

**JOUR 640 - Strategic Campaigns**  
Syllabus – Spring 2016

Mugur V. Geana, Ph.D.  
114 Stauffer-Flint Hall  
[geanam@ku.edu](mailto:geanam@ku.edu)

**Office hours: Monday and Wednesday 11:00am – 12:00pm**

**Introduction:**

This is the capstone course for strategic communication majors; 3 credit hours. This is a course where you and your team are in charge. You will be given an assignment from your client and it's your team's responsibility to figure out how best to complete the assignment. You'll be drawing from other courses you have taken, internship and job experiences, experts in various areas and in other ways. Your client contact and your professor will offer suggestions, correct errors of fact and assist you in finding strategies for solving the problem that has been presented, but we're not here to make the decisions for you. This course provides an opportunity for you to experience all aspects of communication planning.

**Course Overview:**

This is a hands-on opportunity to apply the knowledge and skills acquired in previous advertising, public relations, marketing, management and other courses in an agency-like setting.

**Goals:**

Know-How. This course is aimed to introduce you to concepts and methods of strategic campaign planning and communication management, and to enhance your understanding of how strategic communication planning fits within the broader framework of organizational goals.

Hands-on Experience. This course is aimed to afford you valuable work experience in strategic campaign practice and sharpen your overall skills in research, planning, organizing, managing time, and evaluation, as well as communicating with clients and colleagues in writing and in person.

Problem-Solving and Professional Career. This course is aimed to prepare you with refined abilities to present and defend complex strategic communication decisions in a clear and concise manner and to help you build your professional vita and portfolio as you produce materials as client services.

Writing Intensive Learning. This course will provide experience in problem-based writing through the creation of a comprehensive strategic plan developed through a series of draft documents over the course of the semester.

Diversity: As you prepare your strategic plan and interact with your audience, you will have to be aware, understand and address social, cultural, ethnic, racial and socioeconomic diversity. Your deliverable will have to reflect these particular aspects of your target audience.

**Course Structure:**

This course tries to mimic agency life as much as possible, so students should be well prepared to begin contributing to their workplaces upon graduation. Students will work as members of a 6-

person team. Teams are selected at the beginning of the semester by the instructor. Team assignments are definitive, cannot and will be not changed.

There are two aspects to the course: the process and the deliverable. The process has to do with the day-to-day activities required to achieve your final communications plan. The process is about accountability and a need for continuous communication with your peers and your instructor. The deliverables are your final plans book and your presentation to the client at the end of the semester. The focus of the course is on solving the problem faced by the client, thorough narrative description of the situation, a SWOT analysis, the development of strategies and tactics needed to address the problem, a creative plan and a description of means for evaluation of the proposed campaign. Plan books typically entail between 60 and 100 pages of text and supporting materials created by the team.

One member of each team will be chosen as the team leader, who will coordinate team efforts and serve as the primary contact with both the client and the instructors. You will have to choose the team leader one week after the groups have been assigned. The team leader compiles bi-weekly **progress reports** for the team that are submitted to the instructor and shared with team members. Progress reports include progress towards established goals for the specific step in the strategic plan development as well as a reflection on how working together as a group, and working with the client is addressing the goals of the course. Teams are to be democratic, with the team leader being only one voice in team deliberations. Team members will share equally in both the glory and ignominy that the team might earn through its performance.

For the most part, the instructor will serve as agency head, which means he is coach and head of the pep squad, doing his best to facilitate your success. Nevertheless, as in any real-life situation, you have to expect and cope with conflict and criticism, delays and misunderstandings. You will also receive praise and congratulations for any work well done. On a personal note, I don't have the habit of pampering my students, so expect from me to be frank and direct in my observations.

**This course will...**

Develop and enhance your problem solving skills, making you a better strategic communicator; enhance your understanding of how strategic communication planning fits within the broader framework of marketing strategy, sharpen your overall skills in research, planning, organizing, managing time, communicating with clients and colleagues in writing and in person, identifying resources and problem areas and offer you experience in choosing between alternative ways of solving communications problems, including evaluating the strengths and weaknesses of various communication options.

**Course Requirements:**

1. Attend all class lectures and meetings.
2. Attend all team group meetings.
3. Provide the professor with electronically prepared team progress reports (every two weeks) team activities and individual attendance.
4. Complete in-process communication, including drafts, agendas, minutes of meetings, conference reports.
5. Participate in the collection of primary and secondary research.

6. Read assigned material.
7. As part of a team, complete your campaign assignment.
8. Prepare and participate in the verbal and visual presentations of your team's recommendations.
9. Complete individual mid-term and final peer evaluations.
10. Attend the dress rehearsal of your team.

### **Textbook**

There is no required textbook for this course. The following are highly recommended texts, websites and periodicals.

What makes winning brands different: The hidden method behind the world's most successful brands. Andreas Buchholz and Wolfram Wordeman. John Wiley & Sons. 2000. ISBN: 0-471-72025-9.

What the CEO Wants You to Know: How Your Company Really Works. Ram Charan. Crown Business. 2001. ISBN: 0-609-60839-8.

Campaign Planner for Integrated Brand Communications. Shay Sayre. South-Western College Pub; 3 rd edition 2004. ISBN: 978-0324321470

### Highly Recommended Websites

(Note: Please let me know if the web site link has changed or is no longer working.)

<http://www.adage.com>

<http://www.adweek.com>

<http://www.brandchannel.com>

<http://www.gallup.com>

<http://www.harrisinteractive.com>

<http://www.nyt.com>

### Highly Recommended Periodicals

Wall Street Journal

New York Times

Advertising Age

Ad Week

PRWeek

Any supplemental readings will be announced during the semester.

### **Meetings with Visiting Professionals:**

We're blessed with talented alumni and others who take time to visit KU, to personally help you develop world-class skills and professionalism. You might have opportunities throughout the semester to meet with these professionals to visit about your project. For example, you might discuss your creative strategy with a creative director or your media with a media specialist.

### **Drafts:**

You will turn in numerous drafts of your plan, starting with your situation analysis approximately two weeks after your client assignment. Your professor will return your draft to you with comments and/or will discuss your draft with your group in a timely manner. A couple of important points about the drafts:

Drafts are work in progress. Until your final plans book is completed, all of your work is subject to updates, changes or other modifications. As you continue to add new information and sections to your plan, you may need to rework sections you had previously worked on. This is normal and should be expected.

Drafts are written. Discussion about your project often sounds one way, but looks differently when put on paper. Since the written part is the deliverable, your professor can evaluate only written work.

Drafts will be graded on thoroughness, completeness, and mechanics such as grammar, spelling, punctuation, timeliness, and overall quality.

Remember you're in the driver's seat. While your professor is there to help you, you need to be asking the questions and providing leadership. Your attention to detail, your resolve, your creativity and initiative and other leadership qualities will demonstrate the standards of excellence you will offer to prospective employers and determine your final grade.

**Timetable of deliverables:**

Situation analysis	February 10
SWOT analysis	February 17
Strategic plan	February 24
Client presentation strategic plan (estimated)	March 2
Revised strategic plan	March 9
Creative plan	March 23
Revised creative plan, media plan	March 30
Testing creative strategies (estimated)	April 6
Timetable, evaluation plan	April 13
Complete plan – first draft	April 25
Complete plan - final	May 2

**Scheduling Campaigns Research/Activities:**

Because you're working with a real client, the scheduling of some site visits and other activities may conflict with your other classes, work, etc. This is unavoidable. Campaigns work isn't always predictable or able to be planned in a neat, tidy scheduling package. This is your capstone course and it's expected that you will treat it as your priority. If you need a note from me to verify your absence with other professors, bosses, and others, please let me know.

**Handling Expenses:**

Expenses associated with your campaign are paid by the client and we try to keep these to a minimum. Use the copy machine in the Resource Center and telephones in the JSchool if you are making campaign-related phone calls. Some clients have a toll-free number you can use. Some expenses may be assumed by the client. Meals during site visits usually will be provided by the client. If you need to spend money for ANY reason, you will need advance approval from the professor. We must use University policies regarding fiscal accountability. This includes original receipts for all expenses. If you spend money without prior approval or do not have a receipt for your expenditure, you will not be able to be reimbursed.

**Agendas, Call Reports and Meetings:**

It's important that you be prepared for your meetings with your client, and that you document what happens at each meeting. This helps eliminate any misunderstandings and helps ensure everyone is focused on the same action plan. Thus, you'll need to develop an agenda for every meeting you have with your client. After your meeting you'll need to summarize what happened in a Call Report. A copy of the Agenda should be sent to your professor and to your client at least 24 hours in advance. A copy of the Call Report should be sent to your professor and to your client no later than 24 hours after the meeting. Because the context of your campaign is taking place in a classroom rather than in a real work setting, you may be tempted to label these reports as "busy work." The reality, however, is that these reports are generated on a regular basis in agencies and corporations. The value of these reports to clear up misunderstands and save your skin are well worth the few minutes it takes to generate them.

Responsibilities for the various tasks associated with agendas, conference reports and meetings should rotate among the team members.

**Attendance and Lateness:**

You should view our class and team meetings as meetings with the client. Thus, if you want to keep this account and your job, you show up on time, prepared and ready to go. If you have to miss a class or meeting, you need to notify your professor and your team as soon as you know and in advance. Multiple and excessive absences or being late, or having to leave meetings early are not a positive reflection on you. Each absence or lateness will reduce your grade by one percent unless your professor grants an excused absence for special circumstances.

The bottom line is if you're not in class or attending client conference calls or professor or team meetings, your grade will be reduced regardless of the reason for your absence, lateness or schedule conflicts. (Medical emergencies are excluded.).

Your professor will also evaluate and grade your performance and contribution to the team during the semester. Do not expect that a successful final presentation to the client will automatically grant you an A. Never happened!

**Professionalism:**

Students are expected to conduct themselves in a professional manner in all aspects of their campaign work. Personal fraternization with the client is prohibited.

**Academic Dishonesty and Misconduct:**

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful.

Academic dishonesty and misconduct includes, but is not limited to, extensive use of materials from another author without citation or attribution; extensive use of verbatim materials from another author without citation or attribution; extensive use of materials from past assignments; and extensive use of assignments from other courses. When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult the course instructor.

For exams, academic dishonesty and misconduct includes conferring with classmates during an exam in any way; copying or reading another's test; and using notes and other materials without permission of the instructor.

Academic dishonesty and misconduct also includes forgery; obstruction or disruption of teaching; physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time and university facilities; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when participation is required.

The academic community regards academic dishonesty and misconduct as extremely serious. Violations of any of the principles outlined above may lead to consequences ranging from failing the course to probation to expulsion.

**Academic and Professional Ethics:**

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards.

Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Students enrolled in media-related courses are expected to avoid any potential conflict of interest and should consult with faculty editors if there are questions about what might constitute a violation.

Violations of any of the principles outlined above may lead to consequences ranging from failing the course to probation to expulsion.

**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.

**School Laboratories:**

The School provides computer and broadcast laboratories for student use. The computer lab in 105 Stauffer-Flint will be open the following hours during the semester: Sunday: noon to 10 p.m.; Monday-Thursday 5-10 p.m.; and Friday 9-5 p.m. Computers are available on a first-come, first-served basis.

The Weir Production Laboratory in the Dole Center will be open 10 a.m. – 8 p.m. Monday-Thursday and 10 a.m. to 5 p.m. on Friday. Students may sign-up for editing time and equipment on a first-come, first-served basis through Outlook Web Access, [www.mail.ku.edu](http://www.mail.ku.edu). Instructions are available on the J-School Web site, [www.journalism.ku.edu](http://www.journalism.ku.edu). (Look under the “reservations” link on the right side of the page.) Students may reserve camera equipment no more than three hours at a time and editing equipment no more than two hours at a time.

All times are subject to change. For the first two full weeks of the semester, the Weir Production Laboratory will close at 5:00 p.m. Extended lab hours will be announced later in the semester.

There are adequate laboratory resources available for students who complete their assignments in a timely manner.

**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 Disability Resources (DR), 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 DR, 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 audio tape lectures, on the condition that these audio tapes 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.

**Religious Holidays:**

Students are excused for religious holidays. Please let your instructor know in advance if you have a conflict.

**Miscellaneous:**

This information is subject to change at the discretion of the instructor and/or the University.

**Grading Policy:**

Your grade in this course will be split between process and results. The professor reserves the right to raise a student's grade based on superior performance and contributions to the campaign or to lower a student's grade based on absenteeism, late work and attendance, poorly prepared work, not following through and lack or decreased professionalism. General attitude towards the professor, client and the rest of the class will also influence your final grade.

**Process: 40%**

In-process Drafts: 10%

Your team will turn in drafts of your plan as you develop it throughout the semester and each of these drafts will be graded. The professor will let you know at least 14 days in advance when drafts are due. It is expected that your plan will become more comprehensive and targeted throughout the semester, and your in-process draft grade will reflect the continual improvement represented in your drafts. Grammar, punctuation, thoroughness and attention to detail, high quality and overall mechanics of the draft will contribute to this grade. It is expected that all members will have contributed equally to the plan development by the end of the semester. Key to improvement are the weekly meetings with your professor, your research and your individual initiatives and work ethics. Late drafts within 48 hours will lower your grade by 1% and drafts after 48 hours or missing will lower your grade by 2%.

Class Attendance, Bi-Weekly Reports, Meeting reports: 5%

Class attendance, biweekly reports, and team meetings will be worth 10% of your grade. This grade will reflect the overall quality of these reports and meetings, punctuality and timeliness of reports will affect your grade. It is expected that all team members will participate in all of these activities. Each late report received within 24 hours of an excused class/meeting absence will lower your grade by 1%. Reports turned in 24 hours after the deadline, missing reports or other work never turned in and unexcused absences will lower your grade by 2%. Lack of individual involvement or participation will also lower your grade as appropriate.

Peer Evaluations/Participation: 10%

This category includes team and individual dynamics, turning in your mid-term and final

evaluations on time as well as how your peers evaluate you. If you do not turn in your evaluations, you will lose all of the points awarded in this category. 10% percent of your grade will be allocated to the mid-term peer evaluation and 15% for the final peer evaluation. The overall quality of these evaluations will be factored into the grade.

Self-reflection paper: 5%

A self-reflection paper on your work with the team and the client (3 pages minimum) is due prior of doing the final presentation to the client. The instructor will give you details about the expected topics of your paper about two weeks prior to the final presentation.

**Results: 60%**

Campaigns Plans Book: 40%

The professor and the client will evaluate the final product and agree on a group grade. Your individual grade will be a percentage of the group grade based on a formula of peer performance evaluation and will be adjusted according to previously stipulated criteria.

Campaign Presentation: 20%

The professor and the client will evaluate your team's presentation.

**Grades:**

Grades will be awarded based on the following percentage:

A (94-100)

A- (93-90)

B+ (87-89)

B (84-86)

B- (80-83)

C+ (77-79)

C (74-76)

C- (70-73)