



MASTER OF ARTS  
IN MASS COMMUNICATION  
College of Journalism and Communications

UNIVERSITY of FLORIDA

---

# PUR6409 INTERNATIONAL ISSUES AND CRISIS COMMUNICATION

SUMMER 2018  
3 CREDIT HOURS

---

## INSTRUCTOR

Valsin A. Marmillion  
vmarmillion@jou.ufl.edu

## Contents

This syllabus document contains three main sections:

1. A **course description** including a summary of major assignments and grading
2. **University policies** that apply to this and other GSC courses online
3. A detailed **Weekly Course Schedule** that includes grading rubrics (please print and save!)

## Contact

You are always welcome to send me a message. You can reach me by Canvas message (see your "inbox" on the left side) or email at: [vmarmillion@jou.ufl.edu](mailto:vmarmillion@jou.ufl.edu). I will always do my best to respond within 24 hours.

## Office Hours

If you would like to chat live, it's best to contact me by email to schedule time on our calendars.

## Instructor Bio

This course is designed to provide hands-on skills development around contemporary issues and to take advantage of lessons I have learned in a career that has involved government service, corporate and non-profit management, political consulting and entrepreneurship in the communications sector as owner of my own public relations and marketing firm for thirty years, Marmillion + Company (MCo).

I come from a French Louisiana background and began my career with a decade of government service in Washington, D.C., as chief of staff for a U.S. Congressman going on to manage a sector of the southern campaign in a presidential race. I would later manage the winning race for U.S. Senate for the Congressman and other political aspirants. My next assignment led me to Los Angeles, where I was director of community affairs for a global corporation, creating a program to define public/private partnerships, which gained prominence in the early 1980s. I opened my own PR firm with a partner in 1983 and soon gained a prominent client list including the J. Paul Getty Trust, LA Chamber of Commerce, Atlantic Richfield Company, among others. In 1983, our firm created the first public education campaign for LA County to name and change behavior around AIDS. We later serviced accounts with the State of California, and U.S. Centers for Disease Control and Prevention, ultimately creating a joint east and west coast foundation with Elizabeth Taylor, known today as amfAR. We became quickly recognized for our strategic communications consulting and with an impressive client list were acquired by Ogilvy & Mather, where I served as executive vice president until pulling back my firm as a boutique progressive cause agency in 1986. While a valuable experience, I learned that there were more opportunities for creativity and communicating change outside of the larger corporate environment.

Over time, MCo won more than 100 national and international awards for public relations, political media, marketing and advertising, including two prestigious Silver Anvils from the Public Relations Society of America. Eventually, MCo had offices in Los Angeles, Washington, D.C., Denver, New Orleans, Baton Rouge, Fort Lauderdale, and Cape Cod. We tackled the hard subjects most avoided like mental health, arts education, coastal restoration, climate change, child neglect, race, and even challenges to representative democracy, long before any of these issues were fashionable. That was then and this is now, having realized that operating many offices is overrated, not to mention filled with management drama. After trading in big city life for an island I've once again scaled back, run a completely paperless consultancy and maintain only a few clients so that I can devote time to writing and to you learning new things at UF. I take pride in having developed a diverse portfolio, which you will hear about as we explore case examples across all sectors and the many interest areas where I have ventured. These real cause-related cases will stimulate our discussions and challenge you to stand apart as distinguished in the market place. What attracted me to UF CJC is a focus on ensuring that you will learn the best professional skills to practice at the highest level of quality in your chosen communications profession. If you are curious about the clients served and awards achieved, they are listed in my archived website at: [Marmillion.com](http://Marmillion.com). (codes: valmar, vam1950 for access)

I reside in Key West, where I am an active boater, water sports enthusiast and occasional poker player. I love to cook Cajun specialties and, with my partner, keep watch over mischievous pets and own a boutique shop called, The Peace Store.

## **COURSE WEBSITE & LOGIN**

Your course is in Canvas (UF e-Learning). Go to <http://elearning.ufl.edu/>. Click the orange “Log in to e-Learning” button. Login with your GatorLink account. Your course may appear on your Dashboard. If it is not on the dashboard, the course will be in the Courses menu on the left navigation. Click on “All Courses” on this menu. After clicking “All Courses”, you have the option to put the course on your dashboard by clicking on the star to the left of the course’s name.

Contact UF Helpdesk <http://helpdesk.ufl.edu/> (352) 392-HELP (4357) if you have any trouble with accessing your course.

### **Zoom**

We will be using Zoom for holding office hours and recording lectures.

## **THIS COURSE**

### **Course Layout**

Each week, you will be assigned lectures and videos to watch, readings, and assignments. There will be one primary project that will be documented by you in your journal and reviewed four times, including a final entry. These journal entries will be graded based on how you have been able to scaffold your learning leading to a skill set that matches your needs for learning or life. We will rely on Canvas and Zoom technologies, and you will be asked to create blog and YouTube uploads. A number of assignments will involve peer review and peer group decision-making, so let’s get to know one other.

### **Description**

A reactionary world has evolved in part due to information technology but also because society rewards uninformed dialogue and response, which creates crises for client organizations. In corporate and organizational systems, the devil’s advocate has risen in stature for throwing risk into decision-making. At times this can be productive but too often it is debilitating to progress and creativity. The primary foil to rear view mirror attitudes – and of immeasurable value to organizations – is to become a guiding force to establish trend-setter, leading, innovative and profitable solutions through market, societal or political positioning for your organization or client.

To be a proactive communications asset for organizations and corporations requires a specific set of competencies to become a visionary leader. Individuals are not born visionaries. Their acquired experience and knowledge should demand that their ideas are worthy of accepting and repeating. Likewise, as every organization is different, there

are a set of strength factors that leading communicators develop to set them apart: authentic voice, unequal advantage, metaphors to build critical mass, third party relationships and a value proposition.

Operating in today's environment of unprecedented change, the successful global communications leader will move beyond being an observer and be the one who can clearly articulate the relative value of available strategies and be an agent of the change.

This course will explore the tools and applications for proactive strategic communications, evaluating market dynamics for reducing risk and advancing creative and meaningful solutions to communications challenges and crises.

## Objectives

By the end of this course, students will be able to:

- Highlight the challenges to communicating with an information environment in flux.
- Develop approach to audience identity and message planning and determine research technique(s) most applicable to your needs.
- Apply available tools and tactics for strategic communications approach to a global issue, providing your organization a voice and reputation and embedding crisis management strategies into a communications plan.
- Utilize five strength factors for communicating: unequal advantage, authentic voice, metaphors, 3<sup>rd</sup> party partnerships, and value proposition.
- Apply writing skills to a case to support your communications rationale for taking on a global cause campaign, a compelling and effective letter to the editor or Op Ed about a crisis, and a position for management on the relationship of corporate social responsibility and profit.
- Develop approach to repel or employ the devil's advocate, assess relevant sustainable or situational value, embed trust in messaging, and demonstrate the use of authentic voice or integrity in messaging and/or the application of fear-based strategies.
- Describe various fake news approaches and their potential impact to senior management.
- Demonstrate the pros and cons of issue spokespeople, celebrities and use of metaphors for gaining critical mass.
- Lead and/or facilitate a strategy development session.
- Recognize the most useful strategies to support your future career or service.

## 10 Questions

Students will be able to answer the following 10 questions by the end of this course:

- How will I determine the most relevant communications techniques to support my organization and its cause with so many challenges in the information environment?
- What process can I use to determine a rational for communicating including identifying the communications gap, unequal advantage, authentic voice, and value proposition?
- What is the best process for creating third-party beneficial or brand-supportive relationships?
- How can I use the theory of multiple intelligences to my benefit?
- How can I manage research for my client organization and what determines best methods to achieve desired results?
- How do I determine a value proposition and communicate it through effective messaging?
- What is the best approach to writing an issue or cause case document or case for support?
- How do I professionally facilitate a meeting of senior managers?
- How do I create proactive strategies to anticipate risk and crisis and avoid fake news and false information?

## Course Project

**Title:** The Cause to Remove Plastic Straws as a Factor in the Pollution of our Seas.

**Overview:** In the past decade a literal mountain of evidence suggests that plastics unintentionally entering global waters have the potential to harm the food chain and destroy aquatic life. Nowhere is this more concerning than in Florida, where the state economy relies on the success of huge tourism and seafood industries. According to National Geographic, Americans use upwards of 500 million straws daily and the equivalent of five grocery bags of plastic trash for every foot of coastline spilling into the oceans annually has scientist worried. The plastics trap deadly toxins that, when ingested, make their way up the food chain, even into our food supply. Students will apply skills honed in this course to create, develop and manage a global communications campaign from the vantage point of communications manager for either a corporation or non-governmental organization (NGO). In the case of the corporation, multiple strategies will be applied to strengthen a company's corporate social responsibility (CSR) brand position. In the case of the NGO, the campaign will be a new three-year cause-related campaign complete with fundraising. In both cases, the end goal will be to change public attitudes and behavior to result in plastic drinking straws being removed as consumer service items at their point of use. Students will maintain a journal describing how each module of the course strengthened or provided new skills for tackling the assignment.

Parker, L. (02/23/18). Straw wars: the fight to rid the oceans of discarded plastics. National Geographic.com, <https://news.nationalgeographic.com/2017/04/plastic-straws-ocean-trash-environment/>

**Project Example:** Surfrider's Straws Suck Campaign works with local businesses advocates for a reduction of unnecessary plastic waste like disposable plastic straws, take out containers and plastic bags.

<http://www.vancouverbc.surfrider.org/straws-suck/>

**Reason Why:** Embodied in creating and developing a CSR position or cause-related campaign is essential skills for global communications and crisis management. This assignment will be woven into various course modules and allow students to make important decisions, peer testing advocacy and strategy messages and negotiating with the devil's advocate who will make an opposite case. The project will also build valuable facilitation and case development skills and provide hands on activities to establish five communication strength factors: unequal advantage, authentic voice, metaphors, 3<sup>rd</sup> party partnerships, and value proposition, always aware of applying multiple intelligences to the tactics taken to communicate.

### **Course Deliverables**

In this course, there will be weekly discussions, weekly assignments, quizzes, and one overarching project.

## **TEACHING PHILOSOPHY**

You will become the central actor in a contemporary information arena played out around current events and a communications environment in flux. By focusing on student-centered learning, you will be asked to do and not just recall through testing what you have studied. I have designed this course to be a practical application of skills that you can use in the real world. Assignments, projects, discussions, and quizzes are designed to give you practical knowledge and facilitate learning in a meaningful way.

This course requires graduate-level thinking, analytical skills and maturity to master the capacities of the imagination and critical thinking that will create tomorrow's communication leaders.

## **COURSE EXPECTATIONS**

In order to effectively address global issues and crisis management, a portfolio of skills and habits of mind are important. The first modules are designed to help students hone skills of discovery in the context of once reliable platforms for communications in flux. Where communications was once a soft convenience for organizations, the practice has now become central to organizational success. Students are expected to develop instincts for continuous discovery and be able to analyze findings for truth and authenticity in order to develop solutions and strategic communication plans. Utilizing contemporary tools, students will apply multiple intelligences for forming effective communication strategies to reach target audiences. You will be expected to be agents rather than observers of change and to develop confidence in tactical communications decisions and skills to facilitate ideas into action.

## **Interactions**

Effective interaction with colleagues and external audiences is a key factor in measuring the success of a communication professional. Gone are the days when anyone can rely on having an “outgoing personality” or being “good with people” as the primary skill for PR or marketing. This course is designed to build skills of interacting with people and information in ways that add to your discovery process, decision-making, and development of communication tactics and actions.

## **Accountability**

Students are expected to keep up with the assignments and to not lag behind. This is a fast moving course and it is designed to allow everyone a degree of discovery beyond the required readings in videos. The assumption is that all students want to excel in a communications profession, so optional readings are recommended beyond those to be graded in order that one can move beyond what is required.

## **Group Work**

Peer to peer and group assignments are embedded in this course to allow deeper dives into assignments and experiences. In some cases students will judge another’s work and in others groups will be asked to submit a project together.

## **Ownership Education**

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student, which limits the rest of the class from gaining this knowledge.

## **REQUIRED TEXT**

The following textbooks represent both required reading and reading that is not required but suggested to read. Students will not be graded on material that is not required to read.

To appreciate fully an investment in the course, students will gain deeper understanding of the communications environment in flux with the expanded reading suggestions. There will also be required to read articles and articles not required to read and not subject to grading.

## REQUIRED TO READ (SUBJECT TO GRADING)

- Hobbs, L. (09/01/08). *Strategic DNA, Bringing Business Strategy to Life*. Agate. <https://www.amazon.com/Strategic-DNA-Bringing-Business-Strategy/dp/1932841369>
- Gardner, H. (03/29/11). *Frames of Mind: The Theory of multiple intelligences*. <https://www.amazon.com/Frames-Mind-Theory-Multiple-Intelligences/dp/0465024335>
- Sibbet, D. (12/12) *Visual Leaders: New Tools for Visioning, Management, and Organization*. ISBN 978-1-118-47165-4. Change Kindle Edition, Wiley. [https://www.amazon.com/Visual-Leaders-Visioning-Management-Organization-ebook/dp/B00AQLCVLE/ref=sr\\_1\\_5?ie=UTF8&qid=1520099633&sr=85&keywords=visual+meetings+david+sibbet](https://www.amazon.com/Visual-Leaders-Visioning-Management-Organization-ebook/dp/B00AQLCVLE/ref=sr_1_5?ie=UTF8&qid=1520099633&sr=85&keywords=visual+meetings+david+sibbet)

## NON-REQUIRED BUT BENEFICIAL TO READ (NOT SUBJECT TO GRADING)

- Jacobs, A. (10/17/17) *How To Think: A Survival Guide for a World at Odds*. <https://www.amazon.com/How-Think-Survival-Guide-World/dp/0451499603>
- Gray, R. (2015). *The Familiar Evil*, Lisburn Press. [https://www.amazon.com/Familiar-Evil-Rannah-Gray-2015-11-30/dp/B01K151KE8/ref=tmm\\_hrd\\_swatch\\_0?encoding=UTF8&qid=&sr=&dpID=518k%252BxdITVL&preST=\\_SY344\\_BO1,204,203,200\\_QL70\\_&dpSrc=detail#customerReviews](https://www.amazon.com/Familiar-Evil-Rannah-Gray-2015-11-30/dp/B01K151KE8/ref=tmm_hrd_swatch_0?encoding=UTF8&qid=&sr=&dpID=518k%252BxdITVL&preST=_SY344_BO1,204,203,200_QL70_&dpSrc=detail#customerReviews)
- Gladwell, M. (2002). *The Tipping Point*. ISBN 0-316-34662-4. Little Brown. <http://uf.catalog.fcla.edu/uf.jsp?st=UF004367756&ix=pm&l=0&V=D&pm=1&fl=ba>
- Thompson, D. (2017). *Hit Makers: The Science of Popularity in an Age of Distraction*. ISBN: 9781101980323. Penguin Publishers. <https://www.amazon.com/gp/search?index=books&linkCode=qs&keywords=9781101980323>

## PREREQUISITE KNOWLEDGE & SKILLS

Students' background in marketing, advertising, public relations, journalism, or similar fields is the foundation upon which this course is built. As such, accepted standards for various forms of communication and references are expected. The final arbiter for questions about grammar and style will be the Chicago style guide or APA style guide, both accessible through the UF online library.

## COURSE POLICIES

### Attendance Policy

As a virtual, online course without regular face-to-face classroom meetings, communication through Canvas, e-mail and online discussions will be the “attendance parallel” for this class. Students are expected to sign onto the course site at least once each day, Monday–Friday, to check for course updates, announcements and discussion sections of the site. The instructor’s preferred method of communication is through e-mail within the UF Canvas e-learning system. Alternatively, the instructor’s UF e-mail is: [vmarmillion@jou.ufl.edu](mailto:vmarmillion@jou.ufl.edu). The instructor will respond to e-mail usually within one working day.

## Deadlines

This online course requires self-direction! It is essential that you remain disciplined, on task and vigilant about sticking to the schedule and deadlines.

Keep in mind that the time frame for completing your project is short. Procrastination and poor communication with your classmates and instructor will delay progress. It is your responsibility to stay on schedule by meeting deadlines and seeking advice on challenges you confront, as soon as possible.

Extensions for deadlines will be preapproved only for emergencies.

Unless excused, points will be deducted for work submitted according to the following schedule:

- |   |                    |
|---|--------------------|
| ○ Less than an hour late                              | 05 points off      |
| ○ More than an hour late but less than 24 hours late  | 10 points off      |
| ○ More than 24 hours late but less than 48 hours late | 15 point deduction |
| ○ More than 48 hours late                             | 25 point deduction |
| ○ A week or more late                                 | Not Accepted       |

## Technical Difficulties

Issues with uploading work for a grade are not an excuse. You MUST e-mail your instructor within 24 hours of any technical difficulty if you wish to request a make-up. Contact UF helpdesk at (352) 392-HELP. If a student is having technical difficulties with Canvas, there are other means to submit completed work. A student may email pdf or .zip files or even links to Dropbox folders to the Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work. Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem.

## Emergency and Extenuating Circumstances Policy

Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructor immediately (email and number). Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: <https://www.dso.ufl.edu/care/medical-withdrawal-process/>.

**Students must inform their academic advisor before dropping a course**, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Your academic advisor is ( ) and he/she may be reached at ( ).

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

## Attendance Policy

As a virtual, online course without regular face-to-face classroom meetings, communication through Canvas, e-mail and online discussions will be the “attendance parallel” for this class. Students are expected to **sign onto the course site at least once each day, Monday–Friday**, to check for course updates, announcements and discussion sections of the site.

The instructor’s preferred method of communication is through e-mail within the UF Canvas e-learning system. Alternatively, the instructor’s UF e-mail is [                      ]. The instructor will respond to e- mail usually within one working day.

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

## Coursework Submissions

Most coursework will be submitted through Canvas, with the exception of the following:

- Assignments                      blog
- Presentation                      YouTube

## Deadlines

This class, like others, involves many deadlines. Here is a reminder. The new lecture starts on Mondays:

- Discussions                      11:59 PM EST Thursdays the week of lecture
- Assignments                      11:59 PM EST Fridays the week assigned
- Quizzes                              11:59 PM EST as scheduled
- Final Project Journal Entry      11:59 PM EST as scheduled

## Letter Grades

Letter grades will be based on the percentage of total available points accumulated in the course:

|           |                       |           |                       |
|-----------|-----------------------|-----------|-----------------------|
| <b>A</b>  | <b>100% to 93%</b>    | <b>C+</b> | <b>&lt;80% to 77%</b> |
| <b>A-</b> | <b>&lt;93% to 90%</b> | <b>C</b>  | <b>&lt;77% to 73%</b> |
| <b>B+</b> | <b>&lt;90% to 87%</b> | <b>C-</b> | <b>&lt;73% to 70%</b> |
| <b>B</b>  | <b>&lt;87% to 83%</b> | <b>D+</b> | <b>&lt;70% to 67%</b> |
| <b>B-</b> | <b>&lt;83% to 80%</b> | <b>D</b>  | <b>&lt;67% to 63%</b> |

## Grading

Grades for this course are based on a point system (see below). The course creates opportunities for collaboration and structured learning for several reasons:

1. Collaboration is the future – collaborative skills are essential skills for the 21st century.

2. We need innovators in the marketplace. Working online with others builds upon existing knowledge. Great ideas were not created in a vacuum.
3. Learning now more than ever needs to be social and active. Our culture is about connecting with people using digital and social media. Learning happens the same way.

Current UF grading policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Your work will be evaluated according to the following distribution:

- **Discussions** **20%**
- **Weekly Assignments** **30%**
- **Quizzes** **20%**
- **Project** **30%**

| Assignment                    | Due Date                          | % of Grade | Points |
|-------------------------------|-----------------------------------|------------|--------|
| Quiz 1 (Ungraded)             | Saturday, May 19, 2018, 11:59pm   | 0          | 0      |
| First Quarter Discussions     |                                   | 5.0%       | [25]   |
| Week 1                        | Thursday, May 17, 2018, 11:59pm   |            | 9      |
| Week 2                        | Thursday, May 24, 2018, 11:59pm   |            | 8      |
| Week 3                        | Thursday, May 31, 2018, 11:59pm   |            | 8      |
| First Quarter Assignments     |                                   | 7.5%       | [37]   |
| Week 1                        | Friday, May 18, 2018, 11:59pm     |            | 13     |
| Week 2                        | Friday, May 25, 2018, 11:59pm     |            | 12     |
| Week 3                        | Friday, June 1, 2018, 11:59pm     |            | 12     |
| First Quarter Project Journal | Sunday, June 3, 2018, 11:59pm     | 5.0%       | 30     |
| Quiz 2 (Graded)               | Wednesday, May 30, 2018, 11:59pm  | 5.0%       | 25     |
| Quiz 3 (Ungraded)             | Wednesday, June 6, 2018, 11:59pm  |            | 0      |
| Second Quarter Discussions    |                                   | 5.0%       | [25]   |
| Week 4                        | Thursday, June 7, 2018, 11:59pm   |            | 9      |
| Week 5                        | Thursday, June 14, 2018, 11:59pm  |            | 8      |
| Week 6                        | Thursday, June 21, 2018, 11:59pm  |            | 8      |
| Second Quarter Assignments    |                                   | 7.5%       | [38]   |
| Week 4                        | Friday, June 8, 2018, 11:59pm     |            | 13     |
| Week 5                        | Friday, June 15, 2018, 11:59pm    |            | 13     |
| Week 6                        | Friday, June 22, 2018, 11:59pm    |            | 12     |
| Quiz 4 (Graded)               | Wednesday, June 20, 2018, 11:59pm | 5.0%       | 25     |
| Mid-Semester Project Journal  | Sunday, June 24, 11:59pm          | 5.0%       | 30     |
| Third Quarter Discussions     |                                   | 5.0%       | [25]   |
| Week 7                        | Thursday, June 28, 2018, 11:59pm  |            | 9      |
| Week 8                        | Thursday, July 5, 2018, 11:59pm   |            | 8      |

|                               |                                   |   |  |
|-------------------------------|-----------------------------------|---|--|
| Week 9                        | Thursday, July 12, 2018, 11:59pm  |   | 8  |
| Third Quarter Assignments     |                                   | 7.5%  | [37]                                     |
| Week 7                        | Friday, June 29, 2018, 11:59pm    |   | 13                                       |
| Week 8                        | Friday, July 6, 2018, 11:59pm     |   | 12                                       |
| Week 9                        | Friday, July 13, 2018, 11:59pm    |   | 12                                       |
| Third Quarter Project Journal | Sunday, July 8, 11:59pm           | 5.0%  | 30                                       |
| Fourth Quarter Discussions    |                                   | 5.0%  | [25]                                     |
| Week 10                       | Thursday, July 19, 2018, 11:59pm  |   | 9  |
| Week 11                       | Thursday, July 26, 2018, 11:59pm  |   | 8  |
| Week 12                       | Thursday, August 2, 2018, 11:59pm |   | 8  |
| Fourth Quarter Assignments    |                                   | 7.5%  | [38]                                     |
| Week 10                       | Friday, July 20, 2018, 11:59pm    |   | 13                                       |
| Week 11                       | Friday, July 27, 2018, 11:59pm    |   | 13                                       |
| Week 12                       | Friday, August 3, 2018, 11:59pm   |   | 12                                       |
| Quiz 5 (Graded)               | Wednesday, July 25, 2018, 11:59pm | 5.0%  | 25                                       |
|                               |                                   |   |  |
| Final Quiz 6 (Graded)         | Wednesday, August 8, 11:59pm      | 5.0%  | 25                                       |
| Final Project Journal         | Friday August 10, 11:59pm         | 15.0%   | 60                                       |
|                               |                                   |   |  |
|                               | <b>Total</b>                      | <b>100%</b><br><i>used to<br/>calculate<br/>grade</i> | <b>500</b><br><i>points<br/>possible</i> |

Grupp, Robert W. (2017). Global strategic communications capstone. [word file.] Retrieved from reference email.

Lehavy, Ophir. (2018). Intercultural communications. [word file.] Retrieved from reference UFCJC course development module, step 1 overview.

## UNIVERSITY POLICIES

### University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

### **Netiquette: Communication Courtesy**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### **Class Demeanor**

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

### **Other Resources**

Other resources are available at <http://www.distance.ufl.edu/> getting-help for:

- Counseling and Wellness resources  
<http://www.counseling.ufl.edu/cwc/>  
352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at [distancesupport@jou.ufl.edu](mailto:distancesupport@jou.ufl.edu) or visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

### **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. Students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

## **University Policy on Academic Misconduct**

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

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."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

## **Academic Honesty**

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

**Plagiarism:** Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

**Cheating:** Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in

physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

**Misrepresenting Research Data:** The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

**Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.**

Students are expected to adhere to the University of Florida Code of Conduct <https://www.dso.ufl.edu/%20sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

## **COURSE & ASSIGNMENT DETAILS**

### **Weekly Lectures**

The Instructor will post a lecture video to Canvas for each of the 12 weeks of the course. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings.

In addition to the required text, complementary articles and lecture videos have been posted in Canvas based on course objectives. These videos and articles will vary in length depending on the material. It is your responsibility to read each article, watch each of the videos, and ask questions if you have any.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule is an important part of understanding the course material, as each lesson builds upon the previous week's knowledge and skills covered. All lectures will be recorded and available on Canvas, where, in case you have a valid reason for being absent, you will have access. Presentation of the project and assignments will be part of the lectures.

## Assignment Details

This course is comprised of four primary components listed below with a point distribution weekly for points that add up to 500 points possible. Grades are determined on a 0% to 100% scale, based on the points possible on any assignment for twelve weeks as noted in the Grading section of the syllabus.

### DISCUSSIONS

Each week, you will be required to respond to a discussion post in Canvas. Discussions are due at 11:59pm Thursdays. In Canvas, click on the “Assignments” tab and navigate to the current week’s discussion forum. Discussions are meant to facilitate insightful conversation among students. Please respond thoughtfully and think critically when responding to discussions. The 12 discussions throughout the semester will account for 20% of your grade.

| Criteria                 | Ratings |        |        |        |        |       |       |       | Pts            |
|--------------------------|---------|--------|--------|--------|--------|-------|-------|-------|----------------|
| <b>Critical Analysis</b> | 25 pts  | 22 pts | 19 pts | 16 pts | 13 pts | 7 pts | 4 pts | 0 pts | 25 pts         |
| <b>Participation</b>     | 25 pts  | 22 pts | 19 pts | 16 pts | 13 pts | 7 pts | 4 pts | 0 pts | 25 pts         |
| <b>Etiquette</b>         | 25 pts  | 22 pts | 19 pts | 16 pts | 13 pts | 7 pts | 4 pts | 0 pts | 25 pts         |
| <b>Quality</b>           | 25 pts  | 22 pts | 19 pts | 16 pts | 13 pts | 7 pts | 4 pts | 0 pts | 25 pts         |
| <b>TOTAL</b>             |         |        |        |        |        |       |       |       | <b>100 pts</b> |

### WEEKLY ASSIGNMENTS

Each week, you will be required to complete a research-based assignment. Individual assignment instructions can be found in Canvas under the “Assignment” tab. Assignments must be a minimum of 1000 words and should be submitted via Canvas in PDF format. No other formats will be accepted. The 12 weekly assignments throughout the semester account for 30% of your grade

| Criteria                 | Ratings |        |        |        |        |       |       |       | Pts            |
|--------------------------|---------|--------|--------|--------|--------|-------|-------|-------|----------------|
| <b>Research</b>          | 20 pts  | 18 pts | 15 pts | 13 pts | 10 pts | 7 pts | 3 pts | 0 pts | 25 pts         |
| <b>Writing</b>           | 20 pts  | 18 pts | 15 pts | 13 pts | 10 pts | 7 pts | 3 pts | 0 pts | 25 pts         |
| <b>Critical Analysis</b> | 20 pts  | 18 pts | 15 pts | 13 pts | 10 pts | 7 pts | 3 pts | 0 pts | 25 pts         |
| <b>Quality</b>           | 20 pts  | 18 pts | 15 pts | 13 pts | 10 pts | 7 pts | 3 pts | 0 pts | 25 pts         |
| <b>Creativity</b>        | 20 pts  | 18 pts | 15 pts | 13 pts | 10 pts | 7pts  | 3 pts | 0 pts | 25 pts         |
| <b>TOTAL</b>             |         |        |        |        |        |       |       |       | <b>150 pts</b> |

### QUIZZES

You will take six quizzes to help you keep track with the readings and lectures. Four of which will be graded and two required but not graded, as they are to expand your understanding of a topic and enable you to assess your understanding of the course’s concepts. Each quiz is comprised of 10-20 questions, which you will have 30 minutes to

complete. Quizzes are due at 11:59pm according to the following schedule: The six quizzes (4 graded) throughout the semester account for 20% of your grade.

| Quiz                   | Due Date                          | % of Grades | Points         |
|------------------------|-----------------------------------|-------------|----------------|
| Quiz #1 (Ungraded)     | Saturday, May 19, 2018, 11:59pm   | 0           | 0              |
| Quiz #2 (Graded)       | Wednesday, May 30, 2018, 11:59pm  | 5.0%        | 25             |
| Quiz #3 (Ungraded)     | Wednesday, June 6, 2018, 11:59pm  |             | 0              |
| Quiz #4 (Graded)       | Wednesday, June 20, 2018, 11:59pm | 5.0%        | 25             |
| Quiz #5 (Graded)       | Wednesday, July 25, 2018, 11:59pm | 5.0%        | 25             |
| Final Quiz #6 (Graded) | Wednesday, August 8, 11:59pm      | 5.0%        | 25             |
| <b>Six Quizzes</b>     |                                   |             | <b>100 pts</b> |

### COURSE PROJECT

The course project has been designed to represent important skills that you will either learn or hone in the course. For specific instructions on these projects, go to the “Assignments” tab in Canvas. The final project is due at 11:59 pm on Friday, August 10, 2018. The Course Project throughout the semester account for 30% of your grade

| Criteria                 | Ratings |        |        |        |        |       |       |       | Pts            |
|--------------------------|---------|--------|--------|--------|--------|-------|-------|-------|----------------|
| <b>Research</b>          | 20 pts  | 18 pts | 15 pts | 13 pts | 10 pts | 7 pts | 3 pts | 0 pts | 25 pts         |
| <b>Writing</b>           | 20 pts  | 18 pts | 15 pts | 13 pts | 10 pts | 7 pts | 3 pts | 0 pts | 25 pts         |
| <b>Critical Analysis</b> | 20 pts  | 18 pts | 15 pts | 13 pts | 10 pts | 7 pts | 3 pts | 0 pts | 25 pts         |
| <b>Quality</b>           | 20 pts  | 18 pts | 15 pts | 13 pts | 10 pts | 7 pts | 3 pts | 0 pts | 25 pts         |
| <b>Creativity</b>        | 20 pts  | 18 pts | 15 pts | 13 pts | 10 pts | 7pts  | 3 pts | 0 pts | 25 pts         |
| <b>TOTAL</b>             |         |        |        |        |        |       |       |       | <b>150 pts</b> |

### Course Introduction & Syllabus

- Provide links to recorded course introduction
- Provide link to recorded syllabus introduction

### **A NOTE ABOUT GROUP ROLES**

Students are assigned to a group by the instructor. Each student will have chosen his professional role in an organization prior to joining the group. The group will then decide and assign group roles to each group member. These roles may change for each assignment, based on skills and strengths of individual group members and the nature of the assignments.

At a minimum, groups should assign the role of **AUTHOR** and **EDITORS** for each written assignment. The group author is responsible for assembling and submitting a weekly group assignment. Editors have a substantial role in reviewing, editing and/or assisting in the development of narratives. **The author and editor roles should rotate frequently**, so that all students in the group share responsibilities and workloads throughout the semester.

Other useful roles may include:

**FACILITATOR:** Moderates team discussion, keeps the group on task and aware of time constraints, and distributes work.

**RECORDER:** Takes notes summarizing team discussions and decisions, and keeps records.

**DEVIL'S ADVOCATE:** Each student will be asked to assume this role during the course. The student chosen raises counter-arguments and (constructive) objections,



---

## COURSE SCHEDULE

---

### WEEKLY MODULE DATES

Weekly modules for the course start on Monday and end on Sunday, as follows:

- Week 1** – Monday, May 14<sup>th</sup> – Sunday, May 20<sup>th</sup>, 2018
- Week 2** – Monday, May 21<sup>th</sup> – Sunday, May 27<sup>st</sup>, 2018
- Week 3** – Monday, May 28<sup>th</sup> – Sunday, June 3<sup>rd</sup>, 2018
- Week 4** – Monday, June 4<sup>h</sup> – Sunday, June 10<sup>th</sup>, 2018
- Week 5** – Monday, June 11<sup>th</sup> – Sunday, June 17<sup>th</sup>, 2018
- Week 6** – Monday, June 18<sup>th</sup> – Sunday, June 24<sup>th</sup>, 2018
- Week 7** – Monday, June 25<sup>th</sup> – Sunday, July 1<sup>st</sup>, 2018
- Week 8** – Monday, July 2<sup>nd</sup> – Sunday, July 8<sup>th</sup>, 2018
- Week 9** – Monday, July 9<sup>th</sup> – Sunday, July 15<sup>h</sup>, 2018
- Week 10** – Monday, July 16<sup>th</sup> – Sunday, July 22<sup>nd</sup>, 2018
- Week 11** – Monday, July 23<sup>rd</sup> – Sunday, July 29<sup>th</sup>, 2018
- Week 12** – Monday, July 30<sup>h</sup> – Sunday, August 5<sup>h</sup>, 2018

### COURSE SCHEDULE

#### **Week 1 – A Global Communications Ecosystem in Flux (05/14/18–05/20/18)**

##### LEARNING OBJECTIVES

- Highlight the challenges to communicating with an information environment in flux.
- Identify and define your space as a public or private/private non-profit entity, the type or organization, and your communications position in the organization.
- Develop approach to audience identity and communications planning and determine research technique(s) most applicable to your needs.

- Apply available tools and tactics for strategic communications approach to a global issue.

#### **REQUIRED TO WATCH (SUBJECT TO GRADING)**

- Video case lecture: *Research Foundation for Strategic Communications Planning*, (Canvas)
- YouTube Videos (Canvas)
  - Purefoy, E. *Howard Gardner of The Multiple Intelligence Theory*. edutopio.org. <https://www.youtube.com/watch?v=l2QtSbP4FRg>
  - Sinek, S. *This is Exactly What's Wrong With This Generation!!*. IQ Millennial Question. <https://www.youtube.com/watch?v=HK97VG-m3W0>
  - Big Think. (12/27/15). *A Simple Mind Trick Will Help You Think More Rationally*. Big Think BEST OF 2015. <https://www.youtube.com/watch?v=0pjvsNMkv3Q&list=PL5uULy4b0kV7ptjEsuMwvBAHENZ0aiGcy>

#### **NON-REQUIRED BUT BENEFICIAL TO WATCH (NOT SUBJECT TO GRADING)**

- YouTube Videos (Canvas)
  - Carmichael, E. (6/7/15). *Steve Job's Top 10 Rules For Success*. Evan Carmichael Believe. YouTube. <https://www.youtube.com/watch?v=eHzAtxW3TzY>
  - Carmichael, E. (6/27/15). *Bill Gates Top 10 Rules For Success*, Evan Carmichael Believe. YouTube. <https://www.youtube.com/watch?v=wq-gba5nMrc>

#### **REQUIRED TO READ (SUBJECT TO GRADING)**

- Articles:
  - Torrance, K.J. (12/31/17). *Habits of Mind*, National Review, (Review of How To Think). <https://www.nationalreview.com/magazine/2017/12/31/how-to-think-alan-jacobs-review/>
  - Friedman, U. (01/21/18). *Trust is Collapsing in America*. The Atlantic. <https://www.theatlantic.com/international/archive/2018/01/trust-trump-america-world/550964/>

#### **NON-REQUIRED BUT BENEFICIAL TO READ (NOT SUBJECT TO GRADING)**

- Article:
  - Norris, M. (03/18). *As America Changes, Some Anxious Whites Feel Left Behind*. National Geographic Magazine. <https://www.nationalgeographic.com/magazine/2018/04/race-rising-anxiety-white-america/>
- Publication:
  - Jacobs, A. (10/17/17) *How To Think: A Survival Guide for a World at Odds*. <https://www.amazon.com/How-Think-Survival-Guide-World/dp/0451499603>

#### **REQUIRED COURSE PROJECT BACKGROUND REVIEW (SUBJECT TO GRADING)**

- Video:
  - Said-Moorhouse, L. (03/21/18). *Ocean plastic predicted to triple within a decade*. CNN. <https://www.cnn.com/2018/03/21/health/ocean-plastic-intl/index.html>
- Reading:

- Strawlessocean.com. *Understanding Plastic Pollution*. Website. <https://www.strawlessocean.org/faq/>
- Surfridervan.com. *Surfrider's Straws Suck Campaign*, division of Surfrider Foundation Website. <http://www.vancouverbc.surfrider.org/straws-suck/>

## ASSIGNMENTS

- Discussion Post 1 (due Thursday, 05/17/18 at 11:59pm)
  - Use the Discussion Forum to post your bio and comment to colleagues.
  - Select your role in either a corporation or non-profit or non-governmental organization (NGO).
  - Describe your framework for strategic communications positioning by identifying one gap, one unequal advantage, one authentic voice and one rationale to communicate.
  - Discuss and compare your findings with those of alternate group.
- Assignments 1 (due Friday, 05/18/18 at 11:59pm)
  - Develop a questionnaire for internal personal interviews.
  - Illustrate primary and secondary targeted audiences.
  - Create a matrix of common tools used to apply communications strategies.
- Lecture Quiz 1 (due Saturday, 05/19/18 at 11:59pm)
  - Understanding the course project topic: *The Cause to Remove Plastic Straws as a Factor in the Pollution of our Seas (Ungraded)*

## ASSIGNMENT 1 DETAILS

For your first week's discussion, weekly assignment and quiz, you can assume that we all wish to know more about you, your background and the professional role chosen by you for the course. **Write a bio >500 words about you and post it to the Discussion Forum in Canvas.** You will elect your position in either a corporation or NGO and join your group for a first assignment. Working together, the group will **write a paper >1000 words** to highlight the challenges to communicating with an information environment in flux. Present your paper to another group and receive feedback. Review another group's work and comment.

As part of your weekly assignment, students individually will **develop a >3 page draft for an interview questionnaire** to help determine your organization's readiness for a communication's campaign based on the course project, a cause related campaign to limit expansion of plastics in our seas. With the questionnaire draft, **identify in a >1 page illustration your target audiences.** Finally, based on the week's lecture, **create a >2 page matrix of tools that you may use in developing a strategic communications approach** to the course project. All of your work will be posted on Canvas. For the assignments, I plan to post a number of questions to help guide your preparation of materials.

## Assignments 1 Rubric

| <b>WEEK 1 – GRADING RUBRIC – A GLOBAL COMMUNICATIONS ECOSYSTEM IN FLUX</b>   |                |               |
|--|----------------|---------------|
| <b>Discussion Posts</b>  |                |               |
| <b>Criteria</b>  | <b>Ratings</b> | <b>Points</b> |
| <b>Timeliness:</b> <ul style="list-style-type: none"> <li>• First discussion is posted by midnight Thursday</li> <li>• Reacts to at least one other discussion during the week</li> <li>• Works well with group assigned</li> </ul>  | 0-4 points     | 4.0 pts       |
| <b>Content:</b> <ul style="list-style-type: none"> <li>• Posts contribute original thought and insights</li> <li>• Highlights challenges to communicating and connects to Course Project material</li> <li>• Professional tone; good spelling and grammar</li> <li>• Week 1: Bio narrative serves a purpose; direct experiences / accomplishments are mentioned, written in professional and approachable tone, top characteristics are highlighted.</li> <li>• Rationale for selection of position in corporation or NGO</li> </ul> | 0-5 points     | 5.0 pts       |
| <b>Weekly Assignment Posts</b>   |                |               |
| <b>Criteria</b>  | <b>Ratings</b> | <b>Points</b> |
| <b>Content:</b> <ul style="list-style-type: none"> <li>• Based on research and case examples from lecture</li> <li>• Well-focused diagnosis of strategic issues and key problems</li> </ul>  | 0-13           | 13.0          |

## Week 2 – Defining Your Organization’s DNA (05/21/18–05/27/18)

### LEARNING OBJECTIVES

- Perform interviews with individuals and develop an outline of findings and representative quotes to establish authentic rationale for interpretation of research.
- Describe the anatomy of an organization from five strength factors: unequal advantage, authentic voice, metaphors, 3<sup>rd</sup> party partnerships, and value proposition; create rationale for a communications solution.
- Create the value proposition for an organization.

- Integrate and embed crisis management strategies in tandem with strategic communication plan.
- Research and locate social media and blog resources to support market development.

#### REQUIRED TO WATCH (SUBJECT TO GRADING)

- Video case lecture: (2018). *The Anatomy of a Communications Plan*. (Canvas)
- Video case lecture: (2018). *Scoping out Value* (Canvas)
- Everbridge Consulting. (8/10/15). *Embedding crisis communications into the DNA of your organization*. Consulting video. <https://www.youtube.com/watch?v=otCeXdTeeNc>

#### REQUIRED TO READ (SUBJECT TO GRADING)

- Articles:
  - Pott, L. *The Strategic Communications Plan: An Overview*. <https://www.iabc.com/the-strategic-communication-plan/>
  - Frow, P., McColl-Kennedy, J., Hilton, T., Davidson, A., Payne A., Brozovic, D. *Value propositions: A service ecosystems perspective*. Sage. <http://journals.sagepub.com/doi/abs/10.1177/1470593114534346?journa>
  - Skalen, P., Gummerus, J., Koskull, C., Magnusson, P. (2015). *Exploring value propositions and services innovation: a service-dominant logic study*. Journal of the Academy of Marketing Science. <http://www.diva-portal.org/smash/get/diva2:713336/FULLTEXT01.pdf>
  - Hansen, J.M. *How To Develop of Value Proposition. Dummies*, <http://www.dummies.com/business/sales/how-to-develop-a-value-proposition/>
- Publication:
  - Hobbs, L. (09/01/08). *Strategic DNA, Bringing Business Strategy to Life*. Agate. <https://www.amazon.com/Strategic-DNA-Bringing-Business-Strategy/dp/1932841369>

#### ASSIGNMENTS

- Discussion Post 2 (due Thursday, 05/24/18 at 11:59pm)
  - Argue your case for pro-active rather than reactive strategic communications.
  - Employ alternative tactics to social media for message delivery.
- Assignments 2 (due Friday, 05/25/18 at 11:59pm)
  - Instructor will assign you a course mate, discuss and assume different management roles; conduct an interview with each other.
  - Working in your assigned group, combine interview results, determine topline findings, salient points and representative quotes to provide nuance in a report. Define unequal advantage, authentic voice, metaphors, 3<sup>rd</sup> party partners, and value proposition. (Groups to be assigned during first week of course in Canvas.)
  - For external research:
    - Choose to develop a focus group guide or survey instrument for discovery to test five strength factors (unequal advantage, authentic voice, metaphors, 3<sup>rd</sup> party partnerships, value proposition).
    - Prioritize most compelling messages in a draft message box for use in a cause-related campaign.
  - Research and select a blog posting or a YouTube video that aligns a communications approach and value proposition with a global issue and constituency/market.

- Lecture Quiz 2: (due Wednesday, 05/30/18 at 11:59pm) *Challenges to brand reputation* (GRADED)

**ASSIGNMENT 2 DETAILS**

Your second week’s discussion posts focuses on the information you will need to begin the process of creating a cause-related campaign. In the Discussion Forum in Canvas, **describe in > 800 words how you have decided to pull the various parts of a campaign together** based on research. You will use the questionnaire outline, which you developed earlier to complete the questionnaire and conduct personal interviews with an assigned peer. Once completed, you will work in a group to combine your interviews into a **topline report of > 6 pages**. This report will need to include key findings, quotes to add nuance, and a definition of the five strength factors and suggested anatomy of a campaign or its structure, in terms of preferred tactics including an external research component. The value proposition will need to be clearly stated. It will be helpful to include graphics or illustrations to demonstrate how messages will interact, relationship of third parties to establish trust and a target audiences profile. Also, **post a blog or YouTube selection** that effectively demonstrates a value proposition for a cause-related issue.

**ASSIGNMENTS 2 RUBRIC**

| <b>WEEK 2 – GRADING RUBRIC – DEFINING YOUR ORGANIZATION’S STRATEGIC DNA</b>   |                |               |
|---|----------------|---------------|
| <b>Discussion Posts</b>   |                |               |
| <b>Criteria</b>   | <b>Ratings</b> | <b>Points</b> |
| <b>Timeliness:</b> <ul style="list-style-type: none"> <li>• Finalize Interview questionnaire</li> <li>• Completion of interviews</li> </ul>   | 0-2 points     | 2.0 pts       |
| <b>Content:</b> <ul style="list-style-type: none"> <li>• Quality of interview findings, selection of quotes.</li> <li>• Rationale for selection of additional research path beyond interviews</li> <li>• Detail of value proposition</li> <li>• Attractiveness and effectiveness of message box positions</li> <li>• Relativity of blog or YouTube selections to exhibit effective value proposition</li> </ul> | 0-6 points     | 6.0 pts       |
| <b>Weekly Assignment Posts</b>  |                |               |
| <b>Criteria</b>   | <b>Ratings</b> | <b>Points</b> |
| <b>Content:</b> <ul style="list-style-type: none"> <li>• Based on research and case examples from lecture</li> <li>• Well-focused diagnosis of</li> </ul>   | 0-13           | 13.0          |

## Week 3 – Establishing Global Credentials & Managing Reputational Risk (05/28/18–06/03/18)

### LEARNING OBJECTIVES

- Explore current research on establishing and maintaining a global reputation.
- Determine 3<sup>rd</sup> party relationships for realizing positive global space.
- Develop tactics for providing your organization a voice and reputation on global issues.
- Design a case to support your communications rationale.

### REQUIRED TO WATCH (SUBJECT TO GRADING)

- Video case lecture: (2018). *Determining Unmatched Global Assets*. (Canvas)
- Beaumont, D. (02/17/14). *What is the best marketing strategy of all time?*. Business Blueprint, YouTube. [https://www.youtube.com/watch?v=qj\\_LBzdbyhQ](https://www.youtube.com/watch?v=qj_LBzdbyhQ)

### REQUIRED TO READ (SUBJECT TO GRADING)

- Articles:
  - Hutton, S., Phillips, F. *How to Create a Case Statement for Nonprofit Fundraising*. dummies.com. <http://www.dummies.com/business/nonprofits/development/how-to-create-a-case-statement-for-nonprofit-fundraising/>
  - Stewart-Allen, A. (05/23/16). *Five rules for global reputation management*. The Chartered Institute of Marketing. <http://www.dummies.com/business/nonprofits/development/how-to-create-a-case-statement-for-nonprofit-fundraising/>
  - Katz, J.M. (08/28/17). *The Red Cross Won't Save Houston*. Slate. Blog. [http://www.slate.com/articles/business/metropolis/2017/08/don\\_t\\_give\\_money\\_to\\_the\\_red\\_cross\\_we\\_need\\_a\\_new\\_way.html](http://www.slate.com/articles/business/metropolis/2017/08/don_t_give_money_to_the_red_cross_we_need_a_new_way.html)
  - American Anthropological Association, Website, understandingrace.org. *Race: Are we so different?*. <http://www.understandingrace.org/home.html>

### NON-REQUIRED BUT BENEFICIAL TO READ (NOT SUBJECT TO GRADING)

- Articles:
  - Fritz, J. (2/22/17). *How to Write a Great Case Statement for Today's Donors*. The Balance Blog. <https://www.thebalance.com/how-to-write-a-great-case-statement-for-today-s-donors-2502100>
  - Mitchell, A. (2/6/17). *Why Nonprofits Should Use Reputation Risk Management*. Medium, Blog. <https://medium.com/@charlene.hocking/why-nonprofits-should-use-reputation-risk-management-47e278297241>
  - Jaeggi, O. (02/06/14). *How Nonprofit Organizations Use Reputational Risk Management*. MIT Sloan Management Review. <https://sloanreview.mit.edu/article/how-nonprofit-organizations-use-reputational-risk-management/>

## ASSIGNMENTS

- Discussion Post 3 (due Thursday, 05/31/18 at 11:59pm)
  - Describe how building a case will support strategic communication strategies and support brand reputation.
  - Argue the benefit of third party relationships as an important tool for brand and risk management.
  - Critique course video on 3<sup>rd</sup> party relationships.
- Assignments 3 (due Friday, 06/01/18 at 11:59pm)
  - Write a case statement draft
  - Have case statement peer reviewed.
- Lecture Quiz 3: (due Wednesday, 06/06/18 at 11:59pm) *Relationship of eight multiple intelligences to a stronger work resume. (Ungraded)*
- Journal Entry 1: (due Sunday, 06/03/18 at 11:59pm)  
 Your first journal entry should discuss the communications role chosen to pursue and the reason for choosing a corporate or non-profit path for the course. Rationalize “The Cause to Remove Plastic Straws as a Factor in the Pollution of our Seas” as a crisis and cause worth pursuing from a corporate or a non-profit point of view. Define the skills important to your professional role and name your hypothetical employer. (Due, Monday, 05/28/10 at 11:59pm)

## ASSIGNMENT 3 DETAILS

Your third week is about establishing global reputation and your Canvas Discussion Forum post in **> 1000 words** should critique the video on third party partnerships and include a review of what makes a good case document to convince others to support your cause, including how third-party relationships bolster a case and support a global reputation. Students will then **write the first draft of a case document**, length of which reflects your need to convince management but not have them discard your recommendations. Once complete, your **peer partner will review and comment on your document** and you will do the same with another student’s case document. You will then take into account the review and **edit your case document**. Finally, it is time for you to download your first Journal entry, which draws from your previous work and describes rationale for a cause-related campaign, description of the value proposition and supporting narrative including research that led you to your cause position. This is an important **30 point entry**, so take care to capture important details across the previous three weeks to post in your journal.

## ASSIGNMENTS 3 RUBRICS

| <b>WEEK 3 – GRADING RUBRIC – ESTABLISHING GLOBAL CREDENTIALS &amp; MANAGING REPUTATIONAL RISK</b>                               |                |               |
|---|----------------|---------------|
| <b>Discussion Posts</b>   |                |               |
| <b>Criteria</b>   | <b>Ratings</b> | <b>Points</b> |
| <b>Quality of Discussion:</b> <ul style="list-style-type: none"> <li>• Reference to research about global reputation</li> </ul> | 0-2 points     | 2.0 pts       |

|  |                |               |
|--|----------------|---------------|
| <ul style="list-style-type: none"> <li>Argue benefit of third-party relationships to support brand reputation</li> </ul>   |                |               |
| <b>Content:</b><br>Critique video on third-party relationships   | 0-6 points     | 6.0 pts       |
| <b>Weekly Assignment Posts</b>   |                |               |
| <b>Criteria</b>  | <b>Ratings</b> | <b>Points</b> |
| <b>Content:</b> <ul style="list-style-type: none"> <li>Write a case statement</li> <li>Conduct peer review of case statement and draw conclusions for editing content</li> </ul> | 0-12           | 12.0          |
| <b>Project Journal Entry 1</b>   |                |               |
| <b>Criteria</b>  | <b>Ratings</b> | <b>Points</b> |
| (See chart below)  | 0-30           | 30            |

| Project Journal Entry 1         |   |  |   |        |
|---------------------------------|---|--|---|--------|
| Criteria                        | Ratings   |  |   | Pts    |
| <b>Rationale for a campaign</b> | Student's understanding of factors that make a strong case for strategic communication.<br>10 pts         | Student demonstrates limited understanding of the strategic concepts.<br>8 pts   | Student does not have a grasp of concepts or tools to build a communications case.<br>5 pts | 10 pts |
| <b>Value Proposition</b>        | Student can express a complete and authentic value proposition.<br>10 pts                                 | Student fails to establish an unequal advantage with value proposition.<br>8 pts | Student is confused when describing the value proposition.<br>5 pts                         | 10 pts |
| <b>Supporting Narrative</b>     | Narrative flows logically and illustrates a train of thought, showing critical thinking skills.<br>10 pts | Student attempts to show strategic thinking skills.<br>5 pts                     | Student shows limited understanding of strategic planning approach.<br>2 pts                | 10 pts |

## Week 4 – Utilizing Capacities of the Imagination to be Creative Communicators (06/04/18–06/10/18))

### LEARNING OBJECTIVES

- Identify multiple intelligences and apply to career goals.
- Develop skills to repel or employ the devil's advocate.
- Address change by exercising proactive decision-making to lead and innovate.
- Determine alternative creative approaches to communicating or telling your story.
- Finalize design of a message box to support your communications case.

### REQUIRED TO WATCH (SUBJECT TO GRADING)

- Video case lecture: (2018). *Reforming the way we think*. (Canvas)
- Gardner, H. (04/02/16). *8 Intelligences - Theory of Multiple Intelligences Explained*. Practical Psychology. YouTube. <https://www.youtube.com/watch?v=s2EdujrM0vA>
- Roberto, M. (03/05/18). *The Devil's Advocate*. TEDxBryantU. <https://www.youtube.com/watch?v=f5-a9Bhhbng>

### REQUIRED TO READ (SUBJECT TO GRADING)

- Articles:
  - Pistrui, J. (01/18/18). *The Future Of Human Work Is Imagination*. Harvard Business Review. <https://hbr.org/2018/01/the-future-of-human-work-is-imagination-creativity-and-strategy>
  - Stuber, J. (01/09/18) *The Ten Faces of Innovation By Tom Kelly – Summary And Book Notes*. <https://jamesstuber.com/ten-faces-of-innovation/>
  - Lunenburg, F. C. (2012). *Devil's Advocacy and Dialectical Inquiry: Antidotes to Groupthink*. INTERNATIONAL JOURNAL OF SCHOLARLY ACADEMIC INTELLECTUAL DIVERSITY VOLUME 14, NUMBER 1, 2012. <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C.%20Devil%27s%20Advocacy%20&%20Dialectical%20Inquiry%20JSAID%20V14%20N1%202012.pdf>
- Publication:
  - Gardner, H. (03/29/11). *Frames of Mind: The Theory of multiple intelligences*. <https://www.amazon.com/Frames-Mind-Theory-Multiple-Intelligences/dp/0465024335>

### NON-REQUIRED BUT BENEFICIAL TO READ (NOT SUBJECT TO GRADING)

- Article:
  - Kelly, T. (10.18.05). *The Ten Faces of Innovation*, Chapter I. The Anthropologist. <https://www.amazon.com/Ten-Faces-Innovation-Strategies-Organization/dp/0385512074>

### ASSIGNMENTS

- Discussion Post 4 (due Thursday, 06/07/18 at 11:59pm)
  - Apply the theory of multiple intelligences to enhancing your career path.
  - Discuss the role of the devil's advocate and benefit, liabilities and consequences that the devil's advocate can have on creativity and risk.
- Assignments 4 (due Friday, 06/08/18 at 11:59pm)
  - Argue for communicating applying multiple intelligences to strengthen a case.
  - Play the role of devil's advocate and add risk to decision-making.
  - Submit final message box in PowerPoint
  - Submit blog posting arguing for proactive rather than reactive strategic communications

### ASSIGNMENT 4 DETAILS

In the fourth week, your Discussion Post of > **1000 words** will get somewhat personal in that you will describe how the theory of multiple intelligences will impact your career.

One issue always lurking in the background of any creative enterprise is the role of the devil’s advocate. Take time in your post to discuss how you will approach such a challenge to allow creativity and ideas to flourish. You will take information from your previous course modules to **finalize the Message Box for your cause-related campaign. Write and post a blog** describing the benefits that proactive communication strategies bring to a cause-related campaign; cite a few examples.

**Assignments 4 Rubrics**

| <b>WEEK 4 – GRADING RUBRIC – UTILIZING CAPACITIES OF THE IMAGINATION TO BE CREATIVE COMMUNICATORS</b>  |                |               |
|--|----------------|---------------|
| <b>Discussion Posts</b>  |                |               |
| <b>Criteria</b>  | <b>Ratings</b> | <b>Points</b> |
| <b>Quality of Discussion:</b> <ul style="list-style-type: none"> <li>Discuss how the theory of multiple intelligences will impact your career</li> <li>Discuss understanding of the devil’s advocate and impact one can have on creativity and risk</li> </ul> | 0-4 points     | 4.0 pts       |
| <b>Content:</b><br>Peer Review – Argue case and respond to devil’s advocate; switch roles and critique   | 0-5 points     | 5.0 pts       |
| <b>Weekly Assignment Posts</b>   |                |               |
| <b>Criteria</b>  | <b>Ratings</b> | <b>Points</b> |
| <b>Content:</b> <ul style="list-style-type: none"> <li>Submit course project final message box</li> <li>Post blog demonstrating use of proactive tactics to communicate, including alternative tactics for telling your story</li> </ul>                       | 0-13           | 13.0          |

**Week 5 – Winds of Change: The Communication Platforms (06/11/18–06/17/18))**

**LEARNING OBJECTIVES**

- Compare communications platforms and assess relevant sustainable or situational value.
- Determine how to embed trust in messaging.
- Create and apply redundant strategies to replace current popular communication platforms.

### REQUIRED TO WATCH (SUBJECT TO GRADING)

- Video case lecture: (2018). *Creating brand impressions on a shoestring budget.* (Canvas)
- Friedman, T. (07/21/16) *Sustainable Values vs. Situational Values.* YouTube. <https://www.youtube.com/watch?v=8ztQinB6VnY>

### REQUIRED TO READ (SUBJECT TO GRADING)

- Articles:
  - Cosoff, M. (01/09/18). *Silicon Valley is Having its “Just Say No” Moment.* Hive, Vanity Fair. <https://www.vanityfair.com/news/2018/01/silicon-valley-is-having-its-just-say-no-moment>
  - Bilton, N. (01/23/16). *This is Serious”: Facebook Begins Its Downward Spiral.* Hive, Vanity Fair. <https://www.vanityfair.com/news/2018/01/mark-zuckerberg-facebook-downward-spiral>
  - Bormey, N. (03/19/18). *Facebook backlash: Failure to disclose political firm's profile access draws scrutiny.* USA TODAY. <https://www.usatoday.com/story/tech/2018/03/18/facebook-cambridge-analytica/436373002/>
  - Event Tracker Blog. (02/04/10). *Sustainable vs. Situational Values.* Netsurion, <https://www.eventtracker.com/blog/2010/february/sustainable-vs-situational-values/>

### ASSIGNMENTS

- Discussion Post 5 (due Thursday, 06/14/18 at 11:59pm)
  - Discuss the relevance of sustainable or situational value as part of understanding how to embed trust in messaging.
- Assignments 5 (due Friday, 06/15/18 at 11:59pm)
  - Group exercise to develop a blog posting evaluating various communication platforms for relevance, utility and risk.
  - Write a memo to management about the growing risk in the communications market.
  - Write a blog about three redundant tactics for communicating. In light of questionable longevity of popular platforms due to information market volatility.

### ASSIGNMENT 5 DETAILS

For week five, your Discussion Post of **> 1000 words** will allow you to describe the difference between sustainable and situational value generally and how this relates to the course project, specifically. You will work in your group to **write a > 2 page executive memo** to senior management about the growing risk associated with digital communication platforms. You will also **write and post a blog entry** about three redundant tactics to hedge against the collapse of a current social media communications asset.

## Assignments 5 Rubrics

| <b>WEEK 5 – GRADING RUBRIC – WINDS OF CHANGE – THE COMMUNICATIONS PLATFORMS</b>  |                |               |
|--|----------------|---------------|
| <b>Discussion Posts</b>  |                |               |
| <b>Criteria</b>  | <b>Ratings</b> | <b>Points</b> |
| <b>Quality of Discussion:</b><br>Describe understanding of sustainable or situational value and its relationship to the course project   | 0-8 points     | 8.0 pts       |
| <b>Weekly Assignment Posts</b>   |                |               |
| <b>Criteria</b>  | <b>Ratings</b> | <b>Points</b> |
| <b>Content:</b><br>As a group, develop a memo to senior management about the growing risk associated with digital communications platforms<br><br><b>Research Findings:</b><br>Write a blog entry about three redundant tactics that may outlast popular social media outreach | 0-13           | 13.0          |

## Week 6 – Crisis Anticipation and Marketing: “The Familiar Evil” Guest Lecture (06/18/18–06/24/18)

### LEARNING OBJECTIVES

- Determine the difference between strategies to communicate in an ongoing and an immediate crisis.
- Demonstrate the use of authentic voice or integrity in messaging and/or the application of fear-based global marketing.
- Embed crisis communications strategies in a communications plan.
- Write a compelling and effective letter to the editor about a crisis.

### REQUIRED TO WATCH (SUBJECT TO GRADING)

- Video case lecture: (2018). *Gaining public support and building political will around a crisis.* (Canvas)
- Video guest case lecture: Gray, R. (2018) *The Familiar Evil*

### REQUIRED TO READ (SUBJECT TO GRADING)

- Articles:
  - Anderson, M. (03/21/18). *Crisis experts say Facebook has mishandled the data scandal.* AP. <https://apnews.com/cee43df0ef044596a79ecbeea3254cd4>

- Britton, C. (02/07/17). 3 Crisis Management Case Studies We Can Learn From. [Crisis Management](https://www.rockdovesolutions.com/blog/3-crisis-management-case-studies-we-can-learn-from). <https://www.rockdovesolutions.com/blog/3-crisis-management-case-studies-we-can-learn-from>
- Nazaroa, N. (06/09/17). *What We Can Learn From the Biggest Social Media Management Nightmares of 2017*. Semrush Blog. <https://www.semrush.com/blog/three-biggest-social-media-management-nightmares-2017/>

### NON-REQUIRED BUT BENEFICIAL TO READ (NOT SUBJECT TO GRADING)

- Publication:
  - Gray, R. (2015). *The Familiar Evil*, Lisburn Press. [https://www.amazon.com/Familiar-Evil-Rannah-Gray-2015-11-30/dp/B01K151KE8/ref=tmm\\_hrd\\_swatch\\_0?encoding=UTF8&qid=&sr=&dpID=518k%252BxdITVL&preST=\\_SY344\\_BO1,204,203,200\\_QL70\\_&dpSrc=detail#customerReviews](https://www.amazon.com/Familiar-Evil-Rannah-Gray-2015-11-30/dp/B01K151KE8/ref=tmm_hrd_swatch_0?encoding=UTF8&qid=&sr=&dpID=518k%252BxdITVL&preST=_SY344_BO1,204,203,200_QL70_&dpSrc=detail#customerReviews)

### ASSIGNMENTS

- Discussion Post 6 (due Thursday, 06/21/18 at 11:59pm)
  - Describe those public and private organizations impacted and the degree of crisis risk for each from presentation by guest lecturer.
- Assignments 6 (due Friday, 06/22/18 at 11:59pm)
  - Create agenda for senior management meeting on embedding crisis management tactics into comprehensive strategic communications plan.
  - Write a letter to the editor based on “The Familiar Evil” guest lecture.
  - Select a colleague and define ten fear-based communications tactics and their global marketing effectiveness.
- Lecture Quiz 4: (due Wednesday, 06/20/18 at 11:59pm) Develop ten flip cards on ten different topics demonstrating fact checks of fake news. (GRADED)
- Mid Semester Journal Entry:  
A case for communication or support builds necessary arguments and terminology to pursue public support and possible political support that is critical for a cause growing or gaining traction. Describe your case and illustrate final message box, target audiences and communications rationale. (Due, Sunday, 06/24/10 at 11:59pm)

### ASSIGNMENT 6 DETAILS

Your Discussion Post of **> 1000 words** for week six takes you to the topic of a crisis, drawing from a guest lecture of true events that had widespread impact. Describe how one crisis can cause a ripple effect and spread a crisis to other organizations and what precautions to have in place to avoid negative impact. **Write a letter to the editor > 600 words** about reputational risk using the guest lecture details as a basis for describing the need for embedding crisis communications tactics in a communications strategic plan. Prepare an agenda for a retreat of senior managers who will gather to ensure that crisis strategies are embedded in a strategic plan. With a peer class member, **research and describe the use of fear-based messaging** and how its use can assist in gaining attention to the course project cause. Post your findings on Canvas. Finally, it is time to add to the scaffolding of your Journal by entering a **discussion about successful**

message and brand reputation development, factors that support and inhibit success for a brand, drawn from the previous three course modules.

**Assignments 6 Rubrics**

| <b>WEEK 6 – GRADING RUBRIC – CRISIS ANTICIPATION &amp; MARKETING – “THE FAMILIAR EVIL” (GUEST LECTURE)</b>  |                |               |
|---|----------------|---------------|
| <b>Discussion Posts</b>   |                |               |
| <b>Criteria</b>   | <b>Ratings</b> | <b>Points</b> |
| <b>Quality of Discussion:</b><br>Describe how a crisis issue can impact varied and diverse organizations (based on guest lecture)   | 0-8 points     | 8.0 pts       |
| <b>Weekly Assignment Posts</b>  |                |               |
| <b>Criteria</b>   | <b>Ratings</b> | <b>Points</b> |
| <b>Content:</b> <ul style="list-style-type: none"> <li>Develop an agenda for an executive retreat to include crisis management strategies in strategic communications plan</li> <li>Write a letter to the editor about reputational risk (based on guest lecture)</li> </ul> <b>Research:</b><br>Select a peer, research and describe ten-fear based tactics that might be successful for advocating with course project. | 0-12           | 12.0          |

| <b>Project Journal Entry 2</b>         |   |   |   |            |
|--|---|---|---|------------|
| <b>Criteria</b>                        | <b>Ratings</b>  |   |   | <b>Pts</b> |
| <b>Cause-related campaign messages</b> | Student’s understanding of developing messages that both frame an issue and draw public support and political will.<br>10 pts | Student demonstrates limited understanding of the connection of messages to third party supporters and target audiences.<br>8 pts | Student does not demonstrate strategic understanding of message differentiation and compatibility.<br>5 pts | 10 pts     |
| <b>Brand reputation</b>                | Student can express factors that support and inhibit brand reputation.<br>10 pts  | Student is less confident in strategies to support brand reputation.<br>8 pts   | Student shows limited interest in discovering strategies to avoid a crisis.<br>5 pts                        | 10 pts     |
| <b>Supporting Narrative</b>            | Narrative flows logically and illustrates a train of thought,   | Student demonstrates difficulty in creating pro-active strategies   | Student shows limited understanding of strategies   | 10 pts     |

| Project Journal Entry 2   |                             |  |  |     |
|---|-----------------------------|--|--|-----|
| Criteria  | Ratings                     |  |  | Pts |
| showing critical thinking skills in effective use of crisis strategies.<br>10 pts | to avoid a crisis.<br>5 pts |  | to embed crisis management strategies into a communications plan.<br>2 pts |     |

## Week 7 – Whose News? The Rise of Fake News as an Enterprise (06/25/18–07/01/18)

### LEARNING OBJECTIVES

- Describe various fake news approaches and their potential impact to senior management.
- Separate the blending of news and opinion and demonstrate decisions for messaging on facts.
- Fact check news stories that you suspect of fake news to draw out the truth in a story.

### REQUIRED TO WATCH (SUBJECT TO GRADING)

- Video case lecture: (2018). *Celebrity Voices in Fake News*. (Canvas)
- BBC. (02/06/17). *The rise of 'fake news', manipulation and 'alternative facts'*. BBC Newsnight. <https://www.youtube.com/watch?v=1aTApGWVGoI>
- Remnick, D. (03/29/17). *Fighting Fake News*, The New Yorker. Video, YouTube. <https://www.youtube.com/watch?v=rQXbaOMefvA>

### REQUIRED TO READ (SUBJECT TO GRADING)

- Articles:
  - Kosoff, M. (01/29/18). *The Fake News Epidemic is Worse Than Imagined*. Hive, Vanity Fair. <https://www.vanityfair.com/news/2018/01/the-fake-news-epidemic-is-worse-than-we-imagined>
  - Wendling, M. (01/22/18). *The (almost) complete history of 'fake news.'* BBC Trending Blog. <http://www.bbc.com/news/blogs-trending-42724320>
  - BBC. (11.06/16). *The rise and rise of fake news*. BBC Trending Blog. <http://www.bbc.com/news/blogs-trending-37846860>
  - UNESCO report. (11.06.17). *Journalism under fire amid rise of 'fake news' and social media-driven echo chambers*. UN Blog. <https://news.un.org/en/story/2017/11/570052-journalism-under-fire-amid-rise-fake-news-and-social-media-driven-echo-chambers>
  - Alpert, B. (07/30/10). *Sandra Bullock is out of Restore the Gulf campaign while facts are gathered*. New Orleans Times Picayune. [http://www.nola.com/news/gulf-oil-spill/index.ssf/2010/07/sandra\\_bullock\\_is\\_out\\_of\\_resto.html](http://www.nola.com/news/gulf-oil-spill/index.ssf/2010/07/sandra_bullock_is_out_of_resto.html)
  - Silverman, C. (03/08/18). *Living in a sea of false signals: Are we being pushed from "trust, but verify" to "verify, then trust"?* BuzzFeed. Neiman Lab Blog. <http://www.niemanlab.org/2018/03/living-in-a-sea-of-false-signals-are-we-being-pushed-from-trust-but-verify-to-verify-then-trust/>
  - Elizabeth, J., Mantzarlis, A., Funke, D. *The Week in Fact-Checking: Fake news and the law*. American Press Institute. <https://www.americanpressinstitute.org/fact->

[checking-project/the-week-in-fact-checking/the-week-in-fact-checking-fake-news-and-the-law/](#)

- Martin, J. (02/21/18) *Fake snake post on Facebook prompts fear in Georgia town*. AP. <https://apnews.com/7066795c50c1413da0f572de5a7309ea>

## ASSIGNMENTS

- Discussion Post 7 (due Thursday, 06/28/18 at 11:59pm)
  - Analyze the phenomena of fake news and provide your opinion on the impact it is having and will have on global communications
  - Suggest way to address or work around the issue of fake news by having redundant strategies for telling your story.
- Assignments 7 (due Friday, 06/29/18 at 11:59pm)
  - Write a Blog entry describing at least three examples of fake news that are creating challenges to communicating about a cause-related issue.
  - Provide peer-review of blogs and select most compelling argument.

## ASSIGNMENT 7 DETAILS

For your week 7 Discussion Post of **> 1000 words**, you will dig into the growing phenomena of fake news and its impact on the communications profession. Describe the challenges inherent with discerning between news and opinion and who the concept of authentic voice emerges as important in a cause-related campaign. **Create a management presentation on PowerPoint or video** informing executive about the risk of fake news and its antidotes, present to a peer and repeat by critiquing the peer's presentation. **Develop a blog or vlog entry** describing fake news challenges to the communications market and respond to two classmates' submissions. Finally, **develop ten flip card quiz** with fact checks of fake news.

## Assignments 7 Rubrics

| WEEK 7 – GRADING RUBRIC – WHOSE NEWS? THE RISE OF FAKE NEWS AS AN ENTERPRISE   |            |         |
|--|------------|---------|
| Discussion Posts   |            |         |
| Criteria   | Ratings    | Points  |
| <b>Discovery:</b><br>Demonstrate in various forms of media the phenomena of fake news and its impact on your profession<br><b>Content:</b><br>Peer Review: create a management presentation on fake news and how it can be addressed, subject it to critique of peer; change roles and describe review | 0-9 points | 9.0 pts |
| Weekly Assignment Posts  |            |         |
| Criteria   | Ratings    | Points  |

|  |      |      |
|--|------|------|
| <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Write a blog entry and describe how fake news presents challenges to cause-related marketing</li> <li>• Respond to blog entries by other members of your group</li> </ul> <p><b>Research:</b><br/>Develop ten flip cards on ten different topics showing fact checks of fake news.</p> | 0-13 | 13.0 |
|--|------|------|

## Week 8 – Corporate Integrity & Profit: The CSR Conundrum (07/02/18–07/08/18)

### LEARNING OBJECTIVES

- Embed or attract corporate social responsibility into a project.
- Describe the limits of CRS and the responsibilities of applying CRS strategies.
- Prepare a speech for management on the relationship of corporate social responsibility and profit.

### REQUIRED TO WATCH (SUBJECT TO GRADING)

- Video case lecture: (2018). *Global Company CSR as a culture or pretender.* (Canvas)

### REQUIRED TO READ (SUBJECT TO GRADING)

- Articles:
  - Gidwani, B. (04/12/17). *More Stranded Assets.* CSRHUB Blog. <https://blog.csrhub.com/more-stranded-assets>
  - Formomentum. (2018). *Six Trends Impacting CRS Plans in 2018.* Blog. <https://formomentum.com/six-trends-impacting-csr-plans-2018/>
  - Hart, S. (03.08.16). *The Future of Corporate Social Responsibility.* The Marketing Journal. <http://www.marketingjournal.org/the-future-of-corporate-social-responsibility-stuart-hart/>
  - Kotler, C., Kotler, P. (02/13/18). *The Social Purpose of Business: Brand Activism as a CEO Imperative.* The Marketing Journal. <http://www.marketingjournal.org/the-social-purpose-of-business-brand-activism-as-a-ceo-imperative-philip-kotler-and-christian-sarkar/>
  - Rabin, R. (03/17/18). *Federal Agency Courted Alcohol Industry to Fund Study on Benefits of Moderate Drinking.* The New York Time, Health.
  - Williams, T. (04/14/14). *Here are the environmental groups the Walton Family is showering with cash.* Inside Philanthropy. <https://www.insidephilanthropy.com/home/2014/4/14/here-are-the-environmental-groups-the-walton-family-is-showe.html>
  - <https://www.nytimes.com/2018/03/17/health/nih-alcohol-study-liquor-industry.html>
  - Restore the Mississippi River Delta Website. <http://mississippiriverdelta.org/>

## ASSIGNMENTS

- Discussion Post 8 (due Thursday, 07/05/18 at 11:59pm)
  - The rules concerning corporate donations to non-profits entities attempt to deter money donated for enhancing corporate profitability. Discuss why there has been a trend where corporations act more confidently in having their contributions recognized or driven to align with their business plans.
- Assignments 8 (due Friday, 07/06/18 at 11:59pm)
  - YouTube entry on rationale for eliminating or keeping plastic straws as service items to sustain the environment.
  - Write an Op Ed about the relationship of corporate dollars to environmental causes using The Walton Fund support of Environmental Defense Fund as a case example.
  - Prepare a speech for your CEO on CSR and profit, noting trend toward sustainability among global corporations and their boards.

## ASSIGNMENT 8 DETAILS

Week 8 focuses you Discussion Post of **> 1000 words, around the issue of CSR and corporate integrity and profit**. You will review two organizations that work together for brand reputation, Environmental Defense Fund (EDF) and the Walton Family Foundation and describe the relationship in terms of CSR. **Post a YouTube video** about the course project and why it is a good choice for CSR support. From the position as a CEO with a CSR reputation, **write a > 600 word Op-ed or a > ten minute speech** encouraging more corporations to become involved with sustainability, citing the course cause as an example.

## Assignments 8 Rubrics

| <b>WEEK 8 – GRADING RUBRIC – CORPORATE INTEGRITY AND PROFIT – THE CSR CONUNDRUM</b>  |                |               |
|--|----------------|---------------|
| <b>Discussion Posts</b>  |                |               |
| <b>Criteria</b>  | <b>Ratings</b> | <b>Points</b> |
| <b>Discovery:</b><br>Study Environment Defense Fund and Walton Family Foundation websites and describe in terms of transparency issues.  | 0-8 points     | 8.0 pts       |
| <b>Weekly Assignment Posts</b>   |                |               |
| <b>Criteria</b>  | <b>Ratings</b> | <b>Points</b> |
| <b>Content:</b> <ul style="list-style-type: none"> <li>• Post a YouTube video suggesting course project as prime for cause-related marketing</li> <li>• Write an Op Ed article on the</li> </ul> | 0-13           | 13.0          |

|   |  |  |
|---|--|--|
| <p>importance of transparency</p> <ul style="list-style-type: none"> <li>• Prepare a speech for CEO on relationship of CSR and profit and the trends that support greater investments in a sustainable future.</li> </ul> |  |  |
|---|--|--|

## Week 9 – Peaks and Valleys of Global Brand Positioning with Cause-Related Marketing (CRM) (07/09/18–07/15/18)

### LEARNING OBJECTIVES

- Assess the benefits and liabilities of cause-related marketing.
- Demonstrate the pros and cons of issue spokespeople, celebrities and use of metaphors for gaining critical mass.
- Analyze the reach of a message.

### REQUIRED TO WATCH (SUBJECT TO GRADING)

- Video case lecture: (2018). *Identifying and introducing a new global disease to the world*. (Canvas)

### REQUIRED TO READ (SUBJECT TO GRADING)

- Articles:
  - Fritz, J. (02/20/17). *What Every Nonprofit Should Know About Cause Marketing*. the balance blog. <https://www.thebalance.com/what-every-nonprofit-should-know-about-cause-marketing-2502005>
  - Duarte, N. (11/17/14). *Finding the Right Metaphor for Your Presentation*. Harvard Business Review. <https://hbr.org/2014/11/finding-the-right-metaphor-for-your-presentation>
- Publications:
  - Gladwell, M. (2002). *The Tipping Point*. ISBN 0-316-34662-4. Little Brown. <http://uf.catalog.fcla.edu/uf.jsp?st=UF004367756&ix=pm&l=0&V=D&pm=1&fl=ba>
  - Thompson, D. (2017). *Hit Makers: The Science of Popularity in an Age of Distraction*. ISBN: 9781101980323. Penguin Publishers. <https://www.amazon.com/gp/search?index=books&linkCode=qs&keywords=9781101980323>

### ASSIGNMENTS

- Discussion Post (due Thursday, 07/12/18 at 11:59pm)
  - Discuss the benefits and liabilities of cause-related marketing strategies and whether the benefits outweigh the risks.
  - Build arguments with reference to video case lecture from America’s WETLAND Foundation.
- Assignments 9 (due Friday, 07/13/18 at 11:59pm)
  - Application: Group exercise to match a celebrity spokesperson and select a metaphor to support the cause of eliminating plastic straws as preferred service items.

- Discovery: Based on selected celebrity and metaphor, create an opportunities and liabilities matrix and write a rationale for use of either choices on both to build CSR image.
- Journal Entry 3: (Due, Sunday, 07/08/10 at 11:59pm)  
The path to creating critical mass or extraordinary awareness for a cause is challenging and made more so by the proliferation of opinion and fake news parading as facts. Discuss the opportunities for overcoming information obstacles through use of strategic communications and brand positioning.

**ASSIGNMENT 9 DETAILS**

Week 9 is about cause-related marketing (CRM) and your Discussion Post of > 1000 words will reveal benefits and liabilities of this approach. With your peer group, match a celebrity or metaphor with the course cause and develop a SWOT (strengths, weaknesses, opportunities, threats) analysis of your decisions in a presentation. Finally, research and write a short article > 400 words on the reach of the America’s WETLAND Foundation use of “A football field of land lost” metaphor for publication in the Foundation’s newsletter. Your 3<sup>rd</sup> Journal entry should focus on the obstacles to communicating for a good cause and the importance of good work establishing a foothold with public recognition. Describe the process for gaining critical mass notice and support for your course cause and the steps to getting you there.

**Assignments 9 Rubrics**

| <b>WEEK 9 – GRADING RUBRIC – PEAKS AND VALLEYS OF GLOBAL BRAND POSITIONING WITH CAUSE-RELATED MARKETING (CRM)</b>   |                |               |
|---|----------------|---------------|
| <b>Discussion Posts</b>   |                |               |
| <b>Criteria</b>   | <b>Ratings</b> | <b>Points</b> |
| <b>Discovery:</b><br>Through research, assess the benefits and liabilities of CRM and describe five new programs, five that are reported to be successful and five that became a liability  | 0-8 points     | 8.0 pts       |
| <b>Weekly Assignment Posts</b>  |                |               |
| <b>Criteria</b>   | <b>Ratings</b> | <b>Points</b> |
| <b>Content:</b><br>Match a celebrity or metaphor with the course project and develop a SWOT assessment and presentation<br><b>Research:</b><br>Describe the reach of “A Football Field of Land Lost” metaphor with the America’s WETLAND Foundation Campaign to Save Coastal Louisiana. | 0-12           | 12.0          |

| Project Journal Entry 3                        |   |  |  |        |
|--|---|--|--|--------|
| Criteria                                       | Ratings   |  |  | Pts    |
| <b>Obstacles for communicating good causes</b> | Student's understanding of challenges to communicate for a good cause and ways to overcome the impediments to communications.<br>10 pts | Student demonstrates limited understanding of how to overcome cause-related marketing challenges.<br>8 pts | Student does not demonstrate strategic understanding of the complexities and pitfalls inherent with today's communications marketplace.<br>5 pts | 10 pts |
| <b>Gaining critical mass recognition</b>       | Student can demonstrate benefits and liabilities associated with gaining critical mass.<br>10 pts                                       | Student recommends choices that may present liabilities.<br>8 pts  | Student lacks understanding in the risks associated with tactics to gain broad market recognition.<br>.5 pts                                     | 10 pts |
| <b>Supporting Narrative</b>                    | Narrative flows logically and illustrates critical thinking skills in searching for metaphor or cause attraction.<br>10 pts             | Student demonstrates difficulty in matching tactics with the cause.<br>5 pts                               | Student shows limited understanding of how to link a cause with a creative approach.<br>2 pts  | 10 pts |

## Week 10 – The Proactive Enterprise & Visualization (07/16/18–07/22/18)

### LEARNING OBJECTIVES

- Lead and facilitate a strategy development session.
- Apply visualization skills to keep an audience engaged.
- Determine appropriateness for proactive or reactive communications.

### REQUIRED TO WATCH (SUBJECT TO GRADING)

- Video case lecture: (2018). *A Phoenix Approach: Running to the Flame*
- Sibbet, D. (01/22/10) *TEDxSoMa*. YouTube Video. <https://www.youtube.com/watch?v=aAjtAI0vNQ8>
- Bigger Picture. (04/05/13). *Learning Graphic Facilitation - 7 Elements*. YouTube Video. <https://www.youtube.com/watch?v=H0QZbwqp4lg>
- Bigger Picture. (12/15/14). *Learning Graphic Facilitation - 8th Element*. YouTube Video. <https://www.youtube.com/watch?v=H0QZbwqp4lg>

### REQUIRED TO READ (SUBJECT TO GRADING)

- Articles:
  - Lindquist, E. edited by Johnston, E. W. (2011). *Governance in the Information Era: Theory and Practice of Policy Informatics*, Chapter4, Visualization Meets Policy Making – Visual Traditions. Policy Complexity, Strategic Investments. [https://books.google.com/books?id=RXHABgAAQBAJ&pg=PT88&lpg=PT88&dq=Evert+Lindquist+visualization&source=bl&ots=1at4XOsiIC&sig=MB1j56\\_0bd2GXNZPKgA2Ktm3CcA&hl=en&sa=X&ved=0ahUKEwj74sWR4NDZAhXo5YMKHQ](https://books.google.com/books?id=RXHABgAAQBAJ&pg=PT88&lpg=PT88&dq=Evert+Lindquist+visualization&source=bl&ots=1at4XOsiIC&sig=MB1j56_0bd2GXNZPKgA2Ktm3CcA&hl=en&sa=X&ved=0ahUKEwj74sWR4NDZAhXo5YMKHQ)

[QyA-0Q6AEIPTAF - v=onepage&q=Evert%20Lindquist%20visualization&f=false](https://www.amazon.com/Visual-Leaders-Visioning-Management-Organization-ebook/dp/B00AQLCVLE/ref=sr_1_5?ie=UTF8&qid=1520099633&sr=85&keywords=visual+meetings+david+sibbet)Publications:

- Publication:
  - Sibbet, D. (12/12) *Visual Leaders: New Tools for Visioning, Management, and Organization*. ISBN 978-1-118-47165-4. Change Kindle Edition, Wiley. [https://www.amazon.com/Visual-Leaders-Visioning-Management-Organization-ebook/dp/B00AQLCVLE/ref=sr\\_1\\_5?ie=UTF8&qid=1520099633&sr=85&keywords=visual+meetings+david+sibbet](https://www.amazon.com/Visual-Leaders-Visioning-Management-Organization-ebook/dp/B00AQLCVLE/ref=sr_1_5?ie=UTF8&qid=1520099633&sr=85&keywords=visual+meetings+david+sibbet)

## ASSIGNMENTS

- Discussion Post 10: (due Thursday, 07/19/18 at 11:59pm)
  - Describe the opportunities that being proactive and practicing visualization bring to embarking on a communication campaign.
- Assignments 10: (due Friday, 07/20/18 at 11:59pm)
  - Develop an agenda and outline for a facilitated session to establish a cause-related campaign.
  - Group Peer review – Using the course topic, illustrate with graphics, video, photos, and/or charts, proactive strategies to positively position brand; share and critique.

## ASSIGNMENT 10 DETAILS

Week 10 is designed to help you facilitate important meetings in a way that will highly engage your associates and target audiences. Following review of reading materials and videos add to your Discussion Post of > 1000 words your interpretation of how to engage others with communication planning utilizing visualization techniques. Design an agenda for a professionally facilitated session to develop your course project campaign and visually represent the agenda by uploading a photo of two pages of facilitation. Finally, using the course topic, collect or design visual images or illustrations, graphs, charts, photos to make the case for your course project. Consider that this collection will be drawn upon to bolster your case document, blogs or videos. Conduct peer review of collections within your peer group and post reviews.

## Assignments 10 Rubrics

| WEEK 10 – GRADING RUBRIC – THE PROACTIVE ENTERPRISE & VISUALIZATION  |                |               |
|--|----------------|---------------|
| <b>Discussion Posts</b>  |                |               |
| <b>Criteria</b>  | <b>Ratings</b> | <b>Points</b> |
| <b>Discovery:</b><br>Assess why visualization add to a proactive approach to strategic communications planning based on the changing habits of individuals | 0-9 points     | 9.0 pts       |
| <b>Weekly Assignment Posts</b>   |                |               |
| <b>Criteria</b>  | <b>Ratings</b> | <b>Points</b> |
| <b>Content:</b>  |                |               |

|  |      |      |
|--|------|------|
| <ul style="list-style-type: none"> <li>• Design an agenda for a professionally facilitated session to develop a cause-related campaign</li> <li>• Visually represent your agenda on with an illustration</li> </ul> <p><b>Discovery:</b><br/>Group Peer Review: Using the course topic, illustrate with graphics, video, photos, and/or charts a proactive strategy to position a cause-related brand; share and critique.</p> | 0-13 | 13.0 |
|--|------|------|

## Week 11 – Immediate Global Crisis Intervention (07/23/18–07/28/18)

### LEARNING OBJECTIVES

- Determine the difference between risk and crisis.
- Recommend ways to best avert a crisis or move on from one.
- Managing a crisis that reaches or involves your organization’s board of directors.

### REQUIRED TO WATCH (SUBJECT TO GRADING)

- Video case lecture: (2018). *Avoiding a Crisis – Y2K*
- (02/08/18). *Kenneth Cole resigns from amfAR after controversy over Harvey Weinstein deal.* News Daily, Youtube. <https://www.youtube.com/watch?v=c-rl7h1xq9k>

### REQUIRED TO READ (SUBJECT TO GRADING)

- Articles:
  - Hartman, S. (03/02/18). Media-savvy Parkland students on what they’ve sworn off in wake of shooting. CBS NEWS. <https://www.cbsnews.com/news/parkland-media-savvy-students-shooting-florida/>
  - Ciralsky, A. (01/17/18). *Harvey’s Concern Was Who Did Him In”: Inside Harvey Weinstein’s Frantic Final Days.* Vanity Fair. [https://www.vanityfair.com/hollywood/2018/01/harveys-concern-was-who-did-him-in-insideharveyweinsteinfanticfinaldays?mbid=nl\\_th\\_5a5fe28b522d24332376671b&CNDID=28997911&spMailingID=12767439&spUserID=MTMzMTgyNjl3MTY2S0&spJobID=1321613513&spReportId=MTMyMTYxMzUxMwS2](https://www.vanityfair.com/hollywood/2018/01/harveys-concern-was-who-did-him-in-insideharveyweinsteinfanticfinaldays?mbid=nl_th_5a5fe28b522d24332376671b&CNDID=28997911&spMailingID=12767439&spUserID=MTMzMTgyNjl3MTY2S0&spJobID=1321613513&spReportId=MTMyMTYxMzUxMwS2)
  - Cohan, W. D. (12/20/17). *Nothing About This Deal Feels Right To Me”: Inside Harvey Weinstein’s Other Nightmare.* Hive, Vanity Fair. <https://www.vanityfair.com/news/2017/12/harvey-weinstein-nightmare-finding-neverland-amfar-money>
  - Wattles, J. (10.09.17). *Dove apologizes for ad: We ‘missed the mark’ representing black women.* CNN Money. <http://money.cnn.com/2017/10/08/news/companies/dove-apology-racist-ad/index.html?iid=EL>
  - Kottasova, I. (01/18/18). *H&M apologizes for using black child to sell ‘coolest monkey’ top.* CNN Money.

<http://money.cnn.com/2018/01/08/news/companies/hm-apologizes-monkey-hoodie/index.html>

- IPR. (10/30/07). *Crisis Management and Communications*, Institute for Public Relations. <https://instituteforpr.org/crisis-management-and-communications/>

## ASSIGNMENTS

- Discussion Post 11: (due Thursday, 07/26/18 at 11:59pm)
  - Bring to the discussion a crisis that you feel attained negative global status and was reduced or eliminated by strong strategic communication response.
- Assignments 11: (due Friday, 07/27/18 at 11:59pm)
  - Critique the Parkland shooting communication strategies of the Broward County Sheriff's Office.
  - Develop a board of directors' crisis communications video script based on amfAR's allowance of board member manipulation for profit and gain and causing reputational damage to the organization's brand.
  -

## ASSIGNMENT 11 DETAILS

For Week 11, you will focus on crisis communications and strategies. Your Discussion Post of **> 1000 words describing research findings about a reputation damaging crisis that was reduced or eliminated** with strong strategic messaging in place. Write a **> 600 word critique of Broward County Sheriff's ongoing** response associated with the Parkland shootings. After reviewing negative outfall of Harvey Weinstien's amfAR board maneuvers, develop and present a of **> five minute video describing a crisis checklist** for board members who will serve on your course project cause board.

## Assignments 11 Rubrics

| <b>WEEK 11 – GRADING RUBRIC – IMMEDIATE GLOBAL CRISIS INTERVENTION</b>  |                |               |
|---|----------------|---------------|
| <b>Discussion Posts</b>   |                |               |
| <b>Criteria</b>   | <b>Ratings</b> | <b>Points</b> |
| <b>Discovery:</b> <ul style="list-style-type: none"> <li>• Research and describe a crisis that you feel attained negative global status and was reduced or eliminated by a strong strategic communication response.</li> <li>• Critique Parkland shooting communications response of Broward County Sheriff</li> <li>• Review amfAR's allowance of Harvey Weinstien's board manipulation and suggest a way out of the crisis</li> </ul> | 0-8 points     | 8.0 pts       |

| Weekly Assignment Posts   |         |        |
|---|---------|--------|
| Criteria  | Ratings | Points |
| <b>Content:</b><br>Develop an organizational board crisis checklist presentation and present in video | 0-13    | 13.0   |

## Week 12 – YouTube, You Too (07/30/18– 08/05/18)

### LEARNING OBJECTIVES

- Utilize YouTube as a medium to communicate a position.
- Critique the success and failure of various communications tools and media to meet your communications objectives.
- Recognize the most useful strategies to support your future career or service.

### REQUIRED TO WATCH (SUBJECT TO GRADING)

- Video case lecture: (2018). *Putting it all together and making it stick*.
- Business Casual Blog. (11/5/17). *The Rise of YouTube: From Cat Videos to Global Advertising*. You Tube. <https://www.youtube.com/watch?v=O3kfYEo7i9U&feature=youtu.be>
- Alyssa717. (10/17/15). *The Rise of YouTube*. The Artifice Blog, You Tube. <https://the-artifice.com/the-rise-of-youtube-2/>

### REQUIRED TO READ (SUBJECT TO GRADING)

- Articles:
  - Bilton, N. (3/16/18). *What Will Kill Us First: Trump or Tech?*. Inside the Hive, Podcast. <https://www.vanityfair.com/news/2018/03/what-will-kill-us-first-trump-or-tech-hive-podcast>
  - Rauch, J. (02/16/18). *Have our tribes become more important than our country?* The Washington Post/Outlook. [https://www.washingtonpost.com/outlook/have-our-tribes-become-more-important-than-our-country/2018/02/16/2f8ef9b2-083a-11e8-b48c-b07fea957bd5\\_story.html?utm\\_term=.d60f447b31a6](https://www.washingtonpost.com/outlook/have-our-tribes-become-more-important-than-our-country/2018/02/16/2f8ef9b2-083a-11e8-b48c-b07fea957bd5_story.html?utm_term=.d60f447b31a6)

### ASSIGNMENTS

- Discussion Post 12: (due Thursday, 08/02/18 at 11:59pm)
  - Critique the opportunities and challenges of various communications tools and media platforms; what has succeeded and what fails?
  - Prioritize the most useful strategies and tactics to support your future career or service.
- Assignments 12: (due Friday, 08/03/18 at 11:59pm)
  - Create a YouTube video and complete two posts presenting two sides of the argument to remove plastic straws as service items.
  - Blog entry on the factors to consider in determining the potential for success of cause-related campaign.
- Lecture Quiz 5: (due Wednesday, 07/25/18 at 11:59pm) Determine the difference between “Risk” and “Crisis.” (GRADED)

- Final Quiz 6: (due Wednesday, 08/07/18 at 11:59pm) Five strength factors to ensure success of global strategic communications. (GRADED)
- Final Journal Entry: (due Friday, 08/10/18 at 11:59pm)  
Describe the anatomy of a strategic cause-related campaign, using the course project as a base for discussion. Prioritize and explain three elements of the course that will best support your career or personal enrichment objectives and what was least useful in pursuit of skills for your future.

### ASSIGNMENT 12 DETAILS

Finals are here and your Week 12 Discussion Post of > **1000 words will describe the most useful approaches, strategies or tactics to apply to your future.** YouTube is emerging as a reliable information platform. Create a YouTube channel for the course project and solicit two uploads. This is your final Journal entry where you will describe the anatomy of your cause-related campaign by **writing an executive summary and the table of contents with short descriptions for each area of content covered in the campaign plan.** This Journal entry represents **60 points**, so please gather all of your eleven weeks of discovery and application and represent imaginative ideas in this final entry.

### Assignments 12 Rubrics

| WEEK 12 – GRADING RUBRIC – YOU TUBE, YOU TOO  |            |         |
|---|------------|---------|
| Discussion Posts  |            |         |
| Criteria  | Ratings    | Points  |
| <b>Content:</b><br>This course has offered numerous ways to take a lead in communications and you should discuss the most useful strategies or tactics and how they may be applied to support your future career or service.  | 0-8 points | 8.0 pts |
| Weekly Assignment Posts   |            |         |
| Criteria  | Ratings    | Points  |
| <b>Content:</b><br>YouTube is the most popular tool for communicating across all ages, cultures, and types of people. Students will create a YouTube channel based on course project and solicit uploads from peers, one favoring the cause and one against removing plastics from service items. | 0-12       | 12.0    |

| Criteria                                   | Ratings   |  |  | Pts    |
|--|---|--|--|--------|
| <b>Anatomy of a cause-related campaign</b> | Students will describe the anatomy of the course project cause-related campaign by writing an executive summary and table of contents for the strategic communications campaign plan.<br>30 pts | Student demonstrates limited understanding of how to construct the order for a cause-related strategic communications campaign plan.<br>15 pts | Student lacks depth with skillset for successfully organizing a cause-related campaign.<br>5 pts | 60 pts |