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Кафедра иностранных языков

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INTRODUCTION INTO MASS COMMUNICATION

**Пособие для студентов
факультета международных отношений
специальности “ЖУРНАЛИСТИКА”**

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INTRODUCTION INTO MASS COMMUNICATION
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Пособие является второй частью сборника под общим названием
“Mass Media Communication”. Включает статьи обучающего и
информационного характера с упражнениями, развивающими навыки
речи по специальности.

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CHAPTER 1

THE ROLE OF MASS COMMUNICATION

TEXT 1

Maybe the best way to appreciate the role that mass communication plays in our society would be to imagine what it would be like if, all of a sudden, the whole system never existed. How would we find out what was on sale at the local supermarket? How would we know what songs are most popular? How would we know Cher's current love interest? (Would there be a Cher?) How could we find out what was happening in the Middle East? How would we find out the real story behind the resignation of a prominent cabinet member? How could we avoid the traffic jams during rush hour? How would we spend our evenings? Obviously, the mass media are a pervasive part of our life. Just how pervasive might become clear if we charted the various functions the media perform for us. Before we do this, however, we need to realize that different media have different primary uses. Not many people, for example, listen to records to find out the latest news. Even fewer people read the newspaper while driving their cars. Moreover, different groups of people make use of the same mass media content for different reasons. History professors, for example, might read articles in scholarly journals in order to keep up with their profession. Others who pursue history as a hobby might read the same journals in order to relax and be diverted from their normal routine.

One more qualification needs to be mentioned before we begin examining the functions and uses of mass communication. It is possible to conduct this analysis on at least two different levels. On the one hand, we could take the perspective of a sociologist and look through a wide-angle lens and consider the functions performed by the mass media for the entire society (this approach is sometimes called macro-analysis).

This viewpoint focuses on the apparent intention of the mass communicator and emphasizes the manifest purpose inherent in the media content. On the other hand, we could look through a close-up lens at the individual receivers of the content, the audience, and ask them to report how

they use mass media (this approach is called microanalysis). Sometimes the end results of these two methods are similar in that the consumer uses the content in the way that the source intended. Sometimes they are not similar, and the consumer uses the media in a way not anticipated by the mass communicator. Let's begin our analysis by using the wide-angle lens.

In the 1940s and 1950s, general interest mass circulation magazines, such as Life, Look, and Colliery were popular. Today Reader's Digest, the most widely read general interest magazine, is down from its all-time high of 18.4 million readers in 1977 to about 16 million in 1991. TV Guide lost about four million readers in the same period. In 1960, about 75 percent of the adult population, read a newspaper. In 1990, that figure was down to about 55 percent.

What we are seeing is the "fractionalization" or "segmentation" of the mass media audience. What are the forces behind this fundamental change? First, today's audiences are different. There has been an increase in one-parent families. A record number of women are now working outside the home. In many households both the husband and wife bring home paychecks. Time has become a scarce commodity and much of it is devoted to commuting, working, and child – raising. This entire means less time devoted to the media, and when audience members do spend time with the media, they look for content geared to their own special interests. Secondly, the emergence of new media such as VCRs, cable TV, computers, and direct broadcast satellites has given today's consumers more media to choose from. Consequently, the audience for any one media vehicle is divided into smaller and smaller segments.

Finally, manufacturers and service organizations have turned from mass to target marketing as they discovered that it was more efficient and ultimately more profitable to concentrate on well-defined consumer groups instead of the mass audience ("niche- picking" as some have called it). This has led to an era where Americans now have more choices than ever before.

Does all this mean that mass communication no longer is a meaningful term? Well, not quite yet. In the first place, the definition of mass communication given earlier still applies to the current situation. Complex organizations still use machines to transmit public messages aimed at large, heterogeneous, and scattered audiences. Of course, the audiences reached by mass media are becoming smaller and more specialized, but they are still large (even a flop TV show can reach four million households), scattered, and heterogeneous enough to qualify as mass communication. Secondly, a large number of the audience. Nonetheless, the potential is still there for the right message in the right medium to transcend the limits of specialized content and

to attract a mass audience in the broadest sense of the term. This has happened, for example, with Roots, the farewell episode of M*A*S*H, The Cosby Show, Star Wars, Home Alone, and coverage of the opening hostilities of the Gulf War. And who knows, perhaps with the right formula a new mass-appeal magazine might just catch on.

Assignments

1. *Translate the sentences into Russian*

1. Maybe the best way to appreciate the role that mass communication plays in our society would be to imagine what it would be like if, all of a sudden, the whole system never existed.

2. Obviously, the mass media are a pervasive part of our life. Just how pervasive might become clear if we charted the various functions the media perform for us.

3. On the one hand, we could take the perspective of a sociologist and look through a wide-angle lens and consider the functions performed by the mass media for the entire society (this approach is sometimes called macro-analysis).

4. On the other hand, we could look through a close-up lens at the individual receivers of the content, the audience, and ask them to report how they use mass media (this approach is called microanalysis).

5. Sometimes the end results of these two methods are similar in that the consumer uses the content in the way that the source intended. Sometimes they are not similar, and the consumer uses the media in a way not anticipated by the mass communicator.

6. What we are seeing is the "fractionalization" or "segmentation" of the mass media audience. What are the forces behind this fundamental change? First, today's audiences are different. There has been an increase in one-parent families.

7. Time has become a scarce commodity and much of it is devoted to commuting, working, and child-raising. This entire means less time devoted to the media, and when audience members do spend time with the media, they look for content geared to their own special interests.

8. Secondly, the emergence of new media such as VCRs, cable TV, computers, and direct broadcast satellites has given today's consumers more media to choose from. Consequently, the audience for any one media vehicle is divided into smaller and smaller segments.

9. Manufacturers and service organizations have turned from mass to target marketing as they discovered that it was more efficient and ultimately

more profitable to concentrate on well-defined consumer groups instead of the mass audience (“niche- picking” as some have called it).

10. Complex organizations still use machines to transmit public messages aimed at large, heterogeneous, and scattered audiences. Of course, the audiences reached by mass media are becoming smaller and more specialized, but they are still large (even a flop TV show can reach four million households), scattered, and heterogeneous enough to qualify as mass communication.

2. Complete the sentences

1. Time has become a scarce commodity and
2. Secondly, the emergence of new media such as VCRs, cable TV, computers, and... .
3. Sometimes the end results of these two methods are similar in that
4. Complex organizations still use machines
5. Maybe the best way to appreciate the role that mass communication plays in our society would be
6. Finally, manufacturers and service organizations have turned from mass to target marketing as they discovered that it was more
7. Sometimes the end results of these two methods are similar in that
8. On the one hand, we could take the perspective of a sociologist and look through
9. Obviously, the mass media are a pervasive part of our life. Just how
10. All this means less time devoted to the media, and when audience members

3. Make up a short summary of the text, using the following words and expressions

1. appreciate the role that mass communication plays
2. a pervasive part of our life
3. look through a wide-angle lens
4. look through a close-up lens
5. turn from mass to target marketing

4. Make up the key questions on the text. Make use of the prompts

1. various functions the media perform
2. macro-analysis
3. micro-analysis

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Очевидно, что СМК стали неотъемлемой частью нашей жизни. Насколько неотъемлемой, мы сможем понять, если разберем функции, которые выполняют СМК.

2. Давайте рассмотрим проблему с точки зрения социологии и посмотрим на СМК под широким углом зрения.

3. Подход к вопросу о СМК, называемый микроанализом, рассматривает их под близким углом зрения.

4. То, что мы видим сегодня – это разделение аудитории СМК. Сегодняшняя аудитория разнообразна. Возросло число неполных семей.

5. Время стало непозволительной роскошью, и большая его часть уходит на дорогу до работы, на саму работу и на воспитание детей. Все это означает меньшее время, уделяемое СМК.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part

10. Summarize the text

CHAPTER 2

MASS COMMUNICATION MEDIA

TEXT 1

DEFINING MASS MEDIA

In the broadest sense of the word, a medium is the channel that travels from the source to the receiver (“medium” is singular; “media” is plural). Thus, in our discussion, we have pointed to sound and light waves as media of communication.

When we talk about mass communication, we also need channels to carry messages. Mass media use these channels to carry the message. Our definition of a mass medium will include not only the mechanical devices that transmit and sometimes store the message, but also the institutions that use these machines to transmit messages. When we talk about the mass media of television, radio, newspapers, magazines, sound recording, and film, we will be referring to the people, the policies, the organizations, and the technology that go into producing mass communication. A media vehicle is a single component of the mass media, such as a newspaper, radio station, TV network, magazine, etc.

There exist seven different mass media: radio, television, film, book publishing, sound recording, newspapers, and magazine; Of course, these seven are not the only mass media that exist. If we choose, we might also include comic books, posters, direct mail, matchbooks, and buttons in our discussion. But these seven tend to be the ones that have the largest audiences, employ the most people, and have the greatest impact. They are also the ones with which most of us are familiar.

The last two decades have seen a basic change in the mass communication process: it’s gotten less mass and more selective.

Assignments

1. Translate the sentences into Russian

1. In the broadest sense of the word, a medium is the channel that travels from the source to the receiver (“medium” is singular; media is plural). Thus,

in our discussion, we have pointed to sound and light waves as media of communication.

2. When we talk about mass communication, we also need channels to carry messages.

Mass media use these channels to carry the message. Our definition of a mass medium will include not only the mechanical devices that transmit and sometimes store the message, but also the institutions that use these machines to transmit messages.

3. When we talk about the mass media of television, radio, newspapers, magazines, sound recording, and film, we will be referring to the people, the policies, the organizations, and the technology that go into producing mass communication. A media vehicle is a single component of the mass media, such as a newspaper, radio station, TV network, magazine, etc.

4. There exist seven different mass media: radio, television, film, book publishing, sound recording, newspapers, and magazine; Of course, these seven are not the only mass media that exist. If we choose, we might also include comic books, posters, direct mail, matchbooks, and buttons in our discussion.

5. The last two decades have seen a basic change in the mass communication process : it’s gotten less mass and more selective.

2. Complete the sentences

1. The last two ... : it’s gotten less mass and more selective.

2. If we choose,

3. . A media ... , such as a newspaper, radio station, TV network, magazine, etc.

4. There ... : radio, television, film, book publishing, sound recording, newspapers, and magazine.

5. Mass media use

6. Our definition of a mass medium will include not only the mechanical devices

7. In the broadest sense of the word, a medium

8. Thus, in our discussion, we have pointed to

3. Make up a short summary of the text, using the following words and expressions

1. medium

2. channel

3. from the source to the receiver

4. media of communication

5. transmit and store the message

4. Make up the key questions on the text. Make use of the prompts

1. a medium is the channel that travels from the source to the receiver
2. mechanical devices that transmit and sometimes store the message
3. the institutions that use these machines to transmit messages

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Существуют семь типов СМИ: радио, телевидение, кино, книгоиздание, звукозапись, газеты и журналы. Конечно же, это не единственные СМИ, ныне существующие. Необходимо также включить сюда комиксы, плакаты, корреспонденцию, книги для раскрашивания и значки.

2. За последние два десятилетия СМИ очень сильно изменились, стали избирательные и менее массовые.

3. Необходимы средства для передачи информации, когда мы имеем в виду массовые коммуникации.

4. Средство передачи информации – это единичный компонент СМИ, такой, как газета, радиостанция, телевизионная сеть, журнал, и т.д.

5. Определение средства массовой информации включает не только механические устройства, передающие и хранящие переданную информацию, но и учреждения, которые используют данные механизмы для передачи информации.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part.

10. Summarize the text

TEXT 2

HOW PEOPLE USE THE MASS MEDIA

It is probably clear by now that statements made about the functions of mass communication in society could be paralleled by statements about how the media function at the level of the individual. Consequently, we are going to shift from our wide-angle lens to a close-up lens and focus on how the individual uses mass communication (in other words, we are moving from macro- to microanalysis). At the individual level, the functional approach is given the general name of the uses-and-gratifications model. In its simplest form, the uses-and-gratifications model posits that audience members have

certain needs or drives that are satisfied by using both nonmedia and media sources. This discussion will be concerned more with media-related sources of satisfaction. The actual needs satisfied by the media are called media gratifications.

Our knowledge of these uses and gratifications typically comes from surveys that have asked people a large number of questions about how they use the media. Several researchers have classified the various uses and gratifications into a fourfold category system:

- 1.cognition
- 2.diversion
- 3.social utility
- 4.withdrawal

We will examine each in turn.

Cognition

Cognition means the act of coming to know something. When a person uses a mass medium to obtain information about something, then he or she is using the medium in a cognitive way. Clearly, the individual's cognitive use of a medium is directly parallel to the surveillance function at the macro analytical level. At the individual level, however, researchers have noted that there are two different types of cognitive functions that are performed. One has to do with using the media to keep up with information on current events, while the other has to do with using the media to learn about things in general or things that relate to a person's general curiosity.

One of the types of cognition is awareness of current events. Many people use the media to become informed about breaking news, such as the 1991 fire – which swept through Oakland, California. To illustrate, several surveys have found that many people give the following reasons for using the media:

- I want to keep up with what the government is doing.
- I want to understand what is going on in the world.
- I want to know what political leaders are doing.

These reasons constitute the current-events type of cognitive gratification. At the same time, many people also report the following reasons for using mass media:

- I want to learn how to do things I've never done before.
- I want to satisfy my curiosity.
- The media make me want to learn more about things.
- The media give me ideas.

These statements illustrate the second type of cognition – using the media to satisfy a desire for general knowledge.

Psychologists and sociologists point out that using the media in this fashion seems to address a person's cognitive needs. These needs are related to strengthening our knowledge and understanding of the world we live in and are based to a certain extent on a desire to explore and master the surrounding environment. Thus the use of the media in this way is linked to the fulfillment of a basic human need.

Assignments

1. Translate the sentences into Russian

1. It is probably clear by now that statements made about the functions of mass communication in society could be paralleled by statements about how the media function at the level of the individual.

2. Consequently, we are going to shift from our wide-angle lens to a close-up lens and focus on how the individual uses mass communication (in other words, we are moving from macro- to microanalysis).

3. At the individual level, the functional approach is given the general name of the uses-and-gratifications model. In its simplest form, the uses-and-gratifications model posits that audience members have certain needs or drives that are satisfied by using both non-media and media sources.

4. This discussion will be concerned more with media-related sources of satisfaction. The actual needs satisfied by the media are called media gratifications.

5. Cognition means the act of coming to know something. When a person uses a mass medium to obtain information about something, then he or she is using the medium in a cognitive way. Clearly, the individual's cognitive use of a medium is directly parallel to the surveillance function at the macro analytical level.

6. At the individual level, however, researchers have noted that there are two different types of cognitive functions that are performed. One has to do with using the media to keep up with information on current events, while the other has to do with using the media to learn about things in general or things that relate to a person's general curiosity.

7. One of the types of cognition is awareness of current events. Many people use the media to become informed about breaking news, such as the 1991 fire – which swept through Oakland, California. To illustrate, several surveys have found that many people give the following reasons for using the media.

8. Psychologists and sociologists point out that using the media in this fashion seems to address a person's cognitive needs. These needs are related to strengthening our knowledge and understanding of the world we live in

and are based to a certain extent on a desire to explore and master the surrounding environment.

2. Complete the sentences

1. This discussion will be concerned more The actual needs

2. Psychologists and sociologists point out that using the media in this fashion seems to address a person's cognitive needs. These needs are related to

3. At the individual level, however, researchers have noted that there are two different types of cognitive functions that are performed. One

4. Cognition means the act of coming to know something. When a person

5. One of the types of cognition is

6. It is probably clear by now that statements

7. Consequently, we are going to shift from our

8. At the individual level,

9. Clearly, the individual's cognitive use of a medium

10. In its simplest form, the uses-and-gratifications

3. Make up a short summary of the text, using the following words and expressions

1. cognition

2. awareness of current events

3. use the media to satisfy a desire for general knowledge

4. address a person's cognitive needs

5. explore and master the surrounding environment

4. Make up the key questions on the text. Make use of the prompts

1. use the media to satisfy a desire for general knowledge

2. address a person's cognitive needs

3. explore and master the surrounding environment

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Психологи и социологи отмечают, что использование СМИ в этой роли необходимо для человеческого познания.

2. Эти утверждения иллюстрируют второй тип общения – применение СМИ для удовлетворения потребности всеобщего знания.

3. Познание означает узнать о чем-то. Если человек использует СМИ для получения информации, то он использует это средство в познавательных целях.

4. На индивидуальном уровне исследователи отмечают два типа познавательных функций: одна имеет дело со СМИ, постоянно

информирующими о текущих событиях; другая – когда через СМИ человек узнает что-то в общем, или о том, что удовлетворяет его любопытство.

5. Исследования показали, каковы способы применения СМИ и удовлетворяют ли они потребностям пользователей.

8. *Write an essay on the topic in class*

9. *Read and translate into Russian the text from the supplementary part*

10. *Summarize the text*

TEXT 3

DIVERSION

Another basic need of human beings is for diversion. Diversion can take many forms.

Some of these forms identified by researchers include (1) stimulation, or seeking relief from boredom or the routine activities of everyday life; (2) relaxation, or escape from the pressures and problems of day-to-day existence; and (3) emotional release of pent-up emotions and energy. Let's look at each of these gratifications in more detail.

STIMULATION

One thing that human beings cannot seem to cope with is boredom. In fact, when individuals are deprived of all external stimulation – a situation created by psychologists in studies dealing with sensory deprivation – the mind begins to hallucinate in order to create its own amusement. In less drastic circumstances, seeking emotional or intellectual stimulation seems an inherent motivation in a human being.

Psychologists, in fact, have labeled these activities “lucid behaviors” – play, recreation, and other forms of activity that seem to be performed to maintain a minimum level of intellectual activity. Several surveys have shown that many people report that they watch, read, or listen simply to pass the time. When there is nothing else to do, many individuals fill up their idle time with mass media content simply because it's better than being bored. For example, a good deal of listening to radio and record players occurs when people are alone and are seeking additional stimulation. At the same time, many parties with a lot of people present are characterized by loud music, which also represents an attempt to increase the level of stimulation normally

present. The media have taken advantage of this need to avoid boredom in many creative ways. Ted Turner has started an airport TV channel that beams news and commercials to passengers in airline terminals. Some airlines show CNN during long flights. Supermarkets have grocery carts with a video screen that displays the latest bargains. There are now special magazines that are distributed only to doctors' waiting rooms. Advertisements are now found on walls and the backs of stall doors in rest rooms.

RELAXATION

Too much stimulation, however, is undesirable. Psychological experiments have indicated that human beings are negatively affected by a condition called “sensory overload” in which too much information and stimulation are present in the environment. When faced with sensory overload, people tend to seek relief. The media are one source of this relief. To illustrate, people read magazines or newspapers or watch TV in an attempt to get away from the cares of the day. Watching Leave It to Beaver or reading People magazine represents a pleasant diversion from the frustrations of everyday life. The choice of material used for relaxation might not always be apparent from surface content. Some people might relax by reading articles about Civil War history; others might read about astronomy or electronics. Still others might relax by listening to serious classical music. The content is not the denning factor since some audience members might use virtually any media material for relaxation. Of all the media, radio or recordings seem to serve the relaxation function most frequently. Many people use clock radios with an automatic shut-off to help them get to sleep at night. “Beautiful music” stations play relaxing music all day long. Even television newscasts are structured in such a way as to help the audience relax. No matter how terrible the events of the day, the newscaster is there with a calm, confident manner, apparently reassuring us that things are under control.

EMOTIONAL RELEASE

The last manifestation of the diversion function is the most complex. On the one hand, the use of the media for emotional release is fairly obvious.

To illustrate, the horror movie has had a long history of popularity in America, starting with Dracula and Frankenstein and continuing through The Creature from the Black Lagoon, Them, and The Thing right up to Nightmare on Elm Street, Friday the 13th, Aliens, and Silence of the Lambs, people have sat in dark theaters and screamed their lungs out. Tearjerkers have also drawn crowds. Broken Blossoms, Since You Went Away, The Best Years of Our

Lives, West Side Story, Terms of Endearment, Beaches, and Dying Young have prompted thousands, perhaps millions, to cry their eyes out. Why do audiences cheer when Rocky goes the distance? Probably, because people enjoy a certain amount of emotional release. People feel better after a good scream (especially when the monster and bad guy are on the screen where they can't get at you) or a good cry (especially when the troubles are happening to somebody else).

On the other hand, emotional release can take more subtle forms. One of the big.

Attractions of soap operas, for example, seems to be that many people in the audiences are comforted by seeing that other people (even fictional people) have troubles greater than their own. Other people identify with media heroes and heroines and participate vicariously in their triumphs. Such a process evidently enables these people to vent some of the frustrations connected with their normal lives.

Before moving on to another topic, we should mention that the notion of emotional release was probably one of the first functions to be attributed to media content.

Aristotle, in his Poetics, talked about the phenomenon of catharsis (a release of pent-up emotion or energy) occurring as a function of viewing tragic plays. In fact, the catharsis theory has surfaced many times since then, usually in connection with the portrayals of television violence.

Assignments

1. Translate the sentences into Russian

1. Diversion can take many forms. Some of these forms identified by researchers include (1) stimulation, or seeking relief from boredom or the routine activities of everyday life; (2) relaxation, or escape from the pressures and problems of day-to-day existence; and (3) emotional release of pent-up emotions and energy.

2. One thing that human beings cannot seem to cope with is boredom. In fact, when individuals are deprived of all external stimulation – a situation created by psychologists in studies dealing with sensory deprivation – the mind begins to hallucinate in order to create its own amusement.

3. Psychologists, in fact, have labeled these activities “lucid behaviors” – play, recreation, and other forms of activity that seem to be performed to maintain a minimum level of intellectual activity.

4. Several surveys have shown that many people report that they watch, read, or listen simply to pass the time. When there is nothing else to do, many individuals fill up their idle time with mass media content simply because it's better than being bored.

5. At the same time, many parties with a lot of people present are characterized by loud music, which also represents an attempt to increase the level of stimulation normally present. The media have taken advantage of this need to avoid boredom in many creative ways.

6. Too much stimulation, however, is undesirable. Psychological experiments have indicated that human beings are negatively affected by a condition called “sensory overload” in which too much information and stimulation are present in the environment.

7. When faced with sensory overload, people tend to seek relief. The media are one source of this relief. To illustrate, people read magazines or newspapers or watch TV in an attempt to get away from the cares of the day.

8. The last manifestation of the diversion function is the most complex. On the one hand, the use of the media for emotional release is fairly obvious. On the other hand, emotional release can take more subtle forms.

9. Before moving on to another topic, we should mention that the notion of emotional release was probably one of the first functions to be attributed to media content.

10. Aristotle, in his Poetics, talked about the phenomenon of catharsis (a release of pent-up emotion or energy) occurring as a function of viewing tragic plays. In fact, the catharsis theory has surfaced many times since then, usually in connection with the portrayals of television violence.

2. Complete the sentences

1. Another basic need of human beings is for diversion. Diversion can take many forms. Some of these forms identified by researchers include

2. Other people identify Such a process evidently enables these people to

3. One thing that human beings cannot seem to cope with is boredom. In fact,

4. On the other hand, One of the big attractions of soap operas, for example, seems to be that

5. Before moving on to another topic, we should mention that

6. The last manifestation of the diversion function is the most complex. On the one hand,

7. Aristotle, in his Poetics, In fact, the catharsis theory has surfaced many times since then, usually

8. Too much stimulation, however, is undesirable. Psychological experiments

9. When faced with The media are one source of this relief.

10. In less drastic circumstances,

3. Make up a short summary of the text, using the following words and expressions

1. stimulation, or seeking relief from boredom or the routine activities of everyday life
2. relaxation, or escape from the pressures and problems of day-to-day existence
3. emotional release of pent-up emotions and energy
4. emotional release can take more subtle forms
5. vent some of the frustrations connected with their normal lives.

4. Make up the key questions on the text. Make use of the prompts

1. stimulation
2. relaxation
3. emotional release

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Прежде чем перейти к другой теме, необходимо отметить, что понятие эмоциональной разрядки, вероятно, одна из самых первых функций СМИ.

2. Последнее проявление развлекательной функции самое сложное. С одной стороны, достаточно очевидно применение СМИ для эмоциональной разрядки. С другой стороны, у эмоциональной разрядки могут быть едва различимые формы.

3. При чувственной перегрузке люди стремятся найти облегчение. Одним из источников такого облегчения служат СМИ.

4. Слишком большая стимуляция не желательна. Психологические эксперименты показывают, что на людей отрицательно влияет условие, называемое “чувственная перегрузка”, при котором окружающая действительность содержит слишком много информации и стимуляции.

5. Одно, с чем человек не может справиться, это скука. Когда человек лишен внешней стимуляции, его мозг начинает придумывать что-то, чтобы развлечься.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part

10. Summarize the text

SOCIAL UTILITY

Psychologists have also identified a set of social integrative needs, including our need to strengthen our contact with family, friends, and others in our society. The social integrative need seems to spring from an individual's need to affiliate with others. The media function that addresses this need is called social utility, and this usage can take several forms. First, have you ever talked about a TV program with a friend? Have you ever discussed a current movie or the latest record you've heard on the radio? If so, then you are using the media as conversational currency. The media provide a common ground for social conversations, and many people use things that they have read, seen, or heard as topics for discussion when talking with others. There is a certain social usefulness in having a large repository of things to talk about so that no matter where you are you can usually strike up a conversation and be fairly sure that the person you are talking to is familiar with the subject.

Social utility is apparent in other instances as well. Going to the movies is probably the most common dating behavior among adolescents. The motion picture theater represents a place where it is socially acceptable to sit next to your date in a dark room without parental supervision. In fact, many times the actual film is of secondary importance, and the social event of going out has the most appeal.

Other people report that they use the media, particularly TV and radio, as a means to overcome loneliness. The TV set represents a voice in the house for people who might otherwise be alone. Radio keeps people company in their cars. People who might otherwise be deprived of social relationships find companionship in media content and media personalities. In fact, some viewers might go so far as to develop feelings of kinship and friendship with media characters. Audience members might react to media performers and the characters they portray as if the performers were actual friends. This phenomenon is called a parasocial relationship, and there is some evidence that it actually occurs. For example, in one study done during the 1970s that examined parasocial relationships between the audience and TV newscasters, more than half the people surveyed agreed with the statement, “The newscasters are almost like friends you see every day.” One person went on to explain, “I grew up watching Walter Cronkite. We've been through a lot together. Men on the moon and things like that.”

TV sometimes reinforces the confusion. Many of you have probably seen the ad that starts “I'm not a doctor but I play one on TV”. The nondoctor

then goes on to endorse a health-related product. Further, one local TV station tried to get closer to its audience by doing an entire newscast from the living room of one of its viewers.

Assignments

1. Translate the sentences into Russian

1. Psychologists have also identified a set of social integrative needs, including our need to strengthen our contact with family, friends, and others in our society.

2. The social integrative need seems to spring from an individual's need to affiliate with others. The media function that addresses this need is called social utility, and this usage can take several forms.

3. The media provide a common ground for social conversations, and many people use things that they have read, seen, or heard as topics for discussion when talking with others.

4. Social utility is apparent in other instances as well. Going to the movies is probably the most common dating behavior among adolescents. The motion picture theater represents a place where it is socially acceptable to sit next to your date in a dark room without parental supervision. In fact, many times the actual film is of secondary importance, and the social event of going out has the most appeal.

5. The TV set represents a voice in the house for people who might otherwise be alone. Radio keeps people company in their cars. People who might otherwise be deprived of social relationships find companionship in media content and media personalities.

6. In fact, some viewers might go so far as to develop feelings of kinship and friendship with media characters. Audience members might react to media performers and the characters they portray as if the performers were actual friends.

7. This phenomenon is called a parasocial relationship, and there is some evidence that it actually occurs. For example, in one study done during the 1970s that examined parasocial relationships between the audience and TV newscasters, more than half the people surveyed agreed with the statement, "The newscasters are almost like friends you see every day." One person went on to explain, "I grew up watching Walter Cronkite. We've been through a lot together. Men on the moon and things like that."

8. TV sometimes reinforces the confusion. Many of you have probably seen the ad that starts "I'm not a doctor but I play one on TV." The nondoctor then goes on to endorse a health-related product. Further, one local TV station tried to get closer to its audience by doing an entire newscast from the living room of one of its viewers.

9. There is a certain social usefulness in having a large repository of things to talk about so that no matter where you are you can usually strike up a conversation and be fairly sure that the person you are talking to is familiar with the subject.

10. First, have you ever talked about a TV program with a friend? Have you ever discussed a current movie or the latest record you've heard on the radio? If so, then you are using the media as conversational currency.

2. Complete the sentences

1. Psychologists have also identified ... , including our need to ...our contact with family, friends, and others in our society.

2. The social integrative need seems to

3. The media function ... , and this usage can take several forms. First, have you ever talked about a TV program with a friend?

4. Have you ever discussed a current movie or the latest record you've heard on the radio? If so,

5. The media provide a ... , and many people use things that they have read, seen, or heard as topics for discussion when talking with others.

6. There is a certain ... is familiar with the subject.

7. Social utility is apparent in other instances as well. Going to the movies is probably the most common dating behavior among adolescents.

8. In fact, many times the actual film is of secondary importance, and the

9. People who might otherwise be ... personalities. In fact, some viewers might go so far as to develop feelings of... with media characters.

10. This phenomenon is called ..., and there is some ... that it actually occurs.

3. Make up a short summary of the text, using the following words and expressions

1. social integrative need

2. use the media as conversational currency.

3. provide a common ground for social conversations

4. be deprived of social relationships

5. parasocial relationship

4. Make up the key questions on the text. Make use of the prompts

1. media function

2. social utility

3. parasocial relationship

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Вы когда-нибудь обсуждали последний фильм или новейшую запись, которую слышали по радио? Если да, то вы используете СМИ в качестве тематической валюты.

2. В самом деле, некоторые зрители заходят так далеко, что развивают в себе чувства родства и дружбы с героями СМИ. Некоторые из аудитории реагируют на актеров и на их героев, как если бы это были их реальные друзья.

3. Это явление называется парасоциальным взаимоотношением, и есть доказательство того, что это действительно имеет место в отношениях между аудиторией и дикторами новостей на ТВ.

4. Телевизор для тех, кто один в доме, является источником голоса. Радио составляет компанию людям в машине. Люди, лишённые социальных взаимоотношений, находят себе компанию в лице СМИ и их персонажей.

5. В том, что существует огромный запас вещей, о которых можно поговорить, есть определенная социальная польза. Поэтому не важно, где вы находитесь: вы всегда сможете завязать разговор и быть уверенным, что человек, с которым вы разговариваете, знаком с предметом разговора.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part

10. Summarize the text

TEXT 5

WITHDRAWAL

In our previous discussion we noted that humans occasionally need to escape from certain activities and that, in this connection, they use the media not only for relaxation but also for purposes that are best described as withdrawal uses. At times, people use the mass media to create a barrier between themselves and other people or other activities. For example, the media help people avoid certain chores that should be done. Perhaps many of you have put off your homework and class assignments until after you've finished watching a TV program or reading the newspaper. Children are quick to learn how to use the media in this fashion. This hypothetical exchange might be familiar:

“It's your turn to let the dog out.”

“I can't. I want to finish watching this program. You do it.”

Or:

“Answer the telephone.”

“I can't. I'm reading. You get it.”

In both instances, attending to mass media content was defined as a socially appropriate behavior that should not be interrupted. In this manner, other tasks might be put off or avoided entirely.

People also use the media to create a buffer zone between themselves and other people. When you are riding a bus or an airplane or sitting in a public place and don't want to be disturbed, you bury your head in a book, magazine, or newspaper. (The newspaper works best. If you fold it correctly, it can serve as an effective screen. Unfortunately, holding it in this manner makes your arms tired.) If you are on an airplane, you might insert a pair of stethoscopelike earphones in your ears and tune everybody out. Television can perform this same function at home by isolating adults from children (“Don't disturb Daddy. He's watching the game.”) or children from adults (“Don't bother me now. Go into the other room and watch Sesame Street.”).

Assignments

1. Translate the sentences into Russian

1. At times, people use the mass media to create a barrier between themselves and other people or other activities. For example, the media help people avoid certain chores that should be done.

2. Perhaps many of you have put off your homework and class assignments until after you've finished watching a TV program or reading the newspaper. Children are quick to learn how to use the media in this fashion. This hypothetical exchange might be familiar.

3. In both instances, attending to mass media content was defined as a socially appropriate behavior that should not be interrupted. In this manner, other tasks might be put off or avoided entirely.

4. People also use the media to create a buffer zone between themselves and other people. When you are riding a bus or an airplane or sitting in a public place and don't want to be disturbed, you bury your head in a book, magazine, or newspaper.

5. The newspaper works best. If you fold it correctly, it can serve as an effective screen. Unfortunately, holding it in this manner makes your arms tired. If you are on an airplane, you might insert a pair of stethoscopelike earphones in your ears and tune everybody out.

2. Complete the sentences

1. In our previous discussion we noted that ... and that, in this connection, they use the media not only for relaxation but also for purposes that are best described as withdrawal uses.

2. At times, people ... to create a barrier between themselves and ... or other activities.

3. Perhaps many of you have put off your homework and class assignments ... or reading the newspaper.

4. Children are quick to learn how to use the media in this fashion. This ... might be familiar.

5. In both instances, attending to mass media content was defined as a ... that should not be interrupted. In this manner, other tasks ... or avoided entirely.

6. People also use the media to create ... between themselves and other people.

7. When you are riding a bus or an airplane or sitting in a public place and ..., you bury your head in a book, magazine, or newspaper.

8. If you are on an airplane, you might insert ... in your ears and tune everybody out.

9. Television can ... at home by isolating adults from children and children from adults.

10. For example, the media help people ... that should be done.

3. Make up a short summary of the text, using the following words and expressions

1. escape from certain activities
2. create a barrier between
3. help people avoid certain chores
4. create a buffer zone
5. defined as a socially appropriate behavior

4. Make up the key questions on the text. Make use of the prompts

1. best described as withdrawal uses
2. create a buffer zone between themselves and other people
3. defined as a socially appropriate behavior

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Временами люди используют СМИ для того, чтобы отгородиться от других людей или от других занятий. К примеру, СМИ помогают людям уклоняться от выполнения некоторых обязанностей по дому.

2. В обоих примерах обращение к СМИ определялось как социально правильное поведение, которое не следует прерывать. В этом случае другие занятия можно бы и отложить или вообще ими не заниматься.

3. Люди также используют СМИ для создания буферной зоны между собой и другими людьми. Когда вы едете на автобусе или находитесь в самолете, или сидите в общественном месте и не хотите, чтобы вас тревожили, вы прячете лицо в книгу, газету или журнал.

4. Если газету сложить правильно, то она может служить экраном, но зато устают руки. Лучше воткнуть в уши пару наушников и отключиться от всего.

5. Дети очень быстро учатся использовать СМИ для этой роли.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part

10. Summarize the text

CHAPTER 3

ELEMENTS IN THE COMMUNICATION PROCESS

TEXT 1

TRANSMITTING THE MESSAGE

At a general level, communication events involve the following:

1. source
2. process of encoding
3. message
4. channel
5. process of decoding
6. receiver
7. potential for feedback

To begin with, the source initiates the process by having a thought or an idea that he or she wishes to transmit to some other entity. Naturally, sources differ in their communication skills (“Garçon ... I will have du Boeuf Hache Grille au Charbon de Bois” versus “Gimmeahamburger”). The source may or may not have knowledge about the receiver of the message. If you are in a conversation with your roommate, you probably know there are some topics that might send him or her up the wall. So you avoid bringing them up (most of the time). Conversely, as I write these lines I have only a general notion about the kind of people who will read them, and I have absolutely no idea of what you’ll be doing while you’re reading them (that’s probably for the best). Sources can be single individuals, groups, or even organizations. For example, in the illustration dealing with Gourmet, the magazine was the source. In the AT&T example, the source is harder to pin down. At first glance it appears that the computer was the source of the errant busy signals. Upon closer examination, human beings programmed the computer, so perhaps those persons are the ultimate source.

Encoding refers to the activities that a source goes through to translate thought and ideas into a form that may be perceived by the senses. When you have something to say, your brain and your tongue work together (usually) to

form words and spoke sentences. When you write a letter, your brain and your fingers cooperate to produce patterns of ink or some other substance on paper that can be seen. If you were trying to communicate with someone who has impaired vision, you might produce a series of pinholes in a piece of paper that can be experienced by touch. If you were Hollywood director, you would point your camera at a scene that re-creates the image you had in your mind, and you would capture light rays with photosensitive chemical:

Encoding in a communication setting can take place one or more times. In a face-to-face conversation, the speaker encodes thoughts into words. Over the telephone, the phase is repeated, but the mechanism in the phone subsequently takes sound wave and encodes them into electrical energy. Some people are better encoders than other in like manner; some machines are better encoders than others as well. Music recorded on a \$40,000 audio console in a sound studio will probably sound better than the recorded on a pocket cassette recorder.

The message is the actual physical product that the source encodes. When we talk, our speech is the message. When we write a letter home, what we put on the paper is the message. When a television network presents Cheers or Roseanne, the programs are the message. Human beings usually have a large number of messages at their disposal from which they can choose to send, ranging from the simple but effective “No!” to something as complicated as Darwin’s On the Origin of Specie Messages can be directed at one specific individual (“You turkey!”) or at millions (People magazine). Messages can be cheap to produce (the spoken word) or very expensive. Some messages are more under the control of the receiver than others. For example, think about how hard or easy it is for you to break off a communication in (1) a face-to-face conversation with another person, (2) a telephone call, and (3) a TV commercial.

Channels refer to the ways in which the message travels to the receiver. Sound waves carry spoken words; light waves carry visual messages- Air currents can also serve as an olfactory channel carrying messages to our noses – messages that are subtle but nonetheless significant. What kind of message do you get from someone who reeks of Channel No.5? Of Brut? Of garlic? Touch is also a channel (e.g., braille). Some messages use more than one channel to travel to the receiver. Radio signals travel by electromagnetic radiation until they are transformed by receiving sets into sound waves that travel through the air to our ears. A rock song starts out using sound waves and is then transformed into patterns of ferrous oxide particles that are sealed in a plastic tape. A cassette player then transforms these patterns back into sound waves that use the air as their channel.

Assignments

1. *Translate the sentences into Russian*

1. To begin with, the source initiates the process by having a thought or an idea that he or she wishes to transmit to some other entity. Naturally, sources differ in their communication skills.

2. The source may or may not have knowledge about the receiver of the message. If you are in a conversation with your roommate, you probably know there are some topics that might send him or her up the wall. Sources can be single individuals, groups, or even organizations.

3. Encoding refers to the activities that a source goes through to translate thought and ideas into a form that may be perceived by the senses. When you have something to say, your brain and your tongue work together (usually) to form words and spoke sentences.

4. When you write a letter, your brain and your fingers cooperate to produce patterns of ink or some other substance on paper that can be seen. If you were trying to communicate with someone who has impaired vision, you might produce a series of pinholes in a piece of paper that can be experienced by touch.

5. If you were Hollywood director, you would point your camera at a scene that re-creates the image you had in your mind, and you would capture light rays with photosensitive chemical:

6. Encoding in a communication setting can take place one or more times. In a face-to-face conversation, the speaker encodes thoughts into words. Over the telephone, the phase is repeated, but the mechanism in the phone subsequently takes sound wave and encodes them into electrical energy.

7. The message is the actual physical product that the source encodes. When we talk, our speech is the message. When we write a letter home, what we put on the paper is the message. When a television network presents Cheers or Roseanne, the programs are the message.

8. Channels refer to the ways in which the message travels to the receiver. Sound waves carry spoken words; light waves carry visual messages- Air currents can also serve as an olfactory channel carrying messages to our noses – messages that are subtle but nonetheless significant.

2. *Complete the sentences*

1. Sound waves carry spoken words; light waves carry visual messages- Air currents can also serve as ... – messages that are subtle but nonetheless significant.

2. Encoding in a communication setting can take place one or more times. In a ... , the speaker encodes thoughts into words. Over the telephone, the phase is repeated, but the ... and encodes them into electrical energy.

3. The message is the actual physical product that the source encodes. When we talk, When we write a letter home, ... is the message. When a television network presents Cheers or Roseanne, the programs are the message.

4. If you were Hollywood director, you would ... that re-creates the image you had in your mind, and you would ... chemical.

5. When you write a letter, your brain and your fingers ... or some other substance on paper that can be seen. If you were trying to communicate with someone who ..., you might produce a series of pinholes in a piece of paper that ... by touch.

6. Encoding refers to the activities that a source goes through to translate thought and ideas into a form When you have something to say, your ... work together (usually) to form words and spoke sentences.

7. The source may or may not have knowledge about ... message. If you are in a conversation with your roommate, you probably know there are some topics that might send him or her up the wall. Sources ..., groups, or even organizations.

8. To begin with, the source ... or an idea that he or she wishes to transmit to some other entity. Naturally, sources differ

3. *Make up a short summary of the text, using the following words and expressions*

1. source
2. message
3. channel
4. receiver
5. process of encoding and process of decoding

4. *Make up the key questions on the text. Make use of the prompts*

1. process of encoding
2. process of decoding
3. potential for feedback

5. *Make a specific vocabulary for this text*

6. *Make a plan for the text and retell it*

7. *Translate the following sentences into English*

1. Если бы вы были режиссером Голливуда, вы бы навели свою камеру на сцену, которая воспроизводит образы из вашего сознания, и вы бы воспринимали лучи света как фоточувствительный элемент.

2. Каналы относятся к способам передачи информации к получателю. Звуковые волны несут звучащие слова; световые лучи несут зрительную информацию. Воздушные потоки также могут служить каналом для передачи информации для нашего носа.

3. Кодирование в коммуникативной установке может происходить один или более раз. В разговоре человек шифрует мысли в слова. По телефону эта фаза повторяется, но устройство в телефоне принимает звуковую волну и шифрует ее в электрическую энергию.

4. Кодирование относится к действиям, которые должен пройти источник, чтобы перевести мысли и идеи в форму, которую могли бы воспринимать органы чувств. Когда у вас есть что сказать, ваш мозг и ваш язык работают вместе, чтобы образовывать слова и произносить предложения.

5. Когда вы пишете письмо, ваш мозг и ваши пальцы работают вместе, чтобы воспроизвести схемы из чернил или других веществ, которые можно увидеть на бумаге. Если бы вы пытались общаться с кем-то с неполноценным зрением, вы могли бы сделать ряд булавочных дырок на бумаге, которые можно было бы узнать, прикасаясь к ним.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part

10. Summarize the text

TEXT 2

RECEIVING THE MESSAGE

The decoding process is the opposite of the encoding process. It consists of activities that translate or interpret physical messages into a form that has eventual meaning for a receiver. As you read these lines, you are decoding a message. If you are playing the radio while you are reading these lines, you are decoding two messages simultaneously – one aural, one visual. If you are listening to a friend while you are playing the radio while you are reading this, you are probably doing too much. Both humans and machines can be thought of as decoders. The radio is a decoder; so is a videotape playback unit; so is the telephone (one end encodes and the other end decodes); so is a film projector. A single communication event can involve many stages of decoding. A reporter sits in on a city council meeting and takes notes (decoding); he or she phones in a story to the rewrite desk where another reporter types the story as it is read (decoding). The story is read by an editor (decoding). Eventually it is printed and read by the audience (decoding). What we said earlier about encoding also applies to decoding: Some people are better at it than others. Many of you will not be able to decode “;Donde esta el bano?”; others will. Some people are able to read 1500 words a

minute; others struggle along at 200. There are some messages that may never be decoded because the encoder put the message in the wrong channel. A letter will have no meaning if the receiver lacks the ability to read. Someone with impaired hearing may not decode a telephone call.

The receiver is the target of the message – its ultimate goal. The receiver can be a single person, a group, an institution, or even a large, anonymous collection of people. In today’s environment, people are more often the receivers of communication messages than the sources. Most of us see more billboards than we put up and listen to more radio programs than we broadcast. In addition, most college students receive more mail than they send – thanks in part to subscription offers from magazines and special deals from insurance agents. The receivers of the message can be determined by the source, as in a telephone call, or they can self-select themselves into the audience, as would be the case with the audience for a TV show. It should also be clear that in some situations the source and receiver could be in each other’s immediate presence while in other situations they can be separated by both space and time. Feedback refers to those responses of the receiver that shape and alter the subsequent messages of the source. Feedback represents a reversal of the flow of communication. The original source becomes the receiver; the original receiver becomes the new source. Feedback is useful to the source because it allows the source to answer the question, “How am I doing?” Feedback is important to the receiver because it allows the receiver to attempt to change some element in the communication process. Communication scholars have traditionally identified two different kinds of feedback – positive and negative. In general terms, positive feedback from the receiver usually encourages the communication behavior in progress; negative feedback usually attempts to change the communication or even to terminate it.

Assignments

1. Translate the sentences into Russian

1. The decoding process is the opposite of the encoding process. It consists of activities that translate or interpret physical messages into a form that has eventual meaning for a receiver. As you read these lines, you are decoding a message.

2. Both humans and machines can be thought of as decoders. The radio is a decoder; so is a videotape playback unit; so is the telephone (one end encodes and the other end decodes); so is a film projector. A single communication event can involve many stages of decoding.

3. A reporter sits in on a city council meeting and takes notes (decoding); he or she phones in a story to the rewrite desk where another reporter types

the story as it is read (decoding). The story is read by an editor (decoding). Eventually it is printed and read by the audience (decoding).

4. There are some messages that may never be decoded because the encoder put the message in the wrong channel. A letter will have no meaning if the receiver lacks the ability to read. Someone with impaired hearing may not decode a telephone call.

5. The receiver is the target of the message – its ultimate goal. The receiver can be a single person, a group, an institution, or even a large, anonymous collection of people. In today's environment, people are more often the receivers of communication messages than the sources.

6. The receivers of the message can be determined by the source, as in a telephone call, or they can self-select themselves into the audience, as would be the case with the audience for a TV show.

7. It should also be clear that in some situations the source and receiver could be in each other's immediate presence while in other situations they can be separated by both space and time.

8. Feedback refers to those responses of the receiver that shape and alter the subsequent messages of the source. Feedback represents a reversal of the flow of communication. The original source becomes the receiver; the original receiver becomes the new source.

9. Feedback is useful to the source because it allows the source to answer the question, "How am I doing?" Feedback is important to the receiver because it allows the receiver to attempt to change some element in the communication process.

10. Communication scholars have traditionally identified two different kinds of feedback – positive and negative. In general terms, positive feedback from the receiver usually encourages the communication behavior in progress; negative feedback usually attempts to change the communication or even to terminate it.

2. Complete the sentences

1. Communication scholars have traditionally identified two different kinds of feedback – In general terms, positive feedback from the receiver usually ... ; negative feedback usually attempts

2. Both humans and machines can be thought of The radio is a decoder; so is a videotape playback unit; so is the telephone (one end encodes and the other end decodes); so is a film projector. A single communication event A reporter sits in ... (decoding); he or she ... as it is read (decoding).

3. The receiver is ... – its ultimate goal. The receiver can be In today's environment, people are more often ... than the sources.

4. Feedback refers to those responses of the receiver that Feedback represents The original source becomes the receiver; the original receiver becomes the new source.

5. It should also be clear that in some situations the source and receiver could be ... while in other situations they can be

6. The receivers of the message can be ... , as in a telephone call, or they can ... , as would be the case with the audience for a TV show.

7. Feedback represents The messages that may never be decoded because A letter will have no meaning if A telephone call may not be decoded by someone

8. Feedback is useful to the source because Feedback is important to the receiver because it allows the receiver ... in the communication process.

9. In today's environment, people Most of us see more billboards than we put up and listen to more radio programs In addition, most college students receive more mail than they send – thanks in part

10. The decoding process is It consists of activities that translate or interpret physical messages into a form that has ... for a receiver. As you read these lines, you are If you are playing the radio while you are reading these lines, you are ... – one aural, one visual.

3. Make up a short summary of the text, using the following words and expressions

1. decoding process , encoding process
2. translate or interpret physical messages
3. receiver
4. target of the message
5. feedback

4. Make up the key questions on the text. Make use of the prompts

1. The decoding process is the opposite of the encoding process.
2. A single communication event can involve many stages of decoding.
3. Feedback represents a reversal of the flow of communication.

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Обратная связь относится к тем требованиям получателя информации, которые преобразуют и изменяют последующие сообщения источника. Она представляет собой обратный поток коммуникации. Исходный источник становится получателем информации, исходный получатель информации становится новым источником.

2. Обратная связь необходима для источника, т.к. позволяет ему ответить на вопрос “Как у меня идут дела?” Обратная связь нужна для получателя информации, т.к. позволяет получателю попытаться изменить некоторые элементы в коммуникационном процессе.

3. Процесс расшифровки противоположен процессу кодирования. Он состоит из действий, которые преобразуют физические послания в форму, которая впоследствии будет иметь значение для получателя информации.

4. И люди, и машины могут считаться расшифровщиками, также как и радио, и телефон, и фильмопроектор. Единичный процесс коммуникации может вовлекать в себя несколько стадий расшифровки.

5. Получатель информации является целью данного послания – его конечным пунктом. Получателем может быть один человек, группа людей, учреждение, или даже огромное собрание людей. В сегодняшней действительности люди в большей степени являются получателями коммуникационных посланий, чем источниками информации.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part

10. Summarize the text

CHAPTER 4

COMMUNICATION SETTINGS

TEXT 1

INTERPERSONAL COMMUNICATION

Having looked at the key elements in the communication process, we next examine three common communication settings or situations and explore how these elements vary from setting to setting. The first and perhaps the most common setting is called interpersonal communication. In this situation, one person (or group) is interacting with another person (or group) without the aid of a mechanical device. The source and receiver in this form of communication are within one another's physical presence. Talking to your roommate, participating in a class discussion, and conversing with your professor after class are all examples of interpersonal communication. The source in this communication setting can be one or more individuals, as can the receiver. Encoding is usually a one-step process as the source transforms thoughts into speech and/or gestures. A variety of channels are available for use. The receiver can see, hear, and perhaps even smell and touch the source. Messages are relatively difficult for the receiver to terminate and are produced at little expense. In addition, interpersonal messages can be private (“I've fallen and I can't get up.”) or public (a proclamation that the end of the world is near from a person standing on a street corner). Messages can also be pinpointed to their specific targets. For example, you might ask the following of your English professor: “Excuse me, Dr. Iamb, but I was wondering if you had finished perusing my term paper?” The very same message directed at your roommate might be put another way: “Hey Space Cadet! Aren't you done with my paper yet?” Decoding is also a one-step process performed by those receivers who can perceive the message. Feedback is immediate and makes use of visual and auditory channels. Noise can be either semantic or environmental. Interpersonal communication is far from simple, but in this classification it represents the least complicated situation.

Assignments

1. Translate the sentences into Russian

1. Having looked at the key elements in the communication process, we next examine three common communication settings or situations and explore how these elements vary from setting to setting.

2. The first and perhaps the most common setting is called interpersonal communication. In this situation, one person (or group) is interacting with another person (or group) without the aid of a mechanical device.

3. The source and receiver in this form of communication are within one another's physical presence. Talking to your roommate, participating in a class discussion, and conversing with your professor after class are all examples of interpersonal communication.

4. The source in this communication setting can be one or more individuals, as can the receiver. Encoding is usually a one-step process as the source transforms thoughts into speech and/or gestures.

5. A variety of channels is available for use. The receiver can see, hear, and perhaps even smell and touch the source. Messages are relatively difficult for the receiver to terminate and are produced at little expense. In addition, interpersonal messages can be private ("I've fallen and I can't get up.") or public (a proclamation that the end of the world is near from a person standing on a street corner).

6. Decoding is also a one-step process performed by those receivers who can perceive the message. Feedback is immediate and makes use of visual and auditory channels. Noise can be either semantic or environmental. Interpersonal communication is far from simple, but in this classification it represents the least complicated situation.

2. Complete the sentences

1. Having looked at the key elements in the communication process, we next examine The first and perhaps the most common setting is called In this situation, one person (or group) is interacting with another person (or group) without

2. The source and receiver in this form of communication Talking to your roommate, participating in a class discussion, and conversing with your professor after class are all examples The source in this communication setting can be one or more individuals, as can the receiver.

3. Encoding is usually a one-step process as the source transforms A variety of channels are available for use. The receiver can see, hear, and perhaps even smell and touch the source.

4. Messages are relatively difficult for the receiver ... and are produced at little expense. In addition, Messages can also be pinpointed to their specific targets.

5. Decoding is also a one-step process performed by those receivers who Feedback is immediate and makes use of ... channels. Noise can be either Interpersonal communication is far from simple, but in this classification it represents the least complicated situation.

3. Make up a short summary of the text, using the following words and expressions

1. interpersonal communication
2. encoding
3. one-step process
4. variety of channels
5. transform thoughts into speech or gestures

4. Make up the key questions on the text. Make use of the prompts

1. interact with another person (or group) without the aid of a mechanical device

2. transform thoughts into speech and/or gestures
3. make use of visual and auditory channels

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Изучив ключевые элементы коммуникационных процессов, давайте рассмотрим три обычные коммуникационные установки или ситуации и исследуем, как они изменяются от одной установки к другой.

2. Расшифровка – это одноступенчатый процесс, осуществляемый теми получателями информации, которые могут воспринять эту информацию. Источник преобразует мысли в речь и/или жесты.

3. Обратная связь моментальная и использует визуальные и слуховые каналы. Шум может быть либо семантическим, либо из окружающей среды.

4. Межличностная коммуникация совсем не простой процесс, но в данной классификации она представляет собой наименее сложную ситуацию.

5. Источник и получатель информации в этом виде коммуникации находятся внутри друг друга. Беседа с соседом по комнате, участие в классной беседе и разговор со своим профессором после занятий – все это можно назвать примерами межличностной коммуникации.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part

10. Summarize the text

2. Complete the sentences

1. Machine-assisted interpersonal communication combines characteristics of In this setting, one or more people are communicating by means of a ... with one or more receivers.

2. The source and receiver may or may not be in each other's In fact, one of the important characteristics of ... communication is that it allows

3. The machine can give a message ... by storing it on paper, magnetic tape, or some other material. The machine can also ... of the message by ... and/or ... it over large distances.

4. Without a microphone, one person can talk only to those who can hear ... ; with a public address system, assembled thousands can hear. The telephone allows ... , even thousands of miles apart

5. A pen and a piece of paper, which make up what we might consider a very simple machine, allow us ... and across time. A letter can be reread several years after it was ... anew.

3. Make up a short summary of the text, using the following words and expressions

1. combine characteristics of both the interpersonal and mass communication situations

2. be in each other's immediate physical presence

3. extend the range of the message by amplifying it or transmitting it over large distances

4. allow two people to converse

5. diverse examples of machine-assisted communication

4. Make up the key questions on the text. Make use of the prompts

1. communicate by means of a mechanical device

2. give a message permanence

3. tremendous variety of modern communication

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Телефон позволяет двум людям разговаривать, если они находятся на расстоянии даже в сотни, тысячи миль друг от друга. Ручка и кусок бумаги, что также можно считать очень простым устройством, позволяют нам отправить послание сквозь огромные расстояния и время. Письмо можно перечитать через несколько лет после его написания и заново пообщаться.

2. Автоответчик в банке позволяет клиенту взять или положить деньги в банк, произвести другие операции, вставив карточку с

магнитной полоской, набрав код доступа и нажав несколько кнопок на устройстве.

3. Устройство позволяет сделать информацию постоянной, сохранив её на бумаге, магнитной ленте или другом материале. Устройство может усилить диапазон послания и передать его на огромные расстояния.

4. При межличностной коммуникации с помощью устройств сочетаются характеристики межличностной коммуникации и массовой коммуникации. В данной установке один человек или несколько общаются с помощью механических устройств или устройства.

5. Источник и получатель информации могут и не находиться в физическом присутствии друг друга. Межличностная коммуникация с помощью устройств позволяет источнику и получателю информации находиться на расстоянии друг от друга, как в пространстве, так и во времени.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part

10. Summarize the text

TEXT 3

FACSIMILE

Facsimile transmission is an old idea, first invented in the 1840s. It wasn't until the late 1980s, however, that it caught on, thanks to the development of low cost fax machines that used the phone lines to transmit documents. About 100,000 fax units were sold in 1991 as prices dropped to below \$300 a machine. The business world accounted for most of these sales but home fax machines are becoming more popular. About seven million homes had fax devices in 1992 and the number was expected to grow to sixty million by the end of the century. In addition, computer companies are offering cards or boards that turn personal computers into fax machines. Faxes are becoming so popular that they might one day replace the U.S. Postal Service for personal mail. On the international scene, the political implications of faxes are significant. When China's government cracked down on student dissidents and ordered a news blackout, sympathizers overseas started faxing news reports to their counterparts in China. Recently, the Israeli government, fearing that they might be used to inflame violence, has banned fax machines in the Gaza Strip.

Faxes are a further example of how machine-assisted communication blends together the characteristics of mass and interpersonal communication. Like interpersonal communications, faxes can be directed at one person known to the source. (You can fax a request for cash to your parents.) Or, like mass communication, they can be directed at a large number of people unknown to the source. (Many direct marketing companies now send out fax advertisements instead of mailing a flyer. The companies figure that most people will just throw away something that looks like junk mail but almost everybody will read a fax. The situation has gotten to the point that some states have laws regulating what is now called "junk fax.") Additionally, like interpersonal communication, faxes are relatively cheap to send. Similar to mass communication, however, faxes are public. Whoever is in charge of the fax machine can simply lift up a cover page and read it. As you are probably aware, consumers have found a host of uses for fax.

Assignments

1. Translate the sentences into Russian

1. Facsimile transmission is an old idea, first invented in the 1840s. It wasn't until the late 1980s, however, that it caught on, thanks to the development of low cost fax machines that used the phone lines to transmit documents.

2. About 100,000 fax units were sold in 1991 as prices dropped to below \$300 a machine. The business world accounted for most of these sales but home fax machines are becoming more popular.

3. About seven million homes had fax devices in 1992 and the number was expected to grow to sixty million by the end of the century. In addition, computer companies are offering cards or boards that turn personal computers into fax machines.

4. Faxes are becoming so popular that they might one day replace the U.S. Postal Service for personal mail. On the international scene, the political implications of faxes are significant.

5. When China's government cracked down on student dissidents and ordered a news blackout, sympathizers overseas started faxing news reports to their counterparts in China.

6. Recently, the Israeli government, fearing that they might be used to inflame violence, has banned fax machines in the Gaza Strip.

7. Faxes are a further example of how machine-assisted communication blends together the characteristics of mass and interpersonal communication. Like interpersonal communications, faxes can be directed at one person known to the source. (You can fax a request for cash to your parents.)

8. Or, like mass communication, they can be directed at a large number of people unknown to the source. Many direct marketing companies now send out fax advertisements instead of mailing a flyer.

9. The companies figure that most people will just throw away something that looks like junk mail but almost everybody will read a fax. The situation has gotten to the point that some states have laws regulating what is now called "junk fax."

10. Additionally, like interpersonal communication, faxes are relatively cheap to send. Similar to mass communication, however, faxes are public. Whoever is in charge of the fax machine can simply lift up a cover page and read it. As you are probably aware, consumers have found a host of uses for fax.

2. Complete the sentences

1. Faxes are becoming so popular that they might one day ... for personal mail. On the ... , the political implications of faxes are significant.

2. The companies figure that most people will just throw away something that looks like ... but almost everybody will read a fax. The situation has gotten to the point that some states have ... what is now called "junk fax."

3. Whoever is in charge of the fax machine can simply ... and read it. As you are probably aware, consumers have found a host of uses for fax.

4. Recently, the Israeli government, fearing that they might be used ... , has banned fax machines in the Gaza Strip.

5. When China's government ... on student dissidents and ordered a news blackout, sympathizers overseas started ... to their counterparts in China.

6. Facsimile transmission is an old idea, first invented in the 1840s. It wasn't until the late 1980s, however, that ... , thanks to the development of low cost fax machines that used ... document.

7. About 100,000 ... were sold in 1991 as prices dropped to below \$300 a machine. The business world ... most of these sales but home fax machines are becoming more popular.

8. Like interpersonal communications, faxes can be directed at one person known (You can fax a request for cash to your parents.)

9. Faxes are a further example of how ... blends together the characteristics of mass and interpersonal communication.

10. Additionally, like ... , faxes are relatively cheap to send. Similar to mass communication, however, faxes are public.

3. Make up a short summary of the text, using the following words and expressions

1. development of low cost fax machines
2. turn personal computers into fax machines
3. blend together the characteristics of mass and interpersonal communication
4. direct at a large number of people unknown to the source
5. lift up a cover page and read it

4. Make up the key questions on the text. Make use of the prompts

1. use the phone lines to transmit documents
2. replace the U.S. Postal Service for personal mail
3. throw away something that looks like junk mail

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Когда китайское правительство обрушилось на студенческих диссидентов и приказало отключить все новостные передачи, сочувствующие им за границей стали посылать новости по факсимильной связи.

2. Недавно израильское правительство, опасаясь, что факсы могут быть использованы для нагнетания насилия, запретило их в районе Газа.

3. Факсы являются ещё одним доказательством того, как коммуникация с помощью вспомогательных устройств совмещает характеристики массовой и межличностной коммуникаций. Как и при межличностной коммуникации, факсы могут предназначаться для одного человека, известного источнику информации.

4. Факсимильная связь – идея не новая, впервые она была изобретена в 1840-х годах. Но только в конце 1980-х, благодаря появлению дешевых факсимильных аппаратов, которые использовали телефонную связь для передачи документов, факсы нашли свое применение.

5. Компании подсчитали, что большинство людей готовы отбросить все устаревшее в почтовом обслуживании и читать только факсимильные сообщения. Ситуация назрела настолько, что некоторые штаты имеют уже законы, регулирующие факс-почту.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part

10. Summarize the text

COMPUTER DATA BASES

There are four major companies that provide information and other services to their subscribers through a computerized database: CompuServe, Prodigy, Genie, and Delphi. About two million Americans subscribe to these services, which allow them to read electronic newspapers, play games, buy products and services, look up information in electronic encyclopedias, book airline tickets, send electronic mail, and leave messages for one another on electronic bulletin boards by using a computer and phone lines. The cost for all of this is highly variable and might range from \$10 to \$50 or more per month.

From the standpoint of machine-assisted interpersonal communication, the computer bulletin board system (BBS) is the most intriguing. The BBS works a little like a telephone conference call but you type instead of talk. Once you enter the system, or go “online,” you may post a message for all to see or, if you’re the shy type, you may just read what others are saying. (Using a BBS requires knowing a new language. In addition to chitchat about the latest game and new hardware options, some BBS’s have been put to novel use. After the 1989 California earthquake, CompuServe set up a bulletin board that allowed subscribers to exchange earthquake information through its global network. Names and telephone numbers of people looking for news of friends and relatives in the quake area were posted and anyone who knew of their whereabouts was asked to post a message. There are about 50 Alcoholics Anonymous BBS’s throughout the country where users can get help and encouragement. At the other end of the spectrum, some systems have an “adult channel” where users can get to know one another on a more personal basis. A new term, “compusex,” has been coined to describe some of the more intimate online encounters.

Like fax, these computerized information systems combine some of the features of interpersonal and mass communication. Someone using Prodigy to look up the day’s stock activity or the latest sports scores engages in an activity that is very much like mass communication. Using a BBS, however, is a little complicated. Like interpersonal communication, a message can be directed at a single person. Like mass communication, however, the person sending the message and the person receiving it can be anonymous and unknown to one another. In fact, some BBS users invent whole new personas for themselves and use fictitious names. In one well-known case, a male invented a female persona for a BBS and used the imaginary woman to fix him up with female BBS users. Moreover, like interpersonal communication,

the message can be easily altered and tailored to fit an individual receiver. On the other hand, like mass communication, feedback in a BBS is limited. The usual clues from personal appearance, tone of voice, and gestures are not present.

Assignments

1. *Translate the sentences into Russian*

1. From the standpoint of machine-assisted interpersonal communication, the computer bulletin board system (BBS) is the most intriguing. The BBS works a little like a telephone conference call but you type instead of talk. Once you enter the system, or go “online,” you may post a message for all to see or, if you’re the shy type, you may just read what others are saying.

2. About two million Americans subscribe to these services, which allow them to read electronic newspapers, play games, buy products and services, look up information in electronic encyclopedias, book airline tickets, send electronic mail, and leave messages for one another on electronic bulletin boards by using a computer and phone lines.

3. There are four major companies that provide information and other services to their subscribers through a computerized database: CompuServe, Prodigy, Genie, and Delphi.

4. At the other end of the spectrum, some systems have an “adult channel” where users can get to know one another on a more personal basis. A new term, “compusex,” has been coined to describe some of the more intimate online encounters.

5. Names and telephone numbers of people looking for news of friends and relatives in the quake area were posted and anyone who knew of their whereabouts was asked to post a message. There are about 50 Alcoholics Anonymous BBS’s throughout the country where users can get help and encouragement.

6. In addition to chitchat about the latest game and new hardware options, some BBS’s have been put to novel use. After the 1989 California earthquake, CompuServe set up a bulletin board that allowed subscribers to exchange earthquake information through its global network.

7. At the other end of the spectrum, some systems have an “adult channel” where users can get to know one another on a more personal basis. A new term, “compusex,” has been coined to describe some of the more intimate online encounters.

8. Like fax, these computerized information systems combine some of the features of interpersonal and mass communication. Someone using

Prodigy to look up the day’s stock activity or the latest sports scores engages in an activity that is very much like mass communication. Using a BBS, however, is a little complicated. Like interpersonal communication, a message can be directed at a single person.

9. Like mass communication, however, the person sending the message and the person receiving it can be anonymous and unknown to one another. In fact, some BBS users invent whole new personas for themselves and use fictitious names. In one well-known case, a male invented a female persona for a BBS and used the imaginary woman to fix him up with female BBS users.

10. Moreover, like interpersonal communication, the message can be easily altered and tailored to fit an individual receiver. On the other hand, like mass communication, feedback in a BBS is limited. The usual clues from personal appearance, tone of voice, and gestures are not present.

2. *Complete the sentences*

1. Like mass communication, however, the person sending the message and the person receiving it can be ... and unknown to one another. In fact, some BBS users invent whole ... for themselves and use ... names. In one well-known case, a male invented a female persona for a BBS and used the imaginary woman to fix him up with female BBS users.

2. Like fax, these ... combine some of the features of interpersonal and mass communication. Someone using Prodigy to look up the day’s ... or the latest sports scores engages in an activity that is very much like mass communication. Using a BBS, however, is a little complicated. Like interpersonal communication, a message can be directed at a single person.

3. At the other end of the spectrum, some systems have an “adult channel” where users can get to know one another on a more personal basis. A new term, ... , has been coined to describe some of the more intimate online encounters.

4. In addition to ... about the latest game and new hardware options, some BBS’s have been put to novel use. After the 1989 California earthquake, CompuServe set up a bulletin board that allowed ... to exchange earthquake information through its global network.

5. Moreover, like interpersonal communication, the message can be easily ... to fit an individual receiver. On the other hand, like mass communication, feedback in a BBS is limited. The usual ... from personal appearance, tone of voice, and gestures are not present.

6. Names and telephone numbers of people looking for news of friends and relatives in the quake area ... and anyone who knew of their whereabouts was asked to There are about 50 Alcoholics Anonymous BBS’s throughout the country where users can get help and encouragement.

7. At the other end of the spectrum, some systems have an “ ... ” where users can get to know one another on a more personal basis. A new term, “ ... ,” has been ... to describe some of the more intimate online encounters.

8. There are four major companies that ... to their subscribers through a computerized database: CompuServe, Prodigy, Genie, and Delphi.

9. About two million Americans subscribe to these services, which allow them to read electronic newspapers, play games, buy products and services, look up information in ... for one another on electronic bulletin boards by using a computer and phone lines.

10. From the standpoint ... , the computer bulletin board system (BBS) is the most intriguing. The BBS works a little like a telephone conference call but you type instead of talk. Once you enter the system, or go “ ... ,” you may post a message for all to see or, if you're the shy type, you may just read what others are saying.

3. Make up a short summary of the text, using the following words and expressions

1. provide information and other services to their subscribers
2. the computer bulletin board system (BBS)
3. post a message for all to see
4. get to know one another on a more personal basis
5. be easily altered and tailored to fit an individual receiver

4. Make up the key questions on the text. Make use of the prompts

1. through a computerized data base
2. leave messages on electronic bulletin boards
3. combine some features of interpersonal and mass communication

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Как и факс, эти компьютеризированные системы сочетают некоторые черты межличностной и массовой коммуникаций. Кто-то использует систему Prodigy, чтобы узнать о деятельности биржи или спортивные последние результаты, и вступает в массовую коммуникацию. Использование BBS немного сложнее. Как при межличностной коммуникации, послание может предназначаться одному человеку.

2. Около двух миллионов американцев подписываются на эти услуги, что позволяет им читать электронные газеты, играть в игры, покупать продукты и услуги, искать информацию в электронных энциклопедиях, покупать билеты на самолет, посылать электронную почту и оставлять информацию друг для друга, используя компьютерную и телефонную линии.

3. С точки зрения межличностной коммуникации посредством устройств, компьютеризированная система бюллетеней (BBS) является самой захватывающей. Она работает как телефонная конференция, но вместо того, чтобы говорить, вы печатаете.

4. В массовой коммуникации посылающие информацию и получающий информацию люди могут быть незнакомы друг с другом. Некоторые пользователи вообще изобретают для себя новые личности и новые имена.

5. В межличностной коммуникации послание можно легко изменить и приспособить для отдельного получателя. С другой стороны, как в массовой коммуникации, обратная связь ограничена. Обычные узнаваемые черты из внешности, тона голоса и жестов отсутствуют.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part

10. Summarize the text

TEXT 5

MASS COMMUNICATION

The third major communication setting is the one that we will be most interested in. Mass communication refers to the process by which a complex organization with the aid of one or more machines produces and transmits public messages that are directed at large, heterogeneous, and scattered audiences. This definition, while slightly cumbersome, will serve us adequately in most instances.

Perhaps if we examine our eight communication elements as they occur in settings that should obviously be labeled mass communication, our definition will become clearer.

The source in the mass communication situation is a group of individuals who usually act within predetermined roles in an organizational setting. That sentence is a rather complicated observation of a simple fact; Mass communication is the end product of more than one person. Think about how a newspaper is put together.

Reporters gather news; writers draft editorials; a cartoonist may draw an editorial cartoon; the advertising department lays out ads; editors lay out all of these things together on a sample page; technicians transfer this page to a master, which is taken to a press where other technicians produce the final paper; the finished copies are given to the delivery staff who distribute them;

and, of course, behind all of this is a publisher who has the money to pay for a building, presses, staff, trucks, paper, ink, and so on. As you can see, this particular newspaper is not the product of a single individual but of an organization.

Mass communication sources have little detailed information about their particular audience. They may have collective data, but these will be expressed as gross audience characteristics. The newspaper editor, for example, may know that 40 percent of the readers are between twenty-five and forty years old and that 30 percent earn between \$20,000 and \$50,000, but the editor has no idea about the individual tastes, preferences, quirks, or individual identities of these people. They are an anonymous group, known only by summary statistics.

Encoding in mass communication is always a multistage process. A producer has an idea. He or she explains it to a screenwriter. The writer goes off and produces a script. The script goes to a director, who translates it for the camera. Cinematographers capture the scenes on film. The raw film goes to an editor, who splices together the final version. The film is copied and sent to motion picture theaters, where a projector displays it on the screen, where the audience watches it. How many examples of encoding can you find in that oversimplified version of movie making?

Mass communication channels are characterized by the imposition of at least one and usually more than one machine in the process of sending the message. These machines translate the message from one channel to another. Television makes use of complicated devices that transform light energy into electrical energy and back again. Radio does the same with sound energy. Unlike interpersonal communication, in which many channels are available, mass communication is usually restricted to one or two.

Messages in mass communication are public. Anyone who can afford the cost of a newspaper or a tape deck or a TV set (or who can borrow them from a friend) can receive the message. Additionally, the same message is sent to all receivers. In a sense, mass communication is addressed "to whom it may concern." These messages are also expensive. A typical half-hour TV show might cost \$750,000 or more; a film might run into the tens of millions. Of all the various settings, message termination is easiest in mass communication.

Mass communication typically involves multiple decoding before the message is received. The tape deck decodes patterns of magnetic particles into sound waves for our hearing mechanism. The TV receiver decodes both sight and sound transmissions.

One of the prime distinguishing characteristics of mass communication is the audience. In the first place, the mass communication audience is a large one, sometimes numbering in the millions of people. Second, the audience is also heterogeneous; that is, it is made up of several dissimilar groups who may differ in age intelligence, political beliefs, ethnic backgrounds, and so on. Even in situations where the mass communication audience is somewhat well denned, heterogeneity is still present.

Third, the audience is spread out over a wide geographic area; source and receiver are not in each other's immediate physical presence. The large size of the audience and its geographic separation both contribute to a fourth distinguishing factor: The audience is anonymous to one another. The person watching the CBS Evening News is unaware of the several million others who might also be in the audience. Lastly, in keeping with the idea of a public message, the audience in mass communication is self-defined. The receiver chooses what film to see, what paper to read, and what program to watch.

Feedback is another area where mass communication contrasts greatly with interpersonal communication. The message flow in mass communication is generally in one direction only, from source to receiver, and feedback is minimal. In fact, in many mass communication settings, feedback between receiver and source is quite difficult to achieve. If, for example, you were offended by the content of a TV program, you might call the station immediately after viewing. If you got through, you would probably be instructed to call back during business hours when the manager was in.

The next day, assuming you got in touch with the manager, he or she might refer you to the network, since what you saw was probably a network show. If you chose to call the network (a long-distance call for most people), you might be connected to a receptionist, who might graciously suggest that if you put your complaint in writing, "someone will get back to you." Eventually, someone probably will respond with a form letter. This hypothetical example illustrates the difficulty in achieving feedback and the fact that feedback is typically delayed. It might be hours or even days before the source of the message is aware of the receiver's response. The delayed nature of feedback in mass communication is further pronounced because, as we shall see in a later chapter, much of it is indirect and must travel through a third party before it returns to the source.

Finally, noise in the mass communication setting can be semantic, environmental, or mechanical. In fact, since there may be more than one machine involved in the process, mechanical noise can be compounded (watching a scratchy copy of an old film on a snowy TV set).

Assignments

1. *Translate the sentences into Russian*

1. The third major communication setting is the one that we will be most interested in. Mass communication refers to the process by which a complex organization with the aid of one or more machines produces and transmits public messages that are directed at large, heterogeneous, and scattered audiences.

2. This definition, while slightly cumbersome, will serve us adequately in most instances. Perhaps if we examine our eight communication elements as they occur in settings that should obviously be labeled mass communication, our definition will become clearer.

3. The source in the mass communication situation is a group of individuals who usually act within predetermined roles in an organizational setting. That sentence is a rather complicated observation of a simple fact; Mass communication is the end product of more than one person. Think about how a newspaper is put together.

4. Reporters gather news; writers draft editorials; a cartoonist may draw an editorial cartoon; the advertising department lays out ads; editors lay out all of these things together on a sample page; technicians transfer this page to a master, which is taken to a press where other technicians produce the final paper; the finished copies are given to the delivery staff who distribute them; and, of course, behind all of this is a publisher who has the money to pay for a building, presses, staff, trucks, paper, ink, and so on.

5. Mass communication sources have little detailed information about their particular audience. They may have collective data, but these will be expressed as gross audience characteristics. The newspaper editor has no idea about the individual tastes, preferences, quirks, or individual identities of these people. They are an anonymous group, known only by summary statistics.

6. Encoding in mass communication is always a multistage process. A producer has an idea. He or she explains it to a screenwriter. The writer goes off and produces a script. The script goes to a director, who translates it for the camera. Cinematographers capture the scenes on film. The raw film goes to an editor, who splices together the final version. The film is copied and sent to motion picture theaters, where a projector displays it on the screen, where the audience watches it.

7. Mass communication channels are characterized by the imposition of at least one and usually more than one machine in the process of sending the message. These machines translate the message from one channel to another. Television makes use of complicated devices that transform light energy into

electrical energy and back again. Radio does the same with sound energy. Unlike interpersonal communication, in which many channels are available, mass communication is usually restricted to one or two.

8. Messages in mass communication are public. Anyone who can afford the cost of a newspaper or a tape deck or a TV set (or who can borrow them from a friend) can receive the message. Additionally, the same message is sent to all receivers. In a sense, mass communication is addressed "to whom it may concern." These messages are also expensive.

9. Mass communication typically involves multiple decoding before the message is received. The tape deck decodes patterns of magnetic particles into sound waves for our hearing mechanism. The TV receiver decodes both sight and sound transmissions.

10. One of the prime distinguishing characteristics of mass communication is the audience. In the first place, the mass communication audience is a large one, sometimes numbering in the millions of people. Second, the audience is also heterogeneous; that is, it is made up of several dissimilar groups who may differ in age intelligence, political beliefs, ethnic backgrounds, and so on. Even in situations where the mass communication audience is somewhat well denned, heterogeneity is still present.

11. Feedback interpersonal communication. The message flow in mass communication is generally in one direction only, from source to receiver, and feedback is minimal. In fact, in many mass communication settings, feedback between receiver and source is quite difficult to achieve. If, for example, you were offended by the content of a TV program, you might call the station immediately after viewing. If you got through, you would probably be instructed to call back during business hours when the manager was in.

12. If you chose to call the network (a long-distance call for most people), you might be connected to a receptionist, who might graciously suggest that if you put your complaint in writing, "someone will get back to you." Eventually, someone probably will respond with a form letter. This hypothetical example illustrates the difficulty in achieving feedback and the fact that feedback is typically delayed.

13. It might be hours or even days before the source of the message is aware of the receiver's response. The delayed nature of feedback in mass communication is further pronounced because, as we shall see in a later chapter, much of it is indirect and must travel through a third party before it returns to the source.

14. Finally, noise in the mass communication setting can be semantic, environmental, or mechanical. In fact, since there may be more than one

machine involved in the process, mechanical noise can be compounded (watching a scratchy copy of an old film on a snowy TV set).

15. Third, the audience is spread out over a wide geographic area; source and receiver are not in each other's immediate physical presence. The large size of the audience and its geographic separation both contribute to a fourth distinguishing factor: The audience is anonymous to one another. The person watching the CBS Evening News is unaware of the several million others who might also be in the audience. Lastly, in keeping with the idea of a public message, the audience in mass communication is self-defined. The receiver chooses what film to see, what paper to read, and what program to watch.

2. Complete the sentences

1. Noise in the mass communication setting can be In fact, since there may be more than one machine involved in the process, mechanical noise can be compounded.

2. One of the prime distinguishing characteristics of mass communication is the In the first place, the mass communication audience is a large one, sometimes numbering in the millions of people. Second, the audience is also ... ; that is, it is made up of several ... groups who may differ in ..., and so on.

3. Feedback interpersonal communication. The message flow ... , from source to receiver, and feedback is minimal. In fact, in many mass communication settings, ... to achieve.

4. Messages in mass communication are public. Anyone who can afford the cost of a newspaper or a tape deck or a TV set (or who can borrow them from a friend) can receive the message. Additionally, In a sense, mass communication is addressed "to"

5. The audience is spread out ... ; source and receiver are not in each other's immediate physical presence. The large size of the audience and its geographic separation both ... The audience is ... to one another. The person watching the CBS Evening News is ... who might also be in the audience.

6. Mass communication channels are characterized by ... and usually more than one machine in the process of These machines translate the message from one channel to another. Television makes use of ... and back again. Radio does the same with sound energy.

7. The third major communication setting is the one that we will be most interested in. Mass communication refers to ... at large, heterogeneous, and scattered audiences. This definition, ... , will serve us adequately in most instances.

8. The source in the mass communication situation is a group of individuals ... setting. That sentence is a rather complicated observation of a simple fact; Mass communication is ... of more than one person.

9. If you chose to call the network (a long-distance call for most people), you might be connected to a receptionist, who might ... , "someone will get back to you." Eventually, someone probably will respond with a form letter. This hypothetical example illustrates the difficulty in It might be hours or even days before the source of the message is aware of the receiver's response.

10. Mass communication typically involves multiple decoding before the message is received. The tape deck ... into sound waves for our hearing mechanism. The TV receiver decodes both sight and sound transmissions.

3. Make up a short summary of the text, using the following words and expressions

1. produce and transmit public messages
2. act within predetermined roles in an organizational setting
3. be expressed as gross audience characteristics
4. be addressed "to whom it may concern"
5. contrast greatly with interpersonal communication

4. Make up the key questions on the text. Make use of the prompts

1. communication elements as they occur in settings
2. encoding in mass communication is always a multistage process
3. audience is one of the prime distinguishing characteristics of mass communication

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Массовая коммуникация относится к процессу, с помощью которого сложная организационная структура производит и передает общественную информацию на большую, разнородную и разбросанную аудиторию посредством одного или множества устройств.

2. Обычно массовая коммуникация включает множественную расшифровку прежде, чем получить сообщение. Магнитофон расшифровывает схемы магнитных частиц в звуковые волны для нашего механизма слухового восприятия. Телевизионный приемник расшифровывает и зрительную, и звуковую передачи.

3. Могут пройти часы или даже дни, прежде чем источник информации узнает об ответе получателя. Замедленный характер обратной связи в массовой коммуникации ярко выражен, так как она

косвенная и должна проделать путь через третью сторону, прежде чем вернется к источнику.

4. Поток информации в массовой коммуникации идет в основном в одном направлении, от источника к получателю, и обратная связь минимальная. В самом деле, во многих случаях коммуникационных установок обратная связь между получателем и источником затруднена.

5. Каналы массовой коммуникации характеризуются использованием одного или нескольких устройств в процессе передачи информации. Эти устройства переводят информацию из одного канала в другой. Телевидение использует сложные устройства, преобразующие световую энергию в электрическую и обратно.

8. *Write an essay on the topic in class*

9. *Read and translate into Russian the text from the supplementary part*

10. *Summarize the text*

CHAPTER 5

MASS MEDIA AND SOCIAL ISSUES

TEXT 1

ASSESSING THE IMPACT: EARLY MEDIA STUDIES

The concept that the media have different effects on different types of people is relatively new. Early media observers felt that an absolute one-to-one relationship existed between what people read, heard and saw and what people did with that information. They also believed that the effects were the same for everyone.

The magic bullet theory, sometimes called the hypodermic needle theory, alleged that ideas from the media were in direct causal relation to behavior.

The theory held that the media could inject ideas into someone the way liquids are injected through a needle. This early distrust of the media still pervades many people's thinking today, although the theory has been disproved.

Media research, like other social science research, is based on a continuum of thought, with each new study advancing slightly the knowledge from the studies that have come before. This is what has happened to the magic bullet theory. Eventually, the beliefs that audiences absorbed media messages uncritically and that all audiences reacted the same to each message were proven untrue. Research disclosed that analyzing media effects is a very complex task.

Some media research existed before television use became widespread in the mid-1950s, but TV prompted scholars to take an even closer look at media's effects. Two scholars made particularly provocative assertions about how the media influence people's lives. David M. Potter and Marshall McLennan arrived at just the right moment – when the public and the scholarly community were anxiously trying to analyze media's effects on society.

In his book *People of Plenty*, published in 1954, Potter first articulated an important idea: that American society is a consumer society driven

primarily by advertising. Potter, a historian, asserted that American advertising is rooted in American abundance.

Advertising is not badly needed in an economy of scarcity, because total demand is usually equal to or in excess of total supply, and every producer can normally sell as much as he produces. It is when potential supply outstrips demand – that is, when abundance prevails – that advertising begins to fulfill a really essential economic function.

Potter then warned about the dangers of advertising. “Advertising has in its dynamics no motivation to seek the improvement of the individual or to impart qualities of social usefulness. It has no social goals and no social responsibility for what it does with its influence. “ Potter’s perspective was important in shaping the critical view of modern advertising. People of Plenty is still in print today.

In the 1960s, Canadian Marshall McLennan piqued the public’s interest with his phrase “The medium is the message,” which he later parodied in the title of his book *The Medium Is the Message*. One of his conclusions was that the widespread use of television was a landmark in the history of the world, “retribalizing” society and creating a “global village” of people who use media to communicate.

McLennan suggested that electronic media messages are inherently different from print messages – to watch information on TV is different from reading the same information in a newspaper. McLennan never offered systematic proof for his ideas, and some people criticized him as a charlatan, but his concepts still are debated widely.

Scholars who analyze the media today look for patterns in media effects, predictable results and statistical evidence to document how the media affect us. Precisely because the media are ubiquitous, studies of their effects on American society are far from conclusive. In this chapter you will learn about some of the major studies that have examined the media’s effects and some of the recent assertions about the role that the media play in our lives.

Media research today includes media effects research and media content analysis. Effects research tries to analyze how people use the information they receive from the media – whether political advertising changes people’s voting behavior, for example. Content analysis examines what is presented by the media – how many children’s programs portray violent behavior, for example.

Sometimes these two types of analysis (effects research and content studies) are combined in an attempt to evaluate what effect certain content has on an audience.

Assignments

1. *Translate the sentences into Russian*

1. The concept that the media have different effects on different types of people is relatively new. Early media observers felt that an absolute one-to-one relationship existed between what people read, heard and saw and what people did with that information. They also believed that the effects were the same for everyone.

2. The magic bullet theory, sometimes called the hypodermic needle theory, alleged that ideas from the media were in direct causal relation to behavior.

The theory held that the media could inject ideas into someone the way liquids are injected through a needle. This early distrust of the media still pervades many people’s thinking today, although the theory has been disproved.

3. Media research, like other social science research, is based on a continuum of thought, with each new study advancing slightly the knowledge from the studies that have come before. This is what has happened to the magic bullet theory. The beliefs that audiences absorbed media messages uncritically and that all audiences reacted the same to each message were proven untrue.

4. Some media research existed before television use became widespread in the mid-1950s, but TV prompted scholars to take an even closer look at media’s effects. Two scholars made particularly provocative assertions about how the media influence people’s lives. David M. Potter and Marshall McLennan arrived at just the right moment – when the public and the scholarly community were anxiously trying to analyze media’s effects on society.

5. Advertising is not badly needed in an economy of scarcity, because total demand is usually equal to or in excess of total supply, and every producer can normally sell as much as he produces. It is when potential supply outstrips demand – that is, when abundance prevails – that advertising begins to fulfill a really essential economic function.

6. Potter then warned about the dangers of advertising. “Advertising has in its dynamics no motivation to seek the improvement of the individual or to impart qualities of social usefulness. It has no social goals and no social responsibility for what it does with its influence.”

7. In the 1960s, Canadian Marshall McLennan piqued the public’s interest with his phrase “The medium is the message,” which he later parodied in the title of his book *The Medium Is the Message*. One of his conclusions was that the widespread use of television was a landmark in the history of the world,

“retribalizing” society and creating a “global village” of people who use media to communicate.

8. McLuhan suggested that electronic media messages are inherently different from print messages – to watch information on TV is different from reading the same information in a newspaper. McLean never offered systematic proof for his ideas, and some people criticized him as a charlatan, but his concepts still are debated widely.

9. Scholars who analyze the media today look for patterns in media effects, predictable results and statistical evidence to document how the media affect us. Precisely because the media are ubiquitous, studies of their effects on American society are far from conclusive.

10. Media research today includes media effects research and media content analysis. Effects research tries to analyze how people use the information they receive from the media – whether political advertising changes people’s voting behavior, for example. Content analysis examines what is presented by the media – how many children’s programs portray violent behavior, for example.

2. Complete the sentences

1. Scholars who analyze the media today look for ... , ... and ... to document how the media affect us. Precisely because ... , studies of their effects on American society are far from conclusive.

2. Media research today includes ... and Effects research tries to ... from the media – whether political advertising changes people’s voting behavior, for example. Content analysis examines ... – how many children’s programs portray ... , for example.

3. The concept that the media have ... of people is relatively new. Early media observers felt ... existed between what people read, heard and saw and what people did with that information.

4. The magic bullet theory, sometimes called ... , alleged that ideas from the media were in direct ... to behavior.

5. The theory held that the media could ... the way liquids are injected through a needle. This early ... many people’s thinking today, although the theory has been disproved.

6. Eventually, the beliefs that audiences ... and that all audiences reacted the same to each message were proven untrue. Research disclosed that ... is a very complex task.

7. McLennan arrived at just the right moment – when the public and the ... were anxiously trying to analyze media’s effects on society.

8. Advertising is not badly needed in ... , because total demand is usually equal to or in excess of total supply, and every producer can normally

sell as much as he produces. It is when ... – that is, when ... – that advertising begins to fulfill a really essential economic function.

9. Potter then warned about the dangers of advertising. “Advertising has in its ... or to”

10. It has no ... and no ... for what it does with its influence. Potter’s perspective was important in shaping the critical view of modern advertising. People of Plenty is still in print today.

3. Make up a short summary of the text, using the following words and expressions

1. the hypodermic needle theory

2. ideas from the media are in direct causal relation to behavior

3. absorb media messages uncritically

4. be based on a continuum of thought

5. combine in an attempt to evaluate what effect certain content has on the audience

4. Make up the key questions on the text. Make use of the prompts

1. analyzing media effects is a very complex task

2. important in shaping the critical view of modern advertising

3. include media effects research and media content analysis

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Сегодняшние исследования СМИ включают изучение влияния СМИ и анализ содержания СМИ. Исследователи влияния СМИ пытаются анализировать, как люди используют информацию, которую они получают из СМИ – изменяют ли политические рекламы поведение людей при голосовании. Анализ содержания исследует то, что представляет СМИ для публики – как много детских программ отображают насилие в поведении.

2. Реклама не очень необходима при скудной экономике, так как общая потребность обычно равна общему предложению или превосходит его, и каждый производитель может обычно продать столько, сколько он производит. И только когда потенциальное предложение превосходит спрос, т.е. когда появляются излишки, тогда реклама начинает выполнять действительно существенную экономическую функцию.

3. Понятие того, что СМИ имеют различное влияние на различных людей, является относительно новым. Ранние исследователи СМИ понимали, что существует абсолютно прямая связь между тем, что люди

читают, слышат и видят, и что люди делают с этой информацией. Они также верили, что таким было влияние для каждого.

4. Теория магического построения, иногда называемая теорией подкожного вливания, подразумевала, что идеи СМИ находятся в прямой причинной зависимости от поведения. Теория считала, что СМИ могли бы питать людей идеями таким же образом, как жидкость вводится через иглу. Это давнишнее недоверие к СМИ все еще смущает человеческое мышление сегодня, хотя эта теория была опровергнута.

5. Д. Потер предупреждал об опасности рекламы. “Реклама в своей динамике не имеет мотивации улучшить человека или придавать ему качества социальной полезности. У нее нет социальных целей и социальной ответственности за то, что она делает со своим влиянием”.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part

10. Summarize the text

TEXT 2

THE PAYNE FUND STUDIES

The prestigious Payne Fund sponsored the first major study of media, conducted in 1929. It contained 12 separate reports on media effects. One of these studies concentrated on the effects of movies on children. In his interviews, researcher Herbert Blumer simply asked teenagers what they remembered about the movies they had seen as children.

Using this unsystematic approach, he reported that the teenagers had been without question, mainly because these were the first major studies of media effects, and the results were widely reported. This became known as the magic bullet theory, the belief that media messages directly and measurably affect people’s behavior.

The Payne Fund studies also contributed ammunition for the Motion Picture Producers and Distributors Association Production Code, adopted in 1930, which regulated movie content.

THE CANTRIL STUDY

The Martians who landed in New Jersey on the Mercury Theater “War of the Worlds” broadcast of October 30, 1939 sparked the next major study of media effects, conducted by Hedley Cantril at Princeton University. The

results of the Cantril study contradicted the findings of the Payne Fund studies and disputed the magic bullet theory.

The Cantril researchers wanted to find out why certain people believed the Mercury Theater broadcast and others did not. After interviewing 135 people, Cantril concluded that high critical thinking ability was the key. Better-educated people were much more likely to decide that the broadcast was a fake.

This might seem to be a self-evident finding today, but the importance of the Cantril study is that it differentiated among listeners: People with different personality characteristics interpreted the broadcast differently.

THE LASSWELL MODEL

In 1948, Harold D. Lasswell designed a model to describe the process of communication that is still used today. Lasswell said that this process could be analyzed by answering five questions:

Who?
says what?
on which channel?
to whom?
with what effect?

In other words, Lasswell said that the process of communication could be analyzed by determining who the sender is and what the sender says. Next, you must identify which channel – meaning the method – of communication the sender used. Then you must examine the audience and define the effect on that audience. Because Lasswell described the communication process so succinctly, most of the communications research that followed has attempted to answer his five questions.

Assignments

1. Translate the sentences into Russian

1. The prestigious Payne Fund sponsored the first major study of media, conducted in 1929. It contained 12 separate reports on media effects. One of these studies concentrated on the effects of movies on children. In his interviews, researcher Herbert Blumer simply asked teenagers what they remembered about the movies they had seen as children.

2. Using this unsystematic approach, he reported that the teenagers had been without question, mainly because these were the first major studies of media effects, and the results were widely reported. This became known as

the magic bullet theory, the belief that media messages directly and measurably affect people's behavior.

3. The Payne Fund studies also contributed ammunition for the Motion Picture Producers and Distributors Association Production Code, adopted in 1930, which regulated movie content.

4. The Cantril researchers wanted to find out why certain people believed the Mercury Theater broadcast and others did not. After interviewing 135 people, Cantril concluded that high critical thinking ability was the key. Better-educated people were much more likely to decide that the broadcast was a fake.

This might seem to be a self-evident finding today, but the importance of the Cantril study is that it differentiated among listeners: People with different personality characteristics interpreted the broadcast differently.

5. In other words, Lasswell said that the process of communication could be analyzed by determining who the sender is and what the sender says. Next, you must identify which channel – meaning the method – of communication the sender used. Then you must examine the audience and define the effect on that audience. Because Lasswell described the communication process so succinctly, most of the communications research that followed has attempted to answer his five questions.

2. Complete the sentences

1. The prestigious Payne Fund ... , conducted in 1929. It contained 12 separate reports on media effects. One of these studies concentrated on the effects of movies on children. In his interviews, researcher Herbert Blumer simply asked

2. Using this unsystematic approach, he reported that the teenagers had been without question, mainly because these were the first major studies of media effects, This became known as the ... , the belief that

3. The Martians who landed in New Jersey on the Mercury Theater "War of the Worlds" broadcast of October 30, 1939 ... effects, conducted by Hedley Cantril at Princeton University. The results of the Cantril study

4. The Cantril researchers wanted to find out why certain people believed the Mercury Theater broadcast and others did not. After interviewing 135 people, Cantril concluded Better-educated people were much more likely to decide

5. In 1948, Harold D. Lasswell designed ... that is still used today. Lasswell said that this process could be analyzed by answering five questions: In other words, Lasswell said that the process of communication Next, you must identify which channel – meaning the method – of communication the sender used. Then you ... on that audience.

3. Make up a short summary of the text, using the following words and expressions

1. media messages directly and measurably affect people's behavior
2. interpret the broadcast differently
3. to decide that the broadcast is a fake
4. high critical thinking ability is the key
5. describe the communication process succinctly

4. Make up the key questions on the text. Make use of the prompts

1. the effects of movies on children
2. dispute the magic bullet theory
3. examine the audience and define the effect on that audience

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. В своих интервью исследователь просто опрашивал подростков, что они помнили из фильмов, которые видели в детстве. Используя этот бессистемный подход, он сообщил, что подросткам не задавали вопросов в основном потому, что это были первые исследования влияния СМИ, о результатах которых много говорили.

2. Эти исследования стали известны как "теория пули", т.е. убеждение, что информация СМИ непосредственно и в ощутимой мере воздействует на поведение человека.

3. Исследователи хотели узнать, почему определенные люди поверили этому сообщению, а другие нет. После опроса 135 человек они пришли к выводу, что ключом к разгадке были способности критического мышления. Более образованные люди были более склонны считать, что информация была ложной.

4. Другими словами, процесс коммуникации можно проанализировать, определив, кто отправитель информации и что он сообщает. Далее, вы должны определить способ (канал) коммуникации, используемый отправителем информации. Затем вы должны проанализировать аудиторию и определить воздействие на эту аудиторию.

5. Сегодня это кажется очевидным, но важным в исследовании Кантрила является то, что он дифференцирует аудиторию: люди с разными личными характеристиками по-разному интерпретируют передаваемый материал.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part

10. Summarize the text

CHAPTER 6

INTERNATIONAL MEDIA SYSTEMS

TEXT 1

The study of international mass media systems focuses on those media that cross national boundaries. Some media may be deliberately designed for other countries (as is the case with Radio Moscow, the voice of America, and the international edition of Newsweek); other media simply spill over from one country to its neighbors (as happens between the United States and Canada). Let's look first at those media designed for international consumption.

GLOBAL PRINT MEDIA

Many newspapers provide foreign-language or international editions. The popular ones fall into two categories: general newspapers and financial newspapers. As far as U.S. and British based publications are concerned, the following were the leaders at the close of 1991:

- The International Herald Tribune, published by the New York Times and the Washington Post and headquartered in France, has a worldwide circulation of about 190,000, most of it in Europe. The paper, which recently celebrated its hundredth anniversary, is printed in ten cities around the world, including Miami, Singapore, and Hong Kong.
- USA Today International is a newcomer to the scene with a circulation of about 60,000, again mostly in Europe. The Gannett-owned paper is printed in Switzerland, Singapore, and Hong Kong. Most of its readers are U.S. citizens traveling abroad. USA Today recently became available in Russia.
- World Paper, published by the World Times company in Boston, is distributed as a newspaper supplement primarily in Latin America, Asia, and the East. It's printed in twenty different countries and boasts a circulation of 900,000.

- The Financial Times of London, as its name suggests, specializes in economics and has a circulation of about 300,000.
- The Economist, also based in London, carries financial news and analysis available in the United States; the paper is printed in Virginia, London, and Singapore. It reaches about 400,000 readers.
- The Wall Street Journal's international editions reach about 85,000 people mainly in Europe and Asia.

Other papers that enjoy international status are the New York Times, Le Monde (France), El Pais (Spain), The Times (Great Britain), The Statesman (India) and El Ahram (Egypt).

The international flow of news is dominated by global news agencies. Reuters, Associated Press, Agence France Presse, United Press International, and ITA are the biggest, but in recent years more specialized news organizations such as the New York Times Syndicate and the Los Angeles Times syndicate have also become important.

As far as magazines are concerned, the Reader's Digest publishes 39 international editions in 15 languages that are distributed in nearly 200 countries. The Digest has about 10 million readers in foreign countries, making it a formidable vehicle for global advertising. Time Warner Inc., in addition to the international edition of Time has a circulation of 1.3 million in 190 countries, also publishes Asia Week, President (in Japanese), and Yazhou Ahoukan, a newsweekly in Chinese. Many business magazines including Business Week, Fortune, and the Harvard Business Review, also have foreign readership.

Assignments

1. *Translate the text into Russian*
2. *Complete the sentences*

1. As far as magazines are concerned, the ... publishes 39 international editions in 15 languages The Digest has about 10 million readers in foreign countries.

2. The paper, which recently ... , is printed in ten cities around the world, including Miami, Singapore, and Hong Kong.

3. Other ... are the New York Times, Le Monde (France), El Pais (Spain), The Times (Great Britain), The Statesman (India) and El Ahram (Egypt).

4. World Paper, published by the World Times company in Boston, is It's printed in twenty

5. The international flow of news is

6. USA Today International is ... The Gannett-owned paper is printed in Switzerland, Singapore, and Hong Kong. Most of its readers are U.S. citizens ...

7. The study of international mass media systems focuses ... Some media may ...; other media simply ...

8. Let's look first at ...

9. The Digest has about 10 million readers in foreign countries, ...

10. Many newspapers ... The popular ones fall into two categories: ...

3. Make up a short summary of the text

4. Read and translate into Russian the text from the supplementary part

5. Summarize the text

TEXT 2

GLOBAL BROADCASTING

About 150 countries engage in some form of international shortwave radio broadcasting. Most of these services are government run or at least government supervised and seem to have a political purpose: A good deal of the content on many services would be labelled propaganda. Over the last few years, however, private international casting has grown in popularity. In the early 1980s, WRNO, New Orleans, became the first licensed commercially supported station to aim at an international audience. Other stations located in the United States and its island possessions followed suit.

Nonetheless, the leading major international services continue to be state supported. Listed below are the five leaders based on broadcasting hours in 1991:

- The Voice of America (VOA), now in its fifth decade of operation, broadcasts news, music, editorials, and features, in more than forty languages. The VOA estimates that about 120 million people.
- Radio Moscow (RM) was the most extensive international radio operation. Currently, because of the dissolution of the Soviet Union, its operating hours are being cut back, its long-range future is unclear.
- The World Service of the British Broadcasting Corporation (BBC) has a worldwide reputation for accurate and impartial newscasts because, in theory at least, it is independent of government ownership. Along with its news, the BBC also carries an impressive lineup of music, drama, comedy, sports, and light features.

The BBC pioneered the international radio call-in show in which prominent people, such as Prime Minister John Major, answer calls from listeners around the globe. The BBC broadcasts in 37 languages and has about 120 million worldwide listeners. BBC listenership reached record levels during the Gulf War.

- Radio Beijing (Peking), which is difficult to pick up in the United States, transmits about 1400 hours of programming weekly in 40 foreign languages. Radio Beijing carried strident anti-American propaganda until the early 1970s when improved relations led to a mellowing of their tone. Most of Radio Beijing's programming consists of news, analysis, commentary, and cultural information about China.
- Deutsche Welle (dw), "German wave," broadcasts about 800 hours per week in 26 languages. DW's transmitters are located in Germany and in Africa and Asia. It has a large audience, particularly in Africa.

Probably the biggest change in international broadcasting in the 1980s and 1990s has been the increased use of communication satellites to carry TV signals across borders. Ted Turner's Cable News Network (CNN) has been a pioneer in this area.

CNN international broadcasts to 65 million households and 1000 hotels in 102 countries. CNN also carries World Report, a compilation of uncensored news segments from around the world as reported by local journalists. Japan's NHK is considering an international video service to compete with CNN, International TV news exchanges, such as Visnews and Worldwide Television News (WTN), send pictures and audio to stations around the globe. The U.S. information Agency's WorldNet supplies video to more than fifty countries. It recently added a Spanish-language feed of the MacNeil-Lehrer Report to South America in addition to a daily two-hour feed to Eastern Europe. Some special programs, such as ABC's Capital to Capital, have been transmitted live to both the United States and to Russia. ABC also broadcast a program in which viewers in several American cities were able to question Mikhail Gorbachev and Boris Yeltsin live via satellite. The Fox Television Network recently announced a plan to syndicate its programs worldwide.

In Europe, British Sky Broadcasting, partially owned by Rupert Murdoch, broadcasts five channels to cable systems and home satellite dish owners across the European continent. Two of the channels are free while the others are by subscription only. The European version of MTV is available on

cable in more than a dozen European countries, as well as Japan and Australia.

In sum, as one CNN executive put it, it won't be long before "everyone will be looking inside everyone else's electronic window."

Along with the increasing satellite volume, a good deal of global media traffic consists of videocassettes and films that are shipped from one country to another and broadcast on the native country's TV system or played back on VCRs or shown at local movie theaters.

Assignments

1. Translate the text into Russian

2. Complete the sentences

1. In Europe, British Sky Broadcasting, partially owned by Rupert Murdoch,

2. Two of the channels are free while the others are The European version of MTV is available on cable in more than a dozen European countries, as well as Japan and Australia.

3. In sum, as one CNN executive put it, it won't be long before

4. Along with the increasing satellite volume, a good deal of global media traffic consists of videocassettes and films that are shipped from one country to another and broadcast on the native country's TV system or played back on.

5. Agency's WorldNet supplies video to more than fifty countries. It recently added a Spanish-language feed of the MacNeil-Lehrer Report to South America in addition to a daily two-hour feed to Eastern Europe.

6. Some special programs, such as abc's Capital to Capital, have been ABC also broadcast a program in which viewers in several American cities were able to question Mikhail Gorbachev and Boris Yeltsin live via satellite.

7. The Fox Television Network recently Probably the biggest change in international broadcasting in the 1980s and 1990s has been the increased use of communication satellites Ted Turner's Cable News Network (CNN) has been a pioneer in this area.

8. CNN international broadcasts to 65 million households and 1000 hotels in 102 countries. CNN also carries World Report, a ... as reported by local journalists.

9. Japan's NHK is considering an international video service ... and worldwide Television News (wtn), send pictures and audio to stations around the globe.

10. About 150 countries engage in Most of these services are government run or A good deal of the content on many services Over the last few years, however, private international casting has grown in popularity. In the early 1980s, WRNO, New Orleans, became the first ... to aim at an international audience .

3. Make up a short summary of the text

4. Read and translate into Russian the text from the supplementary part

5. Summarize the text

CHAPTER 7

INTERNATIONAL AND COMPARATIVE MEDIA SYSTEMS

TEXT 1

COMPARATIVE MEDIA SYSTEMS

The media system that exists in a country is directly related to the political system in that country. The political system determines the exact relationship between the media and the government. Over the years, several theories have developed concerning this relationship. There are examples of these theories in operation.

THEORIES OF THE PRESS

Since the sixteenth century, scholars have attempted to describe the relationship between the government and the media and its implications with regard to freedom and control, over the years, various theories or philosophies of the press, as they have been labeled, have been developed to articulate and explain this relationship. The most influential of these attempts occurred in 1956 with the publication of a book entitled *Four Theories of the Press*. The main thesis of this book held that there were four main operating philosophies concerning media freedom and control: Authoritarian, Libertarian, Communist, and Social Responsibility. The passage of time and the crush of historical events, however, has overtaken this conceptualization and several recent writers have offered modifications of the original four-part model. Rather than review all of these revisions, this chapter will offer a simplified model of media-government relations that draws upon the original *Four Theories* arrangement and incorporates some of the newer ideas.

To begin, imagine a continuum ranging from authoritarianism at one end and libertarianism at the other. These two “isms” reflect polar opposites in the amount of control the government exerts over the media, and we shall discuss each in turn.

The authoritarian theory arose in sixteenth-century England about the same time as the introduction of the printing press to that country. Under the authoritarian system, the prevailing belief held that a ruling elite should guide the masses, whose intellectual ability was held in low esteem. Public dissent and criticism were considered harmful to both government and the people and were not tolerated. Authoritarians used various devices to enforce cooperation of the press including licensing, censorship of material before publication, the granting of exclusive printing rights to favored units of the press, and the swift, harsh punishment of government critics. In fact, in certain societies, not only is the press prohibited from criticizing the government, but it is also required to perform functions for the good of the state. These might include omitting certain news reports that would be embarrassing or harmful to the government and explaining other events in a light favorable to the ruling powers.

The communist theory is a variant on the authoritarian theme. The media are “owned” by the people as represented by the state. Their purpose is to support the Marxist system and to achieve the goals of the state as expressed through the communist party. With the downfall of communism in the U.S.S.R. and Eastern Europe, this philosophy has far fewer proponents today than it had forty years ago.

The libertarian theory is directly opposed to the authoritarian theory. Libertarians assume that human beings are rational and are capable of making their own decisions and that governments exist to serve the individual. Unlike the authoritarians, libertarians hold that the common citizen has a right to hear all sides of an issue in order to distinguish truth from falsehood. Since any government restriction on the expression of ideas infringes on the rights of the citizen, the government can best serve the people by not interfering with the media. In short, the press must be free of control.

Communications scholar William Hatchett, in *The World News Prism*, proposed a modification on the libertarian philosophy, which incorporated parts of the original social responsibility theory with elements of libertarianism. In his conceptualization, labeled the Western Concept, the press is considered privately owned while the broadcasting media may be privately owned or owned by the state (as is the case with the Public Broadcasting Service). The press is to be as free as possible but unlike ‘libertarianism, the freedom is not absolute. The media have a right to criticize government and other institutions but they also incur a responsibility to preserve democracy by properly informing the public and by responding to society’s interest and needs.

The government may involve itself in media operations by issuing regulations if the public interest is not being adequately served. The

regulation of broadcasting by the Federal Communications commission is a good example of this latter provision. The United States, Britain, Japan, and many western European countries are examples of countries that subscribe to this philosophy.

Hatchet also identified a more recent theory called the Developmental Concept, which is more toward the authoritarian side of the spectrum. In this ideology the government mobilizes and directs the media to serve national goals in economic and social life.

Assignments

1. Translate the sentences into Russian

1. The media system that exists in a country is directly related to the political system in that country. The political system determines the exact relationship between the media and the government. Over the years, several theories have developed concerning this relationship.

2. Since the sixteenth century, scholars have attempted to describe the relationship between the government and the media and its implications with regard to freedom and control, over the years, various theories or philosophies of the press, as they have been labeled, have been developed to articulate and explain this relationship.

3. The passage of times and the crush of historical events, however, have overtaken this conceptualization and several recent writers have offered modifications of the original four-part model. To begin, imagine a continuum ranging from authoritarianism at one end and libertarianism at the other. These two “isms” reflect polar opposites in the amount of control the government exerts over the media, and we shall discuss each in turn.

4. The authoritarian theory arose in sixteenth-century England about the same time as the introduction of the printing press to that country. Under the authoritarian system, the prevailing belief held that a ruling elite should guide the masses, whose intellectual ability was held in low esteem. Public dissent and criticism were considered harmful to both government and the people and were not tolerated. Authoritarians used various devices to enforce cooperation of the press including licensing, censorship of material before publication, the granting of exclusive printing rights to favored units of the press, and the swift, harsh punishment of government critics.

5. The communist theory is a variant on the authoritarian theme. The media are “owned” by the people as represented by the state. Their purpose is to support the Marxist system and to achieve the goals of the state as expressed through the communist party. With the downfall of communism in the U.S.S.R. and Eastern Europe, this philosophy has far fewer proponents today than it had forty years ago.

6. The libertarian theory is directly opposed to the authoritarian theory. Libertarians assume that human beings are rational and are capable of making their own decisions and that governments exist to serve the individual. Unlike the authoritarians, libertarians hold that the common citizen has a right to hear all sides of an issue in order to distinguish truth from falsehood. Since any government restriction on the expression of ideas infringes on the rights of the citizen, the government can best serve the people by not interfering with the media. In short, the press must be free of control.

7. Communications scholar William Hatchet, in *The World News Prism*, proposed a modification on the libertarian philosophy, which incorporated parts of the original social responsibility theory with elements of libertarianism. In his conceptualization, labeled the Western Concept, the press is considered privately owned while the broadcasting media may be privately owned or owned by the state (as is the case with the Public Broadcasting Service).

8. The press is to be as free as possible but unlike “libertarianism”, the freedom is not absolute. The media have a right to criticize government and other institutions but they also incur a responsibility to preserve democracy by properly informing the public and by responding to society’s interest and needs.

9. The government may involve itself in media operations by issuing regulations if the public interest is not being adequately served. The regulation of broadcasting by the Federal Communications commission is a good example of this latter provision. The United States, Britain, Japan, and many western European countries are examples of countries that subscribe to this philosophy.

10. Hatchet also identified a more recent theory called the Developmental Concept, which is more toward the authoritarian side of the spectrum. In this ideology the government mobilizes and directs the media to serve national goals in economic and social life.

2. Complete the sentences

1. The media have a right to criticize government and other institutions but they also incur a responsibility to preserve democracy by properly informing the public and by

2. The government may involve itself in media operations by issuing regulations if the public interest is not being adequately served. The regulation of broadcasting by the Federal Communications commission is a good example of this

3. Hatchet also identified a more recent theory ... , which is more toward the authoritarian side of the spectrum. In this ideology the government ... in economic and social life.

4. The communist theory is a variant on the authoritarian theme. The media Their purpose is to support the Marxist system and to achieve the goals of the state as expressed through the communist party. With the downfall of communism in the U.S.S.R. and Eastern Europe, this philosophy has far fewer proponents today than it had forty years ago.

5. Libertarians assume that ... and that governments exist to serve the individual. Since any government restriction on the expression of ideas ... , the government can best serve the people by not interfering with the media. In short, the press must be free of control.

6. Under the authoritarian system, the prevailing belief held that a ruling elite should guide the masses, whose intellectual ability was held in low esteem. Public ... to both government and the people and were hot tolerated. Authoritarians used ... of the press including ... , the granting of exclusive ... of the press, and the ... punishment of government critics.

7. The communist theory is a variant The media are “owned” by the people as represented by the state. Their purpose is to support the Marxist system and to ... expressed through the communist party. With the downfall of communism in the U.S.S.R. and Eastern Europe, this philosophy ... today than it had forty years ago.

8. Communications scholar William Hatchet proposed ... , which incorporated parts of the original social responsibility theory with elements of libertarianism. In his conceptualization, ... , the press is considered to be privately owned while the broadcasting media may be privately owned or owned by the state .

9. The media system that exists in a country is The political system determines Over the years, several theories have developed concerning this relationship.

10. The passage of time and ... , however, have overtaken this conceptualization and several recent writers have offered modifications of the original four-part model. To begin, imagine a continuum ranging from These two “isms” reflect ... in the amount of control the government exerts over the media.

3. Make up a short summary of the text, using the following words and expressions

1. describe the relationship between the government and the media
2. articulate and explain this relationship
3. reflect polar opposites in the amount of control the government exerts over the media
4. offer a simplified model of media-government relations

5. mobilize and direct the media to serve national goals in economic and social life

4. Make up the key questions on the text. Make use of the prompts

1. the media system that exists in a country is directly related to the political system in that country

2. there are four main operating philosophies concerning media freedom and control

3. involve the government in media operations

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Пресса должна быть свободной насколько это возможно, но в отличие от “либертарианизма” свобода не является абсолютной. У СМИ есть право подвергать критике правительство и другие институты, но они несут ответственность за сохранение демократии, подробно информируя общественность и отвечая интересам и нуждам общества.

2. Правительство может участвовать в действиях СМИ, издавая законы, если интересы общественности не были удовлетворены в достаточной степени. Постановление о вещании федеральной комиссии по коммуникациям хороший тому пример.

3. Хачтен определил современную теорию, называемую “концепция развития”, которая более близка авторитарной системе. В этой идеологии правительство мобилизует и направляет СМИ для служения национальным интересам в экономической и социальной жизни страны.

4. Система СМИ, существующая в стране, непосредственно соотносится с политической системой в этой стране. Политическая система определяет точные взаимоотношения между СМИ и правительством.

5. Начиная с 16 века ученые пытаются описать взаимоотношения между правительством и СМИ и сложности в отношении свободы и управления ими. Были разработаны различные теории и философии прессы, как их называют.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part

10. Summarize the text

ROLE OF THE MEDIA IN VARIOUS COUNTRIES

The role of a mass media system in a given country will differ according to its place in the above typology. For example, as mentioned above, in many developing countries where there is strong centralized control over the media, the principal role of mass communication is to help develop and build the nation. Not surprisingly, many Third World countries are primarily concerned with economic and political development. This concern is translated into a rather focused definition of the role of mass media.

In general, the media are expected to help further modernization or other national goals. In fact, a new term, developmental journalism, has been coined to describe this philosophy. In short, developmental journalism means that the role of the media is to support national interests for economic and social development and to support objectives such as national unity, stability, and cultural integrity, on the one hand, developmental journalism entails finding ways to make abstract stories about commodity pricing, agriculture, and educational goals understandable to readers and to highlight the developmental goals achieved by the nation, on the other hand, developmental journalism can also mean that the press refrains totally from any criticism of the government and will print only what the government deems helpful to its cause. The philosophy of many Asian, Latin American, and African developing nations falls somewhere between these two conceptions of developmental journalism.

In the communist world, the role of the media is clear-cut: they are tools of propaganda, persuasion, and education. They function only secondarily as sources of information. The political significance of the media is also clearly seen in the high priority that they occupy in the government bureaucracy. Only the Communist party, the party-controlled government, and party-directed organizations, such as trade unions, are permitted to operate media.

Western media inform and entertain, but their content is somewhat different from communist and Third world media. Most of the information carried by the media in the Western democracies is geared to the specific political and economic needs of the audience. An examination of the press in the United States and Canada, for example, would reveal a large amount of news about the local and national government, some of it unfavorable and critical.

The United States and other Western countries have a tradition of press freedom that recognizes the right of the media to present ideas to try to persuade the audience to some point of view. Moreover, a great deal of

content in the Western media is consumer oriented, consisting of advertising and news about business. On the entertainment side, the content of Western media generally lacks the cultural heritage dimension found in many Third World countries and does not emphasize the national history aspect as heavily as do the communist media. Further, there is, relatively speaking, little regulation of the content of the entertainment media. Aside from some regulations governing pornography and prohibitions against certain content on the broadcasting media, the government takes little interest in entertainment content. It's the interpretation or editorial function where the biggest differences are found.

Assignments***1. Translate the sentences into Russian***

1. The United States and other Western countries have a tradition of press freedom that recognizes the right of the media to present ideas to try to persuade the audience to some point of view. Moreover, a great deal of content in the Western media is consumer oriented, consisting of advertising and news about business.

2. On the entertainment side, the content of Western media generally lacks the cultural heritage dimension found in many Third World countries and does not emphasize the national history aspect as heavily as do the communist media.

3. Further, there is, relatively speaking, little regulation of the content of the entertainment media. Aside from some regulations governing pornography and prohibitions against certain content on the broadcasting media, the government takes little interest in entertainment content. It's the interpretation or editorial function where the biggest differences are found.

4. In the communist world, the role of the media is clear-cut: They are tools of propaganda, persuasion, and education. They function only secondarily as sources of information.

5. The political significance of the media is also clearly seen in the high priority that they occupy in the government bureaucracy. Only the Communist party, the party-controlled government, and party-directed organizations, such as trade unions, are permitted to operate media.

6. Western media inform and entertain, but their content is somewhat different from communist and Third world media. Most of the information carried by the media in the Western democracies is geared to the specific political and economic needs of the audience. An examination of the press in the United States and Canada, for example, would reveal a large amount of news about the local and national government, some of it unfavorable and critical.

7. In many developing countries where there is strong centralized control over the media, the principal role of mass communication is to help develop and build the nation. Not surprisingly, many Third World countries are primarily concerned with economic and political development. This concern is translated into a rather focused definition of the role of mass media.

8. In general, the media are expected to help further modernization or other national goals. In fact, a new term, developmental journalism, has been coined to describe this philosophy.

9. In short, developmental journalism means that the role of the media is to support national interests for economic and social development and to support objectives such as national unity, stability, and cultural integrity. The philosophy of many Asian, Latin American, and African developing nations falls somewhere between these two conceptions of developmental journalism.

10. On the one hand, developmental journalism entails finding ways to make abstract stories about commodity pricing, agriculture, and educational goals understandable to readers and to highlight the developmental goals achieved by the nation, on the other hand, developmental journalism can also mean that the press refrains totally from any criticism of the government and will print only what the government deems helpful to its cause.

2. Complete the sentences

1. The United States and other Western countries have a tradition ... some point of view. Moreover, a great deal of content in the Western media is consumer oriented, consisting of advertising and news about business.

2. On the entertainment side, the content of Western media generally lacks ... and does not emphasize ... as heavily as do the communist media.

3. Further, there is, relatively speaking, ... media. Aside from some regulations ... , the government takes little interest in entertainment content. It's the interpretation or editorial function where the biggest differences are found.

4. In the communist world, the role of the media is ... : They are tools of They function only secondarily as sources of information. The political significance of the media is also clearly seen in the high priority that they occupy in the government bureaucracy. Only the Communist party, ... , such as trade unions, are permitted to operate media.

5. Western media inform and entertain, but their content is somewhat different from communist and Third world media. Most of the information carried by the media in the Western democracies is An examination of the press in the United States and Canada, for example, ... , some of it unfavorable and critical.

6. The role of a mass media system in a given country will differ according to its place in the above typology. For example, as mentioned

above, in many developing countries where ... , the principal role of mass communication is to help develop and build the nation.

7. Not surprisingly, many Third World countries are ... with economic and political development. This concern is translated into a rather focused definition of the role of mass media. In general, the media are expected

8. In fact, a new term, ... , has been coined to describe this philosophy. In short, developmental journalism means that the role of the media is to support national interests for economic and social development and to support objectives such as

9. Developmental journalism ... to make abstract stories about commodity pricing, agriculture, and educational goals understandable to readers and to

10. Developmental journalism can also mean that the press ... and will print only what the government deems helpful to its cause. The philosophy of many Asian, Latin American, and African developing nations falls somewhere

3. Make up a short summary of the text, using the following words and expressions

1. differ according to its place in the above typology
2. help develop and build the nation
3. help further modernization or other national goals
4. occupy high priority in the government bureaucracy
5. have a tradition of press freedom

4. Make up the key questions on the text. Make use of the prompts

1. strong centralized control over the media
2. support national interests for economic and social development
3. tools of propaganda, persuasion, and education

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Развивающаяся журналистика означает, что роль СМИ – поддерживать национальные интересы экономического и социального развития, и способствовать государственной целостности, стабильности и культурного единства.

2. При коммунистическом режиме роль СМИ очень четко определена: это инструменты пропаганды, убеждения и образования. Как источники информации они действуют только вторично.

3. Законы мало контролируют содержание развлекающих СМИ. Кроме некоторых положений, регулирующих порнографию, и запретов на показ некоторых программ с определенным содержанием, правительство мало интересуется этим содержанием.

4. Во многих развивающихся странах с сильным централизованным контролем над СМИ главной целью массовых коммуникаций является развитие и построение нации. Не удивительно, что многие страны третьего мира в первую очередь озабочены экономическим и политическим развитием страны, что определяет роль СМИ.

5. В странах Запада существует традиция свободы прессы, что признает право СМИ убеждать аудиторию принять какую-то точку зрения. Содержание западных СМИ направлено на потребителя и содержит много рекламы и деловых новостей.

8. Write an essay on the topic in class

9. Read and translate into Russian the text from the supplementary part

10. Summarize the text

TEXT 3

ECONOMIC DIFFERENCES

In the United States, advertising plays a key role in media support. Newspapers, magazines, radio, and television all derive a significant amount of their total income from the sale of advertising time or space. Direct government subsidy support of the media is minimal, limited to the funds given to public broadcasting (Of course, the government also helps indirectly to support the media by buying a lot of advertising.). In Western Europe, there are several countries that provide indirect subsidies to the media, such as cheaper mailing privileges and tax concessions. Some Scandinavian countries have a system whereby newspapers controlled by various political parties are given direct financial assistance. There are several different systems that are used to support broadcasting. In the United Kingdom, for example, the British Broadcasting Corporation (BBC) is state chartered and gets its operating funds from an annual license fee paid by the owners of TV sets. At the same time, the independent TV networks make their money from the sale of advertising time, in much the same way, as do their U.S. counterparts. Many other Western countries follow this same model.

It is difficult to generalize about the means of economic support for media in the Third World. Where the print media are privately owned, money comes from circulation fees and advertising. Publishers are generally free to keep all profits, but in many countries space must be provided free of charge for government announcements.

Advertising and license fees are the two major sources of income for broadcasting.

In the communist countries, most economic support for the media comes directly from the government. Since the media are state owned, money for their operation is simply set-aside in the government's budget. Newspapers and magazines make a little extra money from circulation, but this is tiny in comparison to their state-derived funds. Because of this subsidy, single-copy costs are quite cheap. In all communist countries, broadcasting derives additional monies from license fees on receivers. There are annual fees for TV sets, home radios, and an extra fee for a car radio. There is also something called "advertising" in all communist media, but it is an insignificant source of revenue and does not resemble Western advertising. Most ads are of a purely informational nature: Such-and-such a product is now available at such-and-such a store. Many newspapers also have small sections devoted to what those in the West would call classified ads, but again, the revenue from these is minimal.

Assignments

1. Translate the sentences into Russian

1. In the communist countries, most economic support for the media comes directly from the government. Since the media are state owned, money for their operation is simply set aside in the government's budget.

2. Newspapers and magazines make a little extra money from circulation, but this is tiny in comparison to their state-derived funds. Because of this subsidy, single-copy costs are quite cheap.

3. In all communist countries, broadcasting derives additional money from license fees on receivers. There are annual fees for TV sets, home radios, and an extra fee for a car radio.

4. There is also something called "advertising" in all communist media, but it is an insignificant source of revenue and does not resemble Western advertising. Most ads are of a purely informational nature. Many newspapers also have small sections devoted to what those in the West would call classified ads, but again, the revenue from these is minimal.

5. In the United States, advertising plays a key role in media support. Newspapers, magazines, radio, and television all derive a significant amount of their total income from the sale of advertising time or space. In Western Europe, there are several countries that provide indirect subsidies to the media, such as cheaper mailing privileges and tax concessions. Some Scandinavian countries have a system whereby newspapers controlled by various political parties are given direct financial assistance.

6. There are several different systems that are used to support broadcasting. In the United Kingdom, for example, the British Broadcasting Corporation (BBC) is state chartered and gets its operating funds from an annual license fee paid by the owners of TV sets.

7. At the same time, the independent TV networks make their money from the sale of advertising time, in much the same way as do their U.S. counterparts. Many other Western countries follow this same model.

8. It is difficult to generalize about the means of economic support for media in the Third World. Where the print media are privately owned, money comes from circulation fees and advertising.

9. Publishers are generally free to keep all profits, but in many countries space must be provided free of charge for government announcements.

10. Advertising and license fees are the two major sources of income for broadcasting. Direct government subsidy support of the media is minimal, limited to the funds given to public broadcasting.

2. Complete the sentences

1. In the communist countries, most economic support for the media comes directly from the government. Since the media are state owned, ...

2. Newspapers and magazines make ..., but this is tiny in comparison to their state-derived funds. Because of this subsidy, ... In all communist countries, broadcasting derives additional money from license fees on receivers.

3. There are annual fees for TV sets, home radios, and an ... for a car radio. There is also something called "advertising" in all communist media, but it is ... and does not resemble Western advertising. Most ads are of a purely informational nature .

4. Many newspapers also have small ... devoted to what those in the West would call ..., but again, the revenue from these is minimal.

5. In the United States, advertising plays a key role in ... Newspapers, magazines, radio, and television all ... from the sale of advertising time or space. Direct government subsidy support of the media is minimal, limited to the funds given to ... (Of course, the government also helps indirectly to support the media by buying a lot of advertising.)

6. In Western Europe, there are several countries that ... to the media, such as ... Some Scandinavian countries have a system whereby newspapers controlled by various political parties are given direct financial assistance.

7. There are several different systems that are used to ... In the United Kingdom, for example, the British Broadcasting Corporation (BBC) is ... and gets its operating funds from ... paid by the owners of TV sets.

8. At the same time, the independent TV networks make their money from the sale of advertising time, in much ... Many other Western countries follow this same model.

9. It is difficult to generalize about ... for media in the Third World. Where the print media are ..., money comes from ... and advertising.

10. Publishers are generally free ..., but in many countries space must be provided ... for government announcements.

Advertising and license fees are ... for broadcasting.

3. Make up a short summary of the text, using the following words and expressions

1. derive a significant amount of total income from the sale of advertising time or space

2. support broadcasting

3. get operating funds from an annual license fee paid by the owners of TV sets

4. free to keep all profits

5. come directly from the government

4. Make up the key questions on the text. Make use of the prompts

1. play a key role in media support

2. provide indirect subsidies to the media

3. derive additional monies from license fees on receivers

5. Make a specific vocabulary for this text

6. Make a plan for the text and retell it

7. Translate the following sentences into English

1. Существует несколько различных систем для поддержания вещания. В Великобритании компания ВВС является государственной и получает свои операционные фонды из ежегодных оплат лицензий владельцами телевизоров.

2. В то же время независимые телекомпании делают деньги на продаже рекламного времени, как и их партнеры в США. Этой же модели следуют многие другие западные страны.

3. Рекламирование и лицензионные платы являются двумя основными источниками дохода для вещателей. Непосредственное государственное субсидирование СМИ очень незначительно, ограниченное фондами на общественное вещание.

4. Газеты и журналы зарабатывают некоторое количество дополнительных средств на тираже, но это ничто в сравнении с тем, что они получают от государства. Благодаря этой субсидии стоимость одного экземпляра невелика.

5. В Западной Европе некоторые страны оказывают косвенную поддержку СМИ, такую как дешевые почтовые привилегии и снижение

налогов. Некоторые Скандинавские страны имеют систему, при которой газеты, контролируемые политическими партиями, получают непосредственную финансовую поддержку.

8. *Write an essay on the topic in class*

9. *Read and translate into Russian the text from the supplementary part*

10. *Summarize the text*

SUPPLEMENTARY READING

TEXT 1

FORMAL ORGANIZATIONS OF MASS COMMUNICATION

Publishing a newspaper or operating a TV station requires control of money, management of personnel, coordination of activities, and application of authority. To accomplish all of these tasks, a well-defined organizational structure characterized by specialization, division of labor, and focused areas of responsibility is necessary. Consequently, this means that mass communication will be the product of bureaucracy. As in most bureaucracies, decision-making will take place at several different levels of management. Thus, many of the decisions about what gets included in a newspaper or in a TV program will be the result of committee or group decisions. Further, this means that decisions will have to be made by several different individuals in ascending levels of the bureaucracy and that communication will follow predetermined and predictable patterns within the organization. On occasion, this leads to communication problems and misunderstandings. On other occasions, decisions will be made that have to satisfy various individuals at several different levels of the bureaucracy, and this results in end products that seldom resemble the original idea of the creator. For example, TV writer Merle Miller describes one such experience in his book *Only You Dick Daring or How to Write One Television Script and Make \$50,000,000*. Miller's idea for a TV show about a Peace Corps worker had to be approved by the vice president of the production company, the vice president of CBS Program Development, the vice president of CBS Programming, the president of CBS, the producer, the director, and the research department. When everything had settled, the show was about a county agent working in the Southwest, and Miller, totally frustrated, quit the project.

TEXT 2

THE GATEKEEPERS

Another important factor that characterizes the mass communicator is the presence of multiple gatekeepers. A gatekeeper is any person (or group) who has control over what material eventually reaches the public. Gatekeepers exist in large numbers in all mass communication organizations. Some are more obvious than others, for example, the editor of a newspaper or the news director at a TV station. Some gatekeepers are less visible. To illustrate, let's imagine that you have the world's greatest idea for a TV series, an idea that will make *M*A*S*H* and *The Cosby Show* look like mediocre successes. You write the script, check possible production companies, and mail it off to Universal Studios in California. A clerk in the mailroom judges by the envelope that it is a script and sees by the return address that it has come from an amateur writer. The clerk has been instructed to return all such packages unopened with a note saying that Universal does not consider unsolicited material. Gate closed.

Frustrated, you decide to go to Los Angeles in person and hand deliver your work. You rush in from the airport to the office of Universal's vice president in charge of production, where a receptionist politely tells you that Universal never looks at scripts that were not submitted through an agent. Gate closed. You rush out to a phone booth and start calling agents. Fourteen secretaries tell you that their agencies are not accepting new writers. Fourteen closed gates. Finally, you find an agent who will see you (gate open!). You rush to the agent's office where he or she glances through your script and says, "No thanks" (gate closed). By now the point is probably clear. Many people serve as gatekeepers. In our hypothetical example, even if an agent agreed to represent you, the agent would then have to sell your script to a producer who, in turn, might have to sell it to a production company, which, in turn, might have to sell it to a network. There are many gates to pass through, and you can begin to appreciate some of Merle Miller's frustration.

In the newsroom, an assignment editor decides whether to send a reporter to cover a certain event. The reporter then decides if anything about the event is worth reporting. An editor may subsequently shorten the story, if submitted, or delete it altogether. Obviously, gatekeepers abound in mass communication. The more complex the organization, the more gatekeepers will be found.

TEXT 3

OPERATING EXPENSES

It costs a large sum of money to start a mass communication organization and to keep it running. Recently, the *Houston Chronicle* was sold for more than \$400 million. A dozen magazines formerly owned by CBS were sold to a French company for about \$700 million. *U.S. News and World Report* brought \$167 million. In Los Angeles an FM station was sold for nearly \$80 million and a TV station was bought for \$510 million.

Once the organization is in operation, expenses are also sizable. In the early 1990s, it cost approximately \$4 to 5 million annually to run a small daily (one with a circulation of about 35,000 to 40,000). A radio station in a medium-sized urban market might spend \$700,000 annually in operating expenses. A TV station in the top ten markets might need more than \$10 million to keep it going. These economic facts mean that only those organizations that have the money necessary to institute and maintain these levels of support are able to enter into the production of mass communication.

Media economics have contributed to another trend that made itself evident at the end of the decade: consolidation of ownership. Companies that have strong financial resources are the likeliest to survive high operating expenses and are better able to compete in the marketplace. Consequently, by 1991 a number of global media giants had emerged that dominated the field. The biggest of these companies is Time Warner Inc., formed in 1989 by the merger of Time, Inc., with Warner Communications.

TEXT 4

COMPETING FOR PROFITS

Most mass communication organizations exist to make a profit. Although there may be some exceptions to this generalization (the public broadcasting system, for example), most newspapers, magazines, record companies, and TV and radio stations in the United States strive to produce a profit for their owners and stockholders. Although it is true that radio and television stations are licensed to serve in the public interest and that newspapers commonly assume a "watchdog" role on behalf of their readers, if they do not make money, they go out of business. The consumer is the ultimate source of this profit. When you buy an album or a movie ticket, part

of the price includes the profit. Newspapers, TV, magazines, and radio earn most of their profits by selling their audiences to advertisers. The manufacturers, in turn, pass on the cost of advertising, to the consumer. Thus, although the process may be direct or indirect, the audience eventually pays the bills. The economics of mass communication is an important topic, and we will have more to say about it later in this book.

Since the audience is the source of profits, mass communication organizations compete with one another as they attempt to attract an audience. This should come as no surprise to anyone who has ever watched television or passed a magazine stand. The major TV networks compete with one another to get high ratings. Millions of dollars are spent each year in promoting the new fall season. Radio stations compete with other stations that have similar formats. Some even give away prizes for listening; others play more music. Record companies spend large sums promoting their records, hoping to outsell their competitors. Daily newspapers compete with weeklies and radio and television. Time competes with Newsweek. Motion picture companies gamble millions on films in an effort to compete successfully. This fierce competition has several consequences, and this will be a topic that we will return to time and again.

TEXT 5

SURVEILLANCE

Of all the media functions, this one is probably the most obvious. Surveillance refers to what we popularly call the news and information role of the media. The media have taken the place of sentinels and lookouts. Correspondents for wire services, TV networks, and newspapers are located across the globe. These individuals gather information for us that we couldn't get for ourselves. Their reports are tunneled back to mass media organizations that, in turn, produce a radio or TV newscast or print a paper or magazine. The size of this surveillance apparatus is impressive; in the early 1990s, more than 90,000 people were employed in newsgathering jobs in radio, television, newspapers, news magazines, and wire services. The output is also substantial. The three national television networks provide approximately 600 hours annually of regularly scheduled news programs. CNN provides a twenty-four-hour news service to cable subscribers. Many radio stations broadcast nothing but news. News magazines reach nearly 10 million people. There are approximately 1650 daily newspapers and around 7500 weeklies that also spread the news. Surveillance is apparently an important function, and the

degree of audience dependence on the media for news supports this observation. In any given day, approximately 50 million to 60 million Americans are exposed to mass-communicated news. About 90 percent of the American public report that they receive most of their news from either the electronic media or newspapers.

The surveillance function can be divided further into two main types. Warning or beware surveillance occurs when the media inform us about threats from hurricanes, erupting volcanoes, depressed economic conditions, increasing inflation, or military attack. These warnings can be about immediate threats (a television station interrupts programming to broadcast a tornado warning), or they can be about long-term or chronic threats (a newspaper series about air pollution or unemployment). There is, however, much information that is not particularly threatening to society that people might like to know about. The second type, called instrumental surveillance, has to do with the transmission of information that is useful and helpful in everyday life. News about what films are playing at the local theaters, stock market prices, new products, fashion ideas, recipes, teen fads, and so on, are examples of instrumental surveillance. Note also that not all examples of surveillance occur in what we traditionally label the news media. People magazine and Reader's Digest perform a surveillance function (most of it instrumental); so does Modem Screen ("Find Out Madonna's New Love!!!!"). Smaller, more specialized publications such as technical journals also perform the job of surveillance. In fact, the surveillance function can be found in content that is primarily meant to entertain. A soap opera might perform an instrumental surveillance function by portraying new hairstyles and furniture arrangements.

What are some of the consequences of relying on the mass media to perform this surveillance function? In the first place, news travels much faster, especially since the advent of the electronic media. It took weeks for news of Lincoln's assassination to spread to the rural Midwest. In contrast, when John Kennedy was assassinated, 90 percent of the U.S. population knew about it within one hour. And the beginning of the air war against Iraq was carried live by CNN. This speed sometimes leads to problems. Inaccuracies and distortions travel just as fast as truthful statements.

TEXT 6

Even entertainment programs can perform the surveillance function, sometimes with unforeseen results. For example, on December 19, 1973, the writers for NEC's Tonight Show starring Johnny Carson noticed a short

newspaper item that quoted a Wisconsin congressman as saying that the federal government had fallen behind in getting bids from its toilet-paper suppliers. Immediately sensing the humor in such a situation, the writers put together a couple of gags for Carson's opening monologue. Later that night Johnny Carson jokingly informed his millions of viewers that the United States was facing an acute toilet-paper shortage.

Unfortunately, some people confused the Tonight Show with the NBC Nightly News, and when the supermarkets opened the next morning the rush was on. People didn't want to be caught empty-handed, and roll after roll was snatched from the shelves. Some people appeared at checkout counters with as much as twenty dollars' worth of the stuff. In Flushing, New York, one woman bought a case of sixty-four rolls. The hoarding got so bad that some grocery stores started rationing toilet paper, four rolls to a customer. The paper companies that produce toilet tissue were caught off guard: they never anticipated such a run on their product. They geared up to meet the abnormal demand, but it would take time to get their shipments to the stores. Meanwhile, customers, in their eagerness to stockpile, had wiped out the supermarkets' supply. Other consumers, seeing the empty shelves, were convinced that Carson was right about the shortage and scrambled quickly to other stores.

Carson tried to stem the tide. He announced that he was only joking. The news item referred to the production of low-grade, government-issued paper. There was no shortage of the squeezable soft, high-grade consumer type. This helped a little, but since panic feeds on itself, it took another three weeks before the shelves were back to normal.

Jay Leno, Carson's replacement, almost suffered through a similar incident in 1991. In his opening monologue, Leno recounted a newspaper story in which it was reported that the Lionel Corporation was going bankrupt. Leno then did some jokes about the loss of Lionel toy trains. Unfortunately, Lionel Trains was still in business and had no connection to the Lionel Corporation. The next day, Lionel Trains national headquarters was flooded with calls from retailers who were ordering trains for the holiday season. Leno corrected the statement at the beginning of the next show and reassured children and their parents that Santa could still bring them a Lionel train for Christmas. All the while he was saying this, a Lionel train was chugging along a track at his feet.

TEXT 7

WORLD MEDIA SYSTEMS

It has been nearly five decades since scholars began using the four theories of the press to define the world's media systems. With today's transitional period in global history, even the recent addition of the developmental theory still leaves many media systems beyond convenient categorization.

Media systems vary throughout the world. The print media form the basis for press development in North America, Australia, Western Europe and Eastern Europe, where two-thirds of the world's newspapers are published. Many developing countries matured after broadcast media were introduced in the 1920s, and newsprint in these countries often is scarce or government controlled, making radio their dominant communications medium. Radio receivers are inexpensive, and many people can share one radio.

Television, which relies on expensive equipment, is widely used in prosperous nations and in developing countries' urban areas. Yet most countries still have only one television service, usually run by the government. In most developing countries all broadcasting – television and radio – is owned and controlled by the government.

What follows is a description of today's media systems by region: Western Europe and Canada, Eastern Europe, the Middle East and North Africa, Africa, Asia and the Pacific and Latin America and the Caribbean.

TEXT 8

MASS MEDIA IN WESTERN EUROPE AND CANADA

Western European and Canadian media prosper under guarantees of freedom of expression similar to the First Amendment, but each nation has modified the idea to reflect differing values. For example, in Great Britain the media are prohibited from commenting on a trial until the trial is finished. France and Greece, unlike the United States, give more libel protection to public figures than to private citizens.

Scandinavian journalists enjoy the widest press freedoms of all of Western Europe, including almost unlimited access to public documents. Of the Western nations, Canada is the most recent country to issue an official decree supporting the philosophy of press freedom. In 1982, Canada adopted the Canadian Charter of Rights and Freedoms. Before 1982, Canada did not

have its own constitution, and instead operated under the 1867 British North America Act, sharing the British free press philosophy.

PRINT MEDIA

Johannes Gutenberg's invention of movable type rooted the print media in Western Europe. Today, Western European and Canadian media companies produce many fine newspapers. The Globe and Mail of Toronto, The Times of London, Frankfurter Allgemeine of Germany, Le Monde of France and Milan's Corriere della Sera enjoy healthy circulations. Whereas Canadian journalists seem to have adopted the U.S. value of fairness as a journalistic ethic. Western European newspapers tend to be much more partisan than the U.S. or Canadian press, and newspapers (and journalists) are expected to reflect strong points of view.

AUDIO AND VIDEO MEDIA

As in the United States, the print media in Western Europe are losing audiences to broadcast and cable. Government originally controlled most of Western Europe's broadcast stations. A board of 12 governors, appointed by the queen, supervises the British Broadcasting Corporation (BBC), for example. To finance the government-run broadcast media, countries tax the sale of radios and TVs or charge users an annual fee. Broadcasting in Western Europe is slowly evolving to private ownership and commercial sponsorship.

Western Europeans watch, less than half as much television as people in the United States – an average of, three hours a day per household in Europe, compared to seven hours a day per household in the United States. One reason for the difference in viewing time may be that most Western European TV stations don't go on the air until late afternoon. In the majority of countries, commercials are shown back-to-back at the beginning or the end of a program.

Europe gets much of its programming from the United States. Of the 125,000 hours of TV broadcast in Western Europe each year, only 20,000 hours are produced in Europe. Most of the programming comes from the United States, with a few shows imported from Australia and Japan. U.S. imports are attractive because programs such as LA. Law, which is very popular in Western Europe, are cheaper to buy than to produce.

The European Union (EU) constitutes a single, unified European market. The policy adopted by the EU is "Television Without Frontiers," which

promotes an open marketplace for television programs among countries in the EU and between EU countries and the United States.

Some members of the EU (especially France) have proposed quotas to limit imported TV programs, charging that the U.S. imports are an example of "cultural imperialism." Countries that favor quotas fear that the importation of U.S. programs imposes a concentration of U.S. values on their viewers. The United States opposes such quotas, of course, because Western European commercial broadcasting offers a seemingly insatiable market for recycled U.S. programs.

TEXT 9

MASS MEDIA IN EASTERN EUROPE

The democratization of Eastern Europe is transforming the media in these countries at an unprecedented pace. Some examples:

- In the six months after the Berlin Wall opened in 1990, circulation of East Germany's national newspapers Neues Deutschland and Junge Welt dropped.
- 55 percent as the East German population, hungry for news from the West, embraced the flashy West German mass circulation daily Bild.
- In Poland, Eastern Europe's first private television station. Echo, went on the air in February 1990, with a total cash investment of \$15,000. The station broadcast programs from the windowless janitor room of a student dormitory.
- One week after the 1991-failed coup in the Soviet Union, President Mikhail Gorbachev fired the directors of the Soviet news agency, TASS, who had supported the coup. Then, on December 25, 1991, Gorbachev resigned. Within 24 hours. President Boris N. Yeltsin of Russia announced that the government would maintain control of the nation's broadcast media. TASS moved away from government control and was renamed RITA (Russian Information Telegraph Agency).

Mass communication in the several countries of the region was reinventing itself. While grassroots newspapers and magazines struggled for survival, new press laws were being debated and enacted; elements of a market economy were coming into view; the media system itself and its role in the state and society were being redefined, as was the very nature of journalism and the job description of the journalist who was no longer a propagandist for the state.

Eastern Europe in transition is defining a new balance between the desire for free expression and the indigenous remnants of a government-controlled system. In many of these countries, the media played a central role in upsetting the established power structure. Often one of the first targets of the revolutionary movements was the nation's broadcast facilities. For example, in Romania in 1989, opposition leaders of the National Salvation Committee and sympathetic employees barricaded themselves in a Bucharest TV station, rallying the audience to action. "Romania was governed from a hectic studio littered with empty bottles, cracked coffee mugs and half-eaten sandwiches, and run by people who had not slept in days," the Associated Press reported.

AUDIO AND VIDEO MEDIA

Television in the Eastern bloc countries developed under Communist direction because the Communist governments were in power before TV use was widespread. Radio broadcasting also was tightly controlled, although foreign broadcasts directed across Eastern European borders, such as Voice of America and Radio Free Europe, usually evaded jamming attempts by Radio Moscow.

PRINT MEDIA

Print media were controlled strictly under communism, 'with high-ranking party officials forming the core of media management. Because paper supplies were limited, newspapers rarely exceeded 12 pages. Revolutionary leader Vladimir Lenin, who said that a newspaper should be a "collective propagandist", a "collective agitator" and a "collective organizer", founded Pravda, the Soviet Union's oldest newspaper, in 1912. The Eastern European nations developed their press policies following the Soviet model.

In the late 1980s, President Mikhail Gorbachev relaxed media controls as part of his policy of glasnost. In 1988, the first paid commercials (for Pepsi-Cola, Sony and Visa credit cards) appeared on Soviet TV, and in 1989, the Soviet daily Izvestia published its first Western ads (including ads for perfume and wines from the French firm Pechiney and for Dresdner, a German bank).

In 1990, the Supreme Soviet outlawed media censorship and gave every citizen the right to publish a newspaper. Within five months, more than 100 newspapers began publication. Then, showing how quickly government positions can change, in early 1991 Gorbachev asked the Supreme Soviet to suspend these press freedoms, but they refused. "Less than a year later, the

Soviet Union had been replaced by the Commonwealth of Independent States, and Gorbachev's successor, President Boris Yeltsin, continued to relax government control of the press. In 1996, facing bankruptcy, Pravda ceased publication.

As the Eastern European governments change and realign themselves, the adjustments facing Eastern European media are unprecedented. According to Dennis and Vanden Heuvel:

Once the revolution came, among the first acts of new government was to take (they would say liberate) electronic media and open up the print press. Permitting free and eventually independent media was a vital beginning for democracy in several countries and a clear break with the past. The freeing up of the media system, speedily in some countries and incrementally in others, was the lifting of an ideological veil without saying just what would replace it.

TEXT 10

MIDDLE EAST AND NORTH AFRICA

Press history in the Middle East and North Africa begins with the newspaper Al-Iraq, first published in 1817, although the first daily newspaper didn't begin until 1873. With one exception, development of the press throughout this region follows the same pattern as in most developing countries: More newspapers and magazines are published in regions with high literacy rates than in regions with low literacy rates. The exception is Egypt, where less than half the people are literate. Yet Cairo is the Arab world's publishing center. Al Ahram and Al Akhbar are Egypt's leading dailies.

PRINT MEDIA

The Middle Eastern press is controlled tightly by government restrictions, through ownership and licensing, and it is riot uncommon for opposition newspapers to disappear and for journalists to be jailed or to leave the country following political upheaval.

Following the revolution in Iran, all opposition and some moderate newspapers were closed, and according to the National Union of Iranian Journalists (now an illegal organization), more than 75 percent of all journalists left the country, were jailed, or no longer work in journalism.

The Palestinian press, for example, was subject to censorship by the Israeli government, and all Palestinian newspapers and magazines once required permission from the Israeli government to be published.

AUDIO AND VIDEO MEDIA

The foreign-language press is especially strong in the Middle East because of the large number of immigrants in the area, and foreign-radio is very popular. Radio and television are controlled almost completely by the governments within each country, and television stations in smaller countries (Sudan and Yemen, for example) broadcast only a few hours beginning in mid-afternoon.

In the larger Arab states (Jordan, Lebanon, Saudi Arabia and Egypt) TV stations typically broadcast from early morning until midnight. Radio signals beamed from Europe have become one of the region's alternative, affordable sources of news.

Because of tight censorship, newspapers and television stations in the Arab world frequently reflect the biases of outright propaganda of their governments. But radio broadcasts from outside the region travel easily across borders and long distances, and many Arabs regard those stations as the most reliable sources of unbiased news.

The BBC (based in London) and Radio Monte Carlo Middle East (based in Paris) are the main across-the-border program sources.

Also, because of careful government control of television programming, another alternative medium has emerged – the VCR.

Saudi Arabia and some of the Gulf countries have the highest VCR penetration levels in the world, in spite of the high cost of the equipment. And since only Egypt, Turkey, Lebanon, and Israel [of the Gulf countries] have copyright laws, pirated films from Europe, the United States, India, and Egypt circulate widely in most countries.... The widespread availability of content that cannot be viewed on television or at the cinema (Saudi Arabia even forbids the construction of cinemas) has reduced the popularity of broadcast programming.

In the Middle East, as in other developing regions, the government-owned media are perceived as instruments of each country's social and political programs. The rapid spread of technological developments such as the VCR, however, demonstrates new challenges to the insulated Middle Eastern media cocoon.

GLOSSARY

Acculturation. In a media context, the tendency of reporters or other media professionals to adopt the ideas and attitudes of the groups they cover or with which they have a great deal of contact.

Agents of Socialization. The various people or organizations that contribute to the socialization of an individual.

AM. Amplitude modulation of radio waves.

Arbitron. The professional research organization that measures radio and TV audiences.

Audience Flow. Scheduling TV programs so that the audience attracted to one show naturally carries over to the following show.

Audit Bureau of Circulations (ABC). An organization formed by advertisers and publishers in 1914 to establish ground rules for counting circulation data.

Authoritarian Theory. The prevailing belief that a ruling elite should guide the intellectually inferior masses.

Barter Deal. In TV syndication, the program syndicator keeps most of the available "commercial minutes" to sell in the syndicated program.

Block Booking. A policy of major film studios that required theater owners to show several of a studio's low-quality films before they could receive the same studio's top-quality films.

Ironlines. Sample copies of the final edition of a magazine.

Campaign. In advertising, a large number of ads that stress the same theme and appear over a specified length of time.

Carriage Fee. In cable TV, a fee per subscriber paid by the local cable company to cable programming services.

Cash Plus Barter Deal. In TV syndication, a station pays cash to a syndication company and gives up some commercial minutes to the company to sell nationally.

Catharsis. A release of pent-up emotion or energy occurring as a function of viewing certain art forms, such as theater or music.

Catharsis Theory. A theory that suggests that viewing aggression will purge the viewer's aggressive feelings.

CATV. Cable television system introduced in the 1950s in order to extend conventional television signals to fringe areas.

Cease-and-Desist Order. A Federal Trade Commission order notifying an advertiser that a certain practice violates the law. Failure to comply with a cease-and-desist order can result in fines being levied against the advertiser.

Channel. The pathway by which a message travels from sender to receiver.

Churn. In cable TV, the tendency of subscribers to cancel shortly after signing up for cable services.

Circulation. The total number of copies of a publication delivered to newsstands, vending machines, or subscribers.

Clock Hour. Radio format that specifies every element of the program.

Cold Type. A process in which the elements of a newspaper page are pasted down and photographed; the finished product is then transferred onto a plate for the printing press.

Commercial Television System. Local stations whose income is derived from selling time on their facilities to advertisers.

Communications Act of 1934. Act of Congress creating the Federal Communications Commission.

Compact Disc (CD). A sound system using laser technology that reproduces audio quality very precisely.

Comprehensive Layout. The finished model of a print ad.

Consumer Advertising. Advertising directed at the general public.

Contagion Effect. In a media context, the theory that reports of violence can instigate new violence.

Controlled Circulation. A type of circulation in which publications are sent free or distributed to a select readership, such as airline passengers or motel guests.

Conversational Currency. Topic material presented by the media that provides a common ground for social conversations.

Copy. Headlines and message in an ad.

Corantos. Sheets of foreign and commercial news that originated in Holland around 1620 and were the forerunners of newspapers.

Corporation for Public Broadcasting (CPB). The network office of the Public Broadcasting Service.

Counter programming. Airing a program designed to appeal to a different segment of the audience than those on competing stations.

Credibility. The trust that the audience holds for media that perform surveillance functions.

Crystallization. The sharpening and elaboration of a vaguely held attitude or predisposition.

Cycle. In all-news radio, the amount of time that elapses before the program order is repeated.

Decoding. The activity in the communication process by which physical messages are translated into a form that has eventual meaning for the receiver.

Demo. A demonstration tape used to sell a musical performer.

Demography. The study of audience characteristics such as age, sex, and socioeconomic status.

Developmental Journalism. Type of journalism practiced by many Third World countries that stresses national goals and economic development.

Direct Broadcasting by Satellite (DBS). A system in which a home TV set receives a signal directly from an orbiting satellite.

Dissemination Stage. In a news diffusion study, the period of time during which news spreads through a particular society.

Distribution System. The actual cables that deliver the signals to CATV subscribers.

Dhimals. Seventeenth-century daily publication of domestic and local events.

Dummy. A plan or blueprint for upcoming magazine issues that shows the contents in their proper order.

Electronic News Gathering (ENG). Producing and airing field reports using small, lightweight portable TV equipment.

Encoding. The activity in the communication process by which thoughts and ideas from the source are translated into a form that may be perceived by the senses.

Experiment. A research technique that stresses controlled conditions and manipulates variables.

Fair Use. Under copyright law, people can use copies of the protected work for legitimate purposes.

Federal Communications Commission. A regulatory agency, composed of five individuals appointed by the president, whose responsibilities include broadcast and wire regulation.

Feedback. The responses of the receiver that shape and alter subsequent messages from the source.

Field Experiment. An experiment that is conducted in a natural setting as opposed to a laboratory.

First Amendment. The first amendment of the Bill of Rights, stating that Congress shall make no law abridging the freedom of speech, or of the press.

FM. Frequency modulation of radio waves.

Focus Group. A group of ten to fifteen people led by a moderator that discusses predetermined topics.

Format. Consistent programming designed to appeal to a certain segment of the audience.

Format Wheel. A pie chart of an hour divided into segments representing different program elements.

Four Walling. A practice that allows the distributor to rent a theater at a specified fee for a predetermined length of time and to keep all box-office receipts.

Franchise. An exclusive right to operate a business in a given territory.

Freedom of Information Act. Law that states that every federal executive branch agency must publish instructions on what methods a member of the public should follow to get information.

Gag Rules. Judicial orders that restrict trial participants from giving information to the media or that actually restrain media coverage of events that occur in court.

Galleys. Sheets of paper used to display typeset copy.

Gatekeeper. Any person (or group) who controls what media material eventually reaches the public.

Gramophone. A “talking machine” patented in 1887 by Emile Berliner that utilized a disc instead of a cylinder.

Graphophone. A recording device similar to the phonograph, but utilizing a wax cylinder rather than tinfoil.

Grazing. Method of ‘TV watching in which a viewer rapidly scans all the available channels using a remote-control device.

Head End. The antenna and related equipment of the CATV system that receives and processes distant television signals so that they may be sent to subscribers’ homes.

Heavy-Metal Sound. Counterculture musical trend of the 1960s-1970s, characterized by a vaguely threatening style and heavy utilization of amplification and electronic equipment.

Hertz (Hz). The basic unit of frequency. Named after German physicist Heinrich Hertz.

High-Definition Television (HDTV). High-resolution television system that uses over a thousand scanning lines as compared with traditional 525-line system.

Hologram. The three-dimensional image created by holography.

Holography. Three-dimensional lensless photography by means of a laser beam.

House Drop. The section of the CATV cable that connects the feeder cable to the subscriber’s TV set.

Hypodermic Needle Approach. A sociological view that regarded the mass communication audience as a collection of isolated individuals who responded in essentially the same way to a message presented via the media.

Instrumental Surveillance. A media function that occurs when the media transmit information that is useful and helpful in everyday life.

Interactive Television. An arrangement whereby signals can be sent from the cable company to the home and also from the home to the cable company. Also known as two-way TV.

Interpersonal Communication. A method of communication in which one person (or group) interacts with another person (or group) without the aid of a mechanical device.

Jazz. A form of popular music that emerged during the Roaring Twenties era and was noted for its spontaneity and disdain of convention.

Jazz Journalism. Journalism of the Roaring Twenties era that was characterized by a lively style and a richly illustrated tabloid format.

Joint Operating Agreement (JOA). In order to preserve editorial competition, two newspapers merge their business and printing operations but maintain separate newsrooms.

Joint Venture. Method of movie financing where several companies pool resources to finance films.

Kinetoscope. The first practical motion picture camera and viewing device, developed by William Dickson in 1889,

Libel. Written defamation that tends to injure a person's reputation or good name or that diminishes the esteem, respect, or goodwill due a person.

Libel per Quod. Written material that becomes libelous under certain circumstances.

Libertarian Theory. The assumption that all human beings are rational decision makers and that governments exist to serve the individual.

Linkage. The ability of the mass media to join different elements of society that are not directly connected by interpersonal channels.

Linotype Machine. A machine for molding lines of type from hot metal.

Low-Power Television (LPTV). A TV station that broadcasts with lower power than the normal broadcast station and that has a coverage area of twelve to fifteen miles in radius.

Machine-Assisted Interpersonal Communication. A method of communication involving one or more persons and a mechanical device (or devices) with one or more receivers. Possibly separated by time and space.

Macroanalysis. A sociological perspective that considers the functions performed by a system (i.e., mass media) for the entire society.

Magazine. In colonial times, literally storehouses of material gathered from books, pamphlets, and newspapers and bound together under one cover.

Mainstreaming. In cultivation analysis, the tendency of differences apparently due to cultural and social factors to disappear among heavy TV viewers.

Mass Communication. The process by which a complex organization, with the aid of one or more machines, produces and transmits public messages that are directed at large, heterogeneous, and scattered audiences.

Mass Media. The channels of mass communication.

Mechanical. Completed paste-ups (of magazine pages) ready to be taken to the camera room.

Media Buying Service. Organization that specializes in buying media time for advertisers.

Media-Originated Feedback. Feedback consisting of information about the audience that media industries go out of their way to gather.

Media Vehicle. A single component of a mass medium, i.e., a newspaper or TV network.

Mediamark (MRI). Company that measures magazine readership.

Message. The actual physical product in the communication process that the source encodes.

Microanalysis. A sociological perspective that considers the functions performed by a system (i.e., mass media) for the individual.

Motion Picture Patents Company (MPPC). An organization formed by the nine leading film and film equipment manufacturers in 1908 for the purpose of controlling the motion picture industry.

Muckrakers. Term coined by Theodore Roosevelt to describe the reform movement undertaken by leading magazines in the 1890s. Corrupt practices of business and government were exposed to the general public by crusading members of the press.

National Advertiser who sells a product all across the country.

Network. An organization composed of interconnecting broadcasting stations that cuts costs by airing the same programs.

News Diffusion. The spread of information through a society over time.

Newshole. The amount of space available each day in a newspaper for news.

Nickelodeon. A popular name for the many penny arcades and amusement centers that emerged around the beginning of the twentieth century and specialized in recordings and film.

Noise. In communication, anything that interferes with the delivery of a message.

Noncommercial Television System. Those stations whose income is derived from sources other than the sale of advertising time.

Offset Printing. A process that transfers an image of a newspaper page captured on a photosensitive plate to a rubberized blanket and then to the surface of paper.

Oligopoly. An economic situation in which a few mutually interdependent firms dominate the market.

Ombudsperson. An individual in a media organization assigned to handle complaints from audience members.

Page Proof. A page-size piece of paper with all the elements – type, photos, and illustrations – positioned in their proper places.

Paid Circulation. A type of circulation in which the reader must purchase a magazine through a subscription or at a newsstand.

Panel Study. A research method in which data are collected from the same individuals at different points in time.

Parasocial Relationship. A situation whereby audience members develop a sense of kinship or friendship with media personalities.

Pass-Along Audience. That portion of a magazine's total audience composed of individuals who pick up copies of a magazine while at the doctor's office, at work, traveling, etc.

Pay-per-View (PPV). A system that allows cable TV subscribers to pay a one-time fee to view one specific program or movie.

Payola. Bribes of gifts and money paid to DJs by record companies in order to gain favorable airplay for their releases.

Penny Press. Term that describes the mass-appeal press of the early nineteenth century.

Peoplemeter. A mechanical device used to measure TV viewing that electronically records individual TV watching data.

Phonograph. A "talking machine" developed by Thomas Edison in the late 1870s. The hand-cranked device preserved sound on a tinfoil-wrapped cylinder.

Photocomposition Machine. High-speed, computerized device that translates electronic impulses into images and words.

Pickup. A technique of financing a motion picture.

Pilot. The first episode of a projected television series.

Portfolio. A collection of one's personal work.

Press Council. An independent agency whose job it is to monitor the day-to-day performance of the media.

Primary Audience. That portion of a magazine's total audience made up of sub-subscribers or those who buy it at the newsstand.

Prime-Time Access Rule. Rule adopted in 1970 intended to expand program diversity by barring network programs from the 7:30-8:00 P.M. (E.S.T.) time slot.

Programming. In radio and TV, deciding what programs to produce and where to place them in the schedule.

Property. A creative idea submitted to a film producer.

Prosocial Behavior. A general term used by researchers to describe behaviors that are judged to be desirable or worthwhile under the circumstances.

Publicity. Placing stories in the mass media.

Rating. The ratio of listeners to a particular station to all people in the market, Receiver. The target of the message in the communication process. Reinforcement. Support of existing attitudes and opinions by certain messages.

Resonance. In cultivation analysis, the situation in which a respondent's life experiences are reinforced by what is seen on TV, thus reinforcing the effect of TV content.

Satellite News Gathering (SNG). Using specially equipped vans and trucks to transmit live stories from any location via satellite.

Sedition Act. Act of Congress passed in the late 1790s that made it a crime to write anything “false, scandalous or malicious” about the U.S. government or Congress; it was used to curb press criticism of government policies.

Shield Laws. Legislation that defines the rights of a reporter to protect sources.

Slander. Spoken defamation. (In many states, if a defamatory statement is broadcast, it is considered to be libel, even though technically the words are not written. Libel is considered more harmful and usually carries more serious penalties.)

Social Responsibility Theory. The belief that the press has a responsibility to preserve democracy by properly informing the public and by responding to society’s needs.

Social Utility Function. In psychological terms, the social integrative needs that spring from an individual’s compulsion to affiliate with family, friends, and others in our society.

Socialization. The ways in which an individual comes to adopt the behavior and values of a group.

Source. The originator of a thought or idea subsequently transmitted to others in the communication process.

Stimulation Theory. A theory that suggests viewing violence will actually stimulate an individual to behave more violently.

Strategic Planning. Management technique that sets long-range goals.

Surveillance. The news and information function of the mass media.

Survey. A technique of gathering data that typically uses a questionnaire.

Tabloid. Heavily illustrated publication usually half the size of a normal newspaper page.

Tactical Planning. Management technique that sets short-range goals.

Target Audience. In advertising, the segment of the population for whom the product of service has an appeal.

Telecommuting. Using computers, modems, and phone lines to transmit information and data from the home to the office instead of commuting.

Teleconference. System in which individuals in different cities interact via TV.

Teletext. Electronic news delivery system in which the viewer uses a computer to select information from a broad spectrum of electronic pages that can be viewed on a TV screen.

Timeshifting. Recording programs off the air and playing them back when more convenient.

UHF. The ultra-high-frequency band of the electromagnetic spectrum. Channels 14-69 on the TV set.

Underground Press. A type of specialized reporting that emerged in the mid- to late 1960s, with emphasis on politically liberal news and opinion and cultural topics such as music, art, and film.

Uses-and-Gratifications Model. A model proposing that audience members have certain needs or drives that are satisfied by using both nonmedia and media sources.

Variety. The entertainment industry trade publication.

VHF. The very high frequency band of the electromagnetic spectrum. Channels 2-13 on the TV set.

Video-Display Terminal (VDT). An electronic display keyboard widely used for the composition and printing of news copy. It is capable of storing typed information that can later be called out on the viewing screen for further design and editing.

Videotex. Electronic news delivery system in which the viewer interacts with the computer in selecting the exact content choice desired.

Virtual Reality. System in which a person dons special headgear and gloves and interacts with a computer-generated alternate reality.

Vitascope. An early motion picture projector developed by Thomas Edison.

Warning (Beware) Surveillance. A media function that occurs when the media inform the public of short-term, long-term, or chronic threats.

Yellow Journalism. Period of sensationalized journalism during the 1890s noted for its emphasis on sex, murder, popularized medicine, pseudoscience, self-promotion, and human-interest stories.

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INTRODUCTION
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