

ENC 3252 Writing for Strategic Communication | | Fall 2024

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

SECTION: SU11 (25549)

INSTRUCTOR: TBA

SECTION: SU33 (25551)

INSTRUCTOR: TBA

SECTION: ST11 (18969)

INSTRUCTOR: TBA

SECTION: SU22 (25550)

INSTRUCTOR: DAN DOUGHERTY

SECTION: SU77 (25552)

INSTRUCTOR: NICHOLAS ORLANDO

SECTION: SU88 (25553)

INSTRUCTOR: DAN DOUGHERTY

OFFICE HOURS/LOCATION: TBA

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Course Description

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.

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.
 - Perusall may be used for class readings
- Per UF 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.

Course Learning Outcomes

Content

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

Critical Thinking

- Evaluate contribution of media channel to strategic communication
- Analyze strategic communications for visual communication tactics
- Analyze context/content for strategic communication opportunities

Communication

- Create a strategic communication plan for a client
- Write persuasive and descriptive content
- Present in a concise and effective manner to a peer audience

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 (250 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, telecommunications or industry-specific) to read. Every two weeks, you will write a 3-part journal entry on the major stories your trade pub has been following, an analysis of one story, and insights you have gleaned along the way.

- 5 trade journal entries @ 300 words each (total: 1500 words)

Place-Based Branding (100 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 or Gainesville) 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 (150 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.

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

Content Marketing Campaign (250 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 (150 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

Instructor Choice Activities and Exercises (100 pts)

Each instructor has the freedom to create quizzes and activities to support student learning.

Grading

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

Attendance

Attendance is required. The policy of the University Writing Program is that if students miss more than **six periods** during the term, they will fail the entire course. Double periods count as two absences.

The UWP exempts from this policy **only** those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. For absences due to quarantine or illness, your instructor may require a signed doctor's note.

Requirements for class attendance, make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been taken, they are late, which disrupts the entire class. Two instances of tardiness count as one absence. This applies to both in-person and synchronous Zoom classes. When attending a Zoom class, make sure you join the class early enough to correct any technological issues you encounter. Make sure to mute your microphone upon entry.

Class Recording Policy

The State of Florida has passed a law regarding the recording of classes by students.

- A Student may record a **class lecture** for three specified purposes as outlined in House Bill 233/Section 1004.097, Florida Statutes:
 1. For the student's own personal educational use;
 2. In connection with a complaint to the University where the recording is made
 3. As evidence in, or in preparation for, a criminal or civil proceeding.
- Students may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission, or to provide notice, to record.

- A class lecture is defined as an educational presentation delivered by faculty (instructor of record) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a particular subject. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.
- A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, **academic exercises involving student participation**, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- A recording of a class lecture may not be published without the consent of the lecturer.
 - **Publish** is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.
 - A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.
- A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Classroom Demeanor

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write may 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 dismissal, and accordingly absence, from the class.

If attending class via Zoom, there are a few guidelines we expect you to follow.

- Avoid distractions during class time. Close unnecessary apps and put your phone away. Attend from an area with no distractions. (If circumstances require you to work from an area with distractions, let your instructor know. For example, if you have to share a room with family, let your teacher know that your mom might be walking in the background or your brother is doing his class at the dining room table at the same time.)
- Make sure that whatever is visible (your attire, the background) is reasonable for class. Would you wear it to class? Would you show that poster in class? Would you bring that pile of dirty clothes to class?
- Zoom requirements: During class, you are expected to be visible to the instructor and be able to communicate with the instructor by audio or writing in the chat box.

In-Class Work

Active participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. In general, students are expected to contribute constructively to each class session.

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, 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](#).

Notes and Questions:

Class Schedule

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

Readings

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

Activities/Assignments

- Opening Activity, e.g., Bees with Backpacks
- Update your Canvas Profile

Week 2 – The Trade Journal Project / Place-Based Branding Project (Aug 26 – Aug 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; no class Sept 1)

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 – Sept 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 11 – Nov 15; no class 11/11)

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

Week 16 -- Portfolio (Dec 2 – Dec 4)

Readings -- none

Activities/Assignments

- E-Portfolio
- Class Evaluation letter

