



- ❖ To provide feedback on ideas, assignments and projects
- ❖ To help troubleshoot problems and point students to appropriate resources
- ❖ To help students learn

## **Your role**

- ❖ To keep your identified learning goals for the course top of mind and to pursue those goals throughout the course
- ❖ To engage in class projects to help you meet your goals
- ❖ To participate thoughtfully and actively online
- ❖ To complete all the required work for the class
- ❖ To keep an open mind and (very importantly) to share resources and ideas that help everyone in the class learn

## **Course goals**

As I said above, I want you to create an individual learning goal(s), but these are the broad goals I have for the class:

- ❖ To know how to search for appropriate target audience research using multiple resources.
- ❖ To understand and demonstrate mastery in matching audiences to medium for communications planning.
- ❖ To understand where the future of audience analysis is leading.

We'll work toward achieving those goals through readings, discussions, individual projects, etc.

## **Structure of the course**

This class will be heavy on reading, discussion and project work (some in teams, some individually). Projects and grading are broken down on the class schedule (separate document on Blackboard). You will be graded on the quality of your work, including the writing, the depth of your ideas and your willingness to experiment and explore.

You will notice that one-fourth of the class grade is class participation. I do this intentionally as, in graduate school, we all should be contributing actively to the body of knowledge.

All of your work and comments should show solid thinking and have a clear focus. Your writing should be free of errors in grammar, usage, spelling and punctuation. Your work should be about ideas, but that doesn't mean you need to write in dense, jargon-filled language. Write authoritatively, but write so that the rest of us can learn what you have learned.

You'll find the breakdown for determining the final grade below, and I'll describe the class projects and cover the schedule in one of my first video messages on Voicethread. Any assigned projects will be described thoroughly on Blackboard.

| Element  | Percentage of grade |
|--|---------------------|
| Deliverable 1: Share an example of an excellent social media strategy                                  | 5%                  |
| Deliverable 2: “Understanding my network: LinkedIn’s network analysis tool”                            | 5%                  |
| Deliverable 3: Audience profile for two target audiences (written report and Voicethread presentation) | 15%                 |
| Quiz on “4 channel marketing model” and audience personas  | 10%                 |
| Deliverable 4: Use tools to monitor a major brand and describe its influencers                         | 15%                 |
| Final project  | 25%                 |
| Class participation  | 25%                 |
| No final exam  |                     |
|  |                     |
|  |                     |

## Discussions

We’ll have a number of discussions in class over things like assigned readings. (if you’d like to suggest a reading you think is relevant, feel free!) Again, because class participation is so much of the grade, you must commit to actively contributing. Usually, the discussions will be free-form with me facilitating but, particularly for online discussions, I may use this more structured “roles” format.

- ❖ **Roles.** Students will assume various roles during each discussion:
  - *Discussion leader.* This is just what it sounds like. This person should start the discussion and make sure it stays on track.
  - *Devil’s advocate.* This person should raise contradictory points of view and challenge the conventional thinking. That doesn’t mean the devil’s



advocate should trash others' ideas; rather, that person should raise valid concerns and bring in contradictory points of view and back up those assertions with evidence wherever possible.

- > *Synthesizer*. This person will look at the big picture and work at tying the topic to broader ideas and to previous discussions. Everyone should work at this, of course, but one person should always be bringing in previous material and other ideas that provide a broader perspective.
- > *Reporter*. This person will participate in the discussion but at the end will summarize it and post a synopsis to Bb, Google Docs, etc.
- ❖ **Reports**. The designated reporter will provide a synopsis of the discussions for the entire class. Those should be posted to Google Docs within a couple of days after the discussions close.

The idea in identifying specific roles is to improve the discussions and to make sure that topics are covered thoroughly. If these roles don't work, we can try others. I'm always open to suggestions. I'll monitor the discussions and weigh in, as well.

As with all live and online discussion, please be considerate of others. Don't berate others' thoughts or comments. By all means, challenge assumptions and interpretations, but do so in a collegial manner. Great ideas often evolve from disagreement, but no one is served by put-downs and snarky commentary. We all have different levels of knowledge depending on the topic, so be helpful and use common sense. Also keep in mind that written comments can come across in unintended ways. Again, be considerate.

I want our conversations to be free-flowing, and I don't anticipate any problems. I reserve the right to take down comments that use vulgar language, that are hurtful or show disrespect to others, or that veer wildly off-topic.



## Required materials

I'll provide all readings and videos in class or on Bb. To make the class run smoothly, you will need a few resources:

- ❖ A webcam, a microphone and high-speed internet for your computer. This is for posting to VoiceThread (a tool available with a KU login). Also, you will need a Skype account and user name as we will sometimes use Skype for online discussions during online class sessions.
- ❖ A Google account so you can access shared material on Google Drive.
- ❖ An open mind and a willingness to think broadly about technology, innovation and the future.

## Learning goals

Learning goals are crucial to your growth as a student and a professional, and are intended to help you learn independently. Your learning goals should contain a reflection on why you are taking the course and what you hope to gain from it. Here's a format you can follow to help you get started. This isn't a required format. Rather, it's intended to give you a sense of some things that lead to good learning goals.

- ❖ *Start with your interests.* What facets of marketing communication (and perhaps) technology are you most interested in? What would you like to learn more about?
- ❖ *Then discuss your strengths and weaknesses in relation to those goals.* What areas are you most comfortable with? What areas do you need work in and why?
- ❖ *Then consider what you would like to learn from this class.* How might this class help you bolster your strengths and shore up your weaknesses? What class topics are you most interested in? What topics would you like to pursue beyond those listed?

## Interesting sites and tools

We'll be looking at a lot of marketing (and other) tech tools and websites for you to explore. Often you'll be asked to either experiment with the tools or the sites or simply to critique them in discussion. This will involve finding their strengths and weaknesses, and then discussing your findings either live in class or online.

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## The fine print

Academic Misconduct: We will strictly follow the code of Academic Misconduct detailed in the [Code of Student Rights and Responsibilities](#). University policies covering academic misconduct are spelled out in the current Student Handbook.

**Policy on Plagiarism and Fabrication/Falsification:** 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 questions about what constitutes plagiarism, fabrication or falsification, please consult the teachers 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.

**Academic accommodations**

The Office of Disability Resources, 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 the Office of Disability Resources, please do so as soon as possible. Please also contact your instructors privately about your work in this course

**Copying or recording:** Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor.