



Spring 2022

Meets: Fri. 6th-8th periods (12:50-3:50), Weimer 3020

Instructor: A.J. Coffey, Ph.D.

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Office hours: Wed. and Fri. 10:30-12:30, 4:00-4:30pm or by appt.

Description: A theoretical and applied exploration of today's multiplatform media consumers and common methods of audience analysis such as secondary analysis of data, survey research, focus groups, and interviewing. Trends in audience behavior and emerging platform usage and analysis, as well as legacy media consumption and analysis. (Advanced level course.)

Objectives:

- 1) To understand the concept of audience from both practical and theoretical perspectives.
- 2) To understand, interpret, and practice both qualitative and quantitative audience research methods
- 3) To understand and be able to compare and contrast the mass audience and niche audience business models, and how each is used by media programmers and advertisers
- 4) To understand the role technology plays in audience development
- 5) To understand the dual product market of media and how this affects audience formation

- 6) To be able to interpret secondary data (e.g. viewership/ratings, shares, industry reports) and to apply this information effectively and strategically
- 7) To become familiar with secondary analysis tools and industry-based resources
- 8) To be able to think creatively and strategically in order to successfully approach and solve audience-related challenges

Required Texts:

Napoli, P. (2011). Audience Evolution: New Technologies and the Transformation of Media Audiences. Columbia University Press. Available as E-book through UF Libraries.

Webster, J. (2014). The Marketplace of Attention: How Audiences Take Shape in a Digital Age. MIT Press. Available as E-book through UF Libraries.

Additional readings provided on Canvas course site or as announced.

Recommended Texts:

Webster, Phalen, & Lichty (2014). Audience Ratings Analysis: Audience Measurement and Analytics (4th ed.) Routledge.

Wimmer, R. & Dominick, J., Mass Communication Research, 7th ed. or later.

Eastman, S. & Ferguson, D. (2013). Media Programming: Strategies and Practices, 9th ed.

Napoli, P. (2003). Audience Economics: Media Institutions and the Audience Marketplace

Wu, T. (2017). The Attention Merchants: The Epic Scramble to Get inside our Heads. Vintage.

Publication Manual of the American Psychological Association, 7th ed. (2020).

Other Recommended Reading: *Multichannel News* and *Advertising Age*, both of which offer free online subscriptions. Other well-known and useful trade publications include *Television Week*, *Broadcasting and Cable*, and *Electronic Media*. The *Wall Street Journal* and business sections of major papers such as the *New York Times* are also helpful.

Web Sites: <http://nielsen.com/us/en>
<http://www.comscore.com/>
<http://www.fcc.gov>
<http://www.radioink.com>
<http://www.tvweek.com>
<http://www.broadcastingcable.com>
www.nab.org
www.rab.com
www.iab.net
www.cynopsis.com

Library Research Portal

We also have a customized UF Library Resources portal for this course. At this link, you will find the most relevant collections of industry and academic databases and resources for your class work. Many of these resources have tutorials as well. Take some time to explore and see all that the UF Libraries has to offer! You must be connected via VPN to access this resource:

Audience Analytics Library Portal: <http://businesslibrary.uflib.ufl.edu/audienceanalytics>

Recommended Analytics Training:

Google Analytics (education/online course): <http://www.google.com/analytics/education.html>

YouTube video analytics: <https://developers.google.com/youtube/analytics/>

Hootsuite University (details TBA): www.hootsuite.com

Facebook Audience Insights: <https://www.facebook.com/business/news/audience-insights> (See also Page Insights, etc.)

Access to other media research resources will be provided in class.

E-Learning and Class Communication: This is an E-Learning course. Check our Canvas site daily (<https://lss.at.ufl.edu/>) for class-related materials, announcements, or correspondence from me. Please feel free to also use these resources to communicate with each other.

Grading

A	94-100%
A-	90-93.95
B+	87-89.95
B	84-86.95
B-	80-83.95
C+	77-79.95
C	74-76.95
C-	70-73.95
D+	67-69.95
D	64-66.95
D-	60-63.95
E	Below 60

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for further info on university grading policies.

Assignments and Evaluation

Comment Sheets	20%
Audience measurement assignment	10%
Focus group protocol	11%
Survey assignment	15%
Final Paper	30%
Final Presentation	7%
Participation	7%

Assignments will be distributed at least one week in advance of their announced due date (syllabus dates are subject to change). The participation grade includes discussion and other informed contributions to classroom learning that are indicative of class preparation. This includes your submitted comment sheets to your peers on the assigned readings. Assignments are due on the date stated on the syllabus. **Late assignments** may be accepted within 24 hours (of the class period time), with a 10% penalty. Assignments turned in after this 24-hour period will not be accepted. We will also be using **TurnItIn** for most assignment submissions (through our Canvas site), and will discuss how to do so in class. The same deadline above also applies to the TurnItIn submission.

Comment Sheets: Each of you will be responsible for two weeks' worth of comments to be submitted to class peers via Canvas discussion board by Thursday at 7:00pm. For your assigned date, please type your insights, thoughts, questions, arguments, and/or comments on the assigned readings for the next day (3-page minimum, double-spaced). Post this to the Discussion board in Canvas so that we can read it in preparation for class discussion the next day. A sign-up sheet will be circulated for these dates. (You will also upload these comments as an Assignment through that function for grading purposes.)

Academic Honesty

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Please review the honor pledge you signed, and the information you received on academic honesty and plagiarism, at your College of Journalism and Communications' graduate student orientation. Additional copies, in multiple languages, are available from Jody Hedge in the CJC Graduate Division.

Familiarize yourself with the University of Florida Student Honor Code at <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> as well as possible violations and sanctions. UF's Academic Honesty Guidelines and Standards of Ethical Conduct (<http://www.dso.ufl.edu/studentguide/studentrights.php#ethicalconduct>) can also be found on the Student Conduct and Conflict Resolution portion of the Dean of Students' web site (<http://www.dso.ufl.edu/sccr>). You should not be at UF or plan a career in this field unless you are prepared to do your own original work. If I discover that you have been academically dishonest in this class in any way, you will be penalized, up to and including expulsion from the University.

You are responsible for knowing the definition of plagiarism and various kinds of academic dishonesty. Ignorance, i.e. "I didn't realize that was plagiarism" is not an acceptable response, and will not excuse you from academic dishonesty violations, if discovered. While you are responsible for reading and understanding UF's policy in its entirety, examples of academic dishonesty include:

- Using phrases or quotes from another source without proper attribution or quotation marks
 - For purposes of this class, five or more words (verbatim) from a source without proper attribution or quotation marks will be considered plagiarism.
 - Paraphrasing without proper attribution
- "Forgetting" to source material you use (same as above, intentional or not)
- Passing off others' ideas as your own
- Turning in the same assignment or paper for two courses, i.e. "dual submission."
- Stealing and/or copying other students' work, whether on a test or assignment
- Bribery
- Fabrication of material

If you have any questions about plagiarism, or how to properly cite or attribute sources, please ask. I am always happy to show you how to correctly do this in your scholarly work.

Attendance Policy

Graduate-level seminars tend to be interactive, so much of what you will learn occurs during classroom discussion, debate, and exchange. Your absence takes away from your peers' seminar experience. You will be graded on your level of participation and contributions to class discussion, and attendance is part of this. University policy on attendance can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.asp>.

Digital Devices

Laptop computers or tablets should be used for academic/class purposes only. Phones must remain off and out of sight for the duration of the class period. If digital devices are not used responsibly and/or become a distraction, you will be asked to leave class.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Video Conferencing Etiquette

Video conferencing is an excellent tool to interface with your peers and instructor(s) and there are also netiquette expectations to ensure that all participants are respected and treated with civility. Please make sure that you follow all of the netiquette and [etiquette](#) expectations including the following:

1. Be punctual and courteous.
2. Position your camera at eye level with good lighting.
3. Show respect and professionalism by dressing business casual or business professional.
4. Make sure your background is in a proper setting with minimal distractions.
5. Mute your microphone when you are not speaking.

Support Services

Academic Help: Additional services are available at:
 The Teaching Center
 The Reading and Writing Center
 SW Broward Hall, 392-2010
<http://teachingcenter.ufl.edu>

Writing Studio: [Writing Studio – University Writing Program \(ufl.edu\)](#)

Disability Resources: If you have a disability that you believe will affect your performance in this class and/or need special accommodations, please see me.
 Additional information and services are available at:
 UF Disability Resource Center, 392-8565
<http://www.dso.ufl.edu/drc/>

(Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.)

As alluded to earlier, “life happens.” Often, things that happen outside of the classroom can affect your work inside the classroom, academically or otherwise. UF has wonderful and confidential counseling services to assist you, should this happen. They handle just about every issue and subject imaginable, so don’t be afraid to phone or walk over to receive this wonderful (and free) assistance. Contact info:

Academic and Personal Counseling: UF Counseling and Wellness Center, 392-1575
 3190 Radio Road
<http://www.counsel.ufl.edu/>

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results> .

Course Schedule

(Please come to class having read the assignment listed for that week. Schedule/readings subject to change.)

Abbreviations used below:

AE: “Audience Evolution” book (Napoli)

MOA: “Marketplace of Attention” book (Webster)

<u>Date</u>	<u>Topic</u>	<u>Due</u>
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Jan. 7	Course Overview; Intro to Consumer/Audience Research	
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Jan. 14	The Audience Marketplace; Evolution of Media Measurement	
Jan. 21	Audience Valuation; The Video Industry; Value of Data; Consumer Privacy and Regulation	
Jan. 28	Video Industry (cont'd); New Consumption Trends, Shifting Audience Behaviors	Final Paper Proposals
Feb. 4	Audience Engagement; Serving Diverse Audiences; Measurement Accreditation; Ad Fraud	
Feb. 11	The Audio Industry	Audience Measurement assignment
Feb. 18	Qualitative Research; Big Data; Artificial Intelligence	
Feb. 25	AI (Cont'd); Uses and Gratifications; Cultivation Effects; Focus Groups	
Mar. 4	Consumer Theory; Market Segmentation; Survey Research	Focus Group Protocol assignment
Mar. 11	SPRING BREAK (no class)	
Mar. 18	Digital and Online Consumption Trends; Engagement; Virtual and Augmented Reality; AI	
Mar. 25	Social Media Metrics; Political Audiences	Survey assignment
Apr. 1	Mobile Audiences and Measurement; Social Identity; Selective Exposure; Mood Management Theory	
Apr. 8	NO CLASS (work on final papers; consults available)	
Apr. 15	Final Paper Presentations (in class)	Final paper+ presentations