Charles Munro, Instructor
- Phone:
- E-mail: charles-munro@uiowa.edu.
- Office: E328 A JB
- Virtual office:
- Drop in hours: Tue/Thu 1:00-3:00 p.m (in person or virtual) or by appointment

Resources:
- There is no textbook; readings will be assigned on ICON during the semester. However, I strongly recommend The Wall Street Journal special student rate of 15 weeks for $15.00. Subscribe at: student.wsj.com. You will find this an invaluable resource in keeping current on relevant business topics that you will be required to bring to class discussions.
- Industry publications such as Television Week, Communicator, Advertising Age, PR Week, Business Week, and Media Ethics are good sources for this course. They are available in the Main Library or SJMC Student Center in E350AJB (check hours).

Course description:
Few students in journalism and strategic communication courses are exposed to the economics and management of competitive businesses. I have designed this course to develop your understanding of how modern-day media and tech businesses succeed or fail. You will find that a good grounding in the fundamentals of journalism and basic business practice will be useful.

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.

**Instructor’s vision:**
My aim in designing this course to expose students to the explicit realities of managing a media or tech company in today’s highly-competitive and rapidly-changing marketplace. These companies operate in the public glare and offer rich opportunities for critical observation. I will encourage students through class discussion, self-directed study, and team interaction to discover why some companies are well positioned for future success some who are not. Both can be spectacular. I further want students to identify successful (and unsuccessful) management decision-making techniques and to apply them in real-world scenarios that I present them with. I base them on my 45+ year experience as a manager of and consultant to media companies internationally and from nearly two decades of teaching at the university level.

**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](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.

**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 (a.k.a “Canvas”). These are intended to spark thoughtful discussion of issues with classmates.

> Some readings and scenarios are intended to be thought provoking. 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.

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 point scale. [Letter grade equivalents are below.] You will earn points on a mix of oral, written, team and individual assignments. Note how each is weighted.

1. **ATTENDANCE (20%).** Each class session is a unique learning opportunity the experience of which cannot be made up. Sessions are designed to provide valuable information, much of it through class discussions and workshop sessions, the value of which you miss if you are not there or if you arrive late. You are responsible for signing the attendance roster at the beginning of each class and you are responsible for material covered in class that you miss for any reason!

   _Attendance policy:_ There is no such thing as an “excused” or “unexcused” absence. You earn one percentage point for each class you attend. You should aim for 100% attendance. Missing classes lowers your grade.

   You earn a “0” percentage for every class you are absent.

   You earn 0.80 percentage point if you miss a class for one of the following reasons:
   - You are ill and notify me as soon as you can. I normally leave this to your discretion, but I may exercise my option to request a written verification.
• You have a family emergency. Notify me as soon as you are able.
• You are attending a UI-sanctioned event. Notify me in advance with the dates you will need to be away.
• You have a religious obligation.

[See also “Accommodations for Disabilities” below.]

2. ENGAGEMENT (15%). Anyone wishing to earn maximum engagement points should be active in our weekly course discussion on the news topics of current interest. That means posting a news item in our “Hot Topics” ICON folder each week. You should also plan to post a reply to classmates’ posts. To earn full points for this category you must accumulate a total of 30 weekly posts and replies over the semester – the equivalent of one post and one reply each week. Posts and replies from fully engaged students are thoughtful not perfunctory and relate directly to course topics.

Posting policy. Posts must cite a reliable industry publication and not repeat an item already posted. (I will delete repeats.) You are responsible for keeping track of your posts. Opinions and personal perspectives are encouraged. Hot Topics posts that open discussion threads and/or that attract significant discussion during the course may be eligible for bonus points. Less engaged students (i.e., those who do not actively post/reply or whose posts fall below the above standards) earn lower points regardless of the number of items posted.

3. PARTICIPATION (10%). This is an instructor measure of how actively you participate in class discussion and activities. For many classes you will be assigned a “Circle Challenge” that requires group interaction. Participating means attend all sessions, participate in all assignments, and engage in all class discussions and in all projects. Highest scores go to students who display a combination of the following attributes:

• Submitting both team and personal assignments by deadline.
• When confused by an assignment asking for clarification.
• Engaging in team discussions and adhering to agreed-upon accountabilities.

4. BUSINESS 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 rubric accompanying the assignment and submitted by date due.

5. CIRCLE PROJECT (20%). 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. **TESTS (15%)**. There are two tests: a Tracking Test and a Midterm Exam. The
first is designed to show how well you have grasped class concept in the first six weeks
of the course. The second is covers all material covered in the first 10 weeks. I will post
a study guide for both. There is no final exam.

Application of any set of grading standards must unavoidably include a degree of
subjectivity. *If you have concerns about my application of these standards, please
contact me to discuss.*

**Determining your letter grade:**
Each assignment is graded with a 100-point scale. The equivalent point/letter grades are:

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<th>Grade</th>
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<td>82</td>
<td>80</td>
<td>B-</td>
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**Final course grades:**
I will post points as promptly as possible. You can view your grade progress on the course
ICON site at any time during the semester.

**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 teammates.

**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.

**Collaboration:**
Most class sessions require working in teams in which you collaborate productively with classmates. This includes developing solutions to scenarios, critically evaluating challenging situations and presenting to the class. In team assignments each student is expected to contribute equal parts to for overall achievement of the team. Early in the semester we will agree upon the accountabilities for each member of a team. Peer reviews will include both self-evaluation, group evaluation and a review of this equality or the lack of it. Any students who misrepresents themselves as an equal partner in the collaboration but who are letting others do the bulk work will be reported to the College for academic dishonesty.

Communicating with the instructor and complaints:
We 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 – either virtual or in the classroom - with an unanswered question. I will always be the last to leave class.
- **Drop by or use virtual office hours** (see page one) to discuss questions about the course content, procedures, standards, your grade, or matters of personal concern.
- **Communicate with me anonymously.** Post your concern on the ICON folder titled, “Back Channel,” which is set up so that any student can communicate with me and not have to identify themselves. This is useful to express concern about teamwork.
- **Telephoning the numbers on page one.** Leave voicemail. We *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. If still unresolved, students may next bring the issue to the College of Liberal Arts and Sciences. See this page for more information: [https://clas.uiowa.edu/students/handbook/student-rights-responsibilities](https://clas.uiowa.edu/students/handbook/student-rights-responsibilities).

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.

Absences and Attendance
Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing course absence policies, which vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day
obligations, unavoidable circumstances, and University authorized activities (https://clas.uiowa.edu/students/handbook/attendance-absences). Students may use the CLAS absence form to aid communication with the instructor who will decide if the absence is excused or unexcused; the form is located on ICON within the top banner under "Student Tools."

**Academic Integrity**
All undergraduates enrolled in courses offered by CLAS have in essence agreed to the College’s Code of Academic Honesty. Academic misconduct affects a student’s related grade and is reported to the College which applies an additional sanction including suspension. Outcomes about misconduct are communicated through UI email (https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code).

**Accommodations for Disabilities**
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as a mental health, attention, learning, vision, and a physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at https://sds.studentlife.uiowa.edu/.

**Administrative Home of the Course**
The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other UI colleges may have different policies for courses offered by that college. CLAS policies may be found here: https://clas.uiowa.edu/students/handbook.

**Classroom Expectations**
Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the Code of Student Life (https://dos.uiowa.edu/policies/code-of-student-life/). This includes related UI policies and procedures that all students have agreed to regarding the COVID-19 pandemic. Particularly, each student must wear a face mask when in a UI building, including a classroom. The density of seats in classrooms has been reduced, and in some instances, this will allow 6 feet or more of distance while other cases, it may be less. Regardless, wearing a face mask and maintaining as much distance as is possible are vital to slowing the spread of COVID-19. In the event that a student disrupts the classroom environment through the failure to comply with a reasonable directive of an instructor or of the University, the instructor has the authority to ask that the student to leave the space immediately for the remainder of the class period. Additionally, the instructor is asked to report the incident to the UI Office of Student Accountability, with the possibility of additional follow-up with the student. Students who need temporary alternative learning arrangements (TALA) for a future semester related to COVID-19 should visit this website for more information: https://coronavirus.uiowa.edu/temporary-alternative-learning-arrangements-tala.
Class Recordings: Privacy and Sharing
Some sessions of a course could be recorded or live-streamed. Such a recording or streaming will only be available to students registered for the course. These recordings are the intellectual property of the faculty, and they may not be shared or reproduced without the explicit written consent of the faculty member. Students may not share these sessions with those who are not enrolled in the course; likewise, students may not upload recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and in some cases is a violation of the Federal Education Rights and Privacy Act (FERPA).

Communication and the Required Use of UI Email
Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within or with UI (Operations Manual, III.15.2).

Final Examination Policies
The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals with a few exceptions made for particular types of courses such as labs or off-cycle courses: https://registrar.uiowa.edu/final-examination-scheduling-policies.

Nondiscrimination in the Classroom
The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (https://diversity.uiowa.edu/eod; +1 319 335-0705 or (diversity.uiowa.edu)

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 must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see https://osmrc.uiowa.edu/.

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.

**COURSE PLAN**
Spring Semester 2021

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
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<tr>
<td></td>
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<td>This plan is subject to change as class dynamics evolve during the course. Check ICON “Announcements” and modules on ICON.</td>
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<tr>
<td>1</td>
<td>Tue 1/26</td>
<td><strong>MODULE ONE: MEDIA BUSINESSES (MACRO VIEW)</strong></td>
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<td>Thu 1/28</td>
<td>Foundations</td>
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<td>• Divide into circle groups</td>
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<td>• Discuss classroom and virtual classroom</td>
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<td><strong>Dual Approaches:</strong></td>
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<td>• <em>Macro</em> (business literacy)</td>
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<td>• <em>Micro</em> (personal management)</td>
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<td><strong>Boundaries</strong></td>
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<td>• Media Business Landscape</td>
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<td>• Market sectors: Tech morphs into media</td>
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<td>Homework: In class: research stock market sectors list at:</td>
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<td><a href="https://www.freepress.net/ownership/chart">https://www.freepress.net/ownership/chart</a></td>
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<td>◀ Submit “First Survey”</td>
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<td>2</td>
<td>Tue 2/2</td>
<td><strong>Change: What Drives It?</strong></td>
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<td>Thu 2/4</td>
<td>• Introduction to “Ten Axioms”</td>
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<td>• The “new” news media</td>
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|   |   | Avoiding oblivion  
|   |   | Mergers and acquisitions  
|   | Creating Giants  
|   | Conglomerates: changing shape and size  
|   | Reading: “The Changing Landscape of Media Business Models”  
|   |   |   |
| 3 | Tue 2/9  
|   | Thu 2/11 | Horizontal vs. Vertical Integration  
|   |   | Antitrust  
|   | Powerful managers  
|   | how performance breeds success (or failure)  
|   | Managing: Not for the Faint of Heart  
|   | The mind of a manager: challenges and dilemmas  
|   | Who is the manager here?  
|   | Demystifying management: a definition  
|   | Reading: “The Companies That Ate the Tech Universe”  
|   |   |   |
| 4 | Tue 2/16  
|   | Thu 2/18 | The Modern Workplace  
|   |   | Company Culture  
|   | Reading:  
|   | “Will Happy Workers Deliver?”  
|   | “Is Holacracy Succeeding at Zappos?”  
|   | “Espousing Equality, Embracing Hierarchy”  
|   | “Amazon Workplace”  
|   | Communication  
|   | Accountability  
|   | Assign Business Profile  
|   |   |   |
| 5 | Tue 2/23  
|   | Thu 2/25 | Managing in the modern workplace  
|   |   | Conflict resolution  
|   | Modifying behavior  
|   | Leadership  
|   | Ethics  
|   | Review tracking test study guide  
|   |   |   |
|   | Tue 3/2   | **INSTRUCTION BREAK**
|---|---------|
|   | Thu 3/4 | --------------------------------------------------------------------------------------------------
|   |         | **TRACKING TEST #1**
|   |         | ► Business Profile: one-minute presentation to class on your topic and report objective
|   |         | **MODULE TWO: MANAGING A BUSINESS (MICO VIEW)**
|   |         | **Tough management tasks**
|   |         | ► Read: “7 Tips for a Compassionate Layoff”
|   |         | “Congratulations You’ve Been Fired!”
|   |         | **Decision making**
|   |         | **Working with unions**
|   |         | **Contracts**
|   |         | **Crisis management**
|   |         | ► Submit Business Profile for peer review
|   |         | **Strategic planning**
|   |         | **Personal planning**
|   |         | **Sales and marketing**
|   |         | ► Submit revised Business Profile Report
|   |         | ► Submit back evaluations – see schedule
|   |         | **Branding**
|   |         | • Why every manager is a brand manager
|   |         | ► Review midterm exam study guide
|   |         | **Financial management**
|   |         | **Financial reports vs. spin**
|   |         | • Numbers don’t lie
|   |         | • How companies show successes/hide failures
|   |         | • Company reports
|   |         | • Debt – uses and abuses
|   |         | **MIDTERM EXAM**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activities</th>
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<tbody>
<tr>
<td>11</td>
<td>Tue 4/6</td>
<td><strong>MODULE THREE: BUILDING A BUSINESS</strong></td>
<td>Reasons to go it alone</td>
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<td>Thu 4/8</td>
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<td>• Media startups successes</td>
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<td>• Embracing failure</td>
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<td>• Read “Embracing Failure”</td>
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<td><strong>Venture capital</strong></td>
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<td>• The pitch</td>
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<td></td>
<td>▶ Assign client project</td>
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<td>12</td>
<td>Tue 4/13</td>
<td><strong>CIRCLE PROJECT: WORKSHOP</strong></td>
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<td>Thu 4/15</td>
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<td>Team meetings in class</td>
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<tr>
<td>13</td>
<td>Tue 4/20</td>
<td><strong>CIRCLE PROJECT</strong></td>
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<td>Thu 4/22</td>
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<td>Presentations</td>
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<td>14</td>
<td>Tue 4/27</td>
<td><strong>CIRCLE PROJECT</strong></td>
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<td>Thu 4/20</td>
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<td>Presentations</td>
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<td>15</td>
<td>Tue 5/4</td>
<td><strong>CIRCLE PROJECT</strong></td>
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<td>Thu 5/6</td>
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<td>Presentations</td>
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