Course Goal and Objectives
The goal of this capstone course is to examine the practice of strategic communication through traditional and new media for the purpose of benefitting local organizations. This course marks your transition from student to professional. You will work as a team with a real-world client, and you will be evaluated on the quality, creativity and professionalism of your work product. Our work for this semester will be for the Richard E. Kerber Memorial HeartSafe Initiative.

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

• Constructively critique public relations and social marketing campaigns
• Identify and research appropriate target publics
• Set measurable goals and objectives, and develop tactics that align with campaign goals
• Conduct secondary and primary research to inform the development of campaign goals and materials
• Develop a professional relationship with a real-life client
• Work effectively with a team to produce professional-quality work
• Understand ethical principles and apply them in practice
• Explain the value of diversity, equity, and inclusion and cultural competence in strategic communication practice

SJMC Learning Outcomes
The School of Journalism and Mass Communication is committed to your academic and professional success. In line with this commitment, we have identified learning outcomes that every student should obtain by the time they earn a JMC degree. You can find more information about these learning outcomes here on the SJMC Website.

This course contributes to these learning outcomes by helping you develop strategic communication campaigns that engage effectively with diverse publics to achieve organizational goals. Achieving these outcomes means the ability to:
• Anticipate and recognize ethical issues when they arise and to reason through them taking multiple perspectives and contexts into account.
• Create and disseminate media messages in various forms.
• Access and analyze data, report facts accurately, research and edit information responsibly and in a manner commensurate with professional standards, and apply these concepts in a manner that is sensitive to audiences across all media.
• Produce media that serve the needs and interests of diverse communities and reflect their voices and experiences.
• Work with members of diverse groups to engage publicly over issues of community interest.

Course Materials
Assigned readings will be posted on the course ICON website. All readings for the week are to be completed by class on Tuesday, unless otherwise indicated.

Additional Reading
Students are expected to read news (local, national, and international) and industry and academic journals regularly. Higher levels of professional competence and authority demand not only awareness of current news events but also an applied understanding of how economic, political, and social trends affect the communication professions. Suggested resources include, but are not limited to, Journal of Public Relations Research, Public Relations Review, Public Relations Journal (http://www.prsa.org/prjournal/), and PRism (http://www.prismjournal.org). Other helpful practitioner-based resources include The Institute for Public Relations (www.instituteforpr.com), PRSA (www.prsa.org) and FPRA (www.fpra.org).

Course Requirements
Students are expected to attend classes, participate in class discussion, and submit all assignments on time. Late assignments and excessive absences result in lower grades.

Assignments – Individual Work

Situation Analysis (200 points)
Based on your initial discussion with your client and your own analysis of the organization and situation, you’ll write a report that describes the situation to be addressed in your campaign. You’ll also identify the target publics and suggest directions for future research.

Ethics Report (50 points)
You’ll read chapters from the book 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.

In-Class Assignments (100 points)
Most weeks, we will have in-class writing, case studies or other assignments (10 points each) that are meant to check your understanding of the reading for that week. It’s your responsibility to have reviewed the assigned readings and come prepared with notes and questions. In-class assignments will be graded as check plus (10 points), check (5 points), or missing (0 points) and must be completed in class. They cannot be made up because of absence for any reason, but I will drop the lowest three scores.
**Discussion Leader (50 points)**
Once during the semester you'll be asked to lead the class discussion. That means you'll carefully review the week’s readings and come prepared with questions and comments. These questions and comments will help us apply the readings to our client work or other current events and move the discussion forward. You'll also find an “In the News” example, a PR case from current events (meaning the last few weeks) for a brief discussion and critique. You'll share a brief reading with your classmates by the Friday before you serve as discussion leader. You can find a relevant example in newspapers, PR trade publications, on the PRSA website, etc.

**Professionalism (100 points)**
Your professionalism grade will be calculated based on attention and participation in class, particularly during workdays, in-class activities, or guest speakers, and your professional and equal participation in your group. Your group members will give feedback on your professionalism, and I'll take that into account when determining your professionalism grade. Personal use of devices in class (laptops, phones) and excessive tardiness will also affect your grade. I'll give you some brief feedback on professionalism so far at mid-term meetings.

**Assignments – Group Work**

**Research Report (150 points)**
Identify the target audiences for our class project, research these groups, and write a report about them. The report will include both primary and secondary research, and research reports will be used to develop the campaign. The entire class will work together to conduct research, and I may divide you into groups focused on different research questions or publics.

**Goals, Objectives, and Strategy: Client Pitch (50 points)**
Your group will develop campaign goals and up to three measurable objectives for each goal, along with message and action strategies. You'll pitch your campaign goals and strategy to the client.

**Final Report and Presentation (300 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 as well as strategies and tactics, and implementation and evaluation plans. During finals week, we will present the campaigns to the client. You will be graded on your report, your presentation, and your self-evaluations of your work for the semester.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points possible</th>
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<tbody>
<tr>
<td><strong>Individual work</strong></td>
<td></td>
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<tr>
<td>Situation analysis</td>
<td>200 points</td>
</tr>
<tr>
<td>Ethics report</td>
<td>50 points</td>
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<tr>
<td>Discussion leader</td>
<td>50 points</td>
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<tr>
<td>In-class assignments</td>
<td>100 points</td>
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<tr>
<td>Professionalism</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Group work</strong></td>
<td></td>
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<tr>
<td>Research report</td>
<td>150 points</td>
</tr>
<tr>
<td>Goals, objectives, strategy: client pitch</td>
<td>50 points</td>
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<tr>
<td>Final report and presentation</td>
<td>300 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
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**Grading Guidelines**

Final grades will be computed using the scale below (Please note: No A+). An A grade is reserved for exceptional work, B is above average, and C is acceptable.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 94%</td>
<td>A-</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83% - 86%</td>
<td>B</td>
</tr>
<tr>
<td>80% - 82%</td>
<td>B-</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73% - 76%</td>
<td>C</td>
</tr>
<tr>
<td>70% - 72%</td>
<td>C-</td>
</tr>
<tr>
<td>67% - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>63% - 66%</td>
<td>D</td>
</tr>
<tr>
<td>60% - 62%</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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**Course Expectations**

**Technology in Class**
The research is conclusive – using devices in class is distracting to you and your fellow students. Please, no devices (this means laptops, tablets, and smartphones) unless an assignment requires it.

**Workload**
Although you will have lots of time in class to work with your group, you are also expected to spend enough time outside of the classroom on the readings and assignments. The CLAS student workload guidelines advise that each semester hour of class time should entail around two hours each week of outside preparation for the average student. This means that in a 3-semester-hour course like this one, students should expect 6 additional hours of outside work per week on average.

**Attendance**
I will keep a record of your attendance and expect you to be here every day. I understand that some time during the term you may be sick or have an important obligation that keeps you from class. Let me know in advance when you can, but please note that all absences, for whatever reason, factor into your final grade as outlined below. My job is to evaluate your work in class, not to evaluate your reasons for missing it. However, if you find that a serious health or other problem is affecting your work, please talk with me—sooner rather than later—about how to handle course obligations. Also talk with me if a class meeting interferes with a religious observance. If you miss class, you are still responsible for any schedule changes announced. Check ICON and be in touch with a classmate to find out what went on in your absence.

- Missing 3 classes will lower your final grade to the next step down (e.g., B+ to B)
- Missing 4 to 6 classes will lower your final grade a full letter grade (e.g., B+ to C+)
- Missing 7 or more classes is grounds for failure
Assignments
Assignments are due at the time specified in the syllabus. If due dates change during the semester, those changes will be announced in class. Unless otherwise specified, you will upload your work to the assignment folder provided on the course ICON site. Assignments will go down by a full letter grade each day that they are late. An A assignment due during class that’s received at 5 pm on that day will earn a B, a C the day after, and a D the day after that.

I allow students to re-submit work within two weeks of receiving graded papers. You may use this option only for the individual assignments, not for group work. New assignments will be re-graded as long as students meet with me a week before the revised work is due and substantially revise the original work. There is no guarantee you’ll receive a better grade on a re-submitted assignment.

I run all assignments through plagiarism detection software available through ICON. The software makes a preliminary report available to you when you turn in the assignment. Please turn in your work with enough time to review this report. Students may unintentionally copy others’ work. However, since I cannot assess whether plagiarism is intentional or unintentional, all work that copies others’ words without proper attribution will be considered plagiarized and will receive an automatic zero. If you still have questions about what constitutes plagiarism, please make an appointment to meet with me.

A Note on Collaboration
Much of your work in this class is collaborative. Working with teams of people with different working styles and perspectives is common in the workplace. Learning to communicate and collaborate effectively is an important professional skill. Each student on a research team is expected to complete a similar amount of work and to contribute equally to the final project. Each student will complete a self-evaluation and a group evaluation, describing this equality or the lack of it during the group’s work. I may adjust your professionalism or final report grade based on your group members’ evaluations. Students who misrepresent themselves as equal partners in this collaborative project but who are actually letting others do the bulk of the work may be reported to the College for academic dishonesty. If you have questions or concerns about working with your group, please come to me early so I can help.

Online Communication
I am always happy to answer any e-mails with questions, comments or concerns. However, they should be sent through your Hawk e-mail account, as outlined in the CLAS policy. I will respond to your e-mail in a timely manner (within 24-48 hours). On weekends, e-mail responses might be slower. I expect to see proper e-mail etiquette. These are two good websites to guide you on proper way to write e-mails, not just for this class, but for the rest of your career:

http://www.career.vt.edu/jobsearchguide/email.html#dearwhom
http://owl.english.purdue.edu/owl/resource/636/01/
## Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic, Readings, Assignments</th>
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</table>
| **Week 1**  
27 & 29 August | Welcome, Introduction to strategic campaigns  
*Reading (for Thursday)*  
- Bobbitt, Chapter 2: An Overview of the PR Process  
*Tuesday:* Syllabus, self-assessment, introduce client and roles  
*Thursday:* Discuss reading, initial client meeting |
| **Week 2**  
3 & 5 September | Analyzing the situation  
Reading  
- Wedell-Wedellsborg, Are You Solving the Right Problems?  
- Smith, Step 1: Analyzing the Situation  
*Tuesday:* Introduce situation analysis assignment; discuss readings  
*Thursday:* Teams & roles |
| **Week 3**  
10 & 12 September | Target publics & intro to research  
Reading  
- Lee & Kotler, Chapter 4: Determining research needs and options  
- Hull  
*Tuesday:* Discuss reading  
*Thursday:* In-class research for situation analysis |
| **Week 4**  
17 & 19 September | Primary research, continued  
Reading  
- Bobbitt, Chapter 4: Planning: Primary research  
- Hobbs, Pepsi’s Ad Failure  
*Tuesday:* Research questions and planning; introduce Research Report  
*Thursday:* **Situation analysis draft discussion**  
**Final Situation Analysis due to ICON by Friday, 9/20, at 5 pm** |
| **Week 5**  
24 & 26 September | Diverse publics  
Reading  
- Toth, Diversity and Public Relations Practice  
- Bulleit Group: Yes, Diversity Can Avert Crisis  
*Tuesday:* Discuss readings, Research Report assigned  
*Thursday:* Analyzing research results |
<table>
<thead>
<tr>
<th>Week 6 1 &amp; 3 October</th>
<th>Goals &amp; objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Smith, Step 4: Establishing Goals &amp; Objectives</td>
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<tr>
<td><strong>Tuesday:</strong> Discuss reading; introduce Goals &amp; Objectives assignment</td>
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<tr>
<td><strong>Thursday:</strong> Work on research report</td>
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<tr>
<th>Week 7 8 &amp; 10 October</th>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Lee, Kotler, Chapter 13: Promotion</td>
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<tr>
<td><strong>Tuesday:</strong> Discuss action and message strategies</td>
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<tr>
<td><strong>Thursday:</strong> Flex day</td>
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<table>
<thead>
<tr>
<th>Week 8 15 &amp; 17 October</th>
<th>Research report presentations</th>
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<tbody>
<tr>
<td>Reading</td>
<td>TBD</td>
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<tr>
<td><strong>Tuesday:</strong> Flex day</td>
<td></td>
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<tr>
<td><strong>Thursday:</strong> Research report presentations</td>
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<tr>
<td><strong>Final research report due to ICON by Friday, October 18</strong></td>
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<tr>
<th>Week 9 22 &amp; 24 October</th>
<th>Pitching</th>
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<tbody>
<tr>
<td>Reading</td>
<td>Heath, Introduction, Made to Stick</td>
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<td></td>
<td>TBD professional development reading</td>
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<tr>
<td><strong>Tuesday:</strong> Watch “The Pitch”</td>
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<tr>
<td><strong>Thursday:</strong> Elevator pitches in-class assignment</td>
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<tr>
<td><strong>Goals, Objectives and Strategies due to ICON by Sunday, October 27</strong></td>
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<table>
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<tr>
<th>Week 10 29 &amp; 31 October</th>
<th>Ethics</th>
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<tbody>
<tr>
<td>Reading</td>
<td>Trust Me, I’m Lying chapters</td>
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<td></td>
<td>PRSA Code of Ethics</td>
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<tr>
<td><strong>Tuesday:</strong> Client pitches (tentative)</td>
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<tr>
<td><strong>Thursday:</strong> Ethics case study (Ethics Report due to ICON by the start of class, October 8)</td>
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| Week 11  
5 & 7 November | Tactics  
Readings  
• Smith, Step 7: Selecting Communication Tactics  
*Tuesday:* Discuss reading  
*Thursday:* Tactics brainstorming |
|-----------------|---------------------------------------------------------------|
| Week 12  
12 & 14 November | Implementation  
Readings  
• Smith, Step 8: Implementing the strategic plan  
*Tuesday:* Discuss readings  
*Thursday:* Flex day |
| Week 13  
19 & 21 November | Evaluation  
Readings  
• Hull  
• Smith, Step 9: Evaluative research  
*Tuesday:* Discuss readings  
*Thursday:* Flex day |
| Week 14  
26 & 28 November | Thanksgiving break |
| Week 15  
3 & 5 December | Work days  
*Tuesday:* Work on final report – set up appointment with Rachel  
*Thursday:* Work day  
**Draft of Complete Report Due to ICON on Sunday, December 8** |
| Week 16  
10 & 12 December | Draft revisions, practice presentations  
*Tuesday:* Discuss comments on draft -- set up appointment with Rachel  
*Thursday:* Practice presentations, wrap-up |
| Finals Week | **Final client presentation and final report due to ICON**  
**TBD** |
THE IOWA DOZEN

We learn:
- to write correctly and clearly; to conduct research and gather information responsibly; to edit and evaluate carefully; to use media technologies thoughtfully; to apply statistical concepts appropriately

We value:
- First Amendment principles for all individuals and groups; a diverse global community; creativity and independence; truth, accuracy, fairness, and diversity

We explore:
- mass communication theories and concepts; media institutions and practices; the role of media in shaping cultures

University/CLAS Policies

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 their course absence policies, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, unavoidable circumstances, or University authorized activities (https://clas.uiowa.edu/students/handbook/attendance-absences). Students may use this absence form to aid communication; the instructor will decide if the absence is excused or unexcused (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 the College of Liberal Arts and Sciences. 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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@uiowa_sjmc

www.linkedin.com/school/19128785
I have read the syllabus and the description of academic dishonesty, and understand that I am responsible for the information contained within those documents. I also understand and accept course policies on collaboration, assignments, attendance, and plagiarism.

(Print your name)       (date)

(Signature)

(University e-mail address)

(Phone number where you can be reached this semester)