

# Introduction to Media Business

**MSP 1655 - Spring 2024**

**Section 001**

**CRN 4972**

**3.00 Credit Hours**

**Monday-Wednesday-Friday: 10:00am to 10:50am at Gladfelter Hall, Room 024 (first floor lecture hall)**

**INSTRUCTOR: Steve Butler**

**EMAILS: [steve.butler@temple.edu](mailto:steve.butler@temple.edu), [anyun.chatterjee@temple.edu](mailto:anyun.chatterjee@temple.edu)**

The course syllabus will provide you with the course outline, course objectives, explanations of assessments, grading policies, and instructor contact information. Please read it carefully. You should have a deep familiarity with the schedule and process of the course.

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- COURSE DETAILS
  - POLICIES & SERVICES
  - ASSIGNMENTS & GRADING
  - COURSE SCHEDULE

## **Course Description:**

We are currently experiencing the most rapid acceleration of growth and audience fragmentation on every media front. The businesses that produce media content are rapidly evolving and going through their own growth spurts, shakeups, mergers and leadership challenges. How have industry changes impacted what media businesses do and how they do it—especially regarding how these businesses make money? In order to interpret the media industry through the eyes of a media leader you will need to learn and understand four broad areas influencing the industry: 1) How media organizations are structured; 2) How media companies make money; 3) How content is developed and distributed; and; 4) the skills leaders use to help bring success to each of these areas.

## **Course Objectives:**

Upon completion, students will be able to:

- Understand organizational structures of media companies, their decision-making and how they determine their “best practices.”

- Understand basic managerial concepts, goals, responsibilities and skills and how they impact an organization, particularly in managing a creative (revenue-producing) team.
- Develop a critical ear and eye in assessing media information, media companies, the issues facing those companies, and the manager's role in helping them grow.
- Gain an understanding of their own personal management style and how that style will impact their managerial decision-making.
- Recognize the business and ownership patterns of the media.
- Identify the role of media regulations and emergent media's impact on media messages.

## Required Course Materials:

- **There is no textbook for this course** – the content is evolving too quickly. But we will strongly rely on current readings, articles, video, audio and analyses to take advantage of the newest information about a topic. Some of them are outlined in this syllabus, but many others will be added as guest speakers for the course are confirmed. Course reading material will be provided by the instructor.
- This course will be conducted live in a classroom.
- All assignments will be posted in Canvas, and turned in to the instructor via Canvas.

## Suggested (free) Subscriptions and Readings:

There will be occasional discussions, sometimes student-led, based on breaking industry news – many of the topics will be taken from these sources.

- **“Next TV” website and newsletter:** [Newsletter signup](#)
- **Broadcasting & Cable website.** It is a major trade publication of the industry. Website and newsletter are free: <https://www.broadcastingcable.com/>
- Another free newsletter, **Radio & Internet News or RAIN**, contains very current information, particularly on internet products like streaming audio and podcasts. Sign up here: <https://rainnews.com/sign-up-for-the-daily-rain-newsletter/>
- "Pivot" podcast with tech journalist Kara Swisher and marketing professor Scott Galloway. Available on all podcast platforms or [here at Apple Podcasts](#).

## Technology Requirements:

- Laptop or Tablet
- Internet access, to be able to interact with Canvas

This course requires the use of Microsoft Office (i.e., Word, Excel, PowerPoint). Students can gain access to these materials by visiting the [Computer Services Download Site](#).

Students should check their [Temple email](#) daily for course updates, **AND make sure you turn on push notifications in your Canvas mobile app.**

There is also [a GroupMe chat group for this course](#), which will be an additional source of communication between the instructor and class, or direct message.

All students are required to comply with [Temple University's Computer and Network Security Policy](#)

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a Student Technology Assistance Application located in TUPortal and linked from the [Dean of Students Support and Resources webpage](#). The university will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access.

The [Affordable Connectivity Program](#) is available to purchase discounted internet services and devices for qualified individuals. On-campus computer labs are available for student use.

[On-campus computer labs](#) are available for student use, such as the Tech Center.

Note that there are [technology resources](#) available for students, including some software that is available for free download and other specialty software that may be available for remote access through ITS, laptop share, and battery share.

### **Recording class sessions:**

The instructor will permit recordings in class, however all of the PowerPoints shown in class will be posted in the Modules section of Canvas for a student's review. Any recordings permitted in this class can only be used for the student's personal educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as FERPA as well as certain copyright laws. Any recordings made by the instructor or university of this course are the property of Temple University.

### **Use of Artificial Intelligence tools:**

The use of generative AI tools (such as ChatGPT, DALL-E, etc.) are not permitted in this class unless first approved by the instructor. However, a large percentage of the assignments in the course will be based on your own interpretations of assigned audio or video content, or the comments from in-person guest speakers, where AI tools wouldn't be very helpful and easy to identify if they are used.

### **Accessibility of course technologies:**

- [Canvas \(Links to an external site.\)](#)

- [GoogleDrive](#)

## Course Communication:

To facilitate communication, the university requires you to have an e-mail account ending in @temple.edu.

**Instructor Email:** [steve.butler@temple.edu](mailto:steve.butler@temple.edu). Canvas email and Canvas push notifications will be the primary method of communicating with members of the class, especially when something new gets posted to Canvas that wasn't described in class. Therefore, you need to check your Temple email frequently, and make sure "forwarding" is working if you are using it. **STRONGLY recommended** – Use the Canvas mobile app so you can receive push notifications and send messages to me, as sending your message via the Canvas app will alert me immediately to your question/request. You can also "direct message" the instructor in the [GroupMe channel for this course](#).

**Phone:** The best way to reach me is via email or Canvas – I check it often. If necessary, you may also leave a message with the MSP Department Office: 215-204-5401.

**Office Hours:** The instructor does not have an on-campus office, but is generally able to meet after class on every date it meets. Contact Steve Butler by email or in class so we can arrange a convenient meeting location.

## HOW TO 'ACE' THIS COURSE

**How? Complete all assignments, turn them in on time, attend and participate in class. It's really that simple.** My experience has been that students who perform poorly didn't do badly on assignments and quizzes when they completed them, but just didn't turn ALL of them in. All grading is posted in Canvas, as well as how you are "trending" toward the final course grade -- so... no surprises.

### Assignments:

- Canvas will be used to post and receive all assignments. If the assignment is a paper or essay, it **MUST** be done in Word or a PDF and uploaded so corrections can be noted (Canvas only allows Instructor edits on uploaded docs). **PLEASE DO NOT** use Google Docs or Pages for assignments.
- There will be quizzes in Canvas, both multiple choice and written response.
- If for any reason you cannot access assigned materials i.e., a faulty link or incompatibility with your device, it is your responsibility to contact the instructor via email, Canvas or GroupMe message immediately (don't wait until after the deadline) to let me know so we can find another way for you to access it or to correct the broken link.

- If you haven't already, I strongly suggest downloading and using the Canvas mobile app for convenience.

**Types of Assignments:**

- Online discussions
- Quizzes/tests - multiple choice or short essay. Most or all will be "take home" assignments.
- Student-generated discussion topics for class
- Guest speaker "insight" papers

**Late Policy for Assignments:** 10% penalty per day after the due date. (For instance, 1 point on a 10-point assignment; a half-point on a 5-point assignment.)

Course grades are based on the total percentage of points awarded on assignments.

<b>A Range</b>	<b>B Range</b>	<b>C Range</b>	<b>D Range</b>	<b>F Range</b>
A 94 - 100	B+ 87 - 89	C+ 77 - 79	D+ 67 - 69	F 0 - 59
A- 90 - 93	B 84 - 86	C 74 - 76	D 64 - 66	
	B- 80 - 83	C- 70 - 73	D- 60 - 63	

**Weighting Details**

- 20% - Attendance (based on a percentage of classes attended. For instance, attendance at all classes would be 100%.)
- 40% - Assignments: Multiple Choice Quizzes, Discussion Points submissions and brief essay questions/critiques
- 20% - Guest speaker "Insight Papers"
- 20% - Final Exam

Total = 100%

**Attendance Protocol and Your Health:**

To achieve course learning goals, students must attend in-person classes to the extent that they are able. However, if you feel unwell or if you are under quarantine because you have been exposed to the COVID virus, you should not come to campus, and you will not be penalized for your absence. Students should contact their instructors to create a plan for participation and engagement in the course as soon as they are able to

do so. Faculty and students agree to act in good faith and work with mutual flexibility. The expectation is that students will be honest in representing class attendance.

**IMPORTANT: Students will be responsible for checking in at the start of each class session via the "Attendance" link on the Canvas menu for this course. Students who are more than 10 minutes late to class will be penalized with a 25% deduction from that day's attendance score.**

## General Policies

All [Temple University Academic Policies](#) will be upheld.

### Course Minimum Grade

Although D- is a passing grade, a minimum grade of C- is required for these course credits to count toward your major.

For more information, please see [Temple University's Academic Policies on Grades and Grading](#).

### Classroom Conduct

- Smartphone use is not permitted during class
- Eating during class is not permitted

### **Incomplete**

A student will be eligible for a grade of "Incomplete" only if they: 1) complete at least 51% of the work at a passing level, 2) is unable to complete the work for a serious reason beyond their control, and 3) files a signed agreement with the instructor outlining the work to be completed and the time frame in which that work will be completed. The student is responsible for initiating this process and all incomplete forms must be sent to the Associate Dean for Academic Affairs prior to the start of study days in that semester.

Please refer to the following for further details: [Temple University's Incomplete Policy](#) (Policy #02.10.13).

### **Withdrawal from the Course**

If a student wishes to withdraw from a course, it is the student's responsibility to meet the deadline for the last day to withdraw from the current semester. See [Temple University's Academic Calendar](#) for withdrawing deadlines and consult the [University policy on withdrawals](#) (Policy # 02.10.14).

## **Statement on Academic Rights & Responsibilities**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on [Student and Faculty Academic Rights and Responsibilities](#). (Policy #03.70.02).

## **Academic Honesty**

According to the University Student Code of Conduct, students must not commit, attempt to commit, aid, encourage, facilitate, or solicit the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor's authorization. Violations may result in failing the assignment and/or failing the course, and/or other sanctions as enumerated in the [University Code of Conduct](#).

## **Etiquette and Netiquette**

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

Our differences, some of which are outlined in the [University's nondiscrimination statement](#) will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course atmosphere.

## **Disability Disclosure Statement**

Any student who has a need for accommodation based on the impact of a documented disability should contact Disability Resources and Services (DRS), Ritter Annex 100, (215) 204-1280 or 215-204-1786 (TTY) or [drs@temple.edu](mailto:drs@temple.edu), to make arrangements. Students requesting accommodations should meet with the instructor as soon as possible after the start of classes to discuss their needs and to provide documentation from DRS. Accommodations are not retroactive.

In addition to the required disability statement, please bear in mind that COVID-19 may result in a need for new or additional accommodations. Students should seek out assistance from DRS.

Additional information regarding accessibility for all technologies used in this course is provided below:

- [Canvas \(Links to an external site.\)](#)
- [Zoom \(Links to an external site.\)](#)

### **Technical & Academic Support**

For a listing of Academic support services available to Temple University students, see the Academic and Support Services Page.

For a listing of technical support services available to Temple University students, see the Technical Support Page.

Additional Student Support Services:

[Student Health Services](#)

[Student Success Center](#)

[University Libraries](#)

[Undergraduate Research Support](#)

[Career Center](#)

[Tuttleman Counseling Services](#)

[Disability Resources and Services](#)

### **Counseling Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These concerns or stressful events may lead to diminished academic performance and ability to participate in daily activities.

Counseling services are available to assist you at the [Tuttleman Counseling Center](#).

### **Privacy Policy**

- [Temple University](#)
- [Canvas Instructure](#)

### **Fall 2023 Course Schedule**

#### **Key Dates:**

- **Wednesday, January 17:** Course Start Date



- **Monday, January 29:** Last day to add or drop the course
- **Monday, March 4 - Friday, March 8:** Spring Break
- **Monday, April 29:** Semester ends, last scheduled day of class
- **Tuesday, April 30:** Study Day
- **Friday, May 3 (midnight):** Final Exam due
- **Friday, May 10 (midnight):** Deadline for course grades to be entered

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 (All dates/topics **EXTREMELY** subject to change, based on current events and guest speaker scheduling.)

**Week of 1/15:**

- **Welcome/Introductions/Syllabus Review:** A quick review of the course and “the rules.”
- **Who’s Using What Media?:** The current state of media usage. From smartphones, smart speakers, podcasts to Netflix, the latest viewing and listening habits based on up-to-date surveys research.
- **Who Owns What:** A look at the current media ownership conglomerates and start-ups that are creating the media you are consuming.

**Week of 1/22:**

- **The Rules of the Ownership Game:** All media deals with government regulations, from the FCC to anti-trust regulations.
- **Streaming Audio:** How Spotify, Pandora and numerous “streaming only” audio businesses are affecting audio program consumption, and how commercial radio companies are trying to play catch-up by converting broadcast content to streaming.
- **A visit from Klein Global Opportunities** or "KleinGo" about programs available to all Klein students.

**Week 1/29:**

- **Audience measurement:** With the explosion of media choices, the struggle of research companies like Nielsen to keep up; plus how audiences are defined by size and their engagement with media content.
- **International Media:** American media operates with loose regulation and mostly in the for-profit model, dominated by large corporations. Many nations heavily-control their media – even Great Britain. How that works and the issues of that often arise.

**Week of 2/5:**

- **Streaming Video:** Netflix vs. Prime vs. Hulu vs. Disney+ vs. Max (etc.). Is this side of the media business making enough money or is a major consolidation about to happen? Why did Netflix add commercial content to its stream? Why are the news networks

launching separate streaming services? Have we reached "Peak TV," where audiences have TOO many choices?

- **Media Research:** How media companies make important decisions about programming.

#### Week of 2/12:

- **Linear (Broadcast and Cable) Television:** How programming is created, bought and licensed amid increasing competition from cable networks and streaming services. Plus, how "re-transmission" fees have grown to be a TV station's key revenue source.
- **Cable and Syndication businesses:** How they interact with their networks and station clients, and their business models.
- **The Business of YouTube:** It's unique as a media business since very little of the content is produced by one of the richest media companies. How it deals with that lack of control and how it's dealing with the controversies that result. What is the revenue structure for the major YouTube channels and why is YouTube adding more commercials?

#### Week of 2/19:

- **Music and Media:** How music is bought and sold for media productions using Sync Music companies. What rights do content creators need to be aware of, and what are some of the current uncertainties as new media platforms are created and grow. The crushing influence of streaming, and why artists selling their music catalogs.
- **Music Copyright Battles:** How are courts handling the lawsuits filed against artists accused of plagiarism?
- **Gaming Media:** Games - online and otherwise. What are the revenue schemes, other than the outright purchase of a game? How will gaming leagues turn gaming competitions into media content that might be broadcast, streamed and sold for advertising? What are the business models of venue operators like Nerd Street?

#### Week of 2/26:

- **Hollywood Upended:** Streaming movies and series have completely changed the production and business models surrounding projects for theaters and television -- as well as how creators are paid for their work.
- **"It's a miracle that ANY film project gets made."** From getting "the green light," cast turmoil, location logistics and ballooning budgets. The story of at least one small film that became a worldwide hit after overcoming all of that.

#### >>Week of 3/4: SPRING BREAK!<<

#### Week of 3/11

- **The Business of Sports Media:** From play-by-play rights, to sports talk radio, and in-depth sports documentaries - how Sports has become one of the most lucrative avenues of making money for media companies. But, are they losing ground to the

Sports franchise owners? The massive and growing impact of Legal Sports Betting on media companies.

- **The Business of Podcasting:** The brief history of the podcast medium and how companies are making money from them (or are they??).
  - The significant merger activity as the players in the podcast world go through a flurry of consolidations, led by Spotify.
  - What is the future, and is there a "shakeout" coming that will significantly reduce the number of podcasts, leaving just a few dozen of extremely popular ones that bring in significant advertising revenue?

#### Week of 3/18:

- **Linear Audio:** Whether it's broadcast radio, satellite audio or "radio-like" streams, how will those industries adapt to an on-demand world where listeners can control their own playlists of purchased or subscribed music.

#### Week of 4/1:

- **Promotion and Marketing for Media:** A look at the tactics and techniques to drive consumer consumption of video, film and audio. What are the jobs in the "creative services" departments of media organizations?
- **Corporate and Business Media:** A large number of media jobs are for communication inside businesses, the justice system and more. Some examples of the media businesses that are growing quickly amid more acceptance of multi-media for business purposes.

#### Week of 4/8:

- **Political Advertising:** How it is regulated (or not regulated) and the tremendous impact on revenue for various types of media – especially local broadcast stations.
- **Public Media:** Although they operate as non-profits, public radio and TV stations function in a similar environment to all "commercial" media - they need to make money to fund operations. How they do it - and what they're allowed to do per government regulations.

#### Week of 4/15:

- **The Business of Social Media and Digital:** How it is funded, the algorithms, the targeting - and its impact on other media businesses dependent on advertising.
- **Pitching Media Projects for Production:** How do producers get in front of studio and network executives to present ideas for shows and feature films? What works, and how Hollywood networking plays out.

#### Week of 4/22:

- **Media Ad revenue:** The different models that media businesses use to support on-air, on-line and streaming ventures. Who sells commercials and how to they get bought. Will subscription models become the future of more types of media content?
- **Hiring Your Team:** As a leader in the media business, what are you looking for when it comes to filling the jobs in your organization. It turns out "skills" might be the smallest part of the equation.
- **The Challenge of Making Media Businesses More Diverse:** The FCC actually regulates this, but with little success. What are the important reasons for having a variety of backgrounds in your organization, and how some are working to make it better than it has been.

**Week of 4/29:**

- **Course Review**
- **Submission of Final: Due Friday, May 3 at Midnight**