

MSCM 150 Spring 2012
profsivek, admin

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Acknowledgements

To the students of MSCM 150 in Spring 2012! Thanks for all your hard work and for sharing your insights.

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Posts from This Class **Syllabus**

Some formatting is incorrect due to embedding of this Google Document. Click [here](#) for a pristine copy that can also be downloaded and/or printed. The Google Document may be updated as the semester continues.



About

This class is offered by the Department of Mass Communication at [Linfield College](#). It is required for majors and is also a general education option for all students.

This is the website for the section taught by Susan Currie Sivek, Ph.D., who blogs at [sivekmedia.com](#).

The header image for this site is adapted from a [photo](#) by [Bruce Turner](#) on Flickr, under the [CC-BY license](#).



Welcome to Intro to Mass Communication!

We start our class on Monday, Feb. 6. More to come soon!

First Week Complete!

Thanks for a great first week of classes!

This week, we talked about media literacy extensively, elaborating upon what might have seemed a simple concept at first.

A reminder: if you are a Mass Comm major or minor, please join our [Facebook group](#) for updates on activities, internships and jobs!

Here are some of the videos we watched this week for your review and enjoyment:

The “Sixth Sense” ([article here](#))
[\[Link to embedded object\]](#)

The New York Times’ Kitchen Table of the Future

[New York Times R&D Lab: The kitchen table of the Future](#) from [Nieman Journalism Lab](#) on [Vimeo](#).

Rescue Dogs 911 (which we discovered was much more complex than it seemed!)
[\[Link to embedded object\]](#)

If you’re interested in the idea of the “media diet,” a new [book](#) has just been published on the topic. Here’s a brief video, and a longer [article](#) that explains the book’s argument.

Lots of great ideas and questions came up this week that we’ll be exploring all semester long. Keep ‘em coming! I’m glad to have all of you in the class.



Week of Feb. 13: Media Technology and Economics

This week we discussed the different stages of the development of media technology, and even experimented with some of the newest technologies in class as you set up your blogs and Twitter accounts for the course.

We've also now started our exploration of the structure of the media industry and how it functions in economic terms.

We watched this video about media convergence and the changes wrought on the world by digital technology:

We also looked at this [interactive chart](#) of media ownership together and took a closer look at [NBCUniversal](#) as a company.

Next week, we'll continue with our discussion of media economics and will also start our classes on media law.



Note that you have some online readings to do for Monday (see the links in the class schedule for details). Remember also that next week we have our required evening lecture by columnist Leonard Pitts. Prior to the lecture, you might like to read some of Pitts' [columns](#) ([this](#) is one of his most famous, published right after 9/11) and check out his [biography](#). You might also listen to his [appearance](#) on NPR's "Talk of the Nation" or read the transcript of his interview there.



Posts from This Class

Week of Feb. 13: Media Technology and Economics



Week of Feb. 20: Media Economics and Intellectual Property Law

This week we examined the structure of the media industry and the regulations that control ownership.

We looked at the breakdown of the broadcast spectrum by the FCC, and you can play with the [interactive chart](#) of the spectrum.

I also had a clip from The Daily Show for you. Jon Stewart comments on the FCC regulation debate in 2003:

The Daily Show with Jon Stewart		Mon – Thurs 11p / 10c
Communication Breakdown		
		www.thedailyshow.com
Daily Show Full Episodes	Political Humor & Satire Blog	The Daily Show on Facebook

There are also some interesting examples of nonprofit media work and fundraising approaches that we addressed, including [ProPublica](#), [Kickstarter](#), and [Spot.us](#). You should also check out the Project for Excellence in Journalism study on news in Baltimore, described [here](#) by the Los Angeles Times.

To see more of the documentary on remix that we watched, check out this [collection](#) of all the parts from PetaPixel. The clip we watched in class is below.

[Everything is a Remix Part 1](#) from [Kirby Ferguson](#) on [Vimeo](#).

Finally, I mentioned in class that I'd post here a TED Talk by Lawrence Lessig on the issue of remix, since we won't have time to watch it in class.

[\[Link to embedded object\]](#)

See you tomorrow night at Leonard Pitts' lecture!



Week of Feb. 27: Media Law

This week, we discussed intellectual property laws and copyright. We watched this great explainer video from The Guardian about SOPA, the now-defunct bill that would have changed the way Internet companies are held liable for pirated material posted on their services.

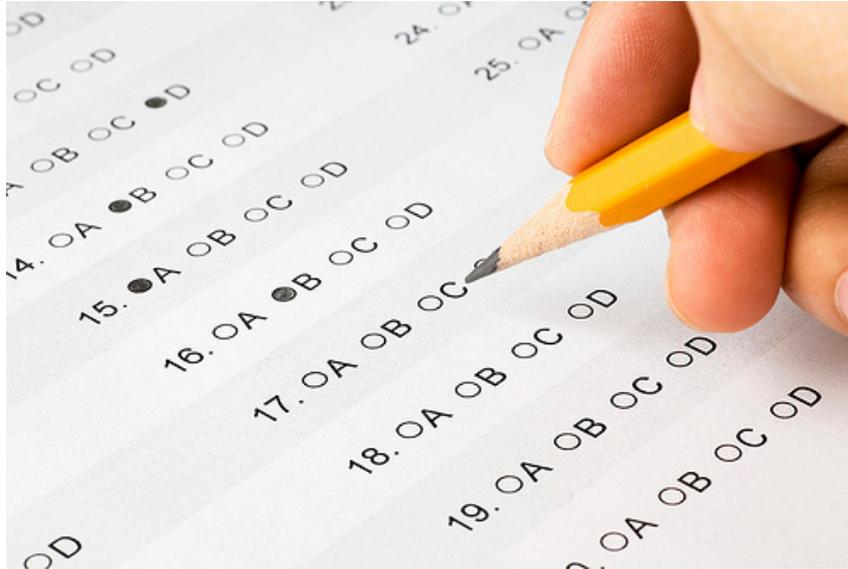
We talked about obscenity and indecency. Here's the website of the [Parents Television Council](#), the advocacy group I mentioned in class that favors increasing restrictions on indecent media content. Another perspective is offered by [Common Sense Media](#).

Finally, our class discussed libel law and its application. You can test your knowledge with [more cases](#) from the website we used in class.

Next week, we'll finish up our discussion of media ethics and prepare for Exam 1 on Wednesday.

Please note that I have shifted some due dates on the syllabus; the Google Doc and online class calendar are current, and you should refer to them rather than any printed copies you may have made. I have NOT moved any deadlines forward – only back...so don't panic.

Study Resources for Exam 1



I've created a [study guide](#) for you for Exam 1 on Wednesday, March 7. Click on the link to see/download the Google Doc or just read it below.

You might also like to use the [website](#) created by Pearson, your textbook's publisher, to review for the exam. You can select your textbook and then use the drop-down menu to access quizzes over the book's content. However, not everything on the exam is mentioned on the Pearson website, and topics are covered in the textbook that will not be on the exam, so be sure to use the study guide as your main guidance for your review.

Good luck!



Week of March 12: Media Effects and Print Media

This week, we discussed some of the research on and theories of media effects, and also began our look at the past, present, and future of print media.

If you found cultivation theory interesting, you might like to watch this video, which includes an interview with George Gerbner:

The entire documentary from the Media Education Foundation is available [in our library](#).

This is the video we watched to begin our discussion of cultural imperialism:

Here's [the article](#) I showed you in class about the Encyclopedia Britannica moving online-only.

Interested in watching more of the letterpress video? Here it is.

[Upside Down, Left To Right: A Letterpress Film](#) from [Danny Cooke](#) on [Vimeo](#).

You can see more of the UT-Austin Gutenberg Bible on the [Harry Ransom Center website](#).

You know you want to watch the Norwegian “Medieval Help Desk” video again...

More about print media next week!

Remember, Blog Post #2 is due Friday night by 11:59 p.m. I look forward to seeing your posts!



Week of March 19: Print Media and News

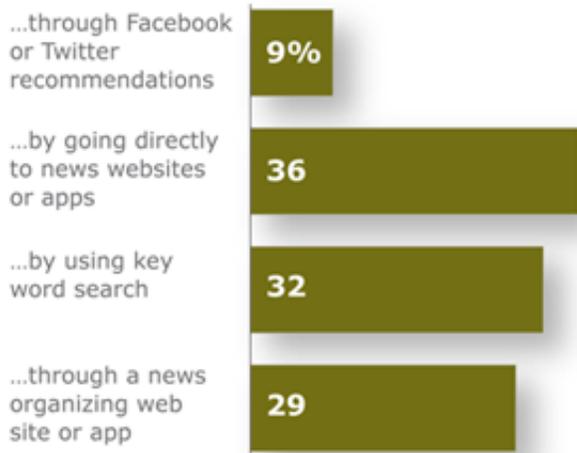
This week, we continued our discussion of print media and looked at newspapers and news in depth. If you found this topic interesting, I strongly recommend that you look at the Project for Excellence in Journalism’s State of the News Media [2012 report](#), which was just posted this week, and from which the data we’ve discussed in class were drawn.

Those of you interested in magazines might like to learn more about magazines’ [digital editions](#). Interestingly, some of the topics we’ve discussed – the digitization of “magazines” and the personalization of news – are addressed with new apps like Flipboard, demonstrated in the video below.

There’s also some new research on how people locate and use news from different sources. Read [this article](#) and check out the chart below, which you may find surprising based on your own news usage:

Social media is not an overwhelming driver of news (yet)

Percent of U.S. adults who get news on any digital device very often...



N=3,016

PEW RESEARCH CENTER’S PROJECT FOR EXCELLENCE IN JOURNALISM
2012 STATE OF THE NEWS MEDIA

Does this match your news preferences?



We'll continue our discussion of news after Spring Break! Have a wonderful break, and enjoy your media-literate relaxation. 😊



Week of April 2: News and Sound Media

Welcome back from Spring Break! We've had a good, busy week of discussions about news, the role of the media in our democracy, and the radio and music industries.

During our discussion of news, we did an activity to demonstrate to you firsthand the constructed nature of news. I showed you a front page from *The Oregonian* that you worked to fill with the news you thought most important. That front page came from [Today's Front Pages](#), which daily posts PDFs of newspaper front pages from around the world. If you like to follow the news, it's a fun way to see how different news organizations decide to cover similar stories — especially around major world events.

We also watched this brief TED talk by Alisa Miller that reveals the U.S.-centric nature of our news.

[\[Link to embedded object\]](#)

We looked at the flow of information through social media and questioned whether a “social media effect” might be supplementing or replacing the “CNN effect” that has been observed in the past with regard to bringing the public’s attention to major world events. You can read more about [the analysis](#) of the spread of the Kony 2012 campaign that we examined.

This video from the documentary “[Outfoxed](#)” demonstrates a weakness of some news coverage that fails to attribute information and opinions to specific sources, leading to a limited “frame” of the events that are being reported.

During our class discussion of the music industry, we didn't have time to watch all of the relevant videos because we also needed time to prepare for our guest speaker. I hope you'll take a few minutes to check out these clips, which will expand and deepen your knowledge of the topics we discussed.

This video addresses the role of the major music companies in determining which music becomes popular.

If you're very interested in the music business, this long video explains a great deal about the role of A&R in the industry. The entire series from [this channel](#) on YouTube will be useful for those of you who want to get into music.

If you'd like to learn more about FDR's Fireside Chats, they're [all online](#) for your reading and/or listening pleasure.

You can learn more about the radio industry and its use of Arbitron data to refine radio content by perusing



[Arbitron's own site](#) and reports.

And, finally, we learned about the growing role of mobile music apps and the competition they present for traditional radio, as demonstrated in this video:

[\[Link to embedded object\]](#)

Next week, we'll have a special Skype guest speaker from CNN, and will look at the television industry in more detail.



Week of April 9: Guest Speaker and TV

We were fortunate this week to have as our Skype guest [Jason Samuels](#) of CNN and NYU. He spoke to us about his work on the [documentary](#) “Black in America: The New Promised Land – Silicon Valley.” Here’s one clip from a CNN blog that explores some of the issues addressed in the documentary:

[\[Link to embedded object\]](#)

Jason mentioned during his talk with us that there was some controversy following the documentary about comments made by Michael Arrington. Here’s Soledad O’Brien’s [blog post](#) about Arrington’s response, and you can read [his own blog post](#) as well.

We so appreciate that Jason took the time to talk with our class. You can keep up with him [on Twitter](#).

We also finished up our discussion of radio this week, and the remaining materials for that topic are in the [previous post](#).

Some of you were curious about the technical details of Arbitron’s Personal People Meter encoding and reception. I found [this site](#) that explains how it all works:

It is based on the science of “psychoacoustic masking,” which, simply explained, makes it possible to “hide” tiny bits of sound energy in the normal audio output of electronic media signals. This added sound energy creates a “fingerprint” which corresponds to a specific series of digits—this is the “code” in audio encoding—which in turn identify the specific source of the encoded signal. While present in the audio stream, the embedded code cannot be heard.

The encoding technology is paired with decoding technology that searches out and recognizes the inaudible code in the audio output. This decoding system was developed by Arbitron with the assistance of Lockheed Martin, a major U.S. defense contractor having extensive experience in antisubmarine warfare systems. The decoder uses a computerized DSP (digital signal processor) to search out and identify the specific numeric code—and thus the signal source—of audio programs encoded using the Arbitron encoder.

Pretty cool!

This week, we also began our discussion of TV and movies. Here’s the infographic I shared with you about “The Digital Living Room.”



Welcome TO THE DIGITAL LIVING ROOM

How is the TV Landscape Changing?

A Major Step Step: ANALOG TO DIGITAL

Embracing the new digital era, Congress passed June 12, 2009, as the last day for TV viewers to broadcast in analog. After that date, all broadcast signals were switched to digital, which produces higher definition resolution, better sound, and can transmit more data.



DVR Gives Viewers THE POWER TO TIMESHIFT

For entertainment, the convenience of a DVR (digital video recorder) has become a household name. For example, DVRs have now grown from 10% of all households in 2005 to 40% of all households in 2010. The average will reach a household penetration of about 40% to 45%.

According to Nielsen, DVRs—with their leading the market—are best beneficial to viewers' ratings and consumer convenience.

What Shows Are People Replaying?

Nielsen led the top DVR games, based on rate of playback, and found that science fiction is the most popular:



Easy Peasy TV



49% OF OUR PRIME-TIME PROGRAMMING IS PLAYED BACK THE SAME DAY IT WAS RECORDED.

88% IS PLAYED BACK WITHIN 3 DAYS.

Online Video: A GAME CHANGER

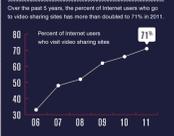
Thanks to the advent of broadband and the advent of cloud computing, television programming now transcends the traditional cable show. Consumers can watch videos from any device that can access the Web.

IN FACT, IN OCTOBER 2011, 201.4 BILLION ONLINE VIDEOS WERE WATCHED AROUND THE WORLD, WITH THE GLOBAL VIEWING AUDIENCE REACHING 1.2 BILLION UNIQUE VIEWERS. *Aged 15 and older

Where Are People Getting Their Online Video Fix?



Visitors to Video-Sharing Sites Climbs



Online Videos Drive Conversion & Traffic

The Discovery Channel increased video streams by 123% by incorporating user-generated content, which made it easier for Google to index video content and boost Discovery's search results.

5% of respondents reported that video helped reduce service call volume by 65.9% of respondents to a user-generated survey before the video is even live, a testament to significant impact on conversion rates.

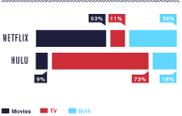
Netflix & Hulu Bring On-Demand MAINSTREAM

Netflix: How is Netflix able to attract more than 20 million subscribers? Through on-demand access to a large collection of films and television series.

On September 10, 2011, the company reported that when it announced it would replace its DVD-by-mail and "Watch Instantly" streaming feature with one unified, with the DVD service being called Queue.

The companies should have offered cost structures and benefits aimed at the public market, the company canceled the charge was less than a month later.

What are Netflix & Hulu Users Watching?



THE AVERAGE NETFLIX USER WATCHES 5 TV SHOWS AND 4 MOVIES PER WEEK.



And How Are They Watching?



THE RISE OF SOCIAL TV

Social media has established how we communicate. Now, it is transforming the television viewing experience. Sources suggest that many viewers can no longer remember specific shows, while watching TV, and instead have begun incorporating social networks into their navigation.



TV Viewers Are Multitasking



How is a New Era of Social TV Being Integrated?

X-FACTOR & TWITTER: This year, "The X Factor"—a reality singing competition—became the first to be able to allow voting through Twitter. According to BuzzFeed Labs, a social media analytics company, the show averages 15,000 social media comments per episode and is the number one social TV show among reality series.

REPUBLICAN PRESIDENTIAL DEBATE & INDOOR: During the December 17, 2011, Republican presidential debate, ABC News, which broadcast and recorded the event, used an app called "Indoor" to poll the audience and gauge reactions to debate responses in real time. It used their own poll results to determine follow-up questions.

ZEEBOX: Developed for smartphones and the iPad, Zeebox is a social network app that allows users to participate in real-time social network discussions about the shows that they're watching while they're watching. It even allows invites to Facebook friends to view the same programs.



Next week, we'll finish talking about TV and also examine the movie industry...and have an exam! I'll post the study guide soon.

Exam 2 Study Resources



I've created a [study guide](#) for you for Exam 2 on Wednesday, April 18. Click on the link to see/download the Google Doc or just read it below.

Remember that you can also use the [website](#) created by Pearson, your textbook's publisher, to review for the exam. As I said for Exam 1, remember that not everything on the exam is mentioned on the Pearson website, and topics are covered in the textbook that will not be on the exam, so be sure to use the study guide as your main guidance for your review.

Good luck!



Week of April 16: Movies and an Exam!

We finished up our discussion of TV and movies today, just in time for them to be covered on your exam on Wednesday. 😊

Here are the videos we watched in class.

The Lumiere Brothers' "Arrival of a Train"

J.J. Abrams' "mystery box" talk at TED

[\[Link to embedded object\]](#)

Enjoy! See you Wednesday for the exam.



Week of April 23: Video Games

This week we discussed the complex, interesting world of video games.

We started off with a quick look back at product placement in TV with this [crazy clip](#) from “Hawaii Five-O.”

We experienced the emotional ups and downs of “Pong.” We laughed, we cried.

William Shatner told us about playing World of Warcraft during our discussion of MMORPGs.

We learned about the potential for serious games and games for causes beyond just simple entertainment, like [SuperBetter](#), designed to help players reach health-related and other personal goals. In the video below, Jane McGonigal discussed why she developed the game, and a player describes her experience with it.

[\[Link to embedded object\]](#)

We talked about recent trends in video game technology, including augmented reality games and EEG/brain-controlled games, each shown in the videos below.

[\[Link to embedded object\]](#)

Finally, we played around with the idea of games that could solve social problems or other real-world challenges, like [Catalyze4Change](#). We didn’t have time to watch McGonigal’s TED talk on this topic in class, but you can check it out below.

[\[Link to embedded object\]](#)

How will your media use change the world? 😊



Week of April 30: Global Media

Despite technological problems this week, we have managed to spend some time discussing media in other countries! Here are some of the materials we used.

For the Freedom House report on the comparative levels of freedom of expression and Internet activity around the world, check out their [website](#) and their [reports](#).

I also showed you the site of the [Committee to Protect Journalists](#), an organization dedicated to preserving the freedom and safety of journalists around the world. The video below (not used in class) discusses some of the nations in which journalists have faced violence and even died in the process of reporting.

We examined the significant Internet industry of China, but also its challenges to free expression, as demonstrated in the videos below.

We watched an excerpt from this discussion on the role of social media in protests worldwide.

Finally, we didn't have time to watch this one in class, but I find Ethan Zuckerman's TED talk on the capability of media to unite global citizens to be quite inspiring. Check it out below.

[\[Link to embedded object\]](#)

How will you use the media to inform yourself about the world and become a more globally active citizen?



Week of May 7: Public Relations

We've discussed public relations this week, and kicked things off with a terrific and informative guest appearance via Skype by [Andi Narvaez](#) of Lois Paul and Partners.

We spent some time talking about the development and purpose of modern PR, including this amazing video of Edward Bernays discussing the Ivory Soap campaign.

We examined the press releases made available to journalists by [PR Newswire](#). We talked about the role of social media in PR today, and looked at the challenges companies and government face in using social media effectively, as demonstrated by [@BPGlobalPR](#), [#McDStories](#), and [#Julia](#). (BTW, you never know what may come up on those hashtag searches...use caution!)

Here's the [article](#) about the role of PR in state government from The Oregonian that we discussed, as well.

Finally, you developed possible PR strategies for a variety of case studies during class. Here are [the professionals' solutions](#) for the challenges you addressed — but your ideas were just as creative and interesting!

Just one more week of classes — I look forward to seeing you on Monday!

Exam 3 Study Resources



The end is in sight! Start studying early so you don't look like this...and best of luck on all your finals!

I've created a [study guide](#) for you for Exam 3 on Wednesday, May 23 at 1 p.m. Click on the link to see/download the Google Doc or just read it below.

Remember that you can also use the [website](#) created by Pearson, your textbook's publisher, to review for the exam. As I said for Exams 1 and 2, remember that not everything on the exam is mentioned on the Pearson website, and topics are covered in the textbook that will not be on the exam, so be sure to use the study guide as your main guidance for your review.

Good luck!



Week of May 14: Advertising...and The End!

This is our last week of classes, and we've spent it discussing advertising, which is critical to our current media system and highly influential for our culture.

We looked at the various sources from which the public gains information about companies and brands, and played with Google's *Think Quarterly* [Brand Impression](#) builder. Try it out with some other brands and see how complex the world of brand management and strategic communication must be today in order to cope with these millions of information sources.

We discussed the challenges marketers face in getting through "ad clutter," and how guerrilla and viral marketing techniques have emerged as useful strategies. In particular, I mentioned to you the legendary [Subservient Chicken](#), created by Burger King, which was a significant viral campaign.

We reviewed briefly the changes in advertising patterns across traditional and newer media, especially the [decline in newspaper ad revenue](#), the [time spent](#) with different forms of TV/video entertainment, and the [distribution of ad spending](#) across different media.

We witnessed the sad demise of the last advertising agency on earth, and learned that bad ads make kittens cry.

We talked about how marketers [want your BRAINZ](#) — like zombies. 😊

We looked at the changes in advertising styles over time, and you can continue this exploration at [adflip](#).

We learned about positioning a product from "Mad Men":

<http://www.youtube.com/watch?v=N7w2bbBRBRA&feature=related>

And, finally, we discussed Robert Cialdini's ["Weapons of Influence"](#) and looked for their use in ads.

It was a busy week! One more in a great semester. Thanks for all your hard work this semester. Please keep in touch and continue to **think about media!** 😊



Assignments

This page contains your assignments for this class. Click on the text above the embedded document to see the original Google Document, where you can download and/or print a copy.

[Blog Post Assignment](#)

[Media Analysis Paper Details](#)

[Oral History Project](#)

[Extra Credit Assignment](#)

Tutorials

These are some tutorials and links you'll need to complete your assignments this semester.

Blog Setup and Posting

- [Learn WordPress.com: Get Started](#). If you missed our class setup of WordPress, use these directions to get going.
- [Creating a post on WordPress](#).
- [How to add links to your post](#).
- Want to get fancy? [Here's how](#) to add pictures and YouTube videos to your posts. (Please be sure you're using only photos that you are legally allowed to use, such as pre-cleared photos through the WordPress.com [Zemanta](#) service, Flickr [Creative Commons-licensed](#) images, public domain copyright-free images like those on the [Wikimedia Commons](#), or photos or images you've created yourself).

Twitter Setup and Posting

- [How to Sign Up on Twitter](#): step-by-step directions.
- [How to Post a Tweet](#).
- [What are @Replies and Mentions?](#)
- [What is a Hashtag?](#) (like our class's hashtag: [#mscm150](#))
- Great, comprehensive [guide to Twitter](#). Written for journalists, but useful for everyone.

Tutorials for the Oral History Project

[Written Directions](#) for Using Audacity (PDF file)

Download Audio Editing Software: Download Audacity [here](#). If you have other software you prefer to use for sound editing, that's fine.

Convert an Audio File into .wav or .mp3: use [Zamzar](#) (allow an hour or so for the converted file to be prepared) or download [Switch](#) for Mac or PC. *You'll only need to do this if you're using a recording device that cannot produce a recording in .wav or .mp3 format; details [here](#).*

How to Edit an Audio File in Audacity (OR try [this tutorial](#) – more in-depth)
(Obviously, this isn't me, but it is a clear description of the basic process.)



*This Document was Generated on
the 18th of May, 2012
using*

 Anthologize

The logo for Anthologize, featuring a blue decorative flourish icon to the left of the word "Anthologize" in a black serif font.

Omne tulit punctum qui miscuit utile dulci — Horace