

JOU 3002: UNDERSTANDING AUDIENCES

FALL 2020 - 1B64(21207)

Online course (delivered via Canvas) – Class meets synchronously via Zoom during regular class time.

Meeting Times: Tues. 1:55-3:50pm, Thurs. 1:55-2:45pm

Instructor: Heidi Makady

Phone:

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

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

Objectives:

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

Required Texts:

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

Also: Napoli, P. (2010). Audience Evolution. While we'll only be reading a couple chapters of this one, it is also accessed as a free e-book via UF Libraries.

Additional readings as announced.

Recommended Texts:

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

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

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

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

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

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

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

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

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

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

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

Grading

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

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

Assignments and Evaluation

Attendance & In-class reading discussions	15%
Audience Measurement Assignment	20%
Practitioner Interview Assignment	20%

Target Audiences Assignment	20%
Final Exam	25%

Description and Evaluation of attendance & In-class discussions

In-Class Discussion Grading Rubric

0 pts	2.5 pts	5 pts
<p>No attendance / no participation.</p> <p>OR</p> <p>Attends but no or minimal participation in class discussions.</p> <p>Not ready to respond to posed in-class discussion questions.</p> <p>OR</p> <p>Comments often indicate that he/she didn't read the material. Comments are more likely based on opinion or unclear views than on reasoned arguments based on the readings.</p> <p>In-class conduct suggests lack of commitment to class preparation and participation.</p>	<p>Read some or all of the material and sometimes participates in class discussions.</p> <p>Occasionally ready to respond to in-class discussion questions.</p> <p>Comments often indicate that he/she didn't read or think carefully about it.</p> <p>Responds to readings but the level of response is poor, or not well thought out. Comments don't offer a thoughtful, well-developed ideas.</p> <p>In-class conduct suggests inconsistent commitment to preparation.</p>	<p>Prepared and read all of the material. Always ready to participate and actively engage with peer discussions.</p> <p>Comments are accurate, and relevant. Ideas are organized and offer something new to the discussion.</p> <p>Responses addresses readings with thoughtful and reflective ideas that have substance and depth.</p> <p>Arguments or positions are reasonable and supported by evidence from the readings.</p> <p>Builds on and extend from others' points during discussion.</p> <p>Always deepens the conversation by offering thoughtful, reflective ideas that have substance and depth.</p> <p>Provides analysis of complex ideas that help deepen the inquiry and further the conversation.</p> <p>In general, the comments and ideas contribute to the group's understanding of the material and concept.</p> <p>Shows respect for members of the class in speech, manner, and peer discussion.</p>

Description and Evaluation of Assignments

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

Assignment Grading Rubric for Audience measurement assignment

	2 pts			0 pts
Question 1	Radio station is correctly identified.			Incorrect or not answered.
Question 2	Radio format is correctly identified.			Incorrect or not answered.
Question 3	Correct answer is provided based on the proper executed setting.			Incorrect or not answered.
Question 4	4 pts		2 pts	
	All parts of the question are correctly answered. The answer states whether or not any general and/or particular patterns are observed. If yes, observations are clearly identified and well-detailed. The answer also reflects clearly if those observations were surprising or not as well as explains "WHY" with substance and depth.		Three parts of the question correctly answered but includes no graph. OR Includes only a graph without addressing any of the other question parts.	
Question 5	6 pts		3 pts	2 pts
	All parts of the question correctly answered. Part1: the answer includes a graph correctly visualizing the top 4 stations' share values over the 4 time periods. Graph is clearly labeled. Part 2: the answer explains the trend over time, from earliest to most recent. Part 3: states potential "stories" that these trend lines may suggest. Part4: provide appropriate reason/s to why these trends/patterns appear between the stations and over time.		One part of the question correctly answered	Incorrect or not answered.
Question 6	4 pts		2 pts	
	Provides correct suggestions of "who" would find insights helpful and useful as well as states WHY.		Provides correct suggestions of "who" would find insights helpful and useful but fails to explain WHY or the explanation is not very thoughtful or well-developed.	
TOTAL Points				20

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

Target Audience Assignment. Students will learn how to match content with relevant audience segments. In this assignment, they will become more aware of how audiences can differ demographically, psychographically, behaviorally, geographically, etc. and learn to apply various segmentation techniques to tailor content to audiences, as well as strategically match audience

segments with content. Assignment write-up will be 4-6 pages, double-spaced. (See Canvas Assignments section.)

Assignment Grading Rubric for Practitioner interview and Target Audience Assignments

0 pts	1-2 pts	3-4 pts	5-6 pts	7-8 pts	9-10 pts
No assignment is submitted or assignment includes plagiarized content (all outside content must be in quotations or student will receive a '0')	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. 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 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. There may be several grammatical or spelling errors or outside content is not appropriately cited.	Assignment addresses required content elements, but quality is weak or lacking. It could be elaborated on or explicated more completely or thoughtfully. It may not fully meet length requirements. 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.	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. Outside content is cited appropriately (Ex. "According to Jones (2017)..."). Assignment either does not meet length requirement or has spelling/grammatical errors.	Assignment is thoughtful, relevant, and well researched and written, addressing the required content elements of the assignment with substance and depth. Outside content is cited appropriately (Ex. "According to Jones (2017)..."). Assignment meets length requirements and is without grammatical or spelling errors.

Assignments will be accessible at least one week in advance of their announced due date (syllabus dates are subject to change). Assignments are due on the date stated on the syllabus. *Late assignments may be accepted within 24 hours, with a 10% penalty.* Assignments submitted *after this 24-hour period will not be accepted.* We will also be using **TurnItIn** for most assignment submissions (through Canvas site). The same deadline above also applies to the TurnItIn submission.

Academic Honesty

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

Familiarize yourself with the University of Florida Student Honor Code at <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> as well as possible violations and sanctions. UF's Academic Honesty Guidelines and Standards of Ethical Conduct (<http://www.dso.ufl.edu/studentguide/studentrights.php#ethicalconduct>) can also be found on the Student Conduct and Conflict Resolution portion of the Dean of Students' web site (<http://www.dso.ufl.edu/sccr>).

You should not be at UF or plan a career in this field unless you are prepared to do your own original work. If I discover that you have been academically dishonest in this class in any way, you will be penalized, up to and including expulsion from the University.

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

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

If you have any questions about plagiarism, or how to properly cite or attribute sources, please ask Support Services

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

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

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

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

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

Course Evaluation

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

Course Schedule

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

Abbreviations used below:

MOA: “Marketplace of Attention” book (Webster)

AE: “Audience Evolution” book (Napoli)

Week of (T/Th)	Topics	Assigned Reading/Viewing	Due	Class Notes
(1) Aug. 31	Course Overview “Audiences 101” Dual Product Market	<u>Meet:</u> Live lecture via Zoom Lecture: “Audiences 101” <u>Read:</u> Webster & Phalen, Ch. 2 (on Canvas) Nielsen Ratings Academy (“Media Overview”)	Begin thinking of possible interview subjects	Review UF honor code, academic honesty policies.
(2) Sept. 7	What is an Audience? Introduction to Audience Measurement	<u>Meet:</u> Live lecture via Zoom Lectures: “Introduction to Audiences,” “Media Ratings & Measurement,” “Interpreting TV Ratings Data” <u>Read:</u> Napoli (AE): Introduction and Ch. 1 Nielsen Ratings Academy (“Television 101”) Other Readings on Canvas.		
(3) Sept. 14	Audience Valuation Audio Measurement	<u>Meet:</u> Live lecture via Zoom Lecture: “The Value of Audiences” <u>Read</u> Napoli Ch. 4 (a PDF, not the e-book) Yang & Coffey (2014) Audio Today report 2019. Other Readings on Canvas	9/15: Audience measurement assignment	

<p>(4) Sept. 21</p>	<p>Audio Industry The Long Tail Time shifting, New consumption platforms, and changing viewer habits</p>	<p><u>Meet: Live lecture via Zoom</u> Lecture: “The Audio Industry,” “Changing Viewer Behaviors and New Consumption Platforms” <u>Read</u> MOA: Ch. 1 The Podcast Consumer report Nieman Lab article Deloitte’s report Other readings on Canvas</p>		
<p>(5) Sept. 28</p>	<p>Audience Engagement Measurement and Accreditation</p>	<p><u>Meet: Live lecture via Zoom</u> Lectures: “Audience Engagement,” “Measurement and Accreditation” MRC’s George Ivie: https://www.beet.tv/2017/08/george-ivie.html <u>Read</u> MOA: Ch. 2 Napoli (AE): Ch. 3 Total Audience Reports Q1 – Q3/Q4 How Ad Fraud Impacts your Measurement, part 1: https://liveramp.com/blog/ad-fraud-impacts-marketing-measurement-dr-augustine-fou/ Part 2: https://liveramp.com/blog/4-questions-youve-always-had-about-ad-fraud-with-dr-augustine-fou/ Other readings on Canvas <u>Watch:</u> Video: George Ivie on cross-platform measurement. <u>Explore:</u> Visit web site of the Media Rating Council, www.mediaratingcouncil.org</p>		
<p>(6) Oct. 5</p>	<p>Big Data Technology and Audience Privacy</p>	<p><u>Meet: Live lecture via Zoom</u> Lectures: “Big Data” <u>Read</u> MOA: Ch. 3</p>		

		<p>Big Data Primer: http://www.researchexcellence.com/files/pdf/2015-02/id114_big_data_primer_10_23_14.pdf</p> <p>Other readings as noted on Canvas</p>		
(7) Oct. 12	<p>Market Segmentation</p> <p>Social media audiences and analysis; social television</p>	<p><u>Meet: Live lecture via Zoom</u> Lecture, "Market Segmentation," "Social Media Audiences"</p> <p><u>Read</u> Kotler, "Market Segmentation" Ch.9 Netflix Research Series Lipschultz, Units 2 & 3 TalkWalker: The complete social media analytics guide 2019</p> <p>Other Readings TBA</p> <p><u>Explore:</u> http://www.nielsensocial.com http://www.hootsuite.com</p>		
(8) Oct. 19	<p>Consumer Theory, Uses and Gratifications, Cultivation Effects</p>	<p><u>Meet: Live lecture via Zoom</u> Lecture: "Consumer Theory, Uses and Gratifications, Cultivation Effects"</p> <p><u>Read</u> Katz, Blumler & Gurevitch (1973/74) Morgan & Shanahan (2010)</p> <p>Other readings on Canvas</p>	<p>Due 10/20: Practitioner Interview Assignment</p>	
(9) Oct. 26	<p>Audience Engagement</p> <p>Online and digital consumption trends, behaviors and measurement</p>	<p><u>Meet: Live lecture via Zoom</u> Lecture TBA</p> <p><u>Read</u> MOA: Ch. 4 Scott, S. (2016) on virtual reality: https://www.utne.com/science-and-technology/see-change-virtual-reality-blurring-realism-zm0z16uzsel Pew Research: AI & the future of humans.</p>		

		<p>Other Readings on Canvas</p> <p>Explore: www.comscore.com Other sites TBA</p>		
(10) Nov. 2	Political Audiences and Voters	<p><u>Meet: Live lecture via Zoom</u> Lecture, "Political Audiences and Voters"</p> <p><u>Read</u> Vaccari & Valeriani (2015) Guo et al. (2020) IPSOS article</p> <p>Other Readings on Canvas</p>		
(11) Nov. 9	Mobile audiences	<p><u>Meet: Live lecture via Zoom</u> Lecture: "Mobile Audiences"</p> <p><u>Read</u> MOA: Ch. 5 U.S. Mobile App report 2019 Boston Digital Report</p> <p>Other Readings on Canvas</p>	Due 11/10: Target Audiences Assignment	11/11: No class (Veteran' Day holiday)
(12) Nov. 16	Gaming audiences E-Sports	<p><u>Meet: Live lecture via Zoom</u> Lecture, "Gaming Audiences"</p> <p><u>Read</u> MOA, Ch. 6 Taylor (2016) Deloitte (2019) report Think with Google</p> <p>Other Readings on Canvas</p>		
(13) Nov. 23	Social Identity, Selective Exposure, Mood Management Theory	<p><u>Meet: Live lecture via Zoom</u> Lectures: "Social Identity, Selective Exposure, and Mood Management Theories"</p> <p><u>Read</u> Dvir-Gvirsman (2019) Knobloch & Zillmann (2002)</p>		11/25-11/27 Thanksgiving Break (no classes)

<p>(14) Nov. 30</p>	<p>Serving Diverse Audiences</p>	<p><u>Meet: Live lecture via Zoom</u> Lectures: “Why Diversity?” “Serving Diverse Audiences, part 1”</p> <p><u>Read</u> Black Panther article: https://www.vox.com/culture/2018/2/20/17029156/black-panther-international-overseas-box-office-black-films-hidden-figures-proud-mary Annenberg Inclusion Initiative (scroll down and read one report of your choice): https://annenberg.usc.edu/research/aii</p> <p>MacLachlan, M. (2016). TubularLabs article</p> <p><u>Watch:</u> TEDTalk. Martin TJ (2015)</p> <p><u>Explore:</u> Geert Hofstede’s cultural dimensions</p>		
<p>(15) Dec. 7</p>	<p>Serving Diverse Audiences (cont’d) Ethical practices related to audiences</p>	<p><u>Meet: Live lecture via Zoom</u> Lectures: “Serving Diverse Audiences, part 2” “Ethical Practices Related to Audiences”</p> <p><u>Read</u> Litman-Navarro (2019). The New York Times. (Access via UF Libraries if needed.)</p> <p>Jorgensen, R.F. (Ed.) (2019). Human rights in the age of platforms, Ch. 1, 4. MIT Press. E-book available via UF Libraries (VPN required).</p> <p><u>Watch:</u> 60 Minutes (2014). The Data Brokers.</p>		<p>12/8: Last day of class</p>
<p>(16) Dec. 14</p>	<p>Final Exam <u>Thursday: Dec. 17th</u> <u>via Canvas</u></p>		<p><u>Due: 12/17</u> <u>3:00-5:00 PM</u> <u>(Group 17D)</u></p>	<p><u>Closed book</u> <u>(readings) and</u> <u>notes.</u></p>