

<<大众传播动力学>>

图书基本信息

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前言

Some of the impetus for this ninth edition of Dynamics came from my own media behavior. In the time span between the eighth and ninth editions I have bought the following items: a digital video recorder (DVR), satellite radio, a camera phone, an iPod, and a lap-top computer equipped for wireless. It eventually dawned on me that my individual purchasing behavior mirrored larger trends that were happening in the media world.

(Of course, it dawned on me much more quickly that keeping up with the latest technologies can be expensive, but that's another story.) The larger trends I refer to are discussed in Chapter I of the ninth edition: convergence, disintermediation, increasing audience control, and media mobility. The camera phone is a good example of device convergence—one device does the work of two. With the iPod I can purchase and download songs from iTunes, and there's no need to visit a record store—disintermediation at its basic level. The digital video recorder and satellite radio give more control over my media exposure. I can record programs on the DVR and watch them on my schedule, not the networks. If I don't want to see commercials, I can fast-forward through them. Satellite radio gives me dozens of commercial-free music channels to listen to. I am no longer chained to the tight playlists and commercial interruptions of local radio stations. The iPod lets me program my own music and take it with me. The laptop keeps me linked to the Internet when on the go and can also play DVDs to help pass the time on long airline trips. All the above demonstrates once again that the word dynamic in the title of this ninth edition has never been more appropriate. It also demonstrates that it's important for today's students to know something about the new media environment that will confront them when they graduate, no matter what their career direction.

As in past editions, this edition of Dynamics recognizes that the introductory course in mass media generally attracts two general types of students. One type ultimately wants to pursue a career in some branch of the media. These students are more interested in the structure, organization, and operations of the media. The other type will pursue a career in some other field but will still become consumers of media content. These students are more interested in developing what is termed "media literacy," the ability to analyze and critically evaluate information presented in a variety of media and to understand the contexts within which media are produced, distributed, and consumed. One of the original goals for the first edition of Dynamics and for its successors was to present a thorough and up-to-date treatment of the various media and media-related topics that would be helpful to aspiring professionals and also foster the development of media literacy among those who chose other careers. It is hoped that the ninth edition also fulfills this goal.

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内容概要

《大众传播动力学:数字时代的媒介(第9版)》分印刷媒介、电子媒介、特定媒介职业、大众媒介的控制部分,论述了其历史、现状及彼此的合并、竞争与融合。着重强调了媒介的经营和对社会的影响;分析了各媒介领域的求职、升职、职业展望等内容,提出了一些很有价值的建议;章后附有要点、关键术语、思考题、参考书目和相关网络资源,方便读者学习和进一步研究。内容详尽,图文并茂,案例丰富而有时代感,逻辑联系紧密、清晰。是一本不可多得的优秀教材。

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作者简介

作者：（美国）约瑟夫·R·多米尼克（Joseph R.Dominick）改编：傅玉辉
约瑟夫·R·多米尼克（Joseph R.Dominick），从伊利诺伊大学（University of Illinois）获得学士学位，于1970年从密歇根州立大学（Michigan State University）获得哲学博士学位。
他在纽约市立大学

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章节摘录

Source Until the advent of the Internet and the Web, the source in the traditional masscommunication situation was typically a group of individuals who acted in predetermined roles in an organizational setting. In other words, mass communication was the end product of more than one person's efforts. For example, think about how a newspaper is put together. Reporters gather news; writers draft editorials; a cartoonist draws an editorial cartoon; the advertising department lays out ads; editors lay out all these things on a sample page; technicians transfer this page to a master; other technicians print the final paper; the finished copies are given to the delivery staff; and, of course, behind all this is a publisher who has the money to pay for a building, presses, staff, trucks, paper, ink, and so on. This institutional nature of mass communication has several consequences that we will consider later in this book. The advent of Internet-based mass communication changes this situation. Thanks to the World Wide Web, one person can become a mass communicator. The full implications of this change may take some time to become clear. For both traditional and Internet-based mass communication, the source usually has little detailed information about its particular audience. The author of a Web site has little detailed information about the individual people who visit the site. Traditional mass media may have collective data, but these are typically expressed as gross audience characteristics. The newspaper editor, for example, may know that 40 percent of the readers are between 25 and 40 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 identities of these people. They are an anonymous group, known only by summary statistics.

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编辑推荐

以系统、动态、宏观的视野分析研究大众传播。
把握数字时代大众媒介的本质和规律，捕捉大众传播的时代特征和发展趋势。
强调大众媒介的经济属性及社会影响，分析各媒介领域的职业体系及职业前景。

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