



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

Fall 2015

(Updated 9/10/15)

Monday/Wednesday
11 a.m. to 12:15 p.m. AC1 265

Dr. Robert Gutsche Jr.
318 A, Academic 2
608-345-0717 (cell)
rgutsche@fiu.edu
tedgutsche or Robert Gutsche (skype)
robertgutschejr.com

Individual workshop hours: Monday/Wednesday 3 p.m. to 4:15 p.m. (or by appointment)

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 will have the opportunity to interact 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.

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

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

The Handbook of Media Audiences, Nightingale (editor), 111872139X, 2013

This Ain't Chicago: Race, Class, and Regional Identity in the Post-Soul South, Robinson, 1469614227, 2014

Ethnography for the Internet: Embedded, Embodied, and Everyday, Hine, 978-0-8578-5570-1, 2015

A Transplanted Chicago: Race, Place, and the Press in Iowa City, Gutsche, 0786473673, 2014
[Royalties go to the Community Foundation of Johnson County (Iowa)]

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

Helpful and Recommended Texts and Resources

Wimmer, R. & Dominick, J., *Mass Communication Research* (2013)

Eastman, S. & Ferguson, D., *Media Programming* (2013)

Napoli, P., *Audience Economics: Media Institutions and the Audience Marketplace* (2003)

Multichannel News (free online resource) www.multichannel.com

Mediate (free online resource) www.mediaite.com

Advertising Age (free online resource) <http://adage.com>

Web Sites for Audience Data

<http://nielsen.com/us/en>

comscore.com

arbitron.com

scarborough.com

fcc.gov

radioink.com

tvweek.com

broadcastingcable.com

nab.org

rab.com

iab.net

cynopsis.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 either an in-class or take-home short essay examination to assess concepts, topics, readings, and applications of audience analysis. Exams will 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 either an in-class or take-home short essay examination to assess concepts, topics, readings, and applications of audience analysis. Exams will 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 either an in-class or take-home short essay examination to assess concepts, topics, readings, and applications of audience analysis. Exams will 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.

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 BEFORE proceeding to the Department Chair (this is not regarding concerns of sexual harassment, of physical safety, or of individualized harassment). 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

**Addition: September 10, 2015: Please see articles with strikethrough as being
“recommended” readings**

Week 1: Introduction

Purpose: Learning Outcome 1

8/24

Course Introduction

8/26

Nightingale, Introduction

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

8/31

Nightingale, Chapters 1 (Readers as Audiences) and 2 (Listening for Listeners)

Article: *The Digital Animation of Literary Journalism*

In Class: Discuss IRB certificate

Student Leaders: Group 1

9/2

Nightingale, Chapters 3 (Viewing) and 4 (Search and Social Media)

Article: *The Role of the Literary Journalist*

Student Leaders: Group 2

Week 3: Audiences in a New Media Age

Purpose: Learning Outcomes 4, 5

9/7

NO CLASS

9/9

Nightingale, Chapters 5 (Spreadable Media) and 6 (Going Mobile)

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

PREP FOR FOCUS GROUPS

9/14

Nightingale, Chapters 22 (Beyond the Presumption of Identity?) and 23 (Participatory Vision)

Article: *Mapping Nonfiction Narrative*

Article: *RJI Research Scholars to study viability, sustainability of long-form digital journalism*,
<http://www.rjionline.org/news/rji-research-scholars-study-viability-sustainability-long-form-digital-journalism>

Student Leaders: Group 4

9/16

Nightingale, Chapters 24 (The Audience is the Show) and 25 (Seeking the Audience for News)

Student Leaders: Group 5

Week 5: Audiences, Policy and Publics

Purpose: Learning Outcomes 3, 5

CLASS FOCUS GROUPS

9/21

Nightingale, Chapters 7 (Audiences and Publics...) and 8 (The Implied Audience...)
Class Workshop (Groups 1, 2)

9/23

Nightingale, Chapters 9 (New Configurations of the Audience?) and 10 (The Necessary Future of the Audience)

Class Workshop (Groups 3, 4, 5)

Week 6: Measuring Audiences and Their Meanings

Purpose: Learning Outcomes 3, 4

9/28

Nightingale, Chapters 11 (Reception) and 12 (Affect Theory and Audience)

Article: *It's Better Than Blaming a Dead Young Man*

Student Leaders: Group 1

Study Session

9/30

Nightingale, Chapters 13 (Toward a Branded Audience) and 14 (Rating and Audience Measurement)

Due: MIDTERM 1

**Week 7: Applying Audience Analysis to Long-form Mobile Journalism
Audiences in the Social Sciences**

Purpose: Learning Outcomes 1, 3

FOCUS GROUPS WEEK

10/5

Gutsche, Preface through Ch 1

Student Leaders: Group 2

10/7

Nightingale, Chapters 17 (Cultivation Analysis and Media Violence) and 18 (Creative and Visual Methods in Audience Research)

Article: *Methodological Approaches to Study of Interactivity*

Student Leaders: Group 3

Week 8: Ethnographic Approaches to Interpreting Audience

Purpose: Learning Outcome 4

PREP FOR PROTOTYPING

10/12

Nightingale, Chapter 19 (Locating Media Ethnography)

Student Leaders: Group 4

10/14

Gutsche Ch 2 and 3

Article: *Literary Journalism on the Air*

Student Leaders: Group 5

Week 9: Applying Audience Analysis to Long-form Mobile Journalism

Purpose: Learning Outcomes 2, 5

CLASS PROTOTYPING FOCUS GROUPS

10/19

Class Workshop

(Groups 1, 4)

10/21

Class Workshop

(Groups 2, 3, 5)

Week 10: Applying Audience Analysis to Long-form Mobile Journalism

Purpose: Learning Outcome 3

PROTOTYPING FOCUS GROUPS

10/26

Gutsche, Ch 4 and 5

Article: *Grasping Scientific News*

Student Leaders: Group 1

10/28

Article: "Digital Game Changers"

Article: *Diversity 2.0*

Gutsche, 6 through Conclusion

Student Leaders: Group 2

Week 11: Race, Remembrance and 'Reading' Audiences

Purpose: Learning Outcomes 4, 5

11/2

Robinson, Intro through Ch 1

Article: *Story First*

Student Leaders: Group 3

11/4

Robinson, Ch 2 through 4

Article: *Locating Sensitivity*

Student Leaders: Group 4

Week 12: Making Meaning from Participatory Methods

Purpose: Learning Outcomes 1, 2, 5

11/9

Robinson, Ch 5 and Conclusion

Hine, Intro

Student Leaders: Group 5

11/11

NO CLASS

Hine 2

Week 13: Identifying Appropriate Tools and Applications

Purpose: Learning Outcomes 1, 2, 5

11/16

Nightingale, Chapters 15 (Quantitative Audience Research) and 16 (Media Effects in Context)

Hine, 3

Article: *What Works Best?*

Student Leaders: Group 1

Study Session

11/18

Due: MIDTERM 2

Week 14: Challenging Traditional Understandings of Audience

Purpose: Learning Outcomes 2, 5

11/23

Article: *Who Lost What?*

Article: *There's No Place Like Home*

Hine, 4

Student Leaders: Group 2

11/25

Article: Nightingale, Chapter 26 (Sport and its Audience)

Hine, 5

Article: *Still Relevant?*

Article: *Sexual Messages in Black and White*

Student Leaders: Group 3

Week 15: Applying Change to Interpreting & Interacting With Audiences

Purpose: Learning Outcomes 1, 3, 5

11/30

Student Leaders: Group 4

Hine 6

12/2

Hine 7

Student Leaders: Group 5

Study Session

Finals Week: Assessment

Purpose: Learning Outcomes 1, 5

12/10, 9:45 to 11:45 a.m., AC2 110

Due: Final Exam

Audience Analysis, Fall 2015
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: