

Syllabus

Course Overview

Media has changed significantly in the last two decades, bringing technological advancements that have altered the way we share information and communicate with each other.

This course will explore the world of media: aspects that remain the same, as well as the challenges we encounter in the face of rapid and drastic change. We will assess key economic, political, ethical, and social issues in intrapersonal, interpersonal, and mass communication; and develop skills needed to critically consume and produce media. We will also consider benefits as well as potential adverse effects of digital technology on human communication.

Among Capella University's strengths is the diversity of our learners and the varying perspectives they offer. This contributes immensely to your rich educational experience. Capella courses are a transformative venue for discussing sensitive issues that require a degree of responsibility and maturity. In this course, we will discuss personal, social, and political issues. We do not want any learners to experience being unwelcome, disrespected, or unsafe. To minimize conflict, enhance learner interaction, and foster an engaged, inclusive courseroom:

- Challenge your own ideas first.
- Disagree respectfully with an idea, not the person.
- Accept that intelligent people can hold valid, wildly divergent viewpoints.
- Avoid offensive or provocative language.

Open exchange of ideas allows us to broaden our perspectives of the world around us. This course provides opportunity for exploration, analysis, and engagement.

Kaltura Media

In this course, you will be required to record presentations using Kaltura Media or similar software. Refer to [Using Kaltura \[PDF\]](#) for more information about this courseroom tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [Disability Services](#) to request accommodations.

Learning Components

At the end of each study and discussion in this course, you will find a short list of learning components. Learning components tell you what content in the study or discussion will prepare you to successfully address a grading criterion for an upcoming assignment.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze communication processes.
- 2 Analyze the influence of broadcast media on individuals and society.
- 3 Analyze the influence of social media on individuals and society.
- 4 Evaluate ethics in media communication.
- 5 Communicate effectively to diverse audiences in a variety of formats.

Course Prerequisites

[No prerequisites.]

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Biagi, S. (2017). *Media/impact: An introduction to mass media* (12th ed.). Boston, MA: Cengage Learning. ISBN: 9781305580985.

Quesenberry, K. A. (2019). *Social media strategy: Marketing, advertising, and public relations in the consumer revolution* (2nd ed.). Lanham, MD: Rowman & Littlefield. ISBN: 9781538113929

Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital age*. New York, NY: Penguin Books. ISBN: 9780143109792.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. Headsets and webcams are available for purchase at the Capella University [Bookstore](#). Refer to the manufacturer's directions for installing and connecting the devices to your computer. **Note:** If you already have the following hardware, you do not need to purchase it.

Hardware Needed for Kaltura Media Presentations

- Headset with microphone
- External or built-in webcam
- Broadband Internet connection

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Batenburg, A., & Bartels, J. (2017). [Keeping up online appearances: How self-disclosure on Facebook affects perceived respect and likability in the professional context](#). *Computers in Human Behavior*, 74, 265–276.
- Bavelier, D., Green, C. S., & Dye, M. W. (2010). [Children wired: For better and for worse](#). *Neuron*, 67(5), 692–701.
- Gable, J. S. (2016, December 8). [Pizzagate and fake news \[Blog post\]](#). *AllSides Perspective Blog*.
- Joyce, A. (2014, October 9). [Many kids think parents are too distracted, according to annual survey by Highlights for Children magazine \[Blog post\]](#). *Washington Post–Blogs*.
- Norris-Whitney Communications. (1997). [Sound advice: Analog O vs digital O: Are they the same?](#) *Professional Sound*, 8(1), 66.
- Pope, C. (2018, October 13). [Inside the dark web: The "dark web" is a fertile hunting ground for the world's criminals](#). *Irish Times*.
- St. George, D. (2016, October 20). [Montgomery middle schoolers to learn to use technology responsibly, safely: A new program includes instruction on such issues as privacy, cyberbullying and Internet security](#). *The Washington Post*.
- Teicher Khadaroo, S. (2010, December 29). [School bans Facebook for a week: Five lessons learned](#). *The Christian Science Monitor*.
- Trotman, A. (2013, September 25). [Newspapers will be a luxury item like horses, says Amazon chief and Washington Post owner Jeff Bezos](#). Telegraph Media Group.
- [What is fake news? Its origins and how it grew under Donald Trump](#). (2017, February 24). *Telegraph*.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- [Blogger](#). (n.d.). Retrieved from <https://www.blogger.com>
- Boswell, W. (2017, July 9). [How to find blogs you enjoy on the web](#). *Lifewire*. Retrieved from <https://www.lifewire.com/find-blogs-on-the-web-3971954>
- Brant, J. (2018, June 20). [Ultra: Mirna Valerio](#). *Runner's World*. Retrieved from <https://www.runnersworld.com/runners-stories/a21070665/ultra/>
- Carroll, D. (2009). [United breaks guitars \[Video\]](#). | [Transcript](#) Retrieved from <https://www.youtube.com/watch?v=5YGc4zOqozo>
- Carroll, D. (n.d.). [United breaks guitars](#). Retrieved from <http://www.davecarrollmusic.com/songwriting/united-breaks-guitars/?v=7516fd43adaa>
- Giliberti, C. (2016, March 31). [6 reasons why podcasting is the future of storytelling](#). Retrieved from <https://www.forbes.com/sites/under30network/2016/03/31/6-reasons-why-podcasting-is-the-future-of-storytelling/#5bb8dd8131fe>
- Hoffman, J. (2010, June 27). [Online bullies pull schools into the fray](#). *The New York Times*. Retrieved from <http://www.nytimes.com/2010/06/28/style/28bully.html>
- HuffPost. (2011, May 25). ['United breaks guitars': Did it really cost the airline \\$180 million?](#) Retrieved from http://www.huffingtonpost.com/2009/07/24/united-breaks-guitars-did_n_244357.html
- IBM Think Academy. (n.d.). [How it works: Internet of things \[Video\]](#). Retrieved from <https://www.youtube.com/watch?v=QSIPNhOiMoE>
- iMediaEthics. (n.d.). [Entertainment/lifestyle media ethics news](#). Retrieved from <https://www.imediaethics.org/category/entertainment-lifestyle-media-ethics-news/>
- Jordan, D., & Chavar, A. J. (2017, September 12). [Things Apple's iPhone helped destroy \[Video\]](#). | [Transcript](#) *The New York Times*. Retrieved from <https://www.nytimes.com/video/business/100000005421370/iphone-10th-anniversary-destroy.html>
- Klass, P. (2017, March 20). [The guilty secret of distracted parenting](#). *The New York Times*. Retrieved from <https://www.nytimes.com/2017/03/20/well/family/the-guilty-secret-of-distracted-parenting.html>
- Lev-Ram, M. (2016, June 7). [How Netflix became Hollywood's frenemy](#). *Fortune*. Retrieved from <http://fortune.com/netflix-versus-hollywood>
- McIntyre, H. (2017, August 14). [With most music being offered for free, why is piracy still growing?](#) *Forbes*. Retrieved from <https://www.forbes.com/sites/hughmcintyre/2017/08/14/with-most-music-being-offered-for-free-why-is-piracy-still-growing/#5f66892a6b24>

- Minas, C. (2013, January 31). [How mobile technology is changing the face of broadcast](https://www.theguardian.com/media-network/media-network-blog/2013/jan/31/mobile-changing-face-broadcast). *The Guardian*. Retrieved from <https://www.theguardian.com/media-network/media-network-blog/2013/jan/31/mobile-changing-face-broadcast>
- Motion Picture Association of America. (n.d.). [Technology and innovation](http://www.mpa.org/technology-and-innovation). Retrieved from <http://www.mpa.org/technology-and-innovation>
- Park, A. (2016, January 6). [Cell-phone distracted parenting can have long-term consequences: Study](http://time.com/4168688/cell-phone-distracted-parenting-can-have-long-term-consequences-study). *Time*. Retrieved from <http://time.com/4168688/cell-phone-distracted-parenting-can-have-long-term-consequences-study>
- Steinberg, S. (2017, February 14). [Online etiquette: The ultimate guide to social media manners](http://mashable.com/2017/02/14/guide-to-online-etiquette-manners-on-social-media/#75jY3txHAEq4). *Mashable*. Retrieved from <http://mashable.com/2017/02/14/guide-to-online-etiquette-manners-on-social-media/#75jY3txHAEq4>
- *The New York Times*. (n.d.). Retrieved from <http://www.nytimes.com>
- *The Washington Post*. (n.d.). Retrieved from https://www.washingtonpost.com/?hpid=hp_no-name_no-name%3Ahomepage%2Fmasthead
- To The Best of Our Knowledge (Producer). (2017, September 2). [How can digital citizens reclaim their voices online?](https://www.ttbook.org/interview/how-can-digital-citizens-reclaim-their-voices-online) [Audio podcast]. | [Transcript](https://www.ttbook.org/interview/how-can-digital-citizens-reclaim-their-voices-online) Retrieved from <https://www.ttbook.org/interview/how-can-digital-citizens-reclaim-their-voices-online>
- *Tumblr*. (n.d.). Retrieved from <https://www.tumblr.com>
- Ulanday, K. (2014, July 16). [The Internet of things](https://www.nytimes.com/video/garden/100000003003809/the-internet-of-things) [Video]. | [Transcript](https://www.nytimes.com/video/garden/100000003003809/the-internet-of-things) *The New York Times*. Retrieved from <https://www.nytimes.com/video/garden/100000003003809/the-internet-of-things>
- Wingfield, N. (2017, September 10). [As Amazon pushes forward with robots, workers find new roles](https://www.nytimes.com/2017/09/10/technology/amazon-robots-workers.html?rref=collection%2Ftimestopic%2FAmazon.com%20Inc.&action=click&contentCollection=business®ion=stream&module=stream_unit&version=late). *The New York Times*. Retrieved from https://www.nytimes.com/2017/09/10/technology/amazon-robots-workers.html?rref=collection%2Ftimestopic%2FAmazon.com%20Inc.&action=click&contentCollection=business®ion=stream&module=stream_unit&version=late
- *WordPress*. (n.d.). Retrieved from <https://wordpress.com>

Suggested

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Google Search Help. (n.d.). [Find free-to-use images](https://support.google.com/websearch/answer/29508?hl=en). Retrieved from <https://support.google.com/websearch/answer/29508?hl=en>
- Microsoft. (n.d.). [Basic tasks for creating a PowerPoint presentation: Applies to: PowerPoint 2013, PowerPoint 2016](https://support.office.com/en-gb/article/Basic-tasks-for-creating-a-PowerPoint-presentation-efbbc1cd-c5f1-4264-b48e-c8a7b0334e36?ui=en-US&rs=en-GB&ad=GB). Retrieved from <https://support.office.com/en-gb/article/Basic-tasks-for-creating-a-PowerPoint-presentation-efbbc1cd-c5f1-4264-b48e-c8a7b0334e36?ui=en-US&rs=en-GB&ad=GB>
- Microsoft. (n.d.). [Basic tasks in PowerPoint 2010](https://support.office.com/en-gb/article/Basic-tasks-in-PowerPoint-2010-35308dfb-792d-400a-b69a-1188b019c66a?ui=en-US&rs=en-GB&ad=GB). Retrieved from <https://support.office.com/en-gb/article/Basic-tasks-in-PowerPoint-2010-35308dfb-792d-400a-b69a-1188b019c66a?ui=en-US&rs=en-GB&ad=GB>
- Note & Point. (n.d.). [Killer slide decks](http://noteandpoint.com/how-anyone-can-make-insanely-better-slides). Retrieved from <http://noteandpoint.com/how-anyone-can-make-insanely-better-slides>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://ed.gov/policy/gen/guid/fpco/ferpa/index.html). Retrieved from <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health and Human Services (HHS). (n.d.). [Health Insurance Portability and Accountability Act \(HIPAA\)](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html). Retrieved from <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Unit 1 >> Mass Media and Everyday Life

Introduction

Shirley Biagi, communications scholar and author of *Media/Impact: An Introduction to Mass Media*, writes that "adults spend an average of 12.5 hours each day using mass media—more than three-fourths of their waking hours," (2017, p. 2). How did this media evolve? Who were the pioneers of media industries that today consume so much of our time and attention?

We begin this course by taking a look back at the innovators of mass media. We then consider how media influences the manner in which we obtain and process information, as well as how media affects our ability to communicate effectively with each other.

Society has come a long way from the early days of communication, when scribes would travel from village to village carrying bulky parchment messages. Today, information is available at the click of a mouse or the swipe of a screen. Never before have consumers been exposed to such a dizzying array of products and apps, each designed to make us smarter, faster, and more connected than ever.

Technology forecasters see a future with endless communications possibilities. Daniel Burrus, CEO and President of Burrus Research and a leading innovation expert, sees unparalleled connectivity through the *Internet of things*. "There is no one sector where the Internet of things is making the biggest impact; it will disrupt every industry imaginable, including agriculture, energy, security, disaster management, and healthcare, just to name a few," (Biagi, 2017, p. 2). In this unit, we will analyze mass media industries and examine opportunities and challenges in media today.

Reference

Biagi, S. (2017). *Media/Impact: An introduction to mass media* (12th ed.). Boston, MA: Cengage Learning.

Course Resources

Smart Home

Connecting and Sharing

Learning Activities

u01s1 - Studies

Readings

Use your Biagi text, *Media/Impact: An Introduction to Mass Media*, to read the following:

- Chapter 1, "Mass Media and Everyday Life," pages 1–24.
- Chapter 12, "News and Information: Staying Connected," pages 237–251.

Use the Capella library to read the following:

- [What is fake news? Its origins and how it grew under Donald Trump](#). (2017, February 24). *Telegraph*.
- Gable, J. S. (2016, December 8). [Pizzagate and fake news \[Blog post\]](#). *AllSides Perspective Blog*.

Use the Internet to read the following:

- Giliberti, C. (2016, March 31). [6 reasons why podcasting is the future of storytelling](#). Retrieved from <https://www.forbes.com/sites/under30network/2016/03/31/6-reasons-why-podcasting-is-the-future-of-storytelling/#5bb8dd8131fe>

Use the Internet to view the following:

- IBM Think Academy. (n.d.). [How it works: Internet of things \[Video\]](#). Retrieved from <https://www.youtube.com/watch?v=QSIPNhOiMoE>
 - *Note:* Closed captioning is provided at the link.
- Ulanday, K. (2014, July 16). [The Internet of things \[Video\] | Transcript](#). *The New York Times*. Retrieved from <https://www.nytimes.com/video/garden/100000003003809/the-internet-of-things>

Using Kaltura

In this unit, you will use Kaltura to record a video post for a discussion. Later, you will use this platform to record a presentation for a course assignment. To prepare for using Kaltura, complete the following:

- If you have not already done so, set up and test your headset and webcam, using the installation instructions provided by the manufacturer.
- Practice using your recording devices to ensure the audio and visual quality is sufficient.
- Refer to the [Using Kaltura \[PDF\]](#) tutorial for directions on recording and/or uploading your video in the courseroom.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

Learning Components

At the end of each study and discussion in this course, you will find a short list of learning components. Learning components tell you what content in the study or discussion will prepare you to successfully address a grading criterion for an upcoming assignment.

u01s1 - Learning Components

- Examine the history of the development of new channels of media delivery since about 1990.
- Read about various models of communication and their applications in personal and professional environments.
- Examine examples of media bias and sensationalism.
- Pilot communications technology.
- Define media convergence.

u01s2 - The Ethical Use of Intellectual Property at Capella

Plagiarism and Academic Honesty

In our modern world, we have nearly unlimited access to others' thoughts, ideas, and written works via the Internet and other search tools. Because many of us exchange ideas both in our work and in our creative lives, it has become increasingly important for us to practice ethical uses of intellectual property.

Throughout your Capella career, you will conduct research, evaluate sources, and interpret and synthesize the work of others. Your final product—be it an essay, discussion post, or final project—should integrate your own voice (that is, your original ideas, interpretation, or written analysis) with properly cited ideas, theories, and concepts from others. Failure to properly credit your sources is considered plagiarism and is a violation of the Capella [Academic Integrity and Honesty Policy \[PDF\]](#).

Plagiarism is a type of academic dishonesty that we take seriously. When you engage in this behavior, you put your academic career at risk. Understanding plagiarism and how to avoid it is important for any learner in Capella courses. This activity addresses the issue of plagiarism.

Read the following resources for insight on plagiarism and academic honesty:

- [Writing Center](#).
- [Academic Honesty and APA Style and Formatting](#).
- [Academic Integrity and Plagiarism \[PDF\]](#).
- [Plagiarism \[PDF\]](#).
- [Why Plagiarism Happens](#).

Paraphrasing

Paraphrasing is an important skill to develop. It is how you read or hear another author's ideas, critically evaluate and synthesize them with your own ideas, and restate them in your own words. An academic paper should typically contain elements of original work (your thoughts), the work of supporting authors (via direct quotes with formal APA citations), and paraphrasing (where you synthesize your thoughts with those of others and draw unique, educated connections on a given topic or question). You will spend much of your academic career developing and honing this skill.

Resources and Tools

Visit the Capella Writing Center's [APA Style and Format](#) page for additional APA guidance, including examples of citations for a variety of sources.

Visit the [RefWorks](#) page for more information and webinars on using RefWorks to help organize and prepare your sources.

Visit the [SafeAssign](#) page for information and tutorials on this helpful tool. SafeAssign is used to improve your scholarly writing skills for discussions and assignments. Analyze SafeAssign reports to ensure that you have paraphrased, quoted, and cited your sources appropriately.

u01d1 - The Digital Consumer

In traditional media, advertising aimed at consumers pays for delivery and production of content. How has digital delivery changed the way people pay for mass media? What are some methods, direct or indirect, that you pay for digital content?

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two other learners. In your responses, identify and evaluate the similarities and differences between your views of digital consumerism and theirs.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Examine various examples of revenue sources for media.
- Examine the history of the development of new channels of media delivery since about 1990.
- Read about various models of communication and their applications in personal and professional environments.

u01d2 - The Internet of Things

What do technology forecasters mean when they talk about *the Internet of things*?

List and explain three advantages and disadvantages you can foresee if the Internet of things becomes a reality.

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two other learners, incorporating in-text references to research you have conducted.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u01d2 - Learning Components

- Examine the history of the development of new channels of media delivery since about 1990.

u01d3 - Introducing Yourself

Using Kaltura Media to make a video recording of yourself, introduce yourself to the class.

- Describe your communications skills. Would you say you communicate well with others?
- Explain why you are taking this course. What do you hope to gain, personally and professionally, by studying media and culture?

To learn how to use Kaltura, refer to the Using Kaltura tutorial linked in the resources. Also follow these guidelines:

- Write an outline or script of what you are going to say before you begin recording. Although you can pause or edit Kaltura videos, editing is limited, so to sound professional, you will want to prepare.
- View your video prior to posting to ensure that the audio is loud enough.
- Write a note in the discussion in addition to posting your video. This can be as simple as, "Please view my Kaltura introduction."

Attach your outline or a transcript of your video to your discussion post. Post your work by Friday.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact Disability Services to request accommodations.

Response Guidelines

By Sunday, respond in depth to at least two other learners.

u01d3 - Learning Components

- Pilot communications technology.

u01q1 - Formative Activity: Trends in Mass Media

Complete this activity to help you reflect on trends in mass media industries. Chapter 1 of your Biagi text discusses these trends. In this activity, several options are provided for each question related to mass communication. Select the option that you believe best answers each question, and you will receive feedback.

Click the linked activity title to access this formative activity. If you have any issues with accessing the activity, contact your instructor.

This activity is not graded.

Unit 2 >> Fit to Print: Books, Newspapers, and Magazines

Introduction

Book, newspaper, and magazine industries have experienced tremendous change over the past two decades through changes in readership and the evolution of digital technology.

Books

Audiobooks and e-books have changed the method of book delivery. Brick-and-mortar bookstores such as Borders and Waldenbooks have closed, and libraries such as Bibliotech in San Antonio, Texas have developed new library models where digital devices are available to patrons, but no printed books.

The three major markets in the book industry continue to be adult and juvenile trade books, textbooks, and professional and scholarly books (Biagi, 2017).

Newspapers

Newspapers have existed since 1690, when Benjamin Harris published the one and only edition of *Publick Occurrences*. Newspapers have been the consumers' constant companion. Until the invention of radio and television, they were a person's single source of information. Competition for newspaper readership was fierce in the 1700s, and competition is fierce now. Today's newspapers struggle to find footing against online content, which is often offered free of charge. In the first half of 2009, more than 100 newspapers closed in the United States, and the trend still continues as younger audiences direct their attention to shorter stories posted online.

Magazines

Magazines entered the marketplace in 1741, more than 50 years after the birth of the colonies' first newspaper. Magazines offered in-depth content on cultural and political issues generally directed at wealthy readers, as early publications did not include advertising. *The Saturday Evening Post*, started in 1821, featured ads, and was the first magazine to reach a large public. While the digital age has brought challenges to the magazine industry, it has also provided opportunity. The economics of Internet publishing allow a magazine to reach a dedicated audience without printing or mailing costs. Magazine publishers such as Condè Nast continue to expand their reach by offering tablet versions of their top magazines, while developing strategies to increase revenue.

Reference

Biagi, S. (2017). *Media/Impact: An introduction to mass media* (12th ed.). Boston, MA: Cengage Learning.

Course Resources

News on a Digital Tablet

Newspapers and Coffee

Learning Activities

u02s1 - Studies

Readings

Use your Biagi text, *Media/Impact: An Introduction to Mass Media*, to read the following:

- Chapter 2, "Books," pages 26–39.
- Chapter 3, "Newspapers: Mobilizing Delivery," pages 44–61.
- Chapter 4, "Magazines," pages 65–80.

Use the Capella Library to read the following:

- Trotman, A. (2013, September 25). [Newspapers will be a luxury item like horses, says Amazon chief and Washington Post owner Jeff Bezos](#). Telegraph Media Group.

Use the Internet to read the following:

- Wingfield, N. (2017, September 10). [As Amazon pushes forward with robots, workers find new roles](https://www.nytimes.com/2017/09/10/technology/amazon-robots-workers.html?ref=collection%2Ftimestopic%2FAmazon.com%20Inc.&action=click&contentCollection=business®ion=stream&module=stream_unit&version=late). *The New York Times*. Retrieved from https://www.nytimes.com/2017/09/10/technology/amazon-robots-workers.html?ref=collection%2Ftimestopic%2FAmazon.com%20Inc.&action=click&contentCollection=business®ion=stream&module=stream_unit&version=late

Assignment Preparation

For your assignment in this unit, you will need to analyze a newspaper for bias. Obtain a printed copy of your local newspaper or access one of the online newspapers below.

- [The New York Times](http://www.nytimes.com). (n.d.). Retrieved from <http://www.nytimes.com>
- [The Washington Post](https://www.washingtonpost.com/?hpid=hp_no-name_no-name%3Ahomepage%2Fmasthead). (n.d.). Retrieved from https://www.washingtonpost.com/?hpid=hp_no-name_no-name%3Ahomepage%2Fmasthead

u02s1 - Learning Components

- Examine various examples of revenue sources for media.
- Examine examples of media bias and sensationalism.
- Examine examples of objective and subjective content.

u02s2 - Using ePortfolio

In this unit, you are required to submit an assignment to your online ePortfolio.

Your Online ePortfolio

Online ePortfolios serve two key purposes:

1. To support learning and reflection.
2. To be used as a showcase tool.

Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Education Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u02a1 - Evaluating Bias in Media

Overview

Imagine that you are employed in an agency that depends on sources of news to set policy. In your job, you are called upon to evaluate news sources for bias. For this assignment, you will analyze news content for evidence of subjective language, sensationalism, authenticity, and advertising influence.

The grading criteria for this assignment are stated explicitly below; however, you may also want to read the scoring guide for the assignment to better understand the performance levels that relate to each criterion. Contact your instructor if you have any questions.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Analyze communication processes.
 - Criterion: Analyze news media for objective and subjective content.
- Competency 2: Analyze the influence of broadcast media on individuals and society.
 - Criterion: Analyze how revenue sources may influence news content.
 - Criterion: Identify possible instances of media bias or sensationalism.
- Competency 5: Communicate effectively to diverse audiences in a variety of formats.
 - Criterion: Write clearly, with correct spelling, grammar, syntax, and good organization, following APA guidelines.

Instructions

For this assignment, refer to Chapter 3 of the Biagi text. Obtain a printed copy of your local newspaper or access one of the online electronic versions of *The New York Times* or *The Washington Post* newspapers. Carefully analyze the newspaper and its contents. Look at the headlines, photos, and advertisements. Then, address the following:

- Analyze the use of photos and diagrams, and the language used in the headlines, captions, and body of the articles.
 - Provide examples of more neutral (objective) or subjective content. Explain your examples.
 - Is the language attempting to be neutral?
 - Does the paper exhibit any clear bias?

- Assess the effects the objective or subjective content would have on a reader.
- Identify instances of subjective language or visuals that may create bias or sensationalism in the news articles.
- Identify similarities and differences between the examples you choose and yellow journalism and/or fake news.
- Identify funding sources, such as ads, subscriptions, donations, etcetera on the Web site or in the printed paper.
 - Explain any instances where financial support may have the potential to influence news content, such as articles that align with the interests of a specific advertiser.

It is very important that you cite all sources of the information you collect per APA guidelines. If your source cites a secondary source, be sure to cite it correctly. You can use non-academic sources for this assignment, but be sure to note if a source itself may be speculative or biased.

Submission Requirements

- **Written communication:** Must be well-organized and clear, with correct spelling, grammar, and syntax, to support orderly exposition of content.
- **APA formatting:** Must be formatted according to current APA style and formatting guidelines and include a title page and reference list.
- **Length:** 3–5 typed and double-spaced pages of content, not including the title page and reference page, in Times New Roman, 12-point font.

SafeAssign

Before you finalize your assignment, you are required to submit it to SafeAssign. Be sure to submit it as a “Draft,” so it can be revised and re-submitted if need be. Check your SafeAssign report thoroughly and identify all of the content matches, revising as needed to avoid any instances of unoriginal writing.

Submit your paper and your SafeAssign report as attachments in the assignment area for grading.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[The New York Times](#)

[APA Style and Format](#)

[ePortfolio](#)

[The Washington Post](#)

[SafeAssign](#)

u02d1 - Copyright Law

Why was passage of the International Copyright Law of 1891 so important to American authors? How does this law affect American authors today? Provide examples of a particular author and his or her work.

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two other learners, identifying similarities and differences in perspectives regarding copyright law.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

u02d1 - Learning Components

- Identify ethical issues that may arise through the use of media.

u02d2 - Magazine Publishing in a Digital World

What impact does digital technology have on the future of the magazine industry? Consider the audience for magazines, the way in which magazines are delivered to their readers, and the impact on advertisers and advertising. Do you envision the digital magazine as a viable industry?

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two other learners, incorporating readings from the Biagi text.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u02d2 - Learning Components

- Examine various examples of revenue sources for media.
- Examine the history of the development of new channels of media delivery since about 1990.

Unit 3 >> Recorded Sound, Radio, and Film Industries

Introduction

Recorded Sound

Recorded music began its financial decline in 1999, when illegal downloads became prevalent due to digital technology. It became easy to copy or share songs with a click of mouse, which meant artists and producers did not receive compensation for their work. Of all media industries, the recording industry is most vulnerable to piracy. Artists today rely on live performances as a significant source of their revenue.

Radio

Our Biagi text notes that “the legacy of news and music remains on the radio today, but the medium that was once the center of attention in everyone’s front room has moved to the bedroom, the office, the car, and the mobile phone,” (2017, p. 104). Radio is no longer at the forefront of our lives, as it was in the 1930s and 1940s, when families gathered around the radio for the day’s news and entertainment broadcasts. What was once a few channels on a transistor radio is now hundreds of channels on a satellite feed, providing individualized content ranging from sporting events to political commentary—all streamed directly to your radio, satellite device, tablet, computer, or cell phone.

Film

Five major events in the 1920s transformed the movie industry:

1. Moving the industry to California.
2. The adoption of block booking.
3. The formation of United Artists.
4. The industry’s efforts at self-regulation.
5. The introduction of sound (Biagi, 2017).

At one point, only five studios dominated the film industry: Warner Brothers, Metro-Goldwyn-Mayer, Paramount, RKO, and Twentieth Century Fox. In 1946, the movie industry’s best year, 4 billion tickets were sold. Today, about 1 billion tickets are sold each year.

While American motion pictures are one of the country’s strongest exports, film viewing habits are changing. Digital technology allows for direct delivery to consumers through Internet downloads, rentals, and subscriptions. Changes in viewership have the potential to threaten the future of movie theaters as consumers order takeout and curl up on the couch to stream their favorite films.

Reference

Biagi, S. (2017). *Media/impact: An introduction to mass media* (12th ed.). Boston, MA: Cengage Learning.

Course Resources

Learning Activities

u03s1 - Studies

Readings

Use your Biagi text, *Media/Impact: An Introduction to Mass Media*, to read the following:

- Chapter 5, "Recordings," pages 86–100.
- Chapter 6, "Radio: Riding New Waves," pages 104–123.
- Chapter 7, "Movies: Digitizing Dreams," pages 125–146.
- Chapter 13, "Social and Political Issues: Shaping the Arguments," pages 255–273.

Use the Capella Library to read the following:

- Norris-Whitney Communications. (1997). Sound advice: Analog O vs digital O: Are they the same? *Professional Sound*, 8(1), 66.

Use the Internet to read the following:

- McIntyre, H. (2017, August 14). With most music being offered for free, why is piracy still growing? *Forbes*. Retrieved from <https://www.forbes.com/sites/hughmcintyre/2017/08/14/with-most-music-being-offered-for-free-why-is-piracy-still-growing/#5f66892a6b24>
- Minas, C. (2013, January 31). How mobile technology is changing the face of broadcast. *The Guardian*. Retrieved from <https://www.theguardian.com/media-network/media-network-blog/2013/jan/31/mobile-changing-face-broadcast>

u03s1 - Learning Components

- Examine ethical issues for digital technology in broadcast media.

u03d1 - Illegal File Sharing in the Music Industry

Discuss the music recording industry's response to file sharing, as identified in Chapter 5 of the Biagi text.

- To what extent has the music recording industry been able to protect recording artists and recording companies?
- Do you think illegal file sharing will be stopped by the various U.S. court decisions covering music copyright infringement? (Biagi, 2017).

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two other learners, identifying similarities and/or differences in viewpoints regarding music file sharing.

Reference

Biagi, S. (2017). *Media/impact: An introduction to mass media* (12th ed.). Boston, MA: Cengage Learning.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Examine ethical issues for digital technology in broadcast media.
- Read about various models of communication and their applications in personal and professional environments.

u03d2 - Politics in Mass Media

Review Chapter 7 of the Biagi text regarding blacklisting and the Hollywood Ten. Conduct some research of your own on this subject, then answer the following questions:

- Why do you think the Hollywood Ten became a target of the House Un-American Activities Committee?
- Could the same thing happen today? If so, why?

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two other learners, incorporating readings from the Biagi text and citing any other research you have conducted.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u03d2 - Learning Components

- Examine ethical issues for digital technology in broadcast media.
- Examine ethical issues in communication through social media.

Unit 4 >> Television and Internet

Introduction

Television

Since its inception, television has existed as a medium for commercial advertising. Programs are merely the vehicle to support the delivery of advertising to the audience. Because television can deliver a larger audience than other mass media, advertisers pay up to \$4.5 million for a 30-second commercial (such as with the Super Bowl) (Biagi, 2017).

Ratings give advertising sponsors information about the audience being reached. Since the 1950s, The Nielson Company has dominated the television ratings industry. Today, Nielsen provides two types of numbers: rating and share.

- Rating is a percentage of the total number of households with television sets tuned in to a specific program.
- Share relates to the percentage of the audience with their television sets turned on that is watching each program (Biagi, 2017).

Advertising revenues are steadily decreasing as innovations change methods of program delivery. Today's viewers divide their attention between television sets, tablets, computers, and mobile devices, making the ratings process more complex. Digital video recorders (DVRs) contribute to time-shifting, where consumers decide where and when they will watch their favorite programs.

Internet

Today, the Internet delivers all types of media—print, broadcast, audio, and video—using a single delivery system without barriers (Biagi, 2017). The process of putting documents on the Web drew its terminology from print, the original mass medium. Placing something on the Web is called *publishing*, and the publication begins with a home page (Biagi, 2017).

What makes the Web as a mass medium different from traditional media is its capacity to combine commerce with access to information and entertainment (Biagi, 2017). Much like radio broadcasters, who followed radio listeners from their homes into their cars when car radios were invented, Web site businesses are chasing today's mobile consumers. Consumers use mobile media to send text messages, take pictures, search the Internet, and buy products. This makes smartphones and other mobile media devices extremely attractive media markets.

Reference

Biagi, S. (2017). *Media/impact: An introduction to mass media* (12th ed.). Boston, MA: Cengage Learning.

Course Resources

Young Woman Watching Television

On-Demand TV

Learning Activities

u04s1 - Studies

Readings

Use your Biagi text, *Media/Impact: An Introduction to Mass Media*, to read the following:

- Chapter 8, "Television: Switching Channels," pages 148–170.
- Chapter 9, "Internet Media: Widening the Web," pages 171–198.

Use your Quesenberry text, *Social Media Strategy: Marketing, Advertising, and Public Relations in the Consumer Revolution*, to read the following:

- Chapter 6, "Integrating Marketing, Advertising, and Public Relations With Social Media," pages 91–104.

Use the Capella Library to read the following:

- Pope, C. (2018, October 13). [Inside the dark web: The "dark web" is a fertile hunting ground for the world's criminals.](#) *Irish Times*.

Use the Internet to read the following:

- Lev-Ram, M. (2016, June 7). [How Netflix became Hollywood's frenemy.](#) *Fortune*. Retrieved from <http://fortune.com/netflix-versus-hollywood>
- Motion Picture Association of America. (n.d.). [Technology and innovation.](#) Retrieved from <http://www.mpa.org/technology-and-innovation>

Use the Internet to examine this Web site for examples of ethical issues in media:

- iMediaEthics. (n.d.). [Entertainment/lifestyle media ethics news.](#) Retrieved from <https://www.imediaethics.org/category/entertainment-lifestyle-media-ethics-news>

Assignment Preparation

For the assignment in this unit, you will create a visual presentation using a design program of your choice, such as PowerPoint, Keynote, Prezi, Google Slides, et cetera.

For optional guidance on presentation design, download [Presentation Design Suggestions \[PDF\]](#). This document also provides links to guides for using PowerPoint.

u04s1 - Learning Components

- Examine ethical issues for digital technology in broadcast media.
- Examine the history of the development of new channels of media delivery since about 1990.
- Pilot communications technology.
- Define media convergence.

u04a1 - The Impact of Digital Technology on Broadcast Media and Society

Overview

Imagine that you are employed in an agency that develops policy about media. You have been tasked with developing a presentation for an upcoming conference, exploring the impact of digital technology on broadcast media and society.

For this assignment, refer to Chapters 5–9 of Biagi's *Media/Impact: An Introduction to Mass Media*, paying close attention to channels of media delivery.

In this assignment, you will create a visual presentation using a design program of your choice, such as PowerPoint, Keynote, Prezi, Google Slides, and etcetera. For guidance in design and creation of presentations, see the Assignment Preparation section in this unit's Studies.

The grading criteria for this assignment are stated explicitly below; however, you may also want to read the scoring guide for the assignment to better understand the performance levels that relate to each criterion. Contact your instructor if you have any questions.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Analyze communication processes.
 - Criterion: Summarize the new channels of media delivery that have emerged in the last three decades.
 - Criterion: Explain the effects of media convergence on the media business.
- Competency 2: Analyze the influence of broadcast media on individuals and society.
 - Criterion: Describe how technology has changed the manner in which people communicate.
- Competency 4: Evaluate ethics in media communication.
 - Criterion: Evaluate ethical issues for digital technology in broadcast media.
- Competency 5: Communicate effectively to diverse audiences in a variety of formats.
 - Criterion: Employ appropriate written and visual communication to convey content to an intended audience.

Instructions

Address the following categories and topics in your presentation:

- New Channels of Media Delivery:
 - Summarize the new channels of media delivery that have emerged in the last three decades, with a concise, high-level overview of the major changes that have affected media promotion, distribution, and exhibition.
- Changes in Reception and Participation:
 - Describe how technology has changed the manner in which consumers access media.
 - Describe how the devices through which consumers access media have changed. How do these changes affect consumers' experiences of media?
 - Explain the effects of media convergence on the media business. How does media convergence affect media production, distribution, exhibition, and interaction with consumers?
- Ethical Issues for Digital Technology in Broadcast Media:
 - Identify and assess relevant ethical issues, including intellectual property, illegal file sharing, etcetera.
- Effects on Consumers and Society:
 - Explain how the changes to media technology have affected how we interact with society. Have the changes people closer together or divided them?
- Conclusion:
 - Conclude your presentation with a succinct statement that sums up the utility of what you have presented.
- References:
 - Cite your references in the presentation, using current APA style and formatting guidelines.

Submission Requirements

- **Written and visual communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** Use current APA style and formatting guidelines as they apply to this assignment.

Submit your assignment as an attachment in the assignment area for grading.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[Presentation Design Suggestions \[PDF\]](#)

[APA Style and Format](#)

[Writing Center](#)

u04d1 - Television: Switching Channels

Think about the various devices you currently use to access network programming, such as a television, cell phone, laptop, tablet, etcetera, and respond to the following questions:

- How does your device usage differ from the devices you used five years ago?
- How does your use of device affect the social aspect of content viewing? For instance, do you watch your favorite weekly program alone, or in a group?
- Has program viewing become more of a social event for you, or are you more isolated as a result of device choice?
- Do you see a trend in viewership, based on your personal experience and what you have read in the Biagi text?

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two classmates. What are the similarities and differences in your viewing habits and device usage, compared to that of your peers? Explain.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Examine the history of the development of new channels of media delivery since about 1990.
- Investigate how changes to media delivery affect consumers and society.

u04q1 - Formative Activity: Broadcast Media

Complete this activity to help you reflect on innovations and viewership related to broadcast media. Chapters 5–8 of your Biagi text discuss innovations in sound, radio, film, and television. In this activity, select the true or false response to each question, and you will receive feedback.

Click the linked activity title to access this formative activity. If you have any issues with accessing the activity, contact your instructor.

This activity is not graded.

Unit 5 >> Marketing and Media

Introduction

American consumers pay for most of their media (newspapers, magazines, radio, and television) by watching, listening to, and reading advertisements (Quesenberry, 2019). According to your Biagi (2017) textbook, advertisers target their message to an audience according to the audience's needs. But an advertiser also seeks to determine the audience's characteristics. This analysis is called *demographics*. Demographics are composed of data about a target audience's gender, age, income level, marital status, geographic location, and occupation (Biagi, 2017). Ever wonder why the evening news features commercials for prescription medications, while a network sitcom's commercials are focused on expensive hair care products? It is demographics.

As consumers start directing more of their attention online, marketers are becoming more savvy at monitoring users' actions and decisions. *Big data* refers to the new capacity to automatically gather massive amounts of data from sources such as online transactions, e-mail messages, activity logs, and social media texts, and analyze the data to interpret and predict users' behavior. The incredible increase in social media usage, for instance, creates opportunities for marketers. There is a shift in the mindset and a strategic framework that can be followed to integrate social media into organizations to supercharge marketing and advertising efforts to grab the attention of consumers and increase visibility and sales.

As this trend of user monitoring expands, ethical issues arise as well. Are people comfortable having every keystroke tallied? What are the security risks associated with tracking a consumer's online purchase? Biagi and Quesenberry offer insight into mass media and the consumer in Unit 5.

Resources

Biagi, S. (2017). *Media/impact: An introduction to mass media* (12th ed.). Boston, MA: Cengage Learning.

Quesenberry, K. A. (2019). *Social media strategy: Marketing, advertising, and public relations in the consumer revolution* (2nd ed.). Lanham, MD: Rowman & Littlefield Publishers.

People-Connecting Devices

Learning Activities

u05s1 - Studies

Readings

Use your Biagi text, *Media/Impact: An Introduction to Mass Media*, to read the following:

- Chapter 10, "Advertising: Catching Consumers," pages 199–217.
- Chapter 15, "Mass Media Ethics: Taking Responsibility," pages 311–331.

Use your Quesenberry text, *Social Media Strategy: Marketing, Advertising, and Public Relations in the Consumer Revolution*, to read the following:

- Chapter 1, "The Scale and Scope of Social Media," pages 7–19.
- Chapter 2, "Shifting Influences and the Decline of Push Marketing," pages 21–31.

Discussion Preparation: Blogging Resources

In a discussion in Unit 7, you will create your own blog. To prepare for this discussion, explore these each of these major blogging platforms this week, and choose the one you will use:

- [Blogger](https://www.blogger.com). (n.d.). Retrieved from <https://www.blogger.com>
- [Tumblr](https://www.tumblr.com). (n.d.). Retrieved from <https://www.tumblr.com>
- [WordPress](https://wordpress.com). (n.d.). Retrieved from <https://wordpress.com>

Chapter 7 of the Quesenberry text provides detailed comparisons of various blogging platforms. If you do not want to use the suggested platforms above, you may use any site you prefer, as long it is accessible to all learners.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

u05s1 - Learning Components

- Compare the effectiveness of various social media platforms as tools for consumer communications.
- Examine various examples of revenue sources for media.
- Identify strategies the learner will apply to be more productive in education, home, and work environments.
- Examine the history of the development of new channels of media delivery since about 1990.
- Pilot communications technology.
- Examine ethical issues in communication through social media.

u05d1 - Web 2.0: The Rise of Social Media

Chapter 1 of the Quesenberry text explains the technology of Web 2.0. How has Web 2.0 changed the manner in which consumers view and utilize social media? In your opinion, what are benefits and drawbacks of Web 2.0 technology?

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two other learners, identifying similarities and differences in your perspective and your classmates' viewpoints.

Undergraduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Compare the effectiveness of various social media platforms as tools for consumer communications.

u05d2 - Mass Media to Consumer Communication

Chapter 2 of the Quesenberry text discusses evidence of media clutter, such as the number of cable channels available in the average household. In what ways do marketers of traditional television channels and TV shows use social media to grab and hold viewers' attention? In your opinion, is this strategy effective?

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two other learners, incorporating readings from the Quesenberry text.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u05d2 - Learning Components

- Compare the effectiveness of various social media platforms as tools for consumer communications.

u05q1 - Quiz: Mass Media and the Dawn of the Internet

This required quiz is worth five percent of your course grade.

As we have read from the Biagi text, the mass media industry has experienced incredible growth and change since its early inception.

- Access and take the quiz in this unit.
- Select an answer from the multiple choice options for each question.
- When you have answered each question, submit your quiz to receive credit. The quiz is automatically scored, and you will receive feedback immediately.

Click the linked quiz title to access the quiz.

If you have any issues with accessing the quiz, contact your instructor.

Unit 6 >> Social Media and the Consumer Revolution

Introduction

As we will see in Unit 6, consumer feedback on social media has the potential to significantly affect a company's reputation. It is critical for companies to identify *what* consumers are saying about their products and *where* they are saying it.

The first step in listening is a *social media audit*, a systematic examination of social media data. At this stage, companies listen to what consumers are saying about the brand, product, service, organization, and key personnel, as well as see what comments are being posted about competitors.

The second step is for companies to organize the collected data and make it accessible for meaningful analysis by utilizing a *social media audit template* (an example is on page 64 of the Quesenberry text). The objective of the social media audit is to gather a snapshot of the social talk—enough to get an accurate picture of what is being discussed in the social space. An important element of social media audits is the *KPI* – *key performance indicators*, which determine the purpose of a particular social media channel and its effectiveness as a marketing vehicle for the company.

There are two types of social media listening strategies:

- The first is *homegrown monitoring*, where companies simply type into an Internet search, including the company name and the words "complaint" or "love," to discover what people are saying online.
- *Professional monitoring* is the second type of social media listening strategy, where companies pay a fee of anywhere between 20 dollars a month to 10,000 dollars a month, or more, for services that track user comments about companies, employees, products, or any topics presented on social media.

Negative comments on social media can spread like wildfire; if serious or not-so-serious issues have been found, they need to be addressed immediately. In this unit, we will review recommendations and strategies to maximize an organization's online presence.

Reference

Quesenberry, K. A. (2019). *Social media strategy: Marketing, advertising, and public relations in the consumer revolution* (2nd ed.). Lanham, MD: Rowman & Littlefield Publishers.

Course Resources

Male Traveler With GPS

Automobile Navigation

Learning Activities

u06s1 - Studies

Readings

Use your Quesenberry text, *Social Media Strategy: Marketing, Advertising, and Public Relations in the Consumer Revolution*, to read the following:

- Chapter 4, "Lay a Foundation and Frame the Conversation," pages 53–70.
- Chapter 5, "Make Repairs and Jumpstart the Conversation," pages 75–88.
- Chapter 9, "Geosocial, Live Video, Ratings, and Reviews," pages 159–176.
- Chapter 12, "Content Marketing and Influencer Marketing," pages 225–237.

Use the Internet to view the video and read the articles below. Each provides perspective on consumer activism as related to the case of musician Dave Carroll and his experience with United Airlines.

- Carroll, D. (2009). *United breaks guitars [Video]* | Transcript. Retrieved from <https://www.youtube.com/watch?v=5YGc4zOqozo>
- Carroll, D. (n.d.). *United breaks guitars*. Retrieved from <http://www.davecarrollmusic.com/songwriting/united-breaks-guitars/?v=7516fd43adaa>
- HuffPost. (2011, May 25). *'United breaks guitars': Did it really cost the airline \$180 million?* Retrieved from http://www.huffingtonpost.com/2009/07/24/united-breaks-guitars-did_n_244357.html

Use the Internet to read the following guide to online netiquette:

- Steinberg, S. (2017, February 14). *Online etiquette: The ultimate guide to social media manners*. *Mashable*. Retrieved from <http://mashable.com/2017/02/14/guide-to-online-etiquette-manners-on-social-media/#75jY3txHAEq4>

Use the Internet to listen to the following audio podcast:

- To the Best of Our Knowledge (Producer). (2017, September 2). *How can digital citizens reclaim their voices online?* [Audio podcast] | Transcript. Retrieved from <https://www.ttbook.org/interview/how-can-digital-citizens-reclaim-their-voices-online>
 - Filmmaker Astra Taylor argues that our digital life is undemocratic—we have handed our political and economic power over to giant tech corporations that make money from our posts and tweets. She explores what should we do about it.

Discussion Preparation: Blogging

In a discussion in Unit 7, you will create your own blog. By now, you should have explored the blogging platforms listed below and chosen the one you will use. This week, experiment with your chosen platform until you feel that you have at least basic command of it, so that next week you will be able to concentrate on the content you will post.

- Blogger. (n.d.). Retrieved from <https://www.blogger.com>
- Tumblr. (n.d.). Retrieved from <https://www.tumblr.com>

- [WordPress](https://wordpress.com). (n.d.). Retrieved from <https://wordpress.com>

Again, Chapter 7 of the Quesenberry text provides detailed comparisons of various blogging platforms. If you do not want to use the suggested platforms above, you may use any site you prefer, as long as it is accessible to all learners.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

u06s1 - Learning Components

- Compare the effectiveness of various social media platforms as tools for consumer communications.
- Pilot communications technology.
- Examine an example where social media word-of-mouth negatively affected an organization.
- Examine ethical issues in communication through social media.
- Examine consumer empowerment through social media.

u06a1 - Social Media and the Consumer Revolution

Overview

For this assignment, imagine that you are employed in an agency that develops policy about media. This time, you have been tasked with developing a case study of an example where social media word-of-mouth has negatively affected an organization's reputation. This could be any kind of organization: business, political, nonprofit, religious, etcetera. However, do not use examples that have been presented in the Studies for this course. To find examples, you might try searching with the phrase, "social media disaster." However, you are encouraged to try out your own ideas for search terms.

The grading criteria for this assignment are stated explicitly below; however, you may also want to read the scoring guide for the assignment to better understand the performance levels that relate to each criterion. Contact your instructor if you have any questions.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 3: Analyze the influence of social media on individuals and society.
 - Criterion: Assess the power of social media as a channel for spreading information.
- Competency 4: Evaluate ethics in media communication.
 - Criterion: Assess examples of good and poor netiquette.
 - Criterion: Evaluate the ethical integrity of organizational responses to social media.
- Competency 5: Communicate effectively to diverse audiences in a variety of formats.
 - Criterion: Write clearly, with correct spelling, grammar, syntax, and good organization, following APA guidelines.

Instructions

For this assignment, identify an example where social media word-of-mouth has positively or negatively affected an organization's reputation. Address the following in relation to your example:

- Assess the power of social media as a channel for spreading information.
 - Summarize evidence of the effect social media had on the organization in this case, and evaluate its effects. How powerful was social media in spreading word about the incident or issue?
- Assess examples of good and poor netiquette concerning the issue.
 - Quote examples from social media connected to this case and evaluate how well they adhere to good netiquette. What are the effects of these behaviors? Evaluate their ethical considerations. If examples from social media are not available, you can quote secondary sources, or, if need be, create examples of what proper and improper related social media posts might look like.
- Evaluate the ethical integrity of organizational responses to social media.
 - Summarize what the organization did to mitigate the negative flow of information in this case, and the ethical integrity of its responses. Consider what it could have done to have been more ethical and effective.
- Conclusion.
 - Assess whether consumers are more empowered due to the rise of social media, by assessing lessons that can be learned from this case and how these compare to your overall understanding of consumers' empowerment through social media.

Submission Requirements

- **Written communication:** Must be well-organized and clear, with correct spelling, grammar, and syntax, to support orderly exposition of content.

- **APA formatting:** Must be formatted according to current APA style and formatting guidelines and include a title page and reference list.
- **Length:** 3–5 typed and double-spaced pages of content, not including the title page and reference page, in Times New Roman, 12-point font.

SafeAssign

Before you finalize your assignment, you are required to submit it to SafeAssign. Be sure to submit it as a “Draft,” so it can be revised and re-submitted if need be. Check your SafeAssign report thoroughly and identify all of the content matches, revising as needed to avoid any instances of unoriginal writing.

Submit your paper and your SafeAssign report as attachments in the assignment area for grading.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[ePortfolio](#)

[APA Style and Format](#)

[Writing Center](#)

[SafeAssign](#)

u06d1 - Case Study in Social Media: United Breaks Guitars

Review Chapter 4 of the Quesenberry text and the articles and video in the study for this unit regarding “United Breaks Guitars.” What do you think of Dave Carroll’s approach to resolve his issue with United Airlines? How could the situation have been resolved sooner by United Airlines? How is Dave Carroll’s case an example of consumer activism?

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two other learners, identifying similarities and differences in perspectives regarding the parties involved in the United Airlines/Dave Carroll case study.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[United Breaks Guitars](#)

[United Breaks Guitars \[Video\]](#) | [Transcript](#)

[‘United Breaks Guitars’: Did It Really Cost the Airline \\$180 Million?](#)

u06d1 - Learning Components

- Compare the effectiveness of various social media platforms as tools for consumer communications.
- Examine examples of objective and subjective content.
- Examine an example where social media word-of-mouth negatively affected an organization.
- Examine consumer empowerment through social media.

u06q1 - Formative Activity: Media Terminology

Now that you have read Chapters 1–9 of the Biagi text, challenge your knowledge of media terminology by matching the option that best describes the phrases related to broadcast and Internet processes.

Click the linked activity title to access this formative activity. If you have any issues with accessing the activity, contact your instructor.

This activity is not graded.

Unit 7 >> Connections: Social Networks, Blogs, and Forums

Introduction

Social Networks and Blogs

A *social network* is any Web site where a person connects with others and shares personal or professional interests. While Facebook is likely the most recognized social network, Friendster was actually the social networking pioneer. Founded in 2002 by Jonathan Abrams, Friendster lost ground when Facebook gained popularity. Social media sites come and go, but several remain at the top of the 2017 user list, including Facebook, Linked In, Google +, Pinterest, Instagram, Twitter, Reddit, and WhatsApp (Biagi, 2017, p. 186).

Blogs are Web sites that contain a reverse chronological order of a user's personal entries or posts. They feature diary-type commentary or stories on specific subjects that range from personal to political. Blogs include hyperlinks to other Web sites and also allow easy embedding of multimedia content such as video, images, and audio. Many blogging sites are open-source and free of charge to use. Popular blogging platforms include WordPress, Tumblr, Wix, Weebly, and Blogger; according to communications scholar Shirley Biagi, by one estimate, 80,000 new blog sites are launched every day (2017, p. 185).

Social media networks and blogs have become resources for advertisers, as each network or blog has specific user demographics that provides for target marketing. For instance, Facebook is the most popular social media site, but Instagram is more popular with users ages 18–20. LinkedIn, a business-focused social networking service, has over 300 million users, and over half of those users are outside of the United States (Biagi, 2017, p. 186).

Reference

Biagi, S. (2017). *Media/impact: An introduction to mass media* (12th ed.). Boston, MA: Cengage Learning.

Course Resources

Woman Taking Pumpkin Soup Photo

Woman Walking With Smartphone, Rating

Learning Activities

u07s1 - Studies

Readings

Use your Quesenberry text, *Social Media Strategy: Marketing, Advertising, and Public Relations in the Consumer Revolution*, to read the following:

- Chapter 7, "Social Networks, Blogs, and Forums," pages 111–129.
- Chapter 8, "Microblogging and Media Sharing," pages 137–153.
- Chapter 11, "Social Media Insights and Crowdsourcing," pages 211–222.

Use the Capella library to read the following:

- Batenburg, A., & Bartels, J. (2017). Keeping up online appearances: How self-disclosure on Facebook affects perceived respect and likability in the professional context. *Computers in Human Behavior*, 74, 265–276.

- St. George, D. (2016, October 20). Montgomery middle schoolers to learn to use technology responsibly, safely: A new program includes instruction on such issues as privacy, cyberbullying and Internet security. *The Washington Post*.
- Teicher Khadaroo, S. (2010, December 29). School bans Facebook for a week: Five lessons learned. *The Christian Science Monitor*.

Use the Internet to read the following:

- Brant, J. (2018, June 20). Ultra: Mirna Valerio. *Runner's World*. Retrieved from <https://www.runnersworld.com/runners-stories/a21070665/ultra/>

Discussion Preparation: Blogging Resources

Use the Internet to read the following for information on how to search for examples of other people's blogs:

- Boswell, W. (2017, July 9). How to find blogs you enjoy on the web. *Lifewire*. Retrieved from <https://www.lifewire.com/find-blogs-on-the-web-3971954>

In a discussion in this unit, you will create your own blog. To prepare for this discussion, you should have explored the following blogging platforms, and learned how to use one:

- Blogger. (n.d.). Retrieved from <https://www.blogger.com>
- Tumblr. (n.d.). Retrieved from <https://www.tumblr.com>
- WordPress. (n.d.). Retrieved from <https://wordpress.com>

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

u07s1 - Learning Components

- Read about ethical issues with social media.
- Identify strategies the learner will apply to be more productive in education, home, and work environments.
- Pilot communications technology.

u07d1 - Facebook and the Domination of Social Media

Review Chapter 7 of the Quesenberry text, paying close attention to the origins of social networking and Facebook.

Facebook is by far the largest and most dominant social media network. Do you feel all organizations must have a Facebook page? Can you think of an example where it would not make sense? Provide concise examples.

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two other learners, identifying similarities and differences in perspectives regarding the usefulness of a Facebook presence in a business environment.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Compare the effectiveness of various social media platforms as tools for consumer communications.
- Examine an example where social media word-of-mouth negatively affected an organization.
- Examine ethical issues in communication through social media.

u07d2 - You, the Blogger

For this discussion, you will create your own blog and post a link to it in this discussion. In the Units 5 and 6 Studies, you should have chosen a blogging platform and learned to use it. The suggested platforms are Tumblr, Blogger, or Wordpress; but you may use any site you prefer, as long it is accessible to all learners.

Create a substantial initial blog entry on any subject of your choice. In the study in this unit, you should have explored some examples. Apply what you have learned to create a high-quality blog.

Post the link to your blog in this discussion by Thursday to allow your classmates time to review the content. Make sure your blog is accessible to other learners.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Capella Disability Services to request accommodations.

Response Guidelines

By Sunday, review two different blogs posted by your classmates. Analyze key performance indicators (KPIs) such as posts, comments, members, views, threads, links, etcetera. Is there potential for this blog to actively engage with its viewers? Are there certain elements of a particular blog that appeal to you? Is there anything the blogger could do to enhance the site and increase viewership or engagement?

By Sunday, respond in depth to at least two other learners, identifying criteria noted above. Be sure to provide constructive suggestions for improvement and reference the Quesenberry text in your comments.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Blogger](#)

[WordPress](#)

[Disability Services](#)

[Tumblr](#)

u07d2 - Learning Components

- Compare the effectiveness of various social media platforms as tools for consumer communications.
- Identify strategies the learner will apply to be more productive in education, home, and work environments.
- Pilot communications technology.

Unit 8 >> Social Media and the Flight From Conversation

Introduction

Psychologist and sociologist Sherry Turkle has studied the psychology of people's relationships with technology for over 30 years. In her book, *Reclaiming Conversation: The Power of Talk in a Digital Age*, Turkle observes that people have begun to find ways around conversation, and they hide from each other even though people are constantly connected. We present ourselves through social media as we would like ourselves to be, rather than who we really are. "We say we turn to our phones when we're 'bored,'" Turkle writes, "and we often find ourselves bored because we have become accustomed to a constant feed of connection, information and entertainment" (2015).

While social media can bring enjoyment, it can also pose challenges to foundations of relationships, such as actively listening without distraction, posting in an honest, ethical manner, and speaking face to face with each other with empathy. As Turkle notes, "Reclaiming conversation begins with reclaiming our attention" (2015). We will explore this concept in Unit 8.

Reference

Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital age*. New York, NY: Penguin Books.

Course Resources

Learning Activities

u08s1 - Studies

Readings

Use your Turkle text, *Reclaiming Conversation*, to read the following sections:

- In "The Case for Conversation," read "The Empathy Diaries," pages 3–17 and "The Flight From Conversation," pages 19–56.
- In "Two Chairs," read "Family" and "Friendship," pages 103–176.

Use the Internet to read the following:

- Hoffman, J. (2010, June 27). [Online bullies pull schools into the fray](http://www.nytimes.com/2010/06/28/style/28bully.html). *The New York Times*. Retrieved from <http://www.nytimes.com/2010/06/28/style/28bully.html>

Use the Internet to view the following:

- Jordan, D., & Chavar, A. J. (2017, September 12). [Things Apple's iPhone helped destroy \[Video\]](https://www.nytimes.com/video/business/100000005421370/iphone-10th-anniversary-destroy.html) | Transcript. *The New York Times*. Retrieved from <https://www.nytimes.com/video/business/100000005421370/iphone-10th-anniversary-destroy.html>

u08s1 - Learning Components

- Compare the effectiveness of various social media platforms as tools for consumer communications.
- Read about the distractive nature of social media and how this distraction affects interpersonal relationships.
- Examine ethical issues in communication through social media.

u08d1 - Two Cell Phones Walk Into a Restaurant

In the chapter, "The Flight from Conversation" in the *Reclaiming Conversation* text, Turkle describes "Table Manners 2.0," about how norms of conversation have changed at the dinner table with the advent of handheld portable devices.

Early in the week, visit a public dining area, such as a coffee house or restaurant, and observe patterns of customer behavior.

Write your observations in the discussion post. Are many of the customers glued to their phones, or are they actively engaged in conversation with each other? Describe communications behaviors, such as eye contact, facial expressions, body language, etcetera. How are your observations similar or dissimilar from Turkle's?

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two other learners, identifying similarities and differences in perspectives regarding the impact of portable devices on dining conversation.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Read about the distractive nature of social media and how this distraction affects interpersonal relationships.
- Evaluate how social media contributes to a sense of distraction with parents.

u08d2 - Cyberstalking and Online Bullying

Turkle's text, *Reclaiming Conversation*, discusses online bullying in the chapter entitled "Friendship." Turkle observes, "Research tells us that social media decreases self-control just as they cause a momentary spike in self-confidence. This means that online we are tempted to behave in ways that part of us knows will hurt others, but we seem to stop caring" (2015, p. 166).

Conduct online research to identify issues of cyberstalking or online bullying, then review the entire "Friendship" chapter referenced above. Write a response to the following questions:

- Briefly describe the incident of cyberstalking or online bullying that you researched.
- How do Turkle's observations relate to the incident you identified? Do you agree or disagree with her statements?
- How do we develop norms of netiquette to reduce or eliminate cyberstalking and bullying?

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two other learners, providing specific comments regarding their research and observations.

Reference

Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital age*. New York, NY: Penguin Books.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u08d2 - Learning Components

- Read about ethical issues with social media.
- Identify ethical issues that may arise through the use of media.

Unit 9 >> Social Media's Influence on Family and Relationships

Introduction

Devices such as cell phones provide innumerable conveniences with regard to families and parenting, but they bring their challenges as well. Children compete for attention while distracted parents read e-mail or post a status to social media. Sherry Turkle writes that "the role of technology in family life is more complicated. As in many other aspects of life, we are tempted to be with each other but also elsewhere. At dinner and in the park, parents and children turn to their phones and tablets. Conversations that used to take place face-to-face migrate online" (2015). Instead of arguing in person, parents and their children battle via text or e-mail.

Distracted parenting has repercussions that extend far beyond communications issues; as we will see, there are safety and developmental consequences to be considered. As Turkle notes, "in families, the flight from conversation adds up to a crisis in mentorship. We need family conversations because of the work they do—beginning with what they teach children about themselves and how to get along with other people. To join the conversation is to imagine another mind, to empathize, and to enjoy gesture, humor, and irony in the medium of talk" (2015).

Reference

Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital age*. New York, NY: Penguin Books.

Course Resources

Modern Family Dinner

Family of Bike Lovers

Learning Activities

u09s1 - Studies

Readings

Use your Turkle text, *Reclaiming Conversation*, to read the following sections:

- In "Two Chairs," read "Romance," pages 177–207.
- In "Three Chairs" read "Education," pages 212–248.

Use the Capella Library to read the following:

- Bavelier, D., Green, C. S., & Dye, M. W. (2010). *Children wired: For better and for worse*. *Neuron*, 67(5), 692–701.
- Joyce, A. (2014, October 9). *Many kids think parents are too distracted, according to annual survey by Highlights for Children magazine [Blog post]*. *Washington Post–Blogs*.

Use the Internet to read the following:

- Klass, P. (2017, March 20). *The guilty secret of distracted parenting*. *The New York Times*. Retrieved from <https://www.nytimes.com/2017/03/20/well/family/the-guilty-secret-of-distracted-parenting.html>
- Park, A. (2016, January 6). *Cell-phone distracted parenting can have long-term consequences: Study*. *Time*. Retrieved from <http://time.com/4168688/cell-phone-distracted-parenting-can-have-long-term-consequences-study>
 - Also, view the video associated with this article.

u09s1 - Learning Components

- Read about ethical issues with social media.
- Read about the distractive nature of social media and how this distraction affects interpersonal relationships.
- Evaluate how social media contributes to a sense of distraction with parents.

u09a1 - Social Media's Effects on Personal Relationships

Overview

The grading criteria for this assignment are stated explicitly below; however, you may also want to read the scoring guide for the assignment to better understand the performance levels that relate to each criterion. Contact your instructor if you have any questions.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Analyze communication processes.
 - Criterion: Analyze how social media has changed interpersonal communication.
- Competency 3: Analyze the influence of social media on individuals and society.
 - Criterion: Evaluate potential risks associated with the use of social media.
 - Criterion: Evaluate psychological consequences related to the influence of social media on relationships and parenting.
- Competency 4: Evaluate ethics in media communication.
 - Criterion: Analyze the ethical implications of social media and parenting.
- Competency 5: Communicate effectively to diverse audiences in a variety of formats.
 - Criterion: Write clearly, with correct spelling, grammar, syntax, and good organization, following APA guidelines.

Instructions

For this assignment, refer to the "Family," "Friendship," and "Romance" chapters in the "Two Chairs" section of the Turkle textbook, *Reclaiming Conversation*, and also conduct your own research on distracted parenting, as it relates to mobile devices and social media.

Evaluate your findings in a 3–5 page paper, addressing each of the questions below:

- How has social media changed interpersonal communication?
- Have mobile devices changed the manner in which parents are engaged with their children?
- What are potential psychological and/or safety risks to children of distracted parents?
- What are potential psychological consequences to children of distracted parents?
- What are relevant emotional, cognitive, and/or neurological factors?

In your conclusion, formulate suggestions for individuals to mitigate potential risks and/or enhance benefits of the use of social media.

Submission Requirements

- **Written communication:** Must be well-organized and clear, with correct spelling, grammar, and syntax, to support orderly exposition of content.
- **APA formatting:** Must be formatted according to current APA style and formatting guidelines and include a title page and reference list.
- **Length:** 3–5 typed and double-spaced pages of content, not including the title page and reference page, in Times New Roman, 12-point font.

SafeAssign

Before you finalize your assignment, you are required to submit it to SafeAssign. Be sure to submit it as a "Draft," so it can be revised and re-submitted if need be. Check your SafeAssign report thoroughly and identify all of the content matches, revising as needed to avoid any instances of unoriginal writing.

Submit your paper and your SafeAssign report as attachments in the assignment area for grading.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[ePortfolio](#)

[APA Style and Format](#)

[Writing Center](#)

[SafeAssign](#)

u09d1 - Digital Matchmaking

Having read Turkle's chapter entitled "Romance" in the *Reclaiming Conversation* text, consider how people develop romantic relationships in this digital age, and the manner in which people present themselves online, such as using retouched photographs or even images of other people as themselves.

What are some benefits and challenges that potential romantic partners encounter using the Internet and social media as a matchmaker? Do the Internet and social media help or hinder romantic relationships? Explain.

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two other learners, identifying similarities and differences in perspectives regarding establishing romantic relationships online.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Read about the distractive nature of social media and how this distraction affects interpersonal relationships.
- Evaluate how social media contributes to a sense of distraction with parents.

Unit 10 >> Developing a Strategy: Media Literacy for Self and Others

Introduction

In our final unit, we will look at social media in the workplace. Technology has greatly affected the manner in which we obtain and execute our careers, from locating a dream job on Indeed.com to developing social media marketing campaigns on our laptops. In our hands, we balance paper, pen, cell

phone, and laptop, seemingly with ease. Employees have become adept at multitasking, but is multitasking as effective as it seems? Author Sherry Turkle writes that "we all attend meetings during which we multitask and our minds are elsewhere. It turns out to be a stressful elsewhere. The multitasking life puts us into a state similar to vigilance, one of continual alert. In that condition, we can follow only the most rudimentary arguments. So multitasking encourages brevity and simplicity, even when more is called for. And the harm that multitasking does is contagious. We've seen that someone multitasking on a laptop distracts everyone around the machine, not just the person using it" (2015).

In Unit 10 we will also connect the dots between mass media, social media, and our sense of self. We develop strategies to take the best of these media tools to become competitive candidates in the workforce, as we also focus our attention to become better friends and partners to those who mean the most to us.

Resource

Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital age*. New York, NY: Penguin Books.

Course Resources

Multi-Ethnic Hiking Family

What Did You Say?

Learning Activities

u10s1 - Studies

Readings

Use your Turkle text, *Reclaiming Conversation*, to read the following sections:

- In "Three Chairs," read "Work," pages 249–289.
- In "The Path Forward," read "The Public Square," pages 293–316.

Using Kaltura

You will record your final assignment using Kaltura Media. Refer to the [Using Kaltura \[PDF\]](#) instruction guide for guidance on using this tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

u10s1 - Learning Components

- Identify strategies the learner will apply to be more productive in education, home, and work environments.
- Read about various models of communication and their applications in personal and professional environments.
- Identify ethical issues that may arise through the use of media.

u10a1 - The Use of Media in Our Society

Overview

The purpose of this final assignment is to apply what you have learned throughout the course to develop strategies to become a more effective communications practitioner.

The grading criteria for this assignment are stated explicitly below; however, you may also want to read the scoring guide for the assignment to better understand the performance levels that relate to each criterion. Contact your instructor if you have any questions.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Analyze communication processes.
 - Criterion: Evaluate society's challenges and opportunities as digital communication evolves.
- Competency 3: Analyze the influence of social media on individuals and society.

- Criterion: Plan strategies to become a more effective communicator.
- Competency 5: Communicate effectively to diverse audiences in a variety of formats.
 - Criterion: Employ effective verbal and nonverbal communication.

Instructions

In a 3–5 minute Kaltura Media recording, evaluate the strategies that have been discussed throughout the course regarding the usages of media in our society. Respond to the following questions:

- What do you see as society's great challenges and opportunities for digital communicators?
- How can people become more critical media consumers?
- What strategies will you apply to become a more effective communicator in your professional and personal life?

Note: It is recommended that you allow ample time to practice your presentation before you record it.

Upload Your Assignment

Follow the Using Kaltura tutorial (linked in the Resources) to create, upload, and share your video.

- When uploading your video, ensure that you have entered a title, tags, and a description:
 - **Title:** your name plus the unit activity number (u##a#).
 - **Tags:** the unit activity number (u##a#).
 - **Description:** the title of the activity.

Course Resources

[Disability Services](#)

[Using Kaltura \[PDF\]](#)

[APA Style and Format](#)

[Writing Center](#)

u10d1 - Social Media and the Multitasker

Refer to the chapter entitled "Education" in Turkle's book, *Reclaiming Conversation*, paying close attention to the section, "The Myth of Multitasking."

Think about the manner in which you study for your coursework at Capella and respond to the following questions:

- Which of Turkle's observations regarding multitasking and education do you agree with, and why?
- Which social media platforms do you feel are particularly distracting to learners? Explain.
- Do you consider yourself an effective multitasker? If the answer is no, provide ideas on how you can increase your own productivity in an educational environment.

Post your work by Thursday.

Response Guidelines

By Sunday, respond in depth to at least two other learners, identifying similarities and differences in perspectives regarding multitasking and education.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

u10d1 - Learning Components

- Read about various models of communication and their applications in personal and professional environments.