Syllabus for
Business of Media:
Profits, People & Power
JMC 3121:0001

Spring Semester 2018
TILE Room 1140 Main Library
Tuesday 6:30 – 9:00 p.m.

Charles Munro, Instructor
• Phone: 319 862-1739. (Available 24/7; OK to text or leave voicemail.)
• E-mail: charles-munro@uiowa.edu.
• Office: E328 AJB
• Office hours: Tu 3:30–5:00 pm/ Thu 11:00 am–12:30 pm or by appointment.

Textbook (Required):
• Herrick, Dennis F, Media Management in the Age of Giants, Second Edition, 2012, available at the IMU Bookstore $50.00 new and $27.00 used.

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

Periodicals and journals (Recommended):
• Industry publications such as Television Week, Communicator, Advertising Age, PR Week, Business Week, and Media Ethics. These are available are available in the Main Library or SJMC Resource Center in E350AJB (check hours).

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. You will study about how companies in the media and technology industries are managed and which are best positioned for future success. These companies operate in the public glare and offer rich opportunities for critical observation and class discussions.

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 student-entrepreneurs who may wish to start their own businesses in the future since it is one of two foundation courses leading to the Media Entrepreneurialism Certificate.
Classroom and concept:
This class is designed to be taken in a 45-seat TILE classroom. TILE is an acronym for “Transform, Interact, Learn and Engage.” The classrooms are designed with seating in small clusters that promote the concept of students collaborating in class to discover and develop course learnings. Lectures are minimal. Additionally, classroom technology promotes sharing visual ideas with the larger class.

Note: Since the objective of the TILE classroom architecture is to challenge students to learn by group participation, you should be aware that grading is done both individually and collectively. You will work individually and in teams to analyze and solve “real world” media challenges. It is possible, therefore, that the performance of classmates could influence your grade. If you have concerns about this arrangement or would prefer the traditional classroom setup and individual grading, please see me.

Learning outcomes:
The School of Journalism and Mass Communication (SJMC) is committed to your academic and professional success. In line with this commitment we have identified particular learning outcomes that every student should obtain by the time they earn an SJMC degree. You can find more information about these learning outcomes at the following link: http://clas.uiowa.edu/sjmc/undergraduate-programs/assessment.

We regularly assess the curriculum to determine whether students are achieving these outcomes. This course has content to help you achieve proficiency in two areas specific to the SJMC learning outcomes.

Law and ethics as demonstrated by your:
- knowledge of the history of the First Amendment and awareness of the rights protected by the First Amendment in different media contexts,
- knowledge of the main areas of media law, including libel, invasion of privacy, obscenity, commercial speech, intellectual property, and freedom of the press,
- ability to anticipate and recognize ethical issues when they arise and to reason through them taking multiple perspectives and contexts into account,
- ability to explain their ethical approaches and reasoning about a particular dilemma in terms that can be understood by a diverse group of people.

Media literacy as demonstrated by your ability to access, analyze evaluate and create media messages across multiple media domains and to
- demonstrate knowledge of the basic tenets of media literacy and how media literacy relates to their personal media habits and professional development,
- develop critical thinking skills to analyze and interpret media messages through an understanding of media practices and institutions,
- create and disseminate media messages in various forms.
Achieving outcomes:
My hope is that by the end of this course you will view media industries in an enlightened manner that will help you develop professional career skills by:

- building an understanding of actors, processes, institutions, and best practices toward managing in media,
- encouraging you to explore theories, concepts, structures, and economics both individually and in teams and apply them toward solutions to “real world” media challenges,
- participating in weekly class discussion posts offering personal observation of media practices,
- developing business approaches to innovating either in an existing organization or to founding a media start up.

Instructor approach:
My approach will draw on my 40-year experience as a manager of and consultant to media companies domestically and from a decade of teaching at the university level. Experience has shown me that the techniques, issues, and approaches to media business management are ever changing – even we will consider the absolute latest in this course.

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. Students will post weekly “Hot Topics” on ICON Discussions to spark thoughtful discussion of issues with classmates. Some readings and scenarios are intended to be thought provoking. So read critically, take notes, ask questions, and share your thoughts with the class or on ICON. If you are finding assignments too time burdensome, please see me. (See also “Accommodations” below.)

How you earn your grade:
Your course grade will be determined by your performance in the following seven categories. Each graded assignment will have an accompanying explanation of specific grading standards. All grades are based on a percentage point scale. [See below.] As you see above you will be graded on a mix of oral, written, team and individual assignments. Each will be accompanied with instructions and standards for grading. Note how each is weighted.

1. ENGAGEMENT (10%). You will be expected to engage in class sessions by posting and replying to news events in a weekly “Hot Topics” discussion folder. You will earn points for each post and reply that meets the published posting guideline. Posts and replies from fully engaged students are thoughtful not perfunctory and refer directly to course topics. Opinions and perspectives are encouraged. Fully engaged students will have submitted at least 30 weekly posts/replies during the semester. Hot Topics posts that open discussion threads and/or that attract significant discussion during the course are eligible at my discretion to bonus points. Less engaged students (i.e., those who do not actively post/reply or whose posts don’t meet guideline standards) earn lower points.
2. **PARTICIPATION (10%).** This course moves quickly and we meet only once a week. Information 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. Arriving late for the start of class or missing a class for any reason deprives you of a valuable learning experience. Participating means attend all sessions, participate in all assignments, and engage in all class discussions and in all projects. Your participation score is based on the percentage of classes attended. If you absolutely must miss a class, notify me in advance. If you are in need of special accommodation, see “Accommodations for Disabilities” below. You may also request accommodation for participation in UI-sanctioned events or for religious obligations. Present or not, you are responsible for course requirements, some of which may be announced only in class!

3. **“HOT” PROFILE (20%).** You will research and write a report on a media or tech sector company of your choice. Highest scoring reports shows a clear grasp of the chosen topic that are well articulated with key points identified and combined with appropriate analysis. The paper will be subject to peer review. “A” (90-100 points) papers are well edited with strong reference to business sources, conform to the published guidelines and submitted by date due.

4. **TEAM CLIENT PRESENTATION (20%).** You will work with teammates to develop creative solutions to a client who will present you with a real-world media business challenge and then present them in a competitive setting. Highest scoring presentations are professional, well organized with key points explained and supported by clear visual aids. Groups must collectively defend recommendations for action under questioning.

5. **MEDIA PITCH (10%).** You will develop and present to class an original idea for a solution to a consumer need that involves an entrepreneurial business you propose to startup. The business must have a media component (app or tool that you develop or one that exists) be succinct and persuasively address the consumer need. All pitches will be peer reviewed, the results of which will be factored into individual pitch grades.

6. **MIDTERM EXAM – 20%**

7. **FINAL EXAM – 10%**

Application of any set of grading standards must unavoidably 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.

**Determining your letter grade:**
Each assignment is graded as percentage with 100% as maximum. The percentage/grade equivalents are:
<table>
<thead>
<tr>
<th>From %</th>
<th>To %</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>99</td>
<td>A+</td>
</tr>
<tr>
<td>98</td>
<td>93</td>
<td>A</td>
</tr>
<tr>
<td>92</td>
<td>90</td>
<td>A-</td>
</tr>
<tr>
<td>89</td>
<td>87</td>
<td>B+</td>
</tr>
<tr>
<td>86</td>
<td>83</td>
<td>B</td>
</tr>
<tr>
<td>82</td>
<td>80</td>
<td>B-</td>
</tr>
<tr>
<td>79</td>
<td>77</td>
<td>C+</td>
</tr>
<tr>
<td>76</td>
<td>73</td>
<td>C</td>
</tr>
<tr>
<td>72</td>
<td>70</td>
<td>C-</td>
</tr>
<tr>
<td>69</td>
<td>67</td>
<td>D+</td>
</tr>
<tr>
<td>66</td>
<td>60</td>
<td>D</td>
</tr>
<tr>
<td>59</td>
<td>57</td>
<td>D-</td>
</tr>
<tr>
<td>56</td>
<td>0</td>
<td>F</td>
</tr>
</tbody>
</table>

**Final course grades:**
Your final course grade will be the sum of all percentages with multiples for the assignments that carry greater weight. I will post grades as promptly as possible. You can view your grade progress on the course ICON site at any time during the semester.

**Collaborating on assignments:**
Most class sessions require working in a group. You will be expected to collaborate productively with classmates. Examples include developing solutions to scenarios, critically evaluating challenging situations, and a 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.

**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.

**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 semester to develop this assignment.
**Communicating with the instructor 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:

- Remaining after class. Never leave a course session with an unanswered question.
- Posting your concern on the ICON folder titled, “Just Saying,” which is set up so that any student can communicate with me anonymously. I check it frequently.
- Scheduling an appointment or drop in during office hours to discuss course content, procedures, standards, your grade, or to discuss a matter of personal concern.
- Telephoning my 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.

**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.
**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](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/](http://www.uiowa.edu/~sds/) for more information.

**Academic Honesty**
All CLAS students have, in essence, agreed to the College's [Code of Academic Honesty](http://clas.uiowa.edu): "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](http://clas.uiowa.edu)).

**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](http://clas.uiowa.edu)).

**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](http://clas.uiowa.edu) 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](http://clas.uiowa.edu).
# Business of Media: Profits, People & Power

JMC 3121:0001

## Course plan

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>Outside Readings for Class Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Foundations Subject to change</td>
<td>In class: research stock market sectors list at: <a href="https://www.freepress.net/ownership/chart">https://www.freepress.net/ownership/chart</a></td>
</tr>
</tbody>
</table>
| 1  | Tue 1/16| **Dual Approaches:** - Divide into groups and teams  
- Discuss TILE and objectives  
**Boundaries and Axioms** - Media Business Landscape  
- Market sectors  
- Tech vs. Media                                                                 | Complete and submit “First Submission” before next class. |
| 2  | Tue 1/23| **Powerful Media Managers**  
**Change: What Drives It?** - Introduction to “Ten Axioms”  
- Success (measures) and failure  
- The “new” news media  
- Avoiding oblivion                                                                 | Begin weekly “Hot Topic” posts to ICON > Discussions. One post + reply weekly |
|    |        | **The Conglomerate: Size Matters** - Advantages/disadvantages of bigness                                                                                           |
| 3  | Tue 1/30| **Managing: Not for the Faint of Heart** - The mind of a manager: challenges and dilemmas  
- Who is the manager here?  
- Demystifying management: a definition  
**Value: Who Decides?** Assign Hot Profile Written Report                                                                 | Read Herrick:  
- Chapter 1 (pp. 21-26)  
- Chapter 2 (pp. 45-56)  
- Chapter 10 (pp. 256-264 and 272-280) |

Read Herrick: [jasmine@stud.cmu.edu](mailto:jasmine@stud.cmu.edu)
| 4 Tue 2/6 | **Corporations and Where the Money Comes From**  
- Company structure  
- Lenders vs. investors  
**Managing People**  
- Behavior vs. morale  
- Communication  
- Outcomes and accountabilities  
**The Modern Workplace**  
- Work places: traditional  
- Hierarchical vs. flat structures  
- Company culture  
| Read Herrick:  
- Chapter 7 (pp. 171-196)  
- Chapters 3 (pp. 61-74)  
Read: *Hot Profile Writing Guide*  
Read:  
- “Will Happy Workers Deliver?”  
- “Is Holacracy Succeeding at Zappos?”  
- “Espousing Equality, Embracing Hierarchy”  
- “Amazon Workplace” |
| 5 Tue 2/13 | **Leadership**  
- Decision making  
- Tough times, tough tasks  
**Media Ethics, Regulations, and Laws**  
- Why media management is distinctive  
- Groupthink, analysis paralysis  
- Group scenarios  
| Read Herrick, Chapter 3 (pp.61-70),  
Chapter 6 (pp. 144-167) and Chapter 4 (pp.108-111)  
Read: “7 Tips for a Compassionate Layoff”  
Report progress on Business Hot Profile topics |
| 6 Tue 2/20 | **Managing a Team**  
- What is teamwork?  
**Managing a Brand**  
- Every manager is a brand manager  
- Marketing vs. sales  
- The “P’s” of promotion  
**Managing a Crisis**  
| Read, “Characteristics of a Functional Team at Work”  
Finalize Business Hot Profile topic (short oral presentation to class)  
Read, “Lessons from the Cockpit” |
| 7 Tue 2/27 | **Planning**  
- Strategic  
- Personal  
**Financial Management**  
- Numbers don’t lie  
- How companies show successes/hide failures  
- Company reports  
- Debt – uses and abuses  
| Read Herrick, Chapter 8 (pp. 200-209 and pp. 212-215)  
Submit Hot Profile for peer review  
Revise and submit 3/6  
Review study guide for Midterm Exam (ICON) |
| 8 Tue 3/6 | **MIDTERM EXAM**  
<p>| <strong>Submit Final Hot Profile Report</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Tue</td>
<td><strong>Spring Break</strong></td>
<td>No classes</td>
</tr>
<tr>
<td>10</td>
<td>Tue</td>
<td><strong>Using Research to Build Content</strong></td>
<td>Read Herrick, Chapter 9 (pp. 227-238 and pp. 246-249)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read “Characteristics of a Functional Team at Work” (ICON)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Assign Team Client Project</em></td>
</tr>
<tr>
<td>11</td>
<td>Tue</td>
<td><strong>Building Media-Based Marketing</strong></td>
<td>Meet with your group in class</td>
</tr>
<tr>
<td>12</td>
<td>Tue</td>
<td><strong>TEAM CLIENT PRESENTATIONS</strong></td>
<td>Submit individual Team Client Presentation deliverables</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Competitively judged)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Tue</td>
<td><strong>Entrepreneurship</strong></td>
<td>Read Herrick, Chapter 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read “Embracing Failure” (ICON)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Assign Media Pitches</em></td>
</tr>
<tr>
<td>14</td>
<td>Tue</td>
<td><strong>MEDIA PITCHES</strong></td>
<td>Peer review and critique.</td>
</tr>
<tr>
<td>15</td>
<td>Tue</td>
<td><strong>MEDIA PITCHES</strong></td>
<td>Peer review and critique.</td>
</tr>
<tr>
<td>16</td>
<td>Tue</td>
<td><strong>MEDIA PITCHES</strong></td>
<td>Peer review and critique.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final course session.</td>
<td>All deliverables due.</td>
</tr>
<tr>
<td>17</td>
<td>TBA</td>
<td><strong>FINAL EXAM</strong></td>
<td></td>
</tr>
</tbody>
</table>
FIRST SUBMISSION

Personal Objectives

Please provide short answers (jot notes) to the following six questions and post on ICON>Assignments>First Submission. We will discuss some of them in class.

1) What interested you in taking this course? (One sentence answer, please. If it was because of the time it is available, say so.)

2) Are you working on the Media Entrepreneurialism Certificate?

3) Have you ever held a supervisory (management) position of any kind? If so, what lessons did you learn from the experience? If not, share an observation of what you feel are the most important qualities of a supervisor.

4) Have you worked in any media industry, (i.e., a company that provides news or entertainment programs or software for a mass audience)?

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

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