

Global Strategic Communication

JRSM 7416-001, M50

Spring 2018

Tuesday 5:30 p.m. to 8:30 p.m. Meeman 202/Online

Dr. Stephanie Madden Office: Meeman 312

Office Hours: Mondays & Wednesdays 11 am – 2 pm; Thursdays 10 am – noon, or by appt.

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COURSE REQUIREMENTS

CATALOG DESCRIPTION:

This class looks at a wide variety of concepts from other courses, including writing, social media usage, research, management, and audience analysis, to understand them in a global context. There is also a critical discussion of strategic communication work, encouraging students to think about a broader variety of responses and reactions. This include both how to develop an integrated, holistic global communication program, and how to manage such a program.

PREREQUISITE:

Graduate status

REQUIRED READINGS:

Course readings will be available via eCourseware. A tentative list of readings is included in the syllabus; course readings may be altered during the semester.

CLASSROOM FORMAT:

This is a graduate seminar with lecture and class discussion. Each week, we will discuss a new topic and I and/or designated classmates will be responsible for presenting the class with ideas for debate from the readings or examples from the field, and critically analyze the week's concepts. **Please note that failure to attend class or to actively participate – even if all your assignments are turned in on time and done acceptably - will significantly affect your final grade.** Be sure you have read the material BEFORE class and come prepared to discuss it.

CLASSROOM ETIQUETTE:

I do allow laptops in class for taking notes, accessing readings, or other course-related purposes. I ask that you refrain from checking your email and social media accounts during our class time together. Since graduate classes are largely based on discussion, the quality of the course will be determined by the quality of your contributions to the discussion. This is not only a courtesy to me but to your classmates.

COURSE ASSIGNMENTS:

This is meant as a general guideline to the major assignments within the class. More detail will be provided in class and on eCourseware. Deadlines are also listed in the

Class Schedule. All work should be turned in as a Word document via Dropbox in eCourseware unless otherwise noted. All work is due at the start of class, 5:30 p.m. CT on the assigned Tuesday, unless otherwise noted.

Participation

This is a seminar course, which means the richness of this experience depends on your participation. The class sessions are conducted as discussion seminars with guest speakers scheduled throughout the semester (in-person and via Skype or phone conference). Your participation is essential and required, with class participation comprising a significant portion of your final grade.

Discussion Questions

Each week students will submit **3 to 4 questions** about the readings to the discussion board in eCourseware. **These questions are due by 4 p.m. on Tuesdays.** The instructor will review these questions before each class session to make sure the questions are covered. These questions will serve as fodder for discussion in the class period. You should also analyze, contest, or critic various key points that caught your attention in one or more of the readings assigned for a given date. **You do not have to submit discussion questions the week that you lead class discussion.**

Leading Class Discussion

You will be responsible for leading the class discussion once during the semester. When it is your turn to lead, your responsibilities include: (1) developing an outline of the readings to be distributed to the class, (2) leading class discussion of the readings (which includes facilitating questions from others), and (3) for offering a critique of the arguments made in the readings. The development of visual aids such as PowerPoint to help guide the discussion is strongly recommended.

Research Colloquium

Students are responsible for attending (in-person or online) one departmental research brownbag this semester. Students are also encouraged to live tweet during the colloquium using #MeemanTalks. Afterwards, you will be required to write a 2-3 page paper describing what you learned during the brownbag and its relevance to material discussed in this class. Participation and paper are due by April 24.

Practitioner or Scholar Interview

Students will conduct an interview with an established public relations scholar or practitioner with an expertise in global communication and present the results of that interview to the class. Students will select a scholar or practitioner of their choice, possibly from, but certainly not limited to, the authors of the assigned readings. The oral presentations should take the form of a summary and analysis (and possibly critique) of the scholar's background and research or the practitioner's career path and current job responsibilities. Students should craft a PowerPoint chronicling the practitioner or scholar's career. The presentation of the results of the practitioner or scholar interview will be made during the student's assigned reading leadership date.

Students should e-mail me with their choice of practitioner or scholar as well as a proposed list of questions by January 30. The "first come, first served" rule will be employed to avoid duplication of practitioners or scholars. Students are responsible for contacting the practitioner or scholar of their choice and arranging an interview.

Case Study Paper

You will be responsible for completing a case study during the semester. Students may write the case study paper with a partner, but are expected to each contribute equally to the paper and select an approach that requires two researchers to complete within a semester. It is also acceptable to write the case study paper individually. The paper can be on any topic relating to the practice or theory of international/global strategic communication, and may be quantitative, qualitative, or critical in its approach. Given the evolving nature of the global public relations field and its specialties, there are many opportunities to explore an area of interest to you and pertinent to the course (even if that area is not covered in the readings). I will be glad to help you select a topic for the case study. The study should include both an analysis of literature and the collection/analysis of some form of data. The paper must go beyond the descriptive and apply one or more of the theories developed in this course, or elsewhere.

IRB approval is required for all research involving human subjects. The instructor can serve as the faculty advisor for the project or students may select another faculty member as relevant (e.g., their advisor). When the instructor is not the IRB faculty advisor students must submit IRB approval documentation to the instructor prior to beginning data collection.

You must make an appointment with me (preferably during office hours) during the week of February 20 to discuss your paper idea with me. Please prepare a few paragraphs to highlight the significance, relevance, timeliness, and purpose, as well as a tentative outline of the content and 10 relevant references. Your level of preparation for this meeting will count towards your class participation grade.

You are required to prepare a 5-7 page proposal (draft introduction, literature review, RQs/Hs, and suggested method), which is due March 13.

Your final case study will be between 12–15 double-spaced pages plus references. Please use Times New Roman point size 12. The paper must follow the latest edition of the APA manual. This will be due on April 24.

Case Study Presentation

You will be responsible for preparing a 10-12 minute presentation of your case study to the class on April 24. You will be graded on the clarity, timing, and organization of your presentation. If you worked on your case study with a partner, you will present your findings together.

Final Exam

There will be one take home final exam to assess cumulative knowledge gained from the course from reading assignments, materials provided by class discussion leaders, and presentations by guest speakers. The exam will require students to answer an open-ended question about global strategic communication that will require application of course knowledge to an applied scenario. Students will be given the prompt one week before the exam is due on May 1.

GRADING:

There are 1000 possible points in this class. At the end of the semester, your class average will be calculated and fractions will be rounded to the nearest whole number. Letter grades will be determined according to the scale below.

Participation	100 points
Discussion questions	110 points
Leading class discussion	150 points
Practitioner or scholar interview	100 points
Case study proposal	100 points
Final case study	250 points
Case study presentation	50 points
Research colloquium reflection	50 points
Final exam	90 points

Grading will be on a 1000-point system, so the following grades will be given for the following total points at end of the semester:

967 – 1000 = A+	867 – 899 = B+	767 – 799 = C+	667 – 699 = D+
930 – 966 = A	830 – 866 = B	730 – 766 = C	630 – 666 = D
900 – 929 = A-	800 – 829 = B-	700 – 729 = C-	600 – 629 = D-
			below 600 = F

QUALITY OF WORK:

A large part of writing for strategic media is having a polished written concept of what you are communicating. Because this is a graduate-level writing course, all work in this course should follow AP Style, including proper spelling, grammar, and language. This includes all class work and presentations. Problems in these or other areas will result in point deductions.

I expect your work to be good and to be yours. What is not yours should be fully cited. In documenting sources, you should use APA formatting (both internal and external). If you need help with writing and citing sources, please see me for resources. In addition, Purdue University's Online Writing Lab is an excellent resource, and can be found at <http://owl.english.purdue.edu>.

I am always willing to help you. Always ask for clarification(s) if you have any questions or doubts: the sooner the better. Email typically is not the best way to connect with me to discuss course material. Email is good for when you have administrative questions, not for when you are having difficulty understanding the course material. Hence, I strongly recommend that you make use of office hours. I look forward to working with you! I am willing to read and discuss rough drafts of all work, but require a minimum of 24 hours for turnaround. This should be done via email, not eCourseware.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism and Strategic Media. You may be assigned a failing grade for the semester for non-attendance or habitual late arrival. You may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as death in the family that can be documented (e.g., doctor's note or copy of the newspaper obituary).

QUESTIONS ABOUT GRADES:

If you would like to ask about a grade, please make an appointment to meet with me outside of class time, as I will not discuss grades via email or during class. If you have a question or problem with a grade, exam question, or in-class assignment, you have 48 hours after the assignment is returned to you to contact me, or the grade stands. Your question or appeal must be stated in writing, citing your position and why you feel the mark is incorrect. The appeal should be turned in to the professor or sent via email within the stated time frame.

Additionally, you are responsible for tracking your grade online and meeting with me early in the semester if you are concerned about your overall grade. Meeting with me early and often can help both parties involved find ways to improve student-professor understanding and quality of work.

Course Schedule

**Please note that this schedule is tentative and subject to change at the instructor's discretion. Readings should be completed prior to the session they will be discussed. Articles and links are available on eCourseware.*

1. January 16 Course Introduction

Alaimo, K. (2017). Global and local approaches to international public relations. In K. Alaimo, *Pitch, Tweet, or Engage on the Street* (pp. 1-23). New York, NY: Routledge.

Hallahan, K., Holtzhausen, D., van Ruler, B., Verčič, D., & Sriramesh, K. (2007). Defining strategic communication. *International Journal of Strategic Communication*, 1(1), 3-35.

Molleda, J. C. (2011, January). *Global public relations*. Institute for Public Relations. Available at <http://www.instituteforpr.org/global-public-relations/> (please visit website link to read this)

2. January 23 Theories of Global Strategic Communication

Verčič, D., Grunig, L. A., & Grunig, J. E. (1996). Global and specific principles of public relations: Evidence from Slovenia. In H. M. Culbertson & N. Chen (Eds.), *International Public Relations: A Comparative Analysis* (pp. 31-65). Mahwah NJ: Lawrence Erlbaum Associates.

Sriramesh, K., & Verčič, D. (2009). A theoretical framework for global public relations research and practice. In K. Sriramesh & D. Verčič (Eds.), *The global public relations handbook: Theory, research, and practice (2nd ed.)* (pp. 1-19). New York, NY: Routledge.

Wakefield, R. (2011). Critiquing the generic/specific public relations theory. In N. Bardhan, & C. K. Weaver (Eds.), *Public relations in global contexts: Multi-paradigmatic perspectives* (pp.140–166). New York: Routledge.

Kent, M. L., & Taylor, M. (2007). Beyond excellence: Extending the generic approach to international public relations: The case of Bosnia. *Public Relations Review*, 33(1), 10-20.

Holtzhausen, D. R. (2011). The need for a postmodern turn in global public relations. In N. Bardhan, & C. K. Weaver (Eds.), *Public relations in global contexts: Multi-paradigmatic perspectives* (pp. 140–166). New York: Routledge.

3. January 30 Globalization

***Practitioner/scholar interview participant selected and questions submitted**

Molleda, J. C., & Roberts, M. (2008). The value of authenticity in global strategic communication: the new Juan Valdez campaign. *International Journal of Strategic Communication*, 2(3), 154–174.

Sriramesh, K. (2010). Globalization and public relations: Opportunities for growth and reformulation. In R. L. Heath (Ed.), *The SAGE handbook of public relations* (pp. 691-707). Thousand Oaks, CA: Sage.

Qing, L., Boccia, L. V., Chunmiao, H., Xing, L., Fu, Y., & Kennett, C. (2010). Representing the Opening Ceremony: comparative content analysis from USA, Brazil, UK and China. *The International Journal of the History of Sport*, 27(9-10), 1591-1633.

Rittenhofer, I., & Valentini, C. (2015). A “practice turn” for global public relations: An alternative approach. *Journal of Communication Management*, 19(1), 2-19.

Zaharna, R. S. (2001). “In-awareness” approach to international public relations. *Public Relations Review*, 27(2), 135-148

4. February 6 Culture

Curtin, P., & Gaither, T. K. (2007). Global public relations and the circuit of culture. In P. Curtin, & T. K. Gaither (Eds.), *International public relations: Negotiating culture, identity, and power* (pp. 35-50). Thousand Oaks, CA: Sage.

Kent, M., & Taylor, M. (2011). How intercultural communication theory informs public relations practice in global settings. In N. Bardhan, & C. K. Weaver (Eds.), *Public relations in global contexts: Multi-paradigmatic perspectives* (pp. 50-76). New York: Routledge.

Johnson, J. P., Lenartowicz, T., & Apud, S. (2006). Cross-cultural competence in international business: Toward a definition and a model. *Journal of International Business Studies*, 37, 525-543.

Wakefield, R. I. (2010). Why culture is still essential in discussions about global public relations. In R. L. Heath (Ed.), *The SAGE handbook of public relations* (2nd ed.) (pp. 659-670). Thousand Oaks, CA: Sage.

Sriramesh, K. (2012). Culture and public relations: Formulating the relationship and its relevance to the practice. In K. Sriramesh & D. Verčič (Eds.), *Culture and public relations: Links and implications* (pp. 9-24). New York, NY: Taylor & Francis.

5. February 13 Global Ethical Values in Strategic Communication

Starck, K., & Kruckeberg, D. (2003). Ethical obligations of public relations in an era of globalization. *Journal of Communication Management*, 8(1), 29-40.

Husted, B., & Allen, D.B. (2006). Corporate social responsibility in the multinational enterprise: Strategic and institutional approaches. *Journal of International Business Studies*, 37, 838-849.

Taylor, M., & Yang, A. (2015). Have global ethical values emerged in the public relations industry? Evidence from national and international professional public relations associations. *Journal of Business Ethics*, 130(3), 543-555.

Global Alliance for Public Relations and Communication Management (n.d.). Code of Ethics. Retrieved from

<https://static1.squarespace.com/static/561d0274e4b0601b7c814ca9/t/56c201e11d07c00b66443b47/1455555043172/GA+Code+of+Ethics.pdf>

Moscato, D. (2017). Fukushima fallout in Japanese manga: the Oishinbo controversy through the lens of Habermas' discourse ethics. *Journal of Communication Inquiry*, 41(4), 382-402.

6. February 20 International Practice and Transnational Crises

Ciszek, E. (2016). A corporate coming out: Crisis communication and engagement with LGBT publics. *Case Studies in Strategic Communication*, 5, 72-98.

Gaither, T. K., & Curtin, P. A. (2008). Examining the heuristic value of models of international public relations practice: A case study of the Arla Foods Crisis. *Journal of Public Relations Research*, 20(1), 115-137.

Lindholm, K., & Olsson, E.K. (2011). Crisis communication as a multilevel game: The Muhammad cartoons from a crisis diplomacy perspective. *International Journal of Press/Politics*, 16(2), 254-271.

Molleda, J. C. (2010). Cross-national conflict shifting: A transnational crisis perspective in global public relations. In R. L. Heath (Ed.), *The SAGE handbook of public relations* (2nd ed.) (pp. 679-690). Thousand Oaks, CA: Sage Publications.

Taylor, M. (2000). Cultural variance as a challenge to global public relations: A case study of the Coca-Cola scare in Europe. *Public Relations Review*, 26(3), 277-293.

7. February 27 Cultural Awareness in Media

Kiousis, S., & Wu, X. (2008). International agenda-building and agenda-setting: Exploring the influence of public relations counsel on US news media and public perceptions of foreign nations. *The International Communication Gazette*, 70(1), 58-75.

Grunig, J. E. (2009). Paradigms of global public relations in an age of digitalization. *PRism*, 6(2), 1-19.

Seo, H., Kim, J. Y., & Yang, S. U. (2009). Global activism and new media: A study of transnational NGOs' online public relations. *Public Relations Review*, 35(2), 123-126.

Storie, L. K., Madden, S., & Liu, B. F. (2014). The death of bin Laden: How Russian and U.S. media frame counterterrorism. *Public Relations Review*, 40(3), 429-439.

Kastman Breuch, L. A. (2015). Glocalization in website writing: the case of MNsure and imagined/actual audiences. *Computers and Composition*, 38(Part B), 113-125.

**8. March 6 Spring Break
NO CLASS!!!!!!**

9. March 13 Multinational Corporations/Agencies

***Case study proposal due**

Verčič, D. (2009). Public relations of movers and shakers: Transnational corporations. In K. Sriramesh & D. Verčič (Eds.), *The global public relations handbook; theory, research, and practice* (2nd ed.) (pp. 795–806). Mahwah, NJ: Lawrence Erlbaum Associates.

Bardhan, N., & Patwardhan, P. (2004). Multinational corporations and public relations in a historically resistant host culture. *Journal of Communication Management*, 8(3), 246-263.

Lim, S. L. (2010). Global integration or local responsiveness? Multinational corporations' public relations strategies and cases. In G. J. Golan, T. J. Johnson, & W. Wanta (Eds.), *International media communication in a global age* (pp. 299-318). New York, NY: Routledge.

Monshipouri, M., Welch, C. E., & Kennedy, E. T. (2003). Multinational corporations and the ethics of global responsibility. *Human Rights Quarterly*, 25, 965–989.

Morley, M. (2009). How to manage your global reputation: The public relations agency. In K. Sriramesh & D. Verčič (Eds.), *The global public relations handbook; theory, research, and practice* (2nd ed.) (pp. 861–869). Mahwah, NJ: Lawrence Erlbaum Associates.

10. March 20 Global Strategic Communication in Europe and Eur(Asia)

Verhoeven, P., Zeffass, A., & Tench, R. (2011). Strategic orientation of communication professionals in Europe. *International Journal of Strategic Communication*, 5(2), 95-117.

Verčič, D., Zeffass, A., & Wiesenber, M. (2015). Global public relations and communication management: A European perspective. *Public Relations Review*, 41(5), 785-793.

Bradley P. (2016). More cake please — we're British! Locating British identity in contemporary TV food texts, *The Great British Bake Off* and *Come Dine With Me*. In: Bradley P. (eds) *Food, Media and Contemporary Culture*. Palgrave Macmillan, London

Tsetsura, K. (2009). The development of public relations in Russia: A geopolitical approach. In K. Sriramesh, & D. Verčič (Eds.), *The global public relations handbook: Theory, research, and practice* (2nd ed.) (pp. 600–618). Mahwah, NJ: Lawrence Erlbaum Associates.

Bronn, P. S. (2006). Building corporate brands through community involvement: Is it exportable? The case of the Ronald McDonald House in Norway. *Journal of Marketing Communication*, 12(4), 309-320.

11. March 27 Global Strategic Communication in Asia

Alaimo, K. (2015). Public relations as personal relationships: How top Bordeaux wines are promoted in China. *Case Studies in Strategic Communication*, 4, 29-53.

Hu, B., Huang, Y. H., & Zhang, D. (2015). Public relations and Chinese modernity: A 21st-century perspective. *Journal of Public Relations Research*, 27(3), 262-279.

Halff, G., & Gregory, A. (2014). Toward a historically informed Asian model of public relations. *Public Relations Review*, 40(3), 397-407.

Patwardhan, P., & Bardhan, N. (2014). Worlds apart or a part of the world? Public relations issues and challenges in India. *Public Relations Review*, 40(3), 408-419.

Swoboda, B., Pennemann, K., & Taube, M. (2012). The effects of perceived brand globalness and perceived brand localness in China: empirical evidence on Western, Asian, and domestic retailers. *Journal of International Marketing*, 20(4), 72-95.

12. April 3 Global Strategic Communication in Africa and the Middle East

Khamis, S. (2011). The transformative Egyptian media landscape: Changes, challenges and comparative perspective. *International Journal of Communication*, 5, 1159-1177.

Peters, C., & Kontor-Kwateng, J. (2016). Lowe Accra and the pitch for KFC Ghana. *Case Studies in Strategic Communication*, 5, 235-248.

Rensburg, R. (2007). Communications management in the Africa context: Implications for theory, research, and practice. *International Journal of Strategic Communication*, 1(1), 37-51.

Gaither, T. K., & Al-Kandari, A. J. (2014). The cultural-economic model and public relations in the Middle East: An examination of the Islamic banking system in Kuwait. *Public Relations Review*, 40(1), 33-41.

Alaimo, K. (2017). Public relations in the Middle East and North Africa. In K. Alaimo, *Pitch, Tweet, or Engage on the Street* (pp. 300-338). New York, NY: Routledge

13. April 10 Global Strategic Communication in the Americas

Molleda, J. C., & Moreno, A. (2008). Balancing public relations with socioeconomic and political environments in transition: Comparative, contextualized research of Colombia, México and Venezuela. *Journalism and Mass Communication Monographs*, 10(2), 116-174.

Molleda, J. C., Athaydes, A., & Hirsch, V. (2009). Public relations in Brazil: practice and education in a South American context. In K. Sriramesh & D. Verčič (Eds.), *The global public relations handbook; theory, research, and practice* (2nd ed.) (pp. 797-820). Mahwah, NJ: Lawrence Erlbaum Associates.

Molleda, J. C., Moreno, A., & Navarro, C. (2017). Professionalization of public relations in Latin America: a longitudinal comparative study. *Public Relations Review*, 43(5),

1084-1093.

Likely, F. (2009). A different country, a different public relations: Canadian PR in the North American context. In K. Sriramesh & D. Verčič (Eds.), *The global public relations handbook; theory, research, and practice* (2nd ed.) (pp. 715-739). Mahwah, NJ: Lawrence Erlbaum Associates.

De Moya, M., & Jain, R. (2013). When tourists are your “friends”: Exploring the brand personality of Mexico and Brazil on Facebook. *Public Relations Review*, 39(1), 23-29.

14. April 17 Public Diplomacy

Gilboa, E. (2008). Searching for a theory of public diplomacy. *The ANNALS of the American Academy of Political and Social Science*, 616, 55–77.

Signitzer, B., & Wamser, C. (2006). Public diplomacy: A specific governmental public relations function. In C.H. Botan and H. Vincent (Eds.), *Public Relations Theory II* (pp. 435-464). Mahwah, NJ: Lawrence Erlbaum Associates.

L'Etang, J. (2009). Public relations and diplomacy in a globalized world: An issue of public communication. *American Behavioral Scientist*, 53(4), 607–626.

Molleda, J. C. (2011). Global political public relations, public diplomacy, and corporate foreign policy. In S. Kioussis, & J. Strömbäck (Eds.), *Political public relations: Principles and applications* (pp. 274-292). New York, NY: Routledge.

Storie, L. K. (2015). Lost publics in public diplomacy: antecedents for online relationship management. *Public Relations Review*, 41(2), 315-317.

Van Dyke, M. A., & Verčič, D. (2009). Public relations, public diplomacy, and strategic communication: an international model of conceptual convergence. In K. Sriramesh & D. Verčič (Eds.), *The global public relations handbook; theory, research, and practice* (2nd ed.) (pp. 904-928). Mahwah, NJ: Lawrence Erlbaum Associates.

15. April 24 Final Presentations
***Research colloquium reflection due**
***Final case study due**

16. May 1 Final Exam Due

HYBRID CLASSROOM FORMAT

- Blue Jeans is a web-based video conferencing platform. Students in the M50 section will receive an invitation to join Blue Jeans from your instructor.
- This hybrid class, with students on campus and also online synchronously, operates in a seminar format.
- Online students must have a stable Internet connection, speakers and a microphone (or a headset with a built-in mic). Headsets can be purchased for approximately \$20. Students will need to be able to have video turned on for the entire class. Online students will not be permitted to attend class using a cellphone.
- Class time will primarily be spent in discussion of theories, issues, and applications. To that end, on campus and online students must complete the assigned readings and be prepared to discuss the night's topic. Please note that failure to attend class or to actively take part — even if all your assignments are turned in on time and done acceptably — will significantly affect your final grade.

DEPARTMENT POLICIES

PORTFOLIO REQUIREMENT:

All students in the Department of Journalism and Strategic Media are required to develop and maintain an active portfolio of their work. Undergraduate students are to begin the portfolio in JRSM 3900 and contribute to it from every course thereafter. The portfolio should contain samples of the student's work from his/her courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in the capstone course for their majors.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. The department requires students to use WordPress to build their portfolio sites. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional life, via a common email service, such as Gmail or Yahoo.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files, and Storify pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone. Others do not. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism and Strategic Media. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence because of illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism and Strategic Media considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

Further, as this is a journalism/mass communication class, students are expected to comply with copyright law, and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

“Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.” (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DEADLINES:

Remember there’s a reason “DEAD” makes up half the word “deadline.” All deadlines are firm. This is journalism and strategic media. If you get into trouble, talk to your instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don’t know the style for a particular phrase, look it up or ask your classmates or the instructor.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact your instructor privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Always check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day’s work.