**MASTER OF ARTS
IN MASS COMMUNICATION**

College of Journalism and Communications

UF CJC ONLINE

UNIVERSITY *of* FLORIDA

MMC6936 STRATEGIC COMMUNICATIONS FOR PUBLIC INTEREST COMMUNICATIONS
Fall 2019
3CREDIT HOURS

INSTRUCTOR
Annie Neimand, Ph.D.
annien@ufl.edu

Contact
For questions, please email me through Canvas. If it is during the school week, I will respond within 24 hours. If it is over the weekend, I will respond the following school day. If I am traveling for work, I will let you know ahead of time that there might be a slight delay in my response. If you have technical questions about the Canvas website, please contact UF Computing Help Desk at helpdesk@ufl.edu or call 352-291-4357.

Office Hours
I am available by appointment. Please send your request through Canvas and we will find the first available time.

Instructor Bio
Annie Neimand, Ph.D., director of research for the University of Florida Center for Public Interest Communications, works with social change organizations, scientists, storytellers and activists to apply the science of how people think and act to communication strategy. She translates insights from behavioral, cognitive and social science for social impact campaigns.

Organizations include YouTube, Participant Media, the United Nations High Commissioner for Refugees, the United States Defense Department, the Bill and Melinda Gates Foundation, the Institute of Medicine at the National Academy of Sciences, National Institute of Food and Agriculture, and public interest communications agencies. Annie's work is regularly featured in Stanford Social Innovation Review. In 2018, she worked with YouTube's Creators for Change as a program mentor.

For over seven years, Annie has overseen the research leg of *frank,* a gathering for people who study and working in strategic communications for social change. In this role, she has connected practioners to researchers, translated academic insights for practice, and built a community of scholars who see themselves as working relative to the field.

Annie received her Ph.D. in sociology from the University of Florida Department of Sociology, Criminology and Law, with a concentration in gender studies. Her areas of research include social movements, strategic communications, identity and beliefs and intersectionality. She is a trained qualitative researcher.

COURSE WEBSITE & LOGIN

Fall 2019

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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
All course lectures and office hours will be conducted through Zoom. Instructor lectures will be released Monday mornings. We may have guest lectures throughout the course. Guest lectures will be live and recorded. All recordings will be hyper-linked in the week's to-do list. Live lecture links will be emailed out to students the week of. If you have any questions, please email Annie Neimand via the course canvas site.

THIS COURSE
Description
Public interest communications is an interdisciplinary approach to strategic communications. It is an emerging field, and those who practice or study it are continuously applying new insights and techniques to make their work more effective.

Unlike public relations that works on behalf of a particular organization, public interest communications requires that organizations and practitioners communicate in ways that transcend the interest of any one organization for the benefit of social and environmental issues. Public interest communications moves beyond raising awareness to build campaigns that drive particular belief, narrative or behavior change. It requires everyone in an organization to see themselves as a communicator, and practice inclusiveness in the design of strategy. Importantly, public interest communications is science-driven, where practitioners are able to read peer-reviewed academic research or collaborate with academia to draw insights to drive strategy. Public interest communications pulls from disciplines such as anthropology, sociology, social psychology, cognitive science, political science and social marketing.

In this course, students will learn a science-driven approach to developing public interest communications strategy. This framework will provide theoretical, scientific and practical insights for campaign development. Specifically, students will learn how to synthesize insights from academic research and best practice into communication strategy that can drive particular change that creates meaningful impact toward an issue. Over the course, students learn how to create:
- Meaningful goals that target particular belief, narrative or behavior change
- Identify audiences using insights from behavioral, cognitive and social science
- Develop messages, stories and calls to action with intention
- Design effective tactics that engage target audiences
- Evaluation methods for assessing effectiveness and impact of efforts

To gain these skills, students will learn the science behind the strategic public interest communications framework. As a final project, students will use the framework to create a communication strategy.

Objectives

By the end of the semester, students will be able to develop science-driven public interest communications strategies to drive belief or behavior change on pressing social and environmental issues.

By the end of this course, students will:
1. Understand the public interest communications strategy framework
2. Apply the public interest communications strategy framework to a range of social and environmental challenges and contexts
3. Analyze existing campaign strategy from a public interest communications perspective to evaluate effectiveness
4. Read and synthesize research to analyze existing campaigns and to create a campaign strategy
5. Create a campaign strategy using a public interest communications approach

Course Deliverables

Discussion Boards

Each week, students will be asked to complete readings, audio and/or video assignments. All materials will be available on the Canvas site as a link or a download. Every week students will be required to discuss the course materials on our group discussion board through written analysis and respond to a classmate with constructive feedback. Prompts will be provided in the assigned discussion board and through assignment directions. All discussion posts and responses should be completed by Sunday at 11:59 P.M. ET.

Both discussions posts and responses are due by Sunday at 11:59 P.M. **Make sure to submit your discussion early enough to receive a response** from another student and to respond to another student.

Your discussion post should be a minimum of 700 words, unless I state otherwise. Your response to another students post should be a minimum of 250 words.

Quiz

At the beginning of the semester, students will also be asked to take a quiz to assess their knowledge of the course materials.

Summary Drafts for Final Project

For each module, students are required to submit a summary of how they will apply course materials to their final project. These summaries are designed to help students brainstorm their final strategy and receive feedback. Students may use summaries, with provided feedback for their final projects. Students will be assigned a fellow student's summary to peer-review and will be required to provide constructive feedback using a provided rubric within one week of the due date.

All writing assignments should be:

- Follow APA Style
- Paper's must have your full name in the top right corner
- Documents must be submitted as Word Documents.
- Files should be saved the title of the assignment and your last name

- Double-spaced
- 12point-font
- Times New Roman
- 1 inch margins
- Length
    - Summary Drafts should be 2 pages
    - Final projects should be a 10-15 pages, not including citations

All assignments should be completed by Sunday at 5 P.M. ET of the week it is due. Students will receive feedback within a week of turning in their summaries.

Final Project
Students are required to complete a communication strategy from the provided options. The communication strategy should include seven parts. Further instructions will be provided.
1. Students will provide a contextual analysis of their issue. This analysis should include academic research, insights from issue experts and analysis of the system in which the strategy is working to build a picture of the context in which they are designing for change.
2. Students will identify a strategic goal. Goals should be a specific belief, narrative or behavior change. Students must provide a rationale for their identified goal using systems thinking, information gathering and academic research. Students should also include specific outcomes that will be achieved during this strategy that can be used in evaluation.
3. Students will provide an analysis of their target audience, including insights into their worldviews, values and relevant identities. Students will also include a description of the existing beliefs and narratives around the issue for their target audience. Students will describe potential social and psychological barriers in achieving their goal.
4. Students will provide a message and story strategy to be tested, improved and run over the course of the campaign. Students should provide their rationale for the message/story choices using academic research and insights from experts and their contextual scan.
5. Students will provide an overview of tactics that will be used during the campaign. Students must provide rationale for identified tactics.
6. Students will provide an overview of how they will measure their effectiveness over the course of the campaign through specified benchmarks. Students will also include measures to be evaluated after the campaign to assess impact.
7. Students will include a bibliography that includes academic research and insights from their environmental scan and additional research. Students will follow APA formatting.

COURSE EXPECTATIONS
Attendance
Because this is a Distance Learning course, roll will not be called. However, students are responsible for checking in multiple times a week for course announcements, turning materials in on time and participating weekly in group discussion—both sharing your own thoughts and responding to your classmates. Materials will not be due on days the University is closed for Holidays. These days have been accounted for in the schedule. The instructor will also not be available during Holidays.

The Calendar is available at https://catalog.ufl.edu/UGRD/dates-deadlines/pdfs/.

Interactions

Students will interact with each other through weekly group discussion boards. Each student is responsible for replying to another classmate on time. To ensure everyone has a chance to read and respond to someone in the class, it is recommended that you submit your discussion earlier in the week.

Students will also be assigned 4 peer-review readings in which they are required to read another student's summary draft and provide feedback.

REQUIRED TEXT

All required readings, podcasts and videos are hyperlinked in the syllabus and can be found under the directions for each week. There are no required textbooks.

COURSE POLICIES

Late Work & Makeup Policy

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions.

Unless excused, work submitted within 24 hours after the due date will automatically be deducted by 50%. No work will be accepted past 24 hours after the due date.

Issues with uploading work for a grade is not an excuse. If a student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email .zip files or even links to Dropbox folders to me directly at annien@ufl.edu. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Suggested technical issue policy: 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. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

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 instructors immediately.

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. Email your academic advisor and put "dropping a course" in the subject line. Your academic advisor will reply with the necessary procedures.

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

All assignments, quizzes, etc. will be submitted electronically through Assignments in Canvas.

Deadlines

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

- Discussion posts and responses   11:59PM EST Every Sunday
- Summary Drafts   11:59PM EST Sunday the week assigned
- Peer- Review of Summary Draft   5 PM EST Sunday the week after submitted
- Quiz   11:59PM EST Friday the week assigned
- Final Presentation   5 PM EST Friday, August 14, 2020

Grading

All assignment grading will be on 100 point scale.

Your work will be evaluated according to the following percentages and points:

- Quiz   3%   10
- Discussion board posts and responses   40%   110 (10 points each)
- Summary Drafts   30%   80 (20 points each)
- Final Presentation   27%   75

Total: 275 Points

Your final grade will be rewarded as follows. I do NOT round up to next decimal. 92.7 is an A-. NON-ROUNDING EXAMPLE

A	100%	to	94%
A-	< 94%	to	90%
B+	< 90%	to	87%
B	< 87%	to	84%
B-	< 84%	to	80%
C+	< 80%	to	77%
C	< 77%	to	74%
C-	< 74%	to	70%
D+	< 70%	to	67%
D	< 67%	to	64%
D-	< 64%	to	60%
E	< 60%	to	0%

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 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 distancesuppport@jou.ufl.edu or visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Course Evaluation

Students in this class are participating in a new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's Canvas e-learning management system. Students can complete their evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals.

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 https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/ .

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:

The Honor Pledge: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

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 14 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

Course lectures will be made available Monday morning of the assigned week. These lectures will provide an overview of the topic for the week, what the students will learn and should take away and any information critical for students to understand the week's topics. The course is broken into module

themes. Some modules will take a week to cover, other modules make take several weeks. These videos will vary in length. Students are responsible for watching each video assigned.

Master class guest lectures will be available following the scheduled live lecture. Students are encouraged to join the live lecture when possible. A schedule will be made available ASAP for students to make arrangements to attend.

COURSE SCHEDULE

Module 1
Week 1- What is Public Interest Communications

Students will learn what public interest communications is and how it is unique from other disciplines. Students will learn foundational frameworks of public interest communications that will provide the backbone to much of the course discussions. Students will analyze existing campaigns from a public interest communications perspective.

Assignments:
- Read:
  - Stop Raising Awareness
  - Back of the Envelope Guide to Strategic Communications
- Watch:
  - Introduction to Public Interest Communications
- Discuss:
  - Introduce yourself in the group chat. Tell us who you are and why you are studying public interest communications. Your post should be 1-2 paragraphs.
- Quiz
  - Test your understanding of public interest communications

Module 2
Week 2 – Identifying Your Strategic Goal

Students will learn how to identify S.M.A.R.T (specific, measurable, actionable, relevant, and timely) goals that if achieved make a long-lasting impact toward an issue. Students will apply insights from systems thinking, a methodology for mapping complex issues, to identify where to set their goals to have measurable impact. Students will learn how to craft meaningful goals that can be measured as part of evaluation.

Assignments :
- Read:
  - Identify a campaign project from the option list. Choose one you would like to work on over the course of the semester.
  - Spitfire Strategies Smart Chart
  - See, Say, Feel and Do
  - Case Study: How movements win: Gendered opportunity structures and U.S. women's suffrage movements, 1866 to 1919
- Watch:
  - Lecture: Identifying a Strategic Goal
- Due:
  - Discussion
  - Set up meeting with the professor to discuss your project next week.

Week 3 – Identifying Your Strategic Goal (Continued)

- Read:
    - [Human Centered, Systems-Minded Design](#), Thomas Both, SSIR
    - [Tools for Systems Thinkers: Getting into Systems Dynamics… and Bathtubs](#)
    - Case study: [Changing climates of conflict: A social network experiment in 56 schools.](#)
- Watch
    - Lecture
    - TBD
- Due:
    - Discussion
    - Summary Draft 1

Module 3
Week 4 – Stepping into the World of Your Community

Students will learn how to segment target audiences using research on intersectionality, worldviews, values and social identities. They will learn what drives information avoidance and engagement in order to develop relevant messaging to target audiences. Students will analyze existing campaigns and evaluate how they applied these insights to campaigns, and learn how practitioners apply these insights to campaign strategy. Students will learn the basics on how to conduct audience research to uncover deeper motivations and interests to develop and test messages that resonate.

Read:
- [The Emotional Dog and Its Rational Tail: A Social Intuitionist Approach to Moral Judgment](#), Jonathan Haidt
    - For more on this, read [Liberals and conservatives rely on different sets of moral foundations.](#)
    - [The Moral Roots of Liberals and Conservatives](#), Jonathan Haidt, Ted Talk
- [From Gulf to Bridge: When do Moral Arguments Facilitate Political Influence?](#), Matthew Feinberg and Robb Willer
- [Cultural Cognition and Policy](#), Dan Kahan and Donald Braman

Watch:
- Lecture on moral values and worldviews
- [Interview with Dr. Chelsea Schein, frank2018 on harm as a universal moral value](#)
- Case study: [Brian Sheehan: When Ireland Said "Yes"](#)

Due
- Discussion:

Week 5 – Stepping into the World of Your Community (Continued)
Read:
- [Identity and Social Identity Theory](#), Jan Stets and Peter Burke
    - For more, read: [Social identity shapes social valuation: evidence from prosocial behavior and vicarious reward](#)

- Political Opportunities and Collective Identity in Ohio's Gay and Lesbian Movement, 1970 to 2000
- Intersectionality and publics: How exploring publics' multiple identities questions basic public relations concepts, Vartem Winter, Tindall, Jiang

Listen:
- The Ostrich Effect, Hidden Brain
  - For more, read Information Avoidance: Who, What, When, and Why.
  - Watch: An interview with Troy Campbell, Ph.D., discussing information avoidance at frank 2016

Due
- Discussion:

Week 6 – Doing Research to Know Your Audience
Read:
- First watch the video on Human Centered Design (under videos), then read about the different research methods used to design products for humans.

- Human Centered Design Toolkit. (Links to an external site.)Read each tile to see the different methods they use
- Communications Campaign Best Practice (Links to an external site.)
- Optional:
- Spend some time looking through the UF CJC library guide (Links to an external site.). April Hines, our librarian has collected relevant databases for you. Read through each of the top tabs to see what the library has to offer. Look through some of the peer reviewed journals listed on the left side. These are a good place to start when looking for academic research. On the page you can talk with a librarian who can help you find something you are looking for. Please feel free to set up a meeting with Annie if you have more questions.
- How We Are Making Sure the Science We Share is Good (Links to an external site.), Chernin and Neimand

Watch:
- Lecture on conducting research
- Human Centered Design overview
- Masterclass with Rich Neimand, President, Neimand Collaborative

Due:
- Discussion
- Draft Summary 2.

Module 4
Week 7 – Developing Your Message Strategy

Students will learn how to create a science-driven message and storytelling strategy. Students will be required to analyze existing research in order to build messages and stories to be tested for target audiences. Students will learn six principles for communicating about issues for belief and behavior change, and seven principles for building persuasive and effective stories. Students will analyze existing messages and stories to evaluate them from a public interest communications perspective. Students will also learn how to build stories with intention for target audiences in order to achieve identified strategy goals. Students will use course material and further research to create their own message/ storytelling strategy.

Read:
- [Framing Processes and Social Movements](#), Benford and Snow
- [Frame Alignment Processes, Micro mobilization, and Movement Participation](#)
  - For more, read [Overview of framing and movements from FrameWorks Institute](#)
- Choose from one of these case studies to read for the discussion board assignment
  - [Movement Framing and Discursive Opportunity Structures: The Political Successes of the U.S. Women's Jury Movements](#)
  - [Resonance and Radicalism: Feminist Framing in the Abortion Debates of the United States and Germany](#)
  - [Mobilizing Mothers for War: Cross-National Framing Strategies in Nicaragua's Contra War](#)
  - [Reframing climate change as a public health issue: an exploratory study of public reactions](#)
  - [Social media framing within the Million Hoodies movement for justice](#)

Watch:
- Lecture of Framing

Due:
- Discussion

Week 8 – Developing Your Message Strategy (Continued)
Read:
- The Science of What Makes People Care, Christiano and Neimand
- [Mindful Messaging](#), Spitfire Strategies
- [How to Tell Stories About Complex Issues](#)

Watch

- [The Science of Story Building (Links to an external site.)](#), webinar

Listen:
- Hidden Brain: [Radically Normal: How Gay Rights Activists Changed The Minds Of Their Opponents](#)

Due

- Discussion

Week 9 – Developing Your Message Strategy (Continued)

Read:
- [Reducing Intergroup Prejudice and Conflict Using the Media](#)
- [Gaining a Voice: Storytelling and Undocumented Youth Activism in Chicago](#)
- [How Narrative Focus and a Statistical Map Shape Health Policy Support Among State Legislators](#)
  - For more, read [Inoculation and Narrative Strategies in Competitive Framing of Three Health Policy Issues](#)

Watch:
- [Throwing a Better Party for the Planet, Jeff Orlowski](#), frank talk

Due
- Discussion
- Draft Summary 3

Module 5
Week 10 – Developing Your Tactics

Effective tactics require that strategists step into the world of a target community. They must understand the habits and behavioral norms of a target group in order to engage them in the issue. Great strategists connect to what people are already engaging with and focus their communications there. In this module, students will learn from behavioral economics and the science of habit to understand how to effectively target for specific behaviors. Students will learn effective tactics from social movements and today's most effective social media campaigns to uncover how they should think about developing and deploying tactics. Students will analyze existing campaigns to evaluate them from a public interest communications perspective. Students will use course material and further research to brainstorm potential tactics for their own projects.

Read:
- The Power of Habits, Chapter 1
- The Last Mile, Chapter 1
- New Power, Chapter 1

Watch:
- Lecture on Tactics
- What New Power Looks Like,

Due:
- Discussion

Module 6
Week 11 – Creating Your Evaluation Plan
Students will learn how to identify metrics and build evaluation tools to measure the effectiveness of a campaign. Students will examine tools from organizations used to evaluate campaigns. Students will talk with experts from the field about their best practices for evaluation. Students will identify and summarize metrics they will use to evaluate their own strategies.

Read:
- Signaling and Confirming, Stanford Social Innovation Review
- We Love Evaluation, Doc Society's Impact Field Guide
- Deepening Engagement for Lasting Change, Bill and Melinda Gates Foundation

Watch
- Master Class with Melody Mohebi, Participant Media TBA

Due
- Discussion
- Draft Summary 4 (Feedback from Professor)

Week 12 – Final project due 5 PM EST Friday, August 14, 2020