RTV 3001 (13330): Introduction to Media Industries and Professions

Summer 2020 – http://elearning.ufl.edu/. ***Our course begins*** **Monday, May 11**!
Please read *and study* the important information below…

Each class week runs from Monday (module assignments OPEN) TO Sunday (module assignments DUE), WITH 3 days for <u>Late Submissions</u>, ending Wednesday. <u>This schedule may change if assignments dictate more time to complete</u>, so check Course ANNOUNCEMENTS often. Late Submissions will be docked (-1 to -5 points). **Unless directed by the course facilitator, NO ASSIGNMENTS will be accepted via email submission. There also are no "extra credit" opportunities.**

NOTE: Module Numbers and Semester Weeks **MAY NOT CORRESPOND**. For example, Module 6 may be a multi-week learning experience and, therefore, may be offered in Weeks 6, 7, *and* 8. <u>So, do not look for assignments for Module 6 only in Week 6, dig</u>?

Course Facilitator: Dr. Gladys L. Cleland (DM, HDD *and* 1986 M.A. CJC Gator!)
Video Lecturer: Dr. David H. Ostroff, UF Department of Telecommunications
Email: clelangl@jou.ufl.edu
Cellular: 315.382.8484 (Syracuse, NY – ET. Please call or text before 10 p.m. and be certain to identify yourself ☺. And, *only text* if I have not responded to your email within 3 hours.)
Zoom Conferences: By appointment

Welcome to "Introduction to Media Industries and Professions!"
<u>The main learning objectives are to introduce you to:</u>
- ✓ Cultural, social, legal, business and career aspects of the electronic media
- ✓ Historical media topics and issues
- ✓ Media leadership and management careers and related challenges, AND
- ✓ Practitioner ethics encountered during content producing and when conducting research for various forms of communication.

The content you will research, discuss, and critically analyze will highlight the electronic media industries used in the United States. Emphasis will be on radio and television; however, cable television, satellite communication, and emerging technologies also will be integrated into assignments and discussions. The overarching goal of this course is to study media entities as **corporate and business systems** within the diverse and pluralistic environment of the media operations that exist in the United States.

FYI-1: This is a **WRITING INTENSIVE**, self-directed course, which means that you <u>must be motivated, and time manage YOUR participation</u>. Your facilitator does not lecture, but enhances your learning through assignments *and* individual and group commentary related to real world scenarios and text materials. Deadlines will vary to emulate the asynchronous work world of the broadcast media. Check your Canvas email and course Announcements often!
FYI-2: <u>EVERY submission should provide one to two credible and legitimate **outside sources**, referenced in APA Style.</u> See citefast.com for assistance in formatting. Your Text is one of your course guides, NOT your only source of information. Even if an assignment

appears opinion-based, you should seek resources to support your platform and write in the third person voice. **I call this P-I-E [Platform, what YOU think – Investigation, supporting information of your platform – Examples (provided to add credibility to your platform and the points you are attempting to make.]**

Your Student Role includes:
- Checking Canvas email and course Announcements **daily**
- Obtaining external course materials as noted by the facilitator, via email, or in your course Announcements
- Completing all course readings and assignments by deadline
- Watching video lectures and taking your own notes, in addition to reading any related .pdf files or other literature URL links provided that complement these video lectures
- Participating in ALL discussions and exercises, and helping your facilitator to note any disparities in the materials (course materials are modified often and sometimes mistakes happen ☺)
- Practicing your innovative and entrepreneurial skills as a communications student (Be Resourceful!), and
- Communicating often with your professor ☺, especially well in advance when there is a medical issue. **ANY technical issues should be first directed to the UF Computing HELP Desk. Secure a "Ticket Number," then notify me via email.** I hold online office hours and will announce those to you via Canvas email. I encourage you to chime in, say hello, and ask questions!

My Facilitator's Role includes:
- Guiding your classroom success in a diplomatic, courteous, and fun environment. This is called establishing a "Social Contract," where we set the boundaries for respectful communication interaction
- Reviewing, grading, and offering individual or group commentary on your assignments within a 10 to 14-day period. Some assignments are detailed and *may take a longer time to offer feedback*.
- Providing discussion prompts and questions that are substantive, backed up with citations/references, and introduce all of us to new ideas and perspectives (I want to learn from you, too!)
- Diplomatically resolving any issues that arise with assignments and other course materials
- Adhering to [UF Academic and Student Policies](#) as well as Codes of Conduct and Ethics promulgated by various Professional Communications Organizations
- Communicating often with YOU to learn about your world, your learning style, and how I may enhance your future success for Senior Projects, Internships, and Employment
- *Having some fun while learning together!*

My bio will be posted in the classroom soon AND I'll be asking for yours!
- I am a highly interactive prof, who is online throughout the day and especially during the late evening hours after I walk my furbaby!
- I am happy to speak with you via telephone and Zoom Conference by appointment.
- I like to use smiley faces ☺ or :-)

> ➢ Finally, it is extremely important for you to know that I DID NOT create this class, but I am updating it along our semester journey. So, I may be discovering challenges along the way with you. Professional courtesy is expected!

Learning outcomes include enhancing YOUR ability to:

1. Recognize and identify professional and technical characteristics of the electronic media
2. Analyze and apply concepts and theories to the organizational structures of electronic media industries, including leadership and management structures
3. Identify, define, and describe the business, social, and regulatory environments in which electronic media industries operate
4. Independently research the historical and contemporary developments of electronic media industries, including business, leadership, and technological advances
5. Participate in an asynchronous classroom forum–working individually or in small groups – to produce deadline materials, addressing the lessons assigned for the successful completion of this course. *Time management is imperative* ☺

Textbook and Web Resources:

Hanson, R. E. (2019). *Mass Communication*. (7th ed.) Los Angeles: Sage. **[Required]**

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.) Washington, DC: Author. **[Required]**

Citefast automatically formats citations: APA 6th edition, MLA 7th ed., and Chicago 16th ed. (2018). Retrieved from http://citefast.com [One of several free online sources available.]

E-Learning in Canvas:

Problems with access? Please contact the UF Help Desk by email (helpdesk@ufl.edu) or by phone (352.392.4357 – option 2). You also may seek assistance at Learning-support@ufl.edu. **Do not contact your facilitator. PLEASE GET A SERVICE TICKET NUMBER.**

Gator Honor Codes and Policies for Special Needs:

It is YOUR responsibility to research, read, understand and utilize the following codes and services to make each UF course experience productive, successful and enjoyable!

1. Academic Misconduct

Academic honesty and integrity are fundamental values of the University of Florida community and the community of Communication professionals. *Making fact errors on a project* includes, but is not limited to, plagiarism and self-plagiarism, inaccurate or fabricated information, inaccurate or undocumented statistics, misspellings of proper names, misquotes, and more. These infractions will result in a **full letter grade deduction for that assignment**. Please proofread and fact check your writing, sources, and information carefully! Students should be sure they read and understand the *UF Student Honor Code* and the College's *Code for Academic Dishonesty*.

>>If you need help, please ask. Online tutoring also is available<<

2. Accommodations for Students with Disabilities: Students requesting classroom accommodations must first register with the [Dean of Students Office](). A professional from the Dean of Students Office will provide documentation to the student, who then has the responsibility to provide that documentation to the Instructor when requesting accommodation.

3. Grading Policies: Information on current [University of Florida grading policies]() can be found online or on campus at The Registrar's Office.

4. Instructor Evaluation…"GatorRater": Students are highly encouraged to provide professional, constructive, and respectful feedback on the quality of instruction in this course. Guidance about how to give feedback is available at [gatorevals.aa.ufl.edu/students/](). These evaluations are conducted online throughout the semester and can be accessed within your course. Students will be notified of specific times when they are open. [Summary results]() of these assessments are also available to students through GatorRater.

>>>It's important to remember that facilitators do not always create the lectures and/or assignments, but serve as a "course resource" for your independent studies. These academic professionals should enhance your learning by responding to your requests, offering commentary, and providing positive interaction. Also, if you had an issue with your course faculty member, TA, or facilitator, you should have made every attempt to resolve it versus offering a negative evaluation at the end of your semester. Part of your student development as a UFO student is to engage in courteous, diplomatic, and collaborative conflict management.

5. Netiquette: This is our classroom "social contract." All members of the class are expected to follow rules of common courtesy in all forms of communication but, especially, email messages, threaded discussions, and chats. Don't forget to use professionalism, too, when interacting via a telephone or Skype conversation! Please [read this article]() BEFORE you whip off an email to your instructors or to one of your course colleagues…*just sayin'*!

Grading (Your guide to success!):

Your work will be evaluated according to the distribution outline below and as specified in your Canvas Classroom. Late submissions receive a reduced grade and, generally, there are no make-up assignments unless you have a doctor's note, a documented emergency, or you have negotiated with your instructor ahead of time >>>**Also, please note: Generally, there is no "extra-credit" offered in this course**<<<

DEADLINES>>> **ALL assignments are due each week on Sunday at 11:59 p.m. Eastern Time. Modules generally will be opened weekly, but I may open a few at a time if all colleagues acclimate well to the course materials. Please note the difference between assignment DUE DATE (Sunday night) and LATE SUBMISSION/"UNTIL" DATE (Wednesday night).**

Assignments (30%)
Students will complete written assignments each week throughout the semester. These assignments are designed to show your understanding and mastery of the course material and its application. Assignments will vary in their nature, so stay tuned and pay attention!

Discussions (25%)

Throughout the semester, students will be asked to respond to "prompt" questions for discussion; research a topic or find a current article and provide a summary; or participate in an individual or group exercise to provide short commentary about that activity. Online classroom discussion protocol may be found in your classroom **Announcements**, so make sure you read and understand it! Some discussion posts may require you to respond to one or two colleagues with substantial information to earn full assignment points. ***Read these assignments carefully*!**

Quizzes/Written Assessments (20%)

Students will complete topical short answer and essay quizzes from Course lectures, texts, and out-of-course research.

CAPSTONE/Final Project (25%)

Detailed information for this project will be sent via Canvas email and posted under course **Announcements approximately Week 5.**

Grade Scale:

Please refer to the official UFO grade scale, posted in the **Announcements Section** of your Course Shell.

>>>The instructors retain the right to deviate from this grade scale, if warranted, in the student's favor<<<

Course Schedule:

I repeat: Each class week runs from Monday (module assignments OPEN) TO Sunday (module assignments DUE), WITH 3 days for <u>Late Submissions</u>, ending Wednesday. Late Submissions will be docked (-5 points, or as noted). **Unless directed by the course facilitator, NO ASSIGNMENTS will be accepted via email submission.**

➢ **Assignments, deadlines, and other class details for all Module Weeks will be posted on Mondays at Midnight,** Keep informed of any changes by checking Course Announcements and your email at least twice per day.

➢ Again, it is extremely important for you to know that I DID NOT create this class and I'm not the person you will see in the video lectures. I am a seasoned broadcasting professional and academic journalist, so I'll add some interesting topics along the way! Just remember, together we may discover some course design challenges. Professional courtesy and patience are appreciated!

➢ **Finally, WATCH your deadlines**! Some change according to the content. Also, it's important to keep everyone engaged together and to help our colleagues who may be having technical challenges, which may delay their Weeks 1-2 submissions. Thanks for your professionalism!

<div align="center">

"Go Forth and Communicate!" ~Dr. Gladys Cleland☺

#ClelandEDGE!

</div>

NOTES: