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ABSTRACT

Developed by the North Carolina Curriculum Study Taskforce to meet every student's need to be technologically literate, this technology education course guide outlines a media communications systems course for grades 11-12. After a brief explanation outlining the use of the curriculum guide in an instructional system involving the teacher, students, textbook, laboratory sheets, apparatus, the curriculum guide, and a reference library, an introduction to the mass communication systems course is provided. A course outline gives the title and content of each of the eight sections, and the number of days expected to complete each section, followed by a course content outline. Section topics include: (1) the mass communication process; (2) organization of communication industries; (3) designing the mass communication product; (4) preparing the product design for production; (5) delivering and/or marketing the product; and (6) mass communications and society. Each section includes an overview of the content, a list of objectives, several activities with instructions for presentation, and a bibliography of recommended texts with appropriate chapters and pages for that particular section. A list of resources to develop student activities (magazines, films, and other media) is appended. (MM)

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ACKNOWLEDGEMENTS

The North Carolina Technology Education Curriculum is the product of a curriculum redirection process begun in the early seventies. As in any change process, many individuals have contributed their time and energies to provide North Carolina students with a curriculum designed to meet their needs to be technologically literate adult citizens. The following are recognized for their vision and leadership in setting the direction for Technology Education in North Carolina schools.

Members of the N.C. Curriculum Study Taskforce who charted the course for technology education in North Carolina schools. Their study report and recommendations provided the direction for a change in the identity of the discipline and a total redirection of the curriculum.

Members of the N.C. Curriculum Committee who validated the Technology Education Curriculum Guide as appropriate study for assisting students in understanding technological systems impacting on their lives. Further, industry representatives of the committee verified the appropriateness of suggested activities reflective of practices in construction, communications, manufacturing, and transportation.

N.C. Technology Education Association who provided a forum for redirection of the discipline. It was the association that led the profession in changing identity to technology education. The association also provided opportunities for professionals to develop competence in the classroom delivery of technology education through the sponsorship of in-service programs.

Individual technology education professionals who gave leadership to other professionals in the curriculum change process. These professional leaders piloted many technology education activities in their classrooms and served as role models for other professionals.

Members of the N.C. Council of Technology Teacher Educators who provided insite and support throughout the curriculum redirection process.

Indiana curriculum developers who provided curriculum materials adopted and adapted for North Carolina Technology Education programs.

INTRODUCTION

The North Carolina Technology Education Curriculum is a program to meet every citizen's need to be technologically literate. Some basic assumptions underlie the program, and these can be divided into content assumptions, and learner assumptions.

The curriculum was developed using the belief that the appropriate content for the field is technology, and its impact on individuals and society. It was further assumed that the content is best organized around human productive systems that have been used, are now being used, and will, most likely, continue to be used. These universal systems are communication, construction, manufacturing, and transportation. Finally, it was assumed that this content can best be addressed from a systems approach with its inputs, processes, outputs, feedback, and goals/restraints.

The curriculum was further based on the assumption that education should meet the needs of individuals and the human requirements of society. It was assumed that each person living in a technological society should have a basic understanding of and the ability to assimilate the knowledge about technology. People it was assumed, should be able to interact with the technological nature of society and help impact the type of future new technologies can provide. Additionally people should be able to be contributors to a society in their several roles, including citizen, voter, investor, consumer, worker, and leader.

These assumptions caused the curriculum to be developed in such a way as to:

1. Provide an overview of technology first, allow for more indepth study in specific technological areas, and culminate with synthesis activities.

2. Be more teacher-directed, content-centered in early courses, and highly, student-directed, process centered in advanced courses.

3. Involve problem-solving and group activities of all courses.

4. Stress the how and why of technology and its relationship to our quality of life.

5. Be activity-centered learning, with the content being used to determine the appropriateness of each activity selected.

6. Be equally important to young women and young men, both of which must function in a technological society.

Finally, the curriculum was developed to be descriptive rather than prescriptive. The materials describe what to teach and suggest ways of teaching the content. At no time are daily activities prescribed in such a way to preclude individualizing the presentations to meet local conditions.

THE CURRICULUM GUIDE IN AN INSTRUCTIONAL SYSTEM

Each course in the North Carolina Technology Education Curriculum is seen as a dynamic activity involving a complete instruction system. This system generally includes seven components: the teacher, the students, a texbook when available, the curriculum guide, laboratory sheets, apparatus, and a reference library.

THE TEACHER

The teacher plays the primary role in the system. This role entails being a curriculum developer. The teacher chooses the points to emphasize and to evaluate. Care should be taken to insure that the coverage of the subject is comprehensive. You should resist "picking and choosing" only modules and activities that are the most interesting, most familiar, or the easiest to implement. All modules and activities should be included. However, you are encouraged to redesign or replace activities with your own activities that contain equivalent content.

As a technical expert, the teacher gives presentations, demonstrations, and asks questions about the subject matter. Safety information, and the demonstration of teaching/learining activities, are the responsibility of the teacher.

The teacher is an instruction manager. Managers plan, schedule, direct, and control activities. The teacher, perhaps in cooperation with students, plan the instruction by identifying the instructional goals. The activities to reach these goals are scheduled. Through presentations and application activities students are directed through the construction activities. Finally, the student's work and the teacher's management is controlled through various forms of evaluation. Since evaluation instruments should be designed to measure success in reaching the goals, these instruments should be prepared by the teacher.

The teacher is the creator of the teaching/learning environment. It is highly recommended that you create a "role playing" environment. In addition to having students do tasks that simulate construction, have them play the role of workers, managers, and owners. For example, refer to a group of students as a "work crew" or "survey party" with job titles, rather than as students who carry out assigned tasks. Help them visualize themselves in their roles. The teacher can become a job superintendent, owner, or government officer, who approves the "work crew's" job.

THE STUDENT

The target population is made up of middle-junior high or high school students. The students will often work in groups of from three to five. Their responsibilities include reading the textbook assignments, doing the worksheets as homework, and completing the activities.

THE TEXBOOK

A textbook should be selected for the course and each student should have one. A textbook contains the body of knowledge about industrial technology. It should be selected to meet the appropriate reading level, and be written in an interesting way with numerous illustrations.

THE CURRICULUM GUIDE

The curriculum guide is to be used to help plan your instruction. The introduction consists of a structure for the content and a description of an instructional system with suggestions on how to use it.

The remainder of the curriculum guide briefly describes the modules. Each module consists of an introduction, objective(s), and a description of the activities. The description of the activities includes a schedule, presentation titles, application activities, and presentation titles, references, and safety guidelines. Suggestions for getting prepared and carrying out the activity are found in the teacher activity sections.

Suggestions for a variety of optional activities may also be found throughout the curriculum guide.

THE APPARATUS

Often the course guide contains plans for specialized apparatus useful in teaching the course. Drawings will be placed with the activity in which they are used. You can use the drawings to construct the apparatus.

THE REFERENCE LIBRARY

Some courses require student reference books. The titles of these are included in the reference library and copies should be purchased for laboratory use.

DAILY LESSON PLANS AND EVALUATION

The planning of daily activities and an on going evaluation system are th teacher's responsibility and rightfully so. Each student should adapt activities and presentations to insure they help students de elop the identified concepts within local conditions. The curriculum guide was designed to help you, the local professional, present a relevant, exciting course. Good luck!

INTRODUCTION

Welcome to the "information society"! This time in history has become known as the information age; a time when practically everyone is bombarded with ideas and information. Our current society involves each of us transmitting, receiving, processing, watching, relaxing to, or using various types of messages via the mass media. The phrase "information workers" is also a familiar term as most of our work force is currently involved in communications-related professions. At work or at play, mass communication systems have a tremendous influence in our daily lives.

Communicating ideas or messages to large audiences is not new. The first attempts to establish mass communication systems appeared centuries ago. However, modern technology allows us to exchange messages at vastly improved volumns and speeds. Today's mass media includes radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and related systems. Due to these modern marvels, it is easy to see why many consider this to be an "information age".

This course explores the various technical means used to link societies and peoples. Among the major goals is that of providing an overview of communication technology; the way it has evolved, how messages are designed and produced, and the attempts of various industries to profit from the creation of information services and products. Through numerous presentations, classroom assignments, laboratory activities, and a model enterprise, students should learn a great deal about our information society.

Among the goals for this course are the following:

1. To become familiar with the development and impact of mass communication systems and technology.

2. To provide an overview of the function, structure, and control of the mass media.

3. To understand how mass communication products and services are designed, produced, and marketed.

4. To explore the organization and management of mass communication industries.

5. To explore trends in mass communication technology.

COURSE OUTLINE

Module Number	Title and Content	Time (Days)
1.	The mass communication process Importance of mass communication media Impacts upon our society	5
2.	Organization of communication industries Management structures Operating a mass communication enterprise Exploration of various industries Operating a typical mass communication enterprise (newspaper, etc.)	20
3.	Organizing the communication enterprise Determining the product to be produced Developing a management structure Staffing the structure Training personnel Financial and legal requirements	5
4.	Designing the mass communication product Assessing the audience Establishing product parameters Preparing layouts, storyboards, etc. Writing scripts, staging, etc. Presenting designs for approval Refining designs	10
5.	Preparing the product design for production Preparing graphic copy Preparing staging and rehearsing	10
6.	Producing mass communication products Printing products and packages Recording video and audio products Editing and mixing recordings Finishing and packaging products	20
7.	Delivering and/or marketing the product Promoting and selling the product Transmitting or delivering the product	5
8.	Mass communications and society Mass communications and the individual Mass communications and society Mass communications and the future	5

INTRODUCTION MASS COMMUNICATION SYSTEMS CONTENT OUTLINE

I. Introduction to Mass Communication Systems
  A. Defining human communication
    1. Individual media
    2. Mass (media) communication
    3. Communication technology
    4. Mass communication systems
    5. Mass communication industries
  B. Evolution of mass communication systems
    1. Early printing practices
    2. Telegraph/telephone
    3. Development of photography
    4. First television and radio broadcasts
    5. Early computer/data processing systems
    6. First telecommunication networks
    7. Modern satellite systems
  C. Contemporary mass communication industries
    1. Publishing
    2. Advertising
    3. Broadcasting
    4. Recording
    5. Filmmaking
    6. Computers/data processing
    7. Telecommunication
    8. Services
  D. Impacts of mass communication systems
    1. Products/services
    2. Economics
  E. Regulation/control
    1. Print media
    2. Broadcast transmissions
    3. Common carrier

II. Organization of Mass Communication Industries
  A. Ownership
    1. Proprietorship
    2. Partnership
    3. Corporation
      a. Incorporation
      b. Dissolution
  B. Organizing the company
    1. Financing
    2. Capital
    3. Resources
    4. Personnel
    5. Knowledge
  C. Management structure
    1. Financial affairs
    2. Employee relations
    3. Marketing
    4. Production

D. Determining products/services
1. Market factors
2. Company/management influences
3. Financial/legal factors

III. Design of Mass Communication Products
A. Message design
1. Assess the market
2. Gather information
3. Establish theme/program
4. Determine format
5. Develop the message
6. Write/rewrite copy
7. Develop graphics
B. Preparing to produce message
1. Printed materials
a. Prepare layouts
b. Generate paste-up
c. Prepare image transfer medium
2. Photographed, taped, and broadcast materials
a. Audition/casting
b. Schedule/produce
c. Preparing stage/set
(1) Lighting
(2) Cameras
(3) Sound
(4) Props
(5) Scenery
(6) Special effects
d. Practice/rehearse
C. Approval of developed materials
1. Management
2. Governmental
3. Regulatory agencies

IV. Production of Mass Communication Products
A. Producing the message
1. Publishing
2. Recording
3. Developing/printing
4. Editing
5. Finishing
6. Processing
7. Other
B. Delivering the message
1. Broadcast
2. Printed materials
3. Recorded materials
4. Filmed materials
5. Transmitted information
C. Marketing the product/service
1. Promotion/advertising
2. Selling techniques

V. Mass Communication and Society
   A. Current systems
      1. Technology
      2. Products
      3. Services
   B. Trends in communication technology
   C. Future mass communication systems
      1. Impacts
      2. Influences

MASS COMMUNICATION

MODULE: 1 : The Mass Communication Process

LENGTH: 5 DAYS Communication CLUSTER

The progress of human civilization is largely due to innovations in the area of communication technology. The development of technical systems which allows us to freely exchange ideas and information over vast distances has in effect "brought us closer together". For example, we can readily visualize important events through recorded passages in books and newspapers or by enjoying photographs. We gain knowledge by viewing popular films of past and present trends. News and weather information arrive in our living rooms quickly and easily. We may also influence large groups with the aid of the mass media. Quite simply, we could not exist with the products and services known as broadcasting, publishing, telecommunication services, recording, advertising, data processing, and related activities.

Mass communication systems influence a vital part of our daily schedule. This is especially true in light of the marketing efforts of various mass communication companies. This course examines the world of mass media and its impact upon the way we think and act. Students will learn about the technical systems used to spread information around the globe or across the street. In addition, they will discover how the information they receive on a daily basis is designed, produced, and transmitted.

This introductory module presents some of the fundamentals of human communication and mass media systems. By following these activities, it also provides an excellent introduction to the major enterprise activities outlined for the class.

OBJECTIVES

At the end of this learning module, the students should be able to:

1. Describe the importance of mass communication systems.
2. Understand the purpose and use of mass communication technology.
3. Explain the evolution of mass communication systems and technologies.
4. Describe the functions of mass communication media.
5. Use basic materials, equipment, and tools to create messages for large audiences.
6. Discuss the impacts of mass communication media.

CALENDAR

DAY	ACTIVITY
1	Start the course and introduce the communication process and the concept of "mass communication" systems. Show sample video tapes of the four uses/functions of communication systems.
2-3	Explore the impacts of mass communication technology and systems using a local newspaper or radio program as the focus of a student activity.
4-5	Introduce the evolution of mass communication technology and prepare a laboratory activity which emphasizes the development of these communication systems.

PRESENTING THE MODULE

DAY	ACTIVITY
0	Prepare transparencies which illustrate the definition of communications, communication technology, and mass communication systems. Also, write on board or use a transparency on the four functions of mass communication: 1. information 2. entertainment 3. persuasion 4. education. Also, collect or assemble video tapes which are examples for the four functions (listed below).
1	The instructor should explain how communication plays a very important part in our lives. Write on the board (or make an overhead) a list of how communication plays an important part in our lives. 1. mail 2. telephone 3. television 4. radio 5. newspapers 6. air traffic control 7. others... Show videotape of the four functions. 1. information a. News. b. "20/20" c. "60 Minutes", etc. 2. entertainment a. "I Love Lucy" b. "Honeymooners" c. "Big Valley", etc. 3. persuasion a. "Meet the Press" b. "Face the Nation" c. company advertisement 4. education a. instructional film Assign students to bring in a major newspaper or weekly magazine for tomorrow and be prepared to find features of the four functions of communication: 1. information 2. entertainment 3. persuasion 4. education.

DAY	ACTIVITY

Note: The instructor may wish to bring several copies of area newspapers or magazines to class on Day 2 (for those students who fail to bring one).

2 Cut up the newspapers or magazines when each student has identified a feature or item in the paper referring to the four functions:

1. information
   a. news items
2. entertainment
   a. comics
   b. T.V./radio programs listings
3. persuasion
   a. editorials
4. education
   a. business/magazine section

3 Have each student prepare a visual display board (on half a sheet of posterboard) which contains his/her examples.

Note: The same type of activity (for Days 2-3) can be accomplished with a radio program. By recording the show overnight or during the class period on Day 2, the cassette tape can be edited for a short presentation on Day 3.

Examples of the functions in radio include (tape recorded programs):

1. information-news
2. entertainment-sporting event
3. persuasion-radio "promo"
4. education-feature on early Sunday morning or a talk show featuring local governmental officials.

4-5 Introduce the evolution of mass communication systems with an illustrated presentation. Then divide the class into individuals or small groups and let them select an activity that covers one of the topics presented. Examples include:

1. Build small block letters or symbols to recreate the method of printing developed by ancient Japanese and Chinese cultures.
2. In using a pilot or proof press, you will be duplicating an activity that Johann Gutenburg devised in 1450 A.D. This development was the beginning of a new era in the world which has effected all of us.
3. Present a lecture/discussion on how the telegraph system operates. Have the students construct a simple telegraph key and sounder to send a simple message.
4. Present a lecture/discussion on early television, radio, or telephones. Find old articles in the library which describe early services and present to the class.

DAY	ACTIVITY
	5. Research the beginnings of the motion picture industry: a. present a lecture on how the motion picture industry got its start. b. make a prototype movie set with construction board. 6. Obtain an old radio show tape (from a library or public bookstore). Compare the quality of sound recording with modern cassettes or CD's. Also, explore how the sound effects were created on the early radio program.

BIBLIOGRAPHY

TEXTBOOKS

The recommended textbook for this course is listed below with the appropriate chapters and pages for this module:

Schrank, J. (1986), Understanding Mass Media (3rd Ed.), Lincolnwood, IL, National Textbook Co. (Introduction: xi-xii; Chapter 11: pp. 261-274; Chapter 5: pp. 157-160)

Other public school texts cover the topics of information technology and mass communication systems. Perhaps the best information may be found in the following books:

Duvall, J. B., R. G. Maughan & E. G. Berger (1981), Getting the Message: The Technology of Communication, Worcester, MA, Davis Publications. (Mass communication covered in Modules 1 & 9).

Jones, R. E., & J. L. Robb (1986), Discovering Technology: Communication, Orlando, FL, Harcourt Brace Jovanovich, Publishers. (Mass communication covered in Chapters 1, 2, & 23).

Seymour, R. D., J. R. Ritz & F. A. Cloghessy (1987), Exploring Communications, South Holland, IL, Goodheart-Willcox, Inc. (Mass communication covered in Chapters 1-5, 23, & 25).

Among the more recent college textbooks, reference books, and related materials which cover this area include:

Bittner, J. R., (1985), Broadcasting and Telecommunication (2nd Ed.), Englewood Cliffs, NJ, Prentice-Hall, Inc.

Cornish, E., (Ed.), (1983), Communications Tomorrow: The Coming of the Information Society, Bethesda, MD, World Future Society.

Gamble, M. W. & T. K. Gamble (1986), Introducing Mass Communication, New York, McGraw-Hill Book Co.

Gross, L. S., (1983), Telecommunications: An Introduction to Radio, Television, and the Developing Media, Dubuque, IA, William C. Brown Publishers.

Rogers, E. M., (1986), Communication Technology: The New Media in Society, New York, The Free Press (MacMillan, Inc.).

Books available at commercial bookstores include:

Marchand, D. A., & F. W. Horton, Jr., (1986), Infotrends: Profiting from Your Information Resources, New York, John Wiley & Sons.

Weinstein, B.,(1984), Breaking Into Communications, New York, Arco Publishing.

Williams, F., (1983), The Communications Revolution (Rev. Ed.), New York, New American Library (Mentor Books).

MASS COMMUNICATION

MODULE: 2 : Organization of Communication Industries

LENGTH: 20 DAYS Communication CLUSTER

Although we often fail to recognize it, communication industries have a major influence on our daily lives. For instance, advertising firms promote various products or services during radio broadcasts, television companies provide hours of entertaining programming, data processing centers tabulate and analyze our financial status, and the post office delivers important correspondence to friends and associates. Even typical telephone and quick printing (copying) services are usually taken for granted. All of this indicates a major reason for the development of a course in mass communication; a study of the mass media and our modern communication systems is vital to what we call "technological literacy."

The primary focus of the second module is to examine the concept of "mass communication industry." Formal presentations and student activities review the methods of profiting from the communication process. The instructional sequence for this module includes a look at (a) how information firms influence our lives, (b) an analysis of how communication enterprises are formed, (c) specific methods in the designing and production of messages to large audiences, and (d) transmission of mass messages using various mass communication media. Communication enterprises are basically designed to profit from the exchange of ideas or information and students should have an opportunity to examine the business aspects of information industries. Perhaps the best method to review the world of mass communication is to allow the class to form a business venture such as a model enterprise to study this process.

An easy way to review the principle of information industries is to analyze a business found in almost every community—the local newspaper. By studying the organization, function, and daily affairs of a newspaper company, your students should learn a great deal about how a company profits from selling information or ideas. In addition, we'll learn about the impact upon other individuals; people who work at the firm, others who make money by delivering the product to the customers, community businesses which benefit from advertising in the paper, etc. Hopefully, this unit also includes either a field trip to the local newspaper or a visit from a representative of the firm.

Class presentations during this 20-day module should describe the general nature of communication businesses. In addition, specific methods of designing and producing a product (i.e., the newspaper) is critical content of the module. In developing a simple newspaper, the methods of designing and printing a paper are illustrated in this module. Key examples were produced with the aid of the popular The Newsroom software program. However, if no computer and software are available, printing can be done just as easily with mimeograph or offset machines. What is important is that a "mock" company be properly organized and that students complete a quality product like a newspaper for distribution to fellow classmates, staff, etc.

OBJECTIVES

At the end of this learning module, the students should be able to:

1. Understand the purpose and focus of information industries.
2. Describe the various types of communication industries found in modern society.
3. Learn how typical communication companies are created and managed.
4. Evaluate the type of products and/or services which are available from local communication industries.
5. Develop an appreciation for the impact that communication firms have on our daily lives.
6. Produce a simple communication product for distribution or transmission to others in the school.

CALENDAR

DAY	ACTIVITY
1	Introductory presentation on information industries; show a short film on a typical communications enterprise.
2	Develop a list of area communication companies and the products/services they offer. Students will complete a worksheet on local communication firms.
3	Introductory activities on assessing the marketplace; students will review the types of features they and their parents enjoy in the newspapers or in viewing TV shows.
4-5	Complete the assessment activity.
6	Introduce the management/organizational structure of communication firms. Establish an organizational chart for a single company.
7-8	Have students research various job titles (positions) for their "mock" company.
9-10	Create a name/logo for a typical communications firm as part of developing a company identity program.
11-12	Organize a small (teacher-directed) communications firm for the class to discover the process of staffing and operating a typical enterprise.
13-15	Collect and edit materials for the company's product; demonstration of machinery (by the instructor); class or laboratory time for company operations.
16-17	Prepare graphics/artwork for the class's product.
18-19	Production of a communications product/service by the "mock" company.
20	Review the transmission or distribution of typical products/services.

PRESENTING THE MODULE

DAY	ACTIVITY
1	Introductory discussion/presentation on "information industries"; what they are, how they are organized, and how they attempt to profit from the transmission of ideas or messages. Show a short film/videotape about a typical communications company (motion picture industry, computer firm, television or radio station operation, etc.).
2.	Have students identify local communication companies. Complete the worksheet (see appendix) on what types of products and services are available at area firms. Common examples of local businesses are: 1. newspaper company 2. motion picture theater 3. TV and radio stations 4. computer/data processing firm 5. "quick" printing shop 6. photo developing laboratory 7. cable TV company 8. others.
3	Describe how mass communication firms must direct their products/services to a large audience. Examples of "focusing" on a certain segment of the marketplace include: 1. format for a radio station (jazz, rock & roll, religious, etc.). 2. magazines such as Money, National Geographic, Sports Illustrated, Good Housekeeping, Scientific America, etc., that attract a certain readership 3. cable TV companies providing a "balance" of programming 4. local newspaper which concentrates on only neighborhood events. The instructor should collect five major newspapers and explain the common formats. Go to the school or public library to find several newspapers, for example: 1. The Indianapolis News 2. The Indianapolis Star 3. The Chicago Tribune 4. The Chicago Sun Times 5. The New York Times 6. The Louisville Courier 7. The U.S.A. Today 8. A local newspaper. Have the students complete the worksheet on reading priority for newspapers for themselves, parents, etc. This may be a take home assignment.

DAY	ACTIVITY
4-5	Complete a list of the common sections of a newspaper on the chalkboard (see below) and rank the priority of various members of the class. As a wrap-up to this activity, see which features are the most popular (i.e., the comics, front page news/photos, etc.). A partial listing of newspaper features follows: 1. International news 2. National news 3. State news 4. Local news 5. Editorials 6. Arts/Leisure 7. Classified ads 8. Life/style 9. Comics 10. Finance 11. Horoscope 12. Movies 13. Obituaries 14. Religion 15. Sports 16. TV-Radio 17. Weather. Note: The same type of activity could be done with the nature of television programs enjoyed by members of the class.
6	Introduce the concept of management for a company; use typical examples of organizational charts for a TV station, record company, cable TV affiliate, quick print shop, etc. The chart in the appendix for a newspaper company may help with explaining this content. Then divide the members of the class into their own model company to prepare for an enterprise in your class over the next few days. The remaining examples in this module describe the activities to prepare for a newspaper enterprise although almost any type of simple firm could be developed.
7	Complete an organizational chart for the new company and assign the new workers a homework assignment to read and/or study what types of tasks they will be expected to do in their new position.
8	Provide research time for students to investigate their new jobs.
9	Introduce an activity to develop a name for the new company. Have students brainstorm suggestions for a company name and logo/trademark. Perhaps, create an overhead showing famous trademarks (Coke, Goodyear, U.S.A. Today, Nike, etc.) and explain why each symbol is a distinctive representation of that particular company.

DAY	ACTIVITY
10	Provide student class/laboratory time to finalize a name and logo for the company.
11-12	Organize a small, teacher-directed newspaper firm for the class. These days are devoted to establishing the details of the company's activities: writing, editing, financing, advertising, and distributing. The teacher should be the "president" of this company and monitor the operations carefully.
13-15	Collect and edit materials for the newspaper (or similar product). The use of a computer program called The Newsroom will make this firm run more smoothly. Also, provide a short demonstration of any necessary equipment during these days.
16-17	Prepare the graphics for the product and/or any packaging that is necessary for the firm. This may be done in small groups for members of the marketing or production teams.
18-19	Production periods; provide time for the student/workers to publish or produce their items. This will include printing time if a newspaper company was developed. Samples of a completed newspaper (using The Newsroom software) is in the appendix.
20	One period reserved for distribution and wrapping-up the minor enterprise of the course. Answer student questions and/or review the content covered in the module with a discussion, quiz, etc.

BIBLIOGRAPHY

The recommended textbook for this course is listed below with the appropriate chapters and pages for this module:

Schrank, J., (1986), Understanding Mass Media (3rd. Ed.), Lincolnwood, IL, National Textbook Co. (Chapter 6, pp. 165-194; Chapter 10, pp. 245-258).

Few public school communications texts cover the procedures of forming a communications enterprise. Perhaps the best description of creating the business is available in the following resources:

Extension Instruction and Materials Center, Manufacturing Technology, Austin, TX, University of Texas at Austin Press.

Kingstone, B M., (1981), The Student Entrepreneur's Guide, Berkeley, CA, The Ten Speed Press.

Seymour, R. D., Ritz, J. R., & F. A. Cloghessy (1987), Exploring Communications, South Holland, IL, Goodheart-Willcox, Inc.

Weinstein, B., (1984), Breaking Into Communications, New York, Arco Publishing.

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Bittner, J. R., (1985), Broadcasting and Telecommunication (2nd Ed.), Englewood Cliffs, NJ, Prentice-Hall, Inc.

Gamble, M. W., & T. K. Gamble (1986), Introducing Mass Communication, New York, McGraw-Hill Book Co.

Marchand, D. A., & F. W. Horton, Jr., (1986), Infotrends: Profiting from Your Information Resources, New York, John Wiley & Sons.

APPENDIX

A recording form like this should be prepared for the activity on identifying local communication firms:

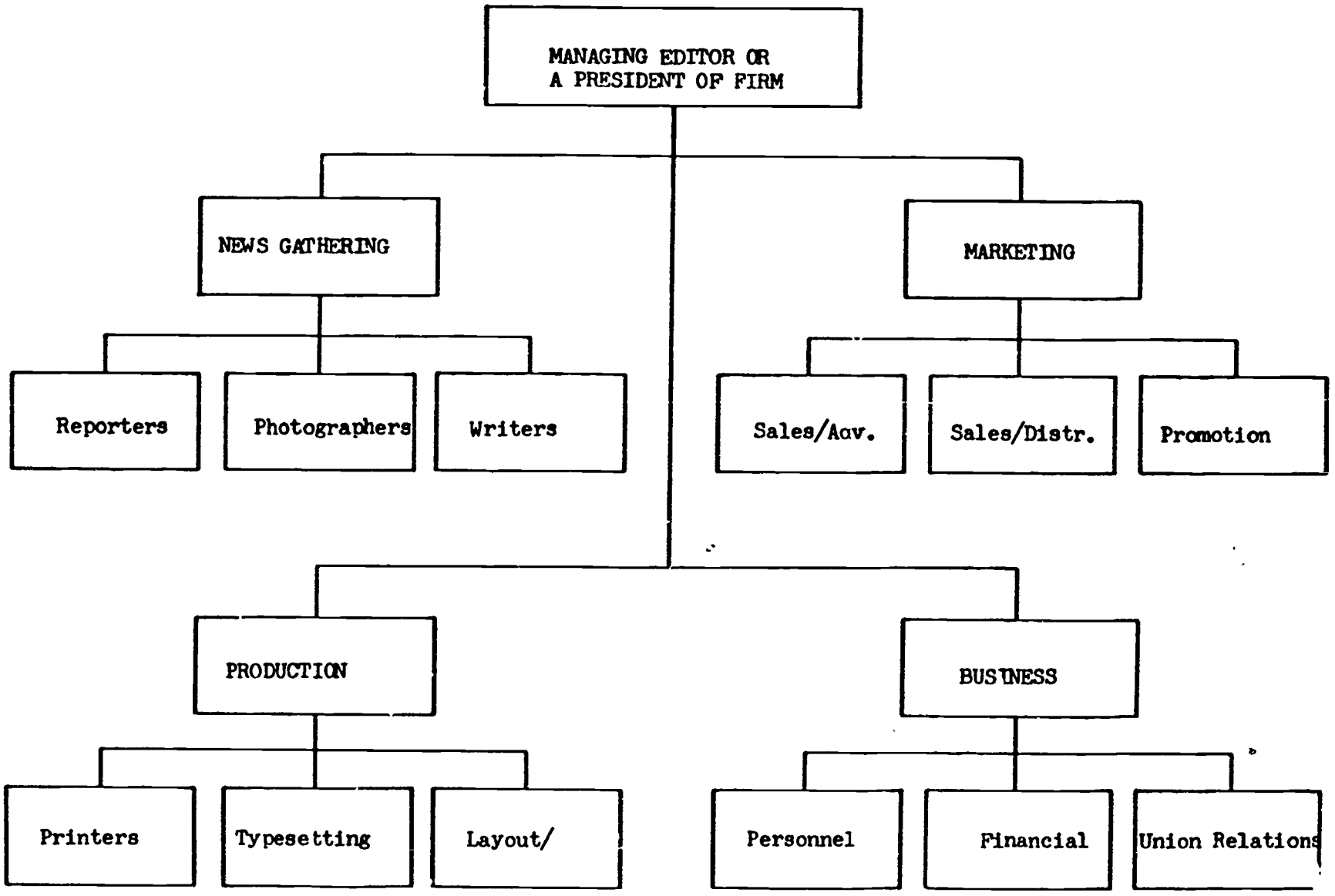
Date_____ Name_____

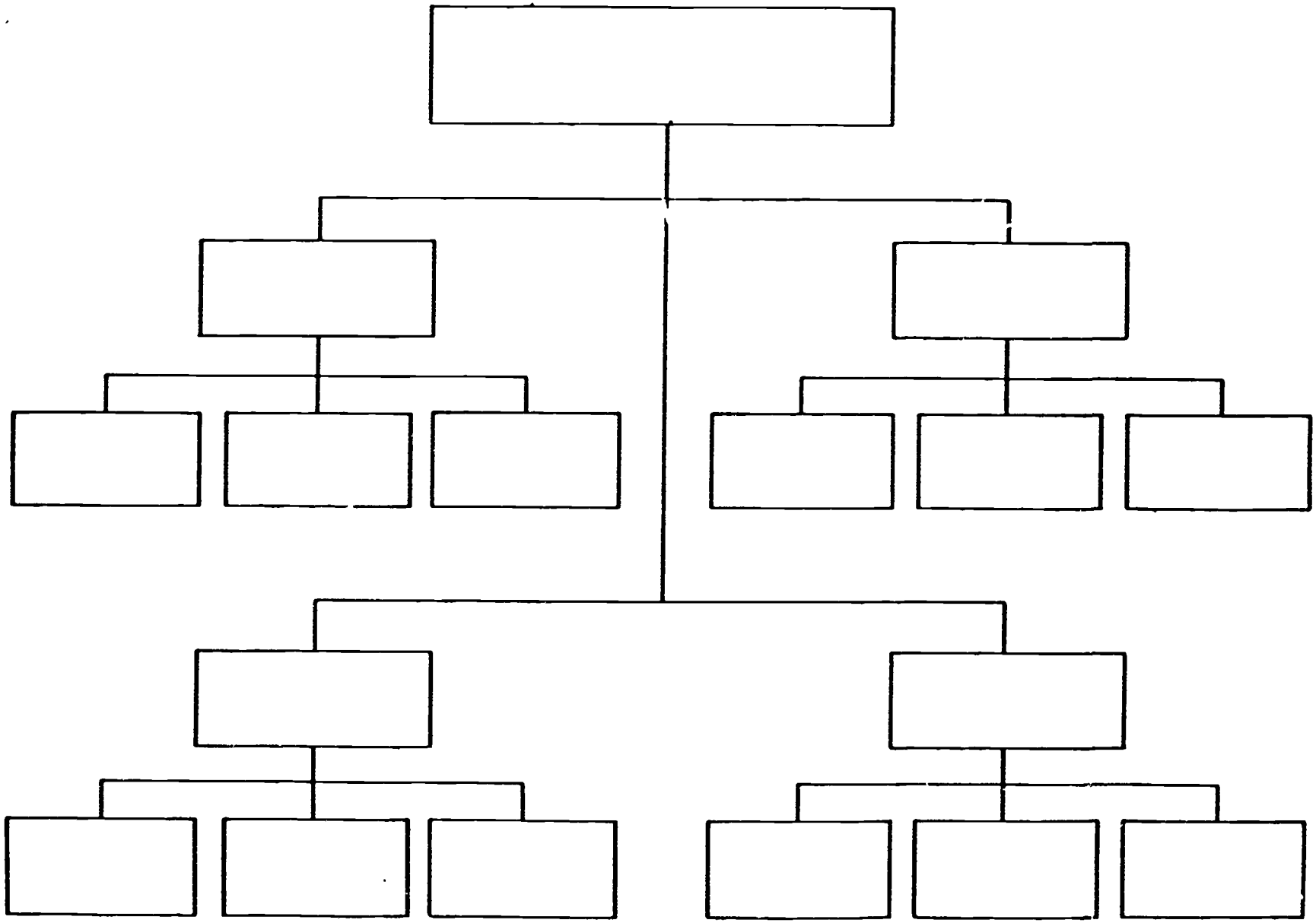
LOCAL COMMUNICATION INDUSTRIES

Identify area information industries and the products or services they market:

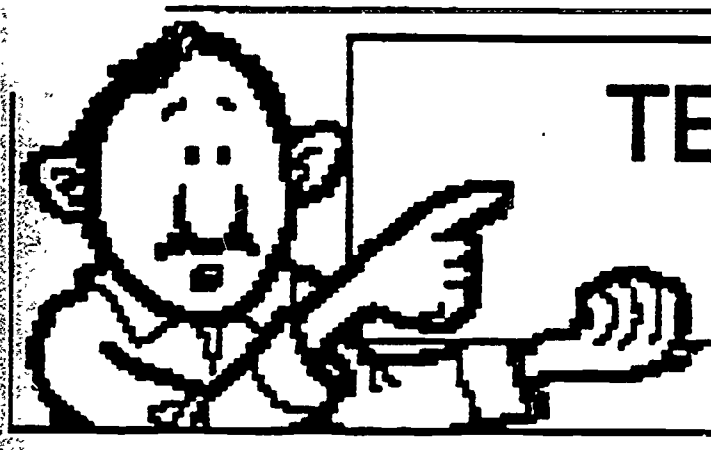
COMPANY:	BUYER PURCHASES:
Movie theater	Tickets to movies
Cable TV	Monthly cable service
Radio station	Companies buy advertising time

ORGANIZATIONAL CHART FOR A TYPICAL NEWSPAPER COMPANY





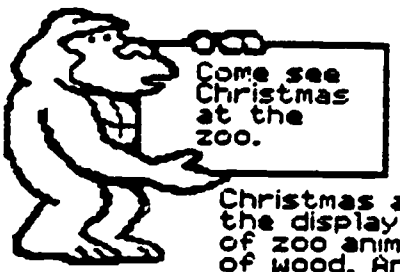
SAMPLE ORGANIZATION CHART



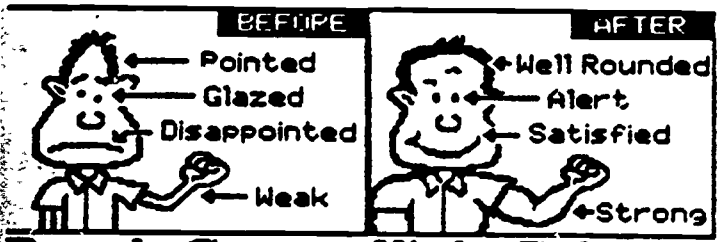
TECHNOLOGY NEWS

Vol. 1 No. 1

Industrial Arts Club & Classes will be making wooden toys and coloring books for the children at St. Francis Hosp.

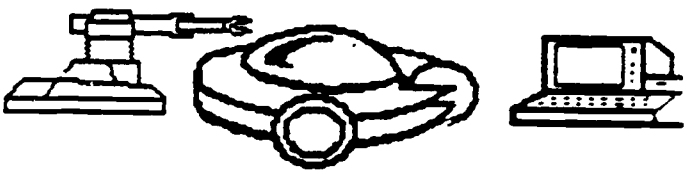


For the past few weeks the Industrial Arts Dept. and the Art Dept. Have been making displays for Christmas at the zoo. Among the displays were a number of zoo animals fashioned out of wood. And a large sign with a border of flashing lights.



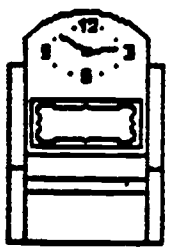
Beech Grove High School Industrial Education

develops creativity, knowledge, and the ability of problem solving through lab and learning activites.



Industrial Arts Dept.

is being invaded by robots and computers. Robots have been built that follow a line, can be programed and simulate the motions of a human arm and hand.



On Dec. 18 Clockworks® will start selling their clocks for $9.00 each. For more details contact a salesperson in room 114

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If you have any questions or comments please contact Mr. Warrner room 114 or any other Industrial Education teacher.

APPENDIX

Computer software which is very useful for this module is available from:

The Newsroom . . . (software) . . .
Hearlihy and Company
714 West Columbia
P.O. Box 869
Springfield, OH 45501 . . . 1-800-622-1000

The Print Shop . . . (software) . . .
Hearlihy and Company
714 West Columbia
P.O. Box 869
Springfield, OH 45501 . . . 1-800-622-1000

Textbooks and laboratory guides which may be useful for this course are listed below. These materials provide a variety of laboratory sheets that are extremely helpful in "company" operations:

Manufacturing Technology
Extension Instruction and Materials Center
The University of Texas at Austin
P.O. Box 7218
Austin, TX 78713-7218 . . . (512) 471-7716, Ext. 236

Manufacturing: Laboratory Manual
Wright & Jensen
Goodheart-Willcox, Inc.
123 West Taft Drive
South Holland, IL 60473 . . . 1-800-323-0440

MODULE: 3 : Organizing the Communications Enterprise

LENGTH: 5 DAYS Communication CLUSTER

The previous module allowed students to organize and operate a model company in order to produce a profitable item related to the information age (i.e., a newspaper or similar product). The teacher-directed unit explored the initial steps in forming and conducting an information enterprise. This module begins the major student activity of the course; the next few days are reserved to create an organization which will become the focus of our study of mass communication industries. Time is allotted to form any common type of information firm, whether it is designed to generate a profit (by selling a service or product) or just to recreate a typical industrial setting (such as a TV news program or radio station broadcast).

This particular module is solely designed to help set up a company based on the type of activity the instructor has decided will be followed for the next few weeks (the following modules focus on creation, production, transmission, delivery, and marketing of mass communication items). For example, if the instructor wishes to establish a television station to write and produce a TV news broadcast, a telecommunications company would be organized. If a commercial photography firm were to be developed, staff photographers and darkroom workers would need to be hired and trained. Starting a recording studio would necessitate a different type of managerial structure and staff.

The options for organizing a mass communications firm are as endless as the variety of products or services that may be produced. Therefore, the teacher must take time to adequately prepare for this module. The selection of an enterprise will have a bearing not only on this unit but the remainder of the course. Deciding which type of enterprise to develop also effects the identification of employe and managerial positions and the types of skills, talents, or competencies required of these individuals. Therefore, the challenge to the teacher is to select an activity which will be appropriate for the entire class, school, facilities, etc.

Two major types of communication enterprises are typically formed for mass communication courses. One is the type of firm which will develop or produce a saleable product (i.e., printed items, video or audio cassettes, etc.). Students can market the items locally and reap a profit during the life of the class. In contrast, the second format involves establishing an enterprise which will adequately simulate modern communication systems but fails to develop an item others will be willing to buy. For example, in organizing a half-hour television news program, the classroom activity will enable students to learn a great deal about communication industries, yet no one will likely "buy" the show upon completion of the course. Other examples include types of telecommunication services and data processing ventures. Again, select an enterprise activity which will prove of most benefit to the program.

Note: In the field of Industrial Arts/Technology Education, manufacturing textbooks offer perhaps the best instruction for organizing a classroom enterprise. Since most communication industries actually manufacture a product anyway, these texts should provide an adequate description of management structures and methods for organizing a typical enterprise. Other useful reference materials have been listed in the Appendix to this module, too.

OBJECTIVES

At the end of this learning module, students should be able to:

1. Describe the function of information industries in modern society.
2. Understand the process of staffing and managing a typical mass communication industry.
3. Design, produce, and deliver a profitable communication service or product.
4. Discover different means of company ownership and managerial organization related to communication firms.
5. Explore the legal and financial matters related to starting a communications firm.
6. Discuss the daily work of communication businesses in the local community.

CALENDAR

DAY	ACTIVITY
1	Organize the managerial structure for the enterprise; explain individual responsibilities.
2	Research job "titles" (positions) for their new company.
3-4	Develop budgets for each area; identify a name and logo/trademark.
5	Complete and approve budgets.

DAY	ACTIVITY
0	The selection of the company is left to the instructor and the decision is important to the success of the course. The identification of a company should be based upon (a) the facilities, (b) equipment, (c) number of class members, (d) background and experiences of the students, (e) school policies toward selling products, (f) etc. This is not an easy decision. Carefully identify an enterprise which will be representative of a communications industry, yet provide a new experience for students in the class. The company organized at this point may be one that will generate a profitable item: 1. printed stationery 2. Advertising materials for a manufacturing class in the same department 3. video "yearbook" 4. audio (cassette) tape of the school's bands, cheerleaders, senior class play, orchestra, etc. 5. magazine for a certain group ("Spotlights on Seniors", "Home Ec. News", etc.) 6. other. The company may be one that simulates a modern communication system but fails to generate a saleable item: 1. TV newscast (half-hour news/weather/sports), complete with commercials 2. TV/radio program of a local or school ball game 3. motion picture show. 4. televised (video-recorded) game show 5. published book or magazine 6. other.
1	Introduce the major (student-centered) enterprise activity for the course; what type of company is to be organized, how the class period will be run over the next few weeks, what products or services will be offered to the marketplace, etc. Identify company structure and prepare an organizational chart. Assign students to research their positions. Students must be placed in different positions (president, staff worker, etc.) and sufficient operating funds obtained. This process will provide variety due to the type of business being organized. Explain the organizational structure of the company. This would include levels of authority, forms of ownership, means of hiring and managing people, etc.

DAY	ACTIVITY
2	Have the president or manager of the new firm assume responsibility for the operations of the company. First activity, develop a name and logo for the organization. Students should (by small groups or as a company) develop a name and logo for the firm. As a homework assignment, students may do some library research about their new job(s).
3-4	Have the leader of the enterprise direct the company's selection of a name, logo, slogan, etc. The marketing branch of the firm may be instructed to produce proof sheets of the new design. Determine the administrative details of the company: supplies/material needs, production requirements, etc. Prepare budgets for the company's activities.
5	Complete and approve the budgets for the firm.

BIBLIOGRAPHY

TEXBOOKS

Perhaps the best information on developing a student enterprise is available in the following texts:

Extension Instruction and Materials Center, Manufacturing Technology, Austin, TX, University of Texas at Austin Press.

Gamble, M. W. & T. K. Gamble, (1986). Introducing Mass Communication, New York, McGraw-Hill Book Company.

Kingstone, B. M., (1981), The Student Entrepreneur's guide, Berkeley, CA, The Ten Speed Press.

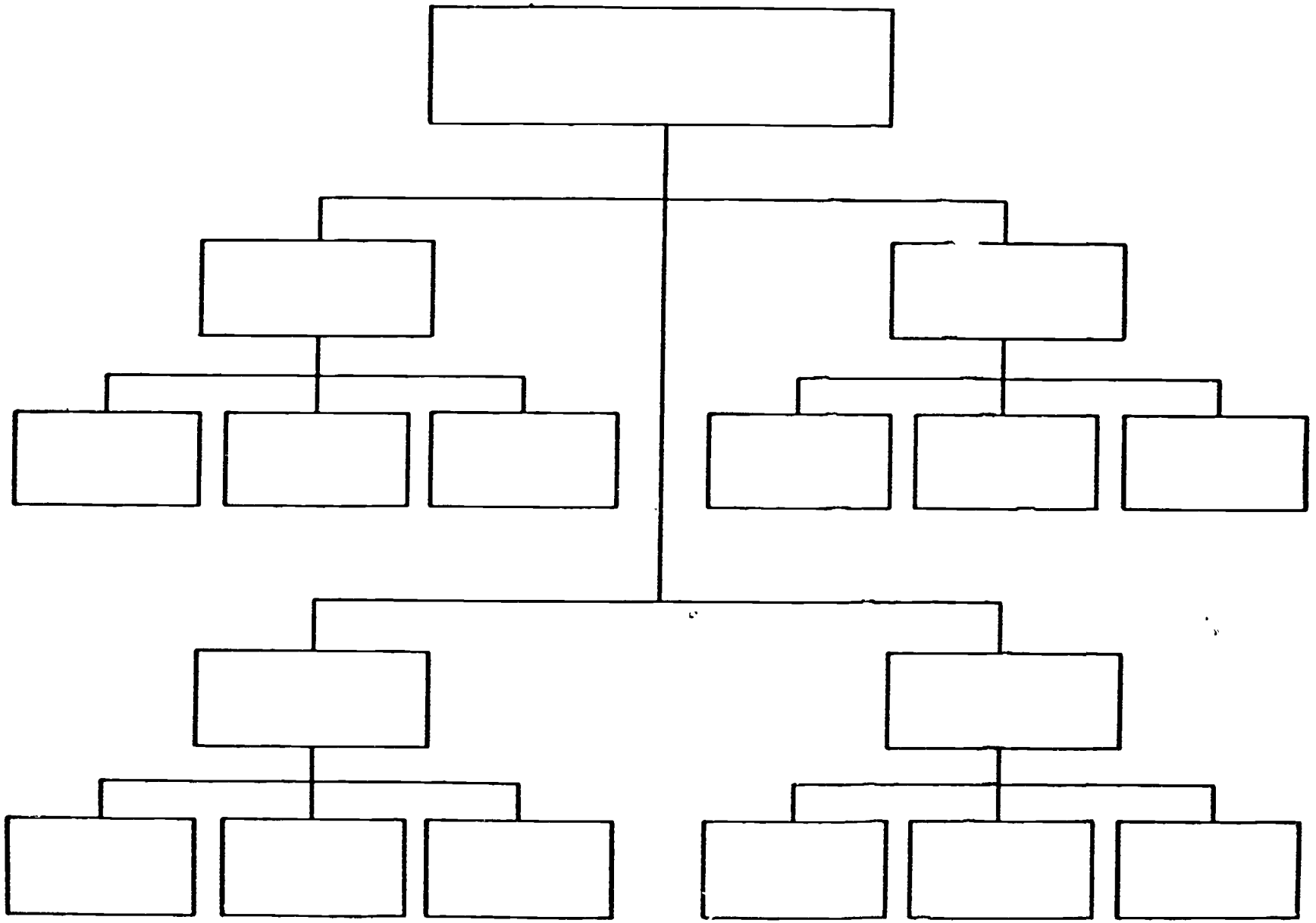
Rapaport, D. S., (1984), How to Make and Sell Your Own Record, Tiburon, CA, Headlands Press, Inc.

Seymour, R. D., J. P. Ritz, & F. A. Cloghessy (1987), Exploring Communications, South Holland, IL, Goodheart-Willcox, Inc.

Schrank, J., (1986), Understanding Mass Media, Lincolnwood, IL, National Textbook Company.

Weinstein, B., (1984), Breaking Into Communications, New York, Arco Publishing.

Wright, R. T., (1985), Manufacturing (2nd Ed.), South Holland, IL, Goodheart-Willcox, Inc.



SAMPLE ORGANIZATION CHART

MODULE: 4 : Designing the Mass Communication Product

LENGTH: 10 DAYS Communication CLUSTER

This module provides time for the design of actual communication products or services as part of the enterprise established in the previous unit. Depending upon the type of organization or media being developed, this process may involve:

1. message design.
2. assessing a market
3. gathering information
4. establishing a theme/program
5. determine a format
6. preparing storyboards
7. developing a message
8. editing/re-writing material
9. developing graphics
10. obtaining approval of media, etc.
11. other.

In communicating with a mass audience, it is important that messages be designed to appeal to a wide variety of people. For example, TV shows are often watched by millions nationwide because network writers have created an interesting and/or entertaining program that is popular with a large number o. viewers. Magazines and newspapers are also produced with the public in mind; the reading level and graphics are designed for varying populations. TV and radio commercials are based on consumer appeal for various products, media superstars, and lifestyles. Again, the design process plays an important role in the success of the information product.

This module is designated to permit time for the design work of the student enterprise. Sufficient class time should be provided to complete the design work (from the list above) necessary for the major enterprise activity. The first few days of the module may actually involve demonstration of key equipment or processes. Then most of this 10-day module may be structured for student laboratory time. Adequate time is required to complete student assignments as their part of the total company effort. The instructor should establish all individual duties or responsibilities well in advance of each class period.

These introductory remarks may provide little direct information for any single classroom activity. Actually, few specific instructions may be covered in this module due to the flexibility of the enterprise exercise. Books listed in the appendix should contain information which should help in developing short presentations or laboratory activities for selected design assignments. In addition, the planning forms included in the appendix may help in whatever type of activities are structured.

Several suggestions are offered at this point. First, the instructor should realize the next module only provides classroom and laboratory time for preproduction activities. That means that all creative planning/design work must be completed at the end of this module. Second, the time required for your message design and planning phase will undoubtedly vary by media. Therefore, class/laboratory time might have to be added or subtracted from this module according to the requirements of the class's enterprise activity. This adjustment in the course schedule must be established by the instructor.

OBJECTIVES

At the end of this learning module, students should be able to:

1. Learn how mass communication products and/or services are designed.
2. Practice determining or assessing the needs and desires of mass markets.
3. Write, edit, and develop directions for the production of mass communication items or materials.
4. Discover the creative techniques followed by corporate designers in planning mass communication products and services.

PRESENTING THE MODULE

DAY	ACTIVITY
1	The instructor should review/explain how students design or plan the activities for the mass communication items established by the instructor. This would include planning for the proper format, methods of developing themes and graphics, etc. In addition, the teacher may need to demonstrate lab equipment that will be necessary for completing the design phase of this module.
2	Complete the explanation of the design work and allow students to begin their creative work.
3-10	Have the leader of the company manage the daily affairs of the company while the instructor is in charge of supervision of laboratory/class time.
	Wrap up all design work before continuing to the next module.

BIBLIOGRAPHY

TEXTBOOKS

The recommended textbook for this course is listed below with the appropriate chapters and pages for this module:

Schrank, J., (1986), Understanding Mass Media (3rd Ed.), Lincolnwood, IL, National Textbook Co.

TV Production	Chapter 1:	pp. 1-14 & 21-24.
Advertising	Chapter 2:	pp. 48-63.
Film Production	Chapter 3:	pp. 72-87 & 106-112.
Graphic Media	Chapter 4:	pp. 118-132.
News Production	Chapter 5:	pp. 134-153.
Magazines	Chapter 7:	pp. 200-207.
Radio	Chapter 8:	pp. 210-222.
Recording	Chapter 9:	pp. 224-242.

Among other reference materials which may be of benefit in developing classroom activities for the enterprise include the following (broken down by media):

Printed Graphics

Adams, J. M., & D. D. Faux (1982), Printing Technology (2nd Ed.), North Scituate, MA, Breton Publishers.

Broekhuizen, R. J., (1973), Graphic Communications, McKnight Career Publications.

Craig, J., (1974), Production for the Graphic Designer, New York, Watson-Guptill Publications.

Dennis, E. A., & J. F. Herr (1976), Comprehensive Graphic Arts Student's Manual, Indianapolis, Bobbs-Merrill Educational Publishing.

Dennis, E. A., & J. D. Jenkins (1983), Comprehensive Graphic Arts (2nd Ed.), Indianapolis, Bobbs-Merrill Educational Publishing.

Karsnitz, J. R., (1984), Graphic Arts Technology, Albany, NY, Delmar Publishers.

Silver, G. A., (1981), Graphic Layout and Design, New Albany, NY, Delmar Publishers.

Waite, M., & J. Arca (1982), Word Processing Primer, New York, BYTE/McGraw-Hill.

Walker, J. R., (1980), Graphic Arts Fundamentals, South Holland, IL, Goodheart-Willcox.

Walker, R. J., & R. E. Walker (1983), Exploring Photography, South Holland, IL, Goodheart-Willcox.

BIBLIOGRAPHY

TEXTBOOKS

Gross, L. S., (1983), Telecommunications: An Introduction to Radio, Television, and the Developing Media, Dubuque, IA, William C. Brown Publishing.

Hauenstein, A. D., & S. A. Bachmeyer (1975), The World of Communications: Audio-Visual Media, Bloomington, IL, McKnight Publishing Company.

Ingram, D., (1983), Video Electronics Technology, Blue Ridge Summit, PA, Tab Books.

Rapaport, D. S., (1984), How to Make and Sell Your Own Record, Tiburon, CA, The Headlands Press, Inc.

Other Resource Materials

Gamble, M. W., & T K amble (1986), Introducing Mass Communication, New York, McGraw-Hill Book Company.

Jones, R. E., & J. L. Robb (1986), Discovering Technology: Communication, Orlando, FL, Harcourt Brace Jovanovich, Publishers.

Kemp, J. E., (1980), Planning & Producing Audiovisual Materials (4th Ed.), New York, Harper & Row.

Nelson, R. P., (1981), The Design of Advertising (4th Ed.), Dubuque, IA, William C. Brown Publishers.

Rogers, E. M., (1986), Communication Technology: The New Media in Society, New York, The Free Press (MacMillan, Inc.).

Runyon, K. E., (1979), Advertising and the Practice of Marketing, Columbus, OH, Charles E. Merrill.

Schrank, J., (1986), Understanding Mass Media, Lincolnwood, IL, National Textbook Company.

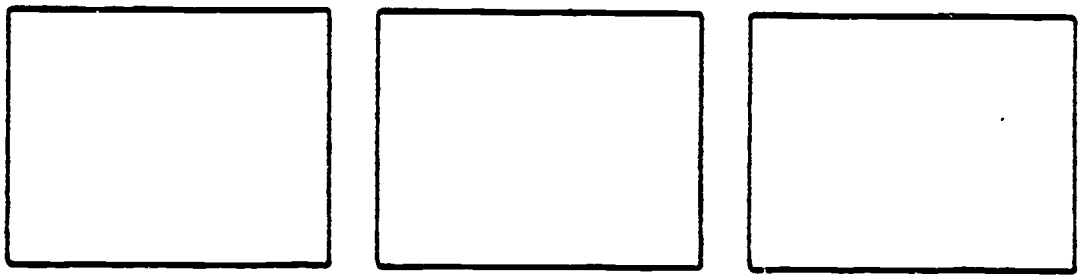
Seymour, R. D., J. R. Ritz & F. A. Cloghessy (1987), Exploring Communications, South Holland, IL, Goodheart-Willcox, Inc.

Stevenson, J., (1985), Telecommunications, Morristown, NJ, Silver Burdett Company.

Weinstein, B., (1984), Breaking Into Communications, New York, Arco Publishing.

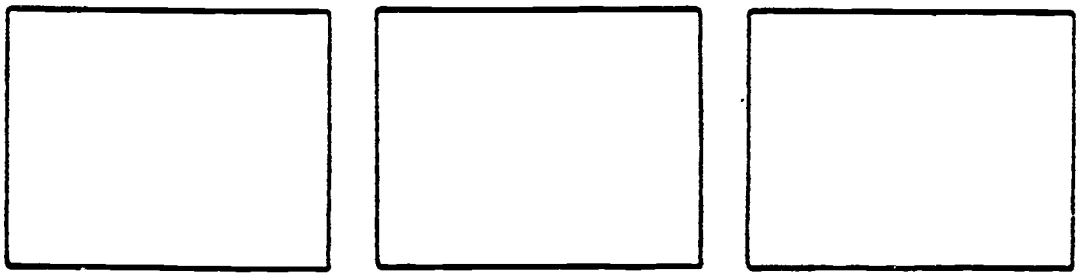
Provide storyboard forms such as this for design activities as appropriate. These forms are useful for development of advertising media, video products, etc.

STORYBOARD FORM



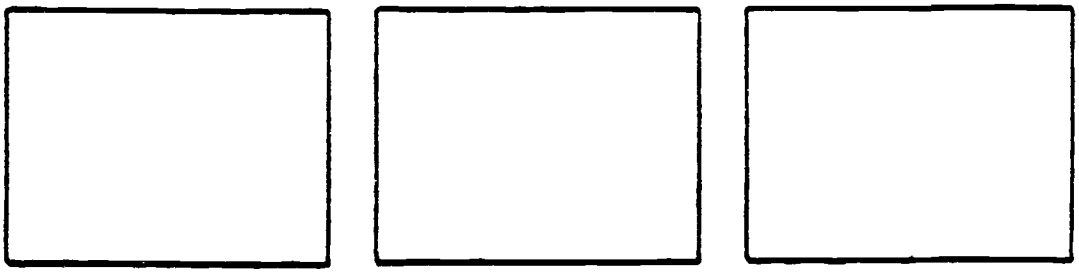
VIDEO

AUDIO



VIDEO

AUDIO

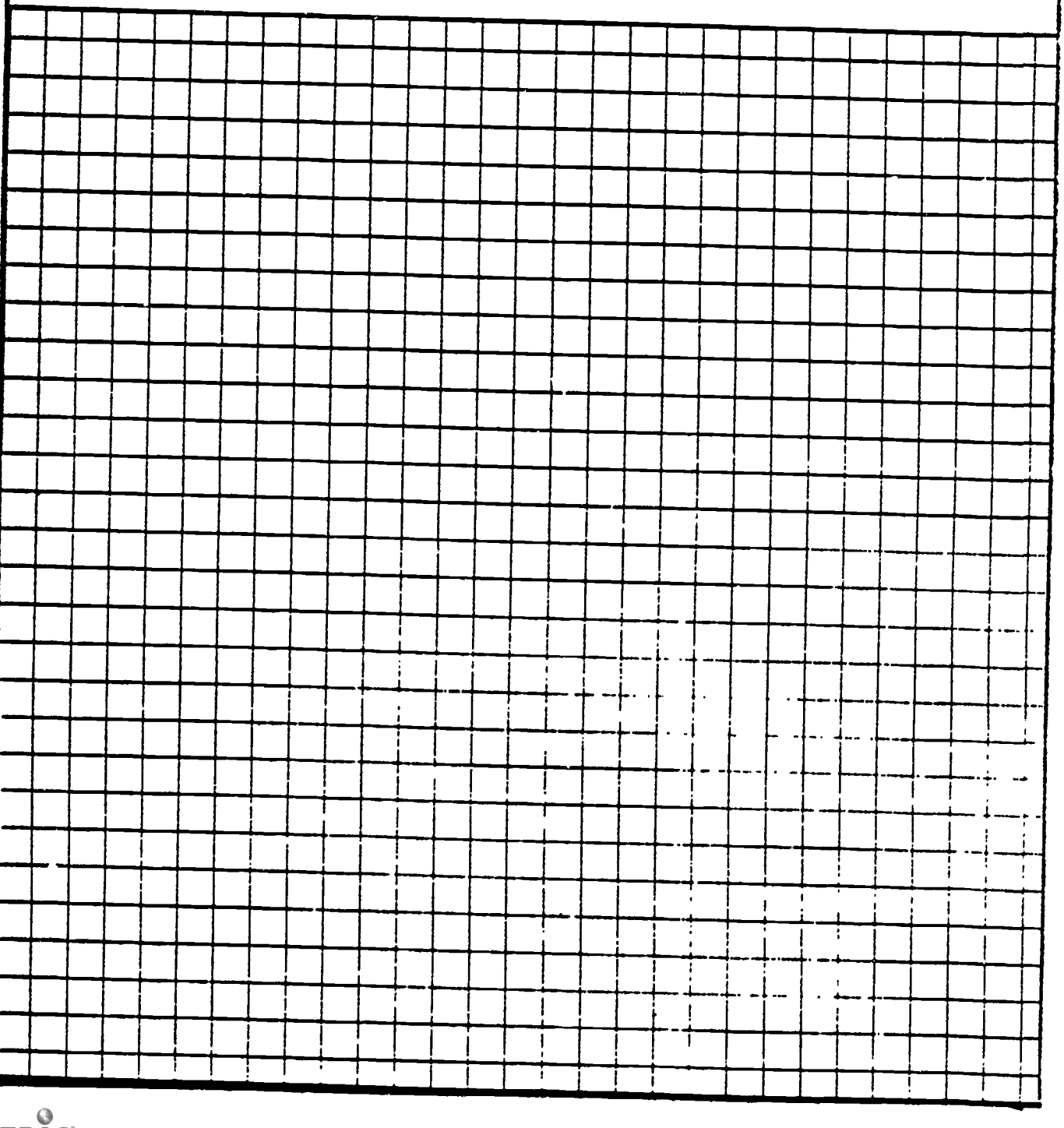


VIDEO

AUDIO

Provide planning/layout forms such as this for student design work as appropriate. Grid forms are useful for development of graphics, advertising media, etc.

PLANNING FORM



MODULE: 5 : Preparing the Product Design for Production

LENGTH: 10 DAYS Communication CLUSTER

Just like the previous modules, this unit is directly related to the activities for your communications enterprise. More specifically, laboratory time is dedicated over the next 10 class periods to organize and complete all the preproduction work of the company. Much of this class time might also be taken up by managerial "tasks" of the company: hiring, training, safety instruction, etc.

The final preparation of almost any project often dictates whether the venture will be successful or not. Obviously, this module is critical to allowing all materials be adequately prepared and related details for production work be complete. The organization of resources, talent, facilities, and other items are important to the success of the classroom enterprise.

Many types of communication activities are included in the preparation stage for information industries. Among the more common are:

1. for graphic materials
   a. prepare layouts
   b. paste-up camera-ready copy
   c. prepare image transfer medium
   d. Assembling supplies/equipment
   e. other.

2. for video-tape or broadcast materials
   a. auditions (or casting)
   b. scheduling
   c. preparing stage/set
   d. practice or rehearsals

3. miscellaneous details
   a. final analysis of market/consumer preferences
   b. format of message
   c. editing/re-writing
   d. preparing equipment and supplies
   e. other.

This listing is certainly not complete. Dozens of pre-production activities are vital in the mass communication process. Preparing for production is often the most time-consuming aspect of the communication material. Therefore, utilize this time wisely in the development of the course.

OBJECTIVES

At the end of this learning module, the students should be able to:

1. Understand how mass media messages are prepared for transmission in information industries.

2. Use various equipment and resources to prepare various materials for production activities.

3. Practice and/or rehearse using a variety of mass communication media and equipment.

4. Develop the necessary items for the class's enterprise work.

CALENDAR

DAY	ACTIVITY
1-2	Demonstration of equipment, devices, and procedures to be used in all preproduction work of the company. (Time may vary due to activities of the enterprise.)
3-9	Complete preproduction work.
10	"Pilot" or "Dress Rehearsal" Day.

DAY	ACTIVITY
1-2	The instructor should introduce the procedures and/or activities required to adequately prepare all materials, equipment, and facilities for production. Several individual demonstrations may be needed to assist different groups: managers, press operators, staff artists, production workers, etc.
3-9	Complete preproduction activities of the firm. The leader of the group should also manage the daily business activities of the company. The instructor must supervise the laboratory/classroom activities during these work days.
10	"Pilot day" to determine the readiness of company for production sequence. Also, allows for last minute managerial tasks to be completed (scheduling, order-taking, etc.). Instructor must observe and approve all preproduction work to avoid delays or related problems during future production activities.

BIBLIOGRAPHY

TEXTBOOKS

The following textbooks and reference materials (broken down by media) that may prove helpful in organizing the activities of this module:

Printed Graphics

Adams, J. M., & D. D. Faux (1982), Printing Technology (2nd Ed.), North Scituate, MA, Breton Publishers.

Broekhuizen, R. J., (1973), Graphic Communications, McKnight Career Publications.

Craig, J., (1974), Production for the Graphic Designer, New York, Watson-Guptill Publications.

Dennis, E. A., & J. F. Herr (1976), Comprehensive Graphic Arts Student's Manual, Indianapolis, Bobbs-Merrill Educational Publishing.

Dennis, E. A., & J. D. Jenkins (1983), Comprehensive Graphic Arts (2nd Ed.), Indianapolis, Bobbs-Merrill Educational Publishing.

Karsnitz, J. R., (1984), Graphic Arts Technology, Albany, NY, Delmar Publishers.

Silver, G. A., (1981), Graphic Layout and Design, New Albany, NY, Delmar Publishers.

Waite, M., & J. Arca (1982), Word Processing Primer, New York, BYTE/McGraw-Hill.

Walker, J. R., (1980), Graphic Arts Fundamentals, South Holland, IL, Goodheart-Willcox.

Walker, R. J., & R. Ee. Walker (1983), Exploring Photography, South Holland, IL, Goodheart-Willcox.

Video/Electronic Media

Bittner, J. R., (1985), Broadcasting and Telecommunication (2nd Ed.), Englewood Cliffs, NJ, Prentice-Hall, Inc.

Fuller, B. J., S. Kanaba & J. Brisch-Kanaba (1982), Single-Camera Video Production, Englewood Cliffs, NJ, Prentice-Hall, Inc.

BIBLIOGRAPHY

TEXTBOOKS

Gross, L. S., (1983), Telecommunications: An Introduction to Radio, Television, and the Developing Media, Dubuque, IA, William C. Brown Publishing.

Hauenstein, A. D., & S. A. Bachmeyer (1975), The World of Communications: Audio-Visual Media, Bloomington, IL, McKnight Publishing Company.

Ingram, D., (1983), Video Electronics Technology, Blue Ridge Summit, PA, Tab Books.

Rapaport, D. S., (1984), How to Make and Sell Your Own Record, Tiburon, CA, The Headlands Press Company.

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Nelson, R. P., (1981), The Design of Advertising (4th Ed.), Dubuque, IA, William C. Brown Publishers.

Rogers, E. M., (1986), Communication Technology: The New Media in Society, New York, The Free Press (MacMillan, Inc.).

Runyon, K. E., (1979), Advertising and the Practice of Marketing, Columbus, OH, Charles E. Merrill.

Schrank, J., (1986), Understanding Mass Media, Lincolnwood, IL, National Textbook Company.

Seymour, R. D., J. R. Ritz & F. A. Clodhessy (1987), Exploring Communications, South Holland, IL, Goodheart-Willcox, Inc.

Stevenson, J., (1985), Telecommunications, Morristown, NJ, Silver Burdett Company.

Weinstein, B., (1984), Breaking Into Communications, New York, Arco Publishing.

MODULE: 6 : Producing Mass Communication Products

LENGTH: 20 DAYS Communication CLUSTER

Typically, all communication materials or services are designed for a group of individuals known as an audience. These people receive the messages transmitted toward them from the source. An audience, whether a single person or a global following, should benefit from the ideas or messages sent to them by the sender. The production of these messages is a vital process in the activity we call human communication.

Mass communication products and services are those exchanges involving sending information to large audiences. They may include broadcast messages (by radio waves), published words and/or pictures, or be transmitted by any of numerous related media. Therefore, an introduction of specific production techniques could be quite lengthy. This is evident when one considers that all the following are examples of major production activities in the field of mass communication:

1. recording
2. developing/printing
3. editing
4. finishing
5. publishing
6. processing
7. other.

The time structured under this module (20 class days) permits the student workers to complete the production work for their enterprise. In addition to the laboratory activities, the instructor must also be sure the company is functioning properly (i.e., all managerial responsibilities are being followed as planned). Often, the critical (and exciting) segments of production overshadow important elements of the "mock" company. Control and guidance of the organization is essential to student understanding and safety during the production process.

By the end of this module, the product or service should be complete. If the production includes a final product (book, tape, etc.), the packaging should be complete as well. For major services, the customer should be satisfied with the results of the company's programs (completed advertisements, delivery of information, processed data/figures, etc.). However, most promotional and marketing efforts are separate and are therefore found in the next module.

OBJECTIVES

At the end of this learning module, the students should be able to:

1. Complete a variety of mass communication products or services by the appropriate technical means.

2. Organize the necessary equipment and materials to produce several mass communication messages.

3. Practice in using equipment and facilities similar to actual communication industries.

4. Develop skills in creating useful products or services that communicate ideas or information to large segments of society.

CALENDAR

DAY	ACTIVITY
1-18	Production of the company's product or service.
19-20	Wrap-up of production activities; return facility to original format, cleanup, etc.

DAY	ACTIVITY
1-18	"Company" operations to produce desired messages, services, or products. The students may be working in a: 1. laboratory 2. graphic arts room 3. broadcasting booth 4. recording studio 5. design studio 6. darkroom 7. mixing studio 8. other. Also, complete normal day-to-day affairs of the company (as required of each member of the class/firm).
19-20	Postproduction activities: cleanup, returning rooms or facilities to their original layout, disassembly of stage or laboratory equipment.

TEXTBOOKS

Certain sections in these textbooks and reference materials describe the various activities associated with producing a communications product or service:

Bittner, J. R., (1985), Broadcasting and Telecommunication (2nd Ed.), Englewood Cliffs, NJ, Prentice-Hall, Inc.

Bittner, J. R., (1980), Mass Communication: An Introduction (2nd Ed.), Englewood, NJ, Prentice-Hall, Inc.

Black, J., & F. C. Whitney (1983), Introduction to Mass Communication, Dubuque, IA, William C. Brown Publishers.

Gamble, M. W., & T. K. Gamble (1986), Introducing Mass Communication, New York, McGraw-Hill Book Co.

Gross, L. S., (1983), Telecommunications: An Introduction to Radio, Television, and the Developing Media, Dubuque, IA, William C. Brown Publishers.

Jones, R. E., & J. L. Robb (1986), Discovering Technology: Communication, Orlando, FL, Harcourt Brace Jovanovich, Publishers.

Rapaport, S. D., (1984), How to Make and Sell Your Own Records, Tiburon, CA, The Headlands Press.

Seymour, R. D., J. R. Ritz & F. A. Cloghessy (1987), Exploring Communications, South Holland, IL, Goodheart-Willcox, Inc.

Weinstein, B., (1984), Breaking Into Communications, New York, Arco Publishing.

MODULE: 7 : Delivering/Marketing the Product

LENGTH: 5 DAYS Communication CLUSTER

This module concludes the business activities of the student communications enterprise. Among the major focus in the unit is the post-production, distribution, and marketing of various mass communication products and/or services. The term "delivery" in mass media involves all or part of the following:

1. broadcasting (over the airwaves or along cable lines)
2. finishing of graphic materials
3. post-production work on films
4. transmitted messages or information
5. placing recorded messages in storage
6. transporting media to other sites
7. all marketing/distribution procedures
8. other.

Obviously, this list reflects a large variety of media and the resultant products or services. The general purpose of this module is to accomplish those activities necessary to finalize the model mass communication unit. The structure of this wrap-up unit is somewhat flexible; class time should be organized around individual company needs/requirements. Upon delivery of the final product, the communications enterprise will be dissolved.

In addition, several days have been included at the end of the module which provide for student evaluation of any of the following:

1. student/manager performance
2. company progress
3. final presentations to other audiences
4. other.

Consult the presentation outline for a tentative list of concluding activities.

OBJECTIVES

At the end of this learning module, the students should be able to:

1. Discover methods of delivering communication products or services to a mass audience.

2. Explain the methods of marketing mass communication products or services.

3. Become familiar with the technical means used to transmit information via the mass media.

4. Create promotional materials for a simple mass communication industry.

5. Understand how to terminate a corporation or similar communications enterprise.

CALENDAR

DAY	ACTIVITY
1-5	Perform all necessary tasks to deliver the mass communication product/service to the marketplace. Laboratory time is schedule here to adequately complete this distribution activity before termination of the communications organization.

DAY	ACTIVITY
0	The delivery of mass communication products and services is an important final step in the process of communication technology. Frequently, very valuable items are produced only to be left in a warehouse, not broadcast over the airways, or ignored by an audience. Therefore, great attention is required by both the instructor and the students at this time. The activities included in marketing various communication media are just as critical. Depending upon the media, the time required will vary from zero days to weeks. A period of three class days has been devoted to this part of the module.
1-5	The instructor should over-see the delivery of the various products or services produced. This includes all efforts to transmit and market the items. Students will also be in the final stages of their individual managerial positions so time must be arranged for these tasks. Conclude the enterprise activity with a meeting (like an annual stockholders meeting) or review session.

BIBLIOGRAPHY

TEXTBOOKS

Various sections in these texts and reference books describe the types of activities associated with marketing and/or distributing a communications product or service.

Bittner, J. R., (1985), Broadcasting and Telecommunication (2nd Ed.), Englewood Cliffs, NJ, Prentice-Hall, Inc.

Gamble, M. W., & T. K. Gamble (1986), Introducing Mass Communication, New York, McGraw-Hill Book Co.

Gross, L. S., (1983), Telecommunications: An Introduction to Radio, Television, and the Developing Media, Dubuque, IA, William C. Brown Publishers.

Jones, R. E., & J. L. Robb (1986), Discovering Technology: Communication, Orlando, FL, Harcourt Brace Jovanovich, Publishers.

Marchand, D. A., & F. Ww. Horton, Jr., (1986), Infotrends: Profiting from Your Information Resources, New York, John Wiley & Sons.

Rapaport, S. D., (1984), How to Make and Sell Your Own Records, Tiburon, CA, The Headlands Press.

Seymour, R. D., J. R. Ritz & F. A. Cloghessy (1987), Exploring Communications, South Holland, IL, Goodheart-Willcox, Inc.

Weinstein, B., (1984), Breaking Into Communications, New York, Arco Publishing.

Wright, R. T., (1986), Manufacturing (2nd Ed.), South Holland, IL, Goodheart-Willcox, Inc.

MODULE: 8 : Mass Communications and Society

LENGTH: 5 DAYS Communication CLUSTER

With the rapid improvement in modern communication systems, our world seems to shrink in size! We are now able to talk to others around the globe by regular telephone service. At the same time, we think nothing of watching live shows from foreign lands. Through modern electronic banking services, we can now deposit or withdraw funds from a home account at nearly every banking machine in the country. All in all, the technical communication systems which are common in today's world were once considered impossible. Yet our students must be prepared for a world where emerging technologies are a way of life. Hopefully they will also be prepared to understand these new marvels.

Imagine what our grandparents must think of fiber optics, computers, satellite TV, and mobile cellular telephones. They grew up in a time when covered wagons were real and lasers were fiction. For that matter, today's students have never known a time when we did not have calculators, color TV, and AM/FM radios.

As the last unit in this course, we have included a module that reviews the current communication technologies and attempts to let students look at the trends in the field. Based on the time available at the end of the enterprise, this module outlines several laboratory activities which highlight the impacts of mass communication technology today and tomorrow. Hopefully, it will challenge students to think about the world of the future and what technical systems will control their lives.

From an instructional viewpoint, the content in this module is important to wrapping up the study of mass communication systems. However, some flexibility should be displayed by the teacher. The exact length (of class time) necessary for an enterprise often varies so, this unit may be expanded to fill the available days. Conversely, it is not recommended that the unit be dropped from the curriculum if time becomes too short. This module is critical to the study of mass communication technology.

To accomplish the goals of the module, a variety of activities is suggested and the instructor may select the one(s) which are practical for the class schedule, students, and facilities. Several recent programs (videotapes of educational TV shows, instructional media, etc.) may be identified by the teacher as well. Again, select materials which support the content of the unit.

OBJECTIVES

At the end of this learning module, the students should be able to:

1. Become more aware of the impacts of communication technology systems.
2. Perform research activities related to information technology.
3. Develop and practice communication skills using various equipment and technical systems.
4. Explain possible alternatives in future communication technologies.

CALENDAR

DAY	ACTIVITY
1	Identify a recent trend in an area mass communication system and prepare an illustrated talk on the topic. Develop several student activities to support the material and explain the assignment to the students.
2-4	Student laboratory time to complete assignments.
5	Student presentations of developed activities.

DAY	ACTIVITY
1	The instructor should select an activity involving an emerging mass communication technology. Examples are listed below; identify one or more topics and present a short illustrated talk on the system. Then organize the students into small teams and assign a laboratory activity to each group. Note: A formal presentation to the class will be expected on the last day of this unit. Select one (or more) activities: 1. Give a brief summary on how today's telephones operate. Explain the limitations in size, operation, etc. Then have students design (on paper or complete mock-up) what they think will be the telephone of the future. This may be a portable modem, one with a picture screen, etc. 2. Explain the basics of satellite telecommunication systems and have the class complete models of communication satellites and ground stations. Add a tour of a local receiving station (home unit, area TV station, etc.). 3. Prepare a unit on fiber optics. Have a representative from the local telephone company explain this technology. Then research and build a small fiber optic network "on a bench top." 4. Research the area of "supercomputers" and describe this technology. Organize a unit where students prepare a group report on large, modern computer systems. 5. Many others...
2-4	Provide laboratory time to complete the student work.
5	Class presentations of the developed materials, reports, models, etc.

BIBLIOGRAPHY

TEXTBOOKS

The recommended textbook for this course is listed below with the appropriate chapters and pages for this module:

Schrank, J., (1986), Understanding Mass Media (3rd Ed.), Lincolnwood, IL, National Textbook Co., (Chapter 12; pp. 278-310).

Among the other textbooks and reference materials for this module include the following:

Cannon, D. L., & Luecke, G., (1980), Understanding Communications Systems, Ft. Worth, TX, Radio Shack (Texas Instruments Learning Center).

Chorafas, D. N., (1984), Telephony: Today and Tomorrow, Englewood Cliffs, NJ, Prentice-Hall, Inc.

Cornish, E., (Ed.), (1983), Communications Tomorrow: The Coming of the Information Society, Bethesda, MD, World Future Society.

Dordick, H. S., (1986), Understanding Modern Telecommunications, New York, McGraw-Hill Book Co., Inc.

DuVall, J. B., G. R. Maughan & E. G. Berger (1981), Getting the Message: The Technology of Communication, Worcester, MA, Davis Publications.

Forester, T., (Ed.), (1985), The Information Technology Revolution, Cambridge, MA, The MIT Press.

Forester, T., (Ed.), (1981), The Microelectronics Revolution, Cambridge, MA, The MIT Press.

Hurly, P., M. Laught & D. Hlynka (1985), The Videotext and Teletext Handbook, New York, Harper & Row, Publishers.

Long, M., & J. Keating (1983), The World of Satellite Television, Summertown, TN, The Book Publishing Co.

Jones, R. E., & J. L. Robb (1986), Discovering Technology: Communication, Orlando, FL, Harcourt Bract Jovanovich, Publishers.

Marchand, D. A., & F. W. Horton, Jr., (1986), Infotrends: Profiting from Your Information Resources, New York, John Wiley & Sons.

Marsh, K., (1982), The Way the New Technology Works, New York, Fireside Books (Simon & Schuster).

Rogers, E. M., (1986), Communication Technology: The New Media in Society, New York, The Free Press (MacMillan, Inc.).

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TEXTBOOKS

Seymour, R. D., J. R. Ritz & F. A. Cloghessy (1987), Exploring Communications, South Holland, IL, Goodheart-Willcox, Inc.

Stevenson, J., (1985), Telecommunications, Morristown, NJ, Silver Burdett Co.

Williams, F., (1983), The Communications Revolution (Rev. Ed.), New York, New American Library (Mentor Books).

APPENDIX

Among the best resources for information and ideas to develop student activities to support the module include the following:

MAGAZINES

The Futurist Magazine (various issues)
World Future Society
4916 St. Elmo Avenue
Bethesda, Maryland 20814

High Technology Magazine
High Technology Publishing Corporation
P. O. Box 2810
Boulder, CO 80322

National Geographic (Oct. 1982; Sept. 1983; March 1984)

Orbit, Home Satellite TV, etc., (various issues)

The Technology Teacher (various issues)

FILMS/MEDIA

American Telephone and Telegraph
Public Relations Office
10 South Canal Street
Chicago, IL 60606

Bell Telephone Film Library
1915 Market Street
Philadelphia, PA 19102

IBM Film Library
4705-F Bakers Ferry Road, SW
Atlanta, GA 30336

Illinois Bell Film Library
225 West Randolph
Chicago, IL 60606 1-800-972-5069

International Telecommunications Satellite
Organization (INTELSAT)
Washington, D. C.

Modern Talking Picture Service
Film Scheduling Center
5000 Park Street North
St. Petersburg, FL 33709

NASA Lewis Research Center
Film Comm.
108 West Grand Avenue
Chicago, IL 60610

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* 8 COPIES of ALL publications to be sent to Education Information Services, Media and Technology Services, Department of Public Instruction. Includes distribution of copies to SDPI Archives (1); ERIC (2); NC State Library, designated depository libraries, and Library of Congress (5).