

Syllabus Template



Vesalius College
Brussels

Course Syllabus CMM 391G Spring 2016

Communication Studies Capstone

Number of ECTS credits: 6

Contact Details for Professor

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Course Time: Thursday 13h30-16h30
Office Hours: Friday 12h00-13h30

Course Description

The course, requires students to integrate knowledge and exercise the skills acquired throughout their work in their major, and provides them with an opportunity to work on an extended research project while advising a 'client'. The client sets the main task for the students, in order for them to apply their acquired skills to a complex and 'real-life' problem related to Communication Science. As such, the Capstone is designed to contribute to preparing students for the job market and support their transition from academia to the professional world. Furthermore, by calling for sophisticated understanding of theoretical issues as well as an appreciation of ways to construct empirical research solutions, it also prepares students for independent research at graduate level.

This year the course provides a comprehensive review of the global communication landscape as we advice Euronews' new Pan-African satellite channel Africanews. Students would be requested to provide scientific advice to Africanews on the ways its business and marketing plans and journalism practices should be developed. They would also be requested to analyse the media policies as well and provide audience analyses for the different regions of Africa.

The course discusses and critically analyzes seminal texts from media and communication studies that are part of the history of the field of international communication, as well as more recent publications. It addresses the development of the technological infrastructure of global communications, and it covers the political, economic, social, and cultural aspects of the global communication system.

Additionally, it provides an introduction to the subject of world news and it examines the theories, general issues, and problems related to the international function of the

news media, analyzing their coverage in the social, cultural, and political domains. Close examination of international media companies such as Euronews, CNN, BBC, DW, RFI, Al Jazeera, Reuters, Associated Press, Agence France Presse, Bloomberg, and others will also form the basis of classroom discussion and written analyses.

Course Prerequisites (if any)

Course Prerequisites: COM101 and POL271

This course is designed as a final course in your Bachelors programming. This is a project-based course. It is not a lecture-based course, it is rather an interactive and a student-lead course. You should have a working knowledge of communication theories. There are multiple presentations in this course. **Attendance is required and mandatory.** If you are not prepared to commit to the functioning of the course, I would advise you see your advisor immediately.

Learning Objectives

The Flemish Qualification Framework includes a list of specific skills for Communication majors that must be developed in required courses. Some of those skills have been implemented into the course structure of CMM 392. In particular, after completion of the course students would further (numbering according to the NVAO list):

5. Their understanding to the initiating, planning and executing basic and applied research around communicators, channels, messages or recipients, starting from a defined mission and report back to colleagues and laypeople.
6. Their ability to detect and analyze organizational and social communication processes to support troubleshooting.
7. Their knowledge of the structure, organization, operation and development of media landscapes and identify and assess their implications, in a communication strategy and policy context.
8. Their ability to reflect critically on the role of media and communication in social, cultural, economic, psychological, technological, political, legal and other contexts.
9. Their ability to assess the impact of social, cultural, economic, psychological, technological, political, legal and other factors on communication processes.
10. Their ability to apply and transfer of knowledge of models, methods and theories from auxiliary sciences, such as political science.
11. Their ability to understand the ethical dimensions of a communication problem and to identify and recognize different points of view.

Overall, the course objectives aim to encourage students:

In terms of knowledge

To apply in an integrative and summative fashion their key knowledge in the fields of Communication Studies as a science (human, mass, organisational,

intercultural, political and business communication, journalism studies, strategic communication, and media production, research and development).

To promote the understanding of occupational, regulatory, ethical, technological, political, commercial, cultural and educational factors in communications.

To gain insight into the functioning and be able to critically analyze data of media companies, as well as governments, business firms and other organisations.

To learn the principles of entrepreneurship for the Communication industry.

To understand the international aspects of the Communication industry.

To be able to analyse the media governance structures of different media landscapes and triangulate the legal, market and civil society aspects of media policies.

To get acquainted with topics that impact and go beyond the Communication industry, such as terrorism, environmental issues, emerging economies, etc. and be able to use perspectives from other social sciences.

Skills/Attitudes

To organize effective team-work (including division of tasks, a realistic and efficient timeline division of work and clear deadlines and intermediate goals)

To conduct high-level research using a wide range of data and sources

To design appropriate presentation and analytical tools (with the help of websites, graphic tools, etc.)

To improve presentation skills (both in terms of speaking and visual presentation skills)

To write a coherent, concise and policy-oriented Advice Paper

To perform effectively under situations of intense stress

To address and resolve effectively inner-group tensions and conflicts

To engage critically and confidently in various professional and academic settings

To conduct a confident and open dialogue with senior media professionals

Teaching Method

The teaching method of the Capstone is based on the presumption of a maximum level of independence of thought and work. Throughout, the course instructor will function as a background facilitator – providing students with guest lectures by external experts and broad guidelines, as well as oral feed-back during the Thursday sessions. A main aim of the course is to leave out ‘ex cathedra’ teaching and leave as much freedom for independent work. Students are encouraged to apply their knowledge of their 3-year Communication studies in a “summative and integrative” fashion to the discovery of new processes and facts related to a new and largely unexplored topic and real-life problem (the launch of Africanews).

Course schedule

Part 1: Preparatory Work, Background Knowledge on Global Media, Satellite Communications, Media in Africa and international Marketing		
Wk 1, Session 1	Thur, 21.01.	<p>1) Week/sections topics; Introduction to the Course; Overview of the main Approach, Expectations and Requirements of the Capstone Senior Seminar, Introduction to International Communication and Global Media</p> <p>2) Main readings;</p> <ul style="list-style-type: none"> • Becoming Pan-European by Bruggemann M <p>3) Seminal activities; First presentation of the client: http://www.africanews.com/page/about http://www.africanews.com/page/pressroom VIDEO: The future of African media http://www.journalismfestival.com/programme/2014/the-future-of-african-media</p> <p>4) Reading questions Which are the different types of International Media? What is the role of continent-wide media such as Africanews?</p>
Wk 2, Session 2 1st Client Meeting	Thur, 28.01.	<p>1) Week/sections topics; Media in Africa from the Supply side</p> <p>2) Main readings/individual student presentations A;</p> <ul style="list-style-type: none"> • Partial Europe by Gacia Blanco I. • Africa: Life in the Margins of Globalization, by Eko L. • Good News from a Far Country? Changes in international broadcast news supply in Africa and South Asia by Rotheray B. <p>3) Seminal activities; Guest Lecture: Client first presentation, Iris Abraham, Head of International Relations and Strategic Partnerships at Euronews</p> <p>4) Reading questions What is the role of the IMF and World Bank in liberalization, deregulation and privatization of telecommunications and broadcasting in Africa? What is the role of the US, EU and China on the Africa broadcast scene? How do Africans reinvent the Internet and other ICTs to suit African cultural and political realities? and how does Euronews fit in the global media context?</p>

<p>Wk 3, Session 3</p>	<p>Thur, 04.02.</p>	<p>1) Week/sections topics; Consumption and Trust of broadcast news in Africa</p> <p>2) Main readings/ individual student presentations A;</p> <ul style="list-style-type: none"> • Satellites as Worldwide Change Agents by Pelton J. • The Global News Challenge. Assessing changes in international broadcast news consumption in Africa and South Asia by Geniets A. • Trust in international news media in partially free media environments. A case study of five markets in Africa and South Asia by Geniets A <p>3) Seminal activities; Assignment of Book Reports. See list of books and instructions at the appropriate section of the syllabus.</p> <p>4) Reading questions What is the role of satellite channels in global communication? What is the influence of private domestic broadcasters as opposed to state-run or international broadcasters in the wake of increased media liberalization in many African countries? How does consumption of news provided by international media outlets compare with the news from domestic providers? And, How have more recent news providers begun to influence the market? What news are people interested in? Which providers do people trust and why? How does trust affect the consumption of news from different providers and across different platforms?</p>
<p>Wk 4, Session 4</p>	<p>Thur, 11.02.</p>	<p>1) Week/sections topics; The African Media Landscapes, their challenges, obstacles and future</p> <p>2) Main readings/ individual student presentations A;</p> <ul style="list-style-type: none"> • Research Summary Report, - African Media Landscapes by African Media Development Initiative • Challenges and Obstacles of Creating Mobile Content for Audiences in Rural Africa by Tangaza J • The Sub-Saharan African Media Landscape – Then, Now and in the Future by Balancing Act <p>3) Seminal activities; Evaluating the first round of individual presentations A</p> <p>4) Reading questions or exercises. What are the key changes/developments in the media sector over the past five years? How have media</p>

		development activities contributed to the development of the media during this time? What contributions are likely to make the greatest impact on the development of the media sector within Africa in the future? Why haven't mobile phones, which have enjoyed such a global record explosion rate, been used as successfully to consume news in Africa? How does the increased number of media and social media affect media consumption in Africa? How does the digital divide affect media news consumption in Africa? What are the key trends that will affect African communications and media over the next five years?
Wk 5, Session 5 Joint Class with the BUS Capstone	Thur 18.02	<p>1) Week/sections topics; International Political & Legal Issues, and Sustainable Marketing</p> <p>2) Main readings;</p> <ul style="list-style-type: none"> • Green marketing and sustainable development: toward green marketing. International Journal of Marketing and Business Communication, Khandelwal, U. & Yadav, S.K. • The contribution of sustainable marketing to sustainable development. Journal of Management and Marketing, Danciu, V. • Protect your brand from counterfeiters. Davis, J. • Legal issues related to international franchise expansion. Wienberg, L. <p>3) Seminal activities; Group Activity/Simulation Exercise</p> <p>4) Reading questions How has Green Marketing evolved? How is it different from Guerrilla Marketing? Why should we evaluate organization and environmental sustainability?</p>
Wk 6, Session 6	Thur, 25.02.	Mid Term Exam
Part 2 – Acquiring Key Skills and Insights on international promotion and management of global media and Experts from the Academia, Policy Making, Civil Society and Media Professionals		
Wk 7, Session 7 Expert Input	Thur, 03.03.	<p>1) Week/sections topics; Global Marketing Management</p> <p>2) Main readings/ Student Group Presentations A;</p> <ul style="list-style-type: none"> • Introduction to Global Marketing by Keegan W <p>3) Seminal activities; Guest Lecture: Policy Makers European Union Officials</p> <p>4) Reading questions. What is meant by global localization? What is the difference between ethnocentric, polycentric, regiocentric and geocentric management orientations? What are the</p>

		different types of leverage utilized by companies with global operations?
Wk 8, Session 8 Expert Input	Thur. 10.03.	<p>1) Week/sections topics; Advertising and Promotion</p> <p>2) Main readings/ Student Group Presentations A;</p> <ul style="list-style-type: none"> • International Advertising and Promotion by Belch M and Belch G. <p>3) Seminal activities; Guest Lecture: Academia Marie Soleil Frere, ULB professor and author of many books and papers on Media in Africa Leo Van Audenhove, VUB professor and author of many papers on media in Africa</p> <p>4) Reading questions What challenges do marketers face in developing integrated marketing communication programmes for the African Market? Why are international markets so important? How do the economic conditions and factors impact the type of integrated marketing communications programme a company can use? What are the challenges media companies face in marketing their products to the world's poorest consumers? What are the cultural variables that marketers must consider in developing advertising and promotional programs in a foreign market? Discuss the arguments for and against the use of global marketing and advertising. What types of products and services are best suited for global advertising?</p>
Wk 9, Session 9 Expert Input	Thur, 17.03.	<p>1) Week/sections topics; Global Cultural Environment and its impact on news consumption</p> <p>2) Main readings/ Student Group Presentations A;</p> <ul style="list-style-type: none"> • Global Cultural Environment and Buying Behaviour, Kotabe and Helsen. <p>3) Seminal activities; Guest Lecture: Media Professionals African Correspondent based in Brussels International Federation of Journalists, Africa Representative</p> <p>4) Reading questions. How do cultural norms drive buyer behavior and consumer needs? How could those cross-cultural comparisons be applied to Africanews?</p>
Wk 10, Session 10 Expert Input	Thur 24.03.	<p>1) Week/sections topics; Management of Global Media</p>

		<p>2) Main readings/ Student Group Presentations A; Management of Global Media Organizations, by Sylvie G.</p> <p>3) Seminal activities; Guest Lecture: Civil Society/NGOs Global Fund for Media Development Friedrich-Ebert-Stiftung</p> <p>4) Reading questions or exercises. How do markets, technologies and policies affect global media management? How do product development, organizational structures, leadership and personnel management need to be properly attuned to the talent-based nature of media products in Africa?</p> <p>Discussion of first draft outline of individual and group final project presentations</p>
SPRING RECESS: 28 March – 8 April		

Part 3 –Delivery		
Wk 11, Session 11	Tue, 14.04.	Individual Presentations B: Seminal Book presentations
Wk 12, Session 12	Mo, 21.04.	Individual Final Group Presentation B: Presentation of Final Individual Papers – Feedback, Final Data Adjustments and Presentation Training
Wk 13, Session 13	Thur, 28.04.	Final Group Presentation C to the Client
Wk 14, Session 14	Tue, 30.04.	Bank Holiday

Course Materials

Textbook:

A Reader provided on PointCarre: Communication Capstone 2016

References books

Berger, G. & Barratt, E. (2007). Fifty Years of Journalism. African media since Ghana's independence. Grahamstown: Highway Africa, The African Editors Forum and the Media Foundation West Africa.

Bourgault, L. M. (1995). The mass media in sub-Saharan Africa. Bloomington, IN: Indiana University Press.

Chalaby, J. K. (2005) Transnational Television Worldwide: Towards a New Media Order, London: I.B. Tauris

Chuma, W. and Moyo, D. (2010). Media policy in a changing Southern Africa: Critical reflections on media reforms in the global age. Pretoria: UNISA.

- De Bruijn, M., Nyamnjoh, F. and Brinkman, I. (2010). Mobile phones: the new talking drums of everyday Africa. Leiden: African Studies Centre.
- Frère, M.-S. (2007). The media and conflicts in central Africa. Boulder, CO: Lynne Rienner.
- Frère, M.-S. (2011). Elections and the media in post-conflict Africa: Votes and voices for peace? London: Zed Books.
- Gunner, L., Ligaga, D. and Moyo, D. (2012). Radio in Africa: publics, cultures, communities. Johannesburg: Wits University Press.
- Hyden, G., Leslie, M. and Ogundi, F. (2003). Media and democracy in Africa. New Brunswick, NJ: Transaction Publishers.
- Kalyango Yusuf Jr. African Media and Democratization: Public Opinion, Ownership and Rule of Law First printing Edition
- Nyamnjoh, F. (2005). Africa's media, democracy and the politics of belonging. London: Zed Books.
- Nwokeafor, C. U and Langmia K. (2014), Media Role in African Changing Electoral Process: A Political Communication Perspective, Plymouth: University Press of America
- Okigbo, C. C., & Eribo, F. (Eds.). (2004). Development and communication in Africa. New York: Rowman & Littlefield.
- Okoth, F. M., Tettey, W. J. and Banda, F. (2009). African media and the digital public sphere. New York: Palgrave.
- Wasserman, H. (2010). Popular media, democracy and development in Africa. London: Routledge.
- Wasserman, H. (2012). Press freedom in Africa: Comparative perspectives. London: Routledge.

Case Studies and Additional Sources:

List of additional sources (discipline-relevant journals, think tanks, and websites) relevant to develop an independent approach to the subject.

MEDIA LANDSCAPES

The African Media Barometer (AMB), By Friedrich-Ebert-Stiftung

<http://www.fesmedia-africa.org/home/what-we-do/africa-media-barometer-amb>

European Journalism Centre Landscapes

http://ejc.net/media_landscapes/algeria

http://ejc.net/media_landscapes/egypt

KPM media group

http://kmpmediagroup.com/?page_id=104

On-line news papers landscape

<http://www.onlinenewspapers.com/africa-newspapers.htm>

Mapping Global Media Policy

<http://www.globalmediapolicy.net>

OTHER RELEVANT WEBSITES

<http://africanmediainitiative.org/about/>

<http://amediaagency.com>

<http://www.apo-opa.com>

<http://allafrica.com>

<http://www.africamediaonline.com>

<http://www.theguardian.com/world/2014/jan/24/africa-media-who-gets-right>

<http://www.english.rfi.fr/features/african-media>

<http://www.africawebtv.com/>

<http://www.afriquemedias.tv>

<http://www.amvf.nl>

<http://www.panapress.com/pana-19-lang2-index.html>

<http://www.africanmediaworks.com>

<https://en.wikipedia.org/wiki/Naspers>

JOURNALS

Global Media Journal: African Edition

<http://globalmedia.journals.ac.za/pub>

Journal of African Media Studies

<http://www.intellectbooks.co.uk/journals/view-Journal,id=166/>

African Journalism Studies

<http://www.tandfonline.com/loi/recq20#.VpYqg8ZVOp4>

Journalism Studies

<http://www.tandfonline.com/toc/rjos20/current>

Journalism Practice

<http://www.tandfonline.com/toc/rjop20/current>

Journalism

<http://jou.sagepub.com>

ACADEMIC PROGRAMMES

<http://www.westminster.ac.uk/africa-media/home>

<http://africanmedia.msu.edu>

Course Assessment

The students will be evaluated on the basis of their performance as follows:

- Mid-Term Exam 25%
- Seminal Book Input Report and Presentation 20%
- Individual Final Project Report and Presentation 35%
- Group Final Project Presentation 20%

Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

Letter grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	0-9.9	0-49

Description of activities and Grading Criteria (only general grading criteria in this section)

Mid-Term Exam

The **mid-term** will be in-class and it would count for 25% of the final grade. The exam will be held in week 6, and pertains to all course material covered in weeks 1 through 5 by both the professors and the student presentations. The course material consists of powerpoint presentations, lecture notes and course readings.

Structure of the Exams

The exams will consist of:

- 1 short open answer (a half page, 15% of the final grade)
- 2 long open answers (one page each, 50% of the final grade)
- 1 essay (two and a half to three pages, 35% of the final grade).

Presentations

Mock Presentations A: Those are mock individual and group presentations that students have to do in order to practice their skills. Those presentations **would not**

be graded but they are mandatory. The presentations would also need to be recorded and discussed extensively in class when feedback would be given both to the individual and the group mock presentations.

- a. **Individual mock presentations A** (Week 2, 3, 4): Students are assigned to present to the rest of the class a paper/book chapter that represents a seminal work relevant to the final project
- b. **Group mock presentations A** (Week 7,8,9,10): Students form four groups (the same which would work on the final project) which would present on four different topics that are relevant to the final report to the client, namely global marketing management, advertising and promotion in a global context, global cultural environment and its impact on news consumption, and management of global media. Students have to use the seminal work provided in the syllabus as well as a number of other sources that they have to find themselves.

Combined Presentations and Papers

Presentations B:

a. Seminal Book Input Report (10%) and Presentation (10%)

Students would be assigned books (Week 3) from the list hereunder that represent seminal works related to the issue of the establishment of Africanews and requested to write a report that summarizes the input of the book to the final project (**1,000 words**) and presented it in 10 minutes to the rest of the students (Week 11). Your paper is due at the beginning of class of the presentation. A hard copy should be submitted in class.

1. Value Creation and the Future of News Organizations by Picard
2. News out of Africa, by Harrison and Palmer
3. Understanding Foreign Correspondence, by Gross and Kooper
4. The Global Public Sphere, by Volkmer
5. Media Ethics beyond Borders, by Ward and Wasserman
6. The Al Jazeera Effect by Seib
7. Journalism Across Culture by Obijiofor and Hanusch
8. Dimensions of Advertising Theory and Practice in Africa by Olatunji and Laninhun
9. The Myth of Media Globalisation, by Hafez

b. Individual Final Project Report (25%) and Presentation (10%)

In order to provide individual input into the group's overall final report and briefing papers, each student contributes an in-depth individual paper. The paper should be grounded in theory, but mostly focus on actionable, up-to-date and original policy advice on a given topic related to client's tasks.

The choice of topic should be carefully coordinated within the group, in order to maximize synergies between group members with a view of each individual researcher's paper serving to contribute to the final end report.

The Capstone paper requires you to display your final "summative and integrative" research and writing skills – i.e. integrating all your skills and knowledge of the 3-year BA degree within a paper of **4,000 words**. This means that the quality of the research paper should be of the highest standards. You are expected to deliver an outstanding research paper that combines factual up-to-date knowledge, awareness of theory, supreme analytical skills and actionable/original policy-advice.

The Structure should follow the guideline hereunder:

1. Introduction/Choice of Topic

Explain in your introduction why the topic/theme you focus on is relevant and significant, how it links to the overall objective of the group assignment (i.e. the question set by the client) how it makes a contribution to the overall outcome of the Capstone project's end product (the final report). Why is your topic significant for Africanews?

2. Research Statement / Research Question

Make sure you outline clearly at the beginning in the introduction your research statement (i.e., what are you going to analyse in your paper and why) and/or a clear research question. You are encouraged to think about one overall research question/statement and can also then use sub-questions that help to address the overall research question.

3. Context of your research question / topic

Provide a short paragraph in your introduction about the context of your topic – how does it link to Africanews and the group task at hand. Provide a brief historical context (if appropriate) and ample references for further reading.

4. Main Body - The Balance between Description and Analysis

Make sure you strike the right balance in your main body between description (mapping key facts/correlations/issues) and analysis. A 300-level research paper should never just consist of assembling facts, but rather in-depth analysis of what these facts mean, how they explain your key argument – related to the research question/research statement. Always link your analysis back to the main research question and argue how the material you present answers your question / substantiates your research statement.

5. The Conclusion: A concise summary and concrete recommendations

Your conclusion should draw together all main findings and state explicitly your answer to the research question / research statement. It should also link back to the overall contribution to the main Topic at Hand (Africanews) and your concrete recommendations.

Sources

Make sure you use a wide range of sources to substantiate your arguments. A list of up to **20 references (15 of which peer-reviewed)** such as book chapters, journal articles, newspaper articles, think tank reports, figures from key reference books would be expected.

Concise and Correct Language and Layout

All usual requirements to the correct use of English and an appropriate layout (Headings for sections and sub-headings for sub-sections) apply.

Hard Copies and Turnitin

Your paper is due at the beginning of class of the presentation. A hard copy should be submitted in class. Please submit an electronic copy on Turnitin as

well. When submitting to Turnitin, postings should be entitled with your surname and the issue covered (for example “Terzis_Uses and Gratifications Theory”). Class ID 11518196, Enrollment password: Africanews

System of Bibliographic Referencing

There are many systems for the citation of references. For this course, I expect you to use the Harvard style of referencing which is a name and date system. In the Harvard system, the author’s surname, year of publication and, for direct quotes, page number are **cited** in the text of your work. Full details of the books/articles are included in a **bibliography** at the end of the assignment.

Student can find a detailed Harvard Guide at the following website:

<http://libweb.anglia.ac.uk/referencing/referencing.htm>. Please, also consult the following short guide for “Acknowledging, Paraphrasing, and Quoting Sources”, available at:

http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf.

Harvard Style of Referencing - Examples

In-text citation:

Both unities of discourses and objects are formed “by means of a group controlled decisions” (Foucault, 2011:32).

Habermas acknowledges the crucial function of language as a “medium of domination and social force” (1974:17, in Forchtner, 2011:9).

In your reference list:

How to quote books:

Held, D. (1980). *Introduction to Critical Theory: Horkheimer to Habermas*. Berkeley: University of California Press.

How to quote chapters in edited books:

Wæver, O. (1995), ‘Securitization and Desecuritization’, in Ronnie, D. L. (ed.) *On Security*, New York: Columbia University Press, pp. 46-86.

How to quote articles:

Foucault, M. (1982), ‘The Subject and Power’. *Critical Inquiry*, 8(4): 777-795.

How to quote electronic sources:

Thatcher M (1992), Europe’s Political Architecture, Speech in the Hague delivered on the 15th May 1992, available at the Margaret Thatcher Foundation:

<http://www.margaretthatcher.org/speeches/displaydocument.asp?docid=108296>, retrieved on 8 June, 2012.

Teamwork

Final Team Presentations C (20% of the final grade): Each group will also be required to give a formal presentation. These are the final group presentations to the client (Week 13). The four groups would pitch their ideas to the client for 30 minutes each. The overall purpose of the Capstone final assignment presentation (client product) is to provide the client with a final report directly answering the client’s

questions/tasks and providing actionable, but well-grounded (both in factual detail and theory) advice.

After each presentation to the representatives of Africanews they will ask questions or make comments, and then give an evaluation. Every member of the group is required to present. Your groups will be evaluated on presentation and ability to work together. The Teamwork rubric will be further utilized during the group meetings when each group member will be assessed on knowledge level of the report.

Further description of assessment activities

Please see Annex with Rubrics for all the exams and assignments

Additional Course Policies

Late Assignments

Late Assignments will be accepted with a grade reduction and prior approval. You must email me in advance that you will be absent or email in advance with the reason for your late submission. **YOU SHOULD ALSO SUBMIT A DRAFT OF YOUR PAPER WITH EVERYTHING THAT YOU HAVE WRITTEN UNTIL THE DAY OF YOUR REQUEST FOR LATE SUBMISSION.** If you do not email in advance I will not accept the late assignment.

1 Day- 10% reduction off the original grade

2 Days- 20% reduction off the original grade

3 Days- 30% reduction off the original grade

4 Days- 40% reduction off the original grade

5 Days- 50% reduction off the original grade

a. No work will be accepted after the fifth day.

b. With a medical statement the work is due five days after the validation period of the medical statement.

Academic Honesty Statement

Academic dishonesty is **NOT** tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else's work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.