MMC 6936: Understanding Audiences (Spring 2018)

University of Florida, Online Master's in Audience Analytics

3 credit hours (sections 1D46, 1875, 22CA)

Instructor: Amy Jo Coffey, Ph.D.

Email: acoffey@jou.ufl.edu

Course web site: http://lss.at.ufl.edu

Office hours: By appointment. See also class communications.

Course description: An overview of the primary theories used in the study of audiences, including their conceptualization and behavior.

Vision Statement

This course provides students an overview of the conceptual and theoretical foundations of audience and consumer behavior and preferences, as well as other relevant scholarship. Students will learn how to apply academic scholarship to the industry to help them understand and explain industry dynamics, as well as to inform decision making. Students will learn about the foundational concepts and theory through weekly reading assignments and class discussions, as well as writing assignments and a final paper and presentation. The final paper will hone students' understanding of how theory informs and drives practice in the marketplace, and will enhance their critical thinking skills.

Learning Objectives

At the conclusion of this course students will be able to:

1) Understand the criteria for evaluating the quality of a theory;
2) Articulate and apply the seminal theories and conceptual foundations in the study of audiences;
3) Describe conceptualizations of audiences throughout the literature, including both firm and consumer perspectives;
4) Demonstrate the relevance of the audience behavior literature, both seminal and current, for current practice;
5) Explain the evolving role of audiences today and how audiences can be defined;
6) Think critically and abstractly about current audience behavior and apply common principles across media platforms;
7) Critically evaluate audience behavior scholarship

Required Materials:

Course Reserves (available via UF Libraries ARES). The Course Reserves can be accessed through our class Canvas site (see navigation tab along left side). This is similar to an online course pack. *(Note:*

Microsoft Edge browser can be touchy with Course Reserves. We recommend an older Explorer version, Chrome, or Firefox to access.)

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

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

Audience Analytics Research Portal (see link on our Canvas site). *You must be connected via VPN in order to access library resources.*

Additional readings may be assigned through UF Library databases, web links, or other.

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

Course Communications
Please refer to the syllabus or assignment instructions first, as many of your questions will be answered there. When you do have additional questions on course content or assignments, please use the Canvas mail function, or Discussions Forum in Canvas, or email me directly (*acoffey@jou.ufl.edu*). Please allow 48 hours for a response from me. If you think your question could be helpful for other students, please use the Discussion Forum – 'General Course Questions' so that everyone can see your question and my response.

Instructional Methods

The course content will be delivered via the Canvas e-learning platform, for which you will log on using password protected access: http://lss.at.ufl.edu . The course is made up of 12 modules. Other than the final week, there will be one or more lecture videos for you to watch, along with assigned readings, and sometimes online videos or podcasts. Lecture videos will vary in length. Reading materials will be available either through the UF Libraries databases (be sure you have set up your off-campus VPN for remote access), PDFs on Canvas, or web links. This content will be delivered asynchronously, so you can watch and read when it is convenient to you. However, the content will build upon the previous week's content and discussion, so you will need to be disciplined to keep pace, so as not to be left behind. We

will also utilize group discussion (through Canvas forum) for learning, and there will be virtual student presentations (via video) at the end of the semester.

Introductory Videos

In addition to the lecture videos for each module, there are two introductory videos which you must view at the beginning of the course, as well as the program orientation course (Audience Analytics Orientation). One is an introduction to the course and to me (your instructor) and the course topic, and the other will cover our syllabus.

I also encourage each of you to record a brief (1-2 min.) introductory video to introduce yourself to the rest of the class and post it on Canvas. It's a great way for us to get to know one another.

Expectations

As this is a graduate level program, student work should be a reflection of analytical and critical thought, as well as higher-level writing and academic abilities. Assigned readings are expected to be completed on time, and it is your responsibility to watch all of the lecture videos. Discussion postings that demonstrate your reading of the material and viewing of lectures will also illustrate your participation level and commitment to the class. Students are expected to comport themselves as they would within any other professional environment. This includes being respectful of others' opinions, including the instructor, using respectful language, and showing one another common courtesy across all platforms of communication. Professional behavior also includes honoring all deadlines and adhering to academic honesty policies. Your success in this class will ultimately be determined by the amount of care and effort that you put into it.

"Netiquette." All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please read the information provided at this link: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Course Policies

Attendance. Because this is an online asynchronously delivered course, attendance in the form of roll call will not occur; however, students are expected to sign onto the course site at least once each day, Monday – Friday, to check for course updates in the announcements and discussion sections of the site. The new course week begins each Monday. (However, you are always welcome to start the videos/readings sooner.)

Late Work and Makeup Policy. Deadlines are critical to this class. All work is due on or before the due date. Pre-approved extensions for deadlines will only be permitted for emergencies. Minor inconveniences such as technical issues, family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work. NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR FULL CREDIT without prior arrangements that are acceptable to the instructor, unless the lateness is due to an excused absence such as illness or catastrophic emergency that can be

documented. This is true for all assignments, discussion boards, papers, case studies, etc. Late penalties are as follows:

Assignments less than one hour late: 20% penalty.
Assignments more than an hour late, but less than 24 hours late: 50% penalty.
Assignments more than 24 hours late: 0 points (no credit, or 100% penalty).

Issues with uploading work for a grade is not an excuse. If a student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact the UF helpdesk at (352) 392-HELP.

Emergency and extenuating circumstances policy: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal-process/ .

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Your academic advisor is Tiffany Trujillo, and she may be reached at tiffany.trujillo7@jou.ufl.edu .

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Deadlines.
This class, like others, involves many deadlines. Here is a reminder. The new lecture starts on Mondays.

Lecture/Theory Postings	11 PM EST Fridays the week of lecture
Reaction Postings	11 PM EST Sundays the week of lecture
Assignments/Papers	11 PM EST on the assigned Fri. due date
Final Project Outline	11 PM EST, Feb. 3
Final Project	11 PM EST, Mar. 30
Final Presentation	11 PM EST, Mar. 30

Weekly Routine

Each "course week" begins on a Monday. (However, you are always welcome to access each week's content sooner.) For each module, there will be one or more lecture videos to watch. In addition, there will be assigned readings, which you will be able to access via UF Library databases, web site links, PDFs, or through our course pack.

Grade Distribution

All work is graded on 10-point scale with weighted categories as shown below.

Course Work Item	Percentage
Lecture/Theory Postings (11 total)	25%
Reaction Postings (11 total)	10%
Final Project Outline	0%
Theory Application Papers (2 total)	25%
Final project	35%
Final presentation	5%

The final grade will be awarded as follows:

A	100%	to	93%
A-	< 92%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 82%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 72%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 62%	to	60%
E	< 59%	to	0%

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Assignments

All assignment information will be posted in the 'Assignments' or 'Discussion' tab on our class Canvas site. Also, unless otherwise stated, all assignments should be submitted via the Assignments tab in Canvas. Here is a rundown on each of the assignment types and how they will be evaluated.

1) Weekly Discussion Postings

There are two kinds of weekly postings to do: (1) Lecture/Theory Posting (LTP) and (2) Reaction Posting (RP):

a) Lecture/Theory Posting (LTP): These postings are your synthesis and commentary on the weekly lecture and readings, which will begin by addressing questions posted by the instructor. Unlike a summary, a synthesis should bring together and connect the concepts you encountered within the assigned readings and/or videos, including lecture content. How does all of the material seem to fit together? Do you agree with or take issue with any of the things you read? If so, why? You must answer all questions posed by the instructor, as well as comment on all of the assigned readings for the week within the LTP. These postings should be between 350-500 words each, and include proper grammar and citations. At the conclusion of your Lecture/Theory posting, include two relevant questions for your classmates to react to (these questions are not included in the 350-500 word total). As examples, these could be new questions that came to you as you read, it could be a question about how some of the concepts fit together, or something that perhaps you took issue with in the readings and would like others' opinions. The Lecture/Theory posting (LTP) must be posted to the Discussion board of our Canvas site by <u>11:00pm EST each Friday night</u>. To start the process, just go to the 'Discussion' tab on the toolbar in Canvas, click it, look for the relevant module, and start your post. For a guide on how your posts will be evaluated, please see the rubric below.

Lecture/Theory Posting (LTP) Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No post is written or posts include plagiarized content (all outside content must be in quotations or student will receive a '0')	The post fails to meet the word count requirement. The post does not address all questions posed or offer a thoughtful, well-developed response for the questions that are answered. Not all readings are commented on. Post is not well organized. There are many spelling or grammar errors or outside content is not appropriately cited.	The post fails to meet the word count requirement but does respond to all questions posted (or vice versa). The responses however, are not well presented or well thought out. Ideas are not organized nor do they offer something new to the discussion. There may be several grammatical or spelling errors or outside content is not appropriately cited.	The post meets the word count requirement and answers all questions posed and comments on all readings. The level of response is poor with disorganized ideas or the ideas are not well presented. There may be grammatical or spelling errors as well, or outside content is not appropriately cited.	Post is accurate, relevant and well written. The student addresses all questions and readings with thoughtful and reflective ideas that have substance and depth. If used, outside content is cited appropriately (Ex. "According to Jones (2013)..."). Post either does not meet requirement for word count or has spelling/grammatical errors.	Post is accurate, relevant and well written. The student addresses all questions in the prompt with thoughtful, reflective ideas that have substance and depth. All readings are commented upon and synthesized. Ideas are original and offer something new to the discussion. If used, outside content is cited appropriately (Ex. "According to

					Jones (2013)..."). Post meets requirements for word count and is without grammatical or spelling errors.

b) Reaction posting (RP): As alluded to above, your classmates—at the end of their weekly Lecture/Theory Postings (LTP)—will pose two questions that you will have an opportunity to react to on our Canvas Discussion board. Select at least two questions that you would like to react to and provide an answer or opinion. (These could be two questions from the same person, or you may react to a single question from two different people.) This reaction posting must be at least 300 words in length and be posted before each Sunday at 11:00pm EST. (So there are 2 days between your colleagues' original posts and your reaction post.) Monitor your Discussion feed to see who answers your RP. If no one selects your questions, you are not obligated to respond. But if they do, you should respond to them as well. This generates robust class discussion and engagement. (See RP grading rubric below.)

So here's how a sample week would go for postings:

1) Wilma posts her LTP (between 350-500 words) on Friday night before 11:00pm EST, and also includes two reaction questions for her classmates.
2) Wilma then goes to look for two questions she would like to respond to (posted by Fred and Barney) for her Reaction Post (RP), and provides this by Sun. night at 11pm EST (at least 300 words).
3) Wilma continues to monitor her LTP for classmate responses, and if anyone does respond, she responds by the following Wednesday.
4) It's a wrap! (Yabba-dabba-doo.)

Reaction Posting (RP) Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No reaction post is written or reaction posts include plagiarized content (all outside content must be in quotations or	Reaction post fails to meet the word count requirement. The post does not address at least two questions posed by peers or offer a thoughtful,	The post fails to meet the word count requirement but does respond to at least two questions posed by peers. The responses however, are not well	The post meets the word count requirement and answers at least two questions posed by peers. The level of response is poor	Post is thoughtful, relevant, and well written. The student responds to at least 2 peer questions posed with thoughtful and reflective ideas that have substance	Post is relevant and well written. The student addresses at least two peer questions posed with thoughtful, reflective ideas that have

student will receive a '0')	well-developed response. Post is not well organized. There are many spelling or grammar errors or outside content is not appropriately cited.	presented or well thought out. Ideas are not organized nor do they offer something new to the discussion. There may be several grammatical or spelling errors or outside content is not appropriately cited.	with disorganized ideas or the ideas are not well presented. There may be grammatical or spelling errors as well, or outside content is not appropriately cited.	and depth. If used, outside content is cited appropriately (Ex. "According to Jones (2013)…"). Post either does not meet requirement for word count or has spelling/grammatical errors.	substance and depth. Ideas are original and offer something new to the discussion. If used, outside content is cited appropriately (Ex. "According to Jones (2013)…"). Post meets requirements for word count and is without grammatical or spelling errors.

     c)   Theory Application Paper (TAP)

In each of the two Theory Application Papers, you are to do the following:

i)   Describe the theory and explain how it works;

ii)   Briefly tell the origins of the theory, the scholars credited with developing it, along with one or more of the seminal works using the theory and how it has developed since then;

iii)   Evaluate it using the various criteria we use to assess the quality of a theory, and explain why you evaluated it as you did;

iv)   Assess how useful or applicable you think this theory is in the industry/marketplace today. How and when would you use it? Then identify an example of your theory at work in the industry and thoroughly describe how your example fits the elements of the theory, how it applies, and how it works.

Each Theory Application Paper (TAP) should be 4-5 pages (excluding references), double spaced, written as a Word document in APA style (in-text citations and reference list at end). Upload it to the Assignments tab of our Canvas site by 11:00pm EST Friday on the due date (which will coincide with the module/week that theory is studied in the syllabus, so these due dates will vary by student). At the beginning of the semester, you will send your top 4 choices of theories (ranked in order of preference) to the instructor, and she will assign the theories for this paper based on preference, to the extent possible.

Theory Application Paper (TAP) Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No paper is submitted or paper includes plagiarized content (all outside content must be in quotations or student will receive a '0')	Paper fails to meet the length requirement. The paper does not address the required content elements of the assignment or does not do so completely. Paper content is not very thoughtful or well-developed. Paper is not well organized. There are many spelling or grammar errors or outside content is not appropriately cited.	The paper fails to meet the length requirement but does address the required content elements of the assignment. The paper content, however, is not thorough, well presented or well thought out. Content is not well organized. There may be several grammatical or spelling errors or outside content is not appropriately cited.	The paper meets the length requirement and addresses required content elements, but could be elaborated on or explicated more completely or thoughtfully. The content may be disorganized or not well presented. There may be grammatical or spelling errors as well, or outside content is not appropriately cited.	Paper is thoughtful, relevant, and well written, addressing the required content elements of the assignment with substance and depth. Outside content is cited appropriately (Ex. "According to Jones (2013)..."). Paper either does not meet length requirement or has spelling/grammatical errors.	Paper is thoughtful, relevant, and well written, addressing the required content elements of the assignment with substance and depth. Outside content is cited appropriately (Ex. "According to Jones (2013)..."). Paper meets length requirements and is without grammatical or spelling errors.

d) Final Project and Presentation

Your final project will be a proposal for a scholarly research project grounded by audience theory. While you are not expected to carry out the study (executing the method, gathering or analyzing data), you will do everything up until that point. That is, you will generate the research questions and/or hypotheses guiding the study, research the academic and industry literature to properly ground the study and situate your questions/hypotheses, and identify which method(s) are best suited to carry out your study. You will develop the study's research design along with any relevant supporting materials. Appropriate research questions or hypotheses, theory, and methods will be expected. Format should follow that of a scholarly journal (Introduction, Literature Review, and Methods). You must also include a References list at the end. Length should be a minimum 7 pages, not to exceed 12 pages before references and appendices, double spaced, in APA style.

Paper topics and approaches must be approved by the professor. Individual consultations will assist in answering specific questions. A final project outline will be due earlier in the semester.

➤ At the conclusion of the course, each student will video record and present a 10-minute (max.) Power Point presentation of his/her research project to the rest of the class using course video technology. Format of the presentation should follow that of an academic conference, with

slides outlining the theoretical foundation(s), research questions and/or hypotheses, and method(s) planned. Students will be evaluated for content as well as its professionalism and effectiveness of delivery. (Length is shorter than a typical academic presentation, as it will not report findings, implications, etc.)

➢ Final Project Outline. This deliverable is ungraded. However, it is an opportunity to ensure you are on the right track in terms of a research study topic, whether you are selecting the right theory and methods, and also whether you are considering the proper scope and other factors. It is a way for the instructor to know that you fully understand the assignment, and enables her to steer you toward the proper literature or other resources.

This outline should be double spaced, and contain the following elements:
▪ Working title of study
▪ Preliminary literature review
▪ Research question(s) and/or hypotheses
▪ Method
  • Include the type of method you plan to use (quantitative, qualitative, or both), the specific method(s), as well as any statistical or analytical tests/tools that you would use at a later date (during analysis).
  • Do you know whether you'd be able to access all the data or get the clearance you need, in order to know that the method is "doable?" Explain this here.
▪ Justification for the study, methodological approach, and analytical tools.
▪ Expected Findings (what you hope to find and why)
▪ Relevance to the industry, including a practical "takeaway" (can be included in "Expected Findings" section)

Final Project Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No project is submitted or project includes plagiarized content (all outside content must be in quotations or student will receive a '0')	Project fails to meet the length requirement. The project does not address the required content elements of the assignment or does not do so completely. Project content is not very thoughtful or well-developed. Project is not well organized. There are many spelling or grammar	Project fails to meet the length requirement but does address the required content elements of the assignment. The project content, however, is not thorough, well presented or well thought out. Content is not well organized. There	Project meets the length requirement and addresses required content elements, but could be elaborated on or explicated more completely or thoughtfully. The content may be disorganized or not well presented. There	Project is thoughtful, relevant, and well written, addressing the required content elements of the assignment with substance and depth. Outside content is cited appropriately (Ex. "According to Jones (2013)..."). Project either does not meet length requirement or has spelling/grammatical errors.	Project is thoughtful, relevant, and well written, addressing the required content elements of the assignment with substance and depth. Outside content is cited appropriately (Ex. "According to Jones (2013)..."). Project meets length requirements and is without

errors or outside content is not appropriately cited.	may be several grammatical or spelling errors or outside content is not appropriately cited.	may be grammatical or spelling errors as well, or outside content is not appropriately cited.			grammatical or spelling errors.

Final Presentation Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No presentation is made or presentation includes plagiarized content.	Presentation fails to meet the length requirement. The presentation does not address the required content elements of the assignment or does not do so completely. Project content is not very thoughtful or well-developed. Presentation is not well organized. There are many spelling or grammar errors or outside content is not appropriately cited.	Presentation fails to meet the length requirement but does address the required content elements of the assignment. The presentation content, however, is not thorough, well presented or well thought out. Content is not well organized. There may be several grammatical or spelling errors or outside content is not appropriately cited.	Presentation meets the length requirement and addresses required content elements, but could be elaborated on or explicated more completely or thoughtfully. The content may be disorganized or not well presented. There may be grammatical or spelling errors as well, or outside content is not appropriately cited.	Presentation is thoughtful, relevant, and well written, addressing the required content elements of the assignment with substance and depth. Outside content is cited appropriately (Ex. "According to Jones (2013)..."). Presentation either does not meet length requirement or has spelling/grammatical errors.	Presentation is thoughtful, relevant, and well written, addressing the required content elements of the assignment with substance and depth. Outside content is cited appropriately (Ex. "According to Jones (2013)..."). Presentation meets length requirements and is without grammatical or spelling errors.

University Policies

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Students with disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource

Center (DRC) so that reasonable accommodations may be implemented. DRC can be contacted by phone at 352-392-8565.

University Counseling Services and Mental Health Services: Sometimes, happenings outside of the classroom can affect our performances within it, including virtual ones. Please do not hesitate to take advantages of university resources in this area, for whatever reason. If it is affecting you, it is important to get the support you need, which includes some online services:

UF Counseling and Wellness Center: Ph. 352-392-1575
http://www.counseling.ufl.edu/cwc/Counseling-Services.aspx

Class Demeanor:
Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to participate in class and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Getting Help:
For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources
  http://www.counseling.ufl.edu/cwc/Default.aspx
  352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course, please visit
http://www.distance.ufl.edu/student-complaints to submit a complaint.

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

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should
be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995
semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that
academic honesty and integrity are fundamental values of the University community. Students who
enroll at the University commit to holding themselves and their peers to the high standard of honor
required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is
bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to
the success of the Honor Code. The quality of a University of Florida education is dependent upon the
community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves
and our peers to the highest standards of honesty and integrity."

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."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-
392-1261.

ACADEMIC HONESTY

All graduate students in the College of Journalism and Communications are expected to conduct
themselves with the highest degree of integrity. It is the students' responsibility to ensure that they
know and understand the requirements of every assignment. At a minimum, this includes avoiding the
following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

Course Schedule*   (See reading list for full reading citations.)

Course Introduction (watch these before Week 1 begins):

Watch

Course Overview Video:
•   You will learn about the Understanding Audiences course.
•   You will begin to consider why this area of study is important.

Syllabus Video:
•   Explanation of course requirements and assignments *(Note: Have a copy of the syllabus nearby to follow along during the video.)*

Read

Course Syllabus

Week of January 8

Module 1: Introduction to Audiences; Models of Audience Conceptualization; The Dual Product Market; What is a Theory?

Learning Objectives
- ➢ Understand what a theory is, how they are used, and identify the characteristics that make up a good theory and are used to evaluate the strength/quality of a theory;
- ➢ Describe common conceptualizations of audiences and approaches to studying them;
- ➢ Understand and articulate what is meant by the "dual product market" of the media industry

Watch

Lecture: Introduction to Audiences (parts 1 and 2)

Lecture: What is a Theory?

Read

(See Course Reserves tab on left of Canvas navigation bar, then click on Module 1. Non-library reading links will be provided on the module page.)

Baran, S. & Davis, D. (2015). *Mass communication theory* (7th ed.). Stamford, CT: Cengage Learning. Chapter 1: "Understanding and Evaluating Mass Communication Theory."

McLeod, J. & Pan, Z. "Concept Explication and Theory Construction." Chapter 2 (pp. 13-65). In Sharon Dunwoody and Lee Becker (Eds). (2005). *Evolution of key mass communication concepts honoring Jack M. McLeo*d. Hampton Press. Available at http://www.journalism.wisc.edu/~dshah/j658/McLeodPan.pdf

Napoli, P. (2011). *Audience evolution: new technologies and the transformation of media audiences.* New York: Columbia University Press. Read: Introduction and Chapter 1. Available as e-book via Course Reserves.

Webster, J. (2014). *The marketplace of attention: How audiences take shape in the digital age.* Cambridge, MA: MIT Press. Chapters 1-2. Available as e-book via Course Reserves.

Assignments

Lecture/Theory Posting (LTP) by Fri. @ 11pm EST

Reaction Posting (RP) by Sun. @ 11pm EST

After reviewing the theories presented in this course. Let Dr. Coffey know of your theory preferences for your two Theory Application Papers by Fri. @ 11pm. (Provide 4 in ranked order of preference. Send this via private mail message in Canvas.)

Optional assignment: Record and post a 30-second video to introduce yourself to the rest of the class (anytime this week).

All reading-related postings should be posted in the Canvas Discussion tab.

Week of January 15

Module 2:   Active Audiences: Uses and Gratifications, Consumer Theory; Audience Valuation

Learning Objectives

➢ Understand the shift toward conceptualizing audiences as active and the theoretical beginnings in audience power;
➢ Understand the economic drivers and predictors of audience value and stakeholder perceptions surrounding audience valuation;
➢ Identify the applications, as well as strengths and weaknesses of the theoretical approaches and concepts presented.

Watch

Lecture: Uses and Gratifications Theory

Lecture: Consumer Theory

Lecture: Audience Valuation and Measurement

Read

Katz, E., Blumler, J., & Gurevitch, M. (1973/1974). Uses and gratifications research. *Public Opinion Quarterly, 37*(4), 509-524.

Shade, D., Kornfield, S., & Oliver, M.B. (2015). The uses and gratifications of media migration: Investigating the activities, motivations, and predictors of migrations originating in entertainment television. *Journal of Broadcasting & Electronic Media, 59*(2), 318-341.

Napoli, P. (2011). *Audience evolution: new technologies and the transformation of media audiences.* New York: Columbia University Press. Chapter 2.

Webster, J. (2014). *The marketplace of attention: How audiences take shape in the digital age.* Cambridge, MA: MIT Press. Chapter 3.

Coffey, A.J. (2008). The case for audience isolation: Language and culture as predictors of advertiser investment. *International Journal on Media Management, 10*(2), 81-90.

Yang, Y. & Coffey, A.J. (2014). Evaluating online audiences: Predictors of audience interactive feature use on internet video websites. *International Journal on Media Management, 16*(2), 77-103.

Optional:

Rosen, J. (2011, July 7). "The People Formerly Known as the Audience," *The Economist*. Available at: http://www.economist.com/node/18904124

Assignments

Lecture/Theory Posting (LTP) by Fri. @ 11pm EST

Reaction Posting (RP) by Sun. @ 11pm EST

Week of January 22

Module 3: Social Identity and Mood Management Theories

Learning Objectives

- ➢ Identify the applications, as well as strengths and weaknesses of the theoretical approaches presented.
- ➢ Begin to identify connections between the theories presented in previous weeks.

Watch

Lecture: Social Identity Theory

Lecture: Mood Management Theory

Video: Annenberg Colloquium

Read

Harwood, J. (1999). Age identity and television viewing choices. *Communication Reports, 12*(2), 85-90.

Mora, A. & Kang, S. (2016). English-language Latino-themed programming and social identity: The relationship between viewing and self-esteem among Latinos(as). *Howard Journal of Communication, 27*(1), 16-37.

Knobloch, S. & Zillmann, D. (2002). Mood management via the digital jukebox. *Journal of Communication, 52*(2), 351-366.

Webster, J. (2014). *The marketplace of attention: How audiences take shape in the digital age.* Cambridge, MA: MIT Press. Chapter 4.

Optional:

Summers, C., Smith, R., & Walker Reczek, E. (2016). An audience of one: Behaviorally targeted ads as implied social labels. *Journal of Consumer Research, 43*, 156-178.

Assignments

Lecture/Theory Posting (LTP) by Fri. @ 11pm EST

Reaction Posting (RP) by Sun. @ 11pm EST

Week of January 29

Module 4: Cultivation Theory and Social Cognitive Theory

Learning Objectives

➢ Identify the applications, as well as strengths and weaknesses of the theoretical approaches presented.
➢ Identify connections between the theories presented in previous weeks.

Watch

Lecture: Developing Hypotheses and Research Questions

Lecture: Cultivation Theory

Video: Parasocial Relationship Theory

Lecture: Social Cognitive Theory

Video: Bandura and Social Learning Theory

Read

Morgan, M. & Shanahan, J. (2010). The state of cultivation. *Journal of Broadcasting & Electronic Media, 54*(2), 337-355.

Tsetsura, K., Bentley, J., & Newcomb, T. (2015). Idealistic and conflicted: New portrayals of public relations practitioners in film. *Public Relations Review, 41*, 652-661.

Nabi, R.L. & Clark, S. (2008). Exploring the limits of social cognitive theory: Why negatively reinforced behaviors on TV may be modeled anyway. *Journal of Communication, 58*, 407-427.

De Simone, J.J. (2013). What is good can also be bad: The prosocial and antisocial in-game behaviors of young video game players. *Atlantic Journal of Communication, 21,* 149-163.

Assignments

Final Project Outline by Fri. @ 11pm EST

Lecture/Theory Posting (LTP) by Fri. @ 11pm EST

Reaction Posting (RP) by Sun. @ 11pm EST

Week of February 5

Module 5: Adoption, Diffusion of Innovations, and Product Life Cycles

Learning Objectives

> ➢ Identify the applications, as well as strengths and weaknesses of the theoretical approaches presented.
> ➢ Identify connections between the theories presented in previous weeks.

Watch

Lecture: Diffusion of Innovations Theory

Videos: Various (see provided links in Canvas)

Read

Rogers, E. (1995). *Diffusion of innovations* (Ch. 1, 5-7)

York, C. & Turcotte, J. (2015). Vacationing from Facebook: Adoption, temporary discontinuance, and re-adoption of an innovation. *Communication Research Reports, 32*(1), 54-62.

Golder, P.N. & Tellis, G.J. (2004). Growing, growing, gone: Cascades, diffusion, and turning points in the product life cycle, *Marketing Science, 23*(2), 207-218.

Assignments

Lecture/Theory Posting (LTP) by Fri. @ 11pm EST

Reaction Posting (RP) by Sun. @ 11pm EST

Week of February 12

<u>Module 6:</u> Selective Exposure and Political Audiences

Learning Objectives

➢ Identify the applications, as well as strengths and weaknesses of the theoretical approaches presented.
➢ Identify connections between the theories presented in previous weeks.

Watch

<u>Lecture</u>: Selective Exposure Theory

<u>Lecture</u>: Political Audiences

<u>Videos</u>: Various (see provided links in Canvas).

Read

Graf, J. & Aday, S. (2008). Selective attention to online political information. *Journal of Broadcasting & Electronic Media, 52*(1), 86-100.

Stroud, N.J. (2010). Polarization and partisan selective exposure. *Journal of Communication, 60*, 556-576. doi: 10.1111/j.1460-2466.2010.01497.x

Dermody, J. & Scullion, R. (2000). Perceptions of negative political advertising: meaningful or menacing? An empirical study of the 1997 British general election campaign. *International Journal of Advertising, 19*, 201-223.

Webster, J. (2014). *The marketplace of attention: How audiences take shape in the digital age.* Cambridge, MA: MIT Press. <u>Chapter 5</u>, "Audience Formations," pp. 97-127.

Other readings and links provided within Canvas module site.

<u>Optional:</u>

Saks, J., Compton, J.L., Hopkins, A., & El Damanhoury, K. (2016). Dialed in: Continuous response measures in televised political debates and their effect on viewers. *Journal of Broadcasting & Electronic Media, 60*(2), 231-247.

Assignments

Lecture/Theory Posting (LTP) by Fri. @ 11pm EST

Reaction Posting (RP) by Sun. @ 11pm EST

Week of February 19

Module 7: Audience and Consumer Engagement

Learning Objectives

- ➢ Understand and be able to articulate the concept of audience or consumer engagement as applied to various stakeholders
- ➢ Articulate the definitional challenges behind the concept
- ➢ Identify applications to the industry

Watch

Lecture: Audience and Consumer Engagement

Videos: Links provided within Canvas module.

Read

Napoli, P. (2011). "The Transformation of Audience Information Systems." (Ch. 3) In Philip M. Napoli, *Audience evolution: New technologies and the formation of media audiences.* New York: Columbia University Press.

Mersey, R., Malthouse, E., & Calder, B (2010). Engagement with online media. *Journal of Media Business Studies, 7*(2), 39-56.

Peck, A. & Malthouse, E., eds. (2011). *Medill on media engagement.* Cresskill, NJ: Hampton Press. Excerpts: Ch. 1 ("An Introduction") and Ch. 15 ("Case Study: The Food Network").

Malthouse, E., Vandenbosch, M., & Kim, S.J. (2011). *The effects on social media engagement on purchase behaviors.* The Medill IMC Spiegel Research Center. Available at http://spiegel.medill.northwestern.edu/_pdf/Speigel%201.0-Social-Engagement.pdf

Optional:

Harden, L. & Heyman, B. (2009). *Digital engagement: Internet marketing that captures customers and builds intense brand loyalty*. Selected excerpts. Available as e-book via UF Libraries.

Mersey, R., Malthouse, E., & Calder, B (2012). Focusing on the reader: Engagement trumps satisfaction. *Journalism & Mass Communication Quarterly, 89*(4), 695-709.

Assignments

Lecture/Theory Posting (LTP) by Fri. @ 11pm EST

Reaction Posting (RP) by Sun. @ 11pm EST

Week of February 26

Module 8: Presence Theory, Media Richness, and Interactivity; Engagement continued

Learning Objectives

- ➢ Articulate conceptual definitions of engagement and their applications to the industry
- ➢ Understand the theoretical areas of presence, media richness, and concept of interactivity

Watch

Lecture: Presence Theory, Media Richness, and Interactivity

Videos: Various (links provided within Canvas module)

Read

Lalmas, M., O'Brien, H., & Yom-Tov, E. (2014). *Measuring user engagement.* Morgan & Claypool Publishers. E-book available via UF Libraries (free but you need to log in.) <u>Excerpt</u>: Read one chapter of your choice (excluding Introduction and Conclusion) based on your interest area.

Scott, S. (Summer 2016). "The See Change: How Virtual Reality is Blurring Realism." Utne Reader. Available at http://www.utne.com/science-and-technology/see-change-virtual-reality-blurring-realism-zm0z16uzsel.aspx?PageId=1

Coffey, A.J., Kamhawi, R., Fishwick, P., & Henderson, J. (2017). The efficacy of a 3D Virtual vs. 2D Web environment upon intercultural sensitivity acquisition. *Educational Technology Research and Development.* doi: 10.1007/s11423-017-9510-9

Kwak, H. (2012). Self-disclosure in online media. *International Journal of Advertising, 31*(3), 485-510.

Napoli, P. (2011). "Contesting Audiences." (Ch. 4) In Philip M. Napoli, *Audience evolution: New technologies and the formation of media audiences.* New York: Columbia University Press.

Other readings and links provided within Canvas module site.

Optional:

Scheumie, M.J., Van der Straaten, P., Krijn, M., & Van der Mast, C. (2001). Research on presence in virtual reality: A survey. *CyberPsychology & Behavior, 4*(2), 183-201.

Spalding, L., Cole, S., & Fayer, A. (2009). How rich-media video technology boosts branding goals, *Journal of Advertising Research, 49*(3), 285-292.

Assignments

Lecture/Theory Posting (LTP) by Fri. @ 11pm EST

Reaction Posting (RP) by Sun. @ 11pm EST

Week of March 5

Module 9: Two-Step Flow and Social Networks

Learning Objectives

> ➢ Understand two-step flow and social networking theory
> ➢ Identify applications in the marketplace

Watch

Lecture: Preparing an Academic Research Presentation

Lecture: Two-Step Flow and Social Network Theories

Video: "The Hidden Influence of Social Networks"

Read

Two-Step Flow:

Vaccari, C. & Valeriani, A. (2013). Follow the leader! Direct and indirect flows of political communication during the 2013 Italian general election campaign. *New Media & Society, 17*(7), 1025-1042.

Social Network Theory/Network Theory:

Kadushin, C. (2004) Introduction to network theory, chapter 2: "Some Basic Network Concepts and Propositions." Available at http://www.cin.ufpe.br/~rbcp/taia/Kadushin_Concepts.pdf

Burt, R.S. (1992). *Structural holes: the social structure of competition.* Cambridge, MA: Harvard University Press. Chapter 1.

Haythornthwaite, C. (1996). Social network analysis: An approach and technique for the study of information exchange. *Library and Information Science Research, 18,* 323-342.

Optional:
Katona, Z., et al. (2011). Network effects and personal influences: The diffusion of an online social network. *Journal of Marketing Research, 58*, 425-443.

Assignments

Lecture/Theory Posting (LTP) by Fri. @ 11pm EST

Reaction Posting (RP) by Sun. @ 11pm EST

Week of March 12

Module 10: Audience Theories Common to Strategic Communications

Learning Objectives

➢ Understand selected audience theories common to strategic communications
➢ Identify applications in the marketplace

Watch

Lecture: Expectancy-Value Theory and Elaboration Likelihood Model

Videos: Various (links provided within Canvas module)

Read

Van-Tien Dao, W., Nhat Hanh Lee, A., Ming-Sung Chen, J., & Chao Chen, D. (2014). Social media advertising value: The case of transitional economies in Southeast Asia. *International Journal of Advertising, 33*(2), 271-294.

Kitchen, P., Kerr, G., Schultz, D., McColl, R., & Pals, H. (2014). The elaboration likelihood model: Review, critique, and research agenda. *European Journal of Marketing, 48*(11/12), 2033-2050.

Trampe, D., Stapel, D., Siero, F., & Mulder, H. (2010). Beauty as a tool: The effect of model attractiveness, product relevance, and elaboration likelihood on advertising effectiveness. *Psychology & Marketing, 27*(12), 1101-1121.

Assignments

Lecture/Theory Posting (LTP) by Fri. @ 11pm EST

Reaction Posting (RP) by Sun. @ 11pm EST

Week of March 19

Learning Objectives

➢ Understand selected audience theories common to strategic communications

➢ Identify applications in the marketplace

Watch

Lecture: Theory of Planned Behavior/Reasoned Action

Videos: Various (links provided within Canvas module)

Read

Andrews, K., Silk, K., & Eneli, I. (2010). Parents as health promoters: A theory of planned behavior perspective on the prevention of childhood obesity. *Journal of Health Communication, 15*(1), 95-107.

Chu, S-C, Chen, H-T, & Sung, Y. (2016). Following brands on Twitter: An extension theory of theory of planned behavior. *International Journal of Advertising, 35*(3), 421-437.

Kinnally, W., & Brinkerhoff, B. (2013). Improving the drive: A case study for modeling public radio members' donations using the theory of planned behavior. *Journal of Radio & Audio Media, 20*(1), 2-16.

Assignments

➢ Lecture/Theory Posting (LTP) by Fri. @ 11pm EST
➢ Reaction Posting (RP) by Sun. @ 11pm EST
➢ Work on final projects and presentations

Week of March 26

Week 12: Final Papers and Presentations

Learning Objectives

➢ To effectively synthesize the theoretical concepts presented throughout the semester and successfully apply them to an audience-related problem or topic
➢ To successfully articulate the above via class presentation

Read

Napoli, P. (2011). "The Implications of Audience Evolution." (Ch. 5) In Philip M. Napoli, *Audience evolution: New technologies and the formation of media audiences.* New York: Columbia University Press.

Assignments

➢ Final project by Fri. (3/30) @ 11pm EST
➢ Final presentation video by Fri. (3/30) @ 11pm EST

Note: These items can be turned in anytime this week, but no later than Friday 3/30 @ 11pm EST.

*Course schedule and elements subject to change.