

**JOUR640 STRATEGIC CAMPAIGNS (Fall 2016)**

Monday & Wednesday, 3:00-4:15 p.m.  
Stauffer-Flint Hall, Room 204

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Office Hours: Monday 4:15-5:15 p.m., Wednesday 1:30-2:30 p.m. and by appointment

*(Document as of August 22, 2016)*

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**COURSE OVERVIEW**

In this course, the capstone of the Strategic Communication track, students develop a communication campaign for a real-world client by utilizing theoretical concepts and hands-on skills acquired through this and earlier classes. Students will work in small groups to identify specific strategic communication objectives, conduct secondary and primary research to investigate relevant issues, and create an effective campaign to address client's needs. Students will also devise measures to assess the campaign once it is implemented. In this course, students are expected to approach issues and problems through critical and analytical thinking and demonstrate high professional ethics in working with group members and interacting with the client.

**COURSE OBJECTIVES**

- To work with the client to identify researchable strategic communication objectives
- To develop an effective strategic communication campaign that addresses these objectives and is based on solid research findings
- To devise measures to evaluate the campaign once it is implemented
- To develop a campaign suited for strategic communication in the networked information age
- To develop a campaign tailored for audiences with diverse backgrounds
- To learn to work with the client throughout the process
- To learn ways of effectively communicating research results and campaign strategies in written and oral reports to the client
- To learn about diversity issues related to strategic communication

## READINGS

There is no required textbook. However, there will be reading assignments for some weeks, and they will be posted to the course Blackboard site: <https://courseware.ku.edu/>.

## 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. Thus, it is your responsibility to regularly monitor your KU email account. I will use the class Blackboard space to post class materials.

Email is the best way to reach me out of scheduled office hours. It is recommended that you use your KU email account when corresponding with me, since messages sent from other servers can be interpreted as junk or spam and thus not received.

## COURSE REQUIREMENTS & ASSIGNMENTS

*The following are graded individually:*

### **Class participation (15%)**

This category covers class attendance, participation in class discussion, 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 your contribution to improving or facilitating collaboration among class/group members on campaign projects.

### **Peer evaluation (10%)**

Following each major group assignment, your group members will evaluate one another on the categories specified below. Your grade for this category will be determined by the median of the evaluation scores your group members assigned to you.

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

- Taking initiative
- Facilitating communication

### **Critique of plansbooks (5%)**

You will have an opportunity to read a couple of plansbooks 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 (about 3 pages, double-spaced) summarizing strengths and weaknesses of the plansbooks assigned to you. The issues you should discuss in your critique include, but are not limited to:

- What is the primary goal of this campaign?
- What are the main strengths and weaknesses of the campaign? Why do you think they are good or bad?
- 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?

### **Reflective essay (5%)**

Each of you will submit a short reflective essay (about 3 pages, double-spaced) that discusses your experiences with your campaigns project. Consider this along the lines of a journal entry. This will be an opportunity for you to directly communicate with me any issues or problems concerning the project. The issues you should discuss in the essays include, but are not limited to:

- What do you consider the most important insight you have gained through the campaign project so far?
- What are the major challenges in working with your group members on the project?
- What kinds of measures have you tried or are planning to do to address those challenges?
- Do you have any suggestions for improving the course for the rest of the semester?

*The following are graded by group:*

### **Presentation on your agency (5%)**

Early in the semester, each group will make a 10-minute presentation on their agency. In this presentation, the group is expected to present the name and logo of the agency, mission statement, and SWOT analysis of your group and/or members.

### **Campaigns project (60%)**

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 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. Your plansbook and final client presentation account for 35% and 15% of your course grade, respectively. Your plansbook will be graded in stages. In addition, there are three small assignments (10%) related to your campaign project.

- Plansbook (35%)
  - Research section draft (5%)
  - Planning section draft (5%)
  - Draft plansbook (5%)
  - Final plansbook (20%)
- Final client presentation (15%)
- Small assignments (10%)
  - 5-8 questions for the client's visit (2%)
  - Primary data summary (3%)
  - One-pager (campaign strategic plan) for client update meeting (5%)

### **Guidelines for submitting written assignments**

All written assignments must be double-spaced, 12 point font, with 1-1.15 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 (6<sup>th</sup> edition of *Concise Rules of APA Style*). You should email me electronic copies of your assignments before class begins on the date scheduled and submit hardcopies of your assignments as class begins. Assignments are graded on grammar, spelling, and punctuation as well as on their content.

### **Policy on late assignments**

Papers and assignments are due when indicated on the syllabus. Late assignments are penalized one letter grade. Only under extreme circumstances (e.g., documented family or medical emergencies) will I agree to a delay in the submission of assigned material. Late assignments must be completed and turned in by the last day of the class.

**Summary of assignments and evaluation**

<b>Assignments</b>	<b>Deadline</b>	<b>Points</b>	<b>Percent</b>
<b>INDIVIDUAL</b>			
Class participation		60	15%
Critique of plansbooks	September 7	20	5%
Reflective essay	October 17	20	5%
Peer evaluations	TBA	40	10%
<b>GROUP</b>			
Presentation on agency	August 31	20	5%
Campaigns project		240	60%
Plansbook — 35%			
Research section draft (5%)			
Secondary research	September 21		
Primary research	October 5		
Planning section draft (5%)	November 7		
Draft final plansbook (5%)	November 16		
Final plansbook (20%)	November 30		
Presentation — 15%			
Presentation slides (5%)	November 28		
Client presentation (10%)	December 5		
Small assignments — 10%			
Questions for client (2%)	August 29		
Primary data summary (3%)	September 28		
One-pager (5%)	October 24		
<i>Total</i>		400	100%

The final grading is based on the accumulated number of points. The following scale will be used:

370-400 = A	308-319 = C+
360-369 = A-	290-307 = C
348-359 = B+	280-289 = C-
330-347 = B	270-279 = D
320-329 = B-	0-269 = F

## ACADEMIC INTEGRITY

In this class, and in all journalism classes, honesty and integrity are critical. Any work you do must be original and reflect your own ideas, thoughts, and research. In a work setting, if you choose to violate professional standards, you will be fired. In this class, if you choose to violate the standards for academic integrity, you'll fail the course, and you may be expelled from or denied admission to the School of Journalism.

Here is the journalism school's official policy statement:

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

"In this course, the penalty for plagiarism, fabrication or falsification is a failing grade for the semester. Additional penalties can include expulsion from the School of Journalism. If you have questions about what constitutes plagiarism, fabrication or falsification, please consult the professor of this course."

The KU University Senate defines plagiarism as "knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge." The University defines fabrication and falsification as "unauthorized alteration or invention of any information or citation in an academic exercise."

Here's some clarification:

- If you use or attempt to use any unauthorized materials during a test, or if you give any unauthorized materials to someone else during a test, this is cheating. Unauthorized materials include written materials, such as notes. Unauthorized materials include any forms of nonverbal communication (one cough, the answer is A; two coughs, the answer is B, etc.).
- Plagiarism is stealing. You take someone else's ideas, thoughts, or words, and you present them as your own original work. This includes taking ideas from written sources, such as books, as well as materials on the Internet. Cutting and pasting materials from the Internet and presenting that work as if it was your own is plagiarism. There may be times when you want to incorporate another person's ideas, opinions, and words into the papers you write, to make a point or to provide

background. If you do, it is essential that you attribute that information—that you explain where the information came from and give credit where credit is due.

- Fabrication and falsification mean that you made it up. This can include making up an entire interview or embellishing a fact, quote, or statistic to make it sound better. Don't do it.

### **JOURNALISM SCHOOL POLICY ON CLASS 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."

### **COPYING OR RECORDING OF CLASSROOM LECTURES**

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.

## **STUDENTS WITH DISABILITIES**

The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. The office is located in 22 Strong Hall; the phone number is 785-864-2620 (V/TTY).

Information about services can be found at <http://disability.ku.edu>. Please also contact me privately in regard to your needs in this course.

## **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.



## COURSE SCHEDULE

*\*Course schedule subject to change. Any changes to due dates will be announced by email via Blackboard.*

### **Week 1 Introduction**

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August 22 Introduction to the course

- Structure of the class
  - Review syllabus
  - Discuss strategic campaign project
- Inventory of professional skills incorporated in the class
- Administrative matters (project groups)

August 24 Overview & guest speaker (Clarkson Gallery, Stauffer-Flint Hall)

- Project groups announced
- Review the campaign process
- Discuss how to prepare for a client meeting
- Rachel Merlo, Google's community manager

### **Week 2 Client Visit & Agency Presentations**

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August 29 Client visit (Clarkson Gallery, Stauffer-Flint Hall)

- Be early to class
- Be prepared to ask questions/dress professionally
- **Client assignment due: 5-7 questions for the client's visit**

August 31 Presentations on agency & research strategy

- **Each group presents issues related to its agency including name, logo, mission statements and SWOT analysis of the group (refer to the Course Requirements section of the syllabus)**
- Review of client information
- Discuss key issues related to designing and conducting a research study

### **Week 3 Secondary Research**

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September 5 Labor Day (no class)

September 7 Secondary research

- Discuss how to write a good secondary research section
- **Assignment due: critique of plansbooks (refer to the Course Requirements section of the syllabus)**

#### **Week 4 Research Planning & Tech Week in Kansas City**

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September 12 Research Planning

- Discuss strategies for primary research

September 14 Tech Week in Kansas City

- Visit Kansas City innovation sites/ meet with the client
- Interview Tech Week participants (TBD)

#### **Week 5 Primary Data Collection & Analysis I**

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September 19 Group consultations

- Instructor-project group meeting on secondary research section

September 21 Primary data collection/analysis I

- Discuss how to collect and analyze primary research data
- Discuss how to write a good primary research section
- **Client assignment due: secondary research section draft**

#### **Week 6 Primary Data Collection & Analysis II**

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September 26 Primary data collection/analysis II

- Discuss how to collect and analyze primary research data
- Discuss how to write a good primary research section

September 28 Survey research planning

- Discuss plans for conducting survey research
- **Client assignment due: primary data summary**

#### **Week 7 Connecting Data to Strategies**

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October 3 Group consultations

- Instructor-project group meeting on primary research section

October 5 Strategies based on research

- Discuss how research findings can inform creative strategies
- **Client assignment due: primary research section draft**

## **Week 8 Fall Break & Planning Section Overview**

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October 10 Fall break/No class

October 12 Planning section overview /media planning

- Discuss issues related to the planning section
- Guest speaker from MMGY on media planning/buying

## **Week 9 Creative Strategies & Social Media**

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October 17 Creative strategies

- **Assignment due: reflective essay (refer to the Course Requirements section of the syllabus)**

October 19 Social media planning

- Discuss social media strategies

## **Week 10 Client Update Meeting**

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October 24 Instructor-project group meeting

- Instructor-project group meeting on client update meeting
- Feedback on one-pager
- **Client assignment due: one-pager (campaign strategic plan) for client update meeting**

October 26 Client update meeting (Room 119, Clarkson Gallery)

- Each group meets with client
- Dress professionally

## **Week 11 Creating Multimedia Content**

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October 31 Workshop on InDesign and Spark

November 2 Group consultations

- Instructor-project group meeting on draft planning section

## **Week 12 Presentation Skills I**

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November 7 Presentation skills

- **Client assignment due: planning section draft**

November 9 Group consultations

- Instructor-project group meeting on final presentation

### **Week 13 Presentation Skills II**

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November 14 Group consultations

- Instructor-project group meeting on draft final plansbook

November 16 Presentation room orientation

- Alderson Auditorium (Level 4, KU Memorial Unions)
- **Client assignment due: draft final plansbook due**

### **Week 14 Work Day/Thanksgiving**

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November 21 Group meeting

November 23 Thanksgiving break/No class

### **Week 15 Presentation Practice**

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November 28 Presentation practice

- Alderson Auditorium (Level 4, KU Memorial Unions)
- Anderson available from 6:00-9:00 p.m.
- **Client assignment due: presentation slides due**

November 30 Presentation rehearsal

- Alderson Auditorium (Level 4, KU Memorial Unions)
- Anderson available from 1:00-4:00 p.m.
- **Client assignment due: final plansbook due**

December 4 Presentation rehearsal

- Alderson Auditorium (Level 4, KU Memorial Unions)
- Anderson available from 3:00-9:00 p.m. (optional)

### **Week 16 Dress Rehearsal & Final Presentations**

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December 5 Rehearsal & final presentations

- Presentation rehearsal: 11 a.m.-4 p.m., Alderson Auditorium
- Reception: 5:00-5:45 p.m. Malott Room (Level 6, KU Memorial Unions)
- **Final presentations: 6:00-8:00 p.m., Alderson Auditorium (Level 4, KU Memorial Unions)**

December 7 Last day of class/Wrap-up