COURSE DESCRIPTION:  Study of the programming function in broadcasting, analysis of programs and implementation of effective broadcast schedules. Prerequisite: Junior standing.

COURSE OVERVIEW:  The course is designed to develop student understanding of principles and practices in broadcast television, cable television, radio, audience research, analysis, sources of programs, program content and regulatory constraints.

PROGRAM LEARNING OUTCOMES: The following Program Learning Outcomes are expected of Mass Media Majors at SFA:
1. Demonstrate the ability to write effectively across a variety of platforms appropriate to the discipline.
2. Gather, organize and analyze discipline-appropriate research and communicate information about it.
3. Understand the role of media in society.
4. Comprehend legal and ethical principles relating to media.
5. Demonstrate the application of media technology, terminology and techniques.

RADIO/TV CONCENTRATION Program Learning Outcomes:
1. Develop technical and creative skills necessary for the production and airing of basic broadcast programs.
2. Cultivate understanding of contemporary broadcast structure, recognize standard production elements, and critically analyze their application.
3. Familiarize students with standard and evolving terminology utilized within the broadcast field.

COURSE OBJECTIVES:
1. Examine and understand basic programming theories, strategies and terminology as practiced today in radio, television, cable (including satellite) and new media technologies.
2. Study and understand audience appeals, program structural elements, and application of program development principles.
3. Examine audience research methods.
4. Understand the process of network scheduling.
5. Understand the process and current trends of program syndication.
6. Examine and understand radio programming in terms of formats and audience acquisition.
7. Understand the operation of cable and its effects on both the viewer and broadcast television.
8. Examine the roles of promotion, advertising, public broadcasting, violence, governmental and industry regulations play on programming.

TEXT & REQUIRED READINGS/Materials:
Other required and recommended readings will be in the form of trade publication articles or summaries and assigned via e-mail, Brightspace or in class handouts. In the case of some articles, the URL link will be sent only. Students should be sure that your preferred e-mail address is set to forward from the jacks account.

**RECOMMENDED RESOURCES:** All students will want to bring a calculator to class for the portion that deals with ratings and shares and the portion that deals with syndication.

Other resources for this course that may be of interest to the student:

- **Broadcasting & Cable** weekly trade publication
- **TV WEEK** weekly trade publication
- Nielsen Media website [http://nielsenmedia.com](http://nielsenmedia.com)

- In addition to the above, content of videos, handouts provided in class and comments by any guest speakers will be considered fair game for exam questions and the student should take notes on these in addition to normal lectures.

**EVALUATION, ATTENDANCE AND GRADING:**
The student will be evaluated on his/her performance on tests and papers as follows:

- **2 Analysis papers 20% each and 3 Exams 20% each**

Final grades may be altered based upon the attendance policy (as outlined on page 3).
The student will have the choice of completing any two of the three analysis assignments. The overall rules for paper submissions is on page 3.

**TV PROGRAMMING ANALYSIS**
The class will be presented with two programs that are new to the broadcast network schedule. Select one of those programs and analyze those elements of a program that we discussed early on in the course such as writing, acting, character development, production, etc. Also discuss the elements that attempt to hold an audience such as packaging & sub-plots, opening tease, believability, audience appeals, etc. In your report, be sure to discuss the demographic appeal (and if the commercials matched that appeal demographically) and the other items discussed in both the class and in the text. Limit the report to three pages double spaced and do not spend more than a half page on a synopsis of the plot and sub-plots.

**RADIO PROGRAMMING ANALYSIS**
Listen to a commercial radio station with a music format for one weekday drive time or mid-day hour. DO NOT choose a station for which you do or did work. Best choices would include a station that plays the type of music that you like best so that you can identify and comment on the use of oldies, current hits, new songs, etc. so that you can attempt to analyze the music rotation. Try to choose a format that uses a personality rather than an announcer. Avoid off hours where the commercial level is low, as that will make it difficult for you to discuss the commercial demographics in relation to the music appeal and the scheduling of spot breaks in the format. Include in your analysis the record rotation, style of the personality, use of jingles, liners, ID's, teases, etc. Also discuss the treatment of news, contests, commercial clusters, demographic appeals and other appropriate observations. Include a run-down page where you list what was aired during the hour. Limit your analysis to no more than 3 pages typed and double-spaced plus the run-down. Be sure to state what day and time you listened.

**WEB ANALYSIS PROJECT**
Web sites are of increasing importance to broadcasters. Broadcasters have a tradition of reaching a mass audience and communicating in a visual and/or audio medium but many are still learning when it comes to programming the World Wide Web. The purpose of this assignment is to analyze the effectiveness of web sites in terms of visitors to the website and in terms of cross promoting the station and the web site.

• Can a station’s website stand by itself? Is it easy to use? What types of information does it provide?
• Does it make the user want to watch or listen to the station? In what ways does it do this?
• Does it provide information for the viewer or listener if they want more info than what was provided by the broadcast?
• Can the website provide info to a listener or viewer who may have been unable to catch the broadcast?
• Does it provide additional marketing opportunities for the station?
• Does the website stream audio or video or provide clips?

Visit and analyze two broadcast radio and two broadcast television STATION websites. Examine them in terms of the above questions and in terms of the things discussed in class concerning website design and content. You may compare and contrast the sites you examined for this report if it helps you make your explanations shorter and clearer. Limit your comments to a maximum of eight pages. Be sure to include the web addresses (URL) for the sites.

All assignments are to be word processed (that includes spell checked, etc.) and are due electronically on the due date for each as per the Brightspace dropbox. Any assignment turned in late WILL NOT be accepted and will not be given credit. Any exceptions must be cleared by the instructor IN ADVANCE.

**ATTENDANCE & CONDUCT:**

**COVID-19 MASK POLICY:** Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see university policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
Students coming into class late are disruptive and slow the process of covering material for those who were on time. **Therefore, lateness will count as an absence.** The final grade will be reduced by one letter grade after the 2nd absence and for each absence after and 5 or more absences will result in a final grade of F. **ABSENCES WILL BE EXCUSED ONLY IF PRESENTED TO THE INSTRUCTOR IN ADVANCE AND THE INSTRUCTOR RESERVES THE RIGHT NOT TO ACCEPT AN EXCUSE. THE INSTRUCTOR WILL NOT ENTERTAIN EXCUSES PRESENTED AFTER THE ABSENCE.** Students should be ready to take notes at the start of class and Cell phones should be OFF. Vibrate settings and text messaging will not be tolerated. Anyone caught with a cell phone in use will be considered not attending and will be given an absence as will anyone using a computer for non-class purposes and/or talking with classmates. Food and drink in class is prohibited by University Policy (instructor will not enforce for bottled water w/cap). Visual or audio recording of anything in class without the advanced consent of the instructor is prohibited. Stay in your seat during class—take care of going to the bathroom, using the trash cans etc before and after.

**ACADEMIC DISHONSETY:**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy (4.1) on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Students with Disabilities:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
**Ratings/Shares/HUTs exercises: (practice)**

A program received a 7.8/14 in the national overnight ratings the other night. What is the HUT level if the universe is 120.6 million TVHH?

If a market has 278,900 TVHH in the DMA and 19,523 of those watched “Frasier,” what is the rating for “Frasier?” If the HUT level is 162,692, what is the share?

If Seinfeld is on at the same time with a share of 15, how many homes watched this program?

If the Today show has a share of 25 and a rating of 3.2, how many TVHH watched the program if the universe is still 120.6 million?

**TENTATIVE LECTURE SCHEDULE AND DUE DATES:**

<table>
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<tr>
<th>DATE</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>October 15</td>
<td>Intro to course/Program elements/what is TV? Program genres/ Broadcast Dayparts</td>
<td>Ch. 1</td>
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<tr>
<td>October 20</td>
<td>PTAR/Network affiliate relationship/ Audience flow theory/ Scheduling theories &amp; practices</td>
<td>Ch. 4, 5 &amp; 6</td>
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<tr>
<td>October 22</td>
<td>Reality Programming/Affiliate programming Production houses/Life cycle of programs</td>
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<td>October 27</td>
<td>Audience research—Ratings/shares</td>
<td>Ch. 3/ Ch. 2 / TV Programming Analysis</td>
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<td>October 29</td>
<td>Amortization/Independent stations The Rep/Group ownership/review</td>
<td>Ratings exercise</td>
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<tr>
<td>November 3</td>
<td><strong>Exam 1 (Ch. 1-6 &amp; materials covered)</strong> Radio formats/ Choosing a format/What is radio?</td>
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<tr>
<td>November 5</td>
<td>Dayparts/song rotations/ Personalities/ Duopolies/LMA's/ Networks and format suppliers</td>
<td>Ch. 11,Review p. 51-52 Ch. 12 &amp; p 46-47</td>
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<tr>
<td>Nov 10</td>
<td>Music and audience research/ promotion Payola/plugola/indecency Public Radio/Talk formats On-line/Satellite/Podcast/review</td>
<td>Review 64-68, 71-74 Ch 10 Radio Analysis</td>
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<tr>
<td>Nov 12</td>
<td><strong>Exam 2 (Ch. 11-12 &amp; materials covered)/ Start Cable TV</strong></td>
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<td>Nov 17</td>
<td>LAST DAY TO DROP Cable programming &amp; networks Premium &amp; pay cable/ Cable regulations</td>
<td>Ch. 8 &amp; p. 24-27 Ch. 9</td>
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<td>Nov 19</td>
<td>Streaming, OTT Violence/Kidvid</td>
<td>Web Site Analysis</td>
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<td>Dec 1</td>
<td>News programming Public TV &amp; CPB/promo</td>
<td>Ch. 7</td>
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<td>Dec 3</td>
<td>Commercials/Review</td>
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<tr>
<td>Dec 10</td>
<td><strong>Exam 3 at 1:30 PM (Ch 1, 7-10 &amp; Materials Covered)</strong></td>
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