

| Course Name : Audiences |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                      |                   |         |      |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|-------------------|---------|------|
| Course Code             | Course Type                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Regular Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Lecture (hours/week) | Seminar (hours/week) | Lab. (hours/week) | Credits | ECTS |
| IMC 302                 | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3.00                 | 0.00                 | 0.00              | 3.00    | 6.00 |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                      |                   |         |      |
| Lecturer                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Alban Tufa, Msc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                      |                   |         |      |
| Assistant               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                      |                   |         |      |
| Course language         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Albanian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                      |                   |         |      |
| Course level            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Bachelor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                      |                   |         |      |
| Description             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | The focus of the course will be on issues related to audiences. What the audience, why usually talk about its heterogeneous character, what us forces us to talk about different audiences, about the public, from what characterized and the role of functional and demographic analysis for it penetrated into these kinds of features. What will be emphasized and explained at length. The course is closely related to technological changes and the emergence of media new, a development that has been followed by a change in the position of audiences; the concept of "user generation content" and the current situation in Albanian terrain. |                      |                      |                   |         |      |
| Objectives              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                      |                   |         |      |
| Core Concepts           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1. Audience 2. Public 3. User 4. Demography 5. Cultural indicators 6. Identity 7. Fans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                      |                      |                   |         |      |
| Course Outline          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                      |                   |         |      |
| Week                    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                      |                   |         |      |
| 1                       | Course presentation In this week the students are introduced to the syllabus, the topics that the whole course will contain are discussed, the assessment items, including tests, projects. Also during this lecture, students are introduced to the basic literature, support literature, work tools needed during the course, as well as the necessary programs for the continuation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                      |                   |         |      |
| 2                       | Introduction to media audiences: debates, theories and methods This lecture begins with an exploration of the term audience by explaining two different scientific studies of the audience: First, the constructivist view of audit studies is analyzed. An overview of the field of audit studies will then be made, which may be in the same distinct category. For all of us better how notions for the audience have over time, then explored from the historical roots of the term by the Greeks and Romans, up to the 20th century. At the end of the lecture, he will think about how the audience is not related to issues of power in society. "Media Audience: Effects, Users, Institutions, and Power," John L. Sullivan, Sage Pub, London 2019, pp. 1-28                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                      |                   |         |      |
| 3                       | Audience research: The tradition of limited effects This lecture orients in some of the main directions in the theories of media effects, starting with the origin of the theory of mass society in the early 20th century. It then focuses on early concerns over film and radio. The lecture then goes on to review some key studies on media exposure and persuasion in the World War II era. The last section focuses on concerns about mediated violence and its effects on society, especially children. This has been examined through studies of television violence in the US from the late 1960s and early 1970s. The lecture concludes with some examples of recent research on the effects of mediated violence on children, particularly that of video games and mobile media. "Media Audiences: Effects, Users, Institutions, and Power," John L. Sullivan, Sage Pub, London 2019, pp. 29-59 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                      |                   |         |      |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | <p>Public opinion and audience building This lecture explores the definition of public opinion by first tracing the development of notions of "public" from ancient times to the 20th century. The lecture then turns into a summary of some of the key organizations and measurement techniques that are responsible for assessing public opinion today. Next, the lecture focuses on some of the impacts of public opinion polling on the audience. In particular, it will examine how our views on politics can be shaped by our perceptions of the opinions of others. Finally, the lecture returns to the example of Brexit and the 2016 election to explore how the prospect of "fake news" and social media robots can create online echo chambers that mislead the public about the nature of public opinion itself. "Media Audiences: Effects, Users, Institutions, and Power," John L. Sullivan, Sage Pub, London 2019, pp. 67-93</p>                                                                                                                                                                     |
| 5 | <p>Creating and managing audiences, media organizations and managing audiences. This lecture explores the ways in which the broadcasting industry measures and tracks its audience and touches on the types of knowledge that these practices produce. The lecture also considers academic theories regarding the media industry's view of the audience. Do media give audiences to advertisers? Are they media slaves? How is the audience measured? Why is it important? What are the audience measurement levels? Next, in this lecture, we examine how audiences are produced; audience work forms are identified, processes are explored as the audience becomes more fragmented and flexible as media organizations gather, watch and respond to them in real time. At the end of the lecture, he tries to answer the questions of how the audience is created; What kind of work do audiences do and how have platform media changed audience production and management? "Media and Society; Power, Platforms and Participation ", Nicholas Carah, Sage Pub, Second Edition, London 2020, pp. 219-246</p>    |
| 6 | <p>Media Audience Assessment and Audience Political Economy: Television Audiences This lecture will briefly describe the field of political economy of communication in broad terms and will explore how it relates to the study of the audience by describing the theory of the "commodity audience". Next, we will look at some of the methods by which large corporations such as The Nielsen Corporation (formerly A. C. Nielsen) and Nielsen Audio (formerly Arbitron) measure and therefore imagine media audiences. Next, newer forms of targeted marketing and "relationship marketing" will be explored through the use of consumer personal information. What does the collection, analysis and strategic use of this audience information mean to us and the economy? The end result is not necessarily the type of customer-oriented or audience-oriented media environment that corporations often proclaim as retaliation for increasingly intrusive forms of audience oversight. "Media Audiences: Effects, Users, Institutions, and Power," John L. Sullivan, Sage Pub, London 2019, pp. 99-131</p> |
| 7 | <p>Media audiences: Uses and Gratifications This lecture describes the theory of uses and pleasures by examining historical and current research. The genesis of uses and pleasures will first be explored, beginning with the Payne Fund Studies in the 1930s and Herta Herzog's work on radio listeners in the early 1940s. The lecture also describes the main principles of the theory, followed from an explanation of some important additions to theory in the 1980s. Finally, the model of uses and dependency is explored, which once again raises the focus on the role of the media in generating some of the needs that individual audience members bring to the experiences of their media. "Media Audiences: Effects, Users, Institutions, and Power," John L. Sullivan, Sage Pub, London 2019, pp. 137-159</p>                                                                                                                                                                                                                                                                                       |
| 8 | <p>Semi-final Exam</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 9 | <p>Interpretation and decoding of mass media texts This lecture will focus on the interpretations of the audience of popular media. It will start with semiotics, the study of significant signs in society. Semiotics explores how individuals manage to understand their reality through the creation and use of signs. This approach became central to the work of cultural studies researcher Stuart Hall, who focused on the process of "decoding" media texts by the audience. At the end of the chapter, the legacy of the great debates about the relative power of the audience to interpret media content will be examined by examining the comparative work of recent television shows such as Friends, The Cosby Show, The Simpsons and The Bold, and Beauty. The lecture will also examine how theories of audience interpretation are being re-dimensioned in a digital age. "Media Audiences: Effects, Users, Institutions, and Power," John L. Sullivan, Sage Pub, London 2019, pp. 163-203</p>                                                                                                     |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>10</b> | Reception contexts and media rituals This lecture focuses on research on forms of media reception, the study of media interpretation by the audience that occurs in specific contexts. Our media experiences occur during specific periods and in specific physical spaces, and these contexts can play a powerful role in shaping our understanding of media content. The first part of the lecture looks at how television technology radically changed the physical and social environments of American homes beginning in the 1950s. the role that television has played in family communication models. It will further analyze how technology connects the private sphere of the home with public events and outside personalities transmitted through our walls. Finally, the contextual approach to the audience will be explored by examining how the media reception experiences themselves intertwine with rituals. Media Audiences: Effects, Users, Institutions, and Power, "John L. Sullivan, Sage Pub, London 2019, pp. 207-232                                                                                                                                                     |
| <b>11</b> | Fan culture and media audiences This lecture builds on the theories of audience interpretation and decoding presented in and explores the ways in which media audiences use their interpretive power to actively invert, distort and even reimagine the content of mainstream media to suit the needs and their desires. The lecture begins with the concept of media worship: exploring how fan communities expand their interactions with media texts by engaging in online discussions, collecting objects related to their media interests, and even attending media conventions. fans and other related social activities. Although there are numerous examples of these types of fan activities related to soap operas, mystery novels and music artists, etc., this lecture explores previous research mainly on science-fiction television programs. At the end of the lecture, the latest studies on fans will be explored, which redefines the concept of a "fan" and questions the emancipation of the audience from the media and cultural hierarchies in our society. Media Audiences: Effects, Users, Institutions, and Power, "John L. Sullivan, Sage Pub, London 2019, pp. 237-261 |
| <b>12</b> | Online audiences and digital media This lecture will look at the future of media audiences by examining some of the newest forms of interactive online media and how they complicate our understanding of media audiences. Initially, the lecture will focus on some of the key trends that are driving change and audience, such as media fragmentation, platforming, and new forms of audience autonomy. Next, tools that have been developed to measure forms of online audience activity, including social media, will be reviewed. Next, it will examine how a new kind of agency and audience creativity is evidenced in current forms of online media. In particular, the lecture will address audio and video "mixing" practices and explore how these forms of audience activity add new interpretive layers to existing mass media products. Finally, it will be explored how these new forms of online creativity can change journalism and other forms of media production. Media Audiences: Effects, Users, Institutions, and Power, "John L. Sullivan, Sage Pub, London 2019, pp. 265-299                                                                                            |
| <b>13</b> | Platform media; Power and circulation of meaning This lecture examines the role that new information and communication technologies, otherwise known as "platforms", are playing in reshaping our understanding of media audiences and the extent to which it is replacing or complementing the audience for traditional communication media. Now that audiences can also be content producers through blogs, wikis and their home pages, what does such a signal of change mean to understand audiences, media effects and the very notion of a mass media '? The lecture then tries to answer questions such as: What are media platforms? How do media platforms organize social life? What makes media platforms similar and different from the mass media? What is platforming? How do media platforms exercise power? Next, this lecture examines the role that social media is playing in reshaping our understanding of the world. "Media and Society; Power, Platforms and Participation ", Nicholas Carah, Sage Pub, Second Edition, London 2020, pp. 143-165                                                                                                                            |
| <b>14</b> | Audience studies in the big data era This lecture will turn to some of the key topics, including individual agency, institutional audience building, and changes in the media landscape that are shaping our interactions with information and entertainment today. The lecture will continue by examining the impact of transmedia experiences and the reduction of video screens on our understanding of contemporary audiences. The lecture then moves on to institutional building the audience to explore how audience fragmentation is catalyzing some important changes in the audience measurement industry. In the last part of the lecture, the latest audience research that shows the way to the future of the field will be examined. Media Audiences: Effects, Users, Institutions, and Power, "John L. Sullivan, Sage Pub, London 2019, pp. 303-319                                                                                                                                                                                                                                                                                                                                 |
| <b>15</b> | Presentation of final projects                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>16</b> | Final Exam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         |                      |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------|
| <b>Prerequisites</b>                                                     | The student must attend the course at a minimum rate of 75%.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                         |                      |
| <b>Literature</b>                                                        | <ul style="list-style-type: none"><li>• Media Audiences: Effects, Users, Institutions, and Power,” John L. Sullivan, Sage Pub, London 2019</li><li>• “Media and Society; Power, Platforms and Participation”, Nicholas Carah, Sage Pub, Botimi i dytë, London 2020</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                         |                      |
| <b>References</b>                                                        | <ul style="list-style-type: none"><li>• Mass Communication theory, Denis McQuail; Sage 2010</li><li>• Abercrombie, N. and Longhurst, B. ‘Fans and Enthusiasts’ in Audiences 1998</li><li>• Psikologjia e Rracave dhe Turmave, Gustave Le Bon, Botimet Noli 2007</li><li>• Language and Mind, Noam Chomsky, Cambridge University Press 2006</li><li>• Brooker, W. (2001) 'Living on Dawson's Creek: Teen viewers, cultural convergence and television overflow' in International Journal of Cultural Studies vol 4</li><li>• “Affective publics: Sentiment, Technology, and Politics”, Zizi Papacharissi, Oxford Univeristy Press, New York 2015</li><li>• “Audience Evolution: New technologies and the transformation of media audiences”, Columbia University Press, New York 2011</li></ul> |                         |                      |
| <b>Course Outcome</b>                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         |                      |
| <b>1</b>                                                                 | Studentët do të jenë në gjendje të identifikojnë llojet e audiencave.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                         |                      |
| <b>2</b>                                                                 | Të dallojnë karakteristikat e audiencave.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                         |                      |
| <b>3</b>                                                                 | Të analizojnë në mënyrë kritike përmbajtjet rreth audiencave që iu drejtohen.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                      |
| <b>4</b>                                                                 | Të demonstrojnë aftësitë themelore të në segmentimin e audiencave                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                         |                      |
| <b>Course Evaluation</b>                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         |                      |
| <b>In-term Studies</b>                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Quantity</b>         | <b>Percentage</b>    |
| Midterms                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1                       | 30                   |
| Quizzes                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 0                       | 0                    |
| Projects                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1                       | 20                   |
| Term Projects                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 0                       | 0                    |
| Laboratory                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 0                       | 0                    |
| Class Participation                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1                       | 10                   |
| <b>Total in-term evaluation percent</b>                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         | <b>60</b>            |
| <b>Final exam percent</b>                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         | <b>40</b>            |
| <b>Total</b>                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         | <b>100</b>           |
| <b>ECTS Workload (Based on Student Workload)</b>                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         |                      |
| <b>Activities</b>                                                        | <b>Quantity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Duration (hours)</b> | <b>Total (hours)</b> |
| Course duration (Including the exam week: 16x Total hours of the course) | 16                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3                       | 48                   |
| Study hours outside the classroom (Preparation, Practice, etc.)          | 14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 6                       | 84                   |
| Duties                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3                       | 3                    |
| Midterms                                                                 | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 5                       | 5                    |
| Final Exam                                                               | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 10                      | 10                   |
| Other                                                                    | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 0                       | 0                    |
| <b>Total Work Load</b>                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         | <b>150</b>           |
| <b>Total Work Load / 25 (hours)</b>                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         | <b>6.00</b>          |
| <b>ECTS</b>                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         | <b>6.00</b>          |