Syllabus for

Topics in Mass Communication
Business of Media: Profits, People & Power
JMC 3185:0002

Spring Semester 2015
Room W 240 Adler Journalism Building & 1140 Main Library
Wednesday 6:15 – 9:00 pm

Instructor and contacts:
Charles Munro, Instructor
• Phone: (319) 862-1739.
  Note: This is a direct number available for students to call at any time day or
  night. If I am unavailable when you call, leave voicemail. I check messages
  frequently.
• E-mail: charles-munro@uiowa.edu.
• Campus Office: E328 Adler Journalism Building
• Office hours: 2:00-3:30 pm Tue/Thu

Textbook (Required):
$49.95 at University Bookstore. (Do not buy earlier versions; they are outdated.)

Additional Source (Strongly Recommended):
* The Wall Street Journal special student rate: 15 weeks for $15.00. Subscribe at:

Other Sources and Journals (Optional):
* Industry publications such as Television Week, Communicator, Advertising Age, PR
  Week, Business Week, and Media Ethics. [Most of these are available are available
  through the UI library “Libguide.” Check for links on the course ICON site.]

Course description:
Most journalism and strategic communication courses teach you about the best
application of journalistic or persuasive communication. Few expose students to the
economics and management of competitive businesses. I have designed this course to
develop your understanding of how modern-day businesses succeed or fail. Since this is
a course offered by a journalism school, you will find that a good grounding in the
fundamentals of journalism will be particularly useful. However, this course is primarily
about how companies in the media and technology industries are managed. These
companies operate in the public glare and offer rich opportunities for critical
observation, which will be what drives our course sessions.
Course goal:
The goal of the course is to help you develop personal approaches to achieve success in careers related to strategic communication
✓ by building an understanding of actors, processes, institutions, and best practices toward managing in media through individual research and analyzing case studies, and
✓ by encouraging you to explore theories, concepts, structures, and economics both individually and in breakout teams, and
✓ by working on ways to solve “real world” media challenges, and
✓ by participating in class discussions firmly grounded in personal observation of media practices, and
✓ by keeping up on the very latest in the competitive business environment that changes each day.

My hope is that by the end of this course you will view media industries in an enlightened and critical manner as you build your professional career in the years ahead.

The course relies heavily on individual participation in class discussions firmly grounded in personal observation of media practices and in critical analysis of periodical material. You will work individually and in breakout teams to analyze and solve “real world” media challenges.

Who should take this course?
This course is geared to students planning a career in commercial or non-profit businesses in such fields as politics, public service, business administration, marketing, public relations, and journalism. It is also for students who may wish to start their own businesses in the future.

I intended for you to reap the following benefits from this course:
  ❖ Becoming enlightened on the management best practices and how to apply them
  ❖ Understanding management perspective toward the organization for which you work
  ❖ Understanding what’s in store for you if you are considering but not yet not decided whether to take on the responsibility of management.

Instructor approach:
My approach will draw on my experience as a manager of and consultant to media companies domestically and internationally over 38 years and in a decade of teaching at the university level. My experience has shown me that the techniques, issues, and approaches we will cover are common to managing in all kinds of media organizations.
Class format:
People who succeed in media businesses are clear, focused thinkers able to comprehend issues quickly and discuss them succinctly. Discussion will be an important feature of the course. I expect students to read and bring in “Weekly Discoveries” to spark thoughtful discussion of issues. Some readings and scenarios are intended to be thought provoking. So read critically, take notes, ask questions, and share your thoughts with the class. If you are finding reading assignments too time burdensome, please see me. (See also “Accommodations” below.)

How you will be graded:
Your course grade will be determined by how well you perform on the following combination of quizzes, exams, papers, and reports throughout the term. Each carries a point value. The greater your point score, the higher your grade. There are 1,000 total course points possible.

QUizzes – 100 points
- Weekly ICON review quiz

Case Study Paper – 200 points
- Research and Outline a “hot topic”
- Written report + 3-minute oral class summary

Midterm Exam – 200 points*

Oral Report – 100 points
- 10-12 minute oral presentation on case study

Discovery Portfolio – 100 points
- Written summary of “Weekly “Discoveries” posted on ICON Discussions

Team Project – 200 points
- Team grade
- Individual grade

Final Exam – 100 points*

* Exams offer optional extra credit questions giving you an opportunity to enhance your score beyond the maximum indicated!
**Keeping track of your grades during the semester:**
For each 100 point element use this chart to find the equivalent letter grade:

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>96</td>
<td>A+</td>
</tr>
<tr>
<td>95</td>
<td>89</td>
<td>A</td>
</tr>
<tr>
<td>88</td>
<td>84</td>
<td>A-</td>
</tr>
<tr>
<td>83</td>
<td>79</td>
<td>B+</td>
</tr>
<tr>
<td>78</td>
<td>74</td>
<td>B</td>
</tr>
<tr>
<td>73</td>
<td>69</td>
<td>B-</td>
</tr>
<tr>
<td>68</td>
<td>64</td>
<td>C+</td>
</tr>
<tr>
<td>63</td>
<td>59</td>
<td>C</td>
</tr>
<tr>
<td>58</td>
<td>54</td>
<td>C-</td>
</tr>
<tr>
<td>53</td>
<td>49</td>
<td>D+</td>
</tr>
<tr>
<td>48</td>
<td>39</td>
<td>D</td>
</tr>
<tr>
<td>38</td>
<td>0</td>
<td>F</td>
</tr>
</tbody>
</table>

**Determining your final course letter grade:**
At the end of the course your final letter grade will be based upon percentages

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000</td>
<td>960</td>
<td>A+</td>
</tr>
<tr>
<td>959</td>
<td>890</td>
<td>A</td>
</tr>
<tr>
<td>889</td>
<td>840</td>
<td>A-</td>
</tr>
<tr>
<td>839</td>
<td>790</td>
<td>B+</td>
</tr>
<tr>
<td>789</td>
<td>740</td>
<td>B</td>
</tr>
<tr>
<td>739</td>
<td>690</td>
<td>B-</td>
</tr>
<tr>
<td>689</td>
<td>640</td>
<td>C+</td>
</tr>
<tr>
<td>639</td>
<td>590</td>
<td>C</td>
</tr>
<tr>
<td>589</td>
<td>540</td>
<td>C-</td>
</tr>
<tr>
<td>539</td>
<td>490</td>
<td>D+</td>
</tr>
<tr>
<td>489</td>
<td>390</td>
<td>D</td>
</tr>
<tr>
<td>389</td>
<td>0</td>
<td>F</td>
</tr>
</tbody>
</table>

**Losing points.** This course moves quickly. And we meet only once a week. Facts from lectures can be recovered later in a classmate’s notes but you cannot replicate being part of a class discussion, which is by nature a spontaneous event. Thus, arriving late for the start of class or missing a class for any reason deprives you of a valuable learning experience. Therefore, I expect you to attend *all* sessions, participate in *all* assignments, and engage in *all* class discussions and in *all* projects. Attendance and/or participation are not individually graded; however, I reserve the right to subtract points from your final course grade for repeated failure to attend or engage in class activities. If you absolutely must miss a class, see me in advance. If you are in need of special accommodation, see “Accommodations for Disabilities” (p.8). Regardless, you are responsible for course requirements, many of which are announced only in class.
Standards for scoring points:
Each graded assignment will have an accompanying explanation of grading standards. On quizzes and exams, possible points are posted on each question.

As a general proposition the highest point scores on papers and oral reports go to work that exemplifies these standards:

- **Written work** showed you have a clear grasp of the chosen topic, you articulated the issue clearly, identified its key points, and provided appropriate analysis or context (e.g. arguments for and against) that demonstrates your understanding of subject matter. Your facts are correct. You used a variety of sources and cited them well. “A” papers are well edited, succinct (not wordy), conform to style guidelines, and promptly completed.

- **Oral presentation** was logically organized; key points were clearly explained and supported by visual aids. You were able to defend recommendations for action. Your sources appropriately referenced. You demonstrated a comprehensive understanding of the subject and good preparation. “A” oral presentations are thought provoking and command audience attention

Application of these standards in grading must necessarily include a degree of subjectivity. *If you have concerns about the application of these standards or simply questions about how their interpretation, please contact me to discuss.*

Collaborating on assignments:
Some course assignments require working in a group. In those assignments you will be expected to collaborate with classmates. Examples include developing solutions to scenarios, critically evaluating challenging situations, and completing a final team project. In group assignments each student is expected to contribute equal parts to the assignment’s completion. That means that in some cases individual grades are influenced by the overall achievement of the group. These are, nevertheless, valuable experiences given that teamwork the trend in all business. If you do not wish to work on collaborative projects, you must see me to make special arrangements for an alternative self-study.

Planning your time:
University policy sets a weekly standard of two hours outside of class work for every course hour. That means you should expect up to 6 hours per week working on reading or on course projects. When working with classmates in a team, you must coordinate your availability with your team mates.

Leading class discussion:
Discussion will be an important feature of the course. At some time in the semester all students will be assigned to lead a group discussion. I expect discussion leaders to spark thoughtful discussion of issues. Managers must be clear, focused thinkers able to comprehend issues quickly and discuss them succinctly.
**Quizzes and reading assignments:**
The weekly ICON quiz is a review of class notes and reading assignments. Some of the reading assignments are intended to be thought provoking. So read critically, take notes, ask questions, and share your thoughts with the class. If you are finding reading assignments too burdensome, please see me. (See also “Learning Accommodations” on page 8.)

**Self-study project (graduate students only):**
Graduate students will be required to complete an additional project on a topic requiring self-study. If you are a graduate student, please see me at the beginning of the term to develop this assignment.

**The Iowa Dozen:**
This course is designed to address learning standards developed by the School of Journalism and Mass Communication to assure that each of our graduates meets standards acceptable to the Accrediting Council for Education in Journalism and Mass Communication. We refer to those standards as The Iowa Dozen.

We learn to...
1. Write correctly, clearly and well.
2. Conduct research and gather information responsibly.
3. Edit and evaluate carefully.
4. Use media technologies thoughtfully.
5. Apply statistical concepts accurately.

We value...
6. Free speech and First Amendment principles for all individuals and groups.
7. A diverse global community.
8. Creativity and independence.

We explore...
10. Theories and concepts.
11. The history, structure and economy of media institutions
12. The role of media in shaping cultures.

This course is designed to help you explore the final three items of The Iowa Dozen but during the term we will also address in varying degrees many of the other nine.
Rules and Policies:
This course is subject to rules and policies established by the College of Liberal Arts and Sciences. I have excerpted several of the more important ones on the next page. Please take a moment to review them. If you have questions, please ask.

Communicating with the instructors and complaints:
I regard student communication as my highest priority. No student should ever feel constrained, intimidated, or in any way discouraged from using any of the following means to communicate concerns or complaints about this course:

• Remain after class. Never leave a course session with an unanswered question.
• Schedule an appointment or drop in during office hours to discuss course content, procedures, standards, your grade, or to discuss a matter of personal concern.
• Telephone the numbers on page one. Leave voicemail. I always call back!

Unresolved complaints procedure:
You may take a complaint (or suggestion) involving course content, class material, grading, or instruction that you feel is not resolved to your satisfaction to the Director of the UI School of Journalism and Mass Communication, Dr. David Ryfe either by visiting him in room E305 AJB, by phone at 319-335-3486, or by sending an email to david-ryfe@uiowa.edu.
College of Liberal Arts and Sciences rules and policies:
You should take a few moments to read the important rules and policies that follow. They describe policies that apply to all of us who teach, learn, and administer in the College of Liberal Arts and Sciences. They also describe your rights to accommodation and the complaint procedure beyond that contained in the above paragraph.

Administrative Home
The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at http://clas.uiowa.edu/students/handbook.

Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences (Operations Manual, III.15.2, k.11).

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty
All CLAS students have, in essence, agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

CLAS Final Examination Policies
The final examination schedule for each class is announced around the fifth week of the semester by the Registrar. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the dates and times of each final exam, the complete schedule will be published on the Registrar's web site.

Making a Suggestion or a Complaint
As specified on the preceding page, students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.
This list of topics is subject to change as class dynamics evolve during the course. You are responsible for changes announced in class session or posted on our ICON site.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments for next class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wed 1/21</td>
<td><strong>Introduction</strong></td>
<td><strong>Assignments for next class</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Topics:</strong></td>
<td>Read Herrick, Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• “What did I sign up for?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Profits</td>
<td>Research stock market sectors list at:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Key People</td>
<td><a href="http://www.investorguide.com/sector_list.cgi">www.investorguide.com/sector_list.cgi</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Who Are the Powerful Managers?</td>
<td>and begin looking for companies and hot topics for later case study.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Market Sectors</td>
<td>Two good sources:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Constancy of Change</td>
<td>• <a href="http://www.iwantmedia.com">http://www.iwantmedia.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Wall Street Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss: “Personal Objectives Part One”</td>
<td>Submit in Dropbox before class: “First Submission Parts Two and Three”(p.12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Divide up into “Discoveries Groups”</td>
<td>Post Weekly Discovery on ICON before next class/discuss others on “Discussions”</td>
</tr>
<tr>
<td></td>
<td>1/28</td>
<td><strong>The Management Process</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Quiz #1/Weekly Discoveries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss: Industry Consolidation, Sectors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Topics:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Business of Media Axioms</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Change and what drive it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Battling oblivion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Power of consumers to set value</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Time poverty</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What determines success (Walk to Old Cap Mall to see business response to power of consumers.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/4</td>
<td><strong>Corporations and Players</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Quiz #2/Weekly Discoveries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Topics:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does Size Matter?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Why Companies Change Shape/Size</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Management Thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demystifying Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Scenarios</td>
<td>Read Herrick, Chapter 7 and 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Assignments for next class</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/8</td>
<td><strong>Assignments for next class</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 4    | Wed 2/11 | **Marketplaces, Competition** | Review Quiz #3/Weekly Discoveries Discuss: Hot Topic Report  
Topics:  
- The Structure of a Public Company  
- Fiduciary responsibility  
- Sales vs. Marketing  
Read Herrick, Chapters 3  
Familiarize yourself with “Employee Performance Evaluation” (ICON)  
Submit Hot Topic Report (Dropbox) and discuss in class  
Finalize case study report with outline |
| 5    | Wed 2/18 | **Managing People** | Review Quiz #4/Weekly Discoveries Discuss: Accountabilities  
Topics:  
- Morale  
- Managing behavior  
- Scenarios  
Read Herrick, Chapter 5  
Read “Arrogant Leaders Face Consequences” (ICON)  
Progress report on Case Study, due next class  
Read “Lessons from the Cockpit” (ICON) |
| 6    | Wed 2/25 | **Decision Making** | Review Quiz #5/Weekly Discoveries Discuss: Tough Management Tasks  
Topics:  
- Tough Management Tasks  
- Managing in Tough Times  
- Working with Unions  
- Management Styles  
- Decision Making  
Read Herrick Chapter 4  
Submit Case Study paper  
Read “Where Leaders Come From” (ICON) |
| 7    | Wed 3/4 | **Leadership** | Review Quiz #6/Weekly Discoveries  
Topics:  
- Embracing Failure  
- Conflict  
- Ethical Scenarios  
Read Herrick, Chapter 6  
Sign up for Oral Report date  
Review study guide for Midterm Exam (ICON) |
| 8    | Wed 3/11 | **Midterm Exam** | No Review Quiz or Weekly Discoveries  
Exam will be available on ICON – Begins at 6:00 and ends at 8:45. Submit to Dropbox. |
| 9    | Wed 3/18 | **Spring Break** | No classes |


<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Wed 3/25</td>
<td><strong>Planning and Strategy</strong>&lt;br&gt;No Review Quiz/Weekly Discoveries only</td>
<td><strong>Topics:</strong>&lt;br&gt;- Strategic Planning&lt;br&gt;- Personal Planning&lt;br&gt;- Company Culture&lt;br&gt;- Decision Making&lt;br&gt;Read “Approaches to Building Team Performance” in “Wisdom of Teams” and “Characteristics of a Functional Team at Work” (ICON)&lt;br&gt;Prepare Oral Report</td>
</tr>
<tr>
<td>11</td>
<td>Wed 4/1</td>
<td><strong>Research and Brand Building</strong>&lt;br&gt;No Review Quiz #7/Weekly Discoveries</td>
<td><strong>Field Trip</strong>&lt;br&gt;Assign Team Project&lt;br&gt;Meet with your team in breakout room</td>
</tr>
<tr>
<td>12</td>
<td>Wed 4/8</td>
<td><strong>Financial Management</strong>&lt;br&gt;Review Quiz #8/Weekly Discoveries</td>
<td>Discuss: Demystifying the figures; how companies show successes/hide failures&lt;br&gt;Read Herrick Chapter 8&lt;br&gt;Read “Testing the Entrepreneurial Life” and “Embracing Failure” (ICON)</td>
</tr>
<tr>
<td>13</td>
<td>Wed 4/15</td>
<td><strong>Teamwork and Entrepreneurship: Working Together/Working Solo</strong>&lt;br&gt;No Review Quiz #9/Weekly Discoveries</td>
<td>Discuss: Success/Failure&lt;br&gt;Read Herrick, Chapter 11&lt;br&gt;Meet with your team</td>
</tr>
<tr>
<td>14</td>
<td>Wed 4/22</td>
<td>Review Quiz #10/Weekly Discoveries</td>
<td><strong>Oral Reports</strong>&lt;br&gt;Oral Reports (per signup sheet)&lt;br&gt;Meet with your team</td>
</tr>
<tr>
<td>15</td>
<td>Wed 4/29</td>
<td>No Review Quiz/Weekly Discoveries only</td>
<td><strong>Oral Reports</strong>&lt;br&gt;Submit Discovery Portfolio</td>
</tr>
<tr>
<td>16</td>
<td>Wed 5/6</td>
<td><strong>TEAM PROJECTS</strong>&lt;br&gt;Presentation to industry manager</td>
<td><strong>Final Exam</strong> posted on ICON Dropbox, returned no later Wed 5/13</td>
</tr>
</tbody>
</table>

(Final course session)
FIRST SUBMISSION

Part One: Personal Objectives
     (Discuss in class.)

Please provide short answers (jot notes) to the following questions. We will discuss some of them in class.

What interested you in taking this course? (Honest answer, please. If it was because of the time it is available, feel free to say so.)

What is your view of what managers do? (Refer to work experience you have had and to managers for whom you have worked. If you have held a supervisory position yourself describe how you went about doing it.)

Have you worked in a media industry in any way (for “media industry” includes any work for a company that provides news or entertainment programs or software for a mass audience)?

What is your career objective? If you aren’t sure, which way are you leaning?

What would you like to get from this course that might help you achieve that objective?

Part Two: Autobiography
     (Submit to ICON Dropbox)

Write a one to one-page autobiography describing a job or other group experiences that have influenced you. Refer to impressions you have about any business you have observed or worked for. If you have supervised people, describe the context and experience. When you have finished, read and comment on the ideas expressed in the article in Part Three below.

Part Three:
   “Maybe Management Isn’t Your Style”
   (Read on ICON Content and Submit Comments to Dropbox)