Converging Media

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Download additional sample chapters for
Converging Media: An Introduction to Mass Communication
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A unique perspective on how digitization has changed the way we look at and understand today’s media.

“This textbook is definitely written with an introductory course in mind. It is eminently readable and it provides basic introductory information in simple and respectful language and in an interesting, accessible manner.”

Steven Keeler, Cayuga College

Converging Media: An Introduction to Mass Communication
John Pavlik & Shawn McIntosh

- Reflects the fundamental changes that digital technologies have made in the way people get their news and entertainment and conduct media commerce.

- Asserts that new technologies have had no less of a profound effect on mass media than the printing press did in its day. As a result, Converging Media stands out from the competition with its unique content and integrated coverage of digital technologies.
What makes your approach unique?

Today there is a huge generational gap in how people of different ages use and understand media. On the one hand, there is the generation that grew up with traditional mass media — people that as adults became aware of and started using computers and digital media. For the most part, they still perceive computers with some trepidation. On the other hand, there is the generation that has grown up with interactive, digital media such as computers and video games. They use the media very differently than the first generation. This book brings these two groups together by explaining how mass communication is changing in today’s digital media world while it highlights basic principles and elements of digital media and the Internet within a mass communication context.

How is the text organized?

Rather than treating digital media as a wholly separate media type, we intertwine it with the traditional media types still currently being used, showing how they have been changed and will continue to change in a digital, online environment. We also examine digital media on its own and show the promises and pitfalls it has for mass communication. Newspapers, magazines, books, television, movies, and music will still be around in their current forms for some time, although digitization is in some ways subtly changing how they are being used and will continue to do so. Professors should be able to integrate the material easily into existing syllabi, although of course different aspects of a typical introductory course will have to be changed to accommodate digital media and the changes it is bringing.

How has digitization changed the way Introductory Mass Communication is taught on college campuses today?

Today’s college students have a very different view of media and mass communication than students even 10 years ago. Many of today’s students think nothing of downloading songs or other media and burning them to a CD or other device, or creating a website and posting pictures on the website, for example. This multi-tasking in the digital environment is changing how they perceive and use media.

Although today’s students may not see themselves as such, they are at the forefront of a media revolution that is shifting the balance of power from established media organizations to the general public, and that public is more active, selective and in some ways more media-savvy than previous generations.

How and why did you choose the themes that structure the textbook? How do you feel they distinguish your textbook from competing texts in this area?

The convergence of computing, telecommunication, and media in a digital environment is really the driving force behind this ongoing transformation in mass communication and media. Within this framework, there are numerous areas that can be emphasized, and we take what may at first seem to be some unorthodox approaches in part of the book. For example, discussions regarding the RIAA and the Napster case may seem to go naturally in a chapter on music recordings, or perhaps entertainment. However, that is ignoring the larger issue of what makes this case so important — the fact that digital media, being made of bits rather than atoms, is easy and cheap to reproduce, and the Internet likewise makes it easy and cheap to distribute to a mass audience. The crux of the issue is about distribution, although issues of intellectual property, traditional distribution channels becoming obsolete, and technological limitations also come into play. After all, the public isn’t really doing anything different than when they would record an LP to a cassette and give that to friends, they’re just doing it far more efficiently and their “friends” are now millions of other people worldwide.
After introducing some of the most fundamental principles of convergence and digitization, we cover the traditional media in a more or less standard way, although we discuss digitization in a context of historical media forces that began with the printing press. Three chapters in the middle of the book really set Converging Media apart from other books in the field, however. These cover media storage, user interface, and media distribution. At first glance, these may seem like they belong in a media and technology textbook, but we show that because of convergence, they are integral introductory issues in understanding how digital media has developed and how it will continue to evolve and affect our media environment.

What do you hope students will get out of Converging Media?

We hope that students will have a sense of how important it is for people in today’s media environment to be media literate in all senses of the word—to understand not only how types of content may affect their perceptions of the world, but how economic and societal forces may also shape the media content and how the technology will affect their media environment as well. Because young people are at the vanguard of this revolution that will take many years to fully unfold, it is important for them to comprehend the larger forces at work in the media environment in which they exist. This way they will be better able to critically analyze what events may be detrimental to the development of digital media as the mass communication environment changes. We would be happy if students, when reading some news about media, are able to apply what they learned in Converging Media and understand that it is not some bewildering, disconnected event, but is an event set within a larger context that they can make sense about.

Meet the Authors

John Pavlik

Dr. John Pavlik is professor and chair of the Department of Journalism and Media Studies at the School of Communication, Information and Library Studies, Rutgers University. He is the former executive director of The Center for New Media at the Columbia University Graduate School of Journalism, where he was also a professor. Pavlik has taught a variety of courses on journalism, media, technology and society. At Rutgers, his courses include Research Foundations and Media Studies: Theory and Practice. At Columbia, he taught advanced news reporting and storytelling courses, including Exploring New Media and The News Lab. Pavlik is the author of numerous scholarly and professional publications, including articles and books on new media technology, journalism, and health communication. Pavlik earned his Ph. D. in mass communication from the University of Minnesota and is a 1978 graduate of the School of Journalism and Mass Communication at the University of Wisconsin at Madison. John lives with his wife, Jackie, and daughters, Tristan and Orianna.

Shawn McIntosh

Shawn McIntosh is an adjunct faculty member at Iona College, where he teaches online journalism, Web site publishing, and feature writing; and Columbia University's School of Continuing Education, where he teaches digital communication. McIntosh worked as an editor and freelance writer for 10 years in London and Tokyo, writing for various newspapers and magazines in the UK, U.S., and Japan, as well as founding and publishing a bilingual quarterly travel and general interest magazine in Tokyo. McIntosh co-founded and is editorial director of the non-profit organization Netgraf, which through its Web site, www.Netgraf.org, examines issues and trends related to online journalism and online journalism education. A graduate of the Columbia University Graduate School of Journalism with a concentration in new media, he is currently a doctoral student in media studies at Rutgers University.
A unique perspective on how digitization has changed the way we look at and understand today’s media.

Opening Vignettes with related photo connects the new-media theme to the chapter content in a student-friendly way.

“The vignettes, summary, discussion questions, and boxes with profiles of innovators or approaches to critical thinking are wonderful supplements to the text.”

Jean Trumbo, University of Missouri-Columbia
End-of-chapter summaries provide students with a helpful study tool that reinforces their understanding of the material. This tool relates directly back to the Objectives found at the beginning of the chapter.

Chapter Objectives provide students a framework within which to read and organize the chapter material.

Key terms found in the margins act as a glossary that familiarizes students with important concepts in the chapter.

Review/Thinking Questions equip students with the opportunity to think critically about the material they just read and to deepen their understanding of that material.

Weblinks features in every chapter contain additional material not included in the book and links with references to URLs in each chapter.

“I agree with the authors’ organization and approach to the course. I have yet to see a text that tackles convergence as a theme and I am very pleased to see that Pavlik and McIntosh are doing that. I believe that the theme has been successfully carried out throughout the chapters I reviewed.”

Colin Gramatzky, New Mexico State University
The **boxed feature program** offers examples and applications of key media issues from the digital perspective and helps students retain knowledge.

**Media Future** discusses trends likely to affect the future of media.

**Media Technology** looks at how technology works and defines important technological concepts in media. Important but complex technological discussions are taken out of the main text for closer examination.
Media Inventors and Innovators tells the stories and discusses the impact of individuals in the media.

Real World Media Ethics Dilemmas present ethical issues and questions for students to consider and discuss.

Media Spotlight discusses media organizations or anecdotes and technology as well as social issues involving media.
Media Quiz provides several questions to measure the students’ media or tech savviness and spark an interest. Answers to the quiz questions are provided at the end of each chapter.

Media Timeline outlines a list of dates and media events to provide historical context.
Outstanding support materials ensure student success!

VideoWorkshop for Intro Mass Communication
www.ablongman.com/videoworkshop
Our complete program includes quality video clips from Conus and ABC television on an easy-to-use CD-ROM, plus a Student Learning Guide and an Instructor’s Teaching Guide—both with textbook-specific Correlation Grids. The result? A program that brings media literacy to life with ease and that helps your students understand, analyze, and apply the objectives of the course.

Instructor’s Manual
Includes a wealth of resources including chapter summaries, lecture outlines, learning objectives, key terms and definitions, and discussion questions.

Test Bank
Contains multiple choice, true/false, and essay questions to help the instructors accurately assess their students’ mastery of the material.

TestGen EQ Computerized Test Bank
This user-friendly interface enables instructors to view, edit, and add questions, transfer questions to tests, and print tests in a variety of fonts. Search and sort features allow instructors to locate questions quickly and arrange them in a preferred order.

Text-Specific PowerPoint™
www.ablongman.com/ppt
Consists of a collection of lecture outlines and graphic images keyed to every chapter in the text.

Companion Website with Online Practice Tests
www.ablongman.com/pavlik
Includes test questions, self-study questions, and PowerPoint™ slide presentations of each chapter to provide a framework for teaching the course. All weblinks mentioned in the text appear within their chapters along with additional links. Periodic updates will be added to each chapter online, highlighting major changes in such areas as media ownership, technology changes and trends, or news on notable figures mentioned in the chapter.

Interactive Video
Contains video clips specifically designed to illustrate many of the concepts and issues in the course. Accompanied by a User’s Guide that helps instructors integrate video clips into class discussion.

Media Literacy Guide by Carmode
Activity guide that encourages students to use critical thinking skills to better understand how the media affects each of us.

Allyn & Bacon Mass Communication Video Library
This collection of communication videos is produced by Film for the Humanities and Sciences. Topics include, but are not limited to, Media Rights & Responsibilities, Ethics, Advertising, and Global Media.

Blockbuster Video Guide for Mass Communication
This guide assists teachers using film and video in class to convey basic media concepts. Popular movies suggestions and descriptions are also included.

iSearch for Mass Communication with access to ContentSelect
Research Navigator
www.ablongman.com/researchnavigator
Research Navigator™ provides students with extensive help during the research process. Three exclusive databases, including the EBSCO Academic Journal and Abstract Database, New York Times Search by Subject Archive, and “Best of the Web” Link Library, offer credible and reliable source material from which to draw information.

Allyn & Bacon Communication Digital Media Archive, Version 2.0
The Digital Media Archive CD-ROM contains electronic images of charts, graphs, maps, tables, and figures, along with media elements such as video, audio clips, and related web links. (Windows and Mac)

Communication Tutor Center
www.aw.com/tutorcenter
Provides students free, one-on-one, interactive tutoring from qualified communication instructors on all material in the text. The Tutor Center offers help with major communication principles as well as methods for study. Tutoring assistance is available by phone, fax, Internet and email during Tutor Center hours.

E-book
The entire text is available in PDF format on a CD-ROM on demand.

Some items are available to qualified adopters and restrictions may apply.
“Your book has a very up-to-date, contemporary feel to it. I think the students would really embrace this. I’m usually in that ‘Oh, not another Mass Media text’ category, but this one is different.”
Max Utsler, University of Kansas

“I believe the format is adequate—and almost necessary—for students of today who have not known any other type of communication than a converged one.”
Steven Chappell, Truman State University

“I would be very interested in this book. I really like the theme and it is about time for a text to catch up with the ever-changing media landscape.”
Colin Gramatzky, New Mexico State University

“I applaud the emphasis on media literacy in this text. I find that traditionally-aged students are in great need of media literacy education. Putting this section early in the text provides students with a context for understanding the media they will see and hear throughout the rest of the semester.”
Steven Keeler, Cayuga College

“I applaud the approach of this textbook. I would agree that mass media courses and their accompanying textbooks should pay much more attention to convergence and to the growing influence of computing and the Internet. I would also agree that given your theme, the book is effectively organized. The authors have a clear understanding of the elements of new media.”
Steven Keeler, Cayuga College

“The book is nicely organized to address the changes in technologies as well as content delivery.”
Jean Trumbo, University of Missouri-Columbia

“I am excited to see a thoroughly written introductory book that treats digital technology as having the potential for social impact. The juxtaposition of analog versus digital technology works well.”
Mark Braun, Gustavus Adolphus College

“I absolutely agree with the authors’ use of convergence as the central theme for use in this textbook.”
Jeremy Harris Lipschultz, University of Nebraska-Omaha
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