

Global Strategic Communication

JRSM 7416-001, M50

Spring 2020

Class meeting: Thursdays 5:30-8:30 p.m.; Meeman 106 and online

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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.

Prerequisites

Graduate status

Textbooks, Software and Required Materials

(2001). *Publication Manual of the American Psychological Association* (5th or 6th ed.).

Washington, D.C.: American Psychological Association.

****Note:** this information is also mostly available online, and mostly accurate, so you can rely on that instead, but you **MUST** have some way to access this information. ******

Additional 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 discussion leaders will be responsible for presenting the class with ideas for debate from the readings or examples from the field, and critically analyzing the week's theoretical concepts. 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 - could significantly affect your final grade. Be sure you have read the material **BEFORE** class and come prepared to discuss it.

Accessing the course website

1. Go to the University of Memphis eLearn home page: <http://elearn.memphis.edu>
2. Log in using your University of Memphis username and password.
3. In the Term Year course list available to you, click on the link for JRSM 7416 – 001/M50 to

enter your course and read the instructions on the welcoming page

Course Requirements

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. All work is due at the start of class, 5:30 p.m. CT on the assigned Thursday, unless otherwise noted.

Discussion Leader

Each week, one person will serve as the discussion leader. Discussion leaders will be responsible for leading the majority of the class period, both through presenting a brief overview of the material read, and through leading discussion on that material. They will develop a list of questions based on the readings for the class to discuss, paying special attention to the real world implications of the research and theory we will be reading. The discussion leader will also highlight a few of the most important or most interesting points from the readings. Please be creative and find ways to try to engage the class and help us remember the important concepts. For example, show us a video clip, a cartoon, a photo, or a Web site and ask the class to analyze it from the global perspective(s) of the week.

Discussion leaders should address the following general questions:

- What contribution has this approach made to the field of global strategic communication?
- What are the argument's strengths and weaknesses?
- What is the theoretical significance of the research? What is the applicable significance of the research? (Note: some articles may only have one or the other)
- What are the practical applications of this approach to journalism and strategic media?
- What were the most important or interesting points from the readings?

Weekly Short Papers

Each week, students will be asked to respond to the readings in the form of a 1-2 page paper (double-spaced). The idea is not to regurgitate the readings but to analyze them by providing insights and comments that demonstrate knowledge and deep thinking about theories, methods and concepts found in the week's readings. Students may make connections to readings from other weeks, connections to their case study or interview, connections to something they have read about or learned in either popular media or another course, among others. The purpose is to interact with the material in such a way as to be prepared to discuss it in class, and to write out your thoughts on the ideas presented. Given the brevity of the papers, there is no need to define concepts or theories, but students should provide examples where appropriate.

Students who submit solely (or mostly, defined by professor's discretion) an outline of the readings will NOT be given credit for that week's short paper. This is meant to be your thoughts, reactions, questions, and connections to the readings, not an outline of them.

Students will NOT be required to turn in short papers for the week(s) in which they are the discussion leaders.

Papers should BOTH be uploaded to Dropbox (for grading) and be brought to class in some form (printed, on a laptop/tablet, etc.) in order to help the student remember their ideas and connections during the class discussion.

Research Colloquium Response Paper

Graduate students must attend (either in person or via BlueJeans), and write a 1-2 page reflection paper about, at least one research colloquium sponsored by the Department. Dates for the colloquia will be announced in class and via departmental email. All colloquia are from noon to 1 p.m. in Meeman 202, unless otherwise noted

Students enrolled in more than one course in the department may write multiple reflections of one research presentation as long as the topic is customized to the individual class. For example, for JOUR 7050, a student should reflect on the theory/concepts discussed, while for 7530, a student should reflect on the use of visuals. Paper must be turned in by 5:30 p.m. CT on the Tuesday following the colloquia.

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 date as discussion leader.

Students should e-mail me with their choice of practitioner or scholar as well as a proposed list of questions by February 13. 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

Students will be responsible for completing a case study during the semester. Students may write the case study paper with another student in the class, 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.

If you wish to have the case study published in some format, IRB approval is required for all research involving human subjects. (If you will only be doing this work for a class project, IRB approval is not required.) 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. Please allow at least 2-3 weeks for the IRB application to be processed before planning to begin data collection.

You are required to prepare a 3-6 page proposal (draft introduction, literature review, RQs/Hs, and suggested method), which is due March 5, 2020 at 5:30pm Central. I am happy to read over drafts, discuss ideas, and talk through the paper process at any point, so please take advantage of this opportunity.

The paper must have at least 15 different citations, the bulk of which must be from books or academic journals. You are to read the original research (don't cite someone who is in turn citing somebody else). Papers should synthesize major conclusions and themes in the literature. APA style must be followed, for formatting, in-text citations and the reference list.

All students will give a presentation of their findings to the class during our final meeting period, Thursday, April 23. Your final case study will be due on Monday, May 4 at 5:30 p.m. Central.

Grading

There are 550 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.

<i>Discussion Leader</i>		100 points
<i>Weekly Short Papers (10)</i>	10 points each	100 points
<i>Colloquium Response Paper</i>		25 points
<i>Practitioner or Scholar Interview</i>		100 points
<i>Case Study</i>		200 points
<i>Proposal</i>	60 points	
<i>Final Paper</i>	100 points	
<i>Presentation</i>	40 points	
<i>Total</i>		525 points

A+ = 96.5-100%; A = 92.5-96.4%; A- = 89.5-92.4%
B+ = 86.5-89.4%; B = 82.5-86.4%; B- = 79.5-82.4%
C+ = 76.5-79.4%; C = 72.5-76.4%; C- = 69.5-72.4%
D+ = 66.5-69.4%; D = 59.5-66.4%
F 0-59.4%

Other issues

Quality of work

All work in this course should follow AP Style, including proper spelling, grammar, and language. A large part of mass communication is having a polished written concept of what you are communicating. This

includes all class work and presentations. Although line editing is unlikely, problems in these or other areas will result in the deduction of points.

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. 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>.

Repetition of courses and coursework

Students may not use or submit work from a previous course, even if it is the same course being repeated, to fulfill requirements for assignments in another course. If students wish to substantially rework the original submission, or to work with the same general idea, that may be permissible upon discussion with and written approval from the professor of the current course. All written work will be checked for policy adherence via TurnItIn.com. All creative work will be checked for policy adherence by the professor, and judged against previous submissions. The only exception to this policy is the student's online portfolio and its attendant pieces (for example, the resume and logo).

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

This is a basic schedule for topics and major assignments over the course of the semester. Although every effort will be made to stick with this schedule, please understand that some material may require more or less discussion and class time. Thus, changes to the schedule may occur. All changes will be announced.

Week 1, January 23: 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)

Week 2, January 30: Theories of Global Strategic Communication

Guest speakers! More details announced in class.

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.

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.

Week 3, February 6: Globalization, Culture, and Ethics

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

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.

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.

Global Alliance for Public Relations and Communication Management (n.d.). Code of Ethics. Retrieved from <https://static1.squarespace.com/static/561d0274e4b0601b7c814ca9/t/56c201e11d07c00b66443b47/145555043172/GA+Code+of+Ethics.pdf>

Week 4, February 13: International and Transnational Crises

Practitioner or scholar interview selection due (including contact info and draft questions)

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.

Week 5, February 20: No class

Week 6, 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.

Week 7, March 5: Public Diplomacy

****Case study proposal due****

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

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. Kiousis, & 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.

Week 8, March 12

Spring Break!!

Week 9, March 19

AEJMC Southeast Colloquium & Norm Brewer Lecture

Week 10, March 26: Global Strategic Communication in the Americas

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.

Week 11, April 2: Global Strategic Communication in Europe and Eur(Asia)

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

Verčič, D., Zerfass, A., & Wiesenberg, 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 P. Bradley (Ed.), *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.

Week 12, April 9: 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.

Week 13, April 16: 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.

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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.

Week 14, April 23: Case Study Presentations

All final work due.

Absolutely no work, late or otherwise, will be accepted beyond 5:30pm Central on Thursday, April 23, 2020 except for the final case study paper.

Monday, May 4, 2020 at 5:30pm

Final case study papers due. No late papers will be accepted.

JOURNALISM AND STRATEGIC MEDIA 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 graduate students are to begin in JRSM 7002. Students are to contribute to it in every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experiences and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in their capstone courses.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. Students may use any content management system, but students are encouraged to use WordPress, Wix or Squarespace. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but they 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 lives, via a common email service, such as Gmail.

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 writing 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

Students must have their UofM email accounts activated. Students using another provider, such as Google, are required to have all UofM email forwarded to that account. Students should go to the <http://iam.memphis.edu> website to implement forwarding of UofM email. Students are required to check their email daily. They are responsible for complying with any email sent to by professors or others in the University.

Electronic devices

Some classes require a tablet, laptop or a smartphone. Others do not. Instructors will set the policy for their specific classes.

Attendance

Class attendance is mandatory in Journalism and Strategic Media. Students may be assigned a failing grade for the semester for nonattendance or habitual late arrival. No late work will be accepted without prior arrangements with the class 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).

Journalism and Strategic Media is a professional program, and students are expected to understand and comply with deadlines. Students who have some problem making it to class on time should make arrangements to correct the problem or consider taking another class. Students should consider this class as a "job" in the educational process and be on time just as they would elsewhere.

Course repetition

Majors and minors who fail to earn the minimum passing grade ("C-") in a class required by their program of study in Journalism and Strategic Media more than three times will be dropped from the program.

Students may not use or submit work from a previous course, even if it is the same course being repeated, to fulfill requirements for assignments in another course. If students wish to substantially rework the original submission, or to work with the same general idea, that may be permissible upon discussion with and written approval from the professor of the current course. All written work will be

checked for policy adherence via TurnItIn.com. All creative work will be checked for policy adherence by the professor, and judged against previous submissions. The only exception to this policy is the student's online portfolio and its attendant pieces (for example, the résumé and logo).

Academic integrity

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 students receiving any assistance from others for work assigned to be done on their own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. Punishment may include grade reductions or seeking dismissal of the student from the University.

Further, as this is a journalism and strategic media 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 rating originality of your ideas. Also to evaluate proper use and assignment of sources. As part of this process, you may require to submit electronic as well as hard copies of your work. Other instructions to follow may also be given. By taking this course, you agree that all assignments may undergo this review process. The assignment may be included as a source document in Turnitin.com's restricted access database. It is solely for the purpose of detecting plagiarism in such documents. Assignments not submitted according to the instructor's procedures may be penalized or may not be accepted at all. (*Office of Legal Counsel, October 11, 2018*)

Online SETEs

Students are urged to complete the SETEs evaluation of this course. Once the instructor has posted grades, student can immediately see that grade, provided they have completed a the SETE for that class. To access evaluation forms, students should log in to MyMemphis using their UUIDs and email passwords; click on the gray "Student" tab; complete an evaluation for each course listed and hit the "Submit" button at the bottom of the form. Completing the SETE will only take a few minutes. Faculty take the evaluations very seriously and use them to improve courses and instructional quality. Student feedback is essential and is appreciated.

Deadlines

All deadlines are firm. This is journalism and strategic media. Students needing an extension on an assignment must receive approval from the 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 must follow the AP Stylebook and accepted rules of grammar and punctuation. Students are responsible for learning these rules and checking their work for errors.

Disability and accommodations

Students who need an accommodation based on the impact of a disability should contact the Office for Disability Resources for Students at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

Diversity and inclusivity

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. Media 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.

Student support

Students who are experiencing personal or academic challenges including, but not limited to food or housing issues, family needs, or other stressors, should visit the Office of Student Accountability, Outreach & Support page to learn about resources that can help: <https://www.memphis.edu/saos/sos/crisis-resources.php>. Any student who faces personal challenges including, but not limited to securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Student Accountability, Outreach & Support (901-678-2187) located in the University Center, Suite 359 for assistance. Students may also talk with course instructors about the challenges they are experiencing. Instructors may be able to assist in connecting with campus or community support.