Graduate Council Meeting
October 13, 2009 @ 3 pm
Present: Drs. Sustich, Traylor, Owen, Miao, McDaniel, Armah, Clifft, Jones, Risch and McLean. Also present Ms. Finch and Mr. Scott Chiavacci.

1. New Emphasis Area
   Business
   MBA-International Business TABLED

2. New Courses
   Business
   IBS 6143 Seminar in International Human Resource Management TABLED
   IBS 6293 Seminar in International Corporate Social Responsibility TABLED
   IBS 6323 Emerging Markets APPROVED
   Radio/Television
   RTV 5303 Multimedia Reporting APPROVED
   RTV 5573 Sportscasting APPROVED
   Communication Disorders
   CD 5873 Research Problems in Communication Disorders TABLED

3. GPA requirements for graduation-tabled from September 30. UPDATE MONTHLY

4. Accelerated Masters degree-update from committee UPDATE MONTHLY

5. Graduate catalog-tabled from September 30-reformatting and cleaning up

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

X☐ New Course  or  ☐ Special Course (Check one box)
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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<th>Department Curriculum Committee Chair</th>
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1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

IBS 6323

2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Emerging Markets

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

1. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or less) as it should appear in the bulletin.

Western business curriculum is founded on theory and research generated in developed countries, where political, economic, legal, and social institutions are well-developed. This course is designed to train future managers to successfully recognize and contend with the unique emerging market country environment.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

Admission to the MBA program

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Sarath Nonis, College of Business, Arkansas State University, Box 59, State University, AR 72467; snonis@astate.edu

11. Proposed Starting Term/Year

Spring 10

12. Is this course in support of a new program? If yes, what program?

Concentration in International Business
13. **Does this course replace a course being deleted?** No

   b. **If yes, what course?**

   c. **Has this course number been used in the past?**

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. **Does this course affect another program?** If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

   No

15. **Justification should include:**
   A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

   **By the end of the course, student should be able to...**

   1. Define the term “institution” and explain how the word has been defined and used in various fields,

   2. Describe how history shapes the scope, nature, and efficacy of institutions in emerging market countries,

   3. Identify the “ideal” roles of the public, private, and citizen sectors and the reasons why these sector actors often are weak or fail in emerging market countries,

   4. Explain why “sector blurring” often occurs in emerging market countries (e.g., why does the private and/or citizen sector often play the roles and fulfill the functions that the public sector typically performs in a more developed context?).

   5. Identify the root institutional causes of the various topics addressed in the course (e.g., governance, political risk, economic risk, etc.),

   6. Explain and provide detailed examples of how institutions in emerging market countries both constrain and provide opportunities for organizations and managers,

   7. Apply the theoretical concepts discussed in class (e.g., institutional theory) to real problems plaguing organizations and managers operating in emerging market countries through the analysis of data, business cases, and other experiential exercises, and

   8. Collect and synthesize secondary data from a wide variety of academic disciplines and media to generate an in-depth written institutional analysis of a particular emerging market country.

   B. **How does the course fit with the mission established by the department for the curriculum?** If course is mandated by an accrediting or certifying agency, include the directive.

   This course supports the mission of the College of Business and the mandate by AACSB to internationalize the Business School curriculum.

   C. **Student population served.**

   Graduate Business Students

   D. **Rationale for the level of the course (lower, upper, or graduate).**

   It will be a graduate level course designed solely to provide a course appropriate to the concentration in International Business.

16. **Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)**

   **Week 1 Introduction: Institutions in Emerging Market Countries**


   **Week 2 How Historical Legacies Shape Institutions**


**Week 3 Sector Actors: The Roles of the Public, Private, and Third Sector in Emerging Market Countries**


**Week 4 Governance**


**Week 6  Human-Capital Risk**


**Week 7  Property-Right Risk**

**Topic Reflection #1 DUE** (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION).


3. De Soto, Hernando. 2000. “The Mystery of Missing Information,” (Charts 2.2-2.4) in *The Mystery of Capital*. New York: Perseus Books Group, pp. 22-27. **”Note the number of steps required to accomplish each goal stated at the top of each chart; skim the specifics in the charts.”**


6. WEB SITE: Read about the TRIPS Agreement on the WTO website. Information can be accessed here: [http://www.wto.org/english/thewto_e/whatis_e/tif_e/agrm7_e.htm](http://www.wto.org/english/thewto_e/whatis_e/tif_e/agrm7_e.htm)


**Topic Reflection #1** (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION).

**Week 8  Physical and Natural Infrastructure**

**PHYSICAL INFRASTRUCTURE**


**NATURAL INFRASTRUCTURE**


Week 9  Commercial Infrastructure  Topic Reflection #2 DUE (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION)


Week 10  Social Divisions


Week 11  Education & Health Challenges  Topic Reflection #3 DUE (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION)

EDUCATION


HEALTH


Week 12  Business Groups  National Institutional Analysis Outline & Bibliography Due (COMPLETED BY ALL STUDENTS)


Week 13 Diaspora Involvement in Economy & Society


Week 14 Social Entrepreneurship & Conclusion Topic Reflection #4 DUE (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION).


2. WEB SITE – Look at the web site of Ashoka, an NGO that develops and supports social entrepreneurs http://www.ashoka.org/. Under “Regions of Work,” look to see if Ashoka is operating in your assigned country.


Week 15 NATIONAL INSTITUTIONAL ANALYSIS PAPER DUE

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Setting the Stage Reflection Paper 20%
Topic Reflection Paper 25%
National Institutional Analysis Report Outline & Bibliography 15%
National Institutional Analysis Report 30%
Participation 10%

More details about each requirement is provided in the attached syllabus

18. Special features (e.g. labs, exhibits, site visitations, etc.)
None

19. Required reading
Listed in the Syllabus

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Not at this time

21. What is the primary goal of this course?
To support the concentration in International Business and to prepare students

22. If this proposal is for a general education course, please check the primary goal this course addresses: - NA-

☐ Communicating effectively  ☐ Thinking Critically
☐ Using mathematics       ☐ Using Technology
☐ Understanding global issues  ☐ Understanding interdependence
☐ Emerging a life-long appreciation of the arts and humanities ☐ Emerging a strong foundation in the social sciences
☐ Using science to accomplish common goals       ☐ Providing foundations necessary to achieve health and wellness

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?
Goal Outcomes

1. Describe how history shapes the scope, nature, and efficacy of institutions in emerging market countries,

2. Identify the "ideal" roles of the public, private, and citizen sectors and the reasons why these sector actors often are weak or fail in emerging market countries,

3. Identify the root institutional causes of the various topics addressed in the course (e.g., governance, political risk, economic risk, etc.).

4. Apply the theoretical concepts discussed in class (e.g., institutional theory) to real problems plaguing organizations and managers operating in emerging market countries through the analysis of data, business cases, and other experiential exercises, and

5. Collect and synthesize secondary data from a wide variety of academic disciplines and media to generate an in-depth written institutional analysis of a particular emerging market country.

Learning Activity:  (For example, what instructional processes do you plan to use to help students reach this outcome?)

Lecture, readings, videos, case analyses, etc.

Assessment Tool:  (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Class participation and completion of individual assignments based on level of quality of output.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to [http://registrar.astate.edu/bulletin.htm](http://registrar.astate.edu/bulletin.htm) and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.
IBS 6323 (CRN# xxx) EMERGING MARKETS
SPRING 2010

PROFESSOR: Sarath Nonis, PhD
OFFICE HOURS: xx
OFFICE: BA 402E
PHONE: 870-972-3430
EMAIL: snonis@astate.edu

CLASS MEETINGS: LOCATION: BA Room xxx

COURSE DESCRIPTION & OBJECTIVES
The majority of traditional Western business curriculum is founded on theory and research generated in developed countries, where political, economic, legal, and social institutions generally are formalized, well-developed, and stable. This course is designed to fill the gap that often exists between Western business education and managerial practice in developing countries, where institutions are often informal, weakly formalized, in transition—or even non-existent. The historical legacies of developing countries—their political, economic, legal, and social experiences—have given rise to these institutional forms. These institutions shape the strategies that firms employ and the actions that managers take in these environments.

This course is designed to train future managers to successfully recognize and contend with the emerging market country institutional environment. First, the “stage is set” by defining institutions and legacy issues. We will then discuss the roles played in society by the public, private, and third sectors in emerging country institutions. Next, we turn to the managerial challenges posed by the institutional environments of emerging market countries. Specifically we will examine firm strategy and managerial action in response to risk and crisis; weak natural, physical, and commercial infrastructure; and social challenges and social innovations in emerging market countries. We will also address how the institutional environment impacts multinational enterprises and local firms in similar and different ways.

In this intensive seminar, significant student learning is garnered via careful preparation of outside reading materials drawn from a wide variety of academic disciplines, including anthropology, economics, finance, management, marketing, political science, and sociology. The instructor will facilitate in-class discussion and will provide seminar participants with an array of learning exercises including case discussions, role plays, and other experiential exercises to foster the application of course concepts.
COURSE OBJECTIVES

By the end of the course, student should be able to…

1. Define the term “institution” and explain how the word has been defined and used in various fields,

2. Describe how history shapes the scope, nature, and efficacy of institutions in emerging market countries,

3. Identify the “ideal” roles of the public, private, and citizen sectors and the reasons why these sector actors often are weak or fail in emerging market countries,

4. Explain why “sector blurring” often occurs in emerging market countries (e.g., why does the private and/or citizen sector often play the roles and fulfill the functions that the public sector typically performs in a more developed context?),

5. Identify the root institutional causes of the various topics addressed in the course (e.g., governance, political risk, economic risk, etc.),

6. Explain and provide detailed examples of how institutions in emerging market countries both constrain and provide opportunities for organizations and managers,

7. Apply the theoretical concepts discussed in class (e.g., institutional theory) to real problems plaguing organizations and managers operating in emerging market countries through the analysis of data, business cases, and other experiential exercises, and

8. Collect and synthesize secondary data from a wide variety of academic disciplines and media to generate an in-depth written institutional analysis of a particular emerging market country.

REQUIRED MATERIALS

Course materials are available on the class Blackboard web site.

Some class materials will require the student have access to an electronic media player, such as RealPlayer (free download available at http://www.real.com/). Make sure you get access to this early in the semester so that you can access the radio and video segments that are required class preparation materials.
COURSE REQUIREMENTS

Setting the Stage Reflection Paper 100 points (20%)
Topic Reflection Paper 125 points (25%)
National Institutional Analysis Report Outline & Bibliography 75 points (15%)
National Institutional Analysis Report 150 points (30%)
Participation 50 points (10%)
TOTAL POSSIBLE POINTS 500 POINTS

OVERVIEW OF COURSE REQUIREMENTS

Managers are able to successfully navigate the challenges and opportunities in emerging market countries if they have an in-depth, multifaceted understanding of the business environment. Three key skills are necessary for achieving this success; they include:

- **Data Collection Skills** – gathering resources from a wide variety of disciplines and perspectives,
- **Data Synthesis Skills** – triangulating and integrating data from diverse resources to generate a coherent and concise description of the business environment, and
- **Application Analytic Skills** – applying knowledge gleaned from data collection and synthesis to real-world business situations and outlining actionable recommendations for managers.

The written assignments in this course offer the student the opportunity to cultivate these important international business skills. The assignments are progressive in nature. The first assignment, the “Setting the Stage Reflection Paper,” allows the student to integrate assigned readings concerning core class concepts. In the second assignment, the “Topic Reflection Paper,” the student applies core class theoretical concepts to a set of readings regarding business-environment challenges in emerging market countries. The final assignments enable the student to comprehensively apply class content to an emerging market country of the student’s choice, creating a national institutional analysis for that country.

**Setting the Stage Reflection Paper (20%)**

_All students are required to submit this assignment._ Reflecting on _ALL_ of the assigned preparation materials (including readings, cases, web sites, videos, audio segments, and lecture material) regarding institutions, historical legacies, sector actors, and governance issues in emerging countries, students should answer the following questions:

1. What are institutions, and why are they important for emerging countries?
2. How do legacy issues (geographic, political, economic, and social historical experience) shape institutions in emerging market countries?
3. How do legacy issues determine the roles that the public, private, and third sectors play in an emerging market country’s institutional environment?
4. How do legacy issues affect how firms are governed in emerging market countries?
Please use 12-point font and double spacing in this assignment. Margins should be no less than one inch on all sides. Assignments should be approximately 10 pages in length. All in-text citations should use parenthetical endnotes; a full references list should be attached at the end of the assignment. Use the APA style guide to cite the sources (a good APA online guide can be found here: http://owl.english.purdue.edu/owl/resource/560/01/).

All reflections should be posted to Blackboard Assignments before class begins on the assignment due date.

**Topic Reflection Paper (25%)**

_Students will be randomly assigned ONE OF FOUR topic reflections to complete during the first class._ Students who add the course after the first class must request a reflection topic assignment from the professor. Students must include responses to each of the questions listed under each reflection assignment. Strong assignments will make at least a brief reference to EACH of the assigned preparation materials (including readings, cases, web sites, videos, audio segments, and lecture material) for the assigned reflection.

Reflection questions are as follows:

### Topic Reflection #1:

1. How do institutional weaknesses create or exacerbate political and economic risk in emerging market countries?
2. How do institutional weaknesses create or exacerbate risks to human rights in emerging market countries?
3. How do institutional weaknesses create or exacerbate property right risk in emerging market countries?
4. How can political, economic, human-right, and property-right risks affect firm strategies and/or managerial actions in emerging market countries? How do they create opportunities? How do they create threats?

### Topic Reflection #2:

1. How do institutions cause or exacerbate weak physical infrastructure in emerging market countries?
2. How do institutions cause or exacerbate weak commercial infrastructure in emerging market countries?
3. How do institutions cause or exacerbate weak natural infrastructure in emerging market countries?
4. How can weak physical, commercial, and natural infrastructure affect firm strategies and/or managerial actions in emerging market countries? How do they create opportunities? How do they create threats?
Topic Reflection #3:
1. How do weak institutions cause or exacerbate social divisions in emerging market countries?
2. How do weak institutions cause or exacerbate education challenges in emerging market countries?
3. How do weak institutions cause or exacerbate health challenges in emerging market countries?
4. How can social divisions and education & health challenges affect firm strategies and/or managerial actions in emerging market countries? How do they create opportunities? How do they create threats?

Topic Reflection #4:
1. How do business groups fill institutional voids and weaknesses in emerging market countries?
2. How do diaspora groups fill institutional voids and weaknesses in emerging market countries?
3. How do social entrepreneurs fill institutional voids and weaknesses in emerging market countries?
4. How can business groups, the diaspora, and social entrepreneurs affect firm strategies and/or managerial actions in emerging market countries? How do they create opportunities? How do they create threats?

Please use 12-point font and double spacing in this assignment. Margins should be no less than one inch on all sides. Assignments should be approximately 10 pages in length. All in-text citations should use parenthetical endnotes; a full references list should be attached at the end of the assignment. Use the APA style guide to cite the sources (a good APA online guide can be found here http://owl.english.purdue.edu/owl/resource/560/01/).

All reflections should be posted to Blackboard Assignments before class begins on the assignment due date.

National Institutional Analysis Paper Outline & Bibliography (15%)

All students are required to submit this assignment. Students select a emerging country at the beginning of the semester (PROFESSOR MUST APPROVE OF COUNTRY SELECTION BEFORE THIS ASSIGNMENT IS BEGUN). First, the student should read the National Institutional Analysis assignment description below and start thinking about the paper. We encourage students to meet with us to discuss this assignment. Our goal is to provide early feedback so that this project will be a rewarding learning experience.

Students collect bibliographical information related to the chosen country and the topics covered in the course. Each reference list should be multi-disciplinary and include the following AT MINIMUM:

- 1 personal interview with a person with expertise on your country
- 10 web sites
- 10 academic journal articles or policy publications (e.g. World Bank, think tank publications, etc.)
After reading the collected material, students develop a full-sentence outline of the National Institutional Analysis paper. Outlines should be organized using the following format:

I. This is the main idea of this major section of the paper.
   A. This is the main idea of this subsection of the paper.
      1. This is the topic sentence for this paragraph in this subsection.

All outline-bibliographies should be posted to Blackboard Assignments before class begins on the assignment due date.

**National Institutional Analysis Report (30%)**

*All students are required to submit this assignment.* Early in the semester, students will select a country that will become the focus of this comprehensive paper. (PROFESSOR MUST APPROVE OF COUNTRY SELECTION BEFORE THIS ASSIGNMENT IS BEGUN). In this assignment, the student examines how the institutional environment of their chosen country has given rise to the particular business-environment challenges we address in the course. Students will discuss how these business-environment challenges might affect firms and managers operating in that environment and outline a series of strategic recommendations for managers.

*Every effort should be made to incorporate class concepts into your write-up.* Students should think of this assignment as an applied comprehensive final exam. The final paper should be organized into the following five main sections:

I. **Introduction** – Summarize major course concepts; end with a thesis statement about how weak institutions and legacy issues have given rise to particular business-environment challenges in your assigned country. (approximately ½ page)

II. **Major Historical Legacies** – Briefly describe the major historical legacies that have affected the development of institutions in your assigned country. (approximately 3 pages)

III. **Sector Roles** – Briefly describe how historical legacies have affected the relative roles of the public, private, and third sector in your assigned country’s economy and society. (approximately 3 pages)
IV. **Institutional Analysis**—Explain how institutional weaknesses and legacy issues have given rise to:

A. (Pick a type of Risk and Crisis from the bulleted topics below – approximately 4 pages)

B. (Pick a type of Infrastructure Weakness from the bulleted topics below – approximately 4 pages)

C. (Pick a type of Social Challenge from the bulleted topics below – approximately 4 pages)

D. (Pick a type of Social Innovation from the bulleted topics below – approximately 4 pages)

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<th>Social Challenges</th>
<th>Social Innovations</th>
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<td>• Natural Infrastructure</td>
<td>• Education Challenges</td>
<td>• Diaspora</td>
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<td>• Property-Right Risk</td>
<td>• Commercial Infrastructure</td>
<td>• Health Challenges</td>
<td>• Social Entrepreneurship</td>
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V. **Conclusions & Implications**—Summarize the thesis statement. Provide general recommendations for managers to help them cope with the challenges and leverage the opportunities of your country’s institutional environment. (approximately 5 pages)

Please use 12-point font and double spacing in this assignment. Margins should be no less than one inch on all sides. Assignments should be 25-30 pages in length. All in-text citations should use parenthetical endnotes; a full references list should be attached at the end of the assignment. Use the APA style guide to cite the sources (a good APA online guide can be found here [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)).

All papers should be posted to Blackboard Assignments by 12 midnight on the assigned due date.

**Participation (10%)**

The material presented in this course is additive in nature; each topic builds on the next. To insure that you are building a strong foundation throughout the course, we have very high expectations for your level of preparation for class. You are strongly encouraged to ATTEND ALL CLASSES. You are expected to have done more than just skim the reading for the day. We will call on students to provide an overview summary, critique, or analyze what you have been assigned to read for the day (articles, activities, and/or cases). We will score each of you individually after each class based on your participation for the day.
PROFESSOR’S POLICIES

*Academic Integrity.* The professor will strictly abide by the academic integrity policies as stated at http://studentconduct.astate.edu/AcademicIntegrity.html. Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. **ANY ASSIGNMENT INCLUDING PLAGIARIZED MATERIAL (see Academic Integrity Code for definition) WILL RECEIVE AN F.** NO EXCEPTIONS WILL BE MADE.

*Late Assignments.* **NO LATE ASSIGNMENTS WILL BE ACCEPTED** (NOTE: 5 MINUTES LATE CONSTITUTES A LATE ASSIGNMENT – PLEASE MAKE ARRANGEMENTS TO TURN YOUR ASSIGNMENTS IN BEFORE THE DEADLINE TIME). If you know you will be absent in class the day an assignment is due, you should plan on doing the work ahead of time and turning in the assignment early via email or fax. **THESE ALTERNATIVE METHODS OF TURNING IN ASSIGNMENTS SHOULD BE DONE BEFORE THE CLASS PERIOD.** Failure to turn in assignments before class will result in a zero for the assignment.

*Final Grades.* Final grades will reflect the student’s total points earned in the course. You will be able to track your points on the Blackboard gradebook. All grades are final. **THERE WILL BE NO EXTRA CREDIT OFFERED IN THIS COURSE.**

*Grading Disputes.* Mistakes in grading can happen. I will do my best to grade very carefully. However, if you believe that an error has been made in the grading of your work, you should submit a WRITTEN REQUEST for a grade change. This report should include a discussion of what you got wrong and why you believe you should have gotten credit for your work. Wherever possible, provide citations from the textbook or lectures. Attach this report to the original copy of your assignment or exam, and turn it in to the professor. I will try to give you a response as soon as possible.
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<td><strong>SETTING THE STAGE</strong></td>
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| **Week 2** | **How Historical Legacies Shape Institutions** | 1. Hausmann, Ricardo. 2001. ”Prisoners of Geography.” *Foreign Policy* 122 (Jan-Feb): 45-53.  


Week 4 Governance


### POLITICAL RISK

5. WEB SITES - Visit the web site of Control Risks Group International at [http://www.crg.com](http://www.crg.com). What services does CRG offer? How might these services help foreign investors and local companies mitigate political risk in emerging countries? Does CRG offer services for companies in your assigned country? Check out the Overseas Private Investment Corporation’s web site here: [http://www.opic.gov/](http://www.opic.gov/). What services do they offer US businesses to protect them from risk in emerging countries?

### ECONOMIC RISK


### HUMAN-CAPITAL RISK


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<td>3. De Soto, Hernando. 2000. “The Mystery of Missing Information,” (Charts 2.2-2.4) in The Mystery of Capital. New York: Perseus Books Group, pp. 22-27. <strong>Note the number of steps required to accomplish each goal stated at the top of each chart; skim the specifics in the charts.</strong></td>
<td></td>
</tr>
<tr>
<td>6. WEB SITE: Read about the TRIPS Agreement on the WTO website. Information can be accessed here: <a href="http://www.wto.org/english/thewto_e/whatis_e/tif_e/agrm7_e.htm">http://www.wto.org/english/thewto_e/whatis_e/tif_e/agrm7_e.htm</a></td>
<td></td>
</tr>
</tbody>
</table>

**Topic Reflection #1 (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION). SEE COURSE REQUIREMENTS SECTION ABOVE FOR DETAILS.**

<table>
<thead>
<tr>
<th>INFRASTRUCTURE CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8</td>
</tr>
<tr>
<td><strong>PHYSICAL INFRASTRUCTURE</strong></td>
</tr>
</tbody>
</table>

None


**NATURAL INFRASTRUCTURE**


Week 9

<table>
<thead>
<tr>
<th><strong>Commercial Infrastructure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. WEB-SITES - View the World Bank’s “Doing Business In” interactive map (<a href="http://www.doingbusiness.org/map/">http://www.doingbusiness.org/map/</a>). How does your assigned country measure up on the World Bank’s “Doing Business In” survey? Also check out the World Bank’s Logistics</td>
</tr>
</tbody>
</table>

**Topic Reflection #2 (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION) SEE COURSE REQUIREMENTS SECTION ABOVE FOR DETAILS.**
<table>
<thead>
<tr>
<th>SOCIAL CHALLENGES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>Social Divisions</strong></td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td><strong>Education &amp; Health Challenges</strong></td>
</tr>
</tbody>
</table>


Week 13  Diaspora Involvement in Economy & Society


**National Institutional Analysis Outline & Bibliography Due (COMPLETED BY ALL STUDENTS). SEE COURSE REQUIREMENTS SECTION ABOVE FOR DETAILS.**

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Social Entrepreneurship &amp; Conclusion</th>
</tr>
</thead>
</table>

**Topic Reflection #4** (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION). SEE COURSE REQUIREMENTS SECTION ABOVE FOR DETAILS.

<table>
<thead>
<tr>
<th>Day of Final</th>
<th>NATIONAL INSTITUTIONAL ANALYSIS PAPER DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papers must be submitted to the Assignments section of Blackboard on finals day by 9AM. No late papers will be accepted.</td>
<td></td>
</tr>
</tbody>
</table>
**New/Special Course Proposal-Bulletin Change Transmittal Form**

- Print 1 copy for signatures and save 1 electronic copy

### New Course or Special Course (Check one box)

<table>
<thead>
<tr>
<th>Department Curriculum Committee Chair</th>
<th>Date</th>
<th>COPE Chair (if applicable)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Date</td>
<td>General Education Committee Chair (if applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>College Curriculum Committee Chair</td>
<td>Date</td>
<td>Undergraduate Curriculum Council Chair</td>
<td>Date</td>
</tr>
<tr>
<td>College Dean</td>
<td>Date</td>
<td>Graduate Curriculum Committee Chair</td>
<td>Date</td>
</tr>
</tbody>
</table>

Vice Chancellor for Academic Affairs Date

---

1. **Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)**
   
   RTV 5303

2. **Course Title** – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).
   
   Multimedia Reporting

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
   
   Lecture and lab activity

4. **What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?**
   
   Standard Letter

5. **Is this course dual listed (undergraduate/graduate)?**
   
   Yes.

6. **Is this course cross listed?** (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
   
   No.

7. **Brief course description (40 words or less) as it should appear in the bulletin.**

   Apply the basics of traditional journalism skills in the digital media practice and develop the abilities of integrating audio, photographs, graphics and video as multimedia storytelling tools to enrich online news coverage.

8. **Indicate all prerequisites and if this course is restricted to a specific major, which major.** (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

   Prerequisite: Basic computer competency

9. **Course frequency (e.g. Fall, Spring, Summer, or Demand).** Not applicable to Graduate courses.

   Spring

10. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)

    Dr. Po-Lin Pan, ASU Radio-TV Department, P.O. Box 2160, State University, AR 72467 870-972-3070 ppan@astate.edu

11. **Proposed Starting Term/Year**

    Spring 2010

12. **Is this course in support of a new program?** If yes, what program?
13. Does this course replace a course being deleted? Yes
   
   b. If yes, what course?
      Public Affair Reporting
   
   c. Has this course number been used in the past?
      Yes

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
   
   Yes. It affects the journalism program. Please contact Dr. Joel Gambill, Chair of Journalism Department

15. Justification should include:
   
   A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).
      1. Understand and apply First Amendment principles and the law appropriate to multimedia reporting;
      2. Demonstrate an understanding of the history and role of digital media in developing multimedia reporting techniques;
      3. Understand concepts and apply theories in the use and presentation of images and information for the web;
      5. Apply tools and technologies appropriate for the digital media professionals in which they work.
   
   B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.
      Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) requires accredited programs to provide a curriculum that enables students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.
   
   C. Student population served.
      Undergraduate and graduate students
   
   D. Rationale for the level of the course (lower, upper, or graduate).
      Upper

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
   
   See attached outline.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
   
   Exams, essay, and projects.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
   
   Examination of existing Web sites. Guest speakers.

19. Required reading
   

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.)
   
   None required.

21. What is the primary goal of this course?
   
   Introduce students the use of the multimedia skills as online reporting tools.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

   - [ ] Communicating effectively
   - [ ] Thinking Critically
   - [ ] Using mathematics
   - [ ] Using Technology
   - [ ] Understanding global issues
   - [ ] Understanding interdependence
   - [ ] Developing a life-long appreciation of the arts and humanities
   - [ ] Developing a strong foundation in the social sciences
   - [ ] Using science to accomplish common goals
   - [ ] Providing foundations necessary to achieve health and wellness

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

   Primary Goal Outcome #1: Develop students’ abilities of integrating audio, photographs, graphics and video as multimedia storytelling tools to enrich online news coverage
| Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?) | Lectures, assigned readings, Web examples. |
| Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?) | Essays and multimedia project |

**Primary Goal Outcome #2:** Apply skills using appropriate technologies and design theories for online news reporting.

**Learning Activity:** (For example, what instructional processes do you plan to use to help students reach this outcome?)
Lectures, assigned readings and examination of online examples.

**Assessment Tool:** (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Examination of news websites and other class assignments

**Primary Goal Outcome #3:** Understand the ethical and legal issues as they apply to online news reporting.

**Learning Activity:** (For example, what instructional processes do you plan to use to help students reach this outcome?)
Assigned reading and case studies.

**Assessment Tool:** (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Written exam.

(Repeat if needed for additional outcomes 2 and 3.)

---

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**
1. Minimize this form.
2. Go to [http://registrar.astate.edu/bulletin.htm](http://registrar.astate.edu/bulletin.htm) and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.
RTV 4303/5303 Multimedia Reporting  
Spring 2010

**Instructor:**  
Dr. Po-Lin Pan  
Office: Communications 362  
Email: ppan@astate.edu  
Office Phone:

**Office Hours:**  
9:30am-11:00am, Monday & Wednesday  
or By Appointment

**Class Time:**  
TBA

**Overview:**  
This course is designed to help you strengthen your reporting, writing and editing abilities in storytelling for the web, and enable you to combine your traditional media production skills with the digital media tools of the 21st Century. The class will be a hands-on class where you will be using your basic journalism skills as well as learn the basics of integrating audio, photographs, graphics and video to enhance your articles. There will be regular and timely assignments where you will analyze, criticize and discuss current practices of interactive tools on media websites. All students will be required to post their entries on the current issues on blog. The final project will include reporting an online story with picture, audio, or video on the web page you build. Graduate students in this class need to individually review a book that explores the role of digital media in our society and their influences on our everyday life. Finally, graduate students will have an oral as well as written report of their book review in the end of this semester.

**Objectives:**  
1. Understand and apply First Amendment principles and the law appropriate to multimedia reporting;  
2. Demonstrate an understanding of the history and role of digital media in developing multimedia reporting techniques;  
3. Understand concepts and apply theories in the use and presentation of images and information for the web;
5. Apply tools and technologies appropriate for the digital media professionals in which they work.

Textbooks:

Required Book:

**Additional Readings will be announced and delivered in class or by email.

Selected Books for Graduate Students:

Attendance:
A critical component of this course is regular attendance. Thus, after two FREE absences (meaning that they don’t count against the final grade), attendance constitutes 10% or 10 POINTS in the final grade. Students are encouraged to save those two free absences for family emergencies or unforeseen events. There are NO EXCUSED absences in this course, which means students need not bring doctor’s notes and other documentation for their absences.

Grading:
For Undergraduate Students, grades in this course will be based on the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
</tbody>
</table>
Here’s how the points awarded for each element of the final grade will be weighted:

<table>
<thead>
<tr>
<th>Element</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entries in Digital Media</td>
<td>5</td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
</tr>
<tr>
<td>One-page Resume (HTML File)</td>
<td>10</td>
</tr>
<tr>
<td>Two-page Resume with Picture &amp; Links</td>
<td>15</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>20</td>
</tr>
<tr>
<td>Text-only Version of Feature Story</td>
<td>5</td>
</tr>
<tr>
<td>Multimedia Project</td>
<td>15</td>
</tr>
<tr>
<td>Final Paper: News Website Analysis</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

For **Graduate Students**, reviewing a selected book is an additional work. Additionally, they must individually finish a book review by the Week 13 of the semester, orally report it to us, and submit me at least 5-page written report. The grades will be based on the following grading scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>108-120</td>
</tr>
<tr>
<td>B</td>
<td>96-107</td>
</tr>
<tr>
<td>C</td>
<td>84-95</td>
</tr>
<tr>
<td>D</td>
<td>72-83</td>
</tr>
<tr>
<td>F</td>
<td>Below 72</td>
</tr>
</tbody>
</table>

The points will be awarded for each element of the final graded in the following.

<table>
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<td>5</td>
</tr>
<tr>
<td>Multimedia Project</td>
<td>15</td>
</tr>
<tr>
<td>Book Review Report (Oral and Written)</td>
<td>20</td>
</tr>
<tr>
<td>Final Paper: News Website Analysis</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>
Honesty:
Cheating, plagiarism and falsification represent violations of the fundamental ethic that underlies communication and information profession. Information is expected to be as complete, accurate, fair and original as it is possible for the communication professional to make it. Full credit or attribution will be made for any information or insight that did not originate with the author. Any evidence that this ethic has been violated will be turned over the university for appropriate action. Except for group assignments, where collaboration is required, all assignments should be completed independently.

Notice for Students with Special Needs:
Any student who is working with The Office of Disability Services (ODS) and who needs special consideration in assignments should let the instructor know as soon as possible. Additionally, any student who needs this syllabus and/or other materials made available to him/her in a format other than a standard printed format—such as Braille or on tape—should also inform the instructor.

Tentative Class Schedule, Readings, and Assignments Due Dates:

WEEK 1:
Introduction to Course & What is Online News?

Assignment Due: Student Profile

**Reading Assignment: OJ, Chapter 1 (pp. 1-17)

WEEK 2:
A Brief History of the Internet & Type of Digital Media, Hardware & Software

**Reading Assignment: OJ, Chapter 2 (pp. 19-38)

Assignment Due: Select a book for reviewing (Graduate Students)

WEEK 3:
Characteristics of Online News

**Reading Assignment: OJ, Chapter 4 (pp. 61-82)

Assignment Due: The First Entry in Digital Media

WEEK 4:
Legal and Ethical Issues of Multimedia Storytelling

**Reading Assignment: OJ, Chapter 11 (pp. 217-236)
WEEK 5
An Introduction to Basic HTML and Concepts of CSS
**Reading Assignment: OJ, Chapter 3 (pp. 39-60)
Assignment Due: The Second Entry in Digital Media

WEEK 6
Writing and Editing for the Web
**Reading Assignment: OJ, Chapter 7 (pp. 133-154)
Assignment Due: One-page Resume posted on the website

WEEK 7
Online Reporting Sources & Review for Mid-term Exam
**Reading Assignment: OJ, Chapter 5 (pp. 83-104)
Assignment Due: The Third Entry in Digital Media

WEEK 8
Mid-term Exam
Using Links in Online Stories
**Reading Assignment: OJ, Chapter 6 (pp. 155-170)
Assignment Due: Text-only version of feature story

WEEK 9
Editing Image, Audio and Video for the web
**Reading Assignment: OJ, Chapter 10 (pp.193-215)

WEEK 10
No Class—Spring Break

WEEK 11
An Overview of Web Page Design
**Reading Assignment: OJ, Chapter 6 (pp. 105-132)
Assignment Due: Two-page Resume with Photo posted on the website

WEEK 12
User-Generated Content on the Web
**Reading Assignment: OJ, Chapter 10 (pp. 171-191)
WEEK 13
Workshop on Multimedia Storytelling Project (Informal Class)

Assignment Due: Multimedia Storytelling Project

WEEK 14

**Undergraduate Students are required to attend**

Assignment Due for Graduate Students: Report of Book Review

WEEK 15
Future of Multimedia Storytelling

**Reading Assignment: OJ, Chapter 12 (pp. 239-250)**

Assignment Due: Final Paper—Analysis for News Website

WEEK 16
No Final Exam

Final Grade Reported Online
**New/Special Course Proposal-Bulletin Change Transmittal Form**

- **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
- **Graduate Council** - Print 1 copy for signatures and save 1 electronic copy.

**New Course or Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

<table>
<thead>
<tr>
<th>Department Curriculum Committee Chair</th>
<th>Date</th>
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<td>Date</td>
</tr>
<tr>
<td>College Dean</td>
<td>Date</td>
<td>Graduate Curriculum Committee Chair</td>
<td>Date</td>
</tr>
</tbody>
</table>

**Vice Chancellor for Academic Affairs** | Date

---

1. **Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)**

   RTV 5573

2. **Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).**

   Sportscasting

3. **Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.**

   Lecture and (TBA) Lab

4. **What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?**

   Standard Letter

5. **Is this course dual listed (undergraduate/graduate)?**

   Yes.

6. **Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)**

   No.

7. **Brief course description (40 words or less) as it should appear in the bulletin.**

   Theory and practical application of sportscasting for radio and television.

8. **Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).**

   None.

9. **Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.**

   Fall

10. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)

    Dr. Osa’ Amienyi, ASU Radio-TV Department, P.O. Box 2160, State University, AR 72467  870-972-3070 osami@astate.edu

11. **Proposed Starting Term/Year**

    Fall 2010

12. **Is this course in support of a new program? If yes, what program?**
13. Does this course replace a course being deleted?  
   No

   b. If yes, what course?

   c. Has this course number been used in the past?  
   No

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program?  If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.  
   No

15. Justification should include:  
   A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).
      1. Apply basic numerical and statistical concepts as they relate to sports broadcasting.
      2. Understand concepts and apply theories in the use and presentation of sports information to an audience.
      3. Conduct research and evaluate information by methods appropriate to the sports communications profession.
      4. Apply tools and technologies appropriate for sports communications.

   B. How does the course fit with the mission established by the department for the curriculum?  If course is mandated by an accrediting or certifying agency, include the directive.
      Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) requires accredited programs to provide a curriculum that enables students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

   C. Student population served.
      Graduate students

   D. Rationale for the level of the course (lower, upper, or graduate).
      Graduate.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)  
   See attached outline.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)  
   Exams, written critiques, practical lab assignments, and projects

18. Special features (e.g. labs, exhibits, site visitations, etc.)  
   Examination of existing Web sites.  Guest speakers.

19. Required reading

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)  
   None required.

21. What is the primary goal of this course?  
   Theoretical and practical application of sports broadcasting (sportscasting).

22. If this proposal is for a general education course, please check the primary goal this course addresses:
   □ Communicating effectively  □ Thinking Critically
   □ Using mathematics  □ Using Technology
   □ Understanding global issues  □ Understanding interdependence
   □ Developing a life-long appreciation of the arts and humanities  □ Developing a strong foundation in the social sciences
   □ Using science to accomplish common goals  □ Providing foundations necessary to achieve health and wellness

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course.  For example, what will students who meet this goal know or be able to do as a result of this course?

   Primary Goal Outcome #1:  Apply basic numerical and statistical concepts as they relate to sports broadcasting.
   Learning Activity:  (For example, what instructional processes do you plan to use to help students reach this outcome?)
Lectures, assigned readings, Web examples.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?) Sporting event statistics, recorded sportscasting presentations, and Written Exams

Primary Goal Outcome #2: Understand concepts and apply theories in the use and presentation of sports information to an audience.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?) Assignments and projects.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?) Evaluation of assignments and projects.

Primary Goal Outcome #3: Conduct research and evaluate information by methods appropriate to the sports communications profession.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?) Assigned readings and examination of recorded and online examples.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?) Written critiques, recorded sportscasting events, and Written Exams

(Repeat if needed for additional outcomes 2 and 3.)

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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RTV 4303/5303 Multimedia Reporting
Spring 2010

Instructor:
Dr. Po-Lin Pan
Office: Communications 362
Email: ppan@astate.edu
Office Phone:

Office Hours:
9:30am-11:00am, Monday & Wednesday
or By Appointment

Class Time:
TBA

Overview:
This course is designed to help you strengthen your reporting, writing and editing abilities in storytelling for the web, and enable you to combine your traditional media production skills with the digital media tools of the 21st Century. The class will be a hands-on class where you will be using your basic journalism skills as well as learn the basics of integrating audio, photographs, graphics and video to enhance your articles. There will be regular and timely assignments where you will analyze, criticize and discuss current practices of interactive tools on media websites. All students will be required to post their entries on the current issues on blog. The final project will include reporting an online story with picture, audio, or video on the web page you build. Graduate students in this class need to individually review a book that explores the role of digital media in our society and their influences on our everyday life. Finally, graduate students will have an oral as well as written report of their book review in the end of this semester.

Objectives:
1. Understand and apply First Amendment principles and the law appropriate to multimedia reporting;
2. Demonstrate an understanding of the history and role of digital media in developing multimedia reporting techniques;
3. Understand concepts and apply theories in the use and presentation of images and information for the web;
5. Apply tools and technologies appropriate for the digital media professionals in which they work.

**Textbooks:**

**Required Book:**

**Additional Readings will be announced and delivered in class or by email.**

**Selected Books for Graduate Students:**

**Attendance:**
A critical component of this course is regular attendance. Thus, after two FREE absences (meaning that they don’t count against the final grade), attendance constitutes 10% or 10 POINTS in the final grade. Students are encouraged to save those two free absences for family emergencies or unforeseen events. There are **NO EXCUSED absences in this course**, which means students need not bring doctor’s notes and other documentation for their absences.

**Grading:**
For **Undergraduate Students**, grades in this course will be based on the following grading scale:

- 90-100 A
- 80-89 B
Here’s how the points awarded for each element of the final grade will be weighted:

<table>
<thead>
<tr>
<th>Element</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entries in Digital Media</td>
<td>5</td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
</tr>
<tr>
<td>One-page Resume (HTML File)</td>
<td>10</td>
</tr>
<tr>
<td>Two-page Resume with Picture &amp; Links</td>
<td>15</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>20</td>
</tr>
<tr>
<td>Text-only Version of Feature Story</td>
<td>5</td>
</tr>
<tr>
<td>Multimedia Project</td>
<td>15</td>
</tr>
<tr>
<td>Final Paper: News Website Analysis</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

For **Graduate Students**, reviewing a selected book is an additional work. Additionally, they must individually finish a book review by the Week 13 of the semester, orally report it to us, and submit me at least 5-page written report. The grades will be based on the following grading scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>108-120</td>
</tr>
<tr>
<td>B</td>
<td>96-107</td>
</tr>
<tr>
<td>C</td>
<td>84-95</td>
</tr>
<tr>
<td>D</td>
<td>72-83</td>
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<tr>
<td>F</td>
<td>Below 72</td>
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</tbody>
</table>

The points will be awarded for each element of the final graded in the following.

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<td>5</td>
</tr>
<tr>
<td>Multimedia Project</td>
<td>15</td>
</tr>
<tr>
<td>Book Review Report (Oral and Written)</td>
<td>20</td>
</tr>
<tr>
<td>Final Paper: News Website Analysis</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>
Honesty:
Cheating, plagiarism and falsification represent violations of the fundamental ethic that underlies communication and information profession. Information is expected to be as complete, accurate, fair and original as it is possible for the communication professional to make it. Full credit or attribution will be made for any information or insight that did not originate with the author. Any evidence that this ethic has been violated will be turned over the university for appropriate action. Except for group assignments, where collaboration is required, all assignments should be completed independently.

Notice for Students with Special Needs:
Any student who is working with The Office of Disability Services (ODS) and who needs special consideration in assignments should let the instructor know as soon as possible. Additionally, any student who needs this syllabus and/or other materials made available to him/her in a format other than a standard printed format—such as Braille or on tape—should also inform the instructor.

Tentative Class Schedule, Readings, and Assignments Due Dates:

WEEK 1:
Introduction to Course & What is Online News?
   **Assignment Due: Student Profile**
   **Reading Assignment: OJ, Chapter 1 (pp. 1-17)**

WEEK 2:
A Brief History of the Internet & Type of Digital Media, Hardware & Software
   **Reading Assignment: OJ, Chapter 2 (pp. 19-38)**
   **Assignment Due: Select a book for reviewing (Graduate Students)**

WEEK 3:
Characteristics of Online News
   **Reading Assignment: OJ, Chapter 4 (pp. 61-82)**
   **Assignment Due: The First Entry in Digital Media**

WEEK 4:
Legal and Ethical Issues of Multimedia Storytelling
   **Reading Assignment: OJ, Chapter 11 (pp. 217-236)**
WEEK 5
An Introduction to Basic HTML and Concepts of CSS
  **Reading Assignment: OJ, Chapter 3 (pp. 39-60)
  Assignment Due: The Second Entry in Digital Media

WEEK 6
Writing and Editing for the Web
  **Reading Assignment: OJ, Chapter 7 (pp. 133-154)
  Assignment Due: One-page Resume posted on the website

WEEK 7
Online Reporting Sources & Review for Mid-term Exam
  **Reading Assignment: OJ, Chapter 5 (pp. 83-104)
  Assignment Due: The Third Entry in Digital Media

WEEK 8
Mid-term Exam
Using Links in Online Stories
  **Reading Assignment: OJ, Chapter 6 (pp. 155-170)
  Assignment Due: Text-only version of feature story

WEEK 9
Editing Image, Audio and Video for the web
  **Reading Assignment: OJ, Chapter 10 (pp.193-215)

WEEK 10
No Class—Spring Break

WEEK 11
An Overview of Web Page Design
  **Reading Assignment: OJ, Chapter 6 (pp. 105-132)
  Assignment Due: Two-page Resume with Photo posted on the website

WEEK 12
User-Generated Content on the Web
  **Reading Assignment: OJ, Chapter 10 (pp. 171-191)
**WEEK 13**
Workshop on Multimedia Storytelling Project (Informal Class)

Assignment Due: Multimedia Storytelling Project

**WEEK 14**

**Undergraduate Students are required to attend**

Assignment Due for Graduate Students: Report of Book Review

**WEEK 15**
Future of Multimedia Storytelling

**Reading Assignment: OJ, Chapter 12 (pp. 239-250)**

Assignment Due: Final Paper—Analysis for News Website

**WEEK 16**
No Final Exam

Final Grade Reported Online