



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
CMN275	TV Technology & Culture	3
Hours:	Co- or Pre-requisite	Implementation Semester & Year
Lecture/Lab/Other 3 Lecture		Fall 2022

Catalog description:

This course focuses on three areas of television studies: Technology & Ownership, Textual Analysis, and Audiences. Topics include television regulations, audience measurement, distribution and programming strategies, competing business models, and cultural ideologies. Students will also work on professional networking skills by attending field trips, creating a professional resume/portfolio, and connecting with an industry professional for a profile paper.

General Education Category: **Course coordinator:** Barry Levy, 609-570-3465, levyb@mccc.edu
Not GenEd

Required texts & Other materials:

There is no required textbook for this course. Materials will be provided through Blackboard.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Comprehend textual scholarly and industry sources through a critical lens, with an understanding of their validity, perspective bias, audience, and context. [Supports ILG #1, 4, 5, 10, 11 ; PLO #3]
2. Demonstrate a basic understanding through discursive practices the role of the audience, the different patterns of media consumption, and the ways in which audiences use media texts [Supports ILG #5, 7, 9, 10, 11 ; PLO #5]
3. Identify and describe the significance of major players, strategies, and practices of the media industry and their impacts on audiences. [Supports ILG #1, 7, 9, 10, 11; PLO #5, 6]
4. Describe and analyze media texts through the application of various theories to reveal their connotative and denotative meanings. [Supports ILG #1, 5, 6, 7, 8, 10, 11; PLO #3]
5. Demonstrate an understanding of career options by exploring industry locations, meeting professionals, and developing a professional portfolio. [Supports ILG #1, 4,11 ; PLO #6]
6. Identify and evaluate the federal regulations and governing bodies that oversee the media industry and critically analyze the effects they have on both industry and audience [Supports ILG #1, 5, 6, 7, 8, 10, 11; PLO #5]
7. Compare the varying methodologies and uses for audience measurement as well as the major firms that serve as the linchpin for the triangulation of advertisers, media companies, and audiences. [Supports ILG #1, 5, 7, 8, 9, 10, 11 ; PLO #3, 5]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Digital Film & Television (PLO)

1. Write, produce, direct, and edit a variety of digital films and video productions.
2. Utilize digital and audio editing software to express their creative visions through vision and sound.
3. Analyze Films representing a wide range of historical and cultural perspectives.
4. Demonstrate technical proficiency in all aspects of a broadcast studio.
5. Manage the collaborative creative process, working within all aspects of the production process.
6. Create a professional portfolio to serve in the pursuit of further education or employment.

Units of study in detail – Unit Student Learning Outcomes:

Unit I **Industrial Landscape** [Supports Course SLO #1, 2, 3]

Learning Objectives

The student will be able to...

- distinguish between modes of content distribution (broadcast, cable, & Internet)
- explain the technological capabilities and constraints of different distribution technologies as it pertains to making content available to audiences
- identify audience consumption patterns and trends as it pertains to push and pull media
- compare the capabilities and constraints of devices (television set, mobile device, computer, etc.) for navigating platforms and accessing content
- summarize the historical arc of disruption technology has had on its content distribution predecessors from broadcast to the Internet
- identify the different means of content discoverability unique to each mode of distribution

Unit II **Media Ownership** [Supports Course SLO #1, 3, 6, 7]

Learning Objectives

The student will be able to...

- identify key mergers and acquisitions within the television industry
- explain the reasons for industry mergers and acquisitions
- describe the impacts of integration on the industry supply chain and audience
- classify the differences between horizontal and vertical integration
- survey the contemporary media landscape and identify the key media properties owned by companies

- consider the role independent producers have historically played as disruptors amidst media conglomerates
- explain the ways in which content licensing and program syndication works

Unit III **Federal Regulations [Supports Course SLO # 1, 2, 3, 6]**

Learning Objectives

The student will be able to...

- identify the governing laws and bodies responsible for regulating mergers and acquisitions
- summarize the roles of the FCC, FTC, and Justice Department both contemporary and historically
- explain the significant aspects of the Communications Act of 1934 and Telecommunications Act of 1996
- evaluate the implementation and eventual repeal of the Financial Interest and Syndication Rules and Fairness Doctrine, and explain the impact this had on programming
- analyze the FCC laws concerning children's programming and consider their role in the contemporary digital milieu
- develop an understanding of net neutrality, privacy, and the surveillance of audience activity as it pertains to media consumption
- explain the major tenets of Copyright law and Fair Use
- critique the role television plays in serving the public interest
- consider the debate between whether a company is classified as a technology firm or media publisher

Unit IV **Content Production [Supports Course SLO # 1, 2, 3, 4]**

Learning Objectives

The student will be able to...

- evaluate the different business models used in producing content, such as cost-plus versus deficit financing models
- distinguish between the different genres of content
- explain the intellectual property rights of content creators
- develop an understanding of the cultural forms embedded within micro-level flows
- identify the strategies for promoting content such as upfronts, press kits, teasers, social media, and accessibility
- describe the process for pitching content ideas and obtaining funding
- analyze the impact media consolidation and integration have on content creation
- critique the contemporary advertising strategies as it pertains to the content creation process and modes of distribution

Unit V **Content Strategies [Supports Course SLO #1, 2, 3, 4, 6, 7]**

Learning Objectives

The student will be able to...

- organize the different levels of repurposing via windowing and versioning in the life cycle of content
- develop an understanding of how personalization works via algorithmic recommendation systems and platform navigation
- survey the history of interactive television and the ways in which digital technologies are leveraged to entice audience engagement
- identify the key concepts of strategic programming flows across different distribution platforms
- develop an understanding of the ways in which social media platforms, and more specifically, influencers, are utilized to promote content

- distinguish between the strategies of authentication, appointment viewing, and walled gardens as it pertains to content accessibility
- consider the role linear programming via virtual multichannel video programming distributors within the digital milieu versus the time-shifted capabilities of OTT libraries

Unit VI Audience Measurement and Research [Supports Course SLO #1, 2, 3, 7]

Learning Objectives

The student will be able to...

- name the major industrial players operating ratings panels in the U.S. and describe their methodologies
- describe the major advertising strategies and identify contemporary trends within measurement (ex. C3, C7 ratings)
- explain the various methodologies for researching audience reaction to content for predictive purposes (i.e., biometrics, focus groups, dial testing, etc.)
- explain how audience data is collected and used to drive content and marketing strategies
- develop a position within the audience commodity labor debate, in which audiences are bought and sold by industry
- survey the contemporary field of audience measurement services, including the role social media plays in evaluating content performance
- critically assess the role of the audience within measurement systems and discuss the notion of the audience commodity
- interpret quantitative and qualitative data, such as ratings, in order to critically assess industry decision-making

Unit VII Audience Studies [Supports Course SLO #1, 2, 4, 7]

Learning Objectives

The student will be able to...

- identify the major theoretical frameworks ranging from early administrative audience studies to Cultural Studies in examining the various approaches to studying audiences
- explain the concepts of the encoding/decoding model, uses & gratifications, two-step flow, and active audience theory.
- consider the work of fans and the ways in which digital technologies have impacted their interactions with content
- analyze the industry-audience power dynamic given the recent technological disruptions taking place in the 21st century
- explain the role of the prosumer (producer/consumer) and the value their immaterial labor produces within an interactive media environment
- summarize consumer culture and identify the ways in which it impacts audiences
- explain and critique the role of the public sphere as it pertains to media prosumption [production/consumption]

Unit VIII Textual Analysis [Supports Course SLO #1, 2, 3, 4]

Learning Objectives

The student will be able to...

- consider the ideologies embedded within media texts and learn how to read them
- identify the key components of semiotics & structuralism and use it to analyze a media text

- critique the media representations of race, class, and gender and consider how identities and subjectivities are constructed by media texts
- explain the role of consumerism within American media and identify the hegemonic ideologies embedded within texts
- evaluate the way realism is represented through media by considering the notion of hyper-reality
- apply various theoretical frameworks to media texts and explain their meanings
- interpret connotative and denotive meanings within media texts
- explain the historical significance of using media texts for the purpose of persuasion and propaganda and recognize its role within the contemporary media landscape
- describe the theoretical concept of hegemony and apply it to media texts
- select a media text and critique it using a textual analysis approach

Unit IX Professional Networking [Supports Course SLO #1, 3, 5]

Learning Objectives

The student will be able to...

- select an industry professional to interview in order to gain a better understanding of the media landscape and possible career paths
- prepare a professional resume and portfolio
- survey possible career options by attending field trips to industry locations
- establish an online presence via a professional networking site such as LinkedIn
- identify and explain the roles of major professional television and media organizations such as the National Association of Broadcasters (NAB), National Broadcasting Society (NBS), or Radio Television Digital News Associations (RTDNA)
- observe guest speakers and alumni currently working with the industry and ask questions pertaining to their careers

Evaluation of student learning:

Achievement of the course objectives will be evaluated through the following tools:

- An exam assessing students' comprehension of course material
- A writing assignment requiring students to select, contact, and interview an industry professional of their choosing to profile that person's career and job responsibilities.
- In-class presentation and research report requiring students to analyze media texts and platforms through the application of regulations, theories, and content strategies.
- In-class presentation based on interview/writing assignment of media professional interview key points.
- Informal writing responses to weekly readings in order to assess students' knowledge and understanding of unit key concepts
- Quizzes to assess students' comprehension of material for each unit of study

Project Values/Grade Breakdown The final grade is based on the following values:

Final Exam	15%
In-Class Presentations	15%
Reading/Writing Weekly Assignments	25%
Industry Profile Paper	25%
Quizzes	10%
Attendance/Participation	10%