湖北工業大學
HUBEI UNIVERSITY OF TECHNOLOGY

Course Title	Global Journalism and Strategic Communication
Course Code	COMM 5304
Semester	Winter 2027
Course Length	8 Weeks, 60 Contact Hours
Credits	4
Instructor	TBA
Office	TBA
Email	TBA
Prerequisite(s)	A bachelor's degree or equivalent qualification is required. Prior study in journalism, communication, media studies, public relations, or a related discipline is recommended.
Antirequisite	COMM 5302 Global Journalism and Strategic Communication (4 Weeks)

Course Description:

This course examines the evolving role of journalism and news media in shaping public discourse and societal understanding. It explores the impact of digital technologies, global media trends, and changing business models on contemporary strategic communication practices.

Through critical analysis of social media, digital platforms, influencers, and journalistic practices, students investigate how narratives are produced, distributed, and contested within an increasingly complex media ecosystem. Particular attention is given to the relationships among media structures, cultural contexts, political and economic conditions, and societal dynamics.

The course integrates communication theory, comparative media analysis, and applied research to examine issues including media credibility, platform power, misinformation, strategic narratives, crisis communication, and professional ethics. Students develop advanced analytical and research skills to evaluate contemporary communication challenges and formulate evidence-based strategic responses in Chinese and international contexts.

Course Goals:

Students who successfully complete this course will demonstrate competency in the following general education core goals:

- **Critical Thinking Skills** - Students will engage in analytical thinking, demonstrating the ability to critically evaluate, synthesize, and apply knowledge to complex problems, and construct well-reasoned solutions and arguments.
- **Independent Research and Inquiry** - Students will conduct independent research, utilizing academic resources to explore relevant topics, formulating research questions, analyzing data, and presenting findings in a coherent, scholarly manner.
- **Problem-Solving and Application** - Students will apply theoretical concepts and methodologies learned in the course to real-world problems, demonstrating the ability to develop practical solutions informed by academic inquiry.
- **Global and Cultural Awareness** - Students will gain awareness of the global and cultural contexts relevant to the course, appreciating diverse perspectives and considering the implications of their studies in a broader, international context.

Student Learning Outcomes:

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

- Critically evaluate major theories of journalism, media systems, public discourse, and strategic communication.
- Analyse the relationship between digital technologies, platform governance, news production, and audience engagement.
- Apply concepts such as agenda-setting, framing, strategic narratives, and stakeholder communication to real-world cases.
- Conduct evidence-based research on contemporary journalism and strategic communication issues.
- Compare media practices across different national, cultural, political, and regulatory environments.
- Assess communication risks associated with misinformation, public trust, privacy, and media ethics.
- Design strategic communication proposals incorporating audience analysis, communication objectives, message development, and evaluation.
- Present research findings and strategic recommendations through clear academic writing and professional presentations.

Textbooks:

- McQuail, D., & Deuze, M. (2020). *McQuail's Media and Mass Communication Theory* (7th ed.). SAGE.
- Flew, T. (2021). *Regulating Platforms*. Polity.
- Diakopoulos, N. (2019). *Automating the News: How Algorithms Are Rewriting the Media*. Harvard University Press.
- Tench, R., & Yeomans, L. (Eds.). (2017). *Exploring Public Relations* (4th ed.). Pearson.
- Wardle, C., & Derakhshan, H. (2017). I*nformation Disorder: Toward an Interdisciplinary Framework for Research and Policy Making*. Council of Europe.

Course Requirements:

Critical Reading Memos (15%)

Students will submit three analytical reading memos examining the arguments, theoretical perspectives, and evidence presented in assigned readings. Each memo should demonstrate critical engagement and explain the relevance of the reading to a contemporary journalism or strategic communication issue..

Comparative Media Case Analysis (20%)
Students will analyse a contemporary journalism or strategic communication case in two contrasting national, cultural, or regulatory contexts. The analysis should integrate academic literature, credible evidence, and comparative evaluation of media structures, communication practices, and ethical implications.

Research Design and Evidence Brief (15%)
Students will develop a research question, literature rationale, proposed methodology, evidence strategy, and ethical considerations for a focused media or communication study.

Strategic Communication Project (30%)
Students will develop a research-informed strategic communication proposal addressing a defined organisational, societal, or media-related challengeThe project should include:

- Context and stakeholder analysis
- Communication objectives and audience analysis
- Strategic messages and channel selection
- Implementation recommendations
- Risk and ethical assessment
- Evaluation criteria and performance indicators

The project will be assessed through a written report and an oral presentation.

Seminar Participation (10%)
Students are expected to complete assigned readings, contribute to academic discussions, participate in case analysis, and provide constructive feedback during seminars and workshops.

Individual Critical Reflection (10%)
Students reflect on feedback received during the course and identify opportunities for improving strategic marketing knowledge and professional capabilities.

Assessments: Activity	Percent Contribution
Critical Reading Memos	15%
Comparative Media Case Analysis	20%
Research Design and Evidence Brief	15%
Strategic Communication Project	30%
Seminar Participation	10%
Individual Critical Reflection	10%

Grading:

Final grades will be based on the sum of all possible course points as noted above.

Grade	Percentage of available points
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	64-69
D-	60-63
F	0-59

Course Schedule:
The schedule of activities is subject to change at the reasonable discretion of the instructor. Minor changes will be announced in class, major ones provided in writing.

COMM 5304 Schedule		
Lecture	Topic	Readings
L1	Introduction to Global Journalism and Strategic Communication	McQuail, D., & Deuze, M. (2020). *McQuail's Media and Mass Communication Theory* (7th ed.). SAGE.
L2	Journalism, Democracy, and the Public Sphere	Habermas, J. (2006). Political communication in media society: Does democracy still enjoy an epistemic dimension? *Communication Theory*, 16(4), 411-426.
L3	Comparative Media Systems and Global Journalism	Hallin, D. C., & Mancini, P. (2004). *Comparing Media Systems: Three Models of Media and Politics*. Cambridge University Press.
L4	Political Economy and the Sustainability of Journalism	Pickard, V. (2020). *Democracy Without Journalism? Confronting the Misinformation Society*. Oxford University Press.
L5	News Production, Gatekeeping, and Editorial Decision-Making	Shoemaker, P. J., & Vos, T. (2009). *Gatekeeping Theory*. Routledge.
L6	Agenda-Setting, Framing, and Public Discourse	Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication*, 43(4), 51-58.
L7	Digital Platforms and the Transformation of News	Nieborg, D. B., & Poell, T. (2018). The platformization of cultural production: Theorizing the contingent cultural commodity. *New Media & Society*, 20(11), 4275-4292.
L8	Artificial Intelligence and Automated Journalism	Diakopoulos, N. (2019). *Automating the News: How Algorithms Are Rewriting the Media*. Harvard University Press.
L9	Social Media, Networked Publics, and News Circulation	boyd, d. (2010). Social network sites as networked publics: Affordances, dynamics, and implications. In Z. Papacharissi (Ed.), *A Networked Self*. Routledge.

L10	Influencers, Digital Creators, and Online Visibility	Abidin, C. (2018). *Internet Celebrity: Understanding Fame Online.* Emerald Publishing.
L11	Theoretical Foundations of Strategic Communication	Hallahan, K., Holtzhausen, D., van Ruler, B., Verčič, D., & Sriramesh, K. (2007). Defining strategic communication. *International Journal of Strategic Communication*, 1(1), 3-35.
L12	Public Relations, Journalism, and Organisational Communication	Tench, R., & Yeomans, L. (Eds.). (2017). *Exploring Public Relations* (4th ed.). Pearson.
L13	Stakeholders, Audiences, and Public Engagement	Freeman, R. E. (1984). *Strategic Management: A Stakeholder Approach*. Pitman.
L14	Strategic Narratives and Communication Power	Miskimmon, A., O'Loughlin, B., & Roselle, L. (2013). *Strategic Narratives: Communication Power and the New World Order*. Routledge.
L15	Crisis Communication, Risk, and Reputation Management	Coombs, W. T. (2007). Protecting organization reputations during a crisis: The development and application of Situational Crisis Communication Theory. *Corporate Reputation Review*, 10, 163-176.
L16	Misinformation, Disinformation, and Information Disorder	Wardle, C., & Derakhshan, H. (2017). *Information Disorder: Toward an Interdisciplinary Framework for Research and Policy Making*. Council of Europe.
L17	Media Credibility, Trust, and Verification	Tandoc, E. C., Lim, Z. W., & Ling, R. (2018). Defining "fake news": A typology of scholarly definitions. Digital Journalism, 6(2), 137-153.
L18	Media Ethics, Accountability, and Professional Responsibility	Ward, S. J. A. (2015). *The Invention of Journalism Ethics: The Path to Objectivity and Beyond* (2nd ed.). McGill-Queen's University Press.
L19	Culture, Identity, and Cross-Cultural Communication	Hall, E. T. (1976). *Beyond Culture*. Anchor Books.
L20	China's Media Environment in Comparative Perspective	Stockmann, D. (2013). *Media Commercialization and Authoritarian Rule in China*. Cambridge University Press.
L21	International Communication and Global News Flows	Thussu, D. K. (2018). *International Communication: Continuity and Change* (3rd ed.). Bloomsbury Academic.
L22	Communication Evaluation, Metrics, and Outcomes	Macnamara, J. (2018). *Evaluating Public Communication: Exploring New Models, Standards, and Best Practice*. Routledge.
L23	Research Methods in Journalism and Strategic Communication	Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE.
L24	Strategic Communication Project Workshop and Peer Review	Hallahan et al. (2007). Defining strategic communication. *International Journal of Strategic Communication*, 1(1), 3-35; Coombs (2007). Crisis communication article listed in L15.

L25	Student Presentations and Future Directions in Global Media	Flew, T. (2021). *Regulating Platforms*. Polity.

Accommodation Statement:

Academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

Academic Integrity Statement

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in coursework may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Other Items:

Attendance and Expectations

All students are required to attend every class, except in cases of illness, serious family concerns, or other major problems. We expect that students will arrive on time, be prepared to listen and participate as appropriate, and stay for the duration of a meeting rather than drift in or out casually. In short, we anticipate that students will show professors and fellow students maximum consideration by minimizing the disturbances that cause interruptions in the learning process. This means that punctuality is a must, that cellular phones be turned off, and that courtesy is the guiding principle in all exchanges among students and faculty. You will be responsible for the materials and ideas presented in the lecture.

Assignment Due Dates

All written assignments must be turned in at the time specified. Late assignments will not be accepted unless prior information has been obtained from the instructor. If you believe you have extenuating circumstances, please contact the instructor as soon as possible.

Make-Up Work

The instructor will not provide students with class information or make-up assignments/quizzes/exams missed due to an unexcused absence. Absences will be excused and assignments/quizzes/exams may be made up only with written

documentation of an authorized absence. Every effort should be made to avoid scheduling appointments during class. An excused student is responsible for requesting any missed information from the instructor and setting up any necessary appointments outside of class.

Access, Special Needs, and Disabilities
Please notify the instructor at the start of the semester if you have any documented disabilities, a medical issue, or any special circumstances that require attention, and the school will be happy to assist.