

**COM350**  
**Electronic Media in Communication**  
**Spring 2014**  
W 3:00-5:30 p.m. – Cabrillo 202

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Learning Outcomes:

By the end of the semester, students will be able to:

- Trace the historical development of electronic media in the U.S.
- Analyze trends and current issues in electronic media
- Articulate the economic, regulatory, and competitive challenges faced by media professionals
- Design and conduct a content research project about a particular aspect of electronic media

Required Text:

There is no required text for this class. All readings are linked through Canvas.

General Course Requirements:

- Reading summaries must be submitted to Canvas before the beginning of class on the date they are due. Assignments that are late or submitted in any other manner will not be accepted. All written assignments must be typed, double space. Grammar, sentence structure, format, and spelling will be included in the grading of all written work. You must use APA citation style in all papers that require citations.
- Students are expected to complete assigned readings by the dates they are due and to be prepared to discuss those topics. Readings are available through Canvas. Questions pertaining to readings must be completed and posted to Canvas before class on the due date.
- During the semester, students will be assigned to content research teams. All team members must contribute to all elements of every project. Do not make agreements that enable members of the team to not fulfill this requirement. Concerns about participation should be directed to the professor early in the process. Do not wait until the end of the semester to tell me there was a problem with team members. Students who fail to meet their obligations at any point in the process will be removed from the team and be required to individually complete an entire content research project. Team members will receive the same score for content research projects.
- You must take exams at the days and times listed in the syllabus.

Attendance:

- Attendance will be taken in all classes. Students will be allowed, without penalty, absences equal to one week's class sessions. Students participating in programs representing the university, which will require exceeding the allowed number of absences, are to make arrangements at the beginning of the semester or as soon as the student is aware of any conflict with class meetings. Medical excuses and excuses from other faculty members will not affect the absence, but will be used to allow makeup work for tests, quizzes, etc. Because this class only meets once a week, students exceeding the allowable absences will be penalized 3% points for each extra absence. These points will be removed from the student's final grade percentage.
- Please plan accordingly and use your absences wisely (this includes doctor appointments or employment issues). There are no exceptions to this policy, so please do not ask (barring serious illness or tragedy, of course).

- Attendance in class means that you are fully attending to the course. Students who choose to read the paper, engage in irrelevant and disruptive conversations, study for their next class exam, use cell phones or other technologies, etc... will be counted as absent for that day.
- Students who will miss class because of a required university activity must submit any due assignments prior to the date missed.
- As noted in the university catalog, students who miss 10% of class sessions will be reported to the Vice Provost of Academic Administration. Missing 20% of class sessions may result in the student being de-enrolled from this course.
- In the event that you miss a session, you will be expected to get notes, handouts, and assignments from another student in the class. **Do NOT ask me for those materials.**
- It is the student's responsibility to maintain his/her class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), the student has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the instructor. Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may result in a grade of F on the official transcript.

#### Technology Policy

Computers may be used during class, but only for taking notes. Cell phones are only allowed when permitted by the professor for in-class projects. Set the phone to vibrate or turn off the sound. Students who use their cell phones when not permitted will be counted as absent. Making audio or video recordings of class sessions are not allowed. Students may not mass distribute any course materials or content in any form (print or online) without permission of the instructor.

#### Notice to Students with Disabilities

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

#### Academic Dishonesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. Essentially, if you turn in work that is another person's work, without giving credit to the original person, it is plagiarism and is punishable by an automatic failing grade in this class (see PLNU's Academic Policies for more details).

#### FERPA Policy

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by distributing all grades and papers individually or posting your score to Canvas. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the

“Information Release” section of the student portal. See Policy Statements in the undergrad student catalog.

Changes to Syllabus:

The instructor reserves the right to make amendments, additions or deletions to this syllabus. It is each student’s responsibility to stay current and be aware of any changes.

Grading

Grades are based on a point system (listed below) that makes it easy for students to estimate their grade throughout the semester.

Content research paper sections	150 pts.
Team research presentation	50 pts.
Reading summaries (10 @ 10 pts.)	100 pts.
Exams (2 @ 100 pts. each)	200 pts.
<b>Total points possible</b>	<b>500 pts.</b>

Grading Scale			
470-500	A	370-384	C
450-469	A-	350-369	C-
435-449	B+	335-349	D+
420-434	B	320-334	D
400-419	B-	300-319	D-
385-399	C+	0-299	F

**Course Calendar**

Jan 15

Topic: Course overview; APA citation format; Electronic media history  
 Reading: Stole, I.L. (2000). The Kate Smith Hour and the struggle for control of television programming in the early 1950s. *Historical Journal of Film, Radio, and Television*, 20(4), 549-564.  
  
 Crawford, A.G. (2007). A universal speaking service: The role of Westinghouse Electric and Manufacturing Company in the development of national network broadcasting. *Journal of Broadcasting & Electronic Media*, 51(3), 516-529.  
 Assignment: Reading questions

Jan 22

Topic: Electronic media ownership and regulation  
 Reading: Yanich, D. (2010). Does ownership matter? Localism, content, and the Federal Communications Commission. *Journal of Media Economics*, 23(2), 51-67.  
 doi:10.1080/08997764.2010.485537  
  
 Vizcarrondo, T. (2012). Changes in and challenges with the newspaper-broadcast cross-ownership rules: Can lessons be learned? *Southwestern Mass Communication Journal*, 27(2), 67-77.  
  
 Mooney, C. (2010). Turn on, tune in, drop out: Radio listening, ownership policy, and technology. *Journal of Media Economics*, 23(4), 231-248.  
 doi:10.1080/08997764.2010.527229  
 Assignment: Reading questions

Jan 29

Topic: Media, audiences and programming issues  
Reading: Scott, D. K., Chanslor, M., & Dixon, J. (2010). FAIR and the PBS NewsHour: Assessing diversity and elitism in news sourcing. *Communication Quarterly*, 58(3), 319-340. doi:10.1080/01463373.2010.503165.

Coffey, A., & Wurst, J. C. (2012). Audience as product: Identifying advertising preferences. *Journal of Media Business Studies*, 9(4), 21-39.

Hayes, J., & Battles, K. (2011). Exchange and interconnection in US network radio: A reinterpretation of the 1938 War of the Worlds broadcast. *Radio Journal: International Studies In Broadcast & Audio Media*, 9(1), 51-62. doi:10.1386/rjao.9.1.51\_1

Assignment: Reading questions

Feb 5

Topic: Introduction to content research; Topic selection; Research design  
Reading: Fernandes, J., Giurcanu, M., Bowers, K. W., & Neely, J. C. (2010). The writing on the wall: A content analysis of college students' Facebook groups for the 2008 presidential election. *Mass Communication & Society*, 13(5), 653-675. doi:10.1080/15205436.2010.516865

Assignment: Reading questions

Feb 12

Topic: Conducting a literature search (meet in the Hughes computer lab)

Reading: None

Assignment: Content research topic prospectus (15 pts.)

Feb 19

Topic: Writing an introduction and literature review

Reading: Stitt, C., & Kunkel, D. (2008). Food advertising during children's television programming on broadcast and cable channels. *Health Communication*, 23(6), 573-584. doi:10.1080/10410230802465258

Assignment: Reading questions

Feb 26

Topic: Economics

Reading: Cain, R. (2011). Embedded advertising on television: Disclosure, deception, and free speech rights. *Journal of Public Policy & Marketing*, 30(2), 226-238. doi:10.1509/jppm.30.2.226

Goldfarb, C. B. (2011). How changes in the economics of broadcast television are affecting news and sports programming and the policy goals of localism, diversity of voices, and competition. *Journal of Current Issues In Media & Telecommunications*, 3(2), 111-144.

Kunz, W. M. (2009). Prime-time television program ownership in a post-fin/syn world. *Journal of Broadcasting & Electronic Media*, 53(4), 636-651. doi:10.1080/08838150903327181

Assignment: Reading questions

Mar 5

Midterm exam

Mar 12  
Spring break

Mar 19

Topic: Method – Population and sample; Coding design, Coder agreement  
Reading: Greer, C. F., & Ferguson, D. A. (2011). Using Twitter for promotion and branding: A content analysis of local television Twitter sites. *Journal of Broadcasting & Electronic Media*, 55(2), 198-214. DOI: 10.1080/08838151.2011.570824.  
Assignment: Introduction, literature review, research questions (35 pts.)  
Reading questions

Mar 26

Topic: Emerging media  
Reading: Greer, C. F., & Ferguson, D. A. (2011). Following local television news personalities on Twitter: A uses and gratifications approach to social networking. *Electronic News*, 5(3), 145-157. DOI: 10.1177/1931243111420405.  
Ferguson, D. A., & Greer, C. F. (2013). Predicting the adoption of mobile DTV by local television stations in the U.S. *International Journal on Media Management*, 15, 139-160. doi:10.1080/14241277.2013.767259  
Ferguson, D. A., & Greer, C. F. (2011). Local radio and microblogging: How radio stations in the U.S. are using Twitter. *Journal of Radio & Audio Media*, 18(1), pp. 33-46. DOI: 10.1080/19376529.2011.558867.  
Greer, C. F., & Ferguson, D. A. (forthcoming, 2014). Tablet computers and traditional TV viewing: Is the iPad replacing television? *Convergence*.

Assignment: Reading questions

Apr 2

Topic: Statistics (meet in the Hughes computer lab)  
Reading: None  
Assignment: Method (25 pts.)

Apr 9

Topic: Cable; Public and religious media; Community radio  
Reading: Ward, M. (2012). Consolidating the Gospel: The impact of the 1996 Telecommunications Act on religious radio ownership. *Journal of Media & Religion*, 11(1), 11-30. doi:10.1080/15348423.2012.655106  
Wikle, T. A., & Comer, J. C. (2010). Translator networks and the new geography of religious radio. *Journal of Radio & Audio Media*, 17(1), 48-62. doi:10.1080/19376521003720407  
Avery, R. K. (2007). The Public Broadcasting Act of 1967: Looking ahead by looking back. *Critical Studies in Media Communication*, 24(4), 358-364. doi:10.1080/07393180701560914.  
Connolly-Ahern, C., Schejter, A., & Obar, J. A. (2012). The poor man's lamb revisited? Assessing the state of LPPM at its 10th anniversary. *Communication Review*, 15(1), 21-44. doi:10.1080/10714421.2012.647286

Assignment: Reading questions

Apr 16

Topic: Data analysis, results and discussion

Reading: Lasorsa, D. L., Lewis, S. C., & Holton, A. E. (2012). Normalizing Twitter. *Journalism Studies*, 13(1), 19-36. doi:10.1080/1461670X.2011.571825

Assignment: Reading questions

Apr 23

Topic: Team research meetings

Reading: None

Assignment: Preliminary results (25 pts.)

Apr 30

Final exam

Week of May 5

Research presentations

Final papers with discussion section (50 pts.)

Please make sure your end of semester travel plans accommodate the schedule for this course.