

JOUR 640: Strategic Campaigns

Fall 17

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

Instructor

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Welcome (and what this course is about)!

Welcome to Campaigns! This is your last Strategic Communication track course — and perhaps the most defining one. In this class, you will work closely with a team to help solve our client’s communication and marketing issues. This course brings together the concepts and hands-on skills you learned — and hopefully not forgotten — in earlier classes. You will go through the strategic planning process (research, strategies, executions, and presentation) in only 15 weeks and present in front of a live audience (the client included).

Be prepared for the most gratifying experience in your undergraduate career. You will be challenged to create an original campaign. You will learn to put the client’s needs above yours. You will sharpen your thought process. You will learn to justify every decision you make — and to always be prepared to answer my never-ending questions. You will hold yourself and other teammates accountable. Most importantly, you will learn about yourself that you may not know before.

Prior campaign students have won the following awards and entered into the American Advertising Awards (formerly known as the ADDYs) competition. No pressure, of course.

- 2015 and 2016 Bronze Quill Award from the International Association of Business Communicators—Kansas City Chapter;
- 2016 Silver Quill Award from the IABC—Southeast Region.

Here are what students have said about me and this course (all original—never water down):

- “Dr. Chen was absolutely fantastic. She was demanding in the way that more teachers should be to prepare students for the working world. She expected professionalism, and I feel like this helped me produce some of my best work. She is extremely knowledgeable and offered very useful criticism and much-appreciated praise. Moreover, she was always responsive and caring. I absolutely loved being in her campaigns class, and I feel very lucky to have had the opportunity to learn from her.”
- “This course was hands-down the most influential and challenging experience during my time at KU. Chen is easily the most caring and loving professor I’ve had who has a genuine interest in personal growth and pushes you to the best of your ability. I am so blessed to have Chen as a teacher in two courses (research methods as well), and I will never forget the positive and encouraging impact she had on me.”
- “Dr. Chen is an INCREDIBLE a teacher. She was personally invested in the success of each and every student in class and went above and beyond by meeting with us outside of class on a regular basis, even on evenings and weekends. I feel lucky to have been able to build a relationship with her over the course of the semester. She is an incredibly valuable asset to this program.... You rock, Dr. Chen!”

I am excited to embark on this journey with you and hope you are too! Finally, we live in a multicultural world — and the field of strategic communication reflects that. This classroom is a place where you will be treated with respect as a human being — regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, gender identity, political beliefs, age, or ability. I also appreciate and encourage diversity of thought, provided you can agree to disagree. It is my expectation that ALL students experience this classroom as a safe environment.

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, 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 & CAMPAIGN STAGES

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.)

	Aug		Sept				Oct				Nov				Dec		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Stage I: Exploration																	
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		
Stage II: Development																	
Section 4: SWOT analysis					x	x			x								
Section 5: Planning document						x	x	x	x	x							
Section III: Execution																	
Step 6: Executions								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

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.

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.
 - Visit our Editing Center.
 - 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.
 - Using multiple communication methods, such as group text messaging (e.g., Slack, GroupMe, Voxer) as well as project management software (Toggl, Airtable, Skype, G-Chat, Google products, Dropbox) 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!*

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, 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.

COURSE REQUIREMENTS & ASSIGNMENTS

(Unless otherwise noted, group assignments will be submitted to the shared Dropbox folder. Individual assignments, except for peer evaluations, will be submitted on Blackboard.)

Individual Project

Class attendance (20 points) + Professionalism (20 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 (10 points)—More instructions to follow

Critique of plansbooks (100 points, each critique = 20 points)

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 will review a plansbook and critiquing five different sections this semester. Below are some *example* prompts for you to start your critiques. **Additional reflections welcome! 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 specified section? How would you evaluate each section?
- How could the team improve their arguments in each section? How might they present the information differently?

Account Executive (lead) + other members

AE's Weekly Briefing—email submission (80 points)

By **midnight of every Friday**, each Account Executive will **email** Dr. Chen (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.

- The AE will set up a Toggl account to track the time each team member spent on the project that week.
- The AE will provide a detailed description of what the team member accomplished as well as meeting attendance, follow-up on tasks, etc.
- 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 me any questions** that it may have about the assignment
- Late briefings? See our late assignment policy.

Peer evaluations + grade distribution (AE will email me the rationale for the assigned score for each member, cc everyone, by the assigned deadline.) See late assignment policy for late submission.

Each team will meet to openly evaluate one another based on your group contract criteria as well as the categories below at **three** different times in the semester. If the categories are already included in your team contract, then follow your team contract. If your team contract is too broad without including the following categories, then make sure that all of the criteria are covered.

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

After discussions, the team will work together to assign each member a score based on her/his performance. (More details will follow.) AE will then email me the grade distribution and a brief rationale for why each person receives such score. **This grade distribution will be used to adjust three key assignments (i.e., step 3, step 5 and final plansbook + step 11).**

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, predictions and evaluations)
- 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

Individual Term Project

Class attendance/Professionalism	40 points
5-8 questions for the client's visit	20 points
Plansbooks critiques	100 points

Account Executive's Weekly Briefing

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

Group Term Project

Step 1: Group Organization Contract	20 points
One-pager for client update meeting	20 points
Step 3: Research Section Draft	100 points
Step 4: SWOT analysis	20 points
Step 5: Planning Section Draft	100 points
Final plansbook (including introduction, executive summary-step 2, predictions and evaluations-step 7, budget-step 8) +Step 11: Final Client Presentation	200 points

Peer Evaluations

TOTAL	700 points
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Each member's grade will be adjusted in Step 3, Step 5, and Final plansbook + step 11.

Grading scale:

To calculate your final grade, I will use the following scale:

A = 93-100%
A- = 90-92%
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% or below

It is not my practice to round-up grades except in specific circumstances where special conditions exist that warrant such an action. Keep in mind that your final grade will depend upon your peer evaluations as well. 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.

MY APPROACH TO WRITING

For group assignments, each team is required to have its work copy edited by the Editing Center prior to submission.

I only accept assignments that have been carefully formatted and proofread. 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.

The following quote from Ursula K. LeGuin should be taken to heart:

" Ignorance of English vocabulary and grammar is a considerable liability to a writer of English. The best cure for it is, I believe, reading. People who learned to talk at two or so and have been practicing talking ever since feel with some justification that they know their language; but what they know is their spoken language, and if they read little, or read schlock, and haven't written much, their writing is going to be pretty much what their talking was when they were two."

Ursula K. LeGuin

COURSE POLICIES

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.

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.](#)"

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.

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.

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.

Grade change

A change in grade is authorized only by the instructor and only under unusual circumstances.

SCHOOL & UNIVERSITY POLICIES

Diversity

The University of Kansas supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person's or group's race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of the University. We expect that KU students, faculty, and staff will promote an atmosphere of respect for all members of our KU community.

Copying or recording class lectures

Course materials prepared by the instructor, as well as content of all lectures presented by the instructor in class and on Blackboard, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor will usually 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. This also applies to any lecture notes and other content prepared by the instructor on Blackboard.

Commercial note-taking policy

Pursuant to the University of Kansas' Policy on Commercial Note-Taking Ventures, commercial note-taking is not permitted in Jour 460: Research Methods in Strategic Communication. 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.

Concealed weapon policies

Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with state and federal laws and KU weapons policy.**

Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

Individuals who violate the KU weapons policy may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct.

Seeking assistance

You are urged to attend office hours or meet with me by appointment to discuss any questions pertaining to the course, the readings, exams and assignments, or career prospects and opportunities. You should not hesitate to seek continuing assistance throughout the semester.

The University of Kansas is committed to helping all students learn. If you have a special need that may affect your learning, please contact me as soon as possible. Please be aware that the KU Office of Student Access Services coordinates accommodations for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted this office, please do so as soon as possible. Information about services can be found at <https://disability.ku.edu/>. Or you can visit the office on the first floor of Strong Hall. The phone number is: 785-864-4064. The email is: achieve@ku.edu. Please contact me privately regarding your needs in this course.

Academic integrity

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 an assignment and/or 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.

Inclement weather

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).

COURSE SCHEDULE

*Note: Course schedule subject to change. Any changes to due dates will be announced by email or in class.

	Topic	Required readings
Week I		
T. 8/22	Introduction to the course <ul style="list-style-type: none"> • Structure of the class—review syllabus and discuss strategic campaign project • Administrative matters: Individual introduction + Group organization 	<ul style="list-style-type: none"> • Take Myers-Briggs Survey and read about your type: https://www.16personalities.com/free-personality-test
Th. 8/24	<ul style="list-style-type: none"> • Project groups announced—share your Myers-Briggs result • Bring syllabus • Review of the campaign process and key deadlines • Assignment: Step 1: Group contract 	<ul style="list-style-type: none"> • Submit a hardcopy of the syllabus agreement form & student consent form—sharing course work • AE’s weekly briefing due midnight, Friday (Email submission)

Week II		
T. 8/29	Preparing for client visit and more <ul style="list-style-type: none"> • Review the client briefing document • Group activity 	<ul style="list-style-type: none"> • Read: What Google learned from its Quest to Build the Perfect Team https://nyti.ms/2jAq4mD • Read (pay heed to “tips to build psychological safety”): https://www.officevibe.com/blog/build-psychological-safety • Step 1 (group): Group contract due in class (<i>A hardcopy with signatures is required.</i>)
W. 8/30		<ul style="list-style-type: none"> • Client assignment due (individual): 5-8 questions for the client’s visit, due @ noon on Blackboard.

		(After submission, work with your group to come up with a team-version of the client assignment.)
Th. 8/31	Client briefing, Alderson Auditorium, KU Union <ul style="list-style-type: none"> • Be early! • Be prepared to ask questions • Dress professionally 	<ul style="list-style-type: none"> • Client assignment due (group): 5-8 questions for the client's visit (turn in a hard copy at the end of the class) • AE's weekly briefing due @ 11:59 pm, Friday (Email submission)

Week III

T. 9/5	Step 3: Research planning (situation analysis & secondary research) <ul style="list-style-type: none"> • Discuss how to write a good situation analysis and secondary research section <p>Discuss plans for conducting client research</p>	Individual: Review plansbook's situation analysis & secondary research section (skip the executive summary) and write-up a two-page max, single-spaced critique, due @ 9 am on Blackboard. (Bring a hardcopy or digital copy to class for your own reference.)
Th. 9/7	Group consultation (Q&A time)	AE's weekly briefing due @ 11:59 pm, Friday (Email submission)

Week IV

T. 9/12	Group consultation (Q&A time)	Step 3 (group): Situation analysis and secondary research section draft due @ 11:59 pm, Wednesday (Dropbox submission)
Th. 9/14	Step 3: Research planning (primary quantitative research) <p>Discuss how to write a good primary research section</p>	<p>Individual: Review plansbook's primary research section and write-up a two-page max, single-spaced critique.</p> <p>AE's weekly briefing due @ 11:59 pm, Friday (Email submission)</p>

Week V

T. 9/19	Group consultation (Q&A time)	
Th. 9/21	Group consultation (Q&A time)	AE's weekly briefing due @ 11:59 pm, Friday (Email submission)

Week VI

T. 9/26	Steps 4: SWOT <ul style="list-style-type: none"> Discuss SWOT analysis 	Individual: Review plansbook's SWOT section and write-up a one-page, single-spaced critique.
Th. 9/28	Steps 5: Planning <ul style="list-style-type: none"> Learn how to write good strategies <p>Schedule the order of client mid-term update</p>	Individual: Review plansbook's planning section (including tactics) and write-up a two-page max, single-spaced critique. AE's weekly briefing due @ 11:59 pm, Friday (Email submission)

Week VII

T. 10/3	Group consultation with ALL groups (Q&A time)	Step 3 (group): Primary research & summary of key findings, due Wednesday @ 11:59 pm (Dropbox submission)
Th. 10/5	J-School Generation, Guest Speaker: Chelan David and Joel Zeff	AE's weekly briefing due @ 11:59 pm, Friday (Email submission)
Saturday, 10/7	Visit Kaleidoscope	

Week VIII

T. 10/10	GROUP WORK DAY	Step 4 (group): SWOT analysis due Wednesday @ 11:59 pm (Dropbox submission)
Th. 10/12	Class Q&A time —Planning sections	Step 5 (group): Planning sections (goals, objectives and strategies, not tactics yet), due Friday @ 11:59 pm. (Dropbox submission). Your group should be planning to execute your ideas at this stage. AE's weekly briefing due @ 11:59 pm, Friday (Email submission)

Week IX

T. 10/17	Fall break	
Th. 10/19	Class Q&A time—Client mid-term update	I am happy to review your draft for the client mid-term update on 10/24 or answer any questions you have. AE's weekly briefing due @ 11:59 pm, Friday (Email submission)

Week X

T. 10/24	Client mid-term update (9-11 am); Meet @ Alderson. Each group will have 15 mins to update clients on strategy and tactics and seek feedback.	
Th. 10/26	Meet as a class: Review campaign progress	AE's weekly briefing due @ 11:59 pm, Friday (Email submission)

Week XI

T. 10/31	Group consultation— Strategies and tactics	Individual: Review plansbook's executive summary, predictions, and budget sections. Then write-up a two-page max, single-spaced critique.
Th. 11/2	Group consultation— Strategies and tactics	AE's weekly briefing due @ 11:59 pm, Friday (Email submission)

Week XII

T. 11/7	Group consultation— Strategies and tactics	
Th. 11/9	Group consultation— Executions, designs, executive summary, budget, evaluations	AE's weekly briefing due @ 11:59 pm, Friday (Email submission)

Week XIII

T. 11/14	Group consultation— Executions, designs, executive summary, budget, evaluations	
Th. 11/16	Group consultation— Executions, designs, executive summary, budget, evaluations	AE's weekly briefing due @ 11:59 pm, Friday (Email submission)

Week XIV

T. 11/21	Meet as a class: Check-in before the break	
Th. 11/23	Thanksgiving	AE's weekly briefing due @ 11:59 pm, Friday (Email submission)

Week XV

T. 11/28	Campaign walk through: Meet @ Alderson Auditorium as a class	
Th. 11/30	Class Q&A time: Presentation Q&A	

F. 12/1	Campaigns technical rehearsal @ Alderson; Each team will schedule a one-hour rehearsal time with me.	Presentation file due before your group's scheduled technical rehearsal date (Dropbox submission) AE's weekly briefing due @ 11:59 pm, Friday (Email submission) Draft digital plans book & collaterals due @ 5 p.m., Friday (Dropbox submission)
Sa, 12/2	Campaigns technical rehearsal @ Alderson Auditorium Each team will schedule a one-hour rehearsal time with me.	
Sun, 12/3	Campaigns dress rehearsal @ Alderson Auditorium Each team will schedule a one-hour rehearsal time with me.	

Week XVI

M, 12/4	Campaign dress rehearsal @ Alderson Auditorium Each team will schedule a one-hour rehearsal time with me.	
T. 12/5	Campaigns Final Presentation 6 pm @ Alderson Auditorium Room available in the morning. Groups that want to rehearse welcome!	Final presentation file due @ 3 pm (Dropbox submission) Bring a hard copy of your plansbook for our client.
Th. 12/7		Final digital files due; You can submit the files early, of course (InDesign→ File→ Package) (Dropbox submission) AE's FINAL weekly briefing due @ 11:59 pm, Friday (Email submission)

Final Review: I will meet with each team to review lessons-learned and client feedback

Friday, 12/15, 7:30 – 10:00 a.m. <https://registrar.ku.edu/fall-2017-final-exam-schedules>

SYLLABUS AGREEMENT FORM

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

Jour 640, FALL 2017.

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 policies/rules 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).

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.