

Course Proposal: Using Multimedia for Cross-Cultural Social Action

Dennissa Brown, Dwayne Davis, Remberto Jimenez and Meredith Moore

New Jersey City University

2728EDTC804 Global Issues In ET Leadership

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**1. Abbreviated Course Title**

MEDI 202

**2. Full Course Title**

Using Multimedia for Cross-Cultural Social Action

**3. Credits**

3-credit course

**4. Course components**

MEDI 202 is an online course that will be taught asynchronously. MEDI 202 will also include lectures or discussions that may be held synchronously using online classroom chat tools such as Google Hangout, Blackboard, or Citrix.

**5. Course Level**

MEDI 202 will be offered to undergraduate students at NJCU in the General Education Program and students at HR College Mumbai who major in the Bachelor of Mass Media (BMM).

At NJCU, MEDI 202 will be a 200-level level course offered at Tier 2: Studying the World. At Tier 2, students complete courses that build information literacy and critical thinking

**6. Course Description**

MEDI 202 is designed to apply critical thinking, evaluate and solve problems, design and implement multimedia initiatives related to the issues and norms found in other cultures that could impact business. Upon completion, students should be able to demonstrate an understanding of relevant ethical issues and make decisions showing ethical responsibility and become responsible citizens in a culturally complex world.

**7. Course Prerequisites**

MEDI 202 will be offered to undergraduate students at NJCU in the General Education Program and students at HR College Mumbai who major in the Bachelor of Mass Media (BMM).

At NJCU MEDI 202 will be a 200-level level course offered at Tier 2: Studying the World. At Tier 2, students complete courses that build information literacy and critical thinking.

The following are prerequisites

- The second level English Composition course (ECII)
- SOCI 111 Principles of Sociology

At HR College of Mumbai, MEDI 202 will be offered during Semester V (first semester of Third Year) and will prepare students for advanced studies and industry internships. The suggested HR College course prerequisites for MEDI 202 which are taken throughout Years 1-2 are Introduction to Culture Studies Module 3.2 and Mass Media Research Module 3.4.

## **8. Rationale**

HR College has a Journalism, Advertising and Public Relations track (BMM degree) but no course specifically highlights the critical role that multimedia plays in corporate or social action marketing strategies and initiatives.

The purpose of MEDI 202 is to provide understanding of cross-cultural differences and nuances to that will foster ethical global citizenship and awareness. MEDI 202 will provide exposure to various multimedia formats and sources that can be used as outlets to facilitate effective expression of ideas to impact social change on a global scale.

## **9. Student Learning Outcomes**

At the end of MEDI 202 students will be able to:

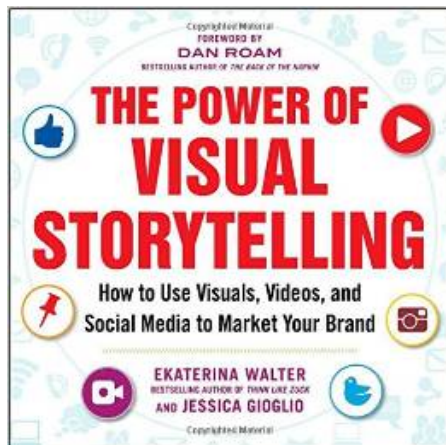
1. Apply critical thinking to evaluate and solve problems.
2. Formulate action plans that demonstrate effective writing skills and an awareness of the issues and norms found in other cultures that could impact business.
3. Design and implement multimedia initiatives using information and technology literacy skills to identify and solve global problems. Select appropriate multimedia formats for cause related marketing and social action.
4. Develop global competence and demonstrate “responsible citizenship in a culturally complex world” (New Jersey City University University-Wide Student Learning Goals, 2007).
5. Develop an understanding of world cultures and examine historical and contemporary perspectives.
6. Evaluate and reflect on research and apply digital tools to support learning.
7. Assess the importance of language and communication in cultural contexts.
8. Demonstrate an understanding of relevant ethical issues, and make decisions showing ethical responsibility.

## **10. Instructional Procedures**

- Required readings
- Class participation and discussion (10 %)
- Assessment 1 - Digital presentation (20 %)
- Assessment 2 - Public Awareness Group Project (30 %)
- Assessment 3 - Essay (20 %)
- Assessment 4 - Final Exam (20 %)

## 11. Course Content

### Required Textbooks



	<i>Foreword by Dan Roam</i>	ix
	<i>Introduction</i>	1
<b>CHAPTER 1</b>	<i>The Rise of Visual Storytelling</i>	7
<b>CHAPTER 2</b>	<i>Types, Tips, and Tactics of Visual Marketing</i>	23
<b>CHAPTER 3</b>	<i>The Power of the Platform: Visual Storytelling on Social Networks</i>	55
<b>CHAPTER 4</b>	<i>Developing a Visual Storytelling Road Map: From Strategy to Implementation</i>	125
<b>CHAPTER 5</b>	<i>Real-Time Marketing in a Visual World</i>	177
	<i>Conclusion</i>	195
	<i>Acknowledgments</i>	199
	<i>Notes</i>	201
	<i>Index</i>	213

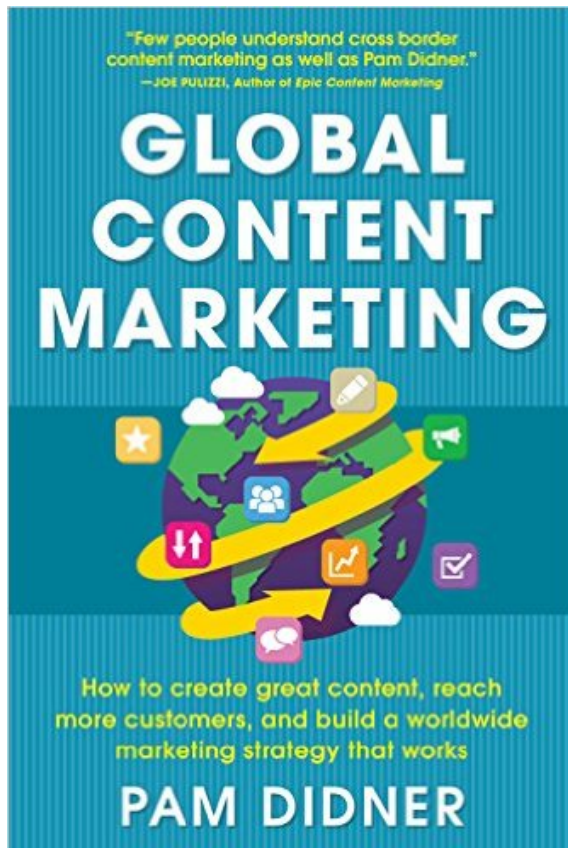
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About the Book (From Amazon. E-text available.):

**Attention is the new commodity. Visual Storytelling is the new currency.**

- Human brain processes visuals 60,000x faster than text.
- Web posts with visuals drive up to 180% more engagement than those without.
- Viewers spend 100% more time on web pages with videos.

Filled with full-color images and thought-provoking examples from leading companies, *The Power of Visual Storytelling* explains how to grow your business and strengthen your brand by leveraging photos, videos, infographics, presentations, and other rich media. The book delivers a powerful road map for getting started, while inspiring new levels of creativity within organizations of all types and sizes.



About the Book (From Amazon. E-text available.):

### **Engage Customers Around the World with Cross-Regional Content Marketing**

Technology has virtually erased national borders, forever transforming the way we reach and engage customers, as well as the way we search for and consume content. *Global Content Marketing* takes you step-by-step through the process of creating and refining your strategies to meet this new reality.

### **LEARN HOW TO:**

- Create content that engages people--regardless of their country and culture
- Identify key actions and strategies to apply to your projects
- Connect "dots" that others don't see and connect them in ways you never thought of before

**Required Articles**

- Bimber, B., Cunill, M. C., Copeland, L., & Gibson, R. (2015). Digital Media and Political Participation: The Moderating Role of Political Interest Across Acts and Over Time. *Social Science Computer Review*, 33(1), 21-42. doi:10.1177/0894439314526559
- Bor, S. E. (2014). Using Social Network Sites to Improve Communication Between Political Campaigns and Citizens in the 2012 Election. *American Behavioral Scientist*, 58(9), 1195-1213. doi:10.1177/0002764213490698
- Breuer, Anita. (2012 October). The Role of Social Media in Mobilizing Political Protest. *Deutsches Institut für Entwicklungspolitik*. Retrieved from: [https://www.die-gdi.de/uploads/media/DP\\_10.2012.pdf](https://www.die-gdi.de/uploads/media/DP_10.2012.pdf)
- Choi, Sujin, and Park, Han Woo. (2014). An exploratory approach to a Twitter-based community centered on a political goal in South Korea: Who organized it, what they shared, and how they acted. *SAGE Journals*. Retrieved from: <http://nms.sagepub.com/content/16/1/129.full.pdf+html>
- Chuma, W. (2014). The social meanings of mobile phones among South Africa's 'digital natives': a case study. *Media, Culture & Society*, 36(3), 398-408. doi:10.1177/0163443713517482
- Gladarev, B., & Lonkila, M. (2012). The Role of Social Networking Sites in Civic Activism in Russia and Finland. *Europe-Asia Studies*, 64(8), 1375-1394. doi:10.1080/09668136.2012.712272
- Howard, P. N., & Hussain, M. M. (2011). THE ROLE OF DIGITAL MEDIA. *Journal Of Democracy*, 22(3), 35-48.
- KHOURI, R. G. (2011). Arab Media: Rebuilding Trust With Their Public. *Nieman Reports*, 65(3), 42-43.

Kulik, C. T., Pepper, M. B., Shapiro, D. L., & Cregan, C. (2012). The Electronic Water Cooler:

Insiders and Outsiders Talk About Organizational Justice on the Internet. *Communication Research*, 39(5), 565-591. doi:10.1177/0093650211429286

Lance Bennett, W., Breunig, C., & Givens, T. (2008). Communication and Political

Mobilization: Digital Media and the Organization of Anti-Iraq War Demonstrations in the U.S. *Political Communication*, 25(3), 269-289. doi:10.1080/10584600802197434

Petray, T. L. (2011). Protest 2.0: online interactions and Aboriginal activists. *Media, Culture &*

*Society*, 33(6), 923-940. doi:10.1177/0163443711411009

Tufekci, Z., & Wilson, C. (2012). Social Media and the Decision to Participate in Political

Protest: Observations From Tahrir Square. *Journal Of Communication*, 62(2), 363-379.

doi:10.1111/j.1460-2466.2012.01629.x

<b>Week</b>	<b>Topic/Focus</b>	<b>Readings</b>	<b>Assignment</b>
Week One	Introduction to MEDI 202	Read Syllabus, Public Awareness Group Project; Chapter One and Two Global Content Marketing	Bio and Photo – Post your bio and photo to the Discussion Board. Include a brief description of your major, professional/personal goals, etc. AND complete the Syllabus Quiz AND post any questions to the General Board
Week Two	North/South America/Global Marketing	Socioeconomic Status, Social Capital, and Partisan Polarity as....; Chapter Three and Four Global Content	Discussion Board

		Marketing	
Week Three	North/South America/Global Marketing	Communication and Political...; Chapter Five and Six Global Content Marketing	Discussion Board
Week Four	North/South America/Global Marketing	Using Social Networking Sites...; Chapter Seven Global Content Marketing	Discussion Board
Week Five	United Kingdom/ Global Marketing	Digital Media and Political Participation...; Chapter Eight Global Content Marketing	Discussion Board; Essay – Media Consequences on Politics
Week Six	United Kingdom/ Global Marketing	The role of social networking sites...; Chapter Nine Global Content Marketing	Discussion Board
Week Seven	Africa/Storytelling	The social meanings of mobile phones...; Social Media and the Decision; Chapter One: Power of Visual Storytelling	Discussion Board
Week Eight	Africa/ Storytelling	The Role of Social Media...; Chapter Two: Power of Visual Storytelling	Discussion Board
Week Nine	Asia/Storytelling	An Exploratory	Discussion Board; Social



		Approach to a Twitter-based community centered on a political goal in South Korea...; Chapter Three: Power of Visual Storytelling	Media Marketing Plan
Week Ten	Asia/Storytelling	The Role of Digital Media; Chapter Four: Power of Visual Storytelling	Discussion Board
Week Eleven	Asia/Storytelling	Arab Media: Rebuilding Trust in their public; Chapter Five: Power of Visual Storytelling	Discussion Board
Week Twelve	Australia/Storytelling	Protest 2.0...	Discussion Board; Digital Presentation
Week Thirteen	Review for the Final Exam	Study Guide	Discussion Board
Week Fourteen	Review for the Final Exam	Study Guide	Public Awareness Group Project Due
Week Fifteen	Final Exam		

**12. Undergraduate Education Courses**

NA

**13. Graduate or Undergraduate Courses**

Undergraduate Course

#### **14. Degree Requirements**

MEDI 202 will be offered to undergraduate students at NJCU in the General Education Program and students at HR College Mumbai who major in the Bachelor of Mass Media (BMM).

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#### **15. Specialized Accreditation**

N/A

#### **16. Assessment**

Assessment 1

- Digital presentation without words to tell a human interest story on a area study (North and South America)

Learning Goal - 5, 6, 7

Assessment 2 - Public Awareness Group Project

- Complete a survey before and after a two-week campaign on using multimedia for social action (topics: Bystander Effect – Murder of Kitty Genovese, Amber Alert, Voting, Drunk Driving, Poverty, Child Trafficking, and Free Public Education)

Learning Goal - 1, 2, 4, 8

Assessment 3 - Social Media Marketing Plan

- According to a study presented by the Center for Marketing Research at the University of Massachusetts Dartmouth, “98% of charities are using at least one form of social media, 97% are using some type of video to help inspire their audience, 72% have boards on Pinterest and 50% are posting on Instagram and 83% monitor the Internet for buzz, posts, conversations and news about their organization.”
- Conduct research about one social issue from the United States, Asia, or the Eastern Pacific region and design a social media marketing plan to create cultural understanding and awareness of this issue. Your primary goal is to use this medium to create global connections around a larger social issue and to tell a story that will inspire the desired outcomes. The plan must include specific objectives and goals you hope to achieve, a proposed timeline, audience analysis, website traffic, an account profile with a mission statement, appropriate visuals and a bibliography.

Learning Goals: 2, 3, 4, 8

Assessment 4 Essay

- Explain how media has “real consequences for contentious politics” on a global scale.

Learning Goals: 2, 4, 5, 8

Assessment #5 Discussion Boards

- When students are assigned required readings for the week, there will be one discussion board for each week; therefore, there will be 15 discussions in all. Everyone is expected to participate in all fifteen discussions. Participation is defined as posting your response to the original question (250 words) and responding to the posts of at least two other students (50 words each).

Learning Goals: 1, 6, 7, 8,

Assessment #6 Final Exam

- The final exam will consist of two essay questions. Four questions will be placed on the final exam; however, the student is required to choose two to answer. The questions will consist of the following:
  - A. Explain the importance of using multimedia for social action
  - B. Analyze how one can create responsible citizenship in a culturally complex world
  - C. Describe the power of storytelling
  - D. How does one create content that engages people regardless of their country and culture?

\*\*The purpose of the final exam is to examine if the student can relate and understand the use of multimedia for social action. Essays allow students to voice their opinion and not feel pressured.

Learning Goals: 1, 2, 4, 7, 8

**Assessment Rubric**

	<b>Excellent</b>	<b>Average</b>	<b>Unacceptable</b>
<b>Research</b>	Effectively selects and cites appropriate external sources such as journals, books, newspapers, and Web sites. Develops and presents	References appropriate material from external sources most of the time. Presents data and charts with an elementary level of understanding.	Outside resources are not well-organized, well-developed, or logical. Contains lengthy or inappropriate citations. Contains limited or

	<p>material with a thorough understanding of the data gathered. Presents data in a clear and insightful manner.</p>		<p>poor use of outside resources. Demonstrates poor decision-making about integrating external sources.</p>
<p><b>Content</b></p>	<p>Meets the all of the criteria of the assignment. Develops and presents material with a thorough understanding of the topic. Contains well-chosen supporting evidence that is accurate, balanced, and varied. Includes an original and compelling synthesis of the materials. Contains a concise and appropriate level of detail. Contains fully developed, valid conclusions.</p>	<p>Meets most of the criteria of the assignment. Presents material at an elementary level of understanding. Addresses the main points in a basic or cursory way. Contains conclusions that somewhat support the assignment.</p>	<p>Meets some of the criteria of the assignment. Lacks organization. Lacks focus on the required elements of the project. Does not integrate external sources. Does not present valid conclusions. Contains conclusions that do not support the assignment.</p>
<p><b>Writing and Mechanics</b></p>	<p>Is well organized and demonstrates a compelling use of standard English. Contains few to no grammar, spelling, and punctuation</p>	<p>Demonstrates a clear and effective use of standard English with occasional errors.</p>	<p>Contains repeated errors in grammar, punctuation, usage and/or is not effectively organized.</p>

	errors.		
<b>Presentation</b>	Follows APA Guidelines and the Dept <i>Style Guide</i> all or almost all of the time.	Generally follows APA Guidelines and the Dept. <i>Style Guide</i> .	Inconsistently follows APA Guidelines and the Dept <i>Style Guide</i> .

**17. Bibliography**

Supporting Bibliography

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<http://guardianinterlock.com/blog/social-media-works-fight-stop-drunk-driving/>

## **18. Budget**

NA