MMC5007: Introduction to Audiences

Academic Term: Spring 2023
3 **Credit Hours**

Instructor
Name: **Brittani Sahm, Ph.D.**
Email Address: bsahm3@ufl.edu
Office Phone Number and Times: All meetings will be held via Zoom using my personal room (ID: 201 876 4788).
Virtual Office Hours: By appointment only. Please email me to arrange meetings.

Course Description and Prerequisites

Course Description: The purpose of this course is to provide students with an understanding of the nature and evolution of contemporary audiences and how they can be conceptualized from both firm and consumer perspectives. The students will examine the diversity of audiences and how they can best be served in today's marketplace. In addition, students will learn about the ethical implications of serving modern consumers, including the challenges that accompany new technologies and data access.

Course Prerequisites / Co-Requisites – N/A

Course Expectations

This is a fully online course, and you must log in to Canvas with your Gatorlink username and password to access the materials and assignments. The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00 AM, ET, and ends on Sunday at 11:59 PM, ET.

Time Commitment & Student Workload Expectations
Expect to spend between 10 to 20 hours per week, per course, watching or attending lectures, reading, working on assignments and projects, and engaging in discussions.

Expectations for Writing Assignments: Writing Style
To meet the academic rigor and standards of a graduate program, all students are required to use the Publication Manual of the American Psychological Association (APA) 7th Edition style in their courses when appropriate for the assignment. The APA 7th Edition Manual has a plethora of guidelines that includes scholarly writing, publishing principles, elements, and format for your papers, writing style, and grammar, bias-free language guidelines, mechanics of style, in-text citing references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

Online Attendance Policy
Since the course is online, you should access your course at least four times per week to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing a major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies for information on absences, religious holidays,

illness, and the twelve-day rule. Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation.

Late Assignment Policy

Late assignments will not be accepted unless it is a University excused absence as stated in the attendance policies. ***No late work will be accepted for final projects or work due in the final week of class due to the university grading deadlines.*** If potential issues arise concerning submitting the final work, students should contact their instructors before the assignment deadline.

1. Late Assignment Grade Reductions
   a. 0-24 Hours Late: 10% reduction in grade.
   b. Over 24 Hours (24 hours and 1 minute) to 7 Calendar Days Late: 20% reduction in grade.
   c. After the 7th Calendar Day: Work will not be accepted.
2. Late Discussions will not be accepted.

Student Guidelines for Course Challenges

A student with questions regarding course content such as assignments, assessments, instructional materials, lectures, meetings, course objectives, course module objectives, or other areas of the course, please adhere to the following guidelines: First, *approach the faculty member who is teaching the course* to ask for clarifications regarding the course assignments, assessments, materials, lectures, meetings, etc. Use the instructor's contact information to request an appointment where you can address any concerns and/or questions. If after meeting with *the faculty member teaching the course* you are still not clear on the course assignments, assessments, materials, lectures, meetings, etc., then the next step would be to contact online advising (onlineadvising@jou.ufl.edu) for additional guidance.

Accessibility/Students with Disabilities Information

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letters with their instructors and discuss their access needs, as early as possible in the semester.

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 professionally and respectfully 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-Level Objectives

Upon successful completion of this course, students will be able to:

1. Explain conceptualizations of audiences. (CO: 1)
2. Analyze the evolving role of audiences. (CO: 2)
3. Explain characteristics by which audiences are defined. (CO: 3)
4. Identify audience behaviors. (CO: 4)
5. Identify cultural differences within audiences/consumer groups. (CO: 5)
6. Explain cultural relevance and audience sensitivity. (CO: 6)
7. Evaluate cultural relevance and sensitivity in media messages/content. (CO: 7)
8. Identify global audience perspectives. (CO: 8)

9. Identify audience sensitivity strategies within media messages/content. (CO: 9)
10. Assess audience data. (CO: 10)
11. Analyze data sets. (CO: 11)
12. Explain audience privacy challenges. (CO: 12)
13. Explain best practices in managing data. (CO: 13)
14. Analyze the ethical implications of consumer data. (CO: 14)

(CO = Course-Level Objective)

Textbooks and Materials

Required Course Textbook(s)
There are no required works to purchase for this course. All required learning materials will be linked in the modules or be freely available via Course Reserves or UF Libraries resources.

Required Software: There is no required software to purchase for this course.

Recommended Textbook(s)
This textbook is recommended in all CJC Online classes to support student expectations for writing style.

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.).
- ISBN-13: 978-1433832161
- ISBN-10: 143383216X

University and Course Grading Policies

University Honor Code
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 Conduct Code specifies the number of behaviors that violate this code and the possible sanctions. Click here to read the Conduct Code. If you have any questions or concerns, please consult with the instructor in this class.

Plagiarism
Plagiarism is unacceptable; especially, in academic communities. All academic work must be an original work of your own thought, research, or self-expression. Plagiarism includes, but is not limited to, prohibited collaboration, consultation, and submission of academic work that has been purchased or obtained (see the UF Policy: Student Conduct Violation). In addition, self-plagiarism is also unacceptable. Self-plagiarism is defined as recycling or reusing one's own specific words from previously submitted assignments or published texts. Remember that plagiarism is not acceptable in any of your work including all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. It's important to always cite your sources in your assignments.

Grading Criterion
Discussion Boards (45%)
Your initial post must be a substantive and scholarly submission. You must reply to at least two other students' posts and your instructor with a substantive and scholarly response. A substantive response adds scholarly value to the

discussion by bringing new ideas, research, evidence, etc. to the conversation. Responses such as "I agree," "Ditto," etc., are not acceptable replies and the rules of Netiquette must be followed. Replies are not texts with friends and proper rules of writing must be applied including citations and references (do not plagiarize).

All initial posts for each module discussion board must be submitted by Thursdays at 11:59 PM, ET, so your peers have time to respond to your initial post. Responses to peers are due by Sundays at 11:59 PM, ET. To view the grading criteria rubric for the discussions in the course room, click the Settings icon (the 3 dots on the top-right corner) and select the *Show Rubric* button. Feedback from the professor will be left in the rubric and in the assignment comments.

Talking Points Outline on Casting (Total 5%)
For the purposes of this assignment, you are a junior member of the casting team for a new Hollywood blockbuster film. In reviewing the recommendations of others on your team, you notice that the actors suggested for the lead roles are all White men. Yet, you've learned that more diverse casts can lead to greater success at the box office. What arguments would you make to persuade your team to consider actors from historically underrepresented groups for the lead role?

Advertising Evaluations Assignment (Total 10%)
View the video advertisement spots as noted in the module. Given what you have learned from readings and lecture, take notes to yourself as to what traits, elements, or characteristics are present in the ads that might resonate with or appeal to the African American consumer or, conversely, fail to resonate or appeal to this consumer segment. You may want to watch each commercial spot several times in order to pick up all the nuances and elements that may be present (or not present).

Culturally Relevant Advertising Script (Total 15%)
For this assignment, you will prepare ad copy for a culturally relevant advertisement. It should be in the format of a video advertisement script. You will find the earlier advertising evaluation assignment useful here, as you are now more aware of what makes a culturally relevant and/or sensitive advertisement.

Culturally Relevant Fundraising Campaign Outline (Total 15%)
For purposes of this assignment, you are a university/higher education fundraiser. After digging into your institution's past efforts and practices, you've come to realize that most donors are older and White. Yet you know there is a lot of opportunity (and money) in younger alumni who have done well professionally, as well as alumni who represent other diverse demographics, including Asian-Americans and Asians who studied here as international students and then returned to their home countries. What can you do to tap into this giving potential?

Data Evaluation Assignment (Total 10%)
As a data analyst, there are many things to consider before analyzing a dataset. What are the factors you need to keep in mind? What questions do you need to ask about the data set? What factors do you need to evaluate in order to assess its validity and trustworthiness? What are traits and characteristics that you need to look for?

Your grade will be calculated based on the following:

Assignments/Assessments	Weight (%)
Course Orientation: These assignments are required; however, they do not count towards the final grade. • Student Introduction • Course Evaluation	0%
16 Discussions • Worth up to 100 points each.	45%

1 Casting Outline: The Benefits of Diversity/Inclusion (Assignment 1) • Worth up to 100 points.	5%
1 Advertising Evaluation (Assignment 2) • Worth up to 100 points.	10%
1 Culturally Relevant Advertising Script (Assignment 3) • Worth up to 100 points.	15%
1 Culturally Relevant Fundraising Campaign Outline (Assignment 4) • Worth up to 100 points.	15%
1 Dataset Evaluation (Assignment 5) • Worth up to 100 points.	10%
TOTAL	**100%**

Grade	Percentage
A	92.5-100%
A-	89.5-92.4%
B+	86.5-89.4%
B	82.5-86.4%
B-	79.5-82.4%
C+	76.5-79.4%
C	72.5-76.4%
C-	69.5-72.4%
D+	66.5-69.4%
D	62.5-66.4%
D-	59.5-62.4%
E	0 – 59.4%

The only passing grades for graduate students are A, A-, B+, B, B-, C+, and C. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level, although the grade points associated with these letter grades are included in grade point average calculations. See the Graduate Catalog and UF graduate school grading policy for more information.

Student Privacy
There are federal laws protecting your privacy regarding grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Technology Requirements

Software Use
All faculty, staff, and students at the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate. We, the

members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Software
- [Microsoft Office 365.](#)
- [UF Apps](#) – access UF software applications from any device from any location, at any time.
- [Adobe Reader](#)
- [Zoom](#)

Technical Support

If you have technical difficulties with your course, please contact the [UF Computing Help Desk](#) either by filling out an [online request form](#) or by calling 352-392-4357 (HELP).

If your technical difficulties cause you to miss a due date, you must report the problem to the Help Desk and then email your instructor. Include the ticket number that you are given from the Help Desk in an email to the instructor to explain the late assignment/quiz/test.

IT Support
For all Technical assistance questions please contact the UF Computing Help Desk.
Phone: 352-392-HELP (4357)
Email: helpdesk@ufl.edu

Communication Policies

Student Expectations
Since the course is online, you should access your course at least four times per week to ensure you do not miss pertinent postings, messages, or announcements. If you are experiencing a major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately.

Announcements
You are responsible for reading all announcements posted in the course each time you log in.

Email
You are responsible for reading all your course emails and responding promptly (within 24 hours).

Instructor Communications
Email Policy
Except for weekends, holidays, and University breaks, the instructor will typically respond to emails within 48 hours. For course-related questions please post on the Canvas FAQ discussion board. If you have questions of a personal nature, please email me directly.

Assignment Feedback Policy
I will provide feedback/grades on submitted assignments within two weeks of the due date. Some assignments may require a longer review period, which I will communicate to you, if necessary.

Course Policies
Video 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 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.

Privacy
If your course includes live synchronous meetings, the class sessions will all be recorded for students in the class to refer to 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. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate 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. Please see UF's Information Technology policies for additional information.

Challenging Topics
In this course, we may cover subjects that may be sensitive and/or challenging. As in all our courses, we do this not to indoctrinate but to instruct, to prepare you to be the most effective and successful media professional or scholar that you can be. We encourage you to understand all concepts presented in class, but we know that what you personally believe is your choice. If you would like to discuss anything regarding this, please feel free to contact me directly.

Commitment to Diversity
The College of Journalism and Communications embraces diversity as a shared responsibility among faculty, staff, and students and strives for tangible expressions of this responsibility. We are committed to fostering a safe, welcoming, and inclusive environment for individuals of all races, genders, nationalities, religions, sexual orientations, identities, and abilities to express their culture and perspectives through the art and science of journalism and communication.

Academic and Student Resources

Academic Resources

- E-learning Technical Support: Contact the UF Computing Help Desk at 352-392-4357 (HELP) or via e-mail at helpdesk@ufl.edu.

- [Career Connection Center](): Career assistance and counseling. Reitz Union, Phone: 352-392-1601.

- [Library Support](): Various ways to receive assistance concerning using the libraries or finding resources.
  [UF Library Services for Distance Students]()
  [Ask a Librarian]() – chat with librarians online.
  CJC Librarian - April Hines, Phone: 352-273-2728, Email: [aprhine@uflib.ufl.edu]().

- [Writing Studio](): Provides one-on-one consultations and workshops tailored to specific classes (graduate and undergraduate). 302 Tigert Hall, Phone: 352-846-1138.

Health and Wellness

- *U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](), call 352-294-2273, or visit the website to refer or report a concern, and a team member will reach out to the student in distress.

- *Counseling and Wellness Center:* Visit the [Counseling and Wellness Center]() website or call 352-392-1575 for information on crisis services as well as non-crisis services.

- 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]().

- University Police Department: Visit the [UF Police Department]() website or call 352-392-1111 (or 9-1-1 for emergencies).

- GatorWell Health Promotion Services: For prevention services focused on optimal well-being, including wellness Coaching for Academic Success, visit the [GatorWell website]() or call 352-273-4450.

Course Schedule	
Week Number	**Topic and Assignments**
1	January 9 – 15 (Holiday: Monday, January 16): What is an Audience? • Student Introductions • Discussion 1
2	January 17 – 22: Audience Valuation • Discussion 2
3	January 23 – 29: Introduction to Audience Ethics • Discussion 3
4	January 30 – February 5: Audience Diversity and Cultural Relevance • Discussion 4 • Assignment 1 – Casting Outline
5	February 6 – 12: African American Audiences • Discussion 5 • Assignment 2 – Advertising Evaluations
6	February 13 – 19: Hispanic Audiences • Discussion 6 • Assignment 3 – Culturally Relevant Advertising
7	February 20 – 26: Asian-American Audiences • Discussion 7 • Assignment 4 – Culturally Relevant Fundraising Campaign
8	February 27 – March 5: Sex, Gender, and Sexual Orientation • Discussion 8
9	March 6 – 10: Age and Ability Considerations • Discussion 9
10	Spring Break: Saturday, March 11 – Sunday, March 9
11	March 20 – 26: Religious and Political Considerations • Discussion 10
12	March 27 – April 2: Consumer Privacy • Discussion 11
13	April 3 – 9: Data Management • Discussion 12
14	April 10 – 16: Data Evaluation and Analysis, Part I • Discussion 13

	• Assignment 5 – Dataset Evaluation
15/16	April 17 – 26: Data Evaluation and Analysis, Part II | Last Day of Class: Wednesday, April 26 • Discussion 14 • Discussion 15 • Discussion 16

The instructor reserves the right to adjust this syllabus, as necessary.