Digital Strategic Communication
Spring 2019 JMC:5243:0EXW

Instructor: Eric D. Nelson
Phone: (515) 571-2698 (text anytime, call only between 5:30-8 p.m. M-F)
Email: eric-nelson@uiowa.edu
DEO Contact Information: David-Ryfe@uiowa.edu

Course Meeting time: 5:30-8 p.m. Mondays

Required Course Materials:

Course Description:
Focusing copy to a targeted audience to move them to action; multiple platforms where copywriting can appear; learn how professional copywriters craft motivational, persuasive messages and continuously refine their skills; build copywriting skills through weekly exercises, peer reviews, and a final portfolio.

Learning Objectives:
- Leverage skills developed in previous writing courses.
- Sharpen persuasive writing skills through repetition and review.
- Understand the skills needed to fulfill the responsibilities of a copywriter.

Guest speakers
This course will, at times, welcome guest speakers into the virtual classroom to discuss their professional and personal experiences with copywriting and associated experience. Appearances are subject to the speakers' availability, but students will be given advance notice of guest speaker attendance. Content will include a structured but relaxed question-and-answer with the instructor, as well as Q&A with students, so please come prepared with questions and thoughts.
Grading Criteria:
Total available points: 291

In-class attendance: Please make all efforts to attend every class session. Two (2) points per session for 14 sessions. Total points: 28

In-class participation: During each class, students will be given multiple opportunities to participate in discussions and reading reflections. These opportunities are worth 2 points per session for 14 sessions. Total points: 28

Workshops: We will spend 30 minutes per class period working in small groups to write original pieces based on sample creative briefs provided by the instructor. All workshops will be based on this sample campaign brief: http://www.scribd.com/doc/8960473/Vaseline-Intensive-Rescue-Creative-Brief. A downloaded version is available on ICON > Content. Six (6) points per workshop for 10 sessions. Total points: 60

Presentations: Most class sessions, one or two students will be assigned to bring a copywriting example from the “real world” and give a 10- to 15-minute presentation (which includes time for Q&A) on the effectiveness of the copy in the example. Examples can range from slogans to ad headlines to TV commercials to anything online, but students should strive to include multiple pieces from one campaign. During research, the student should make efforts to discover the agency behind the campaign and learn about its production. Presenters will lead the class in a brief discussion; one method would be to provide 1-2 questions for peers to answer. Be prepared to work with instructor to share examples on screen in the virtual classroom setting. Total points: 10 for one session.

Final Project: Your final project for this course will be a portfolio of copywriting elements you have produced throughout the class. A number of copywriters state that, due to a lack of formal training for the field, they gain experience and (im)prove their skills through building a lifelong portfolio. This project speaks to that process.

- You will be required to choose a campaign to share in Week Four, some project from your current job or your home business or your hobby for which you can write ad headlines, slogans, radio scripts, social media posts, e-mail subject lines, unique selling propositions and more. The elements you choose to write should be based upon which will most effectively reach your target audience. Please summarize that campaign in the form of a campaign brief; a great template can be found here: https://web.archive.org/web/20160223004759/http://www.marketingdonut.co.uk/marketing/advertising/press-and-directory-advertising/writing-a-brief-a-template-for-briefing-copywriters-and-designers Due: 5 p.m. Sunday, Feb. 3. Subtotal: 15.

- Following your campaign brief, you will write your first draft for the assigned platform(s). First drafts must be completed by 11:59 p.m. Thursdays. You will receive five (5) points for writing your first drafts. First drafts will be written into a discussion forum thread designated for each piece, which will allow your peer to provide a review in the form of a reply to your post. Five (5) points per first draft, nine (9) pieces. (Zero points will be rewarded for late assignments, as that affects the next step, below.) Subtotal: 45.

- You will also be required to peer review your fellow students’ first drafts, one per week. Instructor will assign those peers on a weekly basis. You will review others’ first drafts based on a rubric and add your comments onto the individual’s web page for them to take into consideration. Persuasive writing – and persuasion in general – is a subjective thing, and so
you will benefit from the act of reviewing and by receiving both those peer reviews and the reviews of your instructor. One thing to keep in mind: These aren’t a “grade” for your fellow student, but more of a chance to recommend improvements to your classmates’ pieces in a constructive way. Peer reviews are due by 5 p.m. Sundays. You will receive five (5) points per peer review, nine (9) peer reviews. (Zero points will be rewarded for late reviews, as that may affect your fellow students’ timing on the next step.) (Side note: In a perfect world, everyone’s first drafts will be available for your review on time. If that is not the case, please email the instructor for an alternate assignment. You will not be punished by another student’s tardiness.) Subtotal: 45.

Please use the following rubric for your peer reviews; these points do not affect your peer’s grade nor your grade, but they do provide a scale by which you can review your peer’s work:

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<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Grammar is perfect.</td>
<td>Grammar needs minor revising.</td>
<td>Grammar needs near-total revising.</td>
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<tr>
<td>Energizing grammatical liberties</td>
<td>Where grammar is imperfect, it is exciting to read.</td>
<td>Where grammar is imperfect, it attempts to be engaging.</td>
<td>Where grammar is incorrect, liberties miss the mark. Reconsider or revise.</td>
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<tr>
<td>Persuasiveness</td>
<td>Copy is very persuasive.</td>
<td>Copy could be more persuasive with revision.</td>
<td>Copy is not persuasive.</td>
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<tr>
<td>Appropriateness for target audience</td>
<td>Copy speaks perfectly to targeted audience.</td>
<td>Revisions would help copy resonate with target audience.</td>
<td>Copy would not resonate with target audience.</td>
</tr>
<tr>
<td>Further comments</td>
<td>Make recommendations as you wish</td>
<td>Make recommendations as you wish</td>
<td>Make recommendations as you wish</td>
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- Upon completion of all first drafts and subsequent peer reviews, you will compile your final portfolio items:
  - your creative brief (15 points),
  - your nine first drafts (45 points),
  - the nine peer reviews you received so we can trace your revisions (45 points),
  - your nine final drafts, due as a part of this final portfolio, with reviews taken into consideration (9 pieces graded on a scale of 0-5 for proof of improvement; max subtotal: 45 points),
  - and supplement this with a 200- to 250-word reflective essay that reflects on what you learned through this process and how you might apply it to your professional life, home business, hobby, etc. Subtotal: 15.

All elements must be submitted in Word document format (.doc, .docx); expect to copy your first drafts and the peer reviews you receive from the Discussion Forum and paste them into Word for the purpose of this portfolio. Final portfolios are due at 11:59 p.m. Monday, May 8. Total points: 165.
Participation and attendance policy:
Attendance for this course is required and expected. A portion of your final grade will be determined by your attendance and participation both during class and in the virtual space. No attendance credit will be given for missed classes under any circumstance; please give instructor advance notice if possible by sending an email with “ABSENCE” in the subject line.

Participation credit may be earned for missed classes by e-mailing the instructor with notes and responses to class recordings (available on ICON under UICapture Recordings) prior to the following class’s start time.

Workshop credit may be earned for missed classes by posting your one-person workshop by 5 p.m. the Sunday prior to the following class’s start time. Please see point breakdown below to understand grading procedure on a weekly basis.

Assignment deadlines and late work policy:
Late assignments will be eligible for lost points:
- Late creative brief: zero points
- Late first drafts: zero points
- Late peer reviews: zero points
- Late workshops: If you attend class, your workshop is due that night. If you miss a class, you’ll be given until 5 p.m. the Sunday prior to the next class to complete your workshop, and anything after that time will result in zero points.
- Late presentations: All efforts should be made to work with the instructor to present on your assigned date; schedule conflicts should be addressed immediately. If no presentation is given during the semester: zero points.
- Late final project: zero points for yet-to-be-graded components (final drafts, reflective essay)

Email Policy:
Instructor checks U Iowa email daily, and response time should be within 24 hours. If you have not received a response and require one quickly, please text instructor at (515) 571-2698. Instructor cannot review assignments prior to due date but is able to answer questions prior to submission.

Student Resources
IT Email: doe-technsupport@uiowa.edu
ICON Student Guide and Technical Resources

Student Zoom Accounts
University of Iowa Writing Center

Grading Scale:
A 94-100  A- 90-93  B+87-89  B 83-86  B- 80-82  C+ 77-79  C 73-76  C-70-72  D+ 67-69  D 63-66  D- 60-62  F 59-
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Work/reading due prior to class</th>
<th>Class discussion topic</th>
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<tr>
<td><strong>Week 1</strong>&lt;br&gt;1/14</td>
<td>n/a</td>
<td><strong>Welcome</strong>&lt;br&gt;Introductions and syllabus&lt;br&gt;The Power of Words: <a href="https://www.youtube.com/watch?v=Hzgzim5m7oU">https://www.youtube.com/watch?v=Hzgzim5m7oU</a></td>
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<tr>
<td><strong>Week 2</strong>&lt;br&gt;1/21</td>
<td>n/a</td>
<td>No class – Martin Luther King, Jr. Day</td>
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<td><strong>Week 3</strong>&lt;br&gt;1/28</td>
<td>Strunk &amp; White, pp. ix-85.&lt;br&gt;Rhetorical devices: <a href="https://examples.yourdictionary.com/examples-of-rhetorical-devices.html">https://examples.yourdictionary.com/examples-of-rhetorical-devices.html</a>&lt;br&gt;Goodreads.com on “Hit Makers” – just the entry (albeit long one) starting with “It is the simplest phrase you can imagine”: <a href="https://www.goodreads.com/work/quotes/51532518-hit-makers-the-science-of-popularity-in-an-age-of-distraction">https://www.goodreads.com/work/quotes/51532518-hit-makers-the-science-of-popularity-in-an-age-of-distraction</a>&lt;br&gt;Strunk &amp; White publisher’s description blurb (<a href="#">ex. 1</a> <a href="#">ex. 2</a>)</td>
<td><strong>Presentation:</strong> Instructor’s presentation example&lt;br&gt;<strong>Reading reflection:</strong> Strunk &amp; White, pp. ix-85; The Power of Words “&lt;br&gt;<strong>Lecture:</strong> Persuasion: Why we sometimes need to write to sell&lt;br&gt;• Start With Why: <a href="https://www.youtube.com/watch?v=u4ZoJKF_VuA">https://www.youtube.com/watch?v=u4ZoJKF_VuA</a>&lt;br&gt;• Also: To know the rules is to be able to break them. (Let’s review rhetorical devices.)</td>
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<td><strong>Week 4</strong>&lt;br&gt;2/4</td>
<td>Bly, pp. 37-120</td>
<td><strong>Presentations:</strong> Lindsey and Erin&lt;br&gt;<strong>Reading reflection:</strong> Bly, pp. 37-120&lt;br&gt;<strong>Lecture:</strong> You can’t focus your message without a targeted audience&lt;br&gt;• Must-haves: Personas, swipe files, campaign briefs&lt;br&gt;<strong>Workshop 1:</strong> Campaign positioning statement and three (3) Facebook Ad headlines (25-character max each) for mock campaign</td>
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<td><strong>Week 5</strong>&lt;br&gt;2/11</td>
<td>Bly, pp. 1-36&lt;br&gt;<a href="#">The Brand Brief Behind Nike’s Just Do It Campaign</a>&lt;br&gt;Campaign brief (Due 5 p.m. 2/10)</td>
<td><strong>Presentations:</strong> Betsy and Mary&lt;br&gt;<strong>Reading reflection:</strong> Bly, pp. 1-36&lt;br&gt;<strong>Lecture:</strong> Headlines: Grab them so they won’t want you to let go&lt;br&gt;• Also: Body copy and calls to action&lt;br&gt;• Also: Jerry Seinfeld on <a href="#">how to write a joke</a>&lt;br&gt;<strong>Workshop 2:</strong> Print ad for mock campaign&lt;br&gt;• Headline, body copy, call to action, and how it’s organized</td>
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| Week 6 2/18 | Bly, pp. 121-148 | Print ad copy, organized  
(First draft: 11:59 p.m. 2/14; peer review: 5 p.m. 2/17) | Presentations: Savannah and Hillary  
Reading reflection: Bly, pp. 121-148  
Lecture: Sales copy: Arm your co-workers with a knockout message  
- Also: Songs, songwriters, and delivering on a promise  
- Name a Beatles song and we’ll analyze it  
- Oooh, and Journey’s “Don’t Stop Believin’”  
Workshop 3: Product brochure for mock campaign  
- Front flap headline, body copy, call to action, and how it’s organized |
| Week 7 2/25 | Bly, pp. 173-202 | Sales material copy, organized  
(First draft: 11:59 p.m. 2/21; peer review: 5 p.m. 2/24) | Guest speaker: Amy Posner, amyposner.com  
Presentations: Carly and Johnna  
Reading reflection: Bly, pp. 173-202  
Lecture: No lecture tonight  
Workshop 4: Direct mail piece |
| Week 8 3/4 | Bly, pp. 149-172 | Direct mail piece  
(First draft: 11:59 p.m. 2/28; peer review: 5 p.m. 3/3) | Presentations: Gaylene and Dale  
Reading reflection: Bly, pp. 149-172  
Lecture: Public relations: Writing for the soft sell  
Workshop 5: Press release for mock campaign  
- Headline, lede paragraph, copy, call to action, boilerplate |
| Week 9 3/11 | Bly, pp. 203-228 | Press release  
(First draft: 11:59 p.m. 3/7; peer review: 5 p.m. 3/10) | Presentations: Liz and Elliot  
Reading reflection: Bly, pp. 203-228  
Lecture: Television and radio: the holy grails  
Workshop 6: Slice-of-life TV commercial script for mock campaign |
| Week 10 3/18 | n/a | No class  
Spring Break |
| Week 11 3/25 | Bly, pp. 229-259 | TV commercial script  
(First draft: 11:59 p.m. 3/21; peer review: 5 p.m. 3/24) | Presentations: Steve and Jenni  
Reading reflection: Bly, pp. 229-259  
Lecture: Landing pages: Where online browsers become converts  
Workshop 7: Landing page copy for mock campaign (all relevant elements) |
| Week 12 4/1 | Bly, pp. 260-285 | Landing page copy, organized  
(First draft: 11:59 p.m. 3/28; peer review: 5 p.m. 3/31) | Presentations: Sarolta and Sidney  
Reading reflection: Bly, pp. 260-285  
Lecture: Emails: Land in their inbox and wow them down the funnel  
Workshop 8: Email copy for mock campaign  
- From name, subject line, preheader text, body, call to action |
| Week 13 4/8 | Bly, pp. 286-312  
Email copy, organized  
(First draft: 11:59 p.m. 4/4; peer review: 5 p.m. 4/7) | Guest speaker: Lianna Patch, Punchline Copy  
Presentations: Derek  
Reading reflection: Bly, pp. 286-312  
Lecture: Social media: Don’t trust your Millennial kid brother with these tools  
Workshop 9: Three Facebook posts that point users to a landing page, for mock campaign |
| Week 14 4/15 | Three Facebook Image Ads  
(First draft: 11:59 p.m. 4/11; peer review: 5 p.m. 4/14)  
For this workshop, bring in a list of 3-4 things you’ve purchased this week. | Guest speaker: Joel Klettke, Business Casual Copywriting  
Presentations (if needed):  
Lecture: No lecture tonight  
Workshop 10: More of a “fun” workshop – Break into small groups, share your “shopping lists,” choose an item to research, and find as many advertising campaign elements as possible for that product, from print to social to video, and develop a 5-minute presentation on what worked best in your opinions and why. |
| Week 15 4/22 | n/a | No class  
Please sign up via ICON for a 10-minute help session with your instructor if you choose to, need help or have questions |
| Week 16 4/29 | n/a | No class  
Please sign up via ICON for a 10-minute help session with your instructor if you choose to, need help or have questions |
| Finals 5/6 | | No class  
Final portfolio due 5 p.m. Sunday, May 5 |
University of Iowa Teaching Policies and Resources

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 Academic Policies Handbook at https://clas.uiowa.edu/students/handbook.

Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences (Operations Manual, III.15.2).

Accommodations for Disabilities
The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which includes but is not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See https://sds.studentlife.uiowa.edu/ for information.

Nondiscrimination in the Classroom
The University of Iowa 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, or visit diversity.uiowa.edu.

Academic Honesty
All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

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

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 Office of the Sexual Misconduct Response Coordinator 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. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.