

Syllabus - JOU 4930 Audience Engagement

Fall 2020

Instructor: Matt Sheehan, Managing Director, Center for Public Interest Communications and Senior Lecturer in the Department of Journalism (he/his/him)

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Office Hours: Virtually by appointment. You may check and book times here: https://calendly.com/sheehan-matt/office_hours (https://calendly.com/sheehan-matt/office_hours). Periodic drop-in office hours (either via Zoom with waiting room or safely physically distant on campus) will be scheduled and announced via Canvas.

Course Meeting:

We will meet synchronously the weekend of October 16-18, 2020 (most likely via Zoom, but may have in-person option) at the following times (with breaks, of course). Attendance at all three sessions is mandatory. See below for specific attendance policies. Classes will be held at these times via Zoom and/or in a location on campus to be announced.

Friday: 2 pm to 5 pm

Saturday: 11 am to 5 pm

Sunday: 1 pm to 5 pm

About the Course:

The relationship between journalists and their audiences has completely changed from a one-way broadcast model, and journalists need to have a respect for and understanding of the people the journalism is designed to reach and serve. In this course, we will look at how a collaborative culture is changing journalism, and how journalists can take part. We'll discuss key questions like:

- Who are your messages and your journalism designed to reach — on a brand level or a story level — and how can you reach them?
- How can you be strategic enough to know if what you're doing is successful? How do we know if the journalism is "working"? What is it we hope to accomplish, and how are we measuring success?
- How do you build relationships with your audience and earn their trust?
- How can you reflect diverse perspectives and effectively invite the participation of your whole community?

Specific examples of what we'll cover:

- Inviting the audience to interact with us and with our products, offline and online

- Using social platforms to strategically reach existing and new audiences, taking advantage of a truly social life cycle to tell iterative and evolving stories.
- Telling good stories across multiple platforms, taking advantage of what each does well
- Using digital tools and offline tools to listen to what our target audiences are saying, then using that data to better serve them
- Defining and measuring the success of journalism

Learning objectives:

- To be able to articulate why and how the audience has an increasingly large role to play in journalistic processes and products.
- To be able to craft journalism that is strategically designed to reach specific audiences in specific ways.
- To think critically, creatively and independently about what role journalists and users will fill as information needs change along with the media landscape.
- To think critically, creatively and independently about the notion of “audience” and what it means for specific brands, projects or stories.
- To be able to define what success means for different types of journalism with regards to its audience.

Required Texts:

Readings for this course will be selected from open-access resources or resources available to you through the UF library and access system, therefore there are no additional texts to purchase for this course. Links to those resources will be provided in Canvas. For some topics there may be optional supplementary readings from popular press literature, many of which may be available through your local library system.

Course Performance Evaluation

Pre-course assignments are due before class, at noon October 12. Assignments will open in Canvas in September and early October.	25 percent
In-class work during our weekend together, both individually and in groups	25 percent
An assessment of your participation and attendance in classroom discussions and work during our weekend together (see note below).	20 percent
Final assignment, due two weeks after our weekend class. Submission closes at noon on November 2.	30 percent

Grading Policies

This course follows standard UF grading policies. If applicable, grades are rounded to tenth of a point.

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

(<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>)

Attendance at all three days of class is mandatory. Up to one half hour missed (0-30 minutes), including arriving late or leaving early, is excused. After that, each missed half-hour period results in 5 points deducted from your final course grade. Absences due to illness, serious family emergencies, special curricular requirements, etc., will be handled in accordance with UF policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>)

We'll move quickly in class, and there won't be time to zone out. Stay engaged. Keep multitasking to a minimum, or at the least share funny Tik-Toks in the chat (we will stop and watch with you). Join the conversation. Participate fully in group and class work. Plan to earn the 20 percent of your grade that is based on participation, not have it handed to you automatically.

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/ (<http://www.dso.ufl.edu/drc/>)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluations: 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/> (<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/> (<https://ufl.bluera.com/ufl/>). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> (<https://gatorevals.aa.ufl.edu/public-results/>)

Academic Integrity

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."* The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)) specifies a number of behaviors that are in violation of this code and the possible sanctions. 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.

Inclusion, Diversity and Equity

The University of Florida's College of Journalism and Communications Department of Journalism embraces a commitment toward an intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and

religion. We expect each of our journalism courses to help foster an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

In this class: The craft of journalism strives to be objective. However, much of the gathering of information for reporting purposes could be from subjective sources that are historically built on subset of privileged voices. Furthermore, we often find ourselves relying on information about historically important events that were mostly framed through the perspectives of a segment of our society. I acknowledge that it is possible that there may be both overt and covert biases in the course's material due to the lens and/or period of time in which it was written. Please contact me with feedback if you have any suggestions to improve the quality of the course materials.

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class and that the diversity that the students bring to this class be viewed as a resource, strength and benefit.

It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion and culture. Your suggestions are encouraged and appreciated.

Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions — please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic adviser, a trusted faculty member or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.
4. If you prefer to speak with someone outside of the course, Joanna Hernandez, CJC director of inclusion and diversity, is an excellent resource. You can email her at jhernandez@jou.ufl.edu (<mailto:jhernandez@jou.ufl.edu>).

Course Etiquette

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. For a fuller exposition of our shared 'netiquette' can be accessed here:

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.docx>
(<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.docx>)

Zoom Professionalism

Please be mindful of maintaining a professional appearance and conduct via our remote lecture meetings. Consider your wardrobe and hygiene just as you would were we all in the same room, as well as your audio and visual backgrounds. Professional appearance is often best accomplished in a seated position with your device on a table at torso and/or eye-level in front of you.

You are expected to have your camera on during Zoom sessions. If you go to black screen for a significant amount of time, points will be deducted from your attendance/participation score at the instructor's discretion. Note: my portion of the lectures/discussion will be recorded for educational purposes and edited following the session. I will do my best to edit the lectures so student privacy is an objective. If you have extenuating circumstances or concerns about Zoom attendance, please see the instructor.

Virtual backgrounds: You are encouraged to use virtual backgrounds for Zoom if you want to protect the privacy of your environment or surroundings.

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. As mentioned above, I will do my best to edit those views/points of time out of the final video. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Potential in-person engagements: We *may* have face-to-face instructional and office hour sessions to accomplish the student learning objectives of this course, based on best practices of medically informed public safety rules and regulations. In response to the SARS-CoV-2 pandemic, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- In the event of an in-person sessions, this course will be assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click](#)

[here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/) [\(https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/\)](https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/).

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) [\(https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/\)](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

Campus Resources

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

<http://helpdesk.ufl.edu> [_\(http://helpdesk.ufl.edu\)_](http://helpdesk.ufl.edu)

(352) 392-HELP (4357)

Walk-in: HUB 132

Any requests for make-ups due to technical issues must be accompanied by the ticket number received from the Help Desk 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> [_\(http://www.distance.ufl.edu/getting-help\)_](http://www.distance.ufl.edu/getting-help) for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu [_\(mailto:umatter@ufl.edu\)_](mailto:umatter@ufl.edu) or 352

392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/> [_\(https://counseling.ufl.edu/\)_](https://counseling.ufl.edu/), 392-1575; and the University

Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services: Student Health Care Center, 392-1161.

University Police Department: 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/> [_\(http://www.police.ufl.edu/\)_](http://www.police.ufl.edu/)

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu.

<https://lss.at.ufl.edu/help.shtml> [_\(https://lss.at.ufl.edu/help.shtml\)_](https://lss.at.ufl.edu/help.shtml)

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.

<https://career.ufl.edu/> [_\(https://career.ufl.edu/\)_](https://career.ufl.edu/)

Library Support, <http://cms.uflib.ufl.edu/ask> [_\(http://cms.uflib.ufl.edu/ask\)_](http://cms.uflib.ufl.edu/ask). Various ways to receive assistance with

respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/> [\(http://teachingcenter.ufl.edu/\)](http://teachingcenter.ufl.edu/)

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/> [\(http://writing.ufl.edu/writing-studio/\)](http://writing.ufl.edu/writing-studio/)

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/> [\(https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/\)](https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/)

Disclaimer: *This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*