



J460 STUDY ABROAD

Global Strategic Communication Practices

COURTNEY MUNTHNER

Email: cmunther@uoregon.edu

Office hours: By appointment via Zoom
meetme.so/chmunther

Mobile: 707-616-4842

Language of Instruction: English

UO credits: 4

Contact hours: 40

Total hours of student engagement (THSE) in all course activities: 120



London is the UK's cultural, economic and transportation capital. It has offices for many global public relations and advertising agencies, and is home to the headquarters for major corporations like Virgin Atlantic, BP and McDonald's.

London is a vibrant, diverse city with interesting opportunities to learn about cross-cultural differences in strategic communication. This course will introduce you to global public relations and advertising through classroom instruction, workshops with local practitioners, experiential excursions, and special projects designed to enhance your understanding of the global forces impacting the communication industry. Instruction will take place in Eugene for five weeks during spring term 2022 and then in London for two weeks during summer 2022.

INSTRUCTOR COMMUNICATION + ACCESS

While abroad, you will have access to my email (cmunther@uoregon.edu) and cell phone (707-616-4842) for emails, texts and calls as needed. We will also provide a UO contact and local contacts prior to trip departure.

COURSE OBJECTIVES

This course will give you an opportunity to critically analyze and compare communication strategies across different industries in a global marketplace. You will expand your understanding of and cultural awareness about the role of communication in Europe, and enhance your ability to collect, process, analyze, and package information to target specific audiences.

STUDENT LEARNING OBJECTIVES

By the end of this course, students can expect to:

- Identify and examine cross-cultural and intercultural challenges that impact communication strategy and campaign execution
- Develop critical thinking and intercultural communication skills
- Understand how to gather information about daily life and the people who make up communities
- Confidently develop strategic messaging and communication materials targeting diverse audiences
- Enhance information gathering, writing, editing, and publishing skills
- Reflect upon, identify and evaluate the experience of living in and interacting with different communities and cultures

COURSE OVERVIEW + METHOD OF INSTRUCTION

This course will include a mix of classroom lecture and activities (32 total classroom hours, 20 of which will take place in Eugene spring term) and excursions (16 excursion hours = 8 contact hours) to relevant corporate and cultural sites (e.g., global agency, corporate headquarters). Excursions will include tours, but also meetings with on-site communication practitioners. Readings will likely include articles and case studies on strategic communication theory, current issues and practices.



ASSIGNMENTS + GRADING

Attendance, active participation + professionalism (35% of total grade) — spring and summer terms

Students are expected to not only attend all class sessions and excursions, but also to arrive fully prepared and ready to engage with the course content. Students should complete all readings and assignments per the course calendar, and they should expect to actively participate and behave professionally in class and on site visits. Active participation includes contributing to the discussion, asking questions and showing an interest in learning. Professionalism includes treating your instructor, peers, class visitors, tour guides and anyone else you encounter during this experience in a respectful fashion; professionalism also includes arriving on time, dressing in a socially and culturally appropriate manner, and turning in assignments on time.

Global campaign report (10%) — spring term

Students will work in small groups to identify, compare and critically analyze public relations or advertising campaigns conducted in different countries, one of which must be the United Kingdom. Students will present their findings to the class.

Multimedia writing project (35%) — begin spring term

Students will establish and maintain a blog where they will investigate communication issues through a global lens. Topics may include (but are not limited to) technology, travel/tourism, health, arts and entertainment, fashion, politics, or nonprofits. Students will learn to use a digital publishing platform and how to research, interview, and collect, package, and publish information.

Site research (10%) — summer term

Students will be assigned to work in small teams to research a specific excursion site, prepare and deliver a presentation to the class before the site visit, and develop digital content (blog/social media) about the excursion experience following the visit.

Photo repository (10%) — summer term

Students will each develop a photo package of program highlights that could be used by the SOJC communications team to publicize experiential learning opportunities for students through digital platforms like the SOJC website or @uosojc Instagram.

ESTIMATED STUDENT WORKLOAD

Per university policy, 4 college credits = 120 hours of student work. Students should expect to spend the following on this class:

Reading: 2-4 hours/week

In-class: 4 hours/week (spring); 6 hours/week (summer)

Writing: 4-5 hours/week

Excursions: 4 hours/week (summer)

Please note that these are estimations; some students may need more or less work to successfully complete course requirements.

COURSE OUTLINE

The basic course framework is below. I will fill in details as excursion sites are booked and will arrange lecture materials to complement site visits (e.g., if a guest speaker from an advertising firm in London is arranged, we will discuss agency work the day before).

SPRING TERM	Instruction	Contact Hours
Weeks 1-5: Eugene	<ul style="list-style-type: none"> Two days of in-class instruction per week 	<ul style="list-style-type: none"> In-class: Two hours per day x 2 days per week = 4 contact hours (total of 20 for the 5 weeks)
SUMMER TERM		
2 Weeks: London	<ul style="list-style-type: none"> Two days of in-class instruction per week Two afternoon excursions per week 	<ul style="list-style-type: none"> In-class: Four hours per day x 2 days per week = 8 contact hours (total of 16 for the two weeks) Excursions: Four hours = 2 contact hours per week (total of 4 contact hours for the 2 weeks)

ASSESSMENT STANDARDS

More detailed rubrics for each assignment will be posted to Canvas.

Grading Scale	Percentage	Grading Standards
A- A	90-93% 94-100%	Polished, professional-grade, well-organized work. Exhibits excellent comprehension and mastery of concepts.
B- B B+	80-83% 84-86% 87-89%	Near-professional-grade work that shows good comprehension of concepts. Requires minimal revision.
C- C C+	70-73% 74-76% 77-79%	Okay comprehension of concepts; work requires significant revision before publishing or submitting.
D- D C+	60-63% 64-66% 67-69%	Poor comprehension; quality of work is inadequate.
F	Below 60%	Work is unacceptable.

COURSE POLICIES + EXPECTATIONS

COMMUNICATION

Class announcements will be communicated via Canvas messages. This means it's critical that you have Canvas linked to an email you check daily. I'm available to you by email and text. If you need to make a one-on-one appointment, see the link to my scheduler on page 1 of this syllabus.

DEADLINES

Meeting deadlines is another critical element of professionalism; for this reason, deadlines in this class are firm. It is more professional to submit a project on time, even if it means it's not your best work, than to miss a deadline — and this is true in the professional world, too. Please calendar all due dates for this class and pay close attention to Canvas for any changes to the course calendar. (I will avoid making major deadline changes but reserve the right to do so.)

ILLNESS OR OTHER UNEXPECTED ISSUES IMPACTING ATTENDANCE

If you are ill and cannot attend class, either in Eugene or while we are abroad, contact me immediately. I may ask you to stay home out of respect for the rest of the class. In the event of multiple illness-related absences, I will do my best to make accommodations for you. I will update this section of the syllabus to reflect current COVID protocol as we know more.

ACADEMIC INTEGRITY

I take academic misconduct very seriously. In the working world, your integrity is your professional capital. In this class, your assignments must be your own work — with no exception. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct as violating the university's academic integrity policies. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct.

Examples of violations include, but are not limited to:

- Plagiarism (see below)
- Intentional tampering with grades
- Resubmitting assignments for more than one class without the permission of the professor
- Cheating
- Fabricating information

Plagiarism: Your work needs to be your work — with no exception. You need to properly acknowledge and document all sources of information (by quoting, paraphrasing and citing others' ideas). If you have any questions about whether an act constitutes plagiarism, it is your obligation to clarify with me before using material in an assignment. To learn more, start here:

researchguides.uoregon.edu/citing-plagiarism/plagiarism.

ACCESSIBILITY

It is my goal to make this class accessible to all types of learners. If aspects of the instruction or design of this course create barriers to your learning and participation, please notify me as soon as possible. Disability Services can also help (164 Oregon Hall; (541) 346-1155; aec.uoregon.edu). If you do not have a documented disability through Disability Services but would like for me to know about issues that may impact your ability to learn, make an appointment with me so we can discuss adaptations I can make to help you learn.

INCLUSION

It's critical that we work together to create an inclusive, welcoming environment in which everyone feels comfortable contributing. We bring with us different backgrounds, experiences and identities that shape our perspectives. In class, I want everyone to feel valued and everyone's perspectives to be acknowledged.

DIVERSITY

I join the University of Oregon in supporting and valuing diversity. Together, we respect the dignity and essential worth of all individuals; reject bigotry, discrimination, violence and intimidation; practice personal and academic integrity and expect it of others; and promote a diversity of ideas, opinions and backgrounds.

SUPPORTING MENTAL HEALTH

Life can feel overwhelming right now with the ongoing pandemic, your family and personal life, and whatever else you have on your plate. I will be mindful that during this course your life (and that of your family and friends) may be impacted by circumstances outside your control, and that there may be times you feel overwhelmed, stressed, experience anxiety or depression, or just need help navigating life. If you are facing any of these challenges, know that there is help close by. UO offers help and support through **University Counseling Services**. UCS has a team of dedicated staff members to support you. All clinical services are free and confidential. For help, visit <https://counseling.uoregon.edu> or call the UO care line at 541-346-3227 (open 24 hours a day).

DISCLAIMER AND COPYRIGHT NOTICE

I reserve the right to make changes to the syllabus, course schedule and course materials. All lecture slides, handouts, assignments, videos, quizzes and other materials I create are my property and subject to copyright laws. Course materials may not be copied, posted or distributed by students without explicit permission from me.