

MMC 3254 Media Entrepreneurship  
Spring 2023 Syllabus

**Professor:** Bill Stump

**Contact:** [William.Stump@ufl.edu](mailto:William.Stump@ufl.edu)

**Class Time:** Wednesdays at 9:35 am (Section 15837) and 10:40 am (Section 15838).

**Office Hours:** By appointment

## **Course overview**

The media entrepreneurship course introduces students to the basics of entrepreneurship and the evolving media business models including social, influencer, newsletter, blog, email newsletters, branded content creation/management, and more.

The course investigates general concepts of entrepreneurship and how digital technologies, and the Internet have transformed media economics. Students will use recent media start-ups as case studies for applying entrepreneurial principles.

This course is for those interested in using their skills and abilities to work in one of the various forms of media today. The intent behind the instruction is to offer a broad view of the industry and the variety of ways people can use what they know to build their careers.

In today's economy you're likely to be hired and compensated for the core group of skills you've built that help companies reach their goals – often more quantitative than qualitative. But quality is a crucial element of “break-through” products, and once that quality is defined – and your ability to deliver it is established – you'll have a true possession to carry forward into your professional life.

In this class you will be exposed to different approaches to product development that take advantage of the evolutionary environment in digital media, one that requires less reliance on a “corporation” and more on personal agency and an evolving tool kit of skills and abilities.

This approach also allows you to serve communities of which you are a part, taking advantage of your insider understanding and passion for particular affinity groups and lifestyles.

This type of work is less predictable because your success is up to you and the products and communities you build, but nothing is more rewarding.

In this class, you will start to identify your strengths and weaknesses and how they will serve you. The Delphic aphorism is still true today: The first step to success is to “know thyself.”

This requires exploration. What’s been done, by who, why, and how? What resonates with you and your short- and long-term goals? We’ll look at case studies and hear from those who’ve built success, with an eye toward building your own version of You Inc.

This is a one-credit class, so you won’t be inundated with reading and other commitments. The key to success is simple: show up, pay attention, do the work, be a good classmate, and participate. That’s a good recipe for career success, too.

Anything else you’d like to learn, just speak up; we have a whole semester together. Consider me a sounding board for any questions you have about journalism. I may not always know the answer, but I’ll probably know someone who does.

### Course Goals

Expected Learning Outcomes	Methods of Assessment
Begin to establish an online media presence/brand identity.	In-Class Assignments, Writing/Posting Assignments; Final Project
Understand how media organizations and individuals are adapting to digital disruption.	In-Class Assignments; Writing Assignments
Be a more economically viable media citizen (i.e., learn to create ideas that generate interest, stickiness, and value).	In-Class Assignments; Writing Assignments; Final Project
Understand the economics of media, how they’re changing, and what that means for the future.	Writing Assignments, In-Class Assignments; Final Project
Improve your use of media software and tech platforms.	In-Class Assignments; Final Project

### Course Format

- The class is one credit and meets one period, one day a week. Most work will be done outside of class.

- You will have about 30-minutes of assignments per week – reading, listening, watching interesting stuff from interesting people -- in advance of class, and will be expected to contribute to class.
- You will develop a creative brand idea over the course of the semester, improving it along the way and culminating in final holistic “pitch.”

## **Attendance**

The expectation is that you will attend each class from a place where you can actively engage with camera on out of respect for the instructor, your peers, and so that you are properly engaged. There are numerous filters available that will blur your background if you are uncomfortable showing your environment. If there is a valid reason for having your camera off, please notify the instructor.

## **Class Preparation, Assignments, and Late Work**

Please complete all of the assignments before their respective class or due date. The calendar in this syllabus is laid out in a week-to-week format. It tells you what you need to complete before each class.

This document contains all of the due dates, and it’s important that you meet those deadlines. People who consistently miss deadlines typically don’t get good grades, or sustain a career.

If you ever have a question about an assignment, ask it sooner rather than later so you don’t fall behind.

## **Speakers and Events**

We’ll have various speakers join us in class virtually throughout the semester.

## **Assignments**

### **Digital Brand Creation**

You will create a personal brand using a digital platform such as a social or email platform. You will work to identify brand positioning: what it is, who it’s for, the unique value proposition, visual identity, and voice. You will create four “Project Posts” over the course of the semester as examples of your brand.

Your goal is to begin to establish a measurable online presence that grows over the

course of the semester.

You will be graded on the unique value proposition your theme brings to the market, how well you take advantage of what the format you choose offers you creatively and, and the ingenuity, freshness, voice, accuracy, and authenticity of your writing/scripting, presentation, and editing.

Project Pitch -- Due Jan. 25 -- 100 Points

Project Post 1 Due Jan. 19 -- 100 Points

Project Post 2 Due Feb. 9 -- 100 Points

Project Post 3 Due March 2 -- 100 Points

Project Post 4 Due April 13 -- 100 Points

## **Final Project and Presentation**

In this final assignment, you'll share a link to your final post, and take what you've learned while creating your blog, email newsletter, or YouTube channel, add in the insights you've gained during the entirety of the class from reading and listening to podcasts and speakers, and create a "go-to-market" strategy that you can present to an employer, investor, or partners to make your idea a business. You only have one minute to present, so you'll have to pack in meaningful detail.

Questions you'll need to address:

What have you created?

Why?

Who is it for?

What success metrics suggest potential?

Why will it be valuable in the future?

You'll be graded on the idea, its value, its potential, its crispness and supporting data, and on how well you've incorporated what you've learned in class. You'll also be graded on the quality of your final post and how well you've maintained the strength of your theme.

Final One-Minute Presentation is during your final. You will provide a one-page summary of your pitch prior to class, then deliver your presentation to the group. 400 Points.

Final Project Pitch (Section 15428) – May 2 @ 3 pm – 100 Points

OR

Final Project Pitch (Section 15427) – May 4 @ 12:30 pm – 100 Points

### **In-Class**

You'll be expected to attend and participate in class. You will have various short assignments in the form of discussion posts during the semester that will be based on that day's class. These will be practical exercises based on readings and topics we discuss.

### **Grading**

You'll be graded on your initial project pitch, in-class participation, discussion and project posts, and final project and presentation. The usual qualitative measures of good journalism will apply – creativity, rigorously reported and well-written/presented, accurate, useful, authoritative – are important in addition to how well you apply the themes and ideas we are discussing in class. Although it will difficult to drive substantial metrics in a short-time, identification of the measures that matter, and reporting out the measures, will be expected.

Your work will be weighted like so, total of 1,000 points:

#### **In-Class Attendance/Participation:**

20% (Attendance and in-class participation @ 200 points)

#### **Discussion Posts**

20% (4 Discussion Posts @ 50 points each for 200 points)

#### **Project Pitch**

10% (1 @ 100 points for 100 points)

#### **Project Posts:**

40% (4 Project Posts @ 100 points per for 400 points)

#### **Final Project + Presentation:**

10% (1 @ 100 points for 100 points)

Details of each assignment will be handed out separately. If you're having trouble with an assignment or understanding a topic, email me or set up a time to discuss via Zoom.

The goal is for you to produce your best work possible, so please choose a blog and final project topic that you're passionate about.

Late assignments will lose 10 points per day. After four days it will not be accepted.

### **Academic Honesty**

As a student at this university, you have accepted a commitment to the Honor Code, and the principles of academic integrity, personal honesty, and responsible citizenship on which it was founded. The instructor of this class is bound to take that commitment seriously and encourages you to contact her with specific questions regarding the Honor Code and your responsibilities within this course.

Specifically, plagiarism will be grounds for significant penalty, including potentially failing the course and being reported to student judicial board. Plagiarism may include a failure to cite sourced material, copying portions of others' work without appropriate citation, and inappropriately reusing your own work from other courses. Cheating on exams also is a violation of the honor code.

University of Florida students are expected to read, understand, and follow the Student Conduct & Honor Code. Violations of this code are taken very seriously and can result in your failure of this course and additional sanctions up to and including academic probation and expulsion.

### **Diversity Statement**

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.

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.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.
- 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).
- If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

## **Tutoring Services**

The Writing Studio is a free service for current UF graduate and undergraduate students. Students have the opportunity to work one-on-one with a consultant on issues specific to their own particular development. Because their aim is to help students become more effective writers, they do not simply proofread or edit documents. They can, however, assist students to become better proofreaders and editors of their own work.

Their main office is 302 Tigert Hall, and their office phone is 352-846-1138. They also offer online tutorials from 11am-4pm ET on Wednesdays. You must register in advance for all tutorials.

## **Students With Disabilities**

Students requesting accommodations 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 making a request for accommodations. Please contact the professor within first two weeks of class with documentation to request accommodations.

### **Help With Coping**

The UF Counseling and Wellness Center is a terrific, free resource for any student who could use help managing stress or coping with life. The center, at 3190 Radio Road on campus, is open for appointments and emergency walk-ins from 8 a.m. to 5 p.m. Monday through Friday. To make an appointment or receive after-hours assistance, call 352-392-1575. The UF Police can be reached at 392-1111 or, in an emergency, by dialing 911.

### **Instructor Evaluation**

Students are highly encouraged to provide feedback on the quality of instruction in this course. These evaluations are conducted online at <https://evaluations.ufl.edu> and are typically open during the last two or three weeks of the semester. Thank you for taking the time to complete this process.

### **Grading Scale**

<b>A</b>	94-100
<b>A-</b>	90-93
<b>B+</b>	87-89
<b>B</b>	84-86
<b>B-</b>	80-83
<b>C+</b>	77-79
<b>C</b>	74-76
<b>C-</b>	70-73
<b>D+</b>	67-69
<b>D</b>	64-66
<b>D-</b>	60-63
<b>E</b>	59 or lower

### **Class-by-Class Plan**



### **Jan. 11, 2023**

Introduction to creating a personal brand, identifying the proper platform to express your idea, determining brand identity through visuals and language, identifying who it's for, and preliminary content plan. Examples will be shared from prior semesters.

### **Jan. 18, 2023**

How to create a brand and present an "elevator" pitch.

Discussion: How to create a unique value proposition and foster creativity on a daily basis. What are the different types of creativity, how can students become prolific in generating and executing ideas.

Listen/Watch portion of [Huberman Lab Podcast No. 103](#), from 32 minute mark to 57-minute mark

### **Jan. 25, 2023**

Pitches due. One-page summary of your pitch submitted as Discussion Post 1. Each student must submit their post, and add comments on three other students' posts. Students will volunteer or be chosen to share their pitches with the group.

### **Feb. 1, 2023**

Guest Speaker: Adam Bornstein of Born Fitness, editor of the Daily Pump with Arnold Schwarzenegger. In-class participation, have one question ready for Adam.

### **Feb. 8, 2023**

The Art of Paying Attention: Reading from the book *Wintering*, by Katherine May. Group discussion.

Discussion Post No. 2 to be assigned.

### **Feb. 15, 2023**

Case Study: Reviving the email newsletter, The Morning Brew.

Listen: How I Built This: [The Meteoric Rise of Morning Brew](#)

Project Post No. 1 due

**Feb. 22, 2023**

Intro to Brand Journalism. How research, reporting, fact-checking, and writing skills are just as important for work with brands as they are in work for media outlets. Bonus: How to use them to make your personal brand more powerful.

**March 1, 2023**

Speaker: Kit Fox, Director of Membership, at Lehigh Valley Public Radio, on the importance and re-emergence of local news.

Discussion Post 3 to be assigned.

**March 8, 2023**

Project Post 2 due

**March 15, 2023 – SPRING BREAK**

**March 22, 2023**

Case Study: How to create, build, and take to market a new app.

A working session with Jaymes Kine and Nir Evanheim of Anchor & Scope Creative Agency in Tel Aviv.

**March 29, 2023**

Speaker: Florida journalism grad Tyler Rutstein of Overtime on his path from athletic shoe street marketer to general manager of one of the hottest social/sports/merch brands. Discussion to follow with your questions.

**April 5, 2023**

Project Post 3 due

**April 12, 2023**

Class discussion on creativity, idea generation, and keeping things fresh.

Read: [Joyce Carol Oats on creativity.](#)

Discussion Post No. 4 to be assigned

### **April 19, 2023**

Speaker: Matt Goulding, writer, editor, and co-founder of travel and food website *Roads and Kingdoms*.

### **April 26, 2023**

Project Post 4 due

### **Finals**

### **May 2, 2023 – 3 pm to 5 pm**

In-Class Oral Presentations of updated “elevator” pitch with submitted one-page summary

OR

### **May 4, 2023 – 12:30 – 2:30 pm**

In-Class Oral Presentations of updated “elevator” pitch with submitted one-page summary

### **Suggested Texts**

“Perennial Seller: The Art of Making and Marketing Work that Lasts,” by Ryan Holiday. ISBN: 978 1 78125 766 1. Also available as an e-book.

“Linchpin: Are You Indispensable?” by Seth Godin. Little, Brown Book Group, 2010 ISBN 1591843162. Also available as an e-book

Other readings will be assigned during the semester.

**Bill Stump** is a creative executive with deep experience launching, leading, and growing healthy lifestyle brands in the U.S. and abroad. He has held top brand

positions at Men's Health, Women's Health, and Prevention, and is founder and principal at Well Made Creative Consulting.