

# JOUR 640: Strategic Campaigns

## *Fall 16*

Tuesday & Thursday, 9:30-10:45 am  
Stauffer-Flint Hall, Room 206

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## SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for

Jour 640, FALL 2016.

My class meets on \_\_\_\_\_(days) at \_\_\_\_\_(time) in room \_\_\_\_\_.

I have read the syllabus (either in paper or online), and I understand the classroom policies, instructor's expectations, and rules (e.g., technology and text requirements, grading system, attendance policy, academic integrity policy, assignment responsibilities, test policies, etc.) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation.

I understand that I am responsible to complete all homework assignments, quizzes/in-class assignments, and written projects by the due dates as outlined in the syllabus.

I agree to be prepared for and attend class each day and on each scheduled test day.

PRINT NAME \_\_\_\_\_

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_

### Student Consent Form – Sharing Course Work

I randomly select several students whose work is copied and included in an archive of student work that I keep for this course. That archive is important to my continued reflection on how well students are learning in my courses. In addition, I may develop a course portfolio in which I write about the quality of student performance that is generated in the course. These examples are a very important piece of my work that I show to other professors to indicate how much and how deeply students are learning. Once a course portfolio is completed, it can also be made available to a wider audience of professors on a public web site on teaching and learning in higher education ([www.cte.ku.edu/portfolios](http://www.cte.ku.edu/portfolios)).

This form requests your consent to have your work possibly included in discussions of understanding for future students and in any versions of my writing about teaching in a portfolio, at a conference, or in a publication. There is only a small chance your work would be randomly included in my private archive for any assignment, but I ask all students for their permission should that be the case. Note that you have the choice to have your work be anonymous or have your name be part of the work.

*Please check the following designated purposes (if any) to which you give your consent:*

\_\_\_\_\_ I am willing to have copies of my coursework available so later students can use it for preparation.

\_\_\_\_\_ I am willing to have copies of my coursework included in my professor's course portfolio.

\_\_\_\_\_ I am willing to have copies of my coursework included in public presentations or publications.

*Please check one of the following:*

\_\_\_\_\_ I wish to have my name remain on any work that is used.

\_\_\_\_\_ I wish to have my name removed on any work that is used.

*Additional restrictions on the use of my texts (please specify):*

Print Name \_\_\_\_\_ Date \_\_\_\_\_

Phone Number (    ) \_\_\_\_\_ Email \_\_\_\_\_

Course Title \_\_\_\_\_ Professor \_\_\_\_\_

By signing below you give your permission that work you produce for this course may be used with the restrictions and for the purposes you indicated above. You understand that your grade is *NOT* connected in any way to your participation in this project, and I will not receive the list of students who have given permission to have their work shared until after I have turned in the grades for the course. Your anonymity will be maintained unless you designate otherwise. Finally, you understand that you are *free to withdraw consent at any time*, now or in the future, *without being penalized*.

Signature \_\_\_\_\_

Please address questions to: Professor Yvonne Chen, School of Journalism, 785-864-0613,  
[y.chen@ku.edu](mailto:y.chen@ku.edu).

## **COURSE DESCRIPTIONS**

As the capstone course in the strategic communication track, Strategic Campaigns is designed to bring together the concepts and hands-on skills learned in earlier classes. The heart of this class is critical thinking, analysis, and creative problem solving skills. Students will work with team members to identify client challenges, to recommend specific strategic communication objectives, to conduct secondary and primary research to investigate issues relevant to client's concerns, to create an original and innovative strategic communication campaign to address client's needs, and to offer evaluation solutions to assess campaign effectiveness. Campaign materials produced may be used in student portfolios as examples of professional capabilities. Students are expected to demonstrate professional work ethic when working with client, team members, and contacts, and to learn how to communicate effectively and efficiently using various communication tools and methods.

## **COURSE OBJECTIVES: WHAT WILL YOU LEARN?**

- To identify and solve a client's marketing challenges and objectives by working with client closely and professionally throughout the process
- To apply skills that you already know, and to obtain other necessary skills, in order to create an effective campaign
- To develop an effective strategic communication campaign that addresses client's marketing objectives based on critical analysis and evaluation of research findings and strategic message planning
- To identify measures to evaluate campaign effectiveness once it is implemented
- To communicate research results and the strategic planning process clearly, concisely, and effectively in the format of written report, oral communication, and visual presentation to the client
- To provide proactive and constructive feedback through team collaborations and peer evaluations

## **COURSE STRUCTURE**

Given that you are an expert in all things related to strategic communication, we won't have extensive lectures in this course. Instead, we will have discussions and group consultations. (If, however, there are some concepts related to research methods and executions that you are struggling, I will make necessary changes to the syllabus and conduct an overview with the whole class.)

Your teams will spend approximately 200 hours outside of the class to develop campaigns. The frequency of meetings increases during the final month of the semester. Please be cautious about avoiding commitments that will reduce your ability to work with your team to bring your campaign together in the final stages.

Finally, to streamline our campaign process, each group will join a shared Dropbox Folder where reading materials and assignment guidelines will be shared. (Note that your grade will still be updated via Blackboard.)

## STRATEGIC CAMPAIGNS STAGES

	Aug		Sept				Oct				Nov			Dec		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Stage I: Exploration</b>																
Step 1: Group Contract	x	x														
Step 3: Research section draft-- situation analysis + secondary research	x	x	x	x					x	x	x	x	x	x	x	
Step 3: Research section draft-- primary research			x	x	x	x			x	x	x	x	x	x	x	
<b>Stage II: Development</b>																
Section 4: SWOT analysis					x	x			x							
Section 5: Planning document						x	x	x	x	x						
<b>Section III: Execution</b>																
Step 6: Executions							x	x	x	x	x	x	x	x	x	
Step 2: Executive summary													x	x	x	
Step 7: Predictions & Evaluations													x	x	x	
Step 8: Budget summary													x	x	x	
Presentation															x	x

## KEYS TO SUCCESS IN CAMPAIGNS—FOR INDIVIDUALS AND TEAMS

In Campaigns, you will work collaboratively with team members who have different personalities, skills, strengths, and weaknesses. To help get the campaign process started, your team will set a goal and write down your value statement in your group organization contract (Step 1). While this activity helps initiate team building process, years of teaching experience have taught me keys to successful (and not-so-successful) team collaborations. Here are some keys points to help you become successful in Campaigns and make this course an enjoyable experience for you. (Keep in mind that your team may develop additional pointers throughout the semester.)

Always keep in mind: **You are what you do, not what you say you'll do.**

- **Key 1:** Know thyself by identifying your individual strengths, personality, communication style, and areas for improvement
  - In a team-based environment, you may need to adjust how you work (e.g., your communication style) to facilitate smooth collaboration and contribute meaningfully to a team project.
  - Keep learning and adapting: It will help you thrive in Campaigns and everything else you do.
  - In such an environment, each member will need to *standardize* the writing (e.g., providing a style guide so everyone is on the same page) and organization process (e.g., method of communication and consistent communication channels).
- **Key 2:** Understand each member's roles and responsibilities
  - Each team has an Account Executive, Research Director, Creative Director, Advertising/PR director(s), and Presentation Director. Each role is heavily interconnected and dependent upon one another. Don't disappoint yourself and each other.
  - Each member is expected to contribute to each aspect of the campaign, even though it may not be her/his primary responsibilities.
  - A successful campaign is the result of total team effort in which each member contributes more than her/his share.
  - Create and constantly update a to-do list for each member using any management software, for example, could help your team (and Account Executive) manage each person's responsibilities.
- **Key 3:** Creativity, innovation, and diverse viewpoints are expected. You will disagree with each other—and that's just a part of the process. And don't forget to have fun!
- **Key 4:** Be respectful and accountable (e.g., be always on time, never miss a meeting, and contribute meaningfully to a group project).
  - Texting or getting otherwise distracted during team meetings, for example, will leave a bad impression.
  - Not pointing out unsatisfactory performance (e.g., unedited work, incoherent thoughts, etc.) and tolerating bad behaviors (e.g., missing meetings and deadlines

without explanations, ghosting, and being unprofessional) will decrease the quality of your campaign.

- **Key 5:** Professional quality is expected; therefore, multiple revisions are essential. If Hemingway could write 47 endings for his masterpiece, *A Farewell to Arms*, well, we (who are not Nobel and Pulitzer prize winners) don't really have any excuse for not re-writing and editing to get it right.
  - Put your ego aside.
  - Visiting with our editing center staff is always a good idea.
  - Typos, offensive language or visuals (disrespectful to our client, sexually suggestive, sexist, racist, homophobic, rude, etc.) are not acceptable and will likely result in a zero.
- **Key 6:** Help each other grow by providing proactive (and constructive) feedback while being respectful. Critiques are expected and are a part of the professional world. But don't forget to praise when someone has done a good job.
  - Any critiques should include suggestions for improvement.
  - Don't take critiques personally. Otherwise, you will not make it in the industry.
- **Key 7:** Communicate openly, honestly, respectfully, regularly and effectively using various communication methods and tools.
  - Set a goal for each team meetings in an agenda and strive to accomplish the goal. Having a timeline (e.g., Gantt chart) could help manage a project.
  - Face-to-face meetings for updates and progress are always crucial as key messages are not lost in translation. When your team members speak, listen carefully and attentively.
  - Utilizing multiple communication methods, such as group text messaging (e.g., GroupMe, Voxer), Project management software, Skype, G-Chat, Google Calendar, Google Drive, Dropbox, and other tools, will also help your group manage multiple moving pieces.
- **Key 8:** Start early. Keep in mind that good persuasive messages are based on sound strategies, which come from solid research, thinking, and multiple iterations. Good ideas also need time to develop and mature, so *start early*.

## MY FINAL WORDS ON GROUP PROJECTS

Each group is given the latitude to manage its own affairs. I believe this is the best way to learn and grow. Account Executives from each group could freely contact our client for questions. Although I am willing to provide advice and act as a sounding board for ideas, it is up to each group to choose its own direction. I will meet with groups on a regular basis throughout this process. However, group members (as a whole or individually) may schedule appointments with the professor at the times listed on this syllabus. I welcome any questions you have!

It is vitally important that every member of the group contributes to the total effort. Each student in the group will receive the same grade for group assignments. However, each student will be judged individually on his or her professionalism and group participation. To recognize individual extra effort and to penalize an individual's failure to do one's fair share, grades

awarded in connection with the group term project may be subjected to a *performance adjustment* (see my formula) based upon student evaluations and other information deemed appropriate by your professor. When such an adjustment occurs, an individual's grade may rise or fall from the group's base grade. Persons penalized as a result of this evaluation can face more severe grade reductions on subsequent group assignments if their personal performances do not improve. (See "Academic Misconduct" below.) Persons wishing to appeal a performance adjustment must do so in writing within one week of receiving the grade in question.

## READINGS

There is no textbook in this course. You are encouraged to follow professional marketing sources, trade publications, and businesses (e.g., Ad Age, AdWeek, PRDaily, *the NY Times*, etc.) on social media so that you are learning on a constant basis.

## SOFTWARE SKILLS NEEDED

InDesign, Illustrator, Photoshop and other software skills are required to make your Campaigns design standout. Take advantage of the online tutorials and in-person workshops that J-School provides (<http://www.jourtech.dept.ku.edu/>), free of charge.

## COMMUNICATIONS

The University of Kansas email account (@ku.edu) will be used as a primary vehicle for official communications including announcements of any changes in the course schedule or assignments.

Email is the best way to reach me out of scheduled office hours. I will typically respond in 24-36 hours from Monday to Friday. Use basic etiquette (e.g., appropriate salutation/title, signature) – I don't want your email to get lost in my inbox, and it's hard to answer your email if I don't know who you are. Read this on how to email your professor:

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.d37ptc7ag>



## COURSE REQUIREMENTS & ASSIGNMENTS

*(Unless otherwise noted, all of the assignments will be submitted to shared Dropbox folder.)*

### ***Individual Term Project***

#### **Class attendance & professionalism (100 points)**

This category covers class attendance, participation in class discussion, professionalism, and initiatives on class/group collaboration. Regular class attendance and active participation in class projects are essential in this course, as much of campaigns work will happen in class. Also, for this portion of your course grade, I will take into account of your contributions to improving or facilitating collaboration among class/group members on campaign projects.

#### **5~8 questions for our client (50 points)—More instructions to follow**

#### **Online peer evaluation (90 points—30 points for filling out each evaluation)**

You and your group members will evaluate one another on the categories specified below at **three** different times in the semester.

- Relevant task knowledge
- Contribution of quality ideas
- Participation in team meetings
- Dependability/follow-through
- Cooperation/relationship/attitude
- Taking initiative
- Facilitating communication

#### **Critique of plansbooks (30 points)**

You will have an opportunity to read a couple of plans books created by previous classes. This assignment is designed to help you become more familiar with the scope of the campaigns process and to further nurture critical and analytical thinking. You need to submit a short report (no more than 3 pages, double-spaced, 1 inch margin on all sides) summarizing strengths and weaknesses of the plans books assigned to you. **Submit the assignment on Blackboard.**

The issues you should discuss in your critique include, but are not limited to:

- What is the key objective of this campaign?
- To what extent does the campaign meet the objective and speak to the target audiences?
- What are the main strengths and weaknesses of the campaign? How would you evaluate the campaign?
- Are there any major holes in their arguments?

- What would you do differently if you were asked to come up with a campaign for the client?

### ***Account Executive's Weekly Briefing (80 points)***

**By midnight of every Friday**, each Account Executive will **email** Dr. Chen ([y.chen@ku.edu](mailto:y.chen@ku.edu)) a weekly briefing (**cc every team member**). The Account Executive will submit 16 weekly briefings this semester.

- Please **include your agency name in your title and weekly briefing number** (e.g., 785 Innovative Communication, Weekly Briefing 1)
- **The briefing should account for the actions of each member of the group.** Each person, including the Account Executive, must be identified by name.
  - To help the instructor understand the group's overall progress, the Account Executive is encouraged to include a timeline (e.g., Gantt chart) explaining the group's overall progress and tasks that each member of the group is undertaking.
- **The briefing should include any significant findings, problems or issues** encountered by the group during the week.
- The briefing is also an opportunity for the group to **ask** the instructor any **questions** that it may have about the assignment
- Each briefing must be a **minimum 150 words**.
- Briefings not received **by the midnight Friday deadline** will not be accepted and will receive a grade of zero.

### ***Group Term Project***

The campaigns project is the most important component of this course. Each group is required to develop a communication campaign on behalf of a real client. This semester's client will be announced in class early during the semester. Each student will be assigned to a group consisting of approximately five to six individuals. Consider your group a professional communications agency and develop mechanisms to effectively manage the group.

There are two major elements to the campaigns project: (i) plansbook and (ii) client presentation, in addition to two small assignments. *More details will be shared.*

Your plans book will be graded in stages.

Plans book:

- Step 2: Executive summary & introduction
- Step 3: Research section draft
- Step 4: SWOT analysis
- Step 5: Planning section draft
- Final plans book (including introduction, executive summary, budget, prediction and

evaluation)

- Final client presentation

Other assignments:

- 5-8 questions for the client's visit
- One-pager (campaign strategic plan) for client update meeting

## SUMMARY OF ASSIGNMENTS AND EVALUATIONS

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### Individual Term Project

Class attendance/Professionalism	100 points
5-8 questions for the client's visit	50 points
Online peer evaluations	90 points
Critique of plansbooks	30 points

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### Account Executive's Weekly Briefing

Account Executives' Weekly Briefing due midnight, every Friday (16 briefings, 5 points each)  
80 points

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### Group Term Project

Step 1: Group Organization Contract	50 points
One-pager for client update meeting	50 points
Step 3: Research Section Draft	100 points
Step 4: SWOT analysis	50 points
Step 5: Planning Section Draft	100 points
Final plansbook (including introduction, executive summary, budget, predictions and evaluations)	200 points
Step 11: Final Client Presentation	100 points

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**Peer Evaluations** 0% ~100%

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**TOTAL** 1000 points

**Final = Individual efforts + (Group efforts x the average % of your received across three peer evaluations)**

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## GRADING SCALE

The grading scale for this course, as expressed in total points, is as follows: A = 930-1000, A- = 900-929, B+ = 880-899, B = 840-879, B- = 820-839, C+ = 800-819, C = 760-799, C- = 740-759, D+ = 720-739, D = 680-719, D- = 660-679, and F = 0-659.

It is not my practice to round-up grades except in specific circumstances where special conditions exist that warrant such an action. The bottom line: I will do everything in my power to ensure that the final grade in this course accurately and fairly reflects the grade that is earned.

Unless otherwise noted, all assignments are due on the designated date/time. Grades on individual and group assignments will be reduced 10% of your grade for each day they are late. All assignments will be graded for spelling, grammar and clarity.

## **WRITTEN ASSIGNMENT GUIDELINES & SUBMISSION**

All written assignments must be double-spaced, 12 point font, with 1 inch margin on all sides. For in-text citation and bibliography, refer to the guidelines of the American Psychological Association—commonly referred to as the APA style (6th edition of Concise Rules of APA Style).

Unless otherwise noted, you should submit your assignments to Dropbox. Assignments are graded on grammar, spelling, and punctuation as well as on their content.

## JOUR 640 COURSE POLICIES

This image on the right is not a policy per se but describes the characteristics that I expect to see in a fellow student.

### Your Responsibilities

You are responsible for the class materials and announcements even if you do not attend class. Please do not email me and ask whether you've missed anything important today. Get lecture notes from your fellow students if you are absent.

Also, please check your ku.edu e-mail on a daily basis. Finally, I reserve the right to modify this syllabus. Any changes will be announced in class and/or on our Blackboard site and become official.



### Diversity

In this class, it is important that you feel comfortable expressing ideas and opinions. I welcome and encourage you to share differing perspectives and diverse experiences and to be respectful of others whose viewpoints and experiences may not be the same as your own.

### Class Attendance

All students are expected to attend each class session and participate fully; this implies that all assigned readings should be completed in advance.

I will randomly take attendance a few times during the semester. How many times you are present (excluding excused absences) will determine your attendance/participation grade. Also, I may choose to award participation points for your significant contribution to in-class discussions or faithful attendance.

### Absences

Please clear absences (especially for an exam) in advance with the professor (except for medical emergencies) in writing in the form of a memo (e-mail or a hard copy). Excused absences (especially for exams) will be granted only under highly unusual circumstances, such as documented medical emergencies, death of an immediate family member and official KU business. Family gatherings, weddings, vacations, leaving early for the break,

etc. do not qualify. Official documents will be required and may be kept by the professor for a certain period of time. In addition, if any of the crucial days this semester (e.g., an exam) is a religious holiday for you and you are not able to attend class, please notify the professor in writing by the end of the third week of this semester. Otherwise your request will not be honored.

### **Late Work**

Each individual and group assignment has a deadline. You are responsible for completing assignments by their deadlines. **Late assignments, unless barring significant intervening circumstances, will be deducted 10% of your grade each day the assignments are late.** If you do not plan to be on campus the day an assignment is due, please submit it in early. If you mail or ask someone else to deliver an assignment, you are still responsible if it does not arrive on time.

### **Feedback on Your Drafts**

I am happy to discuss/review your assignments with you before they are due. This, however, does not mean that your revision will necessary score better. If you choose not to do so, and receive a grade you do not like, you cannot use excuses such as “I didn’t know what you expected” and try to argue for a higher grade later.

### **Laptop & Cell Phone Policy**

**This class prohibits the use of laptop and cell phone, unless it’s requested by the instructor for learning purposes.** I’ve found the use of technology during class (e.g., checking your social media updates, shopping, checking wedding photos) is a sign of being disrespectful to the instructor and classmates. All mobile devices, gadgets, etc., including phones, iPods, iPads, etc. must be SILENCED and STORED during all class periods.

Using technology also interferes your learning and contribution in class. Handwriting, according to new scientific evidence, allows you to read more quickly and to remain better at retaining information and generating new ideas. For more details, see *the NY Times* article on “What’s Lost as Handwriting Fades” (<http://nyti.ms/1jMXVhe>).

### **Research Etiquette**

I wish to evaluate you on the basis of your knowledge and understanding, not someone else’s. That being said, I strongly object to the use of online encyclopedias as documentation for research papers. In particular, online encyclopedias are generally not acceptable sources for work in this course.

I appreciate research that refers to a variety of books (from reputable publishers, of course), academic journals, periodicals, professional databases, and research and policy

reports. Many useful items can be obtained through the internet, but I urge you to exercise caution in selecting sources that are reputable and sound. If you have any questions, please ask in advance.

### **Grading**

A grade of A is reserved for outstanding achievement; B for above-average performance; C for average achievement; D for below-average work that is passing; and F for unsatisfactory performance. This means you will have to work very hard to get an A.

### **Grade Change**

A change in grade is authorized only under unusual circumstances.

### **Extra Credit**

Do not expect extra credit in this class. If there is any, it will be announced and available to every student in the class.

### **Make-up Quizzes and Exams**

If you have an official excuse (e.g., serious illness, participation in official KU events or other emergencies – which do not include weddings, family gatherings or vacations – you will need official documents), a make-up quiz and exam can be arranged in advance.

### **An “I” (incomplete)**

Incomplete will be given only under very unusual circumstances, such as medical emergencies. You will be required to produce credible documents.

Please refer to the student conduct codes and other KU publications for additional requirements and procedures, such as scholastic dishonesty. Basically, no cheating is allowed on exams, and all work must be your own and created specifically for this class, or you will fail this course. Severe cases of dishonesty or other student conduct issues will be referred to KU authorities.

Your enrollment in this class indicates that you understand and agree to abide by the requirements stated in this syllabus.

Reasonable accommodations will be provided for students with a documented disability. Please notify the instructor of accommodations needed for the course by the end of the third week of class. If you miss the notification deadline, your request will not be honored.

If you miss two out of the first three classes, you will likely be automatically dropped.

Final exam will not be given early. If you are not able to take it on the determined date/time, your final grade will be based on the first 2 exams.

## **COMMERCIAL NOTE-TAKING POLICY**

Pursuant to the University of Kansas' Policy on Commercial Note-Taking Ventures, commercial note-taking is not permitted in Jour 640: Strategic Campaigns. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

## **SCHOOL OF JOURNALISM ACADEMIC POLICIES**

### **Policy on Plagiarism and Fabrication/Falsification -- Adopted May 7, 2004:**

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications.

If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor(s) of this course.

*The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.*

### **Plagiarism**

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

### **Fabrication and Falsification**

Unauthorized alteration or invention of any information or citation in an academic exercise.

### **Journalism School Policy on Classroom Attendance:**



"No student may add a journalism class after the 20th day of a semester.

"Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.

"The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting."

"The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.

"Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid."

**Inclement Weather and Special Needs** - In the event of inclement weather, the decision to cancel classes is made by KU officials. To determine whether snow or icy conditions have canceled classes, call 864-7669 (864-SNOW). The Office of Student Access Services, 22 Strong Hall, 785-864-2620 (v/tty), coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted Student Access Services, please do so as soon as possible. Please also contact me privately in regard to this course.

*Revised 8/3/06*

**Copying or Recording** - Course materials prepared by the instructor, as well as content of all lectures presented by the instructor, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor usually will permit students to record lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

*August 11, 2016*

## COURSE SCHEDULE

\*Course schedule and content subject to change. Any changes to due dates will be announced by email or in class.

\*\* Unless otherwise noted in our syllabus, assignments will be submitted to Dropbox.

	Date	Agenda	Assignment due
<b>1</b>	Aug 23	<b>Introduction to the course</b> <ul style="list-style-type: none"> <li>Structure of the class—review syllabus and discuss strategic campaign project</li> <li>Administrative matters: Individual introduction + Group organization</li> </ul>	<ul style="list-style-type: none"> <li><b>Take Myers-Briggs Survey and read about your type:</b></li> <li><a href="https://www.16personalities.com/free-personality-test">https://www.16personalities.com/free-personality-test</a></li> </ul>
	Aug 25	<ul style="list-style-type: none"> <li>Project groups announced—share your Myers-Briggs result</li> <li>Bring syllabus</li> <li>Review of the campaign process and key deadlines</li> <li><b>Assignment: Step 1: Group contract</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Submit a hardcopy of the syllabus agreement form &amp; student consent form—sharing course work</b></li> <li>AE’s weekly briefing due midnight, Friday (Email submission)</li> </ul>
<b>2</b>	Aug 30	<b>Preparing for client visit and more</b> <ul style="list-style-type: none"> <li>Review the client briefing document</li> <li>Group activity</li> <li><b>Visit the Zoo on Sept 10 (Saturday): Let’s decide on a time frame for the visit</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Step 1: Group contract due in class (A hardcopy with signatures is required.)</b></li> <li>Plansbook critique assignment due @ 9:00 a.m. on Blackboard (individual). See syllabus.</li> </ul>
	Sept 1	<b>Client briefing with Sarah Gay &amp; Sara Pittman @ Alderson Auditorium, KU Union</b> <ul style="list-style-type: none"> <li>Be early!</li> <li>Be prepared to ask questions</li> <li>Dress professionally</li> <li>Bring your 5-8 questions with you in addition to submitting your questions to BB!</li> </ul>	<ul style="list-style-type: none"> <li>Client assignment due (individual): 5-8 questions for the client’s visit due @ 9 a.m. on Blackboard. Bring a hard copy for your own reference.</li> <li>AE’s weekly briefing due @ 11:59 pm, Friday (Email submission)</li> </ul>
<b>3</b>	Sept 6	<b>Step 3: Research planning (situation analysis &amp; secondary research)</b> <ul style="list-style-type: none"> <li>Discuss how to write a good situation analysis and secondary research section</li> <li>Discuss plans for conducting client research</li> </ul>	
	Sept 8	Meet with each group for 15 minutes to check on progress.	<ul style="list-style-type: none"> <li>AE’s weekly briefing due @ 11:59 pm, Friday (Email submission)</li> </ul>

	Sept 10	<b>Visit the Zoo and its Zoomobile program</b>	
<b>4</b>	Sept 13	<b>Step 3: Research planning (primary qualitative research)</b>	
	Sept 15	<b>Step 3: Research planning (primary quantitative research)</b>	<ul style="list-style-type: none"> <li>• AE's weekly briefing due @ 11:59 pm, Friday (Email submission)</li> </ul>
	Sept 16 (Friday)		<ul style="list-style-type: none"> <li>• Step 3: Situation analysis and secondary research section draft due @ 11:59 pm (Dropbox submission)</li> </ul>
<b>5</b>	Sept 20	Group consultations—Groups 1, 2, 3	
	Sept 22	Group consultations—Groups 4, 5, 6	
<b>6</b>	Sept 27	<b>Steps 4 &amp; 5: SWOT &amp; Planning (45 minutes)</b>	<ul style="list-style-type: none"> <li>• Discuss SWOT analysis</li> <li>• Discuss target audience profiles</li> <li>• Learn how to write good strategies</li> </ul>
		<b>We also will schedule presentation order for the client update meeting on Oct 20.</b>	
	Sept 29	GROUP WORK DAY—No consultation	<ul style="list-style-type: none"> <li>• AE's weekly briefing due @ 11:59 pm, Friday (Email submission)</li> </ul>
<b>7</b>	Oct 4	Group consultations—Groups 1, 2, 3	
	Oct 6	Group consultations—Groups 4, 5, 6	<ul style="list-style-type: none"> <li>• AE's weekly briefing due @ 11:59 pm, Friday (Email submission)</li> </ul>
	Oct 7 (Friday)		<ul style="list-style-type: none"> <li>• Step 3: Primary research &amp; summary of key findings due @ 11:59 pm (Dropbox submission)</li> </ul>
	Oct 10		<ul style="list-style-type: none"> <li>• Step 4: SWOT analysis due @ 11:59 pm (Dropbox submission)</li> </ul>
<b>8</b>	Oct 11	FALL BREAK	
	Oct 13	GROUP WORK DAY—No consultation	<ul style="list-style-type: none"> <li>• AE's weekly briefing due @ 11:59 pm, Friday (Email submission)</li> </ul>
	Oct 14		<ul style="list-style-type: none"> <li>• Step 5: Planning sections due @ 11:59 pm. (Dropbox submission). Your group should be planning to execute your ideas at this stage.</li> </ul>
<b>9</b>	Oct 18	Meet as a class—discuss any last minute	

		questions re client update meeting	
	Oct 20	<b>Client Update Meeting: Governor's Room, KU Union.</b>	<ul style="list-style-type: none"> <li>Bring <b>three</b> copies of the client update document for our clients to review.</li> <li>AE's weekly briefing due @ 11:59 pm, Friday (Email submission)</li> </ul>
<b>10</b>	Oct 25	Group consultations—Groups 6, 5, 4	
	Oct 27	Group consultations—Groups 3, 2, 1	<ul style="list-style-type: none"> <li>AE's weekly briefing due @ 11:59 pm, Friday (Email submission)</li> </ul>
<b>11</b>	Nov 1	Group consultations—Groups 6, 5, 4	
	Nov 3	Group consultations—Groups 3, 2, 1	<ul style="list-style-type: none"> <li>AE's weekly briefing due @ 11:59 pm, Friday (Email submission)</li> </ul>
<b>12</b>	Nov 8	GROUP WORK DAY—No consultation	
	Nov 10	GROUP WORK DAY—No consultation	<ul style="list-style-type: none"> <li>AE's weekly briefing due @ 11:59 pm, Friday (Email submission)</li> </ul>
<b>13</b>	Nov 15	Group consultations—Groups 6, 5, 4	
	Nov 17	Group consultations—Groups 3, 2, 1	<ul style="list-style-type: none"> <li>AE's weekly briefing due @ 11:59 pm, Friday (Email submission)</li> </ul>
<b>14</b>	Nov 22	THANKSGIVING BREAK	
	Nov 24	THANKSGIVING BREAK	<ul style="list-style-type: none"> <li>AE's weekly briefing due @ 11:59 pm, Friday (Email submission)</li> </ul>
<b>15</b>	Nov 29	GROUP WORK DAY—No consultation	
	Dec 1	<b>Class will meet at Alderson to go through some presentation details.</b>	<ul style="list-style-type: none"> <li>Draft digital plans book &amp; collaterals @ 5 p.m. (Dropbox submission)</li> </ul>
	Dec 2 (Friday)	<b>Technical rehearsal--Alderson, KU Union (7am-11 pm)</b>	<ul style="list-style-type: none"> <li>Presentation file due before your group's scheduled technical rehearsal date (Dropbox submission)</li> <li>AE's weekly briefing due @ 11:59 pm, Friday (Email submission)</li> </ul>
	Dec 3 (Sat)	<b>Technical rehearsal—Alderson, KU Union (7 am-11 pm)</b>	
	Dec 4 (Sun)	<b>Dress rehearsal—Malott, KU Union (12-3:30 pm)</b>	
	Dec 5 (Mon)	<b>Dress rehearsal—Malott, KU Union (7:00 am-2:30 pm)</b>	

16	Dec 6	<b>Final presentation @ Alderson, KU Union at 6:00 p.m. (Room available from 7 am-11 pm); Groups that want to rehearse again are welcome!</b>	<ul style="list-style-type: none"><li>• Final presentation file due @ 3 pm (Dropbox submission)</li><li>• AE's weekly briefing due @ 11:59 pm, Friday (Email submission)</li><li>• Final digital files due; You can submit the files early, of course (InDesign → File → Package) (Dropbox submission)</li></ul>
17	Dec 14	<b>MANDATORY: Final review 7:30-10:00 am</b> in ST-F 204. Client feedback will be given. <a href="https://registrar.ku.edu/spring-2016-final-exam-schedules">https://registrar.ku.edu/spring-2016-final-exam-schedules</a>	