

Instructor: Dr. Fred Owens. Bliss #2010. Hours are 12-2 on M and Th; 3-4 on W. Usually available for walk-ins; always available by e-mail (fowens@ysu.edu); 941-1855 (YSU, voicemail).

Instructor's (Course) Website: <http://people.ysu.edu/~fowens>

Text: Gross & Fink, Telecommunications: An Introduction to Electronic Media, 10th Edition, McGraw-Hill, 2006. ISBN 9780073378862. Chegg price: \$39.99. Also, assigned readings from media-related web sites.

Supplementary materials and assignments will be sent to you from time to time by e-mail. Past mailings have included hints for exams, sample test items, bonus questions, special instructions for extra credit, and the like. Consult your e-mail account regularly to take advantage of these materials. Weather information will be sent via email.

Purposes of the Course: To help you learn how electronic communication have grown as business and social institutions; to learn fundamental concepts of encoding, transmission and decoding; to learn business and legal principles and practices used in broadcasting; to explore how broadcasting and other telecommunication services are converging; to prepare for advanced study in later courses. To understand the media industries and the basics of media programming through a group-based programming/production project.

Candidates for Telecommunication Studies Major: Concepts and issues addressed in this course recur. Retain class notes and text. After completing this course, Tcom 1581 (Technology) and English 1550 (Writing I) with grades of "C" or better in all three, then you may enroll in TCom 1682 (Scriptwriting) and TCom 1683 (Operations and Performance). Do not take advanced courses without having first completed their prerequisites because prerequisite courses taken out of order will not count toward your degree.

Don't forget: you're required to achieve grades of B or A in this course (and three others) to continue into the TCom major. Specifically, the requirement is: while in the Pre-Telecom category, students complete at least 15 semester hours and three specific courses with grades of B or higher in all three: TCOM 1500, TCOM 1580, and English 1550. A student must repeat any of these three courses in which he or she received a grade below B until the grade of B is achieved. Students would then be admitted to the TCOM major.

Study Schedule: You will be given a probable schedule including reading assignments and quiz/exams. Changes will be announced in advance during class and/or by e-mail and/or web posting. Students are expected to have read assigned materials **before** the listed dates, and small unannounced "reading checks" and quizzes may be used to show that proper study has occurred.

Grade Determination: Exams will be primarily multiple choice in format. Consideration for participation, effort, team cooperation, willingness to experiment, and satisfactory class attendance will be made subjectively by the instructor. Attendance is required: sign the attendance sheet when one is circulated. Scoring will be through an adjusted straight-scale percentage in which A=90-100%, B=80-89%, C=70-79%, and so on¹.

¹"Adjustment" points will be added only to exams/projects whose raw score achieves at least 50 percent.

Electronic devices: You may use personal media devices such as laptops, I-pads, mp3 players and document readers **occasionally** – but **only** if your nonverbals indicate that you are engaged primarily in the class agenda and do not annoy others.

Make-ups: Generally, missed assignments may not be made up. But if circumstances require you to miss an assignment, contact the instructor **in advance** -- in person, by phone or by e-mail-- to discuss specifics. Requests such as “I missed the exam. When can I take it?” or “I’m going on (vacation ... fishing ... a trip to Florida ... job interviewing ... etc.)” will not be honored.

2 exams @ 80 points each	160
2 reading checks @ 15 points each	30 ²
1 media project	90
1 final exam	90
<u>Participation, effort, etc.</u>	<u>30³</u>
Total	400

Understand and remember. You can expect to study the text thoroughly. It will require your time and focused attention. Extra help is available at the Reading and Study Skill Center⁴ and the YSU Writing Center⁵. Some lectures will explore the realm of point-to-point communication, which is not stressed in the text. Others will illustrate and summarize materials in the text, intended to help you understand and remember, *but not to repeat for you*, basic text information. PowerPoint slides outline the text: they and discussion elaborate and illustrate. PowerPoint is pretty bland, but you’ll endure. Study Points might be posted on the web a few days before each exam. If used, these will not be test questions, but study points: their purpose will be to help you understand and remember. The work of understanding and remembering is yours.

How to study a text: It’s not uncommon to hear some students say, “I never had to study before,” or “I can’t understand why I got a D on that exam ... I read the book!” Don’t get off on the wrong foot: (1) you will have to study in this course, and (2) reading the book isn’t studying. The goal of studying is to understand and remember the assigned material. Studying requires a *method*. As you become a more mature student, you’ll fine-tune your own study method. You should use the method that helps you learn best. In the meantime, here is a method that has helped hundreds of telecommunication students assemble outstanding academic transcripts. First, “gloss” the material to get a sense of what’s there; second, read it closely while highlighting (in color) those sections you don’t understand or can’t remember; third, work on the highlights and mark (with pencil) those which still are hard to remember; fourth, copy the penciled data to a notebook; and fifth, memorize the notebook. This method requires you to have worked your way through each chapter at least four times, while then concentrating only on those residual materials that you don’t understand or can’t remember. Also, build a glossary of terms for each chapter. Bring “text notes” and glossaries to exams for possible bonus credit.

²Points from additional (fewer) reading checks or among lab assignments will be reassigned from (to) quizzes and/or final exam.

³Sign the attendance sheet each time one is circulated. Excessive absence from class might produce a grade penalty of one letter. “Points” in this line are qualitative assessments, awarded subjectively.

⁴see <http://web.ysu.edu/rdgstudyskills/>

⁵see <http://web.ysu.edu/writingcenter/>

The text comprises some 500 pages. Study it at the rate of about 40 pages per week. By March 3, then, you should have learned the contents of the first 200 pages or so. All materials on this schedule are “fair game” for reading checks, but exams will cover complete chapters. Exams will be comprehensive.

CPM. A fundamental expression of how much it costs to reach people by advertising in media is “cost per thousand.” You will be expected to use seventh-grade arithmetic to solve various CPM problems. Supplementary drill and practice materials will be available to you. Significant penalties will be assessed for those who do not master these materials.

Email. YSU has provided an email account having this format: name@student.ysu.edu . Be sure to link it to your personal media devices so you always receive email. When sending, always put “TCOM” in the subject line.

Media Project: You can expect to solve a media case study in which you will help develop a multimedia program. Three to five media programming teams will be formed (depending on final enrollments). Each team will be responsible for researching, planning, scripting, budgeting and presenting to class a proposal for an original multimedia program. Near the final week of the term each group will **(1)** make a formal presentation to the class which summarizes their own work, and then **(2)** submit the formal proposal itself. Your participation on this day will be required. Several areas of expertise will be needed in each group, approximately like this:

Specialty	What the person does
Executive Producer	The overall team leader – coordinates the work of team members, makes sure the team keeps to its schedule, helps the team achieve excellence
Script/proposal writers	This person is a good writer. The project involves writing a program script, commercial scripts, promotions, and similar creative materials. Also, this person will (learn to) help write a formal business plan.
Market researcher	Media projects always begin with a clear understanding of the target audience. Someone must collect demographic and psychographic/lifestyle information about this population. Also, someone must research the commercial sponsors who might be available in this market.
Visual artist/designer	This cluster of skills is used to design the video/audio project, to design the web pages, to create the advertising/promotion graphics, and more.
Internet/web	Someone must do the actual writing/coding for a web. The web need not actually be published to the internet, but it must represent a splash page and at least 10 linked pages. All scripts should be uploaded to an appendix chapter.
Production/technology	Some form of the media project must be produced and recorded for in-class playback. At least one person should learn basic studio procedures for audio, or have access to a video camera/editor.

Videographer/Editor	This cluster of “field production” techniques refers to the team of actors/talent, producer/director, camera operator, production assistants and other specialists who capture a program in the field or studio.
Budget/Finance	All of this costs money to do at a competitive level (meaning the quality is good enough to attract real audiences). So someone has to develop a project budget and a production subset. It should be in two parts: income (detailing how the group will make money) and expenses (detailing how the group will spend it). It’s much easier to spend money than it is to earn it.
Intern/Production Assistant	Lots of odd jobs need to be done when planning a project and when shooting in the field. Sometimes known as Go-Fers. A common entry-level low-paid way to “get in.”

The Executive Producer will lead the team, identifying benchmarks and deadlines, keeping everyone involved and motivated, and will emcee the in-class presentation.

Each team will turn in during the Final Examination session one professionally-prepared written proposal, complete with research, scripts and other materials. Specifics will be explained later and elsewhere.

Remember: About 2 weeks before the end of the term, your group will make an **in-class presentation** of the project/proposal. This presentation will employ PowerPoint, as taught in Communication 1545. The in-class presentation will take the form of a **media pitch meeting**. Then, the **written proposal** will be submitted during the Final Examination session in notebook form.

Miscellaneous: Your instructor might attend several conferences and assorted meetings during the term. Alternate arrangements will be made and announced in class.

If Ursuline High School is closed (but not “delayed”) because of weather conditions, I will send information to you by blast email about our class meeting arrangements.

Introduce yourself to the people seated nearby. Exchange phone numbers. It’s in your best interest to be able to contact a couple of classmates in case of unforeseen circumstances. Make sure you sit near high-performing students; avoid those who impress you as slackers, druggies or nitwits.

Summary of key points:

1. **Turn all personal media but audio recorders off.**
2. Sign the attendance sheet.
3. Always use educated English in your communication with me, whether face to face or in writing.
4. Do not miss class or exams or assignments. See above.
5. You are responsible for your learning. (This is a key difference from your experiences in high school. At the university, you are expected to take the initiative to put light where there is darkness, clarity where there is fuzziness, and understanding where there is ignorance.) Don’t understand something? Take the initiative to find out.
6. You will be required to solve arithmetic “story problems” at the 7th grade level.
7. Email will be deleted unread, unless the word “TCOM” is included in the subject line.
8. You will work on a multimedia project with other students. Be careful to do your share.

- ✓ Watch for “leaders” – classmates who are focused, clear-headed, articulate, and motivated to do well. Ask them to lead the group.
 - ✓ Watch out for “dominators.” Too often they’ll fizzle, or not let you participate, or not listen to others, or not let you learn. Don’t give them leadership responsibilities. Review their progress regularly.
 - ✓ Watch out for “hangers-on.” They’ll hang back and not talk (but they’ll smile nicely and nod agreeably like a bobblehead doll). Then they’ll try to get credit for work other people did. Confront such inappropriate behavior immediately. Perhaps ask for authorization to eliminate them from your group.
9. Stay on the lookout for high-performing classmates. Buddy up to them. They will help you do better. Also watch for and avoid knuckledraggers, who will stroke your ego but drag you down.
 10. You may turn in your **text study notes** on exam days for bonus credit. Not class notes. All notes will be returned to you after review.
 11. Are you the fisherman, the bait, or the fish?
 12. Understand rates, ratings, shares, CPMs, and related terms. Be able to calculate them in story-problem form.
 13. And, to move to the Telecommunication Studies major you must have achieved a grade of B or A in this and other courses.while in Pre-TCom. **Be careful!**

Class Schedule		
DATE	TEXT	COMMENT
Jan 13 - 15	CH 1	
Jan 20 - 22	2	
Jan 27 - 29	3	Much class time devoted to this chapter
Feb 3 - 5	4	Much class time devoted to this chapter
Feb 10 - 12	5	Exam #1 (CH 1-5, Class discussions)
Feb 17 - 19	6	
Feb 24 - 26	7	
March 3 - 5	8	
March 9 - 13	Spring Break	
March 17 - 19	9	Much class time devoted to this chapter
March 24 - 28	10	Much class time devoted to this chapter Exam #2 (CH 1 - 10, Class discussions); Finalize team rosters
March 31 - April 2	11	Much class time devoted to this chapter Team meeting
April 7 - 9	12	
April 14 - 16	13	Much class time devoted to this chapter Team meeting NAB-LasVegas
April 21 - 23	14	
April 28 - 30		Group Presentation
Final Exam Session - Thursday, May 7, 8 AM Exam #3 (1-14) and Projects Due		

* **Media Teams.** On this day we will self-select the project teams. Rosters will be provisional because some class members might withdraw from the course as late as March 28. We don't control this situation. But if your team is decimated (probably good, if you get rid of some weak team members), we will re-deal the teams to correct the situation in the name of fairness. So be careful not to proceed too far until rosters are made firm.

** **Team Introductions.** One class member will operate the camcorder. Teams will take turns

introducing themselves on videotape. A team leader should coordinate things. Each person will take 30 seconds, **but not less**, to explain who he/she is and something interesting or unusual about him/herself, such as a concert pianist or a pumpkin farmer or a sky diver. Thirty seconds, not less.

*** **Viewer/Customer Profile.** As you have seen, the business is selling eyeballs (or ears) to advertisers. The eyeballs are the product, and the advertisers are your customers. We will pick one of these age groups (see chart) and groups of advertisers who might want to reach them. Your challenge will be to figure out how to deliver the right number and type of eyeballs.

Note: You will program for people who are demographically *unlike* you. Specifically, you will *not* create a program for people who are between 18 and 22 years of age (see "Lifestyle Development Stage Segmentation" table).
See also Nielsen's PRIZM [Market Segment Research](#) site.

**** **Team Meetings.** Normally not the entire class period. The project is mainly an out-of-class assignment. **Do not expect to limit your team meetings to in-class sessions and a few get-togethers before or after class.**

***** **Group Presentations.** Be sure to arrange for A/V support, as needed, in advance. These sessions will be videotaped for subsequent review. Dress as though you were making a **formal** business presentation. Be sure to rehearse your presentation.

Lifestyle Development Stage Segmentation

Stage	Age Range	Major Tasks
Childhood	2-7	Children generally have fewer rights than adults and are classed as unable to make serious decisions, and legally must always be under the care of a responsible adult.
Tween	8-12	A pre-adolescent (usually female) child who is at the "in-between" stage in their development when they are considered "too old for toys, too young for boys." The "tween" stage usually ends with the onset of puberty.
Teen	13-17	An adolescent child. A transitional period between childhood and adulthood whose cultural purpose is the preparation of children for adult roles
<i>Leaving Home</i>	<i>18-22</i>	<i>Breaking psychological ties, choosing careers, entering the work force, handling peer relationships, managing time and home, adjusting to independent life.</i>
<i>Not available for group use.</i>		
Reaching Out	23-28	Selecting a mate, settling into work, progressing in careers, parenting, becoming involved in communities, being a responsible consumer, purchasing a home, interacting socially, achieving autonomy
Questions/Questions	29-34	Searching for personal values, reevaluating relationships, progressing in careers, accepting growing children, establishing a permanent home.
Mid-life Explosion	35-43	Searching for meaning, reassessing marriage, reexamining work, relating to teenage children, relating to aging parents, reassessing priorities and values, adjusting to single life.
Settling Down	44-55	Adjusting to realities of work, launching children, adjusting to an empty nest, becoming deeply involved in social life, participating actively in community concerns, handling increased demands of older parents, leisure time and budgets, adjusting to single life, beginning to think about retirement.
Mellowing	56-64	Adjusting to health problems, deepening personal relationships, approaching retirement, expanding hobbies, financing new leisure time, adjusting to the loss of a mate.
Retirement	65 and older	Disengaging from paid work, reassessing finances, being concerned with personal health care, searching for new achievement outlets, managing leisure time, adjusting to a more constant marriage, adjusting to single life, liquidating lifetime assets, becoming reconciled to deaths.