

Entrepreneurial Journalism

Spring 2017

J331F (08095) – J395-27 (08370)

M-W 11:30PM - 1:00PM | BMC 3.208

Instructor:

Professor Rosental C. Alves
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Syllabus

Course Description:

This course focuses on two major topics: 1) the role of entrepreneurship and innovation in the transition of journalism from the industrial era to the digital age; and 2) tools and methods to develop innovative projects of news and information enterprises for the emerging media ecosystem that has been formed by the digital revolution. The class will study the impact of digital technologies on the news industry, both in terms of content production and consumption. Special attention will be given to the changes in business and distribution models and the ways people consume (and produce) news and information. The historical evolution of the business of journalism will also be examined, including the current challenges the industry is facing in adapting to the new media ecosystem. Through case studies and testimonials of guest speakers with firsthand experience as entrepreneurs, students will dissect journalistic initiatives based on innovative uses of digital technologies. Students will also work on their own entrepreneurial projects. The course culminates with the presentation of students' projects of digital media startups, preferably in the area of news and information. During the semester, the class will also produce a website with journalistic profiles of leaders of startups based in Austin, especially those directly or indirectly related to media. The course will be based on the fundamental elements of journalism, such as ethics and fairness, and its role in a democratic society. It will focus also on how to transfer those values to the new media ecosystem in effective and sustainable ways.

Main objectives:

By the end of the semester, students in this class will have:

- Extensively researched and discussed the impact of the Digital Revolution on the news media industry, especially on the business models that have financed journalistic enterprises.
- Analyzed the emerging media ecosystem resulting from the fast adoption of digital technologies that have altered the paradigms of last century's mass communication.
- Studied the business of digital news enterprises, including costs, revenue streams, audience metrics, marketing, content production and distribution.
- Studied cases of media startups that use digital technologies in innovative ways, as well as initiatives by traditional media organizations that have been transforming to adapt to the new media ecosystem.
- Understood the basics of entrepreneurialism, especially the formative stages of technology startup companies.

- Applied several techniques and processes to transform innovative ideas into a sustainable business plan, including Osterwalder and Pigneur's model from the book *Business Model Generation*, and Ries' model from the book *The Lean Startup*.
- Developed a project for an innovative news and information enterprise, including a business plan for its sustainability as a for-profit or nonprofit organization.
- Had the experience of covering the startup and technology innovation scene in Austin, Texas.

Assignments:

Class website – Throughout the semester, students will work on stories covering entrepreneurs and startups located in Austin. Each student will be required to publish at least one profile that must have the following characteristics, although other formats can be discussed with the professor and/or the TA:

- Students should pitch post ideas to the professor or the TA for approval.
- Stories should be written in AP style.
- The length of each story should be between 500 and 1,000 words or otherwise agreed upon with the professor or TA.
- Each post should have at least three external links to outside sources that add information.
- Multimedia elements, such as video, audio and interactive graphics are recommended. At least one photo is required.
- Deadlines will be spread throughout the semester for first draft and final story.
- **Deadlines are sacred. No late story will be accepted. If students miss the deadline, the grade for that assignment will be zero.**

First elevator pitch – As defined by Chris O'Leary on the book "Elevator Pitch Essentials (Limb Press, 2008), "an elevator pitch is an overview of an idea, product, service, project, person, or other solution to a problem and is designed to just get the conversation started." The term is very common among entrepreneurs and we will use it in this class to define the students' attempts to propose their individual projects. The first pitch will be in the 5th week of class. Each student will have up to three minutes to make a presentation that should be supported by a deck of up to five slides with the basic definition of a project. The idea must be presented in a way that follows as much as possible the "nice c's" proposed by O'Leary for an effective elevator pitch to convince potential investors or partners: concise, clear, compelling, credible, conceptual, concrete, consistent, customized and conversational."

Research paper – After the elevator pitch presentation, each student will focus on research around the proposed project idea. The main purpose of the research is to check the marketability of the idea, elaborate a competitive analysis or develop a case study about a journalistic enterprise (or initiative of a traditional media company) that uses digital technologies in innovative ways and can be used as benchmark for the student's idea presented in the elevator pitch. The main findings of the research should be summarized into a short essay (around 1,000 words). The paper will be presented in class during the 8th week of the semester and posted on the class site on Canvas. The paper must include bibliographic references (at least six articles or books must be cited) and should show evidence of thorough research. The topic for the research will be previously discussed in class and must be previously approved by the professor.

Second elevator pitch – After the presentation of the research paper, all students will have a chance to make a second elevator pitch. It can be either a reviewed/improved version of the original elevator pitch or a brand new idea. The class will vote for the best four projects that should be developed during the rest of the semester. The class will then be divided into four groups around the winning ideas that will become the class final projects.

Final project – During the last week of class, each group of students will make a formal presentation of the final project, including a simple business plan and, if possible, a prototype. The project must emphasize the use of digital technologies in news and information.

Here are the final project deliverables for each group:

- A week after the selection, each group must turn in a **work plan** for the following weeks, including a timetable and a new description of the proposed startup that includes the inputs of the other members of the group. This should be uploaded to Canvas the Wednesday after the selection of the groups.
- Each group must turn in (upload to Canvas) a very brief **progress report** by the end of the class each Wednesday, during the production period, indicating the work done so far and the next steps.
- The **presentation** on the last day of class will be up to 10 minutes, including a deck of no more than 10 slides.
- The presentation will be conceived as if the team was pitching the startup idea to investors.
- After the presentation, students should be prepared to respond to questions from the professor, the TA and special guests who will help judge the projects.
- A **prototype**, a demo, a simulation and/or a website.
- After the presentation, students should turn in:
 - The slides deck;
 - A one-page supporting document with key information to supplement the slides; and
 - A business model canvas, as instructed in Osterwalder and Pigneur's book.

Attendance:

Class attendance is **mandatory**. Unexcused absences can affect the student's final grade.

In respect for the professor and other students, **all cell phones should be in silent mode and students should not text or be distracted by other activities or electronic devices during class.**

Grading:

Class website story: 15%

First elevator pitch: 10%

Research paper: 15%

Second pitch: 10%

Group project: 40%

Overall class participation: 10%

The final letter grade will be calculated based on the following scale:

A 94-100

A- 90-93.9

B+ 86-89.9

B 83-85.9

B- 80-82.9

C 70-79.9

F 0-69.9

Reading materials:

Required books and reports:

- Anderson, C.W.; Bell, Emily; and Sharky, Clay. *Post-Industrial Journalism: Adapting to the Present*. Columbia Journalism School, Tow Center, 2012. [Available online](#)
- Briggs, Mark. *Entrepreneurial Journalism: How to Build What's Next for News*. CQ Press, Thousand Oaks, CA, 2012.

- Christensen, Clayton M.; Skok, David; and Allworth, James. *Be the Disruptor*, in Nieman Reports, Fall 2012, Vol. 66, No. 3, The Nieman Foundation for Journalism at Harvard University. [Available online](#).
- Luma Institute. *Innovating for People: Handbook of Human-Centered Design Methods*. Pittsburg, PA, 2012
- Mitchell, Amy and Holcom, Jesse. *State of the News Media 2016*. Pew Research Center on Journalism and Media. [Available online](#).
- Osterwalder, Alexander and Pigneur, Yves. *Business Model Generation*. John Wiley and Sons Inc., Hoboken, NJ 2010.
- Ries, Eric. *The Lean Startup*. Crown Business, New York, NY. 2011.
- Kovach, Bill and Rosenstiel, Tom. *The Elements of Journalism*. Random House, New York, NY. 2007.

Recommended books:

- Blank, Steven. *The Four Steps to the Epiphany: Successful Strategies for Products that Win*. Third Edition, Lulu.com. 2006.
- O'Leary, Chris. *Elevator pitch essentials: How to create an effective elevator pitch*. Limb Press, 2008.
- Christensen, Clayton M. *The Innovator's Dilemma*. Harper Business ed. New York, NY, 2000.
- Deyer, Jeff; Gregersen, Hal; and Christensen, Clayton M. *Innovator's DNA: Mastering the five skills of disruptive innovation*. Harvard Business School Publishing, Boston, MA, 2011.
- Grueskin, Bill; Seave, Ava; and Graves, Lucas. *The Story So Far: What We Know About the Business of Digital Journalism*. Columbia Journalism School, Tow Center, 2011. [Available online](#)
- Jarvis, Jeff. *Geeks Bearing Gifts: Imagining new futures for news*. CUNY Journalism Press, New York, NY, 2014
- Jarvis, Jeff. *What Would Google Do?* Harper Collins, New York, NY, 2009.
- Kay, Jeff and Quinn, Stephen. *Funding Journalism in the Digital Age*. Peter Lang Publishing, New York, NY, 2010.

And online publications such as:

- Journalism.co.uk: [Journalism.co.uk](http://journalism.co.uk)
- Nieman Journalism Lab: <http://www.niemanlab.org/>
- Mashable: <http://mashable.com>
- Monday Note: <http://www.mondaynote.com/>
- Poynter Insitute: <http://www.poynter.org/>
- Recode: [Recode.net](http://recode.net)
- Techcrunch: <https://techcrunch.com/>
- VentureBeat: <http://venturebeat.com/>

University Honor Code

All students are expected to abide by the University of Texas Honor Code, which reads: "The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community."

Students with Disabilities

Please notify your instructor of any modification/adaptation you may require to accommodate a disability-related need. You will be requested to provide documentation to the Dean of Student's Office in order that the most appropriate accommodations can be determined. Specialized services are available on campus through Services for Students with Disabilities. <http://www.utexas.edu/diversity/ddce/ssd/>

Policy on Scholastic Dishonesty

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

http://deanofstudents.utexas.edu/sjs/acint_student.php.

For the University's official definition of scholastic dishonesty, see Section 11-802, Institutional Rules on Student Services and Activities.

<http://registrar.utexas.edu/catalogs/gi08-09/app/gi08.appc03.html#sec-11-802-scholastic-dishonesty19>