

JOU 3002: UNDERSTANDING AUDIENCES

SPRING 2023 - Class#: 21893 - Sec.: 0001



Course Description

An overview of the nature of media audiences and their behaviors, as well as industry measurement practices and applications.



WEIM G030



W | 10:40 AM - 12:35 PM

F | 10:40 AM - 11:30 AM

**Instructor:
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M.Sc.**

**Email:
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**Office Hours:
By appt. (Email or
Canvas mail to arrange)**

**Department of Media
Production, Management &
Technology**

COURSE OBJECTIVES

- 1) Students will be able to explain the concept of audience from both practical and theoretical perspectives.
- 2) Understand motivations of audience behavior and how to identify audience preferences.
- 3) Compare and contrast the mass audience, niche audiences and market segments and their various approaches to serving these audiences, and describe how media content providers and advertisers use each.
- 4) Explain the role technology plays in audience development.
- 5) Explain the dual product market of media and how this affects audience formation.
- 6) Interpret secondary data (e.g., audience metrics) to identify patterns and trends in media usage, and apply this information effectively and strategically.
- 7) Demonstrate knowledge and competency with audience analysis tools and media industry-based resources.
- 8) Analyze audience-related challenges creatively and strategically to successfully approach and solve industry problems.
- 9) Understand best practices for serving diverse audiences;
- 10) Understand some of the ethical implications in audience research today and ethical best practices.

REQUIRED TEXT

- Webster, J. (2014). *The Marketplace of Attention: How Audiences Take Shape in a Digital Age*. MIT Press.
- Napoli, P. (2010). *Audience Evolution*.
We'll only be reading a couple chapters of this one, however,

both Textbooks are available as free e-books via UF Libraries.

Additional readings as announced.

RECOMMENDED TEXT

- 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.

OTHER RECOMMENDED READINGS

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.

RECOMMENDED WEBSITES

<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



Google Analytics (education/online courses):

- [Google Marketing Platform](#)
- [YouTube video analytics](#)
- [HootSuite Academy \(details TBA\)](#)

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 for class-related materials, announcements, or correspondence from me. Please feel free to also use these resources to communicate with each other.

ASSIGNMENTS & EVALUATIONS

- Attendance & In-class participation 10%
- Weekly Discussion Posts & Lead 20%
- Audience Measurement Assignment 15%
- Practitioner Interview Assignment 15%
- Target Audiences Assignment 15%
- Final Exam 25%

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 [UFL Catalog or Grades & Grading Policy](#)
for further info on university grading policies.

Assignments

DISCUSSION POSTS & DISCUSSION LEADING (20)%

DISCUSSION POSTS (10%):

Each week you will have at least one reading for a discussion post. The goal is to identify the degrees of connection between the reading and how it applies in our world. For this, you will use one of the prompts that will be available on Canvas to direct your response (e.g., Is there anything that made you wonder about? What do you think we should know about...etc.). You should take into account what other classmates have shared, so be innovative, and avoid repetition.

All discussion posts should be submitted before class on Wednesday by 9:00 a.m.

There will be a set of three readings each week. You will **reflect on one through a discussion post** every week, while you will **lead a class discussion on another** at some point during the semester. The third will be discussed during lecture. Therefore, you should be prepared to respond to all three readings in class.

DISCUSSION LEADING (10%):

To facilitate the understanding of the weekly readings and prompt in-class discussions, each week one student will be responsible for one of the assigned discussion readings (You'll select the reading from the list of assigned readings at the beginning of the semester). Your role as discussion lead is to provide a brief summary of the reading as understood [key takeaways], then pose at least 2 questions (that you have prepared beforehand) with your peers to discuss and share insights during class. The questions you pose could be based on the most interesting point that you find while reading or any big question that arises from the ideas that you understand.

Discussion leads should have the key takeaways/summaries of the reading + questions ready for discussion by Friday during class.

Assignments

AUDIENCE MEASUREMENT ASSIGNMENT (15%)

Students will become familiar with audience measurement terminology and learn how to read and interpret audience data from an industry source. Upon completing the assignment, they will be able to answer questions about media content performance or audience preference, detect trends and patterns, and interpret the relevance and potential implications of such patterns and findings. (See *Canvas Assignments section for worksheet, instructions, & evaluation rubric*). This assignment is graded per individual worksheet question on the basis of whether the questions were answered correctly or incorrectly.

PRACTITIONER INTERVIEW ASSIGNMENT (15%)

Students will observe and interview someone whose job involves understanding audiences (theater, concerts, plays, media industry). Ask this professional what they need to know and do in order to be successful in understanding their audiences, what tools/techniques they use, etc. Students should schedule an interview via Zoom or Skype with an audience professional, then write up their observations based on the assignment questions. The write-up length will be 4-6 pages, double-spaced. (See *Canvas Assignments section for details & evaluation rubric*.)

TARGET AUDIENCE ASSIGNMENT (15%)

Students will learn how to match content with relevant audience segments. In this assignment, they will become more aware of how audiences can differ demographically, psychographically, behaviorally, geographically, etc. and learn to apply various segmentation techniques to tailor content to audiences, as well as strategically match audience segments with content. Assignment write-up will be 4-6 pages, double-spaced. (See *Canvas Assignments section for details & evaluation rubric*.)

ATTENDANCE & IN CLASS PARTICIPATION (10)%

CLASS ATTENDANCE :

Class attendance is required. Attendance will be taken at every class. Students enrolled in this course are expected to attend each class to the best of their abilities.

PARTICIPATION & DISCUSSION :

Please note that attendance is not the same as class participation. Students are expected to engage actively and thoughtfully in discussions and activities. Participation involves identifying key points from weekly readings, sharing them during class discussions, actively responding to discussion prompts and activities, and sharing thoughtful analyses of audience data as provided. Note that your future career as an audience analyst / specialist will require regular meetings & discussions for which you will need to develop skills to actively share your recommendations and insights with different corporate teams or organizations as data predictions reflect. Low engagement in class discussions will reflect a low participation grade.

ASSIGNMENTS & CLASS POLICIES

CLASS DISCUSSION ETIQUETTE:

We must be able to engage in thoughtful discussions demonstrating civility and respect for all. As such, everyone is expected to respect all members of the class and avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make our classroom a productive place for all concerned. I reserve the right to deduct points from your final course grades each class if you engage in such sorts of behaviors.

MISSED OR LATE ASSIGNMENTS POLICY

Assignments will be accessible at least a week before their announced due date (syllabus dates are subject to change). Assignments are due on the date stated on the syllabus. **Late assignments may be accepted within 24 hours, with a 10% penalty.** **Assignments submitted after these 24 hours will not be accepted.** Extensions for missed assignments will not be given unless for severe circumstances. I may consider an extension if you notify me in advance that you'd need it because of a severe life event. Otherwise, I'll consider any other submission as late or missing. Additionally, with respect to assignments and discussions, I expect you to present them professionally (i.e., proper grammar & Academic honesty on all assignments and discussions).



CORRUPT FILE SUBMISSIONS

If I find you have uploaded a corrupt file instead of the actual assignment file, your submission for the assignment will not be accepted. Submissions that do not open or download properly in Speedgrader will be automatically marked a Zero - no exceptions, no make-ups. If you need more time to complete your assignment, you should ask.

OTHER CLASS POLICIES

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.

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.

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.

COVID-19 PRACTICES



- Students in face-to-face instructional sessions are required to follow the instructions of UF policy for onsite classes. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.
- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aq.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aq.ufl.edu/public-results/>.

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>

Special Needs

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, **352-392-8565**

<https://disability.ufl.edu/get-started/>

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.

Health & Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 352-392-1575;
and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you
need or visit the Student Health Care Center Website.

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

COURSE SCHEDULE

Please come to class having read the assignment listed on Canvas for each week [Assigned content below is NOT an exhaustive list. See Canvas for full content].
Schedule /Readings subject to change.

Abbreviations used below:
MOA: “Marketplace of Attention” book (Webster)
AE: “Audience Evolution” book (Napoli)

Week of	Lecture / Topics	Assigned Content**	DUE
(1) Jan. 8	Course Overview “Audiences 101” Dual Product Market	Webster & Phalen, Ch. 2 *Other readings on Canvas*	<ul style="list-style-type: none"> Begin thinking of possible audience professionals to interview Review UF honor code, academic honesty policies.
(2) Jan. 15	What is an Audience? Introduction to Audience Measurement	Napoli (AE): Introduction and Ch. 1: “Contextualizing Audience Evolution”	
(3) Jan. 22	Audience Valuation Audio Measurement	Napoli (AE): Ch.4 “Audience Valuation” *Other readings on Canvas*	27/1: Audience measurement assignment
(4) Jan. 29	Audio Industry Time shifting, New consumption platforms, and changing viewer habits	MOA: Ch. 1: “The Marketplace of Attention” *Other readings on Canvas*	
(5) Feb. 5	Audience Engagement Measurement and Accreditation	Napoli (AE): Ch. 3” The Transformation of Audience Information Systems” *Other readings and materials on Canvas*	
(6) Feb. 12	AI, Big Data, and Audience Privacy	MOA: Ch. 3. The Media “Complete Guide to Privacy Laws in the US” (2021).	

**** See canvas for full material**

Week of	Lecture / Topics	Assigned Content**	DUE
(7) Feb. 19	Market Segmentation Social media audiences and analysis; social television	Kotler, "Market Segmentation" Ch.9 Lipschultz (2020), Unit 2 "Strategic Social Media Management Tools"	
(8) Feb. 26	Consumer Theory, Uses and Gratifications, Cultivation Effects	Katz, Blumler & Gurevitch Morgan & Shanahan (2010)	Due 10/12: Practitioner Interview Assignment
(9) Mar. 5	Audience Engagement Online and digital consumption trends, behaviors and measurement.	MOA: Ch. 4 "Media Measures" Explore: www.comscore.com	
(10) Mar. 12	Spring Break March 11 - 18		
(11) Mar. 19	Political Audiences and Voters	IPSOS: Why political views are an essential marketing demographic? *Other readings on Canvas*	
(12) Mar. 26	Mobile audiences	MOA: Ch. 5 "Audience Formations"*	
(13) Apr. 2	Gaming audiences E-Sports	MOA, Ch. 6 "Constructing the Marketplace of Attention"	Due 4/7: Target Audiences Assignment
(14) Apr. 9	Social Identity, Selective Exposure, Mood Management Theories	Dvir-Gvirsman (2019) Political social identity and selective exposure. Media Psychology.	
(15) Apr. 16	Serving Diverse Audiences	*See Canvas for other required readings and materials*	
(16) Apr. 23	Serving Diverse Audiences (cont'd) "Ethical Practices Related to Audiences"	*See Canvas for other required readings and materials*	4/26: Last day of class
(17) Apr. 30	Final Exam Tuesday: 5/02/2023 @ 3:00 PM - 5:00 PM via Canvas (Honorlock)		Due: 5/02 3:00 PM – 5:00 PM Closed book (readings and notes).

**** See canvas for full material**