

ENC 3252 Writing for Strategic Communication: ONLINE || Fall 2024

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Course Description

Advertisers, public relations professionals, and media management/technology writers must successfully communicate with audiences with 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 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.

General Education Student Learning Outcomes

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

GE SLOs will be assessed in several ways. Content knowledge will be assessed primarily through writing assignments in which students demonstrate understanding of their field. Communication will be assessed through major writing assignments and engagement in public speaking, for which students are required to convey their knowledge and ideas clearly through collaborative in-class discussions and presentations to various audiences. Critical thinking will be assessed through students' abilities to select appropriate information and document design when writing and speaking to various stakeholders, including colleagues and the public.

General Education Objectives: Composition (C)

This course confers General Education credit for Composition (C). 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. (See the [General Education Objectives](#).)

In **ENC 3252, Writing in Strategic Communication**, these objectives are met in a variety of ways. Students write and present in project-based units across the semester. Each project features a particular audience and writing goals, and students work within their discipline, career, or major all semester. In the Trade Journal Project, students select a professional publication to read and then write brief reports that summarize, analyze, and reflect; these reports are styled using the MS Sway tool to improve visual appeal to a wider audience. In the Place-Based Branding project, students create a physical or digital walk that introduces a newcomer to Gainesville. Walks are highly themed, and use Adobe Express or Canva to create a mobile-device friendly experience that establishes an organizational relationship between a person and a new environment. The Native Ad project requires students to create content that fits seamlessly in a digital publication. The Content Marketing Project requires students to create content for a local business or organization that builds trust with a consumer by offering business-related content. Student present their Content Marketing projects as a proposal so they practice using logic and persuasion while engaged in public speaking.

Earning Credit for General Education Outcomes and Objectives: (C) and (WR)

Composition Credit: Students must pass this course with a “C” or better to satisfy the UF requirement for Composition (C).

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 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.**

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 general assessment rubric (see below). More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

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.
- Recommended Writing Handbook: A Pocket Manual of Style, Hacker, Bedford/St Martin, 2011 (students do not need to buy this book)
- 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.
- Office hours will require that you access Zoom using your UF Gatorlink account.

Office hours for this course may be recorded. The instructor will announce if 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.

Course Learning Outcomes

Content

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

Critical Thinking

- Compare and contrast the scholarly and trade literature
- 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

Major Writing 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.

- **Learn – readings, course lectures, and other learning materials that explain the genre and purpose of the project**
- **Explore – low stakes activities that help students identify and describe elements of the project**
- **Analyze/Activate – higher stakes activities in which students analyze, appraise, and critique authentic works**
- **Perform/Publish – content assignments for which students produce work relevant to their field**

Trade Journal Project (125 pts)

All professions have trade publications -- information outlets created by practitioners for practitioners. Trade pubs are an excellent way to learn how your field talks about itself, which in turns means how you should talk about the field, too. For this semester-long project, you will choose a trade publication in your field (advertising, public relations, media mgt/tech) to read. Every two weeks, you will write a summary analysis on the major stories your trade pub has been following along with insights you have gleaned along the way.

- 5 press releases @ 300 words each (total: 1500 words)

Place-Based Branding (75 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 be create an image-driven experience of a place (UF, Gainesville, or where you live) using Adobe Spark 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.

- Project Pitch (250 words)
- Adobe Spark Presentation -- 800 words + social media tags

Native Advertising Project (125 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 promotion. There is some controversy about this approach, so you will get to analyze an encounter with native advertising, create native advertising content, and consider the ethics of this type of marketing.

- Project Pitch (300 words)
- Analysis Paper -- 750 words
- Sponsored Content (a.k.a, "native advertising") -- 500 words + images

Content Marketing Campaign (225 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 strategy 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 CM strategy to interested stakeholders.

- Project Pitch (500 words)
- Content Marketing: Signature Story – 300 - 500 words
- Content Marketing: Knowledge Branding – 300 - 500 words
- CM Strategy Proposal -- 750 words

E-Portfolio (75pts)

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, résumé, and featured pieces. In addition, you write an evaluation letter of your experience in this class as practice for turning projects into self-promotion.

- Biography -- 200 (or more) words

- Résumé
- 3 Featured Pieces + text (100-200 words each)
- Evaluation Letter -- 300 words

Readings, Activities, Discussions, and Peer Review (375 pts)

All of the writing projects need preparation and processing, and these are the assignments that address this aspect of class.

Assignment Values

Assignment	Points
Trade Journal Project	125
Place-Based Branding Project	75
Native Advertising Project	125
Content Marketing Campaign	225
E-Portfolio Project	75
Pre-Project Readings, Activities, Discussions, and Peer Reviews	375

Grading Scale

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count. Please note that assignment word counts represent minimums necessary to achieve assignment goals, not mandatory values. This course follows [UF grades and grading policies](#).

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 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.

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	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.
ORGANIZATION AND COHERENCE	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.
ARGUMENT AND SUPPORT	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.
STYLE	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.
MECHANICS	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 that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Policies and Procedures

TURNING IN ASSIGNMENTS

1. **All assignments are due BEFORE the time indicated in the CANVAS assignment directions. Late written work will be deducted 10% for each calendar day it is late.** Plan to submit your work early to avoid computer problems. Failure of technology is not a legitimate excuse for late submission and late penalties will apply whenever work is submitted late.
2. **All written work must be submitted by uploading your document(s) to the correct assignment space in our CANVAS course.**

PAPER MAINTENANCE RESPONSIBILITIES

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

Instructor Specific Policies

- Late work is problematic for everyone; **if you think work is going to be submitted late, send the instructor a message** to work out some kind of arrangement.
- Plagiarism will not be accepted. Plagiarized papers will receive "0". Students will be reported through the DSO's honor violation form.
- **Revision Policy:** Writing is a process that includes revision. The UWP allows at least one major assignment revision. The higher grade will be the final grade (no fancy math!).

ACADEMIC HONESTY and PLAGIARISM

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: <http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html> .

- 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.

DISCUSSION BEHAVIOR

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will study engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in losing points on assignments.

COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu> .

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.

STUDENTS WITH DISABILITIES

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202 or online at <http://www.dso.ufl.edu/drc/> . The office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

STUDENT COUNSELING AND MENTAL HEALTH

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, 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.

[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.](#)

Class Schedule

Week 1 -- Course Introduction / Get started on Trade Journal Project (Aug 22 – 23)

Readings

- [What is Strategic Communication](#), Kellerer
- Defining Strategic Communication, Hallahan, et al., *International Journal of Strategic Communication*

Activities/Assignments

- Orientation + Class Contract Pledge
- Update your Canvas Profile

Week 2 – The Trade Journal Project / Place-Based Branding Project (Aug 26 – 30)

Readings

- [The Value of Trade Publication in PR](#), Reeves, Platform Magazine
- [Sense of Place](#), Wikipedia
- [Sense of Place](#), Adams, The Nature of Cities
- [Place Branding](#), Relph, Placeness, Place, Placelessness

Activities/Assignments

- Explore/Select your Trade Publication
- Fun with Place-Based Branding

Week 3 – Writing Pitches / Place Based Branding (Sept 2 – Sept 6; 9/01: Holiday)

Readings -- none

Activities/Assignments

- Pitch prep

- Pitch: Place-based Branding
- Trade Journal Entry #1

Week 4 -- Place Based Branding (Sept 9 – Sept 13)

Readings -- none

Activities/Assignments

- Peer Review PBB project
- Place-Based Branding Project
- Reflection Discussion: place-based branding + strategic communication

Week 5 – The Native Advertising Project (Sept 16 – Sept 20)

Readings

- [Native Advertising](#) (Sharethrough)
- Good Native Advertising isn't a Secret, Campbell & Marks, (*Business Horizons*)

Activities/Assignments

- Hunting Native Ads
- Analyzing Native Ads: understanding the in-stream experience
- Trade Journal Entry #2

Week 6 -- Native Advertising (Sept 23 – 27)

Readings

- 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

Activities/Assignments

- Pitch: Native Ad Content
- Native Ad Analysis Paper

Week 7 -- Native Advertising (Sept 30 – Oct 4)

Readings -- none

Activities/Assignments

- Peer Review
- Native Ad Content Pieces
- Trade Journal Entry #3

Week 8 – Content Marketing Project (Oct 7 – Oct 11)

Readings

- The Rise of Storytelling as the New Marketing, Pulizzi (*Public Relations Research Quarterly*)

Activities/Assignments

- Fun with Content Marketing
- Choosing a CM Project Client

Week 9 -- Content Marketing (Oct 14 – Oct 18)

Readings

- 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

Activities/Assignments

- Signature Stories for your Client: Who are the stakeholders?
- Knowledge Content for your Client: What can they teach?
- Trade Journal Entry #4

Week 10 -- Content Marketing (Oct 21 – Oct 25)

Readings -- none

Activities/Assignments

- Setting reasonable KPIs
- Researching the local organization (SWOT-type analyses)
- Pitch: CM Project

Week 11 -- Content Marketing (Oct 28 – Nov 1)

Readings -- none

Activities/Assignments

- Storyboarding the Signature Story and Knowledge Content
- Trade Journal Entry #5

Week 12 -- Content Marketing (Nov 4 – Nov 8)

Readings -- none

Activities/Assignments

- Peer review Story and Knowledge pieces

Week 13 – Content Marketing (Nov 12 – Nov 15; 11/11: holiday)

Readings -- none

Activities/Assignments

- Content Marketing Strategy Project
- CM Strategy Presentation

Week 14 – E-Portfolio (Nov 18 – Nov 22)

Readings

- [10 Things every PR portfolio must have](#), Brown (PR Daily)

Activities/Assignments

- Writing a professional bio
- Choosing an e-portfolio site

Week 15 – Thanksgiving Holiday (Nov 25 – Nov 29)

Readings -- none

Activities/Assignments

- Describing Coursework
- Writing the Evaluation Letter

Activities/Assignments

- E-Portfolio
- Class Evaluation letter

Week 16 -- Portfolio (Dec 2 – Dec 4)

Readings -- none