office hours via email.

Meeting Times

Materials

This course is based on multiple book chapters, articles and Websites. All reading materials and relevant information are placed in the matching modules of CourseDen.

NOTE. THE MATERIALS ARE MADE AVAILABLE THROUGH FAIR USE AND FURTHER COPYING AND REDISTRIBUTING THE MATERIAL IS A VIOLATION OF THE COPYRIGHT LAW.

Outcomes

By the end of the semester, students in this course will be able to:

- Explain ways in which new media intersects with globalization
- Describe key media effects theories and apply these theories to cases involving global issues
- Assess the role of social media as a mobilizer of civic and political participation
- Debate the negative phenomenon led by the new media environment represented by fake news, bias, fragmentation and polarization
- Discuss the function of journalism in the digital era

Evaluation

GRADING POLICY

Grading Scale	A = 90-100
	B = 80-89.99
	C = 70-79.99
	D = 60-69.99
	F = below 60 points

Criteria

Breakdown

Weekly reading reflections (7)	35 points
Discussions (5)	25 points
Discussion facilitation	10 points
*Pre-proposal and proposal	30 points
	Total 100 points

***Note:** Because of the diverse background and stages in your graduate careers, you may be more interested in different projects than a writing research paper. For example, you might propose a plan to conduct a campaign to help refugees using social media or build a website to mobilize your community members to understand climate change. If you have an exciting idea, do not hesitate to share it with me as early as possible.

Assignments

Weekly reading reflections

Students will submit a response paper for the week's readings. As our readings range from short news to comprehensive academic papers, I will mark two or three materials that you can pick from the weekly assignments.

The response paper should be 500 to 700 words and should include analytic reflections on the texts, not just a summary. You may relate the readings to a current debate about political/social issues and provide an argument with evidence for or against the reading material.

Discussions

While the minimum requirement is one original posting and two replies, I value the quality of your comments rather than the number of postings. In-class discussions that stimulate your intellectual energy and challenge your perspective are the core of graduate courses. The discussion boards are open from Monday to Friday of the designed week.

Discussion facilitation

As part of your role as a facilitator, you should provide three thought-provoking questions. The leader should try to make the discussion active, informative and interesting by encouraging classmates to participate, raising follow-up questions and replying to posts. I will lead the first discussion about media effects theories.

Pre-proposal presentation

This assignment will help prepare your final project, a research proposal. Considering various academic disciplines of students in this class, I do not limit the area of your research. You can select any that is relevant to this course's central theme. We will have a class discussion about your pre-proposal, and I will have individual meetings with each of you.

You will need to submit PowerPoint slide that includes the following elements:

- Research Title and five keywords of your study
- Identification of the key problem: Why you think this topic is important? Briefly explain the background.
- Research question(s)
- Main theories/concepts
- Research method and procedure
- Three references

Proposal

You will write a 12-15 page research proposal. There are several requirements besides length: First, you may use some news and information periodicals, but the primary sources should be academic journals and books. I recommend that you find at least ten academic articles/books in addition to other items. Second, use APA style. The paper length does not include the section on references. Third, write the paper using the third-person voice.

Following is a suggested structure of your proposal:

- Introduction: Clear statement of your research topic. Why you're interested in the subject and why it is crucial. Try to gain the attention of your readers.
- Literature review: Explain theories your study relies on, and summarize previous studies relevant to your project.
- Research questions or Hypothesis:
- Method: How will you investigate your research questions? You may use a quantitative method (content analysis, survey, experiments, etc.), a qualitative approach (Focus Group Interview, In-depth interview, text analysis, etc.) or both methods.
- References: APA style

Schedule

Discussions: Mon – Fri

Weekly reading reflections: Sun

Week (Mon-Sun)	Modules /Reading	Due @11:59 pm
1. Aug 12-16	Overview	Introduction

2. Aug 17-23	New Media	
3. Aug 24-30	Media Effects: Agenda Setting	Weekly reading reflection 1
4. Aug 31- Sep 6	Media Effects: Framing	Weekly reading reflection 2
5. Sep 7- 13	Media Effects: Knowledge Gap & Digital Divide	Weekly reading reflection 3
6. Sep 14- 20	Issue 1: Epidemics	Discussion1: Media effects theories Weekly reading reflection 4
7. Sep 21- 27	Epidemics (cont.)	Discussion2: Epidemics
8. Sep 28- Oct 4	Issue 2: Climate Change	Weekly reading reflection 5
9. Oct 5-11	Climate Change (cont.)	Discussion 2: Climate Change
10. Oct 12-18	*Pre-proposal	Pre-proposal presentation (ppt)
11. Oct 19-25	Issue 3: Terrorism	Discussion 4: Critique pre-proposal
12. Oct 26- Nov1	Terrorism (cont.)	Weekly reading reflection 6 Sign-up for meeting
13. Nov 9-15	Issue 4: Immigration & Refugees	Weekly reading reflection 7 Virtual Meeting with Instructor
14. Nov 16-22	Immigration (cont.)	Discussion 5: Terrorism & Immigration
15. Nov 23-29	*Proposal Writing	

Dec 2	Proposal (or Final Project) Submission
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***Note:** Because of the diverse background and stages in your graduate careers, you may be more interested in different projects than a writing research paper. For example, you might propose a plan to conduct a campaign to help refugees using social media or build a website to mobilize your community members to understand climate change. If you have an exciting idea, do not hesitate to share it with me as early as possible.

* Course Policies and Resources

COURSEDEN RESOURCE and TECHNICAL SUPPORT

For CourseDen assistance, including tutorials, troubleshooting, and online support resources, I encourage you to reference the CourseDen Desire2Learn (D2L) Resources link on the course homepage, or contact the UWG Online Helpdesk Services via email at online@westga.edu, or via the Internet at <http://uwgonline.westga.edu/students.php>.

If you experience technical difficulties, it is very important that you contact the CourseDen support staff - Distance Education & Distributed Center (first choice) or GeorgiaVIEW Help Center. The staff will document your case, and verify whether it is a personal or campus technology issue. Personal technology issues do not justify due date extensions; and due dates will be extended only in cases of campus technology issues or cases of unavoidable situations substantiated with documentation. To request an extension for qualified cases, you should e-mail me within two hours of the due date. However, if you do not contact CourseDen support staff, late online assignments or exams may not qualify for credits.

Important CourseDen Tools

- Announcements: While it would be hard to miss Announcements, make sure to read each post whenever it's updated. **This is a key tool that keeps you on track. I post Weekly Announcements every Monday to remind you of To-Do items with links.**
- Grades: Use the Grades tool to view your grades. Exam scores will be automatically posted as soon as online exams are completed.
- CourseDen Email: The Email tool allows you to send emails to, and receive email from, me and your classmates. It is important to check your email on a regular basis. With the exception of Friday afternoons, weekends, and holidays, I will respond to emails through CourseDen within 24 hours. **DO NOT** send an email to my westga.edu email address (unless CourseDen is unavailable).
- Assignments: This tool is your dropbox for the writing assignments and case presentations.
- Discussions: Your class discussions will be conducted through Discussions tool. Each Discussion board will be closed after designed cut-off time.

COMMUNICATION

Email: You are encouraged to use CourseDen email for all class related correspondence. I will try to respond within 24 hours, though messages sent during weekends (or Friday afternoons) may not receive such a prompt response.

Google Meet: If you prefer video chatting or text chatting, use Google Meet Office Hours

ACADEMIC DISHONESTY

The penalties for academic dishonesty range from receiving 0 points on the exam or the assignment to receiving an "F" grade in the course.

All the work you do must be your own. Do not present the work of another as if it were your own. Use quotation marks to indicate the exact words of someone else, and cite the source. Cite sources of ideas that are not your own, even if you did not use their exact words. Summarizing OK – it is considered paraphrasing, but do not just rearrange a sentence or change some of the words. Still, each time a source is paraphrased, a credit for the source needs to be included in the text.

Cheating	Using or attempting to use unauthorized materials, information or study aids
Fabrication	Falsification or unauthorized invention of any information or citation
Plagiarism	Representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged

🎯 College/School Policies

Mass Communications Degree Program Learning Outcomes

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the Department is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. The Department has adopted as its Mass Communications degree program learning outcomes ACEJMC's 12 professional values and competencies, known as 6 X 6 MASS COMM SUCCESS, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the [UWG Undergraduate Catalog \(https://catalog.westga.edu/preview_program.php?catoid=11&poiid=1991\)](https://catalog.westga.edu/preview_program.php?catoid=11&poiid=1991) or [ACEJMC - Standard 2. Curriculum and Instruction \(http://www.acejmc.org/policies-process/nine-standards/\)](http://www.acejmc.org/policies-process/nine-standards/).

6 X 6 MASS COMM SUCCESS

<p>6 X 6 MASS COMM SUCCESS (https://www.westga.edu/academics/coss/mass-communications/assets/pics/6x6_MC_Success_Graphic.JPG)</p> <p>(click to view image)</p>	<ol style="list-style-type: none"> 1. Freedom of Speech & Press 2. History 3. Diversity 4. Global Impact 5. Theory 6. Ethics 7. Think Critically & Creatively 8. Research & Evaluate 9. Write Effectively 10. Self-Evaluate 11. Apply Numbers & Statistics 12. Apply Technology
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Film & Video Production Degree Program Learning Outcomes

Overview: The Bachelor of Science degree program in Film & Video Production is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. The FVP degree program learning outcomes include:

1. Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.
2. Understand all phases and roles of film production in order to help formulate career goals.
3. Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.

4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

Institutional Policies

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php> (<https://www.westga.edu/police/campus-carry.php>)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).

Additional Items
