

**UNIVERSITY OF FLORIDA
COLLEGE OF JOURNALISM AND COMMUNICATIONS**

MAMC GLOBAL STRATEGIC COMMUNICATION -- CAPSTONE

MMC 6936 – Section 7120
Summer 2017
(Online Course)

Instructor: Robert W. Grupp APR, Instructor & Program Director

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Office Hours: Online and by Appointment

Class Meets: Online – Weekly Schedule

COURSE DESCRIPTION

The aim of the Global Strategic Communication Capstone is to prepare students to master the elements of a strategic communication campaign using principles and strategies of public relations, corporate communication, advertising, branding, and agency management in a multinational environment. The Capstone is one of the final academic opportunities for you, the student, to apply your accumulated knowledge and skills and to further prepare you to excel in a professional setting.

Strategic communication is a well-defined process for achieving long-term communications goals. It requires a variety of elements, especially actionable communications objectives anchored in the priorities that your business partners identify as critical to the company's or organization's success. You don't need to know what the communication solution is to write an effective objective. The best objectives are as specific as possible without making assumptions about the best strategy or tactics.

The Capstone is designed from a professional perspective and makes use of real-life situations and examples. You will apply your global strategic communication skills to an existing communication and public relations challenge and/or opportunity identified in a multinational company or organization of your choosing. Acting as professional consultants or an employee, students will produce a comprehensive strategic plan to achieve your objectives using communication strategies, platforms and technologies with both general and targeted audiences at appropriate times. Your strategy should be supported by good research. An effective strategy also requires monitoring and evaluation on whether the goals are being achieved and, if not, what else can be done.

Working individually and with feedback from a "virtual team" of fellow students and your instructor, you will build this campaign plan throughout the semester. Near the end of the semester, you will have assembled a well-researched, insightful and creative campaign plan that illustrates how global strategic communication will lead to positive outcomes for your "client." Finally, you will "pitch" your campaign proposal in an online presentation.

This is a demanding but exciting and intellectually rewarding opportunity to apply global strategic communication skills and knowledge that you have acquired throughout your coursework, during internships, and/or in professional positions.

This course is conducted entirely online. This format mirrors how professional, global public relations and communication teams are assembled across geographies and time zones, countries and cultures, working together using digital and online technologies.

The course is centered on you and your learning needs. This course requires graduate-level thinking, analytical skills and maturity. The Capstone is “learning in action.”

Done well, your campaign will become an important credential to share with your client as well as current or prospective employers.

OBJECTIVES

Working individually, students will complete a graduate-level project which demonstrates their ability to integrate the knowledge and skills acquired from the UF Master of Arts in Mass Communication – Global Strategic Communication program – and other coursework.

The Capstone project is designed to enable students to demonstrate skills in research and analysis, strategic thinking, effective writing and oral communication across multiple channels for audiences worldwide.

Specific objectives of this Capstone are for students to:

1. Effectively apply strategic and creative communication skills to complex challenges and opportunities.
2. Demonstrate the use and value of research and analysis in responding to potential or emerging strategic communication problems and opportunities.
3. Assemble and present a fully integrated communication plan that reflects strategic thinking, industry best practices, trends and tools, especially digital and online communication.
4. Work effectively virtually, individually, demonstrating professional communication skills, creativity and originality, accountability, balancing leadership with teamwork and cooperative behaviors.
5. Reveal a commitment to personal and professional ethics.

PREREQUISITES

Enrollment in the online Master of Arts in Mass Communication – Global Strategic Communication program and satisfactory completion of coursework to-date.

TEXTBOOK

The **required** textbook for this course is:

Storytizing: What's Next After Advertising, by Bob Pearson; Hardcover: 200 pages; 1845 Publishing (Edition: March 10, 2016) ISBN-10: 0692598146; ISBN-13: 978-0692598146

The textbook is available new at popular online vendors including Amazon.

The **recommended** textbook for this course is:

Strategic Planning for Public Relations, by Ronald D. Smith APR; Paperback: 560 pages Publisher: Routledge; 4th edition (2012); ISBN-10: 041550676X ISBN-13: 978-0415506762

The textbook is available new and used at popular online vendors including Amazon.

There will be additional cited materials and readings assigned and/or distributed to students at various times during the semester. It is required that you use appropriate citations for any materials which support your presentations.

CANVAS (UF E-LEARNING) INSTRUCTIONS

Your course is Canvas (UF e-Learning). Go to <http://lss.at.ufl.edu>.

Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.

The Canvas e-learning site will be used for communication with and among students and the instructor, to deliver course materials (e.g., PowerPoint files, readings, handouts, assignment guidelines, evaluation forms) and grades. You can access the site by using your GatorLink username and password.

Contact UF Helpdesk <http://helpdesk.ufl.edu/> or phone +1-352-392-HELP (4357) if you have any trouble with accessing your course.

COURSE POLICIES

Attendance Policy

Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur. 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 rgrupp@jou.ufl.edu. The instructor will respond to e-mail usually within one working day.

Deadlines

This online Capstone course requires individual self-direction! It will be 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 instructor will delay progress on your campaign project. It is your responsibility to stay on schedule by meeting deadlines, following your research plan and scope of work, and seeking advice on challenges you confront as soon as possible.

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will be preapproved only for emergencies.

Unless excused, work submitted within 24 hours after the due date will automatically be deducted by 20%. No work will be accepted past 24 hours after the due date without a pre-approval by the instructor.

Technical Difficulties

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. A student may email .zip files or even links to Box.com or 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. 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 instructor immediately (rgrupp@jou.ufl.edu or text/mobile direct at +1-484-557-8401).

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 Tiffany Robbert, and she may be reached at trobbert@jou.ufl.edu

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>

CAPSTONE CAMPAIGN PROJECT

You will create a global strategic communication campaign and comprehensive plan. Working individually, you will identify, research and analyze a real communication issue or opportunity and plan an appropriate, well-researched, insightful and creative plan that illustrates how global strategic communication will lead to positive outcomes. Finally, you will “pitch” your campaign proposal in a virtual presentation.

During the first three weeks of class, each student must clearly identify a Capstone client and topic.

Students should consider the following criteria when selecting a client and topic:

- a) Would you consider the client organization for future employment?
- b) Could you, and would you want to network with the identified multinational company or organization?
- c) Are you personally interested in the topic, and are you passionate about the client organization’s mission and the challenges/opportunities it is facing?
- d) Is the scope of the client’s work global, involving operations, employees and/or customers in multiple countries?

After the first week of class, you will write a situation analysis discussing the proposed client issue(s) and/or opportunity and a description of how a strategic communications campaign can help the client. By the third week, you will write and submit a succinct summary of 800 words or less of your proposed campaign topic including the client’s name, your client contact if you have one, and the organization’s communication challenge or opportunity that you intend to address.

Your instructor will approve your client by the end of the third week of class.

Here are a few additional guidelines for your choice of client and their communication challenge.

- **NEW AND ORIGINAL WORK:** The Capstone project must be new and original work. Repurposing an existing campaign is not acceptable.
- **CLIENT ACCESS:** Ideally, though not required for this course, your Capstone client should be willing to provide you access to a key person within their organization who is willing to provide information

and organizational materials, and be able to participate in the identification of the communication challenges/opportunities and overall campaign objective.

Note: Recent Capstone students emphasize the critical importance of having access to information about your client organization. Without access to information, your project is likely hypothetical, making it more difficult to develop credible, actionable strategies and plans.

- **RELEVANT AND TIMELY:** The communication challenge or opportunity should be relevant to the business goal of the company/organization. Results should be attainable and measurable, and sufficiently complicated to encourage multiple, creative communication strategies and tactics.
- **GLOBAL:** The project must involve a real company, organization or non-profit. Organizations “local” to the student are often ideal candidates, but **clients need to be engaged internationally**. Foreign organizations may be considered as clients.
- **REALISTIC AND ACHIEVABLE:** The scope of the proposed Capstone project must allow one person, working individually, to complete the project in 12 weeks. For example, achieving peace in the Middle East or stopping global warming are projects out-of-scope for this Capstone. Generally, challenges, issues and business opportunities that would be encountered in a specific company or organization are preferable.
- **COMPLEX BUT NOT OVERWHELMING:** The student must be able to understand the information and data gathered. For example, unless you have significant medical training or experience in that arena, a communication campaign to launch a new prescription medicine to treat a complicated neurological disorder likely would be beyond your scope. The capability of most Global Strategic Communication students should be based on what the student has studied or experienced.
- **USEABLE:** The campaign should be of significance and practical use to a client organization.
- **NEAR-TERM:** Proposed execution of the communication campaign should not exceed 12 months in duration.
- **ONE SEMESTER MAX:** You must complete the Capstone project within the 12-week semester, including preparing your written plan and presenting your virtual presentation.

PLEASE NOTE: CAPSTONE PROJECTS FOR A CURRENT EMPLOYER

Capstone campaigns for a student’s current employer may be proposed, and may offer advantages including access to sources and information as well as relevancy—working on “real” employer issues and opportunities. However, experience in the Capstone course to-date points to several important considerations for students whose approved projects apply to current employers:

- **TIMING:** The timing of real work issues and the pace of the 12-week Capstone course **never** match exactly. It’s nearly impossible to use the course to write a plan that can be implemented concurrently on-the-job. The course schedule and employer needs are different. *Your campaign topic may be an actual situation faced by your current employer, but the pace of work must match the class schedule and correspond to weekly assignments.*
- **BE OPEN TO NEW THINKING:** “*Don’t rely on prior outlines, notes or personal conclusions,*” said one Capstone student. “*Follow the process outlined in Smith 4th edition and you will be well served. Start with a blank sheet of paper.*” The 12-week process for defining and developing a Capstone campaign is deliberately sequential. Topic ideas **always evolve**. Take advantage of the Capstone process.
- **ORIGINAL WORK:** The Capstone project must be new and original work. Repurposing existing on-the-job materials or using previous plans developed at work is not acceptable.
- **RESEARCH:** The Capstone will enable you to generate research that you may not otherwise obtain in a project for your employer.
- **“DISTANCE YOURSELF”:** Students often find it useful to position themselves as a consultant or strategic communications agency account executive rather than an employee of the Capstone client. Past Capstone students report that separating themselves, mentally, from their employer-client allows for a more objective “outside-in” view of the issue or opportunity. Students say this “external mindset” also makes writing and assembling the final Capstone plan and presentation easier.
- **APPROVAL:** Prior to approval of the campaign topic, the instructor may require the student to produce a letter or statement from the student’s employer identifying the student’s role and extent of involvement in a current or ongoing campaign by the employer. This request is at the discretion of the instructor.

MAIN ASSIGNMENTS

Students are expected to submit high quality, well-written, client-ready work, on time. All written assignments should be typed 1.5 spaces in a standard business format using a 10- or 11-point business font on standard white paper size 8.5 by 11 or A4. **Include your name, the assignment title, page numbers, and the date on all assignments.** Check spelling (at a minimum, use spell-check). Proofread for awkward sentence styles and construction. Use 1-inch top/bottom and left/right margins. Use AP Stylebook for grammar, punctuation and writing style and a standard academic reference such as MLA or APA a standard academic footnote style to ensure proper attribution of research in your assignments.

Complete assignments on time. Submit assignments whenever you are ready but no later than the due date specified in the course schedule. Exceptions only would be with updated/changed due dates or instructions posted by the instructor on the e-learning site.

If a student chooses to work ahead, he/she assumes the responsibility for clearly understanding the assignment. Early submissions will be graded according to the same criteria used for everyone’s

work. If you submit an assignment, the instructor assumes it is “final work” and will grade it accordingly. No “corrections” or “resubmissions” will be allowed after a grade has been assigned.

Late assignments do not receive full credit. Assignments within one week of the original due date (or with a negotiated due date) will be penalized—up to 50% of the points possible for that assignment. Assignments later than one week will not be accepted barring exceptional circumstances approved by the instructor.

Main assignments include the following:

Student Biography and Intro: Welcome to MMC 6936! Write a descriptive bio about you, your academic credentials and, if applicable, professional background. Give fellow students and the instructor the benefit of getting to know you, your background and experiences, what motivates and excites you, and how you intend to apply learning from this course. No more than 800 words. You may incorporate a photo if desired.

Client and Topic Proposal: Propose your client organization and unique campaign topic in 700 to 1,000 words. Identify the organization; clearly and succinctly describe the communication challenge, issue or opportunity that can benefit from a comprehensive global strategic communication campaign. Also identify how and where you intend to obtain information and data; whether or not you have a contact in the client organization, and whether or not you have an existing relationship with the organization. *Campaign topics cannot be duplicated or repeated by more than one student in the class this semester. Your Capstone client and topic must be approved by the instructor.*

Discussion Forum: A primary communication tool for the course is group discussion forum on the UF e-learning site. This threaded discussion forum is the primary area for discussion and collaboration throughout class. Periodically, the instructor will post questions which require your thoughtful and constructive response. Discussion will be graded both on the timeliness and quality of your responses. **Thoughtful comments and content posted by 11:55 pm on Wednesday each week earn up to 5 points. Interacting with other students and/or commenting on other discussion posts anytime during the week earns up to an additional 4 points.** Your posts should be your interpretation of material and draw upon the textbook and reading, lectures, your own knowledge, current events and other resources of your choice.

Research Results Report: A written report describing how information and/or data about the Capstone topic was gathered or generated to inform/build your campaign is required. This report is a record of your research process. Include a summary of methodology used, the results obtained and conclusions drawn by the student.

Your interpretation of research results, insights gathered, conclusions drawn and recommendations made from the research is essential to creating your campaign plan. The research findings should be “actionable” and reported in such a way that they can be used as input in client decision making.

This is not a technical research report. The writing style and format of this report should facilitate easy and rapid reading and comprehension to understand research findings and recommendations. The report’s length should be commensurate with the depth and richness of the findings themselves and the complexity of the Capstone topic.

1Situation Analysis: You are required to write an analysis between 1,500 and 3,000 words describing the set of circumstances, the problem or opportunities your client organization is facing. **This analysis should be a clear statement of the situation to be addressed in your campaign.** The situation analysis makes it possible to develop hypotheses about causes of and solutions to a problem.

¹ The Situation Analysis is addressed in two parts in Weeks 2 and 7. Each part is eligible for 15 points.

The initial Situation Analysis will be prepared and submitted during Week 2 as you define your Capstone client and topic. You will review, edit and update the Situation Analysis during Week 7 using insights and findings from Research.

Through research and analysis, the student should gain an understanding of relevant publics-- the various competitive, regulatory, political or social environments in which a client organization operates. The analysis can identify business and organizational opportunities as well as challenges to solving the problem. The situation analysis also cues a need for additional research or information needed in order to develop a successful campaign plan.

Scope of Work Assessment: As project manager, each student will define project scope; in other words, the work that needs to be done for a client. Where the situation analysis described the opportunity or problem to solve, the scope assessment describes the work to be performed. Steps that define scope of a project may include: A brief summary of project objectives and specific goals, phases of work, staff positions assigned to the project, a list of specific tasks to be performed and schedule. Also, this scope assessment should clarify limitations or parameters of the project and clearly identify any aspects that are not to be included. In specifying what will and will not be included, the project scope makes clear to the client what **products or services** will be delivered.

Communication Plan Outline: Students will submit a **comprehensive outline** of the approach to a client's communication challenge or opportunity. **The outline will incorporate and convey information ranging from research findings and background of the plan through to situation analysis, strategies, tactics and major messaging.** The outline should incorporate insights obtained about the client's situation. The outline should incorporate desired outcomes. When written and assembled well, the Communication Plan Outline will highlight and support recommendations you are making. *The completed outline should itemize all information necessary to prepare a narrative campaign plan in your next assignment.*

Narrative Campaign Plan: Use your comprehensive campaign outline and feedback you receive to prepare and write a narrative communication campaign plan that directly reflects the research findings, situation analysis, scope and campaign outline. **The final narrative campaign is a comprehensive, client-ready proposal of the work to be performed and the outcomes you expect to achieve.** Your plan's content should be representative of current trends, technologies and tools of the public relations industry. The plan should demonstrate professional and academic knowledge that balances strategy and creativity, effort and outcomes. **The final campaign plan cannot be more than 25 pages in length.**

Campaign Budget & Financial Plan: Your campaign plan must take into account the estimated cost of the campaign to assess the financial impact of your proposed work. The financial plan should identify categories for proposed spending and specific, major budgeted items. At a minimum, the campaign budget should consist of these spending categories: PERSONNEL (e.g. an estimate of staffing required); MATERIALS (e.g. direct production expenses for purchasing, designing and producing communication); MEDIA COSTS (using multiple channels); EQUIPMENT AND FACILITIES (e.g. capital costs of equipment you need to work); ADMINISTRATIVE (e.g. clerical expense, travel and entertainment, copies, shipping, etc.) and any applicable FEES. *Actual monetary expenses may be good faith estimates by students. A full budget proposal for this campaign is NOT part of this course content.*

Client Pitch: Students will present their final campaign plan to the instructor as if he was the client. This presentation should be approximately 15-20 minutes. The presentation may be pre-recorded and delivered to the instructor digitally, delivered live via Skype, or recorded and posted online (eg. YouTube).

All assignments and documents must be submitted in digital formats unless otherwise noted.

Feedback from Previous Capstone Students

“I would definitely start thinking about a client early on. In addition, definitely find one that you are passionate about; something that you enjoy thinking, writing and talking about.”

“My advice to future students is to find a company that you are passionate about and have A LOT of knowledge about. It is beyond beneficial to find a company that you know and care about. This company IS 12 weeks of your life, so you better love it!”

“My advice for students taking this course is to choose a topic for your Capstone that you are extremely passionate about, and that you experience on a daily basis. I believe I was able to get SO MUCH more out of this course by choosing something that hit close to home vs. picking something that I thought was cool but would not be able to translate into my everyday life.”

“Indeed, passion needs to be a part of the campaign. It will help the student stay the course and push through challenges. No one else, not even an instructor, can convince you to believe in what you are putting together. Thus, remaining committed to your proposal requires a drive from within.”

“I was very nervous about this Capstone course going into the semester, but I have thoroughly enjoyed this experience. Perhaps that’s because I was allowed to choose a topic that was both relevant to my career and something I found interesting. Selecting a client I did not have some sort of personal connection with would make this project much more difficult. Advice I would give students taking this course: select a capstone client that means something to you. Whether it’s your current employer or your favorite product, make sure your client interests you. And if it’s not your employer, make sure you have a very good internal source within the client organization not only to obtain information but also to see if your plan/suggestions are implementable.”

“I encourage everyone taking this course next semester to truly seek a company they could one day see themselves working for and run with it.”

“I wholeheartedly agree with the advice that previous students gave; taking on an organization that you respect and a topic that you are passionate about is a key component to success. Quite simply, if you aren’t passionate about the organization or the topic it is hard to stay motivated.”

“I would advise future students to be extremely thoughtful in the selection of the organization for their campaigns. The Capstone course requires students to not only research, but engage the organization of choice. It should be a company that is admired and that the student feels can realistically benefit from the campaign.”

“It’s not enough to have a basic interest in your proposed campaign. You have to live and breathe everything that the project and client will ask of you.”

GRADING

Your grade will be calculated as follows:

Assignments & Discussion	Maximum Point Allocation	Percentage of Grade
Personal Bio	5	1%
Campaign Topic & Client	20	4%
Group Discussion (9 points x 11 weeks)	100	20%
Research Results and Research Report	50	10%
Situation Analysis (15pts x 2)	30	6%
Scope Assessment	30	6%
Campaign Outline	80	16%
Campaign Budget	20	4%
Final Campaign Plan	120	24%
Campaign Pitch	45	9%
TOTAL	500 points possible	100%

Approximate Weight of Components

Course Components	Weight of Total Course Grade (Approx.)
<ul style="list-style-type: none"> • Campaign Topic & Client 	5%
<ul style="list-style-type: none"> • Personal Bio • Research Report • Situation Analysis • Scope Assessment • Campaign Budget 	25%
<ul style="list-style-type: none"> • Weekly Group Discussions 	20%
<ul style="list-style-type: none"> • Campaign Outline • Capstone Campaign Plan • Campaign Presentation 	50%

Letter grades will be based on the total points accumulated in the course, as follows:

A	100%	to	93%	C	< 77%	to	73%
A-	< 93%	to	90%	C-	< 73%	to	70%
B+	< 90%	to	87%	D+	< 70%	to	67%
B	< 87%	to	83%	D	< 67%	to	63%
B-	< 83%	to	80%	D-	< 63%	to	60%
C+	< 80%	to	77%	F	< 60%	to	0%

COURSE SCHEDULE

INTRODUCTION : COURSE CONTENT, CLIENT ISSUES & TOPICS			
Assignments	Description / Notes	Date Due	Points
WEEK 1 • May 8-14			
Introduction & Welcome	<ul style="list-style-type: none"> • Online Instructor Welcome and Course Overview • GSC 'Top 10' List & Verbatim from Past Students 	Online	
Write: Personal Bio	Prepare a personal bio >800 words. Enable fellow students & the instructor to get to know you, your background and experiences. What motivates and excites you? How do you intend to apply learning from this course?	May 14	5 pts
Study Topic: Strategic Planning for Public Relations	Read Chapters 1 through 5 – Pages 12 to 61 – in <i>Storytizing, What's Next After Advertising</i> , by Bob Pearson Review pages 1-40 in <i>Strategic Planning for Public Relations</i>	May 14	
Discuss: Clients and Topics	Group discussion about proposed clients and campaign topics.	May 14	9 pts
Schedule: Instructor Meeting	<i>Optional:</i> Schedule online chat, a telephone call or virtual chat (eg. Skype) with the instructor to occur before May 27, to discuss proposed campaign client & topic	Schedule to occur before May 27	
WEEK 2 • May 15-21			
Instructor Meetings	Optional: Discuss proposed campaign client and topic with instructor	To occur before May 27	
Study Topic: Analyzing the Organization & Its Publics	Read Pages 64-91 in <i>Storytizing</i> <i>Review The Situation Analysis</i> , By Wong, Radel and Ramsaran-Fowdar. ² See Canvas 'Files' Review pages 41-92 in <i>Strategic Planning for Public Relations</i>	May 21	
View: Sample Communications Campaigns	View sample communications campaigns posted in Canvas	May 21	

² You are not required to analyze every environmental factor suggested in the article. Only those appropriate to your topic and client

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Write a Situation Analysis	Write an analysis of 1,000 to 2,500 words describing the set of circumstances, the problem or opportunities your client organization is facing; a clear statement of the situation to be addressed in your campaign. Identify business & organizational opportunities & challenges to solving the client’s problem or seizing opportunity.	May 21	15 pts
Discuss: Identifying KeyPublics	Group discussion about key publics relevant to your client NOTE: Beginning Week 2, thoughtful comments and content posted by 11:55 pm on Wednesdays each week earn up to 5 points. Reacting and interacting with other students and/or commenting on other discussion posts anytime during the week earns up to an additional 4 points.	May 17... May 21...	5 pts + <u>4 pts =</u> 9 pts
WEEK 3 • May 22-28			
Read or view the lecture by Bob Pearson, President of W2O Group	Using Data to Segment the Market Into Those Who Lead, Those Who Share and Those Who “Lurk and Learn” (<i>Lecture posted in Lectures in Canvas Files or view online at this link:</i> https://www.youtube.com/watch?v=mUyk58z3L6s&feature=youtu.be)	May 28	
Submit: Client & TopicProposal	Write 700 to 1,000 words succinctly and clearly summarizing your client and topic for your campaign. Focus on your proposed business contribution.	May 28	20 pts
Study Topic: Goals andObjectives	Read Pages 92-115 in <i>Storytizing</i> Review pages 93-111 in <i>Strategic Planning for Public Relations</i>	May 28	
Client & Topic Approved	Obtain instructor approval for your client and topic	No later than May 28	
Discuss: Setting Measureable Objectives	Discuss primary takeaways from the paper: “ <i>Guidelines for Setting Measurable Public Relations Objectives: An Update</i> ” By Forrest W. Anderson, Linda Hadley, David Rockland and Mark Weiner - See more at: http://www.instituteforpr.org/topics/setting-measurable-objectives/#sthash.Z4ujGs34.dpuf	May 24 May 28 <i>Discussion sked modified for UF holiday</i>	6 pts + <u>4 pts =</u> 10 pts

RESEARCH AND ANALYSIS

Assignments	Description / Notes	Date Due	Points
WEEK 4 • May 30--June 4 (May 29 is Memorial Day, a UF Holiday)			
Read or view the lecture by Bob Pearson, President of W2O Group	View Lecture: How the Business of Communications is Changing Bob Pearson. View lecture at: https://www.youtube.com/watch?v=loz7qTnh3cE&feature=youtu.be	June 4	

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Discuss: Secondary Research	Group discussion on types and sources of secondary research to access for your approved client projects.	June 1 June 4 <i>Discussion sked modified for UF holiday</i>	5 pts + 4 pts = 9 pts
Study Topic: Applied Research	Read Storytizing Pages 116-124 Review Appendix A: Pages 361-409 in <i>Strategic Planning for Public Relations</i>	June 4	
Research & Analysis	Conduct individual research on client and topic	June 4	
WEEK 5 • June 5 -- 11			
Research & Analysis	Conduct individual research on client and topic	June 11	
Collaboration	<i>Optional:</i> Schedule a telephone or virtual meeting (eg. Skype) with the instructor to discuss research direction, research results to-date and project status.	To occur by June 10	
Study Topic: Social Commerce and Sample Campaigns	Read Pages 125-130 in <i>Storytizing</i> Review Appendix C: Pages 421-442 in <i>Strategic Planning</i>	June 11	
Discuss: Research findings to-date	Group discussion on: How current research is informing, supporting or changing the initial objectives of your campaign. See Canvas	June 7 June 11	5 pts + 4 pts = 9 pts
WEEK 6 • June 12--18			
Study Topic: Innovative Ideas	Read Pages 169-189 in <i>Storytizing</i> by Pearson	June 18	
Reading and Review	<ul style="list-style-type: none"> • Review Writing a Research Article - Advice for Beginners, found in the Files / Lesson Attachments/Research Reports section of Canvas • Optional: Review Research Reports from previous semesters, found in the Files/Lesson Attachments / Research Reports section of Canvas 	June 18	
Submit: Research Report	A written report about the research process undertaken for the client and topic including a summary of methodology used, the results obtained and the conclusions drawn. The research findings should be “actionable” and reported in such a way that they can be used as input in client decision making. The writing style should facilitate easy and rapid reading and comprehension. <u>Length should be commensurate with the depth and richness of the findings and the complexity of the campaign topic.</u>	June 18	50 pts
Discuss: Innovative Research Results	Group discussion on research questions. See Canvas.	June 14 June 18	5 pts + 4 pts = 9 pts

CAMPAIGN STRATEGY			
Assignments	Description / Notes	Date Due	Points
WEEK 7 • June 19-25			
Study Topic: Relevance	Read Pages 141-168 in <i>Storytizing</i> by Pearson Review The Situation Analysis, By Wong, Radel and Ramsaran-Fowdar. ³ See Canvas 'Files'	June 25	
Study Topic: Strategy	Review “Developing Message Strategies,” 172-224 in <i>Strategic Planning for Public Relations</i> , by Ronald Smith.	June 25	
Edit and Refine Your Situation Analysis	Review the Situation Analysis you created in Week 2. Using insights and findings from your research, edit and refine—and as necessary expand—the situation analysis. Don't exceed 3,000 words. You are describing the circumstances, the problem(s) or opportunities your client organization is facing; a clear statement of the situation to be addressed in your campaign. Identify business and organizational opportunities and challenges to solving the client's problem or seizing opportunity.	June 25	15 pts
Discuss: Campaign Messaging	Group discussion on key messaging, rational versus emotive appeals and the ideal spokesperson(s). See Canvas.	June 21 June 25	5 pts + 4 pts = 9 pts
WEEK 8 • June 26 to July 2			
Study Topic: Tactics	Read Pages 130-140 in <i>Storytizing</i> by Pearson Review “Selecting Communications Tactics” on Pages 225- 303 in <i>Strategic Planning for Public Relations</i>	July 2	
Discuss: Campaign Outcomes	Group discussion on envisioning success of campaigns, potential obstacles and addressing client apprehension. See Canvas.	June 28 July 2	5 pts + 4 pts = 9 pts
Submit Campaign Outline	Submit a comprehensive <u>outline</u> of the approach to your client's communication challenge or opportunity. Consider research findings and insights as well as desired outcomes. <i>The outline should contain much of the information necessary to prepare a narrative campaign plan in Week 11.</i>	July 2	80 pts

³ You are not required to analyze every environmental factor suggested in the article. Only those appropriate to your topic and client

WEEK 9 • July 3 to July 9 (July 4, Independence Day, is a UF Holiday)			
<p>Study Topic: Scope Assessment and Statement of Work</p>	<p>Review page 304-315 in <i>Strategic Planning for Public Relations</i>,</p> <p>Read documents posted on e-learning site:</p> <ul style="list-style-type: none"> • <i>The Project Scope is King</i> • <i>Defining Scope of Work</i> 	<p>July 9</p>	
<p>Discuss: Exclusions and Interactions</p>	<p>Thinking about your Capstone campaign, identify three examples each of:</p> <ul style="list-style-type: none"> • Possible exclusions or work that falls outside the project scope for your Capstone campaign. • Interactions with other departments or projects within the client company, that could impact your campaign. 	<p>July 6 July 9</p> <p><i>Discussion sked modified for UF holiday</i></p>	<p>5 pts + 4 pts = 9 pts</p>
<p>Submit Scope Assessment</p>	<p>Define project scope; this is the work that needs to be done for the client. Where the situation analysis described the opportunity or problem to solve, the scope assessment describes what products or services will you deliver? Outline specific strategies, phases of work and staff positions assigned to the project, specific tasks to be performed. Identify limitations or parameters of the project.</p>	<p>July 9</p>	<p>30 pts</p>

WEEK 10 • July 10 to July 16			
Study Topic: Campaign Budget	Read: <i>The Meter is Running – Setting Consulting Rates for Independence</i> , by Christopher Juillet (found in Course Files/Lesson Attachments/Budget ... in Canvas) Review pages 315-328 in <i>Strategic Planning for Public Relations</i>	July 16	
Discuss: Campaign Budgeting	Group discussion about putting a campaign budget together. Specific discussion questions will be posted online.	July 12 July 16	5 pts + 4 pts = 9 pts
Submit Campaign Budget	Identify the categories for proposed spending and specific, major budgeted items. Consider personnel costs (e.g. an estimate of staffing hours); program and production costs (e.g. direct expenses for designing and producing communication); administrative costs (e.g. clerical expense, travel and entertainment, office expense incurred by the project copies, shipping, etc.) and any applicable service fees. <i>Actual monetary expenses may be good faith estimates by students.</i>	July 16	20 pts

CAMPAIGN PLAN & PRESENTATION			
Assignments	Description / Notes	Date Due	Points
WEEK 11 • July 17 to July 23			
Study Topic: The ingredients of a successful pitch	Read the articles: To be posted by instructor	July 23	
Discuss: Creative Pitching	More and more, clients are less reliant on how an agency looks and more interested in how it thinks. See discussion question in Canvas.	July 19 July 23	5 pts + 4 pts = 9 pts
Submit Narrative Campaign Plan	Write a communication campaign plan that directly reflects the research findings, situation analysis, scope and campaign outline. Your plan's content should be representative of current trends, technologies and tools of the public relations industry. Final campaign plan cannot be more than 25 pages in length.	July 23	120 pts
WEEK 12 • July 24 to July 30			
Submit Campaign Pitch Presentation	Deliver a 10-15 minute virtual, oral pitch of your final campaign plan to the client. Student campaign pitches may be delivered live via Skype or recorded and submitted to the instructor online. <i>(Notify instructor if you need assistance loading and sending a large file.)</i>	On or before Midnight July 30	45 pts

Monday, July 31, 2017 • Class Ends & Grading Concludes

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 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 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/sccr/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.