DEPARTMENT OF MEDIA, CULTURE, AND COMMUNICATION
MCC-UE 1020
The Business of Media

General Overview
This course provides an in-depth examination of the various business models and practice, as well as underlying economic traits that characterize the media industries. Special attention is paid to television production and distribution, cable and satellite distribution, publishing (books, magazines, and newspapers), film and cinema, music, and gaming, and the commercial dimensions of the Internet. This course is designed to track and assess current business trends and strategies in light of digital applications for the production and distribution of media. Our main focus is the turbulent commercial context created by the transition from analog to digital, from old media to new media.

Student Participation, Research and Learning Objectives
Over the length of the semester, each student prepares a major research report on one media sector, focusing on its commercial characteristics, revenue streams, corporate composition, classic and emerging business models, and current trends in relation to digital media. The report is produced in stages over the semester with on-going assistance and feedback from the instructors. A special website has been created with the help of Bobst Library to facilitate access to business publications, corporate reports and SEC filings, trade associations, and third-party analytics.

Students also blog on a weekly basis, tracking current trends via trade and industry publications. A small number of student postings are shared with the whole class each week.

Guest Speakers
Guest speakers from the industry will make regular appearances and the weekly class schedule will be adjusted accordingly. Regular updates will be provided via email and Blackboard. Speakers will often provide the class with additional readings and documents. Be prepared for last-minute changes.

Class Assignments and Evaluation
Attendance, Participation, Periodic Pop Quizzes 10%
Reading and Reviewing the Trades 25%
Review and Commentary on Guest Speakers 10%
Major Research Assignment (details to follow) 45%
- Sector Analysis 10
- Annotated Bibliography 05
- Corporate Case Studies 10
- Trend Analysis 10
- Revised – Final Report 10
Final Take-Home Essay 10%
Required And Supplemental Readings

Required Resources (all available on-line or through Bobst Business of Media gateway)

Standard and Poor’s Industry Surveys: (e.g. movies and home entertainment, broadcasting and cable, publishing and advertising, social media, telecommunications: wireless
Sector Reports from Trade Associations: (e.g. Motion Picture Association, Newspaper Association of America)
Other Market Research & Third-Party Reports: (e.g. IBM Business Reports, Nielsen Market Research, Interactive Advertising Bureau)
Feature Articles and Publications as directed
Multi-media, as directed
Student Blog Postings that are “shared” with the class

Trade Publications, Trade Association, and Corporate Research Resources
The Business of Media Reference Guide @ Bobst Library

Alexa Pearce, Librarian for Journalism, Media, Culture, and Communication, maintains a special reference page to support research for this class. It is an indispensable resource, providing access to company information, market data, sector analysis, industry trends, and independent analysis.
Bookmark: http://nyu.libguides.com/businessofmedia

Special Supplementary Resource – Electronic Version via Elibrary
http://ezproxy.library.nyu.edu:2055/lib/nyulibrary/docDetail.action?docID=10452903

Class Meetings Schedule

Note: Because the course makes liberal use of guest lecturers who are often unable to confirm attendance more than a few days in advance, the weekly schedule is subject to change. Ideally, you will be notified no later than Friday of the exact topic and required readings for each Wednesday’s class.

Each Class will include a review and discussion of selected entries from student blogs.

Week 1
Introduction: Objectives, Mechanics, and Some Examples

Week 2
Overview: the “logics” of media as a business
Standard and Poors: Advertising & Publishing
IBM, “Beyond Content: Capitalizing on the new revenue opportunities,” December 2011
Week 3

Tracking the Media and Developing Your Research Portfolio
Alexa Pearce

Week 4

Movies and Hollywood
Standard and Poor’s: Movies & Home Entertainment
Netflix, SEC-10K Filing, “Risk Factors”

Week 5

Television: Broadcast and Cable
Standard and Poor’s: Broadcasting and Cable
The Economist, “Changing the Channel,” May 1, 2010

Week 6

On Paper
Standard and Poor’s: Advertising & Publishing
Newspaper Association of America, “Why Newspaper Media?”

The remainder of the schedule will be based on the guests booked for class. You will be notified of guests well in advance, but please note that we may encounter last-minute cancellations and changes to the schedule.

Last Class is December 5

GENERAL COURSE POLICIES

Students with Special Needs
Students with special needs, such as physical and/or learning disabilities, should inform the course instructors at the beginning of the semester. The instructors will work with the student to arrange reasonable accommodations, including extra time for tests and other assignments or special access to material, in accordance NYU’s general guidelines.

Students must also be registered with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street (see [www.nyu.edu/csd](http://www.nyu.edu/csd), for more information).

Religious Observance
Students who observe religious holidays that may interfere with the class schedule should inform the course instructors well in advance of anticipated absences to ensure that appropriate arrangements are made for the completion of course work.
See NYU’s Policy on Religious Holidays at [www.nyu.edu/student.affairs/students_guide/policies.html](http://www.nyu.edu/student.affairs/students_guide/policies.html), for more information.

Academic Honesty
The relationship between students and faculty is the keystone of the educational experience. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A University education aims not only to produce high quality scholars, but to also cultivate honorable citizens. Academic integrity is the guiding principle for all that you do, from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated. Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials which are not your original work.

For a full statement of the Academic Integrity Policy governing this course see: http://steinhardt.nyu.edu/policies/academic_integrity

Grade Appeals
Contact the course directors with a short note explaining your concerns about the grade in question, making specific reference to the grading rubric outlined in this syllabus. We will set up a meeting to discuss your concerns.

Grading Rubric
(Plus and minus grades indicate the standing within the above grades)
A = Excellent (numerical equivalent: 90 – 100%)
Outstanding work in all respects: comprehensive understanding, thoughtful and creative interpretations, well-focused and original insights, well-reasoned commentary and analysis. Writing is clear, analytical, and organized. Arguments offer specific examples and concisely evaluate evidence. Class participation is consistent, insightful, and respectful of others.

B = Good (numerical equivalent: 80 – 89%)
Work demonstrates complete and accurate understanding of course materials, presenting a reasonable degree of insight and a competent level of analysis with proper evidence. Writing is easy to follow and well structured. Class participation is consistent and respectful of others.

C = Adequate (numerical equivalent: 70 – 79%)
Work demonstrates adequate understanding but may be incomplete, vague or contains some important errors or weaknesses. Work may lack concrete, specific examples and illustration. Writing may be awkward or hard to follow. Arguments are unorganized, without specific examples or analysis. Class participation is unreliable, off-topic, and/or disrespectful of others.

D = Unsatisfactory (numerical equivalent: 60 – 69%)
Work demonstrates a lack of understanding and fails to express basic aspects of the course. This work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Class participation is spotty, superficial, and/or disrespectful of others.

F = Failed. Work was not submitted or completed according to assigned parameters or completely failed to express the most basic and elementary aspects of the course.