MMC 4631
Audience Analysis, Public Opinion, and New Media

School of Journalism & Mass Communication, Florida International University

Spring 2017

(Updated 1/5/17)

Tuesday/Thursday
11 a.m. to 12:15 p.m. WUC 223

Dr. Robert Gutsche Jr.
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Individual workshop hours: Tuesday/Thursday 1 p.m. to 2:30 p.m. (or by appointment)
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. He helped launch or co-founded two non-profit online news operations in 2009 and is the Faculty Lead of FIU’s Mobile Virtual Reality Lab. His scholarship surrounds cultural and social meanings of news, particularly in terms of how news media demarcate space and characterize place. Dr. Gutsche is the author and editor of four books and more than a dozen journal articles, and an affiliated faculty member with Florida International University’s African and African Diaspora Studies Program, the Sea Level Solutions Center, and FIU’s Latin American and Caribbean Center. He was a Research Scholar at the Donald W. Reynolds Journalism Institute at the University of Missouri in 2015-2016.

Course Overview and Purpose
This course is designed to examine the cultural elements of media production and interaction. Part of this course will focus on funded research provided by a grant from the Donald W. Reynolds Journalism Institute to examine audience response to multimedia and interactive news projects delivered on laptop/desktop and mobile platforms (robertgutschejr.com/code). This course also uses the SCJ’s Mobile Virtual Reality Lab (eyesontherise.org/virtualEYES) to engage students in creating and interpreting meanings via new technologies. Grounded in scholarship on audiences and media research, students in this course – through practice and study – will gain a deeper understanding of message creation and meaning-making.

To be clear, this class is an experiment. Slight changes in dates and tasks will occur. Students should make themselves aware of the experience of using virtual reality and consider sitting down when viewing virtual reality or otherwise understand potential health effects of using this technology: vrs.org.uk/virtual-reality/human-factors-and-user-studies.html. Please discuss with your instructor if you have concerns.

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
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
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

Web Sites 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 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>71 or below</td>
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</tbody>
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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.

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.

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 Journalism + Media and to the Dean of SCJ.

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

1/10
Course Introduction
In class: Assign Student Groups
In class: Risk Form and Visit Lab

1/12
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
Group 1

**Week 2: What are Audiences?**
Purpose: Learning Outcomes 1, 2
1/17
Nightingale, Chapters 1 (Readers as Audiences) and 2 (Listening for Listeners)
Article: *The Digital Animation of Literary Journalism*
**In Class: Discuss IRB certificate**
Group 2

1/18
Nightingale, Chapters 3 (Viewing) and 4 (Search and Social Media)
Article: *The Role of the Literary Journalist*
**Due: IRB Certificate**
Group 3

**Week 3: Audiences in a New Media Age**
Purpose: Learning Outcomes 3, 4
1/24
Nightingale, Chapter 5 (Spreadable Media)
Article: *What is Interactivity For?*
Article: *A Theory of Vivid Media Violence*
Class Workshop (Groups 3, 4)

1/26
Nightingale, Chapter 6 (Going Mobile)
Article: *The Walkthrough Method*
Article: *Navigating Culture*
Class Workshop (Groups 1, 2, 5)

**Week 4: Doing Audience Analysis in Multicultural Spaces**
Purpose: Learning Outcomes 4, 5
1/31
Nightingale, Chapters 22 (Beyond the Presumption of Identity?) and 23 (Participatory Vision)
Article: *Mapping Nonfiction Narrative*
Group 4

2/2
Nightingale, Chapters 24 (The Audience is the Show)
Group 5
OPEN HOUSE

Week 5: Audiences, Policy and Publics
Purpose: Learning Outcomes 2, 3
CLASS FOCUS GROUPS

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

2/9
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 1, 2, 5

2/14
Nightingale, Chapters 11 (Reception)
Article: It’s Better Than Blaming a Dead Young Man
Group 1
In class: Study Session

2/16
Nightingale, Chapters 13 (Toward a Branded Audience) and 14 (Rating and Audience Measurement)
Due: MIDTERM 1

Week 7: Methodological Differences in Audience Analysis
Purpose: Learning Outcomes 1, 4

2/21
Nightingale, Chapter 17 (Cultivation Analysis and Media Violence)
Group 2

2/23
Nightingale, Chapter 18 (Creative and Visual Methods in Audience Research)
Article: Methodological Approaches to Study of Interactivity
Group 3

Week 8: Applying Audience Analysis to Long-form Mobile Journalism
Purpose: Learning Outcomes 1, 3, 4
CLASS PROTOTYPING FOCUS GROUPS

2/28
Nightingale, Chapter 19 (Locating Media Ethnography) and Chapter 23 (Participatory Vision)
Article: *Literary Journalism on the Air*
Class Workshop
(Groups 3, 4)

3/2
Article: Eagleton chapters
Class Workshop
(Groups 1, 2, 5)

**Week 9: Evaluating Approaches to Interpreting Audience**
Purpose: Learning Outcomes 1, 2, 3

*Possible Guest*

3/7
Gutsche and Rafikova, Introduction, Section 1 Intro and Chapter 1
Group 4

3/9
Gutsche and Rafikova, Chapters 2 and 3
Article: Keinonen, “Television format as cultural technology transfer”
Group 5

**Week 10: SPRING BREAK**

**Week 11: Remembrance and ‘Reading’ Audiences via Semiotics**
Purpose: Learning Outcomes 1, 2

3/21
Gutsche and Rafikova, Chapters 4 and 5
Group 1

3/23
Gutsche and Rafikova, Chapters 6, 7, and 8
Group 2

**Week 12: Making Meaning from Participatory Methods**
Purpose: Learning Outcomes 1, 5

3/28
Gutsche and Rafikova, Section 3 Intro, Chapters 9 and 10
Group 3

*In class: Study Session*

3/30
Due: MIDTERM 2
Week 13: Identifying Appropriate Tools and Applications
Purpose: Learning Outcomes 2, 4, 5

4/4
Gutsche and Rafikova, Chapters 11, 12 and 13
Group 4

Not required: “A Sea Change,” 4/4, 7:30 p.m., MMC

4/6
Gutsche and Rafikova, Section 4 Intro, Chapter 14
Group 5

Not required: “A Sea Change,” 4/7, 7:30 p.m., BBC

Week 14: The Worlds of Virtual Reality
Purpose: Learning Outcomes 1, 2, 5
VIRTUAL REALITY

4/11
Gutsche and Rafikova, Chapter 15
Article: TBA
Class Workshop
(Groups 1, 4)

4/13
Gutsche and Rafikova, Chapters 16 and 17
Article: TBA
Class Workshop
(Groups 2, 3, 5)

Week 15: The Future of VR and of Critical Audience Analysis
Purpose: Learning Outcomes 1, 3, 5

4/18
Article: Three Real Futures
Article: TBA
Gutsche and Rafikova, Chapter 18
Groups 1 & 2

4/20
Gutsche and Rafikova, Conclusion
Article: TBA
Article: TBA
Groups 3 & 4
In class: Study Session
Finals Week: Assessment
Purpose: Learning Outcomes 1, 5

Due: Final Exam TBA
Audience Analysis, Spring 2017
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: