Fall 2019 • Content Marketing: JMC:3420:0002
3:30 to 4:45 p.m. Mondays and Wednesdays in W332 Adler Journalism Building

Instructor
Greg Johnson
Email: gregory-johnson@uiowa.edu
I will be available after each class meeting in the J-School’s third-floor resource area and anytime by appointment. Please see me in class or contact me by email to set up a meeting.

J-School Director
David Ryfe
Email: david-ryfe@uiowa.edu

Four things I want you to know about this course

1. There’s a lot of work—four quiz/exams to take, a portfolio to assemble, a book to read, and a culminating project.
2. Your hard work and good ideas will be recognized and rewarded.
3. I am committed to your success.
4. My aim is to get you excited enough about content marketing that work will seem like play.

Why content marketing?

Journalists are trained storytellers who are valuable to organizations seeking to connect with their communities. Together we will develop your storytelling skills to identify the topics, approaches, and timing that will produce relevant content sought by readers. We will learn how cultivating these consumer relationships provides value to organizations in both the profit and non-profit sectors.

Here are my goals for what we’ll learn this semester

Who
We will explore:
• Who in the region is successfully using content marketing to advance their organizations.
• Who in the past successfully used content marketing and set the stage for its present-day use.
• Who is best equipped to create and sustain a successful content marketing program.
• Who is being targeted by content marketing.
• Who needs to come together in an organization to assure success for a content marketing program.
• Who is moving us ahead and pushing us to the next stage of addressing consumer needs.

What
We will address:
• What the basic ingredients are of content marketing.
• What consumer needs content marketing might address.
• What the bottom-line risks and advantages are for an organization to incorporate content marketing.
• What obstacles you should avoid as you implement a content marketing program for your organization.
• What the measures of success are for content marketing—for you, for the consumer, for your organization.
• What you can do to make your message connect with your audience.

Why
We will consider:
• Why your organization should pursue content marketing.
• Why so many well-intended content marketing campaigns come up short.
• Why a start-up business should invest in content marketing.
• Why content marketing should be one part of a multi-faceted marketing program.
• Why credibility is at the heart of your content marketing success.
• Why your future in strategic communication will benefit from mastering effective content creation.

Where
We will examine:
• Where to find opportunities to begin your career using content marketing.
• Where in the universe of communication content marketing shines brightest.
• Where among your own interests and passions you’ll find raw materials for effective content.
• Where different industries turn to best channel their messages.
• Where you can quickly make a difference using content marketing in the non-profit setting.
• Where to find authoritative resources to support your content marketing endeavors.

When
We will document:
• When content is most potent in its life cycle.
• When to push your content to more than one media channel.
• When to push the envelope and move content marketing to new levels.
• When to determine a start to your own business as a provider of relevant content.
• When to get the assistance of content experts to provide authoritative content.
• When your content marketing campaign has succeeded.

How
We will practice:
• How to tell a successful story.
• How to get inside the consumer’s mindset.
• How to write effective, actionable content.
• How to construct an entire content marketing campaign.
• How to develop effective tone and voice for your content.
• How to showcase your proficiency for your next job interview.

Here’s what you’ll produce this semester
Your content marketing portfolio will include these individual projects:
• Reviews and analyses of best practices in the profession
• A comprehensive audience persona
• A writing guide entry
• An e-newsletter proposal, including a year-long editorial calendar
• A first-person written piece
• An expert-inspired written piece
• A review of a successful current content marketing campaign
• A content marketing campaign designed for a specific start-up venture

And these group projects:
• A podcast episode
• An information graphic
• A social media editorial guide

This textbook is a keeper
Ann Handley practices content marketing at an international level. Her book Everybody Writes is one you’ll use throughout your career. Best to order it online now.

In addition to Ann’s book, we will read current articles about content marketing and examine several examples of it in practice. Links to these resources are available on our course’s ICON pages.

Please show up for class
We will cover a lot of ground in this course. Your absence from a course meeting will be difficult to make up. Please do your best not only to be in class but to be prepared for that day’s content.

Here’s what the UI policy states: University regulations require that students be allowed to make up examinations which have been missed due to illness or other unavoidable circumstances. Students with mandatory religious obligations or UI authorized activities must discuss their absences with me as soon as possible. Religious obligations must be communicated within the first three weeks of classes.

If illness, religious obligations, or a sanctioned University activity will keep you from class, please let me know by email ahead of time. That way, I can work out a timely solution for you to keep on track with any assignments from that class period.

**Be prepared for a small-group experience**

Our class size is limited to less than 20 students. That’s a good thing for an instructor like me who uses a discussion format to deliver the material. That’s a not-so-good thing for you if you’re accustomed to multi-tasking with your computer or phone in a larger class setting.

Phones, tablets, and laptop computers will be welcome in the classroom. In fact, some of our discussions might prompt you to look something up quickly to add to our overall understanding of a topic. Because there’s no scheduling of life’s emergencies, we’ll all feel better if our phones are there to handle things promptly.

Please consider our classroom sessions to be like meetings of a creative team in a communication agency setting. We’ll all be seated around a large conference table ready to interact with each other. Regardless of who is leading the discussion—whether it’s me, you, one of our classmates, or a guest presenter—we will want everyone’s complete attention. That will be hard to have if you’re ducking behind a computer in front of you. Thanks in advance for your consideration.

**There will be grades**

Plus and minus grading will be used. The 1,000 points possible for the course will be divided as follows:

- Attendance – 75 points
- Class participation, including specific classroom role assignments – 75 points
- Weekly writing assignments – 100 points
- One mid-term and two quizzes – 100 points
- Final exam – 150 points
- Portfolio projects – 500 points

Total points equate to grades as follows:

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<tr>
<th>Points Range</th>
<th>Grade</th>
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<td>930-1,000</td>
<td>A</td>
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<tr>
<td>900-929</td>
<td>A-</td>
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<tr>
<td>870-899</td>
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<td>830-869</td>
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<tr>
<td>630-669</td>
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<tr>
<td>500-629</td>
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**A note on collaboration**

One third of your portfolio projects will be completed as part of a group. Each student on a portfolio project team is expected to complete a similar amount of work and to contribute equally to the final
Each student will complete a self-evaluation and a group evaluation, describing this equality or the lack of it during the group's work. For more information, see the assignment sheet, the grading rubric, and the self-evaluation form for the project. Students who misrepresent themselves as equal partners in this collaborative project but who are actually letting others do the bulk of the work will be reported to the College for academic dishonesty. If you have questions, it is your responsibility to ask them.

A word about the date and time of the final exam

The final examination date and time will be announced by the Registrar generally by the fifth week of classes. I will announce the final examination date and time for this course at the course ICON site. Do not plan your end-of-the-semester travel plans until the final exam schedule is made public. It is your responsibility to know the date, time, and place of the final exam. According to Registrar's final exam policy, students have a maximum of two weeks after the announced final exam schedule to request a change if an exam conflict exists or if a student has more than two exams in one day (see the complete policy here).

College of Liberal Arts and Sciences: Information for Undergraduates

Absences and Attendance
Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing the absence policies for their courses, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, unavoidable circumstances, or University authorized activities (https://clas.uiowa.edu/students/handbook/attendance-absences). Students may use this absence form to communicate with instructors: https://clas.uiowa.edu/sites/default/files/ABSENCE%20EXPLANATION%20FORM2019.pdf

Academic Integrity
All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code).

Accommodations for Disabilities
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at https://sds.studentlife.uiowa.edu/.

Administrative Home of the Course
The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: https://clas.uiowa.edu/students/handbook.

Communication and the Required Use of UI Email
Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

Complaints
Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to CLAS in 120 Schaeffer Hall. For more information, see https://clas.uiowa.edu/students/handbook/student-rights-responsibilities.

Final Examination Policies
The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until
knowing this information. No exams of any kind are allowed the week before finals.
Visit https://registrar.uiowa.edu/final-examination-scheduling-policies.

**Nondiscrimination in the Classroom**
UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (diversity.uiowa.edu).

**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 must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see https://osmrc.uiowa.edu/.
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<td><strong>WEEK 1</strong></td>
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| Aug. 26       | • Welcome to Content Marketing | • View TED Talk: "Talk Nerdy to Me" with Melissa Marshall by Aug. 28 [https://bitmed-it/201Fdh5](https://bitmed-it/201Fdh5)  
• Read excerpt from "Harris and Me" by Aug. 28  
• Portrait  
Both turned in at end of this class period |
| Aug. 28       | • How Stories Move Us  
• Share and discuss  
• Write letter to someone close  
• Assign Atlassian story review | • Read Part I "Writing Rules: How to Write Better" from Everybody Writes by Sep. 4  
• Read three Atlassian team examples by Sep. 4:  
  "Joining Forces" [https://www.atlassian.com/blog/teamwork/joining-forces](https://www.atlassian.com/blog/teamwork/joining-forces)  
  "Cut from a Different Cloth" [https://www.atlassian.com/blog/teamwork/cut-from-a-different-cloth](https://www.atlassian.com/blog/teamwork/cut-from-a-different-cloth)  
  "Found in Translation" [https://www.atlassian.com/blog/teamwork/found-in-translation](https://www.atlassian.com/blog/teamwork/found-in-translation) | • Completed letter  
Turned in at end of this class period |
| **WEEK 2**    |                     |          |                          |
| Sep. 2        | • Labor Day – No Class | • Read Part II "Writing Rules: Grammar and Usage" from Everybody Writes by Sep. 11  
• Read, view, listen to examples of FSA, USDA, and UN by Sep. 9:  
  " Engines of Our Ingenuity" [https://www.uh.edu/engines/epi2762.htm](https://www.uh.edu/engines/epi2762.htm)  
  "Farm Security Administration—A New Deal" [https://www.legendsofamerica.com/20th-fsa/](https://www.legendsofamerica.com/20th-fsa/)  
  "Trick or Treat for UNICEF Resources Page" [https://www.unicefusa.org/trick-or-treat/learn-more](https://www.unicefusa.org/trick-or-treat/learn-more)  
| Noon Sep. 6   | deadline             | • Review of one Atlassian story | |
|               |                     |          |                          |
| **WEEK 3**    |                     |          |                          |
| Sep. 9        | • This Ain’t So New  
• Explore early content marketing success stories  
• Discuss Intro to Content Marketing quiz, Sep. 18 | • Read backgrounder for David Jones and The Furrow by Sep. 11:  
Read three features of your choice from the Web Exclusive portion of The Furrow site [https://www.johndeerefurrow.com/category/web-exclusive/](https://www.johndeerefurrow.com/category/web-exclusive/)  
Read coverage and view video from "David Jones: The Original Content Marketers—John Deere and "The Furrow,"” from Content Marketing World 2014 [https://www.contentmarketingworld.com/david-jones-original-content-marketers-john-deere-furrow-cmworld-recap/](https://www.contentmarketingworld.com/david-jones-original-content-marketers-john-deere-furrow-cmworld-recap/) | • Submit David Jones questions to discussion leader by end of this class period |
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| Sep. 11       | Welcome guest professional David Jones, editor of The Furrow | • Read Part III "Story Rules" from Everybody Writes by Sep. 16  
• View YouTube video "10 Principles of Style" by Sep. 16  
https://www.youtube.com/watch?v=MfQB3y8ayRU |  |
| Noon Sep. 13 deadline | Submit First-Person Piece |  |  |
| WEEK 4        | Present writing craft topics  
• Take Introduction to Content Marketing quiz  
• Assign Editorial Calendar, due Sep. 27  
• Assign Robin Sempf questions, due Sep. 20 | • Read Part IV "Publishing Rules" from Everybody Writes by Sep. 20  
• Read examples of UIHC editorial calendar documents by Sep. 18 |  
• Partners present writing topics  
• Quiz: Introduction to Content Marketing |  |
| Sep. 18       | Present writing craft topics  
• Take Introduction to Content Marketing quiz  
• Assign Editorial Calendar, due Sep. 27  
• Assign Robin Sempf questions, due Sep. 20 | • View three energy efficient living topics of your choosing from the PowerHouse website by Sep. 23  
https://www.powerhousetv.com  
• Read “How and Why Communicators Should Set Up an Editorial Calendar,” from Ragan.com by Sep. 25  
• Read “Four Ways to Shape Up Your Brand’s Editorial Calendar,” from Ragan.com by Sep. 25  
https://www.ragan.com/article-49614/ |  |
| Noon Sep. 20 deadline | Prepare questions for Robin Sempf and submit to discussion leader |  |  |
| WEEK 5        | Welcome guest professional Robin Sempf, Alliant Energy marketing | • Read about Claritas audience segments by Sep. 25  
https://claritas360.claritas.com/mybestsegments/  
• Read "Maslow's Hierarchy of Needs" by Sep. 25  
https://www.explorepsychology.com/maslows-hierarchy-of-needs/ |  |
| Sep. 23       | Dive into demographics  
• Assign Content Expert piece, due Oct. 11  
• Assign Audience Persona, due Oct. 4  
• Prepare for Writing Craft exam Oct. 2 | • View Learning Infographic Design course on Lynda.com by Oct. 2  
• Read "Infographics for Website Promotion" by Oct. 2  
https://bowerwebsolutions.com/infographics-for-website-promotion/  
• View the "White Papers PowerPoint Presentation" from Purdue Online Writing Lab by Oct. 2  
https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/white_papers/white_paper_ppt.html |  |
<p>| Noon Sep. 27 deadline | Submit Editorial Calendar |  |  |
| WEEK 6        | Welcome guest professional Jon Lundquist, firefighter and paramedic, Cedar |  |  |
| Sep. 30       |  |  |  |</p>
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<tr>
<td>Rapids Fire Department</td>
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| Oct. 2 | • Infographics  
• White Papers  
• Apply a common lesson in diverse ways  
• Assign Group Infographic, due Oct. 18  
• Assign Ben Dillon questions, due Oct. 4 | • Read 2019 Healthcare Digital Marketing Trends Survey by Oct. 7  
| Noon Oct. 4 deadline | | | • Submit Audience Persona  
• Prepare questions for Ben Dillon and submit to discussion leader |
| WEEK 7 | | | |
| Oct. 7 | • Welcome guest speaker Ben Dillon, CEO Geonetric  
• Assign review of three related Market Profs articles, due Oct. 11 | • Read three articles of your choosing from Marketing Profs by Oct. 11  
https://www.marketingprofs.com/resources/ | |
| Oct. 9 | • Meet with Infographics Team | | |
| Noon Oct. 11 deadline | | | • Submit Content Expert Piece  
• Submit review of three related Marketing Profs articles |
| WEEK 8 | | | |
| Oct. 14 | • Meet with Infographics Team | • Read “Agile Project Management with Scrum”  
https://www.pmi.org/learning/library/agile-project-management-scrum-6269 | |
| Oct. 16 | • Agile Project Management  
• Introduce group dynamics lessons  
• Conduct 6 x 6 group simulation  
• Assign Best-Practice Review, due Nov. 1 | • Read “How to Develop a Content Strategy: A Start-to-Finish Guide”  
https://blog.hubspot.com/marketing/content-marketing-plan | |
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<tr>
<td>Noon Oct. 18 deadline</td>
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<td>Submit Group Infographic</td>
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<tr>
<td><strong>WEEK 9</strong></td>
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</tbody>
</table>
| Oct. 21 | • Strategic Planning | • Assign review of three related Ragan Reports articles, due Oct. 25  
| | | | • Read three articles of your choosing from Ragan Reports by Oct. 25  
| | | | https://www.ragan.com/category/writing-editing/  
| | | | • Read “10 Marketing Metrics You Should Always Measure” by Oct. 23  
| | | | https://www.convinceandconvert.com/digital-marketing/marketing-metrics-you-should-measure/  
| | | | |
| Oct. 23 | • Measurement of Success | • Add analytics to your strategic communication toolkit  
| | | | • Assign Lindsay Douglas questions, due Oct. 25  
| | | | • Read the "2019 Edelman Trust Barometer" by Oct. 28  
| | | | https://www.edelman.com/trust-barometer  
| | | | • Read "Economics Isn’t Dismal. It’s Useful" by Oct. 28  
| Noon Oct. 25 deadline | | | Submit review of three related Ragan Reports articles  
| | | | Prepare questions for Lindsay Douglas and submit to discussion leader |
| **WEEK 10** | | | |
| Oct. 28 | • Conventions of the Profession | • Discuss and roleplay on topic of trust  
| | | | • Assign Culminating Project, due Dec. 2-11  
| | | | • Assign Group Podcast, due Nov. 22  
| | | | Quiz: Audience and Strategy |
| Oct. 30 | • Journalists as Strategic Communicators | • Welcome guest speaker Lindsay Douglas, Content Marketing Manager at ACT  
| | | | • Assign David Etler questions, due Nov. 1  
| | | | • Listen to two Short Coat Podcasts by Nov. 4  
| | | | http://theshortcoat.com  
| | | | • Read Part V “13 Things Marketers Write” from Everybody Writes by Nov. 6  
| Noon Nov. 1 deadline | | | Submit Best-Practice Review  
<p>| | | | Prepare questions for David Etler and submit to discussion leader |
| <strong>WEEK 11</strong> | | | |</p>
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| Nov. 4        | • Podcasts          | • Welcome guest speakers David Etler and student producers of the Short Coat Podcast  
• Assign eNewsletter and Social Media Plan due Nov. 15  
• Read “The Future of Email Newsletters” by Nov. 6  
[https://www.oho.com/blog/future-email-newsletters](https://www.oho.com/blog/future-email-newsletters) |  
| Nov. 6        | • Blogs and eNewsletters  
• Harvest low-hanging fruit |  
| WEEK 12       |                        |  
| Nov. 11       | • Social Media        | • Present panel discussion  
• Instagram group presents  
• Facebook group presents |  
| Nov. 13       | • Social Media        | • Present panel discussion  
• Read “What Marketers Need to Know About Millennials and Print” by Nov. 18  
| Noon Nov. 15  | deadline             | • Submit eNewsletter and Social Media Plan |  
| WEEK 13       |                        |  
| Nov. 18       | • Print Still Exists  
• Circle back to historical examples and today’s applications of them  
• Read “Family Medicine: At the End of Life, the Doctor Becomes a Patient, the Scientist a Subject” by Nov. 20  
[https://www.newyorker.com/magazine/2019/03/11/family-medicine](https://www.newyorker.com/magazine/2019/03/11/family-medicine) |  
| Nov. 20       | • Your Career: Putting Together Your Portfolio  
• Workshop individual portfolios |  
| Noon Nov. 22  | deadline             | • Submit Group Podcast |  
| WEEKS 14 & 15 |                        |  
| Dec. 2        |                      | • Learn from classmates on their Content Marketing Plans for Start-up Businesses |  
| Dec. 4        |                      |  
| Dec. 9        |                      |  
| Dec. 11       |                      |  


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<tbody>
<tr>
<td>• In-class Presentations</td>
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<tr>
<td>TBD final exam deadline</td>
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<td>Final Project/Exam</td>
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