Strategic Communication Campaigns

JMC: 3615:0001
The University of Iowa

Instructor: Heather Spangler

Location: W336 AJB
Time: 11:30 a.m. to 1:20 p.m. Mondays & Wednesdays

Office Hours: 1:30 to 3:30 p.m. Mondays & Wednesdays and by appointment

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*Email is the best way to reach me

Course Description

The goal of this course is to examine the practice of strategic communication through traditional and new media for the purpose of benefitting non-profit organizations or bringing about social change. In the process, you will apply this knowledge for the benefit of a real-world client.

Course Materials

Ronald D. Smith. Strategic Planning for Public Relations. Fourth edition. Routledge. Book is available at the University Bookstore, or can be purchased or rented online. The library has a copy on reserve.

Ryan Holiday. Trust Me, I’m Lying: Confessions of a Media Manipulator. Portfolio.

Additional assigned readings will be posted on the course ICON website.

Course Objectives

By the end of the semester, you should be able to:

- Set goals and objectives, and communicate strategically about them to target audiences
- Apply strategic communication tools for non-profit and social marketing purposes
- Research, plan, propose, and execute an effective campaign for a real-life client
- Set and meet extremely high standards for your work

This course will reinforce concepts including:

1. Law & Ethics Learning Goal
Understand and apply the principles and laws of freedom of speech and press in real space and cyberspace, and demonstrate an understanding of professional ethical principles and their historical development.

- **Learning Objective 3.** Students will demonstrate an ability to anticipate and recognize ethical issues when they arise and to reason through them taking multiple perspectives and contexts into account.

- **Learning Objective 4.** Students will demonstrate an ability to explain their ethical approaches and reasoning about a particular dilemma in terms that can be understood by a diverse group of people.

2. **Media Literacy Learning Goal**

Understand the principles of media literacy and develop the skills necessary to access, analyze, evaluate, and create media messages across multiple media domains.

- **Learning Objective 1.** Students will demonstrate knowledge of the basic tenets of media literacy and how media literacy relates to their personal media habits and professional development.

- **Learning Objective 2.** Students will develop critical thinking skills to analyze and interpret media messages through an understanding of media practices and institutions.

- **Learning Objective 3.** Students will learn how to create and disseminate media messages in various forms.

3. **Writing and Storytelling Learning Goal**

Understand that clear, concise, correct writing is at the heart of journalistic expression and that reporting and communicating it effectively requires a knowledge and achievement of the highest, professionally-accepted standards in all work.

- **Learning Objective 1.** Students will demonstrate the ability to gather factual story elements, and to evaluate and express them in logical, narrative forms for multiple media and audiences.

- **Learning Objective 2.** Students will display the ability to access and analyze data, report facts accurately, research and edit information responsibly and in a manner commensurate with professional standards.

- **Learning Objective 4.** Students will demonstrate the ability to apply above concepts in a manner that is sensitive to audiences across all media.

4. **Multiculturalism Learning Goal**
To demonstrate an understanding of the diversity of groups (including communities defined by gender, race, ethnicity, age, religion and sexual orientation) in a global society in relationship to communications.

✓ **Learning Objective 1:** Students will demonstrate an ability to produce media that serve the needs and interests of diverse communities and reflect their voices and experiences.

✓ **Learning Objective 2:** Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political situations of diverse groups.

✓ **Learning Objective 3:** Students will demonstrate an ability to work with members of diverse groups to engage publicly over issues of community interest.

**Assignments – Solo Work**

**Situation Analysis (150 points)**

Based on our initial discussion with the client and your own secondary research, you’ll write a report that describes the situation to be addressed in our campaign. You’ll also identify potential target publics.

**Quizzes (100 points)**

There will be seven multiple choice and short answer quizzes during the semester covering questions or topics related to that week’s readings. Quizzes will not be announced in advance, and each will be worth 20 points. There will be no make-up dates for quizzes, but you can drop your lowest two scores.

**Book Report (50 points)**

You’ll read *Trust Me, I’m Lying*, and write a report critiquing whether the book describes ethical PR practice according to the PRSA Code of Ethics. We’ll discuss the reports in class.

**Assignments – Group Work**

**Research Plan and Report (200 points)**

You will first develop a research plan that identifies information needs and how they will be met, through primary and secondary research (50 points). Then, you’ll conduct the planned research and write up the results in a research report (150 points).

**Goals and Objectives (75 points)**

You will develop campaign goals and three measurable objectives for each goal. You’ll present the results of your report and your planned campaign goals to the client.

**Tangibles (200 points)**
Each team will take steps to put their plans into actions for their clients. This could be hosting an event, creating digital and print materials, drafting letters, creating presentations, etc. Each team will determine the tangibles that their client needs and work to produce them in a professional manner.

Final Report and Presentation (200 points)

You’ll produce a one-page executive summary and a full campaign report, including revisions of your situation analysis, research, and goals and objectives; the results of your implementation, analysis of your project to date, and strategies for moving forward. We will present the reports to the client. You will be graded on your report, your presentation, and your self- and group-evaluations of your work for the semester.

Grading:

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Course Policies:

Attendance:
I aim to make each meeting essential and meaningful, so please plan to attend every session or risk missing out on something important. You cannot be successful in this class if you are not consistently present and prepared. Out of respect for your classmates and our schedule, please also arrive on time and stay for the entire class period. Failing to do so will impact your grade.

Students who must miss class are accountable for all material presented and assignments given during their absence. It is your responsibility to communicate with me or your classmates to see what you need to know for the next session and to turn in any work that was due during the missed class period prior to the next meeting. In-class work may not be made up.

Late Work
Since late work is not acceptable in the professional world, it’s essential that you meet deadlines with no exceptions. Unexcused late work will be docked 20% per day and will not be accepted more than 5 days late. If you feel you have a special circumstance that will require you to turn in a late assignment, please communicate with me as soon as possible to make a plan.

Workload & In-class work time
The UI College of Liberal Arts guidelines state that each semester hour of class time should entail around two hours per week of outside homework and class preparation for the average student. For example, in our 3 semester hour course, students should expect (on average) 6 additional hours of outside work per week or a total of around 9 hours per course per week if classroom time is included.
Although spending time outside of class is expected and important, we will reserve time in class for working on your project and major assignments. Students are expected to make the post of this time and come prepared to be productive. In addition to in-class work time,

**Collaboration**
Like you’ll find in the professional world, a lot of what you’ll do in our class is collaborative. You will have a chance to describe your individual efforts as well as reflect on your teammates’ efforts throughout the semester. Each student should contribute an equal amount to group projects. Failure to do so will result in a lower grade. Misrepresenting your efforts and allowing others to do the work while you take credit is considered academic fraud and could be reported to CLAS. It is your responsibility to be in touch if you have any questions or concerns about collaboration.

**Professionalism**
Students are expected to behave in a professional manner in the classroom and when representing the class in any way. This includes using proper email etiquette, arriving on time, being respectful and attentive, and more. I reserve the right to reduce your final grade if these expectations are not met.

**The College of Liberal Arts and Sciences Policies:**

**Administrative Home**
The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall or see the CLAS Student Academic Handbook [www.clas.uiowa.edu/students/academic_handbook/index.shtml].

**Academic Fraud**
Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is a serious matter and is reported to the departmental DEO and to the Associate Dean for Undergraduate Programs and Curriculum. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. See the CLAS Student Academic Handbook.

**Making a Suggestion or Complaint**
Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS Student Academic Handbook.

**Accommodations for Disabilities**
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

**Understanding Sexual Harassment**
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment at www.uiowa.edu/~eod/policies/sexual-harassment-guide/index.html for assistance, definitions, and the full University policy.

**Reacting Safely to Severe Weather**
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. (Operations Manual, Part IV, 16. See items e, h, and i.)

**The Iowa Dozen:**
We learn to ...

1. Write correctly, clearly and well.
2. Conduct research and gather information responsibly.
3. Edit and evaluate carefully.
4. Use media technologies thoughtfully.
5. Apply statistical concepts accurately.

We value ...

6. Free speech and First Amendment principles for all individuals and groups.
7. A diverse global community.
8. Creativity and independence.

We explore ...

10. Theories and concepts.
11. The history, structure and economy of media institutions
12. The role of media in shaping cultures.
Schedule

Week 1:
Wednesday, Jan. 20: Course and classmate intro. Primary assignment explanation and team sign up. Reading assignment: Smith introduction, Step 1.

Week 2:
Wednesday, Jan. 27: Clients Visit. Reading assignment: Smith, Step 2.

Week 3:
Monday, Feb. 1: Client visit follow-up discussion. Reading assignment: Smith, Step 3.
Wednesday, Feb. 5: Situation Analysis work day.

Week 4:
Monday, Feb. 8: Due: Situation Analysis (individual). Teams collaborate to compile work into one presentation, prepare for client visit. PRSA Code of Ethics.
Wednesday, Feb. 10: All teams present analyses and initial brainstorming ideas/questions to clients. Meet with clients in small groups to continue discussion.

Week 5:
Monday, Feb. 15: Discussion: Formative & Secondary Research. Team meetings.
Wednesday, Feb. 17: Research.

Week 6:
Monday, Feb. 22: Research.
Wednesday, Feb. 24: Due: Research Report (team). Teams present research results.
Reading assignment: Smith, Step 4.

Week 7:
Monday, Feb. 29: Group meetings with Heather: Team 1 and 2. Topic: Goals and Objectives.
Wednesday, March 2: Group meetings with Heather: Team 3 and 4. Topic: Goals and Objectives.

Week 8:
Monday, March 7: Due: Goals and Objectives (group) Clients visit to hear about Research as well as Goals & Objectives. Reading assignment: Smith, Step 5, Step 6.
Wednesday, March 9: Discussion: Putting plans into action. Team work time.

Week 9: SPRING BREAK March 14-20. Be safe and have fun!

Week 10:
Monday, March 21: Team meetings. Reading assignment; Smith, Step 7, Step 8.
Wednesday, March 23: Work time. Due at the end of class: Tangibles plans. Present to class.
Week 11:
Monday, March 28: Teams 1 & 2 present Tangibles plans to clients.
Wednesday, March 30: Teams 3 & 4 present Tangibles plans to clients.

Week 12:
Monday, April 4: Plan Implementation.
Wednesday, April 6: Plan Implementation.

Week 13:
Monday, April 11: Plan Implementation.

Week 14:
Monday, April 18: Plan Implementation/Final Report work time.
Wednesday, April 20: Final Report work time. Prepare for next week’s presentations.

Week 15:
Monday, April 25: Teams 1 & 2 present final reports to clients.
Wednesday, April 26 or 27: Teams 3 & 4 present final reports to clients.

Week 16:
Wednesday, May 4: End of course evaluations.

*Week 17: FINALS WEEK. We will not meet.

{{PS: It's important to be flexible! Please note that this is a tentative schedule. Unplanned opportunities and challenges may require changes. }}
Day 1 Survey

Name:

How is your name pronounced?

Major:

Hometown:

Hobbies:

Is there anything else you’d like me to know about you?

Are you interested in serving as a team leader? What do you feel makes you a good choice for this role?