Instructor:  Dr. Fred Owens.  Bliss #2010.  Hours are 12-2, M, T; 1-2, W; usually available for walk-ins; always available by e-mail (fowens@ysu.edu); 941-1855 (YSU, voice mail).

Instructor’s (Course) Website:  http://cc.ysu.edu/~fowens


Computer/Internet:  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.

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 establish and maintain an overall GPA of at least 3.0 for 30 consecutive SH to continue into the TCom major.  See http://www.fpa.ysu.edu/communication/telecomm/admission.html

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 on.

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
2 exams @ 80 points each 160
2 reading checks @ 15 points each 30\(^1\)
1 media project 90
1 final exam 90
Participation, effort, etc. 30\(^2\)
Total 400

Understand and remember. You can expect to study the text thoroughly. It is written for serious students, and it will require your time and focused attention. Extra help is available at the Reading and Study Skill Center\(^3\) and the YSU Writing Center\(^4\). 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 Questions will be posted on the web a few days before each exam. These are not test questions, but study questions: their purpose is 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.

The text comprises some 540 pages. Study it at the rate of about 40 pages per week. By February 21, then, you should have learned the contents of the first 200 pages or so. All

\[\begin{array}{l}
^1\text{Points from additional (fewer) reading checks or among lab assignments will be reassigned from (to) quizzes and/or final exam.}
\end{array}\]

\[\begin{array}{l}
^2\text{Sign the attendance sheet each time one is circulated. Excessive absence from class might produce a grade penalty of one letter. "Points" in this line are qualitative assessments, awarded subjectively.}
\end{array}\]

\[\begin{array}{l}
^3\text{see http://www.ysu.edu/rdg-studyskills/}
\end{array}\]

\[\begin{array}{l}
^4\text{see http://www.as.ysu.edu/~english/wc/Writing_Center_Homepage.htm}
\end{array}\]
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 Screen Names.** Unrecognized email is deleted as spam. **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. Four to six 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 make a formal presentation to the class which summarizes their own work. Your participation on this day will be required. Several areas of expertise will be needed in each group, approximately like this:

- Executive Producer
- Script/proposal writers
- Market researcher
- Visual artist/designer
- Internet/web
- Production/technology
- Videographer/Editor
- Budget/Finance

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: The **written proposal** – what will be evaluated – is submitted during the Final Examination session in notebook form. About 2 weeks earlier, your group will have made an **in-class presentation** of the proposal.

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

Class will not meet if Ursuline High School is closed (but not “delayed”) because of weather conditions. Unless ... the scheduled activity cannot be made up, such as a final exam. Spend time thus liberated on your group project or preparing for exams.

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.

The most effective way for you to learn the production side of media is to volunteer for Homework Express. Simply show up: **Tuesday/Thursday, 2PM, Bliss #2019.**
Summary of key points:

1. Turn your personal media off. Flipping phones and texting during class represent an insulting annoyance and will not be tolerated. Leave the room to tend to emergency communication.
2. Sign the attendance sheet.
3. Do not use **SMS language** (chatspeak, txt, txtspk, txtk, or txt talk) in your communication with me.
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. Email will be deleted unread, unless the word “TCOM” is included in the subject line.
7. 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.
8. 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.
9. 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.
10. You’re the fisherman, the bait, or the fish. Be sure to know which.
11. Understand rates, ratings, shares, CPMs, and related terms. Be able to calculate them in story-problem form.
12. And, to move to the Telecommunication Studies major you must have achieved a GPA of 3.0 or better for the first 30 semester hours at YSU in Pre-TCom. Be careful!
<table>
<thead>
<tr>
<th>Class Schedule</th>
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<tbody>
<tr>
<td><strong>Jan 12 - 14</strong></td>
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<td><strong>Jan 19 - 21</strong></td>
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<tr>
<td><strong>Jan 26 - 28</strong></td>
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<tr>
<td><strong>Feb 2 - 4</strong> [Media Teams *]</td>
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<tr>
<td><strong>Feb 9 - 11</strong></td>
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<tr>
<td><strong>Feb 16 - 18</strong> Exam #1 (1-5)</td>
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<td><strong>Feb 23 - 25</strong></td>
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<td><strong>March 2 - 4</strong> Team meeting</td>
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<tr>
<td><strong>March 9 - 11</strong> Spring Break</td>
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<tr>
<td><strong>March 16 - 18</strong></td>
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<tr>
<td><strong>March 23 - 25</strong> [Finalize teams **] [W]</td>
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<tr>
<td><strong>March 30 - April 1</strong> Exam #2 (1-10) Team meeting</td>
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<tr>
<td><strong>April 6 - 8</strong> Team meeting</td>
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<tr>
<td><strong>April 13 - 15</strong></td>
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<tr>
<td><strong>April 20 - 22</strong> Group Presentation</td>
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<td><strong>April 27 - 29</strong></td>
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<tr>
<td><strong>Final Exam Session - Thursday, May 6, 8-10 AM (Verify!) Exam #3 (1-14) and Projects Due</strong></td>
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* **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 26. 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.

** **Videotape.** 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).

**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

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age Range</th>
<th>Major Tasks</th>
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<tbody>
<tr>
<td>Leaving Home</td>
<td>18-22</td>
<td>Breaking psychological ties, choosing careers, entering the work force, handling peer relationships, managing time and home, adjusting to independent life.</td>
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<tr>
<td>Not available for group use.</td>
<td></td>
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<tr>
<td>Reaching Out</td>
<td>23-28</td>
<td>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</td>
</tr>
<tr>
<td>Questions/Questions</td>
<td>29-34</td>
<td>Searching for personal values, reevaluating relationships, progressing in careers, accepting growing children, establishing a permanent home.</td>
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<tr>
<td>Mid-life Explosion</td>
<td>35-43</td>
<td>Searching for meaning, reassessing marriage, reexamining work, relating to teenage children, relating to aging parents, reassessing priorities and values, adjusting to single life.</td>
</tr>
<tr>
<td>Settling Down</td>
<td>44-55</td>
<td>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.</td>
</tr>
<tr>
<td>Mellowing</td>
<td>56-64</td>
<td>Adjusting to health problems, deepening personal relationships, approaching retirement, expanding hobbies, financing new leisure time, adjusting to the loss of a mate.</td>
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<tr>
<td>Retirement</td>
<td>65 and older</td>
<td>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, becoming reconciled to deaths.</td>
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