

# MMC 6936: Serving Diverse Audiences (1 credit)

## Summer 2018

Instructor: Amy Jo Coffey, Ph.D.

Email: [acoffey@jou.ufl.edu](mailto:acoffey@jou.ufl.edu)

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

Office hours: Available by appointment (via phone or other).

Course meeting times: This course will be conducted asynchronously online for 4 weeks.

Course description: An introduction to the richness and diversity of audiences and consumers that one may be privileged to serve, including some of the distinct cultural and linguistic traits and values that are important to many in these groups, and which are important to understand for effective and successful communications and relationship building.

Vision Statement: This course provides an introduction to the nature and context of diverse audiences and consumers within the United States, with a focus on race and ethnicity, including linguistic diversity. Students will learn how to apply cultural insights to their communications strategies in order to more effectively and respectfully communicate, and build relationships with, their audiences. Such learning will be accomplished through assignments including the development of advertising copy and fundraising strategy plans, in addition to weekly readings, lectures, and discussion postings.

### Learning objectives:

By the end of this course, students will be able to:

- 1) Understand and identify cultural differences in the audiences/consumer groups in the U.S. and globally;
- 2) Recognize the concept of cultural relevance and apply such principles to ensure communications messages are culturally relevant and sensitive;
- 3) Develop culturally relevant and sensitive communications messages;
- 4) Develop a culturally aware and global perspective.

### Required materials:

Korzenny, Chapa, & Korzenny (2017). Hispanic Marketing: The Power of the New Latino Consumer (2<sup>nd</sup> ed.). Routledge. Available as E-book via UF Libraries.

Other e-book excerpts as noted in each module (via UF Library access).

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

Additional readings as announced.

Recommended Texts:

Matsanganis, M., Katz, V., & Ball-Rokeach, S. (2011). Understanding Ethnic Media: Producers, Consumers, & Societies. Sage Publications.

Burnett, L. & Hoffman, A. (2010). Black is the New Green. New York: Palgrave Macmillan. pp. 45-57, 66-80, 88-89.

Kido Lopez, L. (2016). Asian American Media Activism: Fighting for Cultural Citizenship. NYU Press. Available as e-book via UF Libraries (VPN required).

Luther, C., Ringer Lepre, C., & Clark, N. (2012). Diversity in U.S. mass media. Wiley-Blackwell.

Brislin, R. (1993). Understanding Culture's Influence on Behavior. Harcourt Brace College Publishers.

Korzenny & Korzenny (2012). Hispanic Marketing: Connecting with the New Latino Consumer. Routledge. Available as E-book via UF Libraries.

Nielsen Total Audience Report (Q2 2017)

Recommended web sites:

Culture Marketing Council: [culturemarketingcouncil.org](http://culturemarketingcouncil.org)

Pew Hispanic Center: [pewhispanic.org](http://pewhispanic.org)

Asian American Advertising Federation (3AF): <http://www.3af.org/>

U.S. Census Bureau: [www.census.gov](http://www.census.gov)

The Nielsen Company: [www.nielsen.com](http://www.nielsen.com)

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](mailto: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 4 modules. Other than the

final week, there will be one or more lecture videos for you to watch weekly, 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.

### 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.

One of your first assignments (Module 1) is also 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 Natalie Lee, and she may be reached at [natalielee@jou.ufl.edu](mailto:natalielee@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/Reading Postings	11 PM EST Fridays the week of lecture
Reaction Postings	11 PM EST Sundays the week of lecture
Assignments/Papers	11 PM EST Saturdays the week of lecture

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.

<b>Course Work Item</b>	<b>Percentage</b>
Lecture/Reading Postings (4 total)	30%
Reaction Postings (4 total)	10%
Self-introduction video (Week 1)	0%
Talking Points Outline on Inclusion/Casting (Week 1)	10%
Advertisement evaluations (Week 2)	10%
Culturally Relevant Advertisement (Week 3)	20%
Targeted Alumni Fundraising Pitch (Week 4)	20%

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/Reading Posting (LRP) and (2) Reaction Posting (RP):

- a) **Lecture/Reading Posting (LRP):** 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 LRP. These postings should be between 350-500 words each, and include proper grammar and citations. At the conclusion of your Lecture/Reading 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/Reading posting (LRP) must be posted to the Discussion board of our Canvas site by 11:00pm EST each Friday night. 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/Reading Posting (LRP) 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	The post fails to meet the word count requirement. The post does not address all questions posed or	The post fails to meet the word count requirement but does respond to all questions posted (or vice versa). The	The post meets the word count requirement and answers all questions posed and comments on all readings. The level of	Post is accurate, relevant and well written. The student addresses all questions and readings with thoughtful and reflective	Post is accurate, relevant and well written. The student addresses all questions in the prompt with thoughtful, reflective ideas that have

be in quotations or student will receive a '0')	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.	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.	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.	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.	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.
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- b) Reaction posting (RP): As alluded to above, your classmates—at the end of their weekly Lecture/Reading Postings (LRP)—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 LRP (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 LRP 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 student will receive a '0')	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, well-developed response. 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 at least two questions posed by peers. 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	The post meets the word count requirement and answers at least two questions posed by peers. 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 thoughtful, relevant, and well written. The student responds to at least 2 peer questions posed 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 relevant and well written. The student addresses at least two peer questions posed with thoughtful, reflective ideas that have 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)...").

		or outside content is not  appropriately cited.			Post meets requirements for word  count and is without  grammatical or spelling errors.
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c) Advertisement Evaluations

Assignment Instructions:

In Module 2, view the three video advertisement spots as noted on the syllabus (in the material to watch for that week). Given what you have learned from readings and lecture, take notes to yourself as to what traits, elements, or characteristics are present that might resonate with or appeal to the African-American consumer or, conversely, fail to resonate or appeal to this consumer segment. You may want to watch each commercial spot several times, to pick up all of the nuances and elements that may be present (or not present). Then, prepare a write-up (2-4 pages, double spaced, in APA style if references used) that addresses the following questions for each of the three advertisements (so, answer the questions below three times—once for each ad):

- 1) Did you feel this was a culturally relevant advertising spot for African-American consumers? Why or why not?
- 2) What elements or components of the advertisement did you feel appealed to or would culturally resonate with the African-American consumer?
- 3) What elements or components did you feel would not appeal to this consumer?
- 4) Did you see any mistakes or missed opportunities in this ad? (Or something that could have been done differently?) If so, what were they?

**Advertisement Evaluations Grading Rubric**

0	1-2	3-4	5-6	7-8	9-10
No assignment is submitted or assignment includes plagiarized content (all	Assignment fails to meet the length requirement. The assignment does not address the required content	Assignment fails to meet the length requirement but does address the required content elements of the	Assignment meets the length requirement and addresses required content elements, but quality is weak	Assignment is thoughtful, relevant, and well written, addressing the required content elements of the assignment adequately with	Assignment is thoughtful, relevant, and well written, addressing the required content elements of the assignment with

outside content must be in quotations or student will receive a '0')	elements of the assignment or does not do so completely. Project content is not very thoughtful or well-developed. Assignment is not well organized. There are many spelling or grammar errors or outside content is not appropriately cited.	assignment. The assignment content is of poor/weaker quality, 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.	or lacking. It 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.	substance and depth, but not is not "exceptional" work. If citations used, outside content is cited appropriately (Ex. "According to Jones (2017)..."). Assignment either does not meet length requirement or has spelling/grammatical errors.	substance and depth. If citations used, outside content is cited appropriately (Ex. "According to Jones (2017)..."). Assignment meets length requirements and is without grammatical or spelling errors.
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d) Talking Points Outline on Inclusion/Casting

Assignment Instructions:

For purposes of this assignment, you are junior member of the casting team for a new Hollywood blockbuster film. In reviewing the recommendations of others on your team (and your casting director), you notice that the actors suggested for the lead roles are all white men. You know there are opportunities to change this, but your team and casting director (who are also white men) say the part was written for a white male. What can you do?

For this assignment (using the above scenario), you will prepare a 1-2 page (single-spaced) "talking points" outline for yourself, which you would use to guide a discussion about "inclusive casting" with your casting director. You have scheduled a meeting with your casting director to lay out your concerns and offer some alternative suggestions. You must make your case not only for some alternative (more diverse) actors to consider, but why these changes should be made. How can you convince your casting director that this move is not only "safe," but that it could be a "win" with audiences at the box office? While this assignment is an outline, it should be a detailed one so that your arguments are clearly laid out. You are welcome to write full sentences in places, if it feels more appropriate in order to convey your thoughts clearly.

### Talking Points Outline Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No assignment is submitted or assignment includes plagiarized content (all outside content must be in quotations or student will receive a '0')	<p>Assignment fails to meet the length requirement. The assignment 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.</p> <p>Assignment is not well organized.</p> <p>There are many spelling or grammar errors or outside content is not appropriately cited.</p>	<p>Assignment fails to meet the length requirement but does address the required content elements of the assignment. The assignment content is of poor/weaker quality, is not thorough, well presented or well thought out. Content is not well organized.</p> <p>There may be several grammatical or spelling errors or outside content is not appropriately cited.</p>	<p>Assignment meets the length requirement and addresses required content elements, but quality is weak or lacking. It could be elaborated on or explicated more completely or thoughtfully.</p> <p>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.</p>	<p>Assignment is thoughtful, relevant, and well written, addressing the required content elements of the assignment adequately with substance and depth, but not is not "exceptional" work.</p> <p>If used, outside content is cited appropriately (Ex. "According to Jones (2017)...").</p> <p>Assignment either does not meet length requirement or has spelling/grammatical errors.</p>	<p>Assignment is thoughtful, relevant, and well written, addressing the required content elements of the assignment with substance and depth.</p> <p>If used, outside content is cited appropriately (Ex. "According to Jones (2017)...").</p> <p>Assignment meets length requirements and is without grammatical or spelling errors.</p>

#### e) Culturally Relevant Advertisement

##### Assignment Instructions:

For this assignment, you will actually prepare ad copy for a culturally relevant advertisement. It should be in the format of a video advertisement script. You will find the advertising evaluation assignment from Week 1 useful here, as you are now more aware of what makes a culturally relevant and/or sensitive advertisement. This time, you will be targeting the Hispanic consumer. At the top of your assignment, list (1) the title of your ad spot, and (2) which type of Hispanic consumer you are targeting (e.g. English dominant, Spanish dominant, bilingual, all Hispanics, etc., as well as the specific demographic/psychographic profile, for instance, "Hispanic soccer moms" or "Hispanic teens who are into music," etc). A sample video script format will be uploaded to Canvas so that you have an idea of the layout (left side is for video shots/scenes that viewers will see,

and right side for actual audio/dialogue that will be spoken). Your ad should be either 15 or 30 seconds in length (just estimate length based on the audio portion and how long it takes to read/deliver the ad, as you will not actually produce this ad—just write the script). You are welcome to write the script in either English or Spanish (be sure you are fluent, however, as you would also be graded on grammar and language accuracy). Make sure you review the various cultural insights and traits you’ve learned about this consumer group and look for opportunities to thoughtfully incorporate these into the ad (e.g. cultural primes or cues).

### Culturally Relevant Advertisement Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No assignment is submitted or assignment includes plagiarized content (all outside content must be in quotations or student will receive a '0').	<p>Assignment fails to meet the length/time requirement. The assignment 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.</p> <p>Assignment is not well organized.</p> <p>There are many spelling or grammar errors or outside content is not appropriately cited.</p>	<p>Assignment fails to meet the length/time requirement but does address the required content elements of the assignment. The assignment content is of poor/weaker quality, is not thorough, well presented or well thought out. Content is not well organized.</p> <p>There may be several grammatical or spelling errors or outside content is not appropriately cited.</p>	<p>Assignment meets the length/time requirement and addresses required content elements, but quality is weak or lacking. It could be elaborated on or explicated more completely or thoughtfully.</p> <p>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.</p>	<p>Assignment is thoughtful, relevant, and well written, addressing the required content elements of the assignment adequately with substance and depth, but not is not “exceptional” work.</p> <p>Assignment either does not meet length requirement or has spelling/grammatical errors.</p>	<p>Assignment is thoughtful, relevant, and well written, addressing the required content elements of the assignment with substance and depth.</p> <p>Assignment meets length requirements and is without grammatical or spelling errors.</p>

## f) Targeted Fundraising Strategy for Diverse Alumni

Assignment Instructions:

For purposes of this assignment, you are a university/higher education fundraiser. After digging into your institution's past efforts and practices, you've come to realize that most donors are old and white. Yet you know there is a lot of opportunity (and money) in younger alumni who have done well professionally, as well as alumni who represent other diverse demographics, including Asian-Americans and Asians who studied here as international students and then returned to their home countries. What can you do to tap into this giving potential? For this exercise, you will focus on either the Asian-American alumni demographic, or Asians who live abroad (but who attended your institution as international students for their degrees) or who have resettled here. You may also wish to include the element of "age" in your outreach strategy. For this assignment, you will develop a strategy or plan to reach out to your chosen demographic to try to get them to give back to your educational institution. What are some culturally relevant ways to do that with your chosen target? Again, be sure to tap into what you've learned from this week's readings and lecture about the cultural elements and traits that you should bear in mind, and what approaches and strategies might be most effective. For the assignment elements and format, please include:

- (1) Your target (donor segment you've chosen to focus on)
- (2) Your objective (what you want the end goal of your outreach/messaging strategies to be)
- (3) Your strategy and its various components (This should include what you want to do, over what period of time, and how. Will there be mailings? Events? Personal outreach? What will be messages be, and how will you convey these in a culturally relevant way?) This section should be quite detailed and the longest section of your assignment.
- (4) Length of this assignment should be between 3-5 pages (single-spaced).

**Fundraising Strategy Assignment Grading Rubric**

0	1-2	3-4	5-6	7-8	9-10
No assignment is submitted or assignment includes plagiarized content (all outside content must be in quotations or student will	Assignment fails to meet the length requirement. The assignment does not address the required content elements of the assignment or does not do so	Assignment fails to meet the length requirement but does address the required content elements of the assignment. The assignment content is of	Assignment meets the length requirement and addresses required content elements, but quality is weak or lacking. It could be elaborated on or	Assignment is thoughtful, relevant, and well written, addressing the required content elements of the assignment adequately with substance and depth, but not is not	Assignment is thoughtful, relevant, and well written, addressing the required content elements of the assignment with substance and depth.

receive a '0')	completely. Project content is not very thoughtful or well-developed. Assignment is not well organized. There are many spelling or grammar errors or outside content is not appropriately cited.	poor/weaker quality, 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.	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.	"exceptional" work. Outside content is cited appropriately (Ex. "According to Jones (2017)..."). Assignment either does not meet length requirement or has spelling/grammatical errors.	Outside content is cited appropriately (Ex. "According to Jones (2017)..."). Assignment meets length requirements and is without grammatical or spelling errors.
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## 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](mailto: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 Serving Diverse 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 May 14

Module 1: Introduction to the Diversity of Audiences We Serve; Intercultural Communication; Overview of the U.S. Market; Demographic Shifts; Cultural Relevance

### Learning Objectives

- To understand how the media industry often fails to serve diverse audiences
- To be able to define cultural relevance in various contexts and explain its importance to the media and consumer industries;
- To understand the similarities and differences in intercultural communication around the world;
- To be able to explain the range of ethnic, cultural, and linguistic diversity in the U.S. and globally

### Watch

Module 1 Lecture

Other videos as noted on Canvas.

### Read

See reading list on Canvas.

### Assignments

Personal Introduction Video: Record and post a 30-second video to introduce yourself to the rest of the class (by Fri. @ 11pm). Feel free to share some of your interests, professional goals, etc.

Lecture/Reading Posting (LRP) by Fri. @ 11pm EST

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

Talking Points Outline on Inclusion/Casting by Sat. @ 11pm EST

All reading-related postings, as well as the personal intro video, should be posted in the Canvas Discussion tab.

## Week of May 21

Module 2: African-American Consumer Market

### Learning Objectives

-To understand the failures and “blind spots” of the media and marketing industries in serving this consumer market

-To be able to identify ways to avoid or “fill” these blind spots, including understanding some of the unique traits, characteristics, and preferences of this consumer market

### Watch

Module 2 Lecture

Other videos as noted on Canvas.

### Read

See reading list on Canvas.

### Assignments

Lecture/Reading Posting (LRP) by Fri. @ 11pm EST

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

Advertisement Evaluations by Sat. @ 11pm EST

### **Week of May 28**

Module 3: The Hispanic Consumer Market; Linguistic Differences in the U.S.

#### **Learning Objectives**

- To understand the failures and “blind spots” of the media and marketing industries in serving this consumer market
- To be able to identify ways to avoid or “fill” these blind spots, including understanding some of the unique traits, characteristics, and preferences of this consumer market
- To understand the complexities and choices of language within the Hispanic community and understand how and when to use it appropriately.

#### **Watch**

Module 3 Lecture

Other videos as noted on Canvas

#### **Read**

See reading list on Canvas.

#### **Assignments**

Lecture/Reading Posting (LRP) by Fri. @ 11pm EST

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

Culturally Relevant Advertisement by Sat. @ 11pm EST

### **Week of June 4**

Module 4: The Asian-American Consumer Market

#### **Learning Objectives**

-To understand the failures and “blind spots” of the media and marketing industries in serving this consumer market

-To be able to identify ways to avoid or “fill” these blind spots, including understanding some of the unique traits, characteristics, and preferences of this consumer market

### Watch

Module 4 lecture

Other videos as noted on Canvas

### Read

See reading list on Canvas

### Assignments

Lecture/Reading Posting (LRP) by Fri. @ 11pm EST

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

Targeted Fundraising Strategy for Diverse Alumni Assignment, by Sat. @ 11pm EST

\*Course schedule and elements subject to change.