

Entrepreneurial Journalism

Jour 7100-01
Fall 2012
5:30 – 8:30 Monday
Meeman 106

Professor: Dr. Carrie Brown-Smith
Office: Meeman 314
Office Hours: Tuesday and Thursday 1 to 2 and by appointment; can also “meet” virtually via Google+, Skype etc.
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COURSE REQUIREMENTS

COURSE DESCRIPTION:

Michelle Ferrier, Elon University: I want my students to able to dance with the uncertainties in the field. To be flexible and creative, because we know they will have multiple jobs in their lifetime.

The goal of this course is to better prepare students for entering a tumultuous media environment by fostering an understanding of business dynamics and opportunities in media industries in the context of digital disruption. Students will get a basic grounding in the skills and knowledge they would need to not only potentially start their own businesses, but also to bring entrepreneurial, innovative thinking into legacy organizations. This course will examine a variety of emerging and traditional business models and discuss how to leverage digital media tools. Students will learn also learn about organizational culture and leadership and barriers to change efforts in existing organizations and possible strategies for overcoming those issues.

PREREQUISITE:

None. Must be graduate or law student.

TEXTBOOKS:

Briggs, Mark. (2011). Entrepreneurial Journalism: How to Build What’s Next for News [ISBN: 978-1-60871-420-9].

CLASSROOM FORMAT:

Lecture and discussion.

GRADING:

Business plan/pitch (will work with team).....40%
Blog posts/assignments.....40%
Attendance and participation20%

BUSINESS PLAN/PITCH: All semester you will be working with a team to develop a business plan and a pitch to potential investors. On the last day of class, you will do a team presentation with a pitch deck (10-minute time limit). In addition to a written business plan, each person will submit a final memo outlining your contributions to the group and reflecting on what you learned from the experience. Grade will be based on the following: Has the plan been well-researched? Has the team identified and addressed key questions and challenges and, like an entrepreneur, adjusted nimbly? Did the team present the plan clearly and engagingly?

Blog posts/other assignments: We will be blogging and writing throughout the semester reflecting on the readings, examining case studies, covering local entrepreneurship events, and more. Some of these assignments may be targeted to possible publication in Nibletz, the Flyer's Ones and Zeros blog, or the Commercial Appeal's Startup Memphis. We will also regularly use the hashtag #jpreneur on Twitter to chronicle our experiences.

You should start planning immediately for the following blog post assignment:

- You must attend some kind of event on your own in related to entrepreneurship and/or technology. You will write a blog post describing that event and what you learned, including some kind of multimedia element, such as photo or video. **DUE BY LAST DAY OF CLASS** but do not wait until the bitter end to do this.

ATTENDANCE AND PARTICPATION: This is a graduate seminar. You are expected not only to read the material before class, but also be prepared to discuss it. Remember, you are not an undergraduate anymore, my dear Toto. The days of you just passively listening to your professor drone on are over while taking notes so you can regurgitate the material are over. You need to be actively engaged in your own learning process. Participation is not only verbal in-class but also in the form of comments and other online forums. This class may often involve co-working with other students and will most likely consume the entire three hours.

TENTATIVE TIMETABLE:

Week One – January 28

Intro to the class, go over syllabus

DISRUPTION – The story of media today and what it means to you

Why entrepreneurship matters and why it's so gosh darn exciting

Do: Before next class: Watch Page One movie. Live tweet lessons learned or observations using the #jpreneur hashtag. This is a tale of disruption in one news organization (New York Times) but maybe of the lessons apply beyond journalism

Start thinking. What is your best media business idea? Hint: Think about a problem you could solve or a pain you could cure.

Week Two – February 4

More on disruption

Some basics of entrepreneurship - key concepts

Read: Briggs Chapter 1

How to get startup ideas by Paul Graham

<http://www.paulgraham.com/startupideas.html>

C. Shirky: Newspapers and Thinking the Unthinkable

<http://www.shirky.com/weblog/2009/03/newspapers-and-thinking-the-unthinkable/> and

Why We Need the New News Environment to be Chaotic

<http://www.shirky.com/weblog/2011/07/we-need-the-new-news-environment-to-be-chaotic/>

Schawbel, D. Why students should gain entrepreneurial skills before graduating:
<http://techcrunch.com/2012/06/30/why-students-should-gain-entrepreneurship-experience-before-graduating/>

Do: Case study. Choose a traditional media organization (PR firm, news organization, ad agency, etc.). What has this organization's response been to the changing media landscape? Do some research, and if possible (STRONGLY recommended), interview somebody from that organization, and ask them what lessons they have learned as they work to adapt. What kinds of opportunities did they take...or miss.... to grow audience or build new revenue? What specific challenges did they face? This does not have to be comprehensive, but will hopefully get you thinking. Due next class and be prepared to discuss.

Week Three – February 11

Discuss legacy case studies

Organizational culture and organizational change: What you need to know about being an intrapreneur and making change from within.

Read:

E. Schein *Organizational Culture and Leadership* Chapter 1 and 2 and 13 on UM Drive
Clayton Christensen *Innovator's Dilemma* Introduction and Chapter 2 of the *Innovator's Solution*
On UM Drive

Kets de Vries in *Leadership Mystique* Chapter 7 The Rot at the Top & Chapter 8 Achieving personal and organizational change on UM Drive

Selection from *Diffusion of Innovations* by Rodgers

Do: Prep a brief class presentation for next week on a new, innovative media-related startup you admire. What have they done well? What kinds of attitudes or techniques might you adopt from them? How did they define and meet a previously unmet need? Think like a business person as well as an audience member – where is their revenue coming from? What is their content strategy? Their marketing strategy?

Week Four – February 18

Guest speaker TBA

Class presentations on innovative media orgs

Read:

Briggs Chapter 2: Get Inspired by Success

Marc Andreessen: The Only Thing that Matters <http://pmarca-archive.posterous.com/the-pmarca-guide-to-startups-part-4-the-only>

Fred Wilson: What a CEO Does, Parts 1 & 2 <http://mba-mondays.pandamian.com/what-a-ceo-does/> and <http://mba-mondays.pandamian.com/what-a-ceo-does-continued/>

Eric Ries: The Lean Startup | Methodology <http://theleanstartup.com/principles>

Watch: Startup.com documentary

Week Five – February 25

Ideas: Coming up with them, filtering them

What problem will you solve/ pain will you cure? Can you quantify/describe that problem?

Basics of an elevator pitch

Read: Briggs Chapter 4

Vinicius Vacanti: How New Ideas Almost Killed Our Startup

<http://viniciusvacanti.com/2010/08/03/new-ideas-can-kill-your-startup/>

Do: Prepare an elevator pitch of no more than two to three minutes.

Week Six – March 4

Do short pitch, class vote, formation of three groups.

Developing your solution to the problem. Taking your idea to an actual product/business.

Thinking about the MVPs.

Introduction to the building blocks and the final pitch

To Do: Clear, concise write up of your problem/solution. Begin basic research process.

Read: Briggs Chapter 5

SPRING BREAK March 11-15

Week Seven – March 18

Show me the money: Examining different revenue models for media businesses. Paid subscriptions, advertising, nonprofits, crowdfunding, more.

Building blocks: Customer segments, value propositions

Read: Briggs Chapter 3 and 6

Chris Anderson, “The Long Tail” <http://www.wired.com/wired/archive/12.10/tail.html>

Jeff Jarvis on content as service vs. content as product

<http://buzzmachine.com/2012/11/19/content-vs-service-in-media-education/> and

<http://buzzmachine.com/2012/11/28/journalism-as-service-lessons-from-sandy/>

On Paywalls: <http://blogs.reuters.com/felix-salmon/2010/11/02/newspaper-paywall-datapoint-of-the-day/> and <http://www.shirky.com/weblog/2010/04/the-collapse-of-complex-business-models/>

Week Eight – March 25

Leveraging technology, understanding traffic and metrics

Agile development strategies

Building blocks: Customer relationships, channels, technology

Read: Briggs Chapter 6 and 7 and sample business plan in the appendix

Week Nine – April 1

Market research, customer discovery

Competitive landscape

Building blocks: Revenue, keys.

Read: Briggs Chapter 8

Week Ten – April 8

Financing models

Building blocks: Cost structure

Read: Finish Briggs book

Lessons from Steve Outing's Enthusiast Group <http://www.ojr.org/ojr/stories/071128niles/> by Robert Niles

Give before you get by Brad Feld <http://www.feld.com/wp/archives/2013/01/give-before-you-get.html>

Watch: TechStars at least one episode of The Founder's Group <http://www.techstars.com/tv/the-founders/>

Week Eleven – April 15

Pitching

Wireframing

Week Twelve April 22

No class – meet in groups to get ready for next week's pitch

Week Thirteen – April 29

This is it! Do your pitch

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR7100:

- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

PERFORMANCE STANDARDS TO BE MET (demonstrable skills, abilities, techniques, applied competencies):

- Graduate seminar discussion participation, to include presentations on assigned topics and/or readings.
- Business plan including individual research into specified management or entrepreneurial
- topics regarding the application of theories and approaches in the management literature to media organizations.
- Tests, quizzes, and other assessments as needed

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;

- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- Awareness: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- Understanding: assimilation and comprehension of information, concepts, theories and ideas.
- Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

CELLPHONES:

You must turn them off during class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray "Student" tab; complete an evaluation for each course listed and hit the "Submit" button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Office for Disability Services at (901) 678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.