

COM 350: Spring 2018
Electronic Media in Communication
Media, Creativity & Innovation
Mondays 4:30-7:10 PM, Cabrillo, Room: C 104

Instructor: Chad Stewart, MBA, MS
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PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Themes:

- **Communication**
- **Creativity**
- **Innovation**
- **Story: What's the Narrative?**
- **Technology**
- **Trends**

Learning Outcomes:

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

1. Define the different areas of media and the significance each one plays
2. Understand how technology and trends develop and how they influence society
3. Comprehend the importance of story and its ability to impact and persuade
4. Think creatively and strategically in approaching projects and problems
5. Design and conduct two research projects in a specific area of media

Required Books:

- *Screenplay: The Foundations of Screenwriting* by Syd Field (2005)
- *Creativity: Flow and the Psychology of Discovery and Invention* by Mihaly Csikszentmihalyi (2013)
- *Start with Why: How Great Leaders Inspire Everyone to Take Action* by Simon Sinek (2009)
- *The Tipping Point: How Little Things Can Make a Big Difference* by Malcolm Gladwell (2002)
- All other reading will be linked through Canvas or available in the course Packet

Required Movies and Documentary:

- *Star Wars* (1977)
- *Miracle* (2004)
- *Quiz Show* (1994)
- *Art & Copy* (2009)
- *The Great Debaters* (2007)
- *Casablanca* (1943)
- *The Breakfast Club* (1985)
- *The Game* (1997)
- *Woodlawn* (2015)
- *The Social Network* (2010)

Course Overview:

In this interactive course, we will share ideas, knowledge and experiences. Students will be graded based on their contribution and involvement throughout the semester. This is a communications class, and I expect each student to communicate clearly, listen intently, ask questions and come to each session prepared. We will not only learn from the readings, research, and films, but also from one another. Several industry experts will be visiting classes either in person or through Skype, contributing their expertise on various topics we are covering. This class is meant to be informative, engaging, thought-provoking and fun.

This course will include a variety of reading and visual material: books and articles, films, documentaries and other online research. Some of the films or clips may occasionally include words or topics that some may find suggestive or provocative. This is not my intent. However, if you find any of the discussions or course content to be uncomfortable or offensive, please make me aware of this.

Faith Integration in the Classroom

I am a Christian who believes that successful careers are fostered with integrity, character, compassion, and ethics, as well as professionalism. Your academic and professional life can and should be used as a platform to bring others to Christ by your actions and by your example. I will teach the course from the point of view that one can lead a life of faith, coupled with the values above. This path is a more difficult one to follow, but in the end, is the far more rewarding one.

Academic Dishonesty

At PLNU, we want you to exhibit integrity in your work. Students should demonstrate academic honesty by doing *original work* and by giving appropriate credit to the ideas of others. If you reference another person, give them credit. If credit isn't given, it demonstrates academic irresponsibility and reflects disrespect for your community and yourself. University catalogue: "Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course."

Course Requirements and Expectations

- 1) **Syllabus:** You are responsible to read, review and know the **due dates** stated in the syllabus. If changes to the syllabus are given verbally in class, any student absent on that day is responsible for getting the changes. Be prepared for upcoming assignments and please ask me any questions regarding clarification of chapters or homework.
- 2) **Reading and Assignments:** Students are expected to complete assigned readings by the dates they are due and to be prepared to discuss those topics in class. Each week's assignment **will be due on that week**. Readings are available from the assigned books, reading packet or through Canvas. Questions pertaining to readings must be completed and **brought to class** on the due date (no emails).
- 3) **Grading:** Students are expected to attend **all class sessions**, participate in class activities, complete exams as scheduled, and turn in assignments on time, or risk the loss of points.
- 4) **Professionalism:** Please arrive on time. Turn off your cell phones before class starts and place them where they will not be a distraction. Personal computers, tablets and smartphones can be used only for taking notes or completing in-class assignments. You will be asked to leave the classroom if you are found texting or doing other homework, playing games or viewing social networking sites on laptops during class time.
- 5) **Communication:** Please check your Point Loma email regularly. This is the primary way that I will be contacting you. You are responsible for any changes to assignments that are sent through the pointloma.edu address. Although I check my email frequently, allow up to 48 hours for a response from me. If you have not received a response within 48 hours, please follow up. I will also update and post in Canvas class announcements and PowerPoint presentations each week.
- 6) **Assignment Submissions:** All work is due by 11:59 p.m. on the day indicated on the assignment requirement sheet and on the schedule. If you turn in an assignment late, 5 points will be deducted from your score each day the assignment is late. No assignments will be accepted beyond a week after the due date.
- 7) **Writing:** Writing is an important part of the grading in this course, which is about learning how to translate ideas into clear, concise sentences and paragraphs. All assignments must be **brought to class** on the date they are due. Assignments that are late or are submitted in any other manner will not be accepted. To maintain consistency, all written assignments must be typed (computer); all margins will be one inch (1"); spacing will be one-and-a-half (1.5); and the font will be **New Roman Times**. Grammar, sentence structure, format and spelling will be considered in the grading of all written work. Make sure all papers are proofed. You must use **APA citation** style in all papers that require citations.
- 8) **Teams:** At the beginning of the semester, students will be assigned to research teams. All team members must contribute to all elements of every project. Do not make agreements that enable members of the team not to 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 complete an entire content research project individually. Team members will all receive the same score for content research projects.

- 9) **Exams:** You must take exams at the days and times listed in the syllabus. Final Examination will be posted to canvas and announced in class (**unless otherwise notified**). No accommodations for early examinations or alternative days are allowed per university policy. The final examination schedule is posted on the “Class Schedules” site.

Attendance

- Attendance will be taken in all classes. Students will be allowed, without penalty, absences equal to **one week’s class**. Students participating in programs representing the university that will require absences exceeding the allowed number 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 considered when allowing makeup work for tests, quizzes, etc.
- Please plan accordingly and use your absence wisely (this includes doctor appointments or employment issues). There are no exceptions to this policy, so please do not ask (barring serious illness or emergency, of course).
- Class attendance means that you are **fully engaged** in the course. Students who choose to read other material not related to the class, engage in irrelevant or disruptive conversations, study for their next class or use cell phones or other technologies will be counted as absent for the day. If such behavior continues, those students will be asked to leave the class. **Cell phones must be turned off during class**. There will be no texting or communication with others while in class. You can check your phone or make calls at the break or after class. If there is a medical emergency or family issue, please let me know.
- Students who will miss class because of a required university activity must submit any assignments that are due on the date being missed prior to that date.
- As noted in the university catalog, students who miss ten percent (10%) of class sessions will be reported to the Vice Provost of Academic Administration. Missing twenty percent (20%) of class sessions will result in the student being de-enrolled from this course.
- If you miss a session, you will be expected to get notes, handouts and assignments from another student in the class.
- 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) with the withdrawal procedure. 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 your official transcript.

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

Guests: An assortment of industry experts will be presenting to the class, either in person or through Skype. These presentations will usually be one hour long, with a Q & A afterwards. If any of these guests are unable to make it, alternative arrangements will be made.

Academic Accommodations

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. All such students in Point Loma Nazarene University graduate-level programs are requested to discuss options with the program director during the first two weeks of class. The director, in consultation with the Academic Support Center (ASC) on the San Diego campus will assist the student in filing documentation with the ASC during the first two weeks of the course. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

Technology Policy

Computers (laptops) may be used during class only for taking notes. Cell phones are only allowed when permitted by the professor for in-class projects. Please turn off the phone when you get to class, unless discussed with the professor prior to class, and at that point, the cell phone will be on vibrating mode with the sound turned off. Students who use their cell phones when not permitted will be counted as absent. Making audio or video recordings of class sessions is not allowed. Students may not mass distribute any course materials in any form (print or online) without prior 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 accommodation. 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 the proper 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. The policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) 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.

FERPA Policy

In compliance with federal law, neither PLNU student ID nor social security number will be used in publicly posted grades or returned sets of assignments without the student's written permission. This class will meet the federal requirements by distributing all grades and papers individually or posting scores 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 undergraduate student catalog.

Second Group Project: Commercial and Marketing Report: 130 Points

All team members must contribute equally to the project. However, break up the tasks of work: one can research, someone else can write and another can direct the film, etc. Make sure to establish accountability and delegate appropriately. Concerns about participation should be directed to the professor. Students who fail to meet their obligations at any point in the process will be removed from the team and be required to complete an entire content research project individually. Team members will receive the same score for the commercial and marketing report.

The assignment will be to write, film, edit and present a professional one-minute (60 seconds) commercial to market PLNU. This should be in the venue of promoting the qualities and attributes of PLNU (its people, professors, education). Your team will also **present** in class (PowerPoint). Each presentation will be **8-12 minutes**, covering your research, methodology, marketing and 60-second commercial.

Below are some questions to think about and potentially incorporate into the film:

- What makes PLNU a great university?
- How is the university different or unique?
- What have you learned since you started?
- What do other professors think and why are they here?
- What are some of the advantages of being at PLNU?
- What are some of the opportunities?
- Why attend PLNU (think international students)?

The team will be graded on creativity, quality, story and overall presentation. **Think Story** and what we have discussed. Think about the 3-Act structure. All these elements still apply, just break them down into seconds, not minutes. We have studied commercials, some funny and others emotionally engaging. Decide what your theme is, who your characters are and what is your story.

Along with the commercial, there will be a **6-8-page marketing report** due on the day of presentations. Each team represents a **production company** and will be given a \$100,000 budget (*fictional*) for this commercial. Incorporate everything you have read or learned from class: terms, concepts and examples. Who is your target audience? What are your demographics? How will you market your commercial? How long will your marketing campaign run? Using your budget, allocate the money appropriately. Will your team use radio (audio), television, internet or social media or perhaps a combination of all mediums? Think strategically: What organizations could you partner or collaborate with?

What the marketing report will include:

- A description of the Story: theme, setting, background, characters (**1 page**)
- A breakdown of the Story structure (think in terms of seconds): step outline (**½ a page**)
- Market research analysis: research current competition, such as other schools and universities (Christian/secular): what are they doing, how are they are promoting their school. You can narrow this research to Christian colleges and universities; however, you

do not want to necessarily limit your scope when it comes to finding a great idea or creative campaign. UCLA Film Department might have an engaging marketing strategy; NYU might be trying to attract international students; what makes Chapman University so interesting, etc. (1-2 page).

- Research at least two (2) similar videos or commercials (themes or ideas you like) and write an analysis on each one, such as the Pros/Cons (1 page).
- What styles of advertising will you incorporate and why? Think in terms of pathos, logos, and ethos, along with other concepts. What are the colors and scenery you are using? What does this depict? Think story, think visually, think movement, and think musically (1 page).
- How will you market your commercial? What mediums will you use and why? Will television/cable be the most effective way (what is the cost)? Perhaps the internet but where? Facebook? LinkedIn? Twitter? (1-2 page).

Movie Assignments: 180 Points (20 points per paper)

Most weeks you will be assigned a movie to watch, analyze and review. After watching the movie, please write a **One (1) Page paper**. Please use the entire page and be thorough with your answers. Each paper should consist of 4-5 well-written paragraphs (6-8 lines). **To receive credit for your paper, bring at least one insight or perspective to class and participate.**

Be articulate and concise in your writing. To maintain consistency, all written assignments must be one-and-a-half (1.5) spaced; margins will be one inch (1") on top, bottom, left and right sides; and the font will be *New Roman Times*. Grammar, sentence structure, format and spelling will be considered in the grading of all written work. Below are the **questions for each Movie**:

- 1) **What did you think about the overall movie?**
- 2) **What was the main Theme of the movie? Please explain** (See below).
- 3) **What were two minor themes in the movie? How is this connected or threaded throughout the film? Please explain.**
- 4) **Based on the 3-Act Structure, describe Act I, Act II and Act III** (See below).
- 5) **Name two characters in the film, describe these characters (strengths and flaws) and if there was a character arc (transition) with either of them. How do they overcome their flaw/s or do they? Please explain.**

Themes: Major and minor themes are two types of themes that appear in literary works. A major theme is an idea which a writer will repeat in his work, making it the most significant idea in a literary work. A minor theme, on the other hand, refers to an idea that appears in a work briefly and gives way to another minor theme. Examples of theme in Jane Austen's *Pride and Prejudice* are matrimony, love, friendship, and affection. The whole narrative revolves around the major theme of matrimony. Its minor themes are love, friendship, affectation, etc.

3-Act Structure: Within 2-3 sentences per Act, how would you describe **Act I** and the shift into **Act II**? If Act I is usually 28-30 minutes, where does Plot Point I come and what is the incident, action or transition into Act II? Also, where does **Act III** start? If Act II is usually 60 minutes, where does Plot Point II happened? Again, what is the incident, action or event that transitions Act II into **Act III** (20-30 minutes) and pushes the Story to conclusion? So, describe each Act (2-3 sentences) and the two transitions (Plot Points).

Character Arcs: As opposed to the plotline of a story, a **character arc**, or **transformation**, or **inner journey** is a description of what happens to the inside of a character over the course of the story. If a work contains a character arc, it features a character who begins as one sort of person; things happen to and around him or her, gradually moving him or her in an "arc" that is complete when the story is over. Lead characters and/or protagonists most frequently experience character arcs. A character begins the narrative with certain viewpoints that change through events in the narrative, in part because he must adapt to changes throughout the storyline.

In many narratives, the main characters or protagonists seem unable to resolve their problems because they lack the skills to overcome the forces of antagonism that confront them. This flaw is a driving element of the story's plot. To improve their predicaments, not only do they often learn new skills but also must arrive at a higher sense of self-awareness and capability. In turn, they can only achieve such awareness in contact with their environment and usually mentors and co-protagonists aid them. The new awareness changes who they are or are becoming. A character arc affects the protagonist in a narrative, although other characters can go through similar changes.

Grading and Grading Policy

Grades are based on a point system (listed below) that makes it easy for students to keep track of their grades throughout the semester. Again, this class includes both individual and group work. Students are expected to share ideas, insights and experiences to earn participation points. Your complete focus and involvement are required, and I will grade accordingly.

Grades are based on a point system that makes it easy for students to keep track of their grades throughout the semester. Students are expected to share ideas, insights and experiences to earn participation points. Your complete focus, participation and involvement are required and expected. You must work for the grade that you want. All assignments outlined in the following pages have requirements that outline the bare minimum work—any student who fulfills the minimum requirements, earns, at best, a “C”. To achieve “A” or “B” level work, a student must demonstrate work that is above and beyond the requirements of any given assignment. Students are expected to attend all class sessions, participate in class activities, complete exams as scheduled, and turn in assignments on time. **Approximate points available are as follows:**

Grading

Assignment	Points
Participation: Questions & Insight	100
In Class Assignments and Group Projects	100
Weekly Assignments: Written Movie Reviews (9)	180
Team Research Projects & Papers (2)	230
Quizzes (9)	90
Mid-term Examination	150
Final Examination	150
Total Points	1000

Grading Scale			
925-1000	A	725-774	C
895-924	A-	695-724	C-
885-894	B+	675-694	D+
825-884	B	625-674	D
795-824	B-	595-624	D-
775-794	C+	0-594	F

Participation Rubric

Points	Grade	Description
100 - 90	A	Frequent participation in class discussions; listens and responds with thoughtful ideas; is proactive in offering ideas & viewpoints in group work; does not engage in distracting behavior
89 - 80	B	Participates in most class discussions; responds to others' input with little prompting; may engage in distracting behavior
79 - 70	C	Occasional participant in class discussions; has to be prompted to provide response and input; engages often in distracting behavior
69 - 60	D	Infrequent participant in discussions; needs to be prompted often to respond; engages frequently in distracting behavior;

COM 350 Course Calendar
Mondays 4:30-7:10 PM/Room: C-104

January 9

Class 1

Topic: **Media Communication: What's Your Story?**
Areas Covered:

- Individual Introductions: Name, Major, Interests
- Class Overview: Topics, Policies and Assignments
- Discuss Assigned Books (4) and Readings
- Discuss Movies & Written Papers
- Discuss Teams and Group Projects
- **Presentation: What's Your Story?**
- **Media and Its Impact: Trends, Films & Commercials**

TED Talk: **J.J. Abrams: *The Magic Box***
(Group Discussion)

Due Next Week

Reading: **Screenplay: Chapters 1-3**
(Class Quiz on readings next week)

Movie: Watch ***Star Wars*** (1977)
Watch ***Miracle*** (2004)
(One page paper on ***Miracle*** due next class)

January 15

Topic: **No Class: Martin Luther King, Jr. Day**

January 22

Class 2

Topic: **The History of Media: 8 Events that Changed Television**
Quiz 1: **Screenplay: Chapters 1-3 (After Break)**
Quiz: **Quiz on Syllabus**
Areas Covered:

- Eight Significant Events and Why?
- The Impact of Technology
- Telling a Story: Engaging the Audience
- Public Perception and Trust

Due Next Week

Reading: **Screenplay: Chapters 4-5**
(Class Quiz on readings next week)
Assigned Articles (See Course Packet)

Movie: Watch ***Quiz Show*** (1994)
(One page paper due next week)

Groups: **Team Captains** submit Technology Company

- Groups work on Research Paper and Presentation

January 29

Class 3

Topic: **Television: What's the Purpose?**
Quiz 2: **Screenplay: Chapters 4-5** (After Break)
Areas Covered:

- Why is it called Programming?
- Truth versus Reality
- Federal and Corporate Control

Due Next Week

Reading: **Screenplay: Chapters 6-7**
(Class Quiz on readings next week)
Assigned Articles (See Course Packet)

Documentary: **Art & Copy** (2009)
(One page paper due next week)

Review Links: **Commercials**

February 5

Class 4

Topic: **Advertising: The Audience, Products & Propaganda**
Quiz 3: **Screenplay: Chapters 6-7** (After Break)
Areas Covered:

- Rules of Advertising
- Programming: The Commercial
- The Hidden Message and Underlying Agenda
- **Rory Sutherland: *Life Lessons from an Ad Man***

TED Talk

Due Next Week

Reading: **Start with Why: Chapters 1-2** (No Quiz next week)
Assigned Articles (See Course Packet)

Groups: Work on Technology Research Paper and Presentation (**Due Class 6**)

February 12

Class 5

Topic: **Transformation: From Cable to Internet**
Areas Covered:

- Expansion of Cable Networks: The New Golden Age of Television
- **Silicon Valley:** The Hub of Technology
- *Crossing the Chasm:* Marketing for High-Tech
- The Online Format: Amazon, Netflix & Hulu
- **Netflix:** The Legendary HR PowerPoint

TED Talk: **Simon Sinek: *How Great Leaders Inspire Action***

Due Next Week

Reading: **Start with Why: Chapters 3-5**
(Class Quiz on readings next week)
Assigned Articles (See Course Packet)

Movie: **The Great Debaters** (2007)
(One page paper due next week)

Groups: Work on Technology Research Paper and Presentation (**Due Class 6**)

February 19

Class 6

Topic: **Radio: From Airwaves to Online**
Quiz 4: ***Start with Why: Chapters 3-5***
Areas Covered: - **Group Presentations: 8-10 minutes**
- News, Events and the Message
- Mainstream Radio: The Agenda
- The Growth of Alternative Radio
- **Review for Midterm**
Listen: **John Maxwell: *Five Things I Know About People***
Due Next Week
Reading: ***Start with Why: Chapters 6-7***
(No Quiz next week)
Assigned Articles (See Course Packet)
Movie: ***Casablanca* (1943)**
(One page paper due next week)
Midterm Exam: Based on articles in course packet and lectures

February 26

Class 7

Topic: **Midterm Exam**
Areas Covered: - Midterm
- Group Exercise: The Movie Script
- Work on Second Group Project
TED Talk: **Sir Ken Robinson, *Do Schools Kill Creativity***
Due Next Week
Reading: ***Start with Why: Chapters 8-10***
(Class Quiz on readings next week)
Assigned Articles (See Course Packet)
Movie: ***The Breakfast Club* (1985)**
(One page paper due next week)

March 5-9

Topic: **No Class: No Class: Spring Break**

March 12

Class 8

Topic: **Movies: An Overview of the Industry**
Quiz 5: ***Start with Why: Chapters 8-10***
Areas Covered: - Turning a Story into a Script
- Casting: The Director and Actors
- Financing a Movie (PPM)
- Film Production & Post
- Marketing and Public Relations (PR)
- Print and Advertising (P&A)

Due Next Week

- Reading:** *Creativity: Chapters 1-3*
(Class Quiz on readings next week)
Assigned Articles (See Course Packet)
- Movie:** *The Game* (1987)
(One page paper due next week)
- Groups:** **Team Captains** submit Ideas for School Commercial
- Groups work on Second Research Paper and Presentation
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March 19

Class 9

Topic: **Movies: From Concept to Distribution**

Quiz 6: *Creativity: Chapters 1-3*

Areas Covered:

- How the Industry Really Works
- 40 Reasons Why Films Fail
- Why Some Films Fail and Others Succeed
- What's the Hook?

Guest Speaker: **Mark Joseph, MJM Group**

Due Next Week

Reading: *Creativity: Chapters 4-5*
(Class Quiz on readings next week)
Assigned Articles (See Course Packet)

Movie: *Woodlawn* (2015)
(One page paper due next week)

Groups: Work on Second Research Paper and Presentation

March 26

Class 10

Topic: **Faith-Based Films: Advertising & Marketing**

Quiz 7: *Creativity: Chapters 4-5*

Areas Covered:

- Focusing your Message
- Finding your Audience
- Targeting the Demographics
- Utilizing Media: Grassroots and Faith-based Networks
- Developing a Sermon for a Church Audience

Due Next Week

Reading: *Creativity: Chapter 6, 14*
(Class Quiz on readings next week)
Assigned Articles (See Course Packet)

Groups: Work on Second Research Paper and Presentation

March 29-April 2

No Class: Easter Break

April 9

Class 11

Topic: **Technology & Trends: The Tipping Point**
Quiz 8: ***Creativity: Chapter 6, 14***
Areas Covered: - How Do Trends Start? What Keeps Them Going?
- The Three Rules of Epidemics
- The Law of a Few
- Connectors, Mavens and Salesmen
Guest: **To be Announced**

Due Next Week

Reading: ***The Tipping Point: Chapters 1-3***
(Class Quiz on readings next week)
Assigned Articles (See Course Packet)

Movie: ***The Social Network***
(One page paper due next week)

Groups: Work on Second Research Paper and Presentation (**Due Class 14**)

April 16

Class 12

Topic: **Technology, Marketing & Social Media**
Quiz 9: ***The Tipping Point: Chapters 1-3***
Areas Covered: - The Growth of Technology
- Marketing: Its Impact and Influence
- Social Media: Myths versus Reality
- **Discuss Final Exam and Group Presentations**
Guest Speaker: **Mike Hatcher: Kingdom Matters**

Due Next Week

Reading: ***The Tipping Point: Chapters 4-6***
(No Quiz on readings)
Assigned Articles (See Course Packet)

Groups: Work on Second Research Paper and Presentation (**Due Class 14**)

April 23

Class 13

Assignment: **Final Exam**

April 30

Class 14

Assignment: **Group Presentations**

Professor Bio

Born in Newport Beach, California, **Chad Robert Stewart** has twenty years of experience as a global strategist, marketing consultant, creativity specialist, financial analyst, and prolific writer. Chad's areas of expertise are global strategy, film and media production, and international marketing. Chad has worked at Bank of America, Morgan Stanley and Merrill Lynch. Several companies he has consulted with include Cisco Systems, Disney, Moen, PepsiCo, Pratt-Whitney and Royal Bank of Scotland. He received a Bachelor of Arts in British Literature and European History from Brown University; did post-graduate work at Harvard University; earned an M.B.A. from Boston College; and is pursuing a Master of Science in Advanced Management at Peter F. Drucker and Masatoshi Ito Graduate School of Management, Claremont Graduate University. Now based in San Diego, he is a strong supporter of education and the arts and sits on the Board of Horizon University; adjunct professor at Fermanian School of Business, Point Loma Nazarene University; and Past President of the Board of Directors of the San Diego Ballet.