MMC 4631
Audience Analysis, Public Opinion, and New Media

Examining how Audiences Perceive Value in Multimedia and Interactive News Projects

School of Journalism & Mass Communication, Florida International University

Spring 2016

(Updated January 5, 2016)

Tuesday/Thursday 11-12:15
Hubert Library 255

Dr. Robert Gutsche Jr.
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Individual workshop hours: Tuesday/Thursday 12:20 p.m. to 1:50 p.m.
About Your Professor
Dr. Gutsche has been a journalist since 1996, having written for The Washington Post, Chicago Tribune, the Wisconsin State Journal, and other regional and local publications. His scholarship surrounds cultural and social meanings of news, particularly in terms of how news media demarcate space and characterize place. He is the author and editor of five books and more than a dozen journal articles, an affiliated faculty member with Florida International University’s African and African Diaspora Studies Program, and a Research Scholar at the Donald W. Reynolds Journalism Institute at the University of Missouri.

Course Overview and Purpose
This course is presented in two major parts. The first part of this course provides students with an opportunity to help prepare for a multidimensional examination of audience interactions with multimedia long-form journalism, including its usage on mobile devices provided through SJMC’s Media Innovation Incubator Lab.

This part of this course will focus on funded research provided by a $29,000 grant from the Donald W. Reynolds Journalism Institute. This project, led by FIU’s Dr. Gutsche and Dr. Susan Jacobson and Kent State University’s Jacquie Marino examines audience response to multimedia and interactive news projects delivered on laptop/desktop and mobile platforms. To achieve this goal, three researchers will develop protocols to test various narrative structures, interactive elements, and design strategies in a combination of focus groups, one-on-one interview sessions and other methods. Results will be combined into several publications, including an industry white paper that outlines possible innovations for future development and academic journal and professional press articles. (As a note of transparency, budget information related to the grant is available upon request.)

Students in the Fall 2015 course interacted with this project in the following ways:

1. Students will have the opportunity to analyze and improve methods for focus groups being conducted.

2. Students will have the opportunity to participate in focus groups by helping to design and to apply participatory methods related to the study.

Students in the Spring 2016 course will be operating with the data gathered from the Fall semester in order to conduct analysis. These efforts are indicated in the syllabus as workshop sessions, which will be explained in class.

The second part of the course examines the power of communication and interactions with audiences.
Student Learning Objectives
1. Examine current understandings of audiences in a digital age

2. Identify and critique methods for examining audiences

3. Execute audience analysis from a critical, qualitative approach

4. Analyze audience methods and forms of analysis through critical and cultural explanations identified in current scholarship

5. Express issues of power, economy, and reception through clear and critical forms of language and argument

Accreditation Objectives
The FIU School of Journalism and Mass Communication is nationally accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), which requires that 12 core values, competencies and abilities be addressed in a program’s overall curriculum. The following are ACEJMC student learning outcomes, all of which will be targeted in this course:

1. Demonstrate an understanding of the history and role of professionals and institutions in shaping global communication strategies in a wide range of organizational settings.

2. Demonstrate an understanding of professional and ethical practices and principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

3. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

4. Think critically, creatively, and independently.

5. Critically evaluate your own work and that of others.

6. Write correctly and clearly in forms and styles appropriate for the communications professions and audiences and the purposes they serve.

7. Apply tools and technologies appropriate for the communications professions in which they work.

Applying Learning Objectives
Students can see in the schedule below how these objectives are applied through a written “purpose” for that course period, assignments, readings, and discussion topics.
Required Readings
Media Control: News as an Institution of Power and Social Control (Bloomsbury, 2015).
Gutsche, 9781628922967

Other readings as assigned and made available via professor’s dropbox link

Helpful and Recommended Texts and Resources
Eastman, S. & Ferguson, D., Media Programming (2013)
Multichannel News (free online resource) www.multichannel.com
Mediate (free online resource) www.mediaite.com
Advertising Age (free online resource) http://adage.com

Websites for Audience Data
comscore.com
arbitron.com
scarborough.com
fcc.gov
radioink.com
tvweek.com
broadcastingcable.com
nab.org
rab.com
iab.net
cynposis.com

Online Educational Resources
Google Analytics: google.com/analytics/education.html
YouTube Analytics: https://developers.google.com/youtube/analytics

Assignments/Assessments
10 percent: Responses
Students will be assigned 10 random quizzes based on readings and course discussions throughout the semester. This work will be assessed on a pass/fail basis.

20 percent: Student Group Work
On or before the third class period, students will be randomly assigned to a group of five who will work together throughout the semester to lead discussions and assessments of readings, concepts, and topics. These can be completed through a PowerPoint presentation, a brief lecture, or other means. Students will have an opportunity at the end of the semester to assess the work of their partners in terms of equal forms of participation. This work will also be assessed by the instructor based on accuracy of information presented.
10 percent: IRB Certificate (pass/fail)
Students will provide a certificate indicating that they have successfully completed the IRB training required for human subject research at FIU; information is available at http://research.fiu.edu/rcr/pages/training.html

20 percent: Midterm 1
Students will be assigned an in-class short essay examination to assess concepts, topics, readings, and applications of audience analysis. Exams will NOT be open-book. Students will be assessed on argument, evidence, and the appearance of original and relevant, critical thought.

20 percent: Midterm 2
Students will be assigned an in-class short essay examination to assess concepts, topics, readings, and applications of audience analysis. Exams will NOT be open-book. Students will be assessed on argument, evidence, and the appearance of original and relevant, critical thought.

20 percent: Final Exam
Students will be assigned an in-class short essay examination to assess concepts, topics, readings, and applications of audience analysis. Exams MAY be open-book. Students will be assessed on argument, evidence, and the appearance of original and relevant, critical thought.

Assessment
The following grade scale will be used as a guideline for determining final grades:
- A = 93-100
- A- = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C = 70-79
- F = 71 or below

Attendance Policy
Traffic and rain are not appropriate explanations for lateness or absences. We live in Miami. Therefore, students are allowed two unexcused absences. Every absence after that reduces the student's final grade by half a grade. In other words, an A would become an A-. Additionally, two tardies will equal an absence; attendance is taking immediately at the beginning of class.

Students should not arrive late to class. Students late to exams will not be admitted and must wait for the professor outside of the classroom before entering. Students late or absent for quizzes or other in-class work will not be able to complete the work, unless it comports with the late work policy, below.
Makeup/Late Work
Excused absences and work involve true emergencies (i.e. illness or death in the family, or otherwise according to FIU policy). In order to receive consideration for an excused absence or assignment, you must do several things:

1. It is your responsibility to get in touch with me within one business day in the event you qualify for a makeup exam or quiz in order to be considered for makeup or to have a late assignment graded. Otherwise, all missed work will receive a zero.

2. You must provide appropriate documentation. In the case of a medical emergency, you need a doctor or hospital note that says you could not attend class on that date. In the case of a death (family emergency), you need to provide something documenting the dates and your relationship to the deceased, such as an obituary or funeral program. Examples of unacceptable documentation include a note saying you were seen by a doctor or health center, airline tickets to a family event, etc. Other absences that will not count as excused include family events (wedding, family trip, etc.), conflicts with other classes or school related activities (such as grammar exams or reviews), car trouble, a work conflict or an internship obligation. Failure to provide appropriate documentation means the absence will not be excused.

Attitude
It’s everything. We all have bad days, but we don’t need to make our own issues known to the world. If you are having troubles that you think would make their way into the classroom, please let me know. In this class, let’s support each other – and that means showing respect. In fact, if you have something going on that may put you out of commission for the class period, just tell me that (I don’t need to know details). Students who fail to do this will be asked to leave during that class period. Give respect. Get it.

SJMC Diversity Statement
The School of Journalism and Mass Communication (SJMC) fosters an environment of inclusivity and respect for diversity and multiculturalism. The SJMC educates students to embrace diversity and understand the root causes of discrimination, as well as social, ethnic, sexual, disability and gender-based exclusion.

Discussion of Sensitive Topics and Policy Related to Student Concerns
At times, conversation in the course, and in journalism, advertising and public relations, may have offensive (or uncomfortable) tones. Covering such topics is a necessary part of the professional communicator’s role in society and dealing with these topics is an element every communication professional will face at one time or another. Discussing these topics also is important to being a critical media user and member of society. However, this freedom to discuss issues of a sensitive nature does not allow for sexual harassment, racism and other forms of discrimination. If you have concerns about conversations in the classroom or the content shared, please discuss them with me.

If you have issues or concerns, I encourage you discuss them with me. Per Academic Affairs, “If a student has a complaint against a faculty member, the student should attempt to resolve the complaint by an informal meeting with the faculty member
involved. If the student believes that he or she cannot discuss the complaint with the instructor, the student should submit a written letter of complaint specifying the details of the grievance and the actions he or she is requesting to the chair of the department within which the faculty member is located. The student should file this complaint in as timely a manner as possible, but in no case can the complaint be filed later than the limits prescribed above.”

Lastly, just to let you know, **in all facets of this course, you are responsible for your own education and knowledge-base.** I am here to help lead you in the “right direction(s).” That means, stopping by during workshop hours (or making appointments outside of those hours).

**Academic Honesty**
Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning.

Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Any student who fails to meet these expectations will not only fail the course, but will also be reported to the Chair of the Department of Journalism & Broadcasting and to the Dean of SJMC.

**Accommodations for Students with Disabilities**
The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations. **Requests for academic**
accommodations need to be made to me during the first week of class. Accommodations made mid-semester are not retro-active.

**Course Schedule and Assignment Dates**

**Week 1: Introduction**
Purpose: Learning Outcome 1

1/12
Course Introduction

1/14
Article: *Locating Whiteness in journalism pedagogy*, Alemán
Article: *Leaning in: A student’s guide to engaging constructively with social justice content*, DiAngelo and Sensoy
**In Class: Assign Groups**

**Week 2: What are Audiences?**
Purpose: Learning Outcomes 1, 2

1/19
Article: *The Digital Animation of Literary Journalism*
**In Class: Discuss IRB certificate**
Student Leaders: Group 1

1/21
Article: *The Role of the Literary Journalist*
Student Leaders: Group 2

**Week 3: Audiences in a New Media Age**
Purpose: Learning Outcomes 4, 5

1/25
Gutsche, Introduction

1/28
Article: *What is Interactivity For?*
Student Leaders: Group 3
**Due: IRB Certificate**

**Week 4: Doing Audience Analysis in Multicultural Spaces**
Purpose: Learning Outcomes 4, 5

2/2
Gutsche, Chapter 1
Student Leaders: Group 4

2/4
Article: *Mapping Nonfiction Narrative*
Student Leaders: Group 5

Week 5: Audiences, Policy and Publics
Purpose: Learning Outcomes 3, 5
FOCUS GROUPS

2/9
Class Workshop (Groups 1, 2)

2/11
Class Workshop (Groups 3, 4, 5)

Week 6: Measuring Audiences and Their Meanings
Purpose: Learning Outcomes 3, 4

2/16
Gutsche, Chapter 2
Student Leaders: Group 1
Study Session

2/18
Due: MIDTERM 1

Week 7: Applying Audience Analysis to Long-form Mobile Journalism
Audiences in the Social Sciences
Purpose: Learning Outcomes 1, 3

2/23
Gutsche, Chapter 3
Student Leaders: Group 2

2/25
Article: Methodological Approaches to Study of Interactivity
Student Leaders: Group 3

Week 8: Ethnographic Approaches to Interpreting Audience
Purpose: Learning Outcome 4

3/1
Article: Literary Journalism on the Air
Student Leaders: Group 4

3/3
NO CLASS
Week 9: Applying Audience Analysis to Long-form Mobile Journalism
Purpose: Learning Outcomes 2, 5

PAPER PROTOTYPING

3/8
Class Workshop
(Groups 1, 4)

3/10
Class Workshop
(Groups 2, 3, 5)

Week 10: NO CLASSES – SPRING BREAK

Week 11: Applying Audience Analysis to Long-form Mobile Journalism
Purpose: Learning Outcome 3

3/22
Gutsche, Chapter 4
Student Leaders: Group 1

3/24
Article: “Digital Game Changers”
Student Leaders: Group 2

Week 12: Race, Remembrance and ‘Reading’ Audiences
Purpose: Learning Outcomes 4, 5

3/29
Gutsche, Chapter 5
Student Leaders: Group 3

3/31
Article: Locating Sensitivity
Student Leaders: Group 4

Week 13: Making Meaning from Participatory Methods
Purpose: Learning Outcomes 1, 2, 5

4/5
Gutsche, Chapter 6
Student Leaders: Group 5

4/7
Article: What Works Best?
Student Leaders: Group 1
Week 14: Identifying Appropriate Tools and Applications
Purpose: Learning Outcomes 1, 2, 5

4/12
Study Session

4/14
Due: MIDTERM 2

Week 15: Challenging Traditional Understandings of Audience
Purpose: Learning Outcomes 2, 5

4/19
Article: Who Lost What?
Article: There’s No Place Like Home
Student Leaders: Group 2

4/21
NO CLASS

Week 16: Applying Change to Interpreting & Interacting With Audiences
Purpose: Learning Outcomes 1, 3, 5

4/26
Gutsche, Conclusion
Article: Still Relevant?
Student Leaders: Group 3

4/29
Article: Sexual Messages in Black and White
Student Leaders: Group 5
Study Session

Finals Week: Assessment
Purpose: Learning Outcomes 1, 5

5/4, 9:45 to 11:45 a.m., AC1 135
Due: Final Exam
Audience Analysis, Spring 2016
Midterm and Final Exam Rubric

(20 points possible in each section; each assignment valued at 100 points)

**Compliance & Presentation**
Does this assignment follow the requirements?
Is the assignment correct in format?
Is the assignment presented in a clean fashion?
Are concepts from the course applied?

**Research Quality & Sources**
What is the academic rigor of this assignment?
Does the assignment have adequate sources?
Are concepts from the course applied correctly?

**Writing Quality**
Does this assignment use proper grammar & punctuation?
Is the writing strong, active, and interesting?
Are sentences concise and clear?
Does the assignment flow through proper transitions?

**Argument**
Are the arguments clearly stated?
Are the arguments sound and focused?
Does the evidence provided support the arguments?
Are the arguments conceptually based?

**Analysis**
Is the analysis analytical rather than descriptive?
Does the analysis utilize appropriate scholarship?
How well does the analysis capture the literature?
Does the analysis contribute to future research?
Are concepts from the course explicated throughout?

**General Comments:**