CMN275  TV Technology & Culture  3
Course Number  Course Title  Credits
3/0/0  ENG102  Co- or Pre-requisite  Spring 2021
Hours:  Implementation
lecture/Lab/Other  sem/year

Catalog description (as it appears in 2014-2015 edition):
[Note: All revisions to the course description in the catalog require the submission of a memo to the Curriculum Committee.]
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.

Is course New, Revised, or Modified?  New.

Required texts/other materials: Reading materials will be provided electronically.

Revision date:  Course coordinator:  (Barry Levy, 609-570-3465, levyb@mccc.edu)

Information resources: (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)

Industry Trade Journals:
Variety, Broadcasting & Cable, Ad Week, Advertising Age, Media Post

Scholarly Journals:

Books:


**Other learning resources**: (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

**Course Competencies/Goals**: [List the most important 5-8 overall student learning outcomes for your course. Course-level student learning outcomes (or Course Competencies/Goals) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after completion of the course. Student learning outcomes should focus on what the students will learn (rather than what the instructor will teach) and must include verbs (explain…, demonstrate…, analyze…) that reflect lower-order and higher-order learning goals.]

*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. [ILG 1, 4, 5, 10, 11]
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 [ILG 5, 7, 9, 10, 11]
3. identify and describe the significance of major players, strategies, and practices of the media industry and their impacts on audiences. [ILG 1, 7, 9, 10, 11]
4. describe and analyze media texts through the application of various theories to reveal their connotative and denotative meanings. [ILG 1, 5, 6, 7, 8, 10, 11]
5. demonstrate an understanding of career options by exploring industry locations, meeting professionals, and developing a professional portfolio. [ILG 1, 4, 11]
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 [ILG 1, 7, 9, 10, 11]
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. [ILG 1, 5, 7, 8, 9, 10, 11]

Course-specific Institutional Learning Goals (ILGs)/General Education Goals. [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college’s commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the “Gen Ed Attachment”) should be completed and attached to the course outline. Below is a complete list of Mercer’s General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and delete those that are not a central part of the course.]

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 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.

Units of study in detail. [Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to the course-level SLOs and the General Education and Core Skills SLOs either by cross-referencing them by number or by explaining the connections in a brief narrative. It is not expected that every unit-level SLO will connect to the General Education and Core Skills SLOs; each unit-level SLO, however, must connect to at least one course-level SLO. See the attached examples.]

Unit I  Industrial Landscape
Learning Objectives
The student will be able to…
• distinguish between modes of content distribution (broadcast, cable, & Internet) [CG 1, 3]
• explain the technological capabilities and constraints of different distribution technologies as it pertains to making content available to audiences [CG 2]
• identify audience consumption patterns and trends as it pertains to push and pull media [CG 1, 2]
• compare the capabilities and constraints of devices (television set, mobile device, computer, etc.) for navigating platforms and accessing content [CG 2]
• summarize the historical arc of disruption technology has had on its content distribution predecessors from broadcast to the Internet [CG 1, 3]
• identify the different means of content discoverability unique to each mode of distribution [CG 3, 2]

Unit II  Media Ownership
Learning Objectives
The student will be able to…
• identify key mergers and acquisitions within the television industry [CG 1, 3, 6]
• explain the reasons for industry mergers and acquisitions [CG 1, 3]
• describe the impacts of integration on the industry supply chain and audience [CG 1, 3]
• classify the differences between horizontal and vertical integration [CG 1, 6]
• survey the contemporary media landscape and identify the key media properties owned by companies [CG 1, 3]
• consider the role independent producers have historically played as disruptors amidst media conglomerates [CG 1, 3]
• explain the ways in which content licensing and program syndication works [CG 1, 3, 7]

Unit III  Federal Regulations
Learning Objectives
The student will be able to…
• identify the governing laws and bodies responsible for regulating mergers and acquisitions [CG 1, 3, 6]
• summarize the roles of the FCC, FTC, and Justice Department both contemporary and historically [CG 1, 3, 6]
• explain the significant aspects of the Communications Act of 1934 and Telecommunications Act of 1996 [CG 1, 3, 6]
• evaluate the implementation and eventual repeal of the Financial Interest and Syndication Rules and Fairness Doctrine, and explain the impact this had on programming [CG 1, 3, 2, 6]
• analyze the FCC laws concerning children’s programming and consider their role in the contemporary digital milieu [CG 1, 6]
• develop an understanding of net neutrality, privacy, and the surveillance of audience activity as it pertains to media consumption [CG 1, 2, 3, 6]
• explain the major tenets of Copyright law and Fair Use [CG 1, 6]
• critique the role television plays in serving the public interest [CG 1, 3, 2, 6]
• consider the debate between whether a company is classified as a technology firm or media publisher. [CG 1, 2, 3, 6]

Unit IV  Content Production
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 [CG 1, 3]
• distinguish between the different genres of content [CG 1, 3]
• explain the intellectual property rights of content creators [CG 1, 3]
• develop an understanding of the cultural forms embedded within micro-level flows [CG 1, 2, 4]
• identify the strategies for promoting content such as upfronts, press kits, teasers, social media, and accessibility [CG 1, 2, 3]
• describe the process for pitching content ideas and obtaining funding [CG 1, 3]
• analyze the impact media consolidation and integration have on content creation [CG 1, 2, 3]
• critique the contemporary advertising strategies as it pertains to the content creation process and modes of distribution [CG 1, 3]

Unit V  
Content Strategies  
**Learning Objectives**  
The student will be able to…

- organize the different levels of repurposing via windowing and versioning in the life cycle of content [CG 1, 3, 7]
- develop an understanding of how personalization works via algorithmic recommendation systems and platform navigation [CG 1, 3, 2, 4]
- survey the history of interactive television and the ways in which digital technologies are leveraged to entice audience engagement [CG 1, 3, 2]
- identify the key concepts of strategic programming flows across different distribution platforms [CG 1, 3]
- develop an understanding of the ways in which social media platforms, and more specifically, influencers, are utilized to promote content [CG 1, 2, 3, 6]
- distinguish between the strategies of authentication, appointment viewing, and walled gardens as it pertains to content accessibility [CG 1, 2, 3]
- consider the role linear programming via virtual multichannel video programming distributors within the digital milieu versus the time-shifted capabilities of OTT libraries [CG 1, 2, 3, 7]

Unit VI  
Audience Measurement and Research  
**Learning Objectives**  
The student will be able to…

- name the major industrial players operating ratings panels in the U.S. and describe their methodologies [CG 1, 3, 2, 7]
- describe the major advertising strategies and identify contemporary trends within measurement (ex. C3, C7 ratings) [CG 1, 3, 2, 7]
- explain the various methodologies for researching audience reaction to content for predictive purposes (i.e., biometrics, focus groups, dial testing, etc.) [CG 1, 2, 3, 7]
- explain how audience data is collected and used to drive content and marketing strategies [CG 1, 3, 2, 7]
- develop a position within the audience commodity labor debate, in which audiences are bought and sold by industry [CG 1, 3, 2, 7]
- survey the contemporary field of audience measurement services, including the role social media plays in evaluating content performance [CG 1, 2, 3, 7]
- critically assess the role of the audience within measurement systems and discuss the notion of the audience commodity [CG 1, 2, 7]
- interpret quantitative and qualitative data, such as ratings, in order to critically assess industry decision-making [CG 1, 3, 7]
Unit VII  Audience Studies

**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 [CG 1, 2, 4]
- explain the concepts of the encoding/decoding model, uses & gratifications, two-step flow, and active audience theory. [CG 1, 2, 4]
- consider the work of fans and the ways in which digital technologies have impacted their interactions with content [CG 1, 2, 4]
- analyze the industry-audience power dynamic given the recent technological disruptions taking place in the 21st century [CG 1, 2, 4]
- explain the role of the prosumer (producer/consumer) and the value their immaterial labor produces within an interactive media environment [CG 1, 7]
- summarize consumer culture and identify the ways in which it impacts audiences [CG 1, 2, 3]
- explain and critique the role of the public sphere as it pertains to media prosumption [production/consumption] [CG 1, 2]

Unit VIII  Textual Analysis

**Learning Objectives**
The student will be able to...
- consider the ideologies embedded within media texts and learn how to read them [CG 1, 2, 4]
- 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 [CG1, 4]
- apply various theoretical frameworks to media texts and explain their meanings [CG 1, 2, 4]
- interpret connotative and denotive meanings within media texts [CG 1, 2, 4]
- explain the historical significance of using media texts for the purpose of persuasion and propaganda and recognize its role within the contemporary media landscape [CG 1, 2, 3]
- describe the theoretical concept of hegemony and apply it to media texts [CG 1, 4]
- select a media text and critique it using a textual analysis approach [CG 1, 4]

Unit IX  Professional Networking

**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 [CG 1, 3, 5]
- prepare a professional resume and portfolio [CG 5]
- survey possible career options by attending field trips to industry locations [CG 1, 3, 5]
- establish an online presence via a professional networking site such as LinkedIn [CG 5]
• 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) [CG 1, 5]
• observe guest speakers and alumni currently working with the industry and ask questions pertaining to their careers [CG 5]

**Evaluation of student learning:**
Achievement of the course objectives will be evaluated through the use of the following tools:

- An exam assessing students’ comprehension of course material [CG 1, 2, 3, 4, 5, 6, 7]
- 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. [CG 1, 3, 5]
- In-class presentation and research report requiring students to analyze media texts and platforms through the application of regulations, theories, and content strategies. [CG 1, 2, 4]
- In-class presentation based on interview/writing assignment of media professional interview key points. [CG 3, 5]
- Informal writing responses to weekly readings in order to assess students’ knowledge and understanding of unit key concepts [CG 1, 2, 3, 4, 5, 6, 7]
- Quizzes to assess students’ comprehension of material for each unit of study [CG 1, 2, 3, 4, 5, 6, 7]
- Preparation of a professional resume and portfolio [CG 1, 5]

**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%
- Total 100%

**Academic Integrity**
As per the student handbook, “A student will be guilty of violating academic integrity if he/she (a) knowingly represents the work of others as his/her own, (b) uses or obtains unauthorized assistance in the execution of academic work, or (c) gives fraudulent assistance to another student.” Students should read the Academic Integrity policy in the MCCC Rights and Responsibilities Student Handbook. **Academic Dishonesty will result in failure of this course**

**Students with Disabilities**
Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Ms. Stinson’s office is LB221, and she can be reached at (609) 570-3525. CMN 253 Digital Audio Production II

**Equal Opportunity Policy**
Mercer County Community College is committed to equal opportunity and affirmative action. Discrimination on the basis of race, creed, color, national origin, ancestry, age, gender, affectional or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, nationality, political views, religion, disability unrelated to job or program requirements or any other characteristic protected by law is prohibited. Questions regarding the equal opportunity policy and compliance statement may be directed to the Affirmative Action Officer, West Windsor Campus, (609) 586-4800, ext. 3270.