Welcome to The Communication and Media Industry. We will spend the semester studying the changing communication business. What are its current business models? How are those business models being challenged in the digital media environment? Where do we go from here?

New technologies may have altered or eliminated the media career that you once envisioned for yourself. However, those same technologies have created new opportunities that an earlier generation of communication professionals never could have imagined. Our goal this semester will be to study the business models that support the U. S. communication industry and to envision ways to support a communication industry that is being transformed “from atoms to bits,” as Nicholas Negroponte wrote in “being digital” (a terrific short book about the digital future written back in 1995, but still worth a read).

This is not a how-to course, but a how-to-pay-for-it course. It is not intended to hone your skills as a reporter, writer, editor or producer, but rather to broaden your intellectual horizons and your understanding of where the money comes from to pay for the creative work you hope to do and the communication and media industry you aspire to be a part of.

Think big. We live in an era of instantaneous access to a sea of information—some of it important and much of it simply a distraction. Learning to make use of this information, write Christopher Frank and Paul Magnone, is like “drinking from the fire hose.” I hope this class will help you to become better at organizing information and learning to see the big picture, rather than to become lost in the details. That means abstracting on the fly (AOTF): taking useful notes while you read your assignments and while you participate in class discussions and then, after class, organizing those notes in a way that allows you to find the meaning in the details. Those who succeed in careers in the communication and media industry have learned to sort out and use the “details that matter,” as Ernest Hemingway called them—details that allow them to see the patterns and trends that will shape the future. Part of what I will try to determine with exams is how well you are succeeding at AOTF.

Attendance and note taking: If you expect to earn three credits for this course, I expect you to be in class, on time, every time. I expect you to prepare for class by doing your assigned reading before you come to class. That means taking the time to make sense of what you read, looking up unfamiliar terms and taking good reading notes. It means asking good questions before and after class (via email, Blackboard course message, phone or an office visit), as well as during class discussions. Be an active participant, focused on the material we are studying, taking part in discussions, and taking good notes in class. No laptops, phones, cameras, recording devices or other electronics may be used during class unless you have provided me with a documented need for special accommodations and have received my advance permission to use electronic aids.
Bring your reading notes to class to assist you during discussion. AOTF requires your complete focus on what is being said and your thoughtful evaluation of discussion while it is ongoing. Ask questions. Learn to summarize the discussion in your own words—as it moves along—in a way that captures its broader meaning. Organize and review your notes as soon as possible after class. If you want to organize them on your computer, doing so as soon as possible after class will help you to make sense of your notes while they are fresh in your mind. That way, if you have questions, you can contact me immediately to clarify any confusion in your notes.

**Catalog description:** “An examination of the changing business models of the 21st century U.S. media and communication industry.” Prerequisites: MMC 3104C, MMC 4200, 2.85 cumulative GPA, or admission to Media Management certificate.

**Course objectives and learning outcomes:** You will be expected to demonstrate an understanding of the business models that support the U. S. communication and media industry. You will be expected to demonstrate an understanding of the technological and market forces affecting those business models. You will be expected to learn terms and concepts useful in researching the needs of advertisers and end users of media in an increasingly diverse society.

**Required course materials:** You will need to bring a pen or pencil and paper for note-taking to each class, along with a loose leaf binder in which to keep any materials handed out in class, your reading notes and your class notes. This is a web-assisted course, so you will need access to Blackboard to complete your reading assignments outside of class.

This class has been awarded an **Affordability Counts Medallion** in recognition of my efforts to keep to a minimum the cost to students of required course materials. You do not need to purchase a textbook. Assigned readings will be available at no additional charge to registered students on Blackboard.

**Recommended readings:** If you want to deepen your understanding of the challenges facing the media business, here are some books I recommend, but do not require.


**Grades:** Three midterms and one final exam are worth up to 100 points each. The sum of your three highest exam scores will determine your semester grade. Occasionally, I may raise a semester grade based on truly outstanding class participation or lower a semester grade if you are chronically absent, tardy, unprepared or disruptive. Here are the points you must earn to achieve each of the following semester grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>279 or above</td>
</tr>
<tr>
<td>A-</td>
<td>270 – 278</td>
</tr>
<tr>
<td>B</td>
<td>269 – 278</td>
</tr>
<tr>
<td>B-</td>
<td>240 – 249</td>
</tr>
<tr>
<td>C+</td>
<td>231 – 239</td>
</tr>
<tr>
<td>C</td>
<td>210—230</td>
</tr>
<tr>
<td>D</td>
<td>180—209</td>
</tr>
<tr>
<td>F</td>
<td>179 or below</td>
</tr>
</tbody>
</table>
Assignments: Additional assignments may be announced in class or on Blackboard. Regularly check Blackboard Course Messages and your FIU email for announcements about the class.

Week One: The Changing Media Marketplace

8/24 The changing U. S. media marketplace. Read the entire course syllabus on Blackboard.
Check exam dates against your calendar. If you know in advance of scheduling conflicts, it is up to you to reschedule those conflicting activities or to drop the class. Be sure to check the university schedule for final exams. Be aware that final exams may be scheduled on a different day and at a different time than regular class meetings during the semester. Sometimes the university makes changes in the final week schedule after the beginning of the semester, so do not schedule holiday travel to begin before the end of final week. Contact me before the end of drop-add week if you have questions about scheduling conflicts.

Week Two: How Changing Demographics Affect the Media Business Model (Prepare in advance for this week’s classes by reading these two Pew Research Center studies: “Millennials in Adulthood” and “Emerson College Students Offer Advice on How to Rethink Print for Younger Generations.”)

8/28 Last day to add, drop or swap courses without incurring financial penalty

8/29 How are changes in U. S. demographics changing the media industry?
8/31 How are changes in U. S. demographics changing the media industry?

Week Three: Thinking about Racial and Ethnic Diversity (Prepare in advance for this week’s class by reading State of the News Media, Hispanic and African American News Media Fact Sheet. Also spend some time on fusion.net and theroot.com. Sample some of the content on the sites. Be prepared to answer questions about these sites listed in the Website Study Guide.)

9/5 How can U. S. media better respond to an increasingly diverse society?
9/7 How can U. S. media better respond to an increasingly diverse society?

Week Four: How Changing Technology Affects the Media Business Model (Prepare in advance for this week’s classes by reading Veronis Suhler’s 1991 Communications Industry Forecast, pages 4 – 23.)

9/12 How are changes in technology affecting the media business model?
9/14 How are changes in technology affecting the media business model?

Week Five: The Rise of Digital Media (Prepare in advance for this week’s classes by reading State of the News Media, Digital News Fact Sheet.)

9/19 Emerging trends in digital media
9/21 Emerging trends in digital media

Week Six: Exam 1
9/26 Summary and review for Exam 1. Review your notes and bring your questions for discussion.
9/28 Exam 1. Bring a photo ID and a No. 2 pencil.

**Week Seven: The Future of News** (Prepare in advance for this week’s classes by reading State of the News Media, Newspapers Fact Sheet.)

- 10/3 What’s happened to newspapers and why does that matter?
- 10/5 What’s happened to newspapers and why does that matter?

**Week Eight: Nonprofit journalism** (Prepare in advance for this week’s classes by reading “Nonprofit Journalism: A Growing but Fragile Part of the U. S. News System.” Visit propublica.org, floridabulldog.org, and watchdogreport.net. Sample the content you find there. Be prepared to discuss questions about the sites listed on the Website Study Guide.)

- 10/10 Models of nonprofit journalism
- 10/12 Models of nonprofit journalism

**Week Nine: Public Broadcasting** (Prepare in advance for this week’s classes by reading State of the News Media, Public Broadcasting Fact Sheet.)

- 10/17 Public broadcasting
- 10/19 Public broadcasting

**Week Ten: Exam 2**

- 10/24 Summary and review for Exam 2. Review your notes and bring your questions for discussion.
- 10/26 Exam 2. Bring a #2 pencil and a photo ID.

**Week Eleven: The Future of Television** (Prepare in advance for this week’s classes by reading State of the News Media, Local Television News Fact Sheet, Network News Fact Sheet and Cable News Fact Sheet.)

- 10/30 Last day to drop the course with a DR grade.
- 10/31 Competition, fragmentation and ratings
- 11/2 Competition, fragmentation and ratings

**Week Twelve: Audience Analytics** (Prepare in advance for this week’s classes by watching Google Analytics Tutorial.)

- 11/7 From big numbers to big data
- 11/9 From big numbers to big data

**Week Thirteen: Lessons in Survival from Radio** (Prepare in advance for this week’s classes by reading State of the News Media, Audio and Podcasting Fact Sheet.)

- 11/14 How did U. S. radio weather changing demographics and technology?
What does the history of radio teach us, good and bad, about the adaptation of old media to new technologies and changing demographics?

**Week Fourteen: Summary and Review for Exam 3**

11/21  Summary and review for Exam 3.  Review your notes and bring your questions for discussion.
11/23  Thanksgiving.  No classes.

**Week Fifteen: Exam 3**

11/28  Exam 3:  Bring a #2 pencil and a photo ID.
11/30  Transition to a digital world  (Prepare in advance for this week’s classes by reading or reviewing Veronis Suhler’s 1991 Communications Industry Forecast, pages 4 – 23 and State of the News Media, Digital News Fact Sheet.)

**Week Sixteen (added to the semester to compensate for Hurricane Irma closure)**

12/5:  Makeup Exam 1.  Any student who did not take Exam 1 on 9/28/17 may attend class today for a group makeup of Exam 1.  Students who took Exam 1 on 9/28 need not attend class today.  Bring a #2 pencil and a photo ID.
12/7:  Summary and review for Final Exam.  Bring your questions for review.

**Week Seventeen: Final Week of Classes (12/11 – 12/16 )**

**Thursday, 12/14, Noon – 2 p.m.  Final Exam.  Bring a #2 pencil and a photo ID.**

Final exam will be given as scheduled by the University.  The schedule provides a two-hour block for each class.  This may be at a different time and/or day than our usual class schedule.  You must adjust your work schedule and personal schedule to be available for the Final Exam.  Do not book travel during the final week of classes; the university sometimes makes changes to the final week schedule during the semester, so you will need to keep yourself available through the end of the week, even if your classes are normally scheduled early in the week.

**Makeup exams:**  If you arrive late for an exam, you will be allowed to take the exam in whatever time remains only if no other student has already finished the exam and left the classroom.  If you miss an exam, you may take a makeup exam on another date if FIU policy allows you to take a makeup exam (for example, FIU athletic team travel or observance of a religious holiday) or if you have written documentation of a serious emergency beyond your control (an accident or illness) that could not be anticipated prior to the date of the exam.  Scheduling conflicts due to work, travel, elective medical or dental appointments or social events are not emergencies beyond your control.  If class is cancelled on the day an exam is scheduled, the exam will be given at the next class meeting.

**Academic misconduct:**  Academic misconduct will be subject to the Academic Misconduct procedures and sanctions outlined in the FIU Student Handbook.  Academic misconduct includes cheating (“the unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether
originally authorized or not”) and plagiarism (“the use and appropriation of another’s work
without any indication of the source and the representation of such work as the student’s own.
Any student who fails to give credit for ideas, expressions or materials taken from another source,
including internet sources, is responsible for plagiarism.”)

**Time required for class:** A prolific writer whose name I have forgotten was asked how he had
managed to write so many books. He replied that every day there are "16 hours until midnight."
Like him, each of us can accomplish a lot in 16 hours. But none of us can do (or have) it all. No
one knows better than you how much time you need for your other responsibilities. But I can tell
you how much time you need for this class. As a general rule, you should expect to work about
two hours outside class for every hour you spend in class. For an average student in a 3-credit
course like this, that means about six hours outside class in addition to almost three hours in class
every week—about a workday a week. (A course load of 12-15 credits is expected to be the
equivalent of a fulltime job.) As I see it, my job as a teacher is not to make everything easy—
even if I could. Most things worth thinking about are not simple. I cannot give you all the
answers. But I hope you will leave this class asking better questions. I hope the work you do in
this class will help you learn to listen better, to read more critically, to write more clearly, to
speak more confidently. I hope you will become both more skeptical and more tolerant—even
though those two qualities may at first seem mutually exclusive. I hope you will become both
more confident and less sure of yourself, although those qualities, too, may seem at odds. I hope
you will graduate from FIU not just with a credential, but also with an education.