

University of Florida  
College of Journalism and Communications

**JOU 3002: Understanding Audiences**  
**Class Number: 18908 - Section: 1B64**  
**Fall 2022**

**Meeting Times/Classrooms**

Tuesdays | Period 7 (1:55 PM - 2:45 PM) [FLG 0260](#)  
Thursdays | Periods 7-8 (1:55 PM - 3:50 PM) [MAT 0116](#)

**Instructor:** Heidi Makady

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

**Email:** Makady.h@ufl.edu

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

**Course 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 media content providers and advertisers use each;
- 4) Explain the role technology plays in audience development;
- 5) Explain the dual product market of media and how this affects audience formation;
- 6) Interpret secondary data (e.g., audience metrics) to identify patterns and trends in media usage, and apply this information effectively and strategically
- 7) Demonstrate knowledge and competency with audience analysis tools and media industry-based resources
- 8) Analyze audience-related challenges creatively and strategically to successfully approach and solve industry problems.
- 9) Understand best practices for serving diverse audiences;
- 10) Understand some of the ethical implications in audience research today and ethical best practices.

**Required 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.

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 (4<sup>th</sup> ed.) Routledge.

Wimmer, R. & Dominick, J., Mass Communication Research, 7<sup>th</sup> ed. or later.

Eastman, S. & Ferguson, D. (2013). Media Programming: Strategies and Practices, 9<sup>th</sup> 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](http://www.nab.org)  
[www.rab.com](http://www.rab.com)  
[www.iab.net](http://www.iab.net)  
[www.cynopsis.com](http://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](http://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 participation	10%
Weekly Discussion Posts & Lead	20%
Audience Measurement Assignment	15%
Practitioner Interview Assignment.	15%
Target Audiences Assignment	15%
Final Exam	25%

**Description and Evaluation of attendance & In-class discussions**

**Class Attendance Policy:** Class attendance is required. Attendance will be taken at every class. Each student that enrolls in this course is expected to commit to attending every class to the best of their abilities.

**Participation & Discussion Policy:** Please **note that class participation differs from class attendance.** Students are expected to engage actively and thoughtfully in discussion and activities. Share your thoughts, insights, and comments from weekly readings during class. Notice that your future profession as audience analysts and specialists will involve regular meetings and discussions for which you'll need to hone skills to actively share your recommendations and insights as data predictions reflect with different organizations or corporate teams. Low engagement in class discussion will reflect a low participation grade. Participation involves identifying key areas from weekly readings and sharing them during discussions, actively responding to raised discussion prompts and activities, as well as sharing thoughtful analyses to audience data as provided during class.

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

*Each week you will have a set of three readings. One you will reflect on through a discussion post and another you will lead class discussion on for one time during the semester. We will discuss the third during lecture. So come to class prepared to respond to all three assigned readings.*

**Discussion Posts (10%):** Each week you will have at least one reading for a discussion post. The goal is to identify the degrees of connection between the reading and how it applies in our world. For this, you are to respond to one of 6 prompts that will be available on canvas (i.e., What did the reading make you wonder about? Describe why you feel we need to know this information?...etc.). Consider what other classmates shared, be innovative, and avoid redundancy. All discussion responses should be posted before class on **by Tuesday 9:00 am.**

**Discussion Leading (10%):** To facilitate the understanding of the assigned weekly readings and prompt in-class discussions, each week one student will **pick one** of the discussion readings (we'll do this together at the beginning of the semester). As a discussion lead, you'll briefly walk us through the reading as understood. Then pose at least 2 questions (that you have previously prepared) with your peers to discuss and share insights during class. Those questions can be based on the most interesting point you find while reading, questions that arose to you while reading, or any big question from ideas you understand. Discussion leads should have their key takeaways/summary of the reading and main questions ready to verbally discuss in class **by Thursdays during class.**

**Class Discussion and Participation Grading Rubric**

0 - 40%	50 – 70%	80- 100%
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<p>No attendance and no participation.</p> <p>OR</p> <p>Attends but no or minimal participation either in class or discussion posts.</p> <p>Not ready to respond to posed in-class discussion questions.</p> <p>Doesn't provide assigned discussion post or question/s as discussion lead or of poor quality.</p> <p>OR</p> <p>In-class discussion or discussion posts often indicate that he/she didn't read the material. Comments are unclear and not based on reasoned arguments as relates to the readings.</p> <p>In-class conduct suggests a lack of commitment to class preparation and participation.</p>	<p>Read some or all of the material and sometimes participates in class discussions and peer discussion posts.</p> <p>Participates occasionally in -class discussion or discussion posts.</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 thoughtful, well-developed ideas.</p> <p>In-class conduct suggests an inconsistent commitment to preparation.</p>	<p>Prepared &amp; read all of the material. Ready to participate and actively engage with peer discussions most of the time in class discussions and discussion posts.</p> <p>Comments are accurate and relevant. Ideas are organized and offer something new to the discussion. Responses address 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 and builds on others' points during discussion.</p> <p>Always deepens the conversation by offering thoughtful, reflective ideas that have substance and depth. 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>
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**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 completing the assignment, they will be able to answer questions about media content performance or audience preference, detect trends and patterns, and interpret the relevance and potential implications of such patterns and findings. (See Canvas Assignments section for worksheet 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	Incorrect or not answered.

	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 included no graph. OR includes only a graph without addressing any of the other question parts.		
Question 5	6 pts		3 pts	2 pts	1 pts
	All parts of the question were correctly answered. Part 1: 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. Part 4: provide appropriate reason/s for why these trends/patterns appear between the stations and over time.		Three parts of the question correctly answered but includes no graph. OR Includes only a graph without addressing any of the other question parts.	Two parts of the question correctly answered	One part of the question correctly 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.	
<b>TOTAL Points</b>					<b>20</b>

**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.)

**Assignment Grading Rubric for Practitioner interview Assignment**

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 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	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	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	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

	Assignment is not well organized.  There are many spelling or grammar errors or outside content is not appropriately cited.	thought out. Content is not well organized.  There may be several grammatical or spelling errors or outside content is not appropriately cited.	well presented. There may be grammatical or spelling errors as well, or outside content is not appropriately cited.	(2017)...”). Assignment either does not meet length requirement or has spelling/grammatical errors.	(Ex. “According to Jones (2017)...”).  Assignment meets length requirements and is without grammatical or spelling errors.
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**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 Target Audience Assignment**

	2 pts		1 pt.		0 pts
<b>Media Products</b>	The two media products and their content are well-described with substance and depth.		Either media products or their content is not described, or the elements addressed are not very thoughtful or well-developed.		Not Addressed OR includes plagiarized content. (All outside content must be in quotations or student will receive a ‘0’)
	6 pts		4 pts	2 pts	0 pts
<b>Target Audience</b>	All parts of the question (a. demographics, b. psychographics, and c. geographic market) are well researched and are adequately addressed with strong quality details - (2 pts each).		Two parts of the target audience details are only addressed OR some parts are not well-researched or not described with adequate substance.	One part of the target audience detail is only addressed OR most of the addressed details are of poor/weak quality.	Not Addressed OR includes plagiarized content. (All outside content must be in quotations or student will receive a ‘0’)
	2 pts	1 pt.	0 pts		
<b>Differences in Content</b>	Content offered by the two media products is well compared based on the audience details previously provided. Elements are elaborated and explicated thoughtfully with examples backing up the conclusions.	Content offered by the two media products is described but either includes no example or could be elaborated on or explicated more completely or thoughtfully.	Not Addressed OR includes plagiarized content. (All outside content must be in quotations or student will receive a ‘0’)		
	2 pts		1 pt.	0 pts	

<b>Advertiser Relevance</b>	Two parts of the advertiser relevance are a & b are well addressed. A) Types of potential advertisers interested in each brand's audience are relevant and mentioned thoughtfully.  B) a hypothetical ad is addressed. Explanation provides how the ad would be customized for both media products with thoughtful description and explanation.	Either the type of interested advertisers, or the hypothetical ad is not addressed or not adequately elaborated on or explicated.	Neither parts are addressed OR includes plagiarized content. (All outside content must be in quotations, or student will receive a '0')	
<b>Writing &amp; Organization</b>	3 pts  Assignment meets length requirements and is without grammatical or spelling errors.  Assignment is well-organized and presented. All Outside content is cited appropriately according to APA style with proper in-text citation (Ex. "According to Jones (2017)...").	2 pts  Either outside content is not cited appropriately OR Assignment either does not meet length requirement OR has spelling/grammatical errors.	1 pt.  The content may be disorganized or not well presented. There may also be grammatical or spelling errors, or outside content is not appropriately cited.	0 pts  Assignment is not well organized.  There are many spelling or grammar errors or outside content is not appropriately cited.
<b>Total Points</b>				<b>15</b>

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

**Corrupt Files Submissions: Any corrupt file submissions for any assignment on canvas will not be tolerated. File submissions that will neither open on Speed grader nor download properly will automatically receive a Zero -no exceptions, no make ups. Should you need more time for your assignment, ask. If I find you've uploaded a corrupt file in lieu of assignment file, your submission for this assignment will not be accepted.**

**OTHER CLASS POLICIES:**

**In-Class Recording:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation,

assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **COVID-19 Practices**

Students in face-to-face instructional sessions are required to follow the instructions of UF policy for onsite classes. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

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

### **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.)

**Health and Wellness U Matter, We Care:**

As alluded to earlier, “life happens.” Often, things that happen outside of the classroom can affect your work inside the classroom, academically or otherwise.

**U Matter, We Care:**

If you or a friend is in distress, please contact [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:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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

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

**Course 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)

<b>Week of (T/Th)</b>	<b>Topics</b>	<b>Assigned Reading/Viewing</b>	<b>Due</b>	<b>Class Notes</b>
(1) Aug. 21	Course Overview “Audiences 101” Dual Product Market	Lecture: “Audiences 101”  <u>Required Readings</u> Webster & Phalen, Ch. 2	Begin thinking of possible audience professionals to interview	Review UF honor code, academic honesty policies.
(2) Aug. 28	What is an Audience?  Introduction to Audience Measurement	Lecture: “Introduction to Audiences,” “Media Ratings & Measurement,” “Interpreting TV Ratings Data”  <u>Read:</u> Napoli (AE): Introduction and Ch. 1: “Contextualizing Audience Evolution”  *See Canvas for required readings and materials*		
(3) Sept. 4	Audience Valuation  Audio Measurement	Lecture: “The Value of Audiences”  <u>Read:</u> Napoli (AE): Ch.4 “Audience Valuation” *See Canvas for full required readings and materials*	9/7: Audience measurement assignment	
(4) Sept. 11	Audio Industry  The Long Tail  Time shifting, New consumption platforms, and changing viewer habits	Lectures: “The Audio Industry,” “Changing Viewer Behaviors and New Consumption Platforms”  <u>Read</u> MOA: Ch. 1: “The Marketplace of Attention” *Other readings on Canvas*		

(5) Sept. 18	Audience Engagement Measurement and Accreditation	Lecture: "Audience Engagement," "Measurement and Accreditation"  <u>Read</u> Napoli (AE): Ch. 3" The Transformation of Audience Information Systems" *Other readings and materials on Canvas*		
(6) Sept. 25	AI, Big Data, and Audience Privacy	Lecture: "Algorithms, Big Data, and Privacy"  <u>Read</u> MOA: Ch. 3. The Media NY Times (2020) "The Secretive Company That Might End Privacy as We Know It."  "Complete Guide to Privacy Laws in the US" (2021).  *See Canvas for other required readings and materials*		
(7) Oct. 2	Market Segmentation  Social media audiences and analysis; social television	Lecture, "Market Segmentation," "Social Media Audiences"  <u>Read</u> Kotler, "Market Segmentation" Ch.9 Lipschultz (2020), Unit 2 "Strategic Social Media Management Tools"  *See Canvas for other required readings and materials*		
(8) Oct. 9	Consumer Theory, Uses and Gratifications, Cultivation Effects	Lecture: "Consumer Theory, Uses and Gratifications, Cultivation Effects"  <u>Read</u> Katz, Blumler & Gurevitch Morgan & Shanahan (2010)	Due 10/12: Practitioner Interview Assignment	
(9) Oct.16	Audience Engagement  Online and digital consumption trends, behaviors and measurement.	Lecture: "Audience Engagement"  <u>Read</u> MOA: Ch. 4 "Media Measures" *Other readings on Canvas* <u>Explore:</u> <a href="http://www.comscore.com">www.comscore.com</a>		
(10) Oct. 23	Political Audiences and Voters	Lecture: "Political Audiences and Voters"  <u>Read</u> IPSOS: Why political views are an essential marketing demographic?  *Other readings on Canvas*		

(11) Oct. 30	Mobile audiences	Lecture: "Mobile Audiences"  <u>Read</u> MOA: Ch. 5 "Audience Formations" *Other readings on Canvas*		
(12) Nov. 6	Gaming audiences E-Sports	Lecture: "Gaming Audiences"  <u>Read</u> MOA, Ch. 6 "Constructing the Marketplace of Attention"  *See Canvas for other required readings and materials*	Due 11/16: Target Audiences Assignment	
(13) Nov. 13	Social Identity, Selective Exposure, Mood Management Theories	Lecture: "Social Identity, Selective Exposure, and Mood Management Theories"  <u>Read</u> Dvir-Gvirsman (2019) Political social identity and selective exposure. Media Psychology.  *Other readings on Canvas*		
(14) Nov. 20	Serving Diverse Audiences	Lectures: "Why Diversity?" "Serving Diverse Audiences, part 1"  <u>Read</u> *See Canvas for other required readings and materials*		11/23-11/26 Thanksgiving Break (no classes)
(15) Nov. 27	Serving Diverse Audiences (cont'd)  Ethical practices related to audiences	Lectures: "Serving Diverse Audiences, part 2" "Ethical Practices Related to Audiences"  *See Canvas for other required readings and materials*	12/7: Last day of class	
(16) Dec. 4	Final Exam <u>Thursday: Dec. 15<sup>th</sup> via Canvas (Honorlock)</u>		<u>Due: 12/15 10:00 AM – 12:00 PM (Group B)</u>	<u>Closed book (readings and notes).</u>