

MEDIA IN THE UNITED KINGDOM: LONDON

Spring Semester 2024

Syllabus

University of North Carolina at Chapel Hill

Course: MEJO 447 | Schedule: T/R 11 a.m. – 12:15 p.m. | Location: Carroll 142

Final Exam: May 7, 12-3 p.m.

Instructor: Dr. Lucinda Austin
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Office Hours: T 9-10 a.m.
Th 9-10 a.m.
Or by appointment/Zoom

DESCRIPTION

Today's communication and media professionals are called upon to work with diverse markets, audiences, publics, and stakeholders from around the world. To help prepare you for a career in the dynamic international world of communication, this class will introduce you to the British media market, including a spring break trip to London.* Prior to the London trip, you will learn about the history of media and communication industries in the United Kingdom, exploring both similarities and differences with those in the United States. You will consider how media industries interact with political, economic and cultural forces. You will travel to London to engage with and learn from communication and media professionals in news and strategic communication companies. You will also interact with students and faculty at City University London in an effort to expand your global perspectives about the complexities of communication messages and strategies. During the course, you will focus on your chosen area of specialization (journalism, public relations, advertising, graphic design, etc.), but you will also be fully engaged with students who are specializing in other areas. In addition to pre-departure classes led by Dr. Austin, students will take part in field trips to agencies and media outlets in London, have daily debriefs while there, and complete a final project upon returning to North Carolina.

**Students will not be able to successfully complete this course without participating in the spring break trip to London*

GOAL

The goal of this course is to enable students to understand the role of research in advertising and public relations and apply qualitative and quantitative methods.

OBJECTIVES

Upon completion of this course, students should be able to:

1. Learn about the relationship between culture and communication and consider the implications of cultural differences for media and communication professionals.
2. Learn about the historical development of media industries in the British market.
3. Become familiar with the current structure and key players in news and strategic communication industries in London.
4. Discuss ethical issues of concern for journalists and strategic communication professionals.
5. Consider both similarities and differences of media industries in Great Britain and the United States.
6. Research a current issue related to British media and/or markets in depth and present your findings to the class.

COURSE VALUES

- **Integrity and honesty:** All work should be your own, including research reports, tests, etc.
- **Completeness and thoroughness:** The best projects will meet all the objectives and requirements of the assignment.
- **Preparedness:** Complete reading assignments before class and be prepared to participate in class discussions. Turn assignments in on time.
- **Accuracy:** Data must be accurate and not falsified.
- **Professional courtesy:** Demonstrate courtesy toward your fellow classmates. Respect diverse backgrounds and opinions so that we may all gain insights from one another. Avoid disruptive classroom behaviors. Turn off all communication devices during class.

ACEJMC CORE COMPETENCIES:

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies. This course is particularly relevant to the following competencies:

- Understand and apply the principles and laws of freedom of speech and press for the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently.

The full list of competencies is available here: <http://www.acejmc.org/policies-process/nine-standards>.

HONOR CODE

All students are expected to be familiar with and abide by the Honor Code. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance (<http://instrument.unc.edu>). Your full participation and observance of the Honor Code is expected. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Associate Dean Jules Dixon, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students. All work submitted for this course must be your own work. All sources used for information must be properly cited. The ideas and content within your materials must be original and not copied from others. In our industry, we are expected to be original and creative all of the time. If you have any questions about whether your use of reference material is appropriate, please see the professor.

TEXTBOOK AND READING ASSIGNMENTS

No textbook will be required for the course. Students will read one book of their choosing for the book review assignment, and supplemental readings will be assigned during the semester. Readings will be made available through Canvas.

COURSE ASSIGNMENTS

Book Review (15%) | Due date: Feb. 15

Each student will select a contemporary non-fiction book (written in 2010 or later and at least 100 pages) relevant to her area of interest within communication and with a UK focus and write a review. The review should be 750-1,000 words and should summarize and critique the content of the book and highlight some of its key lessons for someone entering the field of communication.

Site Visit Company Profile (15%) | Due dates vary

Each student will be assigned one of the companies/organizations we may visit in London, write a profile (750-800 words) about it, and do a brief informal presentation to the class about the company/organization. Profiles will be shared with the class. ***Profiles should be submitted through Canvas AND posted to the Discussion Board by 10:30 a.m. on the day of the scheduled class presentation.***

Group Project (50%)

Research Paper	20%	Due date: April 25
Visual Element	15%	Due date: April 30
Class Presentation	15%	May 7 12-3 p.m.



Students will be assigned to groups of two or three. Each group will select an issue/topic related to the UK and some aspect of media or communication. This assignment has three components:

1. A traditional research paper (10-12 pages) explaining the importance and scope of the topic, summarizing the research conducted by the group, and drawing conclusions.
2. A portfolio-quality visual element related to the topic of the final project. This could be in the form of an information graphic, a video, a photo essay, a website showcasing the key findings of your research, an interactive quiz or game related to the topic, etc.
3. An interactive 20-minute class presentation involving all members of the group.

For graduate students who are part of an undergraduate group: You should also have a portfolio-quality element related to strategy or management of communication in the U.K., such as a guide, plan, or handbook that is solo-authored.

For all students, graduate and undergraduate, at least one component of the final project must contain substantial material/information obtained during the London trip. All students in a group will receive the same project grade.

Examples of suitable topics include: the role of news media in Brexit, changing UK advertising standards related to stereotyping, the challenges of Brexit for international media companies headquartered in London, social media strategies to increase UK sports fan engagement, etc.

Trip Reflection Essay (10%) | Due date: March 21

During the London trip, you should take notes on what you are learning during the site visits. At the end of the trip, you will write an informal reflection essay focused on three key lessons you learned related to your professional and personal goals. This essay should incorporate specific material from the site visits as well as exploration of what you learned. (1,000-1,200 words)

Class Participation (10%)

This class will be conducted as a seminar, and the active participation of all class members is required. Each student will be expected to read assigned materials, attend on-campus class meetings, participate in discussions on Canvas, and actively participate in all tours and sessions during the London trip.

Grading Breakdown

Group Grade	
Group Project	50%
<ul style="list-style-type: none">• Research Paper (20%)• Visual Element (15%)• Class Presentation (15%)	
Individual Grade	
Book Review	15%
Site Visit Company Profile	15%
Trip Reflection Essay	10%
Class Participation	10%
Total	100%

Undergraduate Grading Scale

Percent	Grade	Description
93 – 100	A	Mastery of course content at highest level; Outstanding attainment
90 – 92.99	A-	
88 – 89.99	B+	
83 – 87.99	B	
80 – 82.99	B-	Strong performance; Solid attainment
78 – 79.99	C+	
73 – 77.99	C	
70 – 72.99	C-	
68 – 69.99	D+	Average performance; Basic attainment of the subject has been demonstrated
60 – 67.99	D	
<59.99	F	

Graduate Grading Scale

Graduate grades are H, P, L, F. Your grade is determined by active participation in class, the quality of your assignments, and your work in relation to others.

Grade	Description
H	Mastery of course content at highest level; Outstanding attainment and truly outstanding performance in the class and on assignments
P	Strong performance overall in the class and on assignments; Solid attainment
L	Marginal attainment; Performance in the class and on assignments below the acceptable level for graduate students. Able to apply the material and extrapolate ideas in only some instances. May not be participating or handing in assignments on time.
F	Failed performance; Unacceptable attainment. May be missing class, failing to read or engage with the material, or unwilling to apply the material.

COURSE POLICIES

All students are expected to be in class on time. Please read all assignments before class so you may join our class conversations. This is a group-learning environment. Please come to class with ideas, comments, etc.

All course information is posted on Canvas and most assignments will be uploaded using Canvas: You will find the course syllabus, course schedule, assignments, supplemental readings and other important information about the course on Canvas. Additional information will be posted throughout the semester for upcoming course dates and assignments. You also can obtain the e-mail addresses of your classmates on Canvas. In an effort to make this class as “paperless” as possible, most assignments, other than exams, will be posted on Canvas and assignments should be uploaded via Canvas. It is your responsibility to keep up with Canvas and the content there. Your grades are posted in Canvas only so that you can stay updated on your progress; overall grades on Canvas are rough approximations of your overall grade in the course.

Attendance policy: Each student is expected to adhere to the attendance policy guidelines set forth in the syllabus. Just as professionals go to work each day, students in a professional school are expected to come to class on time and be prepared to work. Attendance will be taken during each and every class at the beginning of class. Beyond the University Approved Absences (UAAs, see below), you are allowed two absences this semester for any reason with no penalty. Missing three classes will result in your final grade being lowered one full letter grade (10 points) and another letter grade for each absence after that. After being late three times, a student’s final grade will be lowered one-half of a letter grade (5 points). If you are having internet or connectivity options, please contact the instructor—students will not be penalized for circumstances beyond their control. We will attempt to record guest talks—with guests’ permission—for students unable to join.

UAAs may exist for students who have sanctioned university activity, such as presenting research at a national forum, class travel or university athletic travel, or for significant health conditions, or religious holiday observance. Students must request a UAA: <https://attendance.unc.edu/university-approved-absences-request/>.

Deadlines are firm. If you miss a deadline, you will receive a 10% reduction in your assignment grade for each 24-hour period the assignment is late. After 72 hours, the assignment will not be accepted and will be given a grade of zero. Late assignments must be e-mailed or handed to me personally. Since most assignments are submitted via Canvas, you can submit an assignment online in advance if you are unable to be in class the day an assignment is due. Unless you have a legitimate, documented excuse, there will be no make-ups for in-class assignments and no extra time given if arriving to class late. A make-up assignment must be done within the week following the original date and it is your responsibility to set up an appointment with me.

Religious Holiday Observance: Per university policy, students should request a university approved absence in advance of class for religious holiday observance: <https://attendance.unc.edu/university-approved-absences-request/>. Students are responsible for applying for the excused absence two weeks in advance of the date requested or as soon as possible if the date occurs within the first two weeks of the semester. This policy does not apply during the final examination period.

Student Accommodations: The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office (919-962-8300 or accessibility@unc.edu). Detailed information about the registration process is available at <https://accessibility.unc.edu/about-ars/policies/student-and-applicant-a...>.

Diversity: The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the university's nondiscrimination policies.

Harassment: We all have the right to our opinions. In the classroom, everyone should feel comfortable expressing his or her opinions. We do not need to agree but we do need to respect others' thoughts. The University does not tolerate harassment. Please support your classmates' and others' right to worship, act, look, and think, in their own way. Harassment is a violation of the Honor Code, Title VII of the Civil Rights Act (1964), and Title IX. If you are harassed or feel threatened, please bring it to my attention at an appropriate time or contact the Dean of Students (dos@unc.edu, 919-966-4042). The University's policy on Prohibiting Harassment and Discrimination is outlined in the Academic Catalog: <https://unc.policystat.com/policy/4514917/latest>.

Email and Communication: You are encouraged to e-mail me with any questions or comments you have throughout the semester. If you don't understand an assignment or have questions, please ask. It's sometimes hard to anticipate what students don't know or understand. I will do my best to respond within 24 to 48 hours, Monday through Friday 8 a.m. to 5 p.m. If your e-mail relates to your group project, please copy your group members on the e-mail. It is your responsibility to check e-mail and Canvas regularly for messages and updates.

AI (Chat GPT and other applications):

Please familiarize yourself with the university's guidance and considerations for using AI programs when conducting research (<https://provost.unc.edu/generative-ai-usage-guidance-for-the-research-community>). Below are the university's guidance for AI use in classes:

Generative AI is extremely useful; however, it has the following limitations:

- How output is arrived at is not clear as the internal processes used to produce a particular output within the generative AI cannot be determined.
- The output is based on existing data (often scraped from online sources) and may reflect biases that should be acknowledged; it may also be inaccurate or entirely fabricated, even if it appears reliable or factual.
- AI evokes a range of intellectual property concerns; sourcing and ownership of information is unclear, and the status of AI output raises numerous questions—e.g., is output equivalent to a published resource? What citational responsibilities are in place for various AI interactions?

Usage Philosophy

Use of generative AI in your coursework is based on the following principles:

1. **AI should help you think.** Not think for you. Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.
2. **Engage with AI Responsibly and Ethically:** Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.
3. **You are 100% responsible for your final product.** You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold

full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.

4. **The use of AI must be open and documented.** The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.
5. **These guidelines are in effect unless I give you specific guidelines for an assignment or exam.** It is your responsibility to ensure you are following the correct guidelines.
6. **Data that are confidential or personal should not be entered into generative AI tools.** Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information.

Guideline Specifics

Not following these guidelines may be a reportable violation to the UNC Honor Court.

Assignments

- **Writing and Presentation:** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- **Multimedia Assignments:** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include the generation of images, audio, music, video, etc. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- **Mathematical and Statistical Analysis, Data Analysis, Data Interpretation, Coding of Data, generalizing data to a problem set or any other forms of quantification of language or concepts, etc.:** Generative AI can be used for these purposes; however, the output must be verified via your own mathematical calculations and proof of work provided in your assignment.
- **Readings and Discussions:** Generative AI can be used to analyze readings. However, you must also do the readings. Generative AI analysis is not a substitute for reading the works themselves. Similarly, participating in online discussions of readings requires that you provide your own contributions. Unless I specifically allow it, do not generate responses to readings using AI.
- **Research:** If you use AI to support your research, you must account for and document your use. Possibilities include topic brainstorming, search assistance, source evaluation, and summaries and source documentation. Track your use of AI throughout these stages, and then document this assistance as you submit the project. Any material generated through AI in your projects should also be documented in your citations.
- **Simulations:** In principle, you may use AI tools for advice or brainstorming. It should not, however, be used to find cheats or other unfair advantages. If a report is part of the assignment, your documentation of how you used AI in completing the simulation must make the process transparent.
- **Group Work:** Group work guidelines are based on the type of assignment above (e.g., a group written assignment will use the guidelines for written assignments).
- **In-Class Activities:** Instructions on the appropriate use of AI for in-class activities will be provided by me.
- **Written & Oral Exams:** Unless I explicitly grant permission, the utilization of AI tools is prohibited and could potentially constitute a reportable violation to the UNC Honor Court. If the use of AI tools is explicitly permitted, you are required to adhere to the guidelines concerning AI citation, verification, and clarity as outlined below.

Sourcing Use of AI

- **Accuracy:** Generative AI may invent both facts and sources for those facts. Verification is your responsibility, whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, and the logic, and document what you did to validate your material.

- Attribution: All ideas that are not originally your own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a two-fold obligation with respect to attribution:
 1. If a source is identified, find and attribute the original source of the idea, identify the location of the text within the source, and provide a working link to the location (if the source is available online). If you are not able to locate the source, delete that content.
 2. Document the process by explaining how you used generative AI in a work statement that will accompany your submission of major projects in the class. As you submit a project, develop, and include an appropriate version of the below statements:
 - “I attest that this project did not use AI at any stage in its development or in the creation of any of its components.”
 - “I attest that this project made use of AI in the following ways:”
 You must then use the following form to document your usage. *

Usage	Tool Used (e.g., ChatGPT-4)	How you edited the output, if at all	Conversation Link (If available)
Topic selection			
Brainstorming and idea generation			
Research			
Source valuation			
Outlining/planning			
Drafting			
Media creation			
Peer review			
Revising			
Polishing			
Other			

CLASS SCHEDULE

Prior to spring break, class will meet at the regular time (11 a.m.-12:15 p.m. Tuesdays & Thursdays) each week. After travel to London, class will meet five times (including the final exam period) for project planning sessions and final project presentations.

***Schedule is subject to change—always use the updated version on Canvas.** Any revisions to the following outline will be discussed in class and posted on Canvas. Reading assignments will be posted on Canvas under Resources.

Date	Content	Due
Thu., Jan. 11	Overview Introduction Syllabus	
Tue., Jan. 16	The UK, EU, and Politics	
	London and British culture	
Thu., Jan. 18	Site Visit Profile	
	UK Media Consumers: Demand for News and Media Markets	
Tue., Jan. 23	Site Visit Profile	

Thu., Jan. 25	The UK News Industry: History and Influential Events Site Visit Profile	
Tue., Jan. 30	UK News Industry: Ownership and Composition Discussion of final project topics Site Visit Profile	<i>Preliminary class project topic due</i>
Thu., Feb. 1	Representation in UK Media Site Visit Profile	
Tue., Feb. 6	Site Visit Profile Guest Speaker: TBA	
Thu., Feb. 8	Site Visit Profile Guest Speaker: TBA	
Tue., Feb. 13	Wellbeing Day: No Class	
Thu., Feb. 15	Site Visit Profile Guest Speaker: TBA	<i>Book review due</i>
Tue., Feb. 20	Public relations/Advertising in the UK Site Visit Profile	<i>Class project final topic and supporting information due</i>
Thu., Feb. 22	Site Visit Profile Guest Speaker: TBA	
Tue., Feb. 27	Trip preparation information from Hui Yang/Liana Penner; Trip Q&A	
Thu., Feb. 29	Special Media Topics: Health, Sports, Entertainment, Arts, and Fashion Site Visit Profile	
Tue., Mar. 5	The Future of Media: Industry Trends, Job Growth, and More	
Thu., Mar. 7	No class meeting (preparing for trip)	
Tue., Mar. 12	LONDON TRIP	
Thu., Mar. 14	LONDON TRIP	
Tue., Mar. 19	No class meeting (to allow for extra travel time for those returning)	
Thu., Mar. 21	Trip debrief; discussion of class project assignment	<i>Trip reflection essay due</i>
Tue., Mar. 26	Workday: No class meeting	
Thu., Mar. 28	Wellbeing Day: No Class	
Tue., Apr. 2	Workday: No class meeting	
Thu., Apr. 4	Workday: No class meeting	
Tue., Apr. 9	Class group check-ins (Zoom)	<i>Research paper outline and final description of visual element due</i>
Thu., Apr. 11	Workday: No class meeting	
Tue., Apr. 16	Workday: No class meeting	

Thu., Apr. 18	Class group check-ins (Zoom)	
Tue., Apr. 23	Workday: No class meeting	
Thu., Apr. 25	Workday: No class meeting	<i>Class project research paper due</i>
	Last Day of Class	<i>Group presentation visual due</i>
Tue., Apr. 30	In-class project work: Plan for Presentations	
Tues. May 7, 12-3 p.m.	GROUP PRESENTATIONS AS FINAL EXAM TIME	