

**MMC 4631**  
**Audience Analysis, Public Opinion, and New Media**  
**Understanding Audiences in (Virtual) Space**  
School of Communication + Journalism, Florida International University  
**Fall 2016**

Monday/Wednesday 11-12:15, Hubert Library 160  
Mobile Virtual Reality (MVR) Lab, AC2 167, [eyesontherise.org/virtualEYES](http://eyesontherise.org/virtualEYES)

(Updated August 12, 2016)

Dr. Robert Gutsche Jr.  
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Individual workshop hours: Monday/Wednesday 12:30 p.m. to 2 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 four books, more than a dozen journal articles, and is an affiliated faculty member with Florida International University's Sea Level Solutions Center and the university's African and African Diaspora Studies Program. Gutsche was also 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. This course also uses the SCJ's Mobile Virtual Reality Lab 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](http://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**

1. *Visual Culture for a Global Audience*, Gutsche and Rafikova, 97815165041078 (Portion of author royalties go to Free Press)
2. *A Transplanted Chicago*, Gutsche, 9780786473670 (Author royalties go to the Community Foundation of Johnson County, IA)
3. Other readings as assigned, made available via the professor’s dropbox link, and at VR Resources on [eyesontherise.org/virtualEYES](http://eyesontherise.org/virtualEYES)

### **Resources for Audience Analysis Training**

Google Analytics: [google.com/analytics/education.html](http://google.com/analytics/education.html)

YouTube Analytics: <https://developers.google.com/youtube/analytics>

### **Assignments/Assessments**

#### **25 percent: Responses and Participation**

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 and will also include workshop attendance. For one of these grades, 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>

#### **25 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.

#### **25 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.

25 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. **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).

**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).

**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

8/22  
Course Introduction

8/24  
Article: *Locating Whiteness in journalism pedagogy*, Alemán  
Article: *Leaning in: A student's guide to engaging constructively with social justice content*, DiAngelo and Sensoy

**Week 2: Qualitative Practices for Understanding Audiences**  
Purpose: Learning Outcomes 1, 2  
**PARTICULARS OF PARTICIPATION**

8/29  
Gutsche & Rafikova, Introduction  
Article: *The Case for Reparations*, Coates

8/31  
Gutsche & Rafikova, Section 1 Intro and Chapter 1  
**In Class: Discuss IRB certificate**

**Week 3: Understanding Audience Attention to and Enjoyment of Multimedia**  
Purpose: Learning Outcomes 4, 5  
**VIRTUAL REALITY & DIGITAL PROXEMICS**

9/5  
NO CLASS

9/7  
Gutsche & Rafikova, Chapter 2  
Article: *McArthur Chapter 1 and Chapter 2*  
Article: *Methodological Approaches to Study Interactivity*  
VR: *Virtual reality, 360 video and the future of immersive journalism*

**Week 4: Bringing it Together**  
Purpose: Learning Outcomes 4, 5  
**MULTI-METHODS AND PARTICIPATION**

9/12  
Gutsche & Rafikova, Chapter 3 and Chapter 4  
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>  
**Due: IRB Certificate**

9/14  
Gutsche & Rafikova, Section 2 Intro and Chapter 5  
Article: *The Digital Animation of Literary Journalism*

**Week 5: Applying Audience Analysis to Long-form Mobile Journalism Pt. 1**

Purpose: Learning Outcomes 3, 5

**FOCUS GROUPS & MEANINGS OF CULTURE**

9/19

Class Workshop (Groups 1, 2, 3)

Article: *Eagleton, Chapter 1*

9/21

Class Workshop (Groups 4, 5, 6)

Article: *Eagleton, Chapter 2*

**Week 6: Bringing It Together**

Purpose: Learning Outcomes 3, 4

9/26

Gutsche & Rafikova Chapter 6 and Chapter 7

Article: *Locating Sensitivity*

9/28

Gutsche & Rafikova Chapter 8

**MIDTERM 1**

**Week 7: Applying Audience Analysis to Long-form Mobile Journalism Pt. 2**

Purpose: Learning Outcomes 1, 3

**PAPER PROTOTYPING**

10/3

Class Workshop (Groups 1, 2, 3)

Article: Paper Prototyping Literature

10/5

Class Workshop (Groups 4, 5, 6)

**Week 8: Bringing It Together**

Purpose: Learning Outcome 4

10/10

Gutsche & Rafikova Chapter 9 and Chapter 10

10/12

Gutsche & Rafikova Chapter 14 and Chapter 15

**Week 9: Interpreting Audiences via Production**

Purpose: Learning Outcomes 2, 5

**VIRTUAL REALITY**

10/17

(Groups 1, 2, 3)

Gutsche & Rafikova Chapter 16, Chapter 17

VR: *Immersive journalism*

VR: *Virtual reality: Advertising's next big thing?*

10/19

(Groups 4, 5, 6)

Gutsche & Rafikova Conclusion

Article: *The Places Where Audience Studies and Production Studies Meet*

VR: *Video vs. flat video*

VR: Virtual reality society (basics)

**Week 10: Visualizing Audience Needs and Meanings**

Purpose: Learning Outcome 3

**PARTICIPATORY PHOTOGRAPHY**

10/24

Gutsche, Preface and Introduction

Article: *The Photo-survey Research Method: Capturing Life in the City*

10/26

Gutsche, Chapter 1

Article: *Quentin Tarantino's Star Wars? Digital Cinema, Media Convergence, and Participatory Culture*

**Week 11: Listening and Interpreting Audience Meanings**

Purpose: Learning Outcome 3

**ETHNOGRAPHY**

10/31

Gutsche, Chapter 2

Article: *A Beginner's Guide to Doing Qualitative Research in Mass Communication*

11/2

Gutsche, Chapter 3

Article: *Tinder and Humanitarian Hook-ups: The Erotics of Social Media Racism*

**Week 12: Mapping Meanings of Audience Analysis**

Purpose: Learning Outcomes 4, 5

**MENTAL MAPPING, SOCIAL MEDIA & MEANING**

11/7

Gutsche, Chapter 4

Article: *Screened Intimacies: Tinder and the Swope Logic*

11/9  
Gutsche, Chapter 5  
**MIDTERM 2**

**Week 13: Visual Meanings in Miami**

Purpose: Learning Outcomes 1, 2, 5  
**GEOSEMIOTICS**

11/14  
Gutsche, Chapter 6  
Article: TBA  
Article: *Media as a Spatial Practice: Treme and the Production of the Media Neighbourhood*

11/16  
Gutsche, Chapter 7  
Article: *Proximity: Localization vs. Distance in PR News Releases*

**Week 14: Bringing it Together**

Purpose: Learning Outcomes 1, 2, 5  
**VIRTUAL REALITY AS NORMATIVE PROCESS**

11/21  
VR: *Knight Foundation report...*  
VR: *Tripping down a virtual rabbit hole*  
VR: *360 narratives Facebook group*

11/23  
NO CLASS

**Week 15: Conclusion**

Purpose: Learning Outcomes 2, 5  
**VIRTUAL REALITY & CULTURAL MEANINGS**

11/28  
Gutsche, Chapter 8, Conclusion  
Article: *Lessening the Construction of Otherness*  
VR: TBA

11/30  
TBA

**Finals Week: Assessment**

Purpose: Learning Outcomes 1, 5

**Due: FINAL EXAM 12/7 9:45 a.m. to 11:45 a.m. @ GH 160**



**Audience Analysis, Fall 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:**