

JOUR 488/ JMS 688: Entrepreneurial Media

Semster TK
Time TK
Room TK

Instructor:

Email:

Office:

Office Hours:

Required Texts: [Axios Media Trends Email Newsletter](#) (sign up); Zero to One, Peter Thiel; All other readings linked to in this document.

Course Overview and Outcomes

Welcome to Entrepreneurial Media.

The world of media is rapidly changing, and the people who succeed are equal parts journalist and entrepreneur. We'll talk at length about what members of the media did, are doing, and may do to thrive. The conclusions we come to will hopefully guide your decisions as you build a career. At the end of this course you should be able to:

Expected Learning Outcomes	Methods of Assessment
Begin to establish an online media presence.	In-Class Assignments, Writing Assignments; Final Project
Understand how media organizations and individuals are adapting to digital disruption.	In-Class Assignments; Writing Assignments
Be a more economically viable media citizen (i.e., Be more "hireable," less "fireable," and better able to create ideas that generate revenue and stick.)	In-Class Assignments; Writing Assignments; Final Project
Understand the economics of media, how they're changing, and what that means for the future.	Writing Assignments, In-Class Assignments; Final Project
Improve your use of media software and tech platforms	In-Class Assignments; Final Project

- Anything else you'd like to learn. We have a whole semester together. Consider me a sounding board for any questions you have about journalism. I may not always know the answer, but I'll probably know someone who does.

You'll work hard. But the skills you'll learn in this course will help you succeed as a journalist—or in any other career you eventually pursue.

Course Guidelines

Communication

We'll communicate through Canvas. I'll place readings, assignments and other materials there.

Attendance

Because you enrolled in this course, I expect you will attend each class.

At the same time, you're the only person who knows how your time is best spent. Responsibility is on you to determine whether coming to this class is the best way to forward your life or career.

If you are absent more than a couple days, your grade may suffer. Not because I'm penalizing you for being absent, but because by being absent you'll miss in-class discussions and assignments that you need to have and do in order to reap the benefits of class.

You should also check online and ask fellow students about discussions, assignments, etc. that you missed.

Classroom Conduct

Please always be respectful of yourself and others. If we do that, our class will be an easier place to learn. If I were to, for example, ask you a question about a reading or recent news event and you want to use your computer or cell phone to bring up the story for reference, that's great. Using your phone or computer for non-class related tasks, on the other hand, may distract others, making it harder for everyone to learn.

Class Preparation, Assignments, and Late Work

Please complete all of the assigned readings and writing assignments before their respective class or due date. The calendar in this syllabus is laid out in a week-to-week format. It tells you what you need to complete before each class. I'll also try to remind you in class.

You'll complete your in-class assignments on Canvas. So please bring a computer, iPad, etc to class.

This document contains all of the due dates of your major assignments, and it's important that you meet those deadlines. Journalists, ad, and PR people who consistently miss deadlines typically don't sustain a career. I reserve the right to penalize late work, depending on when the assignment was submitted, and how frequently your work is late.

If you ever have a question about an assignment, ask it sooner rather than later so you don't fall behind.

Speakers and Events

We'll have various speakers join us in class (most times over Skype) throughout the semester.

Events that pop up on campus or in the local area that compliment this class, of course, won't be mandatory. I may incentive attendance, though. Feel free to suggest any related events you hear about.

Assignments

Medium/Newsletter/YouTube Channel

In this assignment, you'll create a Medium account, email newsletter, or other channel (e.g., YouTube) and begin "posting" to it regularly. You should pick a beat/topic/theme to post about and post every two weeks. At the end of the semester, you should have posted eight Medium pieces or YouTube videos sent eight newsletters. Your goal is the build your subscribership/followers over the semester and begin to establish an online presence. This will be measured.

Graduate students enrolled in this course must post once a week. That equates to 15 posts over the semester.

Final Project + Presentation

In this assignment, you'll pick a project that you believe is going to advance your career after you graduate. For example, building a high quality website, writing a book proposal, planning out four months' worth of Medium posts, writing a business plan, etc. Then you'll execute on the project and present it to class.

Graduate students enrolled in this course must meet with me individually to determine the scope and parameters of the final project.

In-Class

You'll have various in-class, short assignments during the semester. These will be practical exercises based on readings and topics in class.

Grading

You'll be graded on "in-class" work, your blog (including one reported post), and final project and presentation. Your overall trajectory through the class will also affect your grade.

Your work will be weighted like so:

In-Class: 20% (or 200 points)

Medium/Newsletter/YouTube Channel: 40% (or 400 points)
Final Project + Presentation: 40% (or 400 points)

If you're having trouble with an assignment or understanding a topic, take your question to Canvas or see me during office hours (and quick).

I'm leaving it up to you to produce your best work possible, so please choose a blog and final project topic that you're passionate about.

Grading Scale

A: 1000-930
A-: 929-900
B+: 899-860
B: 859-830
B-: 829-800
C+: 799-760
C: 759-730
C-: 729-700
D+: 699-660
D: 659-630
D-: 629-600
F: 599-000

Schedule

August 26th and 28th: Course introduction + How we got here

- Reading: The future of journalism is saying 'yes.' A lot. // Washington Post
- **Assignment:** Monday in class: writing exercise

September 4th: Starting your blog + Business basics

- Reading: Why Business Models Matter // Harvard Business Review
- **Assignment:** Start your blog. Send me a link in Canvas by Friday. Receive rubric for reported blog post.

September 9th and 11th: How brands make money + Writing

- Reading:
 - Pages 37 to 111 // The Personal MBA
 - 64 Ways Small Digital Publishers Make Money // Shivar
- **Assignment:** The business of media

September 16th and 18th: Building a brand (Vice case study)

- Reading:
 - VICE: Suroosh Alvi // How I Built This
 - Vice Case Study // Harvard Business Review (On Canvas)

- Watch Vice Vids on Canvas
- **Assignment:** Canvas discussion on Vice

September 23rd and 25th Branded content

- Reading:
 - In the digital age, the New York Times treads an increasingly slippery path between news and advertising // CJR
 - Smart Guy Friday: Jason Stein // The Bill Simmons Podcast (listen to the Jason Stein part)
- **Assignment:**
 - Find a piece of branded content that you think is successful (or unsuccessful). Post it to Canvas and explain why you think it “works” or “doesn’t work.”

September 30th and October 2nd Building you

- Reading:
 - Me, Inc. // New Republic
 - You are not a brand // Fast Company
- **Assignment:**
 - Find a media member who’s built a strong online reputation and voice. Write about who they are and why they’re successful.

October 7th and 9th Building your “brand” cont. + New media

- Reading:
 - Buzzfeed: Jonah Peretti // How I Built This
 - Disney vs. Everybody, Facebook’s Shadiness, Shapchat’s Comeback, and the Future of Tech with Kara Swisher // The Bill Simmons Podcast
- **Assignment:**
 - Create an “elevator pitch.”
 - Explain what new media outlets your blog could be on.

October 14th and 16th Social + influencing

- Reading:
 - Can real life compete with an Instagram playground? // The Ringer
 - How Instagram is Changing the Way We Design Cultural Spaces // Smithsonian
 - I studied how journalists use Twitter for two years. Here’s what I found. // Poynter
- **Assignment:**
 - Social Audit of yourself and another journalist.

October 21st and 23rd Catch Up Week

- Reading:

- None
- **Assignment:**
 - In class: What you need more of

October 28th and 30th How to write for the web + Headlines

- Reading:
 - Chapters 1-10 // On Writing Well
- **Assignment:**
 - In class: Writing
 - In Class: Headline Exercise
 - Reported post due 10/30 at Midnight

November 4th and 6th How to freelance + How to land a staff job

- Reading:
 - TBD
- Guest Speaker 11/4: TBD
- **Assignment:**
 - Come to class 11/6 with an idea of what your final project will be. I'll pass out project guidelines in class.
 - Bring your resume to class on 11/6

November 13th How to make money

- Reading:
 - Barstool Sports CEO Erika Nardini // SI Media Podcast
- **Assignment:**
 - In class: Make Money

November 18th and 20th Speakers + Individual Meeting

- Reading:
 - TBD
- Guest speaker 11/18: TBD

November 25th and 27th What now? + Presentations

- Reading:
 - Your choice

December 2nd and 4th Presentations + wrap up

- Reading:
 - None

UNLV Policies

Public Health Directives

Face coverings are currently mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher

Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries' Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political

affiliation. Please see University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

UNLV Land Acknowledgement

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.