COURSE OUTLINE

Course Number | Course Title | Credits
---|---|---
CMN 274 | Radio/Television Management | 3

<table>
<thead>
<tr>
<th>Hours:</th>
<th>Co- or Pre-requisite</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>lecture/Lab/Other 4</td>
<td>Prerequisites: CMN 101, CMN 141, CMN 151 with a minimum C grade</td>
<td>sem/year</td>
</tr>
</tbody>
</table>

**Catalog description (2006-2009 Catalog):**

Study of various broadcast business models, structures, holdings and the functions of middle - and upper level managers of radio, television, and cable operations. Explore traditional and nontraditional businesses, mergers, business alliances, functions of individual station roles, basic media research and the sales and marketing functions. Strong emphasis on ethics and decision making as students solve case studies, discuss current media issues and join a management team to create an interdisciplinary mock “station”. Spring offering. 3 lecture hours

**Is course New, Revised, or Modified?** No

**Required texts/other materials:**

Management of Electronic Media 3rd edition: Alan Albarran
Students must have access to all electronic media outlets including commercial radio, television and the internet.

**Revision date:** January 2008  
**Course coordinator:** Mitchell Canter, ext. 3755

**Information resources:**

- Students will use the World Wide Web to access information about current electronic media holdings, business, programming, research information.
- Students will be asked to use station sites to explore management and programming as each unit is discussed in class.
- Students are expected to be abreast of current news in all areas of new and existing media for class discussion and written assessment.
- Examples of web sites include: [www.nab.com](http://www.nab.com), [www.rab.com](http://www.rab.com), [www.nytimes.com](http://www.nytimes.com), [www.adage.com](http://www.adage.com), [www.ncta.com](http://www.ncta.com)

**Other learning resources:**

All other learning resources will be provided in class and might include media demonstration, and industry guest speakers.
Course Competencies/Goals:
The student will be able to:

- Describe the traditional and current organizational forms by which radio, television and cable broadcast stations are managed. Students will understand the changing and transient nature of the broadcast business and will have an understanding of the strategies and purpose behind today's mergers, acquisitions and divestment of broadcast properties.
- Discuss the historical perspective of the FCC and explain current FCC legislation, including the Telecommunications Act of 1996, its addenda, and its ramifications for current broadcast managers.
- Identify and apply responsible and ethical leadership skills to current broadcast models and explore “management technique” with case studies used to simulate real broadcast business problems and issues.
- Demonstrate the ability to work within a “management team” to create problem solving and viable outcomes.
- Demonstrate understanding of broadcast research through class projects that have the student function in the role of a media buyer and seller.
- Incorporate a global media perspective, be a more cautious media consumer while gaining valuable knowledge about the actual business of the electronic media.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals
Goal 1. Communication. Students will exhibit effective communication through in-class presentation of electronic broadcast case histories and management role-playing. Strong written communications are required for advance understanding and presentation of homework and in class reaction papers.

Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts in the research and sales areas. Good managers keep a balanced and profitable budget, can negotiate an effective and viable sales contract and understand the relationships in vital research. Students will use statistics and mathematics to achieve marketing and sales related criteria.

Goal 3. Technology. Students will depend upon internet sources to research the role and functions of format, demographics and marketing of radio, TV and cable stations across the United States. This research will be used to write appropriate industry reaction papers, management team assignments and to complete case history goals.

Goal 4: Social Science. Students will use social science theories and concepts when exploring hiring and personnel management. Course work will focus on seven “Norms used in Moral Decision Making” and how ethics codes and mission statements help managers to create a productive and pleasant work environment in the unique business model that is the electronic media.

Goal 5. History. Students will understand historical and political events as they relate to a changing broadcast industry. The industrial revolution through current times will be a focus as they explore the rapidly changing technology and global views held by the media.

Goal 6. Diversity. Students will understand the importance in all areas of the study of management from EEOC regulations specific to hiring in the broadcast business, to demographic research, to content which demonstrates a greater global perspective.
Goal 7. Ethical Reasoning and Action. Students will understand the meaning of ethics in managerial decision-making, ethical hiring and controversies in how station owners and the FCC define ethics.

MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively while presenting and exhibit college level analysis within their writing.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing data, interpreting and making decisions and solving fictional case studies and real current media issues.

Goal C. Ethical Decision-Making. Students will recognize and reflect at every level the ethics of management using a code of ethics for decision making in group assignments.

Goal D. Information Literacy. Proficient use of information is necessary to effectively analyze and choose credible information using more than commercial search engines. Students will be required to find broadcast specific information, locate, evaluate and present in context for current classroom discussions.

Goal E. Collaboration and Cooperation. Students must work in effective and productive “management teams” to accomplish several small tasks and one final large group project. Each student works in tandem with the next so that one person’s contribution cannot be complete without the input of a team member. This simulates a real broadcast management experience.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will understand a global perspective in all areas of study of broadcast management.

Units of study in detail.

Unit I Media organization overview (Gen Ed 1, 7, 9. Core Stan a, b, d, e, g)

Learning Objectives
The student will be able to...

- Define management with an understanding of the rapidly changing nature of the media.
  - convergence
  - consolidation
  - market competition

- Name the activities of the electronic media.
  - development
  - production
  - exhibition

- Identify the media “players” who are the electronic media with a brief history to be explored throughout the course of each medium.

- Describe the role, skill set and function of each manager and the traditional corporate structure.
  - lower level
  - middle level
  - executive level
**Unit II**  
Alliances and Partnerships (Gen Ed1, 4, 7 Core Stan. a, b, d, e, f)

*Learning Objectives*

*The student will be able to…*

- Discuss the current strategic mergers of the mass media, vertical and horizontal integration and demonstrate understanding of the reasons and benefits to today’s joint media ownership.
  
  a. Relate to FCC regulation
  
  b. Defining market
  
  c. Dual product markets
  
  d. Geographic markets

- Explain market structure.
  
  a. Technological
  
  b. Regulatory
  
  c. Global
  
  d. social

- Describe the forces affecting today’s media markets.

- Understand how these alliances affect management in all media.
  
  a. Radio
  
  b. Television
  
  c. Cable

---

**Unit III**  
Audience Research (Gen Ed 2, 4, 8, 9 Core Stan b, d, e, g)

*Learning Objectives*

*The student will be able to…*

- Describe how the electronic media targets audience.

- Define and use various types of research.
  
  a. Demographic
  
  b. Psychographic
  
  c. Geodemographic

- Explore Companies that conduct media research and how the research is applied.
  
  a. Nielsen media Research
  
  b. Arbitron
  
  c. RAB, CAB, TVB, IAB

- Calculate valuable rating and share data.

---

**Unit IV**  
Marketing (Gen Ed 1, 2, 4, 8 Core Stan a, b, d, f)

*Learning Objectives*

*The student will be able to…*

- Define marketing and cite its role in the sales process.

- Discuss the significance of the four P’s of marketing.
  
  a. Product
  
  b. Price
  
  c. Place
  
  d. promotion

- Use marketing strategies to brainstorm effective campaigns.
  
  a. Segmentation
  
  b. Positioning
  
  c. Branding

- Define the role of marketing and sales managers.
• Differentiate between promotion and advertising.
  a. Co-op advertising
  b. On air
  c. Web
  d. Publicity
  e. Sales promotion
  f. Community involvement
• Define sales terms.
  a. Gross impressions
  b. Gross rating points
  c. Reach
  d. Frequency
  e. Cost per thousand
  f. Cost per point

Unit V The Role of Public Relations (Gen Ed 1, 4, 5, 7 Core Stan a, b, d, f)

Learning Objectives
The student will be able to…
• Describe the role and importance of Public Relations.
  a. Community relations
  b. Industry relations
  c. Media relations
  d. Financial public relations
  e. Minority relations
• Differentiate between public relations, advertising and promotion.
  a. Marketing
  b. Advertising
  c. Public affairs
  d. Promotion
• Identify the various publics served by the station.
  a. Audience
  b. Advertisers
  c. Stockholders
  d. Employees
  e. Government agencies
  f. Non profit organizations
  g. Other businesses
• Understand how managers use Public Relations to communicate with the community.

Unit VI News Management (Gen Ed 1, 4, 5, 7, 8, 9 Core Stan a, b, c, d, f)

Learning Objectives
The student will be able to…
• Determine the historical and cultural significance of station news.
• Differentiate between local and national news and discuss various news sources.
• Understand the role of news as “content”.
  a. Daypart
  b. Cost
  c. Content providers
• Explore internet applications and anticipate new applications.
Describe news department managers’ roles.
   a. News director
   b. Assistant
   c. Assignment editors
   d. Operations
   e. Executive producers
   f. Producers
   g. Anchors
   h. Reporters
   i. Photographers and editors

Describe the roles of research in news management.

Make decisions based on ethics in news management.

Gain knowledge of diversity issues.

Demonstrate an understanding of financial news management.
   a. Budgeting
   b. Negotiating contracts
   c. The balance of content vs. profit

Unit VII  Personnel and Hiring (Gen Ed 1, 5, 8 Core Stan c, f, g)

Learning Objectives

The student will be able to...

Describe the hiring process.
   a. Recruiting
   b. Resume writing
   c. Applications
   d. Advertising
   e. interviewing

Name the managers who hire.
   a. Department heads
   b. General managers
   c. Personnel managers

Describe the interview process.

Define orientation, training and performance reviews.

Explain grounds for promotion and termination.

Discuss legal issues in Personnel Management.
   a. EEOC Guidelines
   b. FCC broadcast specific regulations
   c. Hiring and firing issues
   d. Sexual harassment
Unit VIII  Ethics in Management (Gen Ed 5, 8, 9 Core Stan b, c, d, f, g)

Learning Objectives
The student will be able to...

- Name seven studies of ethics.
  a. The golden mean
  b. The Judeo-Christian Ethic
  c. The Categorical Imperative
  d. Utilitarianism
  e. Egalitarianism
  f. Relativism
  g. Social Responsibility Theory
- Discuss the complexities of ethical decision making.
- Write an ethical code and mission statement.

Unit IX  Regulatory Influences (Gen Ed 1, 4, 7 Core Stan b, d, f)

Learning Objectives
The student will be able to...

- Discuss the history of the FCC.
- Explain the symbiotic relationship between the government and media operations.
- Discuss today's FCC and the 1996 Telecommunications Act.
  a. Ownership
  b. Content
  c. Ratings
  d. HDTV
- Name other agencies that regulate the media.
  a. FTC
  b. Citizens and consumer groups
  c. The Press
  d. The NAB, RAB, CTV
  e. Self Regulation

Unit X  Financial Management (Gen Ed1, 2 Core Stan b, d, f)

Learning Objectives
The student will be able to...

- Define financial management.
  a. Planning
  b. Monitoring
  c. Control
- Discuss how stations meet financial goals.
  a. The economy
  b. Technological change
  c. Regulatory issues
  d. Audience preference
- Illustrate the budgeting process.
  a. Forecasting
  b. Capital budgeting
  c. Monitoring
- Financial analysis unique to broadcast stations.
  a. Technology
  b. Trends
Unit XI Technology Trends and How They Affect Managers (Gen Ed 1, 4, 7 Core Stan a, b, d, f)

Learning Objectives

The student will be able to...

- Define distribution technologies.
  a. Broadband
  b. Internet
  c. Satellite
  d. Terrestrial
  e. HDTV
- Name consumer technologies.
  a. DVRS
  b. Wireless Reception Devices
  c. Interactive TV
- Discuss how media content is affected by new technology.
  a. HDTV
  b. Repurposing
  c. Repackaging
- Describe how changing technologies challenge and impact managers.

Evaluation of student learning: Students will be graded on analytical skills, creative solutions to homework questions and case studies and knowledge of lecture and textbook materials. They will be assessed on group collaboration by functioning as a management team, interviewing for desired position, hiring credible talent, researching market and presenting a finished final team project. Additionally, students will be required to take a midterm and final exam to assess their in-depth knowledge of course material. Finally, because the classroom provides a rich learning opportunity for sharing and an invaluable “think tank” for current media issues, participation and attendance are absolutely imperative and will be graded accordingly.

- Group case studies 20%
- Homework 20%
- Midterm 15%
- Final Exam 15%
- Final Project 20%
- Class participation/attendance 10%

Academic Integrity Statement:
Mercer County College will not permit academic dishonesty. The college is committed to “the fair and continuing pursuit of knowledge, free from fraud or deception.” * This includes using or obtaining unauthorized assistance, giving fraudulent assistance to another student, knowingly representing the work of others as their own or reusing previously completed work, fabricating data, and the use of technological means to gain academic advantage. Students must originate all their own work. Formal violations reports will be filed if it becomes apparent that a student has misrepresented his/her work. If a student is unclear about the college’s policy, he/she may discuss with the instructor, refer to the Academic Integrity guide or student handbook or contact the office of the Vice President for Academic and Student Affairs.

* Mercer County Community College Guide for Students and Faculty. Academic Integrity.