

# ENC 3252 Writing for Strategic Communication | | Online, Summer A, 2024

(this class confers Composition (C) and WR 6,000 credit)

**INSTRUCTOR:** Angela Brown

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**OFFICE HOURS:** TBA

Advertisers, public relations professionals, and telecom writers must successfully communicate with audiences who have very different goals and varying needs for information. Strategic communication entails identifying a specific audience in a relationship to an organization (business, non-profit, school, etc.) and crafting a message using the media ecosystem to establish and maintain that relationship. In this class you learn how to research, organize, and present information, as well as how to write effectively, work in collaboration with other professionals, and use various technologies to support your communication efforts.

We will practice analyzing writing situations common in these fields; then we will use the strategies for audience-analysis, organization, style, and page layout to develop documents that address those rhetorical situations. The objective of this class is to help you learn how to write, revise, and edit effectively for the professional writing community you will join. By the end of class, you will have begun a portfolio of writing to showcase your evolving topical interests and writing style.

## Student Learning Outcomes

### Content

- Identify the trade and scholarly literature
- Recognize instances of strategic communication
- Define strategic communication

### Critical Thinking

- Evaluate contribution of media channel to strategic communication
- Analyze strategic communication for component parts
- Analyze context/content for strategic communication opportunities

### Communication

- Create a strategic communication plan for a client
- Write persuasive and descriptive content
- Create and manage an e-portfolio

## Required Texts & Technologies

- There are no required texts for this class. Required readings will be provided directly in units.
  - Instructors may choose to use Perusall for class readings.
- Per CLAS policy, using Canvas is required in this class.
- The UWP adheres to the [UF Student Computing Requirements](#).
  - If you're in a noisy or distracting environment, we strongly recommend headphones with a microphone for synchronous classes.
  - All students should have access to a web cam of some kind.
- If offered, synchronous online classes will require that you access Zoom using your UF Gatorlink account.

**Some portions of this course may be recorded.** The instructor will announce when a recording is taking place. Students who keep a camera on and display a profile image are consenting to have these recorded as part of the session. Likewise, students who participate orally are consenting to have their voices recorded. If a student does not consent to being recorded, then the student should turn off the camera and microphone. The chat feature may be used for class activities. Chat content may be recorded but will only be shared with consent. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. Students should inform instructors of accessibility or technology assistance before the course begins.

## Assignments

To achieve the goals of helping students to think and communicate like discipline practitioners, this class employs project-based learning. Each project culminates in at least one major writing assignment requiring discipline-specific original content. Within projects, we employ the "LEAP" model: Learn, Explore, Analyze/Activate, Perform/Publish. In other words, we follow a project management strategy that mirrors what happens in the professional world of content creation!

- **Learn** – readings, course lectures, and other learning materials that explain the genre and purpose of the project
  - Points are awarded for readings and video lectures
- **Explore** – low stakes activities that help students identify and describe elements of the project
  - Happens in Discussions and "notes" activities
- **Analyze/Activate** – higher stakes activities in which students analyze, appraise, and critique authentic works
  - Happens in Discussions, Activities, and Peer Reviews
- **Perform/Publish** – content assignments for which students produce work relevant to their field
  - Happens in Pitches and in Project Content Pieces

### Place-Based Branding Project (225 pts)

At the heart of strategic communication is a unique message to an audience that creates a relationship with an organization. For this project, you will create an image-driven experience of a place (UF, Gainesville, or your hometown) using Adobe Express (or similar platform) that immerses the reader in a specifically-themed "walk" -- the intent of your GatorWalk is to create a way for new students to feel at home.

- Adobe Express Presentation -- 800 words + social media tags

### Native Advertising Project (265 pts)

Traditionally, advertising has been bounded by a fence that shouted "you have left your regular programming". Now, a bridge has come down across the moat separating content from promotion. "Native Advertising" presents its message by adopting the customs of the locals, blurring the lines between information and sales. There is some controversy about this approach, so you will get to analyze an encounter with native advertising as well as create native advertising content. Social-media-based native ads will include a themed campaign including at least 3 ads.

- Native Advertising Content Piece -- 500 words + images

### Content Marketing Campaign (415 pts)

Modern companies build relationships with customers -- relationships are founded on exchange. Beyond mere branding, "content marketing" is promotional content provided by an organization that genuinely helps a user accomplish a task or learn something new. This is more than blogging, "10 best tips for X" lists, and social media tags -- content marketing is public relations: it establishes a relationship with customers founded on mutual interests. For this project, you will pitch

a content marketing campaign on behalf of a local business, non-profit, student organization, etc. In addition to creating content, you will bring all the pieces together to present your campaign.

- Content Marketing Piece (signature story) -- 350 – 500 words
- Content Marketing Piece (knowledge branding) -- 350 – 500 words
- Campaign Proposal -- 750 words

### E-Portfolio (70 pts)

Professionals sell their services using portfolios. To practice this skill, you'll assemble an e-portfolio using Canvas's portfolio feature (or other software) that includes a biography, resume, featured pieces, and an evaluation letter of your experience in this class.

- Biography -- 200 (or more) words
- Resume
- Evaluation Letter -- 300 words

### Getting Started Readings/Activities (35 pts)

These are the readings and activities that get the semester started, including the Class Contract and an Extra-Credit Opportunity!

### Grading Scale

The University Writing Program uses the UF recommended grading scale.

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
F	< 60.0 %	to 0.0%

### General Education Credit

- **University Writing Requirement:** The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive University Writing Requirement (WR) credit (E6), a student must earn a course grade of C or higher **and** assignments must meet minimum word requirements totaling at least 6000 words. Thus, to earn WR-E6 credit, students must complete all the major writing assignments and meet minimum word counts.
- **Composition Credit:** Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final

submission, and fulfill 6,000 of the university's 24,000-word writing requirement. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

### General Education Rubric

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments will be delivered during the course of the semester.

	<b>SATISFACTORY (Y)</b>	<b>UNSATISFACTORY (N)</b>
<b>CONTENT</b>	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
<b>ORGANIZATION AND COHERENCE</b>	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
<b>ARGUMENT AND SUPPORT</b>	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
<b>STYLE</b>	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
<b>MECHANICS</b>	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

	that remain unobtrusive so they do not muddy the paper's argument or points.	
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## Policies and Procedures

### 12 DAY RULE

Students who participate in athletic or extracurricular activities are permitted to be absent 12 scholastic days per semester without penalty. (A scholastic day is any day on which regular class work is scheduled.) Instructors must be flexible when scheduling exams or other class assignments.

The 12-day rule applies to individual students participating on athletic or scholastic teams. Consequently, a group's schedule that requires absence of more than 12 days should be adjusted so that no student is absent from campus more than 12 scholastic days. See the policy at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences> (Links to an external site.)  
[Links to an external site.](#)

### Paper Maintenance Responsibilities

Students are responsible for maintaining copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

### Submission Requirements

All papers will be submitted as **MS Word (.doc, .docx) documents** to Canvas. Sometimes, pdfs will be accepted, too. Final drafts should be polished and presented in a professional manner. Because professional communication varies in document design, all papers will have specific formatting guidelines to follow. Please read these carefully and ask questions early to avoid losing points.

Papers and drafts are due online at the assigned day and time. Late papers will not be accepted. Failure of technology is not an excuse. If illness or injury prevents a student from turning in a paper on time, the student should consult with the writing coach to turn in the work as soon as is feasible given the situation.

## ACADEMIC HONESTY and PLAGIARISM

As a University of Florida student, your performance is governed by the UF Student Honor Code, (<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

**Plagiarism** is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

**Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:**

- 1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.**
- 2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.**

(University of Florida, Student Honor Code, 8, October, 2013)

The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. You commit plagiarism when you present the ideas or words of someone else as your own. Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Some (but not all!) examples of plagiarism are copying-and-pasting anything from the Internet without proper quotations and attributive tags, using work you have turned in to other classes without permission from the instructor, and insufficient paraphrasing.

If you commit academic dishonesty, you will receive a zero for the assignment, and the instructor will submit the incident to the Dean of Students Office as an Honor Code violation. Punishments can vary, but the instructor will recommend failing the course. (If you commit plagiarism in the workplace, at the very least you will be reprimanded. You could also be fired or even lose your career.)

**Important tip:** There should never be a time when you copy and paste something from the Internet and don't provide the exact location and citation information for the source.

All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students are expected to pursue knowledge with integrity. UF students are bound by The Honor Pledge which states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class. Honor Code: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> (Links to an external site.)[Links to an external site.](#)

If a student plagiarizes all or any part of any assignment, I will award a failing grade on the assignment, and I will report you to the honor board at the Office of the Dean of Students. Once a student is reported to the honor board, he/she cannot drop the course. Your work will be tested for its "originality" against a wide variety of databases by anti-plagiarism guardian sites to which the university subscribes, and negative reports from such sites constitute PROOF of plagiarism. Other forms of academic dishonesty will also result in a failing grade on the assignment as a minimum penalty. Examples include cutting and pasting a BLOG entry or citing phony sources/quotations to include in your assignments. You are responsible for understanding the University's definitions of plagiarism and academic dishonesty, which include the following:

- Submitting all or part of someone else's work as if it is your own
- "Borrowing" all or portions of anything (books, song lyrics, poetry, movie scripts) without crediting the source
- "Borrowing" verbatim text without enclosing in quotation marks and citing source

*As a general rule, anytime you cut and paste you are citing a source. If you do any cutting and pasting without giving credit to that source, you are committing plagiarism.* For more information about academic honesty, including definitions and examples of plagiarism, see: Making "duplicate submissions" of assignments - that is, submitting work in one class that you also submit in another class (UNLESS you have permission of both instructors in advance and IN WRITING.) "Collaborating" or receiving substantive help in writing your assignment unless such collaboration is part of

the given assignment also constitutes plagiarism. However, you may receive general advice from tutors or UF writing lab instructors and you may form study groups among your classmates to study for the exams.

For more information, see the Student Conduct and Conflict Resolution Web site: <https://www.dso.ufl.edu/sccr> or call 352-392-1261 x207.

As a University of Florida student, your performance is governed by the UF Student Honor Code, (<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

### Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### NOTIFICATION LETTER FROM THE DEAN OF STUDENTS' OFFICE

Students who experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) may contact the Dean of Students Office and request notification letters be sent to their professors. Students are required to provide faculty members with appropriate documentation to support their absence unless, due to the nature of the issue, the information is provided to and verified by the Dean of Students' Office.

The University of Florida complies with the Americans with Disabilities Act. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

### Students in Distress

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

- U Matter We Care: <http://umatter.ufl.edu>, [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-294-2273 (CARE) Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 3190 Radio Road, (352) 392-1575
- Field and Fork Pantry: <https://fieldandfork.ufl.edu/>, located near McCarty B, 352-294-2208
- Student Health Care Center: <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161
- Aid-a-Gator: <https://www.sfa.ufl.edu/aidagator/>, S-107 Criser Hall, (352) 392-1275

### Academic Resources

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. Online only for Fall 2020.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process.](#)

Notes and Questions:



## Class Schedule

### Week 1 --

- Monday
  - Complete Course Orientation and Class Pledge to open up the rest of class
  - Begin Introduction to Strategic Communication Readings
- Tuesday
  - Complete Introduction to Strategic Communication Readings
- Wednesday
  - Read through the Place Based Branding Project Page
    - Get extra credit for this task: ECO Project Pages -- Get to know the PBB Project
  - Watch Video: Place Based Branding Project
  - Complete Place-Based Branding Project Readings
- Thursday
  - PBB Pitch Prep DUE
  - PBB Activity "Establishing Placeness" DUE
- Friday
  - PBB Pitch DUE
  - ECO DUE
- Sat - Sunday
  - complete PBB Project

### Readings Week 1

- [What is Strategic Communication](#), Kellerer
- Defining Strategic Communication, Hallahan, et al., *International Journal of Strategic Communication*
- [Sense of Place](#), Wikipedia
- [Sense of Place](#), Adams, The Nature of Cities
- [Place Branding](#), Relph, Placeness, Place, Placelessness

### Week 2 --

- Monday
  - PBB Project DUE
  - Read through the Native Advertising Project Page
    - Get extra credit for this task: ECO Project Pages -- Get to know the NA Project
  - Begin NA Project Readings

- Tuesday
  - NA Project Readings DUE
  - Project Introduction Video DUE
- Wednesday
  - NA Discussion Activity "Hunting for Native Ads" DUE
- Thursday
  - NA Pitch Prep DUE
- Friday
  - NA Pitch DUE
- Sat - Sunday
  - Work on NA Project

### Readings Week 2

- [Native Advertising](#) (Sharethrough)
- Good Native Advertising isn't a Secret, Campbell & Marks, (*Business Horizons*)
- Native Advertising is the New Journalism, Schauster, Ferrucci, & Neill (*American Behavioral Scientist*)
  - Introduction and Findings
- Going Native: Effects of Disclosure Position, Wojkynski & Evans (*Journal of Advertising*)
  - Introduction and General Discussion

### Week 3 --

- Monday
  - NA Project DUE
  - Read through Content Marketing Project Page
    - Get extra credit for this task: ECO Project Pages -- Get to know the CM Project
  - Begin CM Project Readings
- Tuesday
  - CM Project Readings DUE
- Wednesday
  - Signature Stories Tutorial Video DUE
  - CM Project Intro Video DUE
- Thursday
  - CM Client Pitch prep DUE
  - Knowledge Branding Content Tutorial Video DUE
- Friday – Monday
  - Work on CM Project Pitch (client prep is one part of whole CM Project Pitch)

### Readings Week 3

- The Rise of Storytelling as the New Marketing, Pulizzi (*Public Relations Research Quarterly*)
- What are your Signature Stories? Aaker & Aaker (*California Management Review*)
- [How the IKEA Effect Subtly Influences How you Spend](#), Mortimer, Mathmann, & Grimmer (BBC)
- Collated Readings on the Power of the IKEA effect

- Work on Revisions
- Thursday –
  - Work on Revision
- Friday
  - Revision DUE

### Week 4 --

- Monday -- Memorial Day Holiday
- Tuesday
  - CM Project Pitch DUE
- Wednesday
  - CM Activity "Fun with Content Marketing" DUE
  - Greatest Misconceptions of Content Marketing Video Quiz DUE
- Thursday
  - Sig Stories and Knowledge Content Outlines DUE
- Friday
- Sat - Sunday
  - Draft submissions of Sig Story and Knowledge Content due to Peer Review Discussion

### Week 5 --

- Monday
  - Do CM content pieces peer review
- Tuesday
  - CM Peer Review DUE
- Wednesday- Thursday
  - Work on CM Strategy Proposal
- Friday
  - CM Strategy Proposal DUE
- Sat - Sunday
  - Read through E-Portfolio Project Page
  - Watch the E-Portfolio Intro Video
  - Begin Portfolio Prep
  - E Portfolio Prep DUE on Sunday

### Week 6 --

- Monday
  - work on e-portfolio
- Tuesday
  - work on e-portfolio
- Wednesday
  - E-portfolio DUE

