



Strategic Communications and Ethics

COURSE INFORMATION

MMC6213 Spring 2019: Strategic Communications and Ethics

Credits 03

Meeting Time: Distance Asynchronous and Online Classroom—Select Tuesdays during the semester at 7PM EST. Please see course calendar for dates.

Office Hours By Appointment

McGraw Hill Connect for class e-text

<http://connect.mheducation.com/class/b-hughes-spring-2019-sce>

ZOOM Classroom

<https://ufl.zoom.us/j/278209086>

INSTRUCTOR

Robert (Bob) Hughes MA

rjhughes@jou.ufl.edu

970-368-2021

Please see my Bio—and a place for yours—under the Discussions tab in Canvas.

Note—please use my rjhughes@jou.ufl.edu email address for all communication. Email is the quickest way to get a message to me as it hits my phone, which I always have with me! Please include your class name in the subject line.

Please DO NOT use the email option/tab in the Canvas shell. This does not hit my iPhone on a timely basis and I cannot reply using my iPhone. Please only use my rjhughes@jou.ufl.edu email address to reach me.

IMPORTANT! Follow this syllabus ONLY for your class information. Print it out and check things off as completed. THERE MAY BE INFORMATION INCLUDED HERE THAT IS NOT FULLY EXPLAINED/INCLUDED ON CANVAS PAGES!!!

Announcements tab in Canvas shell

Be sure to check the Announcements tab in the Canvas shell regularly for information on class assignments, changes and other class information. In addition, important information (but not all Announcements) will be sent via email when it is posted in this tab.

Course Description

Professions in communicators and marketing communications integrate knowledge from many areas: aesthetics, branding, coding, marketing, and overall strategies. This course focuses on branding and marketing concepts, while integrating ethical reasoning throughout. The value of ethical reasoning can be justified in many ways. For example, as creators of content accessible through the globe, communicators have special obligation to be thoughtful, sensitive, and responsible about the impact of their messages. Additionally, consideration of what actions are proper and ethical is central to being a decent and responsible person. At a broader level, the ability to reason ethically can help you to avoid shortcuts and anticipate situations that can harm your brand, your company, your employees, your customers and yourself.

By the end of this course, you will be able to describe the value and purpose of strategic communication and ethical dilemmas therein. Based on this foundation, you will also learn to:

Identify ethical dilemmas in strategic communication, including determining how to anticipate and consider different stakeholder's perspectives of those dilemmas.

Identify and describe a variety of alternative responses to strategic communication ethics problems.

Make and justify decisions about which responses are most ethically sound.

Course Design/Expectations

This course will combine both live sessions and recorded lectures. Live class sessions will be held select Tuesday nights of the semester starting at 7pm EST.

Access the class at: <https://ufl.zoom.us/j/278209086>

Lectures

The recorded materials will help you to understand key concepts and assignments. These are reinforced in an online homework system and in written submissions.

Please note: Follow only the syllabus for assignments, due dates and other relevant information. Some may have changed since the lectures were recorded.

Assignments

You will have regular assignments and these will be the basis for your final grade.

During the first half of the class you will read the assigned materials, view online lectures, demonstrate your understanding in McGraw-Hill's online CONNECT center, and discuss a critical ethical issue related to the material you studied.

During our class you will watch a series of videos that help you begin to create a situation analysis for a publicly traded firm or business. You will email Prof. Hughes for approval of the company you have chosen for your situation analysis by the end of Week 8 and submit your situation analysis to him during week 16.

The second half of the class gives you a chance to apply ethical reasoning to situations you may encounter or hear/read about, and help you prepare for real-world ethical decision-making. You will read the assigned materials, view online lectures, complete online

homework through Canvas and write a discussion post on an assigned case study.

You will be required to turn in one ethics memo. You must submit this memo in Week 14. This memo should be at least two pages long, single-spaced and deal with a communications ethics topic you choose.

You are also expected to attach any relevant background information to the assignment. **The case you choose for the Week 14 Ethics memo must be a real-life strategic communications situation, not a hypothetical situation.** You will find more specific instructions in a separate document. This assignment will be submitted through Canvas.

There will also be several in-class team exercises. For these I will be assigning teams and results will be presented in class by a member of each team. These exercises will be discussed in class.

Your semester-long project is to develop a situation analysis for a publicly traded firm or organization. Your focus should be on the marketing or communication challenges faced by the company.

In addition to your readings you will have two kinds of homework:

First, under the Discussion tab, you will find a discussion question. You should post a thoughtful response to this key topic question and respond to at least two posts from your fellow students. All responses should be placed in the "Discussion" section of your Canvas shell.

Second, you will complete homework dealing with your assigned readings in McGraw Hill's CONNECT system and website. Submit your homework through McGraw Hill's CONNECT. You will find a link to CONNECT below in the syllabus near information about your textbook. **In purchasing "CONNECT" for the course you will receive both a digital version of the text and the homework system.**

The CONNECT link:

<http://connect.mheducation.com/class/b-hughes-spring-2019-sce>

For the balance of the class you will continue to answer the Discussion questions posted under the Discussion tab, and post two replies in response to posts from your fellow students.

For the second half of the course you will submit your homework to the "Assignments" section of Canvas.

Weekly Discussion Posts

Discussion is an integral part of any ethics course. This class will be no exception. You will be expected to read the assigned chapter and accompanying readings and actively participate in weekly discussions through the "Discussions" tab in the Canvas e-learning site. You will be expected to demonstrate that you are thinking about the issues by asking questions, offering your own opinions and share justifications for those opinions, participating in class debate, posting comments and questions to the e-learning site and keeping your eyes and ears open for current events that may relate to class discussions.

Please be respectful of the contributions of others and help create a class environment that is welcoming and inclusive.

Requirements

You will need an Internet connection to access your text, view the lectures, attend online class sessions, and complete your assignments.

You must be able to communicate with the instructor. Most communications can be done via email and the discussion board, but you may be asked to join Dropbox.com (a free online service) to share large files.

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 Textbook

Your textbook is titled "Contemporary Advertising (15e). **Be sure to follow this link and purchase "CONNECT" when asked:**

<http://connect.mheducation.com/class/b-hughes-spring-2019-sce>

CONNECT will give you both the homework system and the e-book.

Readings for the second half of the semester are found in the syllabus.

Announcements tab in Canvas shell

Be sure to check the Announcements tab in the Canvas shell regularly for information on class assignments, changes and other class information. In addition, important information will be sent via email when it is posted in this tab.

COURSE POLICIES

Attendance Policy

This is an online asynchronously delivered course, attendance in the form of calling roll will not occur;

Late Work and Make-up Policy:

You are expected to prepare and submit your assignments on a timely basis. Due dates are clearly laid out in this syllabus and in the attendant class calendar.

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. With this in mind there will

be penalties for late work:

| | |
|---|---------------------|
| 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 points off |
| More than 48 hours late | 25 points off |
| 49 hours and greater late | Not accepted at all |

Issues with uploading work for a grade is not an excuse. If you have technical difficulties with Canvas, there are other means to submit completed work. You may email .zip files or even links to Dropbox folders to Instructor via UF email. Another suggestion to compensate for technical difficulties by not waiting until the last minute to submit work.

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. 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>

Coursework Submissions

In general, as noted throughout this syllabus, most coursework should be submitted through the Assignments tab in the Canvas classroom.

General Deadlines

This class, like others, involves many deadlines. Here is a summary reminder.

Weekly lectures on Monday

Weekly homework on Tuesday

In-Class Presentations on select Tuesdays

Initial Discussion post on Thursday

Discussion post classmate reply on Saturday

Situation Analysis Company/Brand Saturday Week 8

Ethics Memo Saturday Week 14

Final Social Media Plan Saturday Week 16

Grading

Grading parameters for the class projects are provided in the form of rubrics. These rubrics are detailed in this syllabus. Your work will be evaluated according to this distribution:

| | |
|-------------------------------|------------------------|
| Online homework | 100 points |
| Situation Analysis | 80 points |
| Weekly discussion assignments | 120 points |
| Ethics Memo | 30 points |
| Team In-Class Presentations | 30 points |
| TOTAL | 360 points 100% |

And grades will be determined as follows

| | | |
|----|----------------|---------|
| A | 332-360 points | 93-100% |
| A- | 324-331 points | 90-92% |
| B+ | 313-323 points | 87-89% |
| B | 299-312 points | 83-86% |
| B- | 288-298 points | 80-82% |
| C+ | 277-287 points | 77-79% |
| C | 263-276 points | 73-76% |
| C- | 252-262 points | 70-72% |
| D+ | 241-251 points | 67-69% |
| D | 216-240 points | 60-66% |
| E | 0-215 points | 0-54% |

Note-- Rounding: I round when assigning grades. The grade of 92.62 is A- . The grade of 92.34 is B+. When the grade Springs at a .5, I will carry the grade to the next decimal point for rounding purposes.

Policy on Late Work

Work in the class turned in late will not be accepted except for extreme circumstances (i.e. family emergencies.) If you anticipate not making a project deadline, please contact the instructor. Every day a project is late, you will lose a letter grade. No make-up options will be provided.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies and can be found at:

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

Assignment Information in depth

Discussion Assignments

During select weeks of the semester you will need to provide a thoughtful analysis of an ethical issue. Each week you will also post a response to two student's post that you either agree or disagree with. You will write these posts as someone relatively untrained in ethical reasoning, which is the focus of part 2 of the course. It is felt that wrestling with ethical issues before you have had such training will help you to see the value of ethical

reasoning skills.

You will find each discussion topic under each respective week in the syllabus.

You will be expected to reference ethical guidelines and perspectives in your responses (and in your responses and create a meaningful discussion with your classmates.

Please keep these guidelines in mind as you create your weekly posts:

1) Your writing should be thoughtful, reflective, and focused. You should also attempt to be persuasive, by which I mean you should try to convince others, especially others who disagree with you, that you have a valid and credible perspective. You may find the following piece helpful as a guide:

<http://opinionator.blogs.nytimes.com/2013/04/25/the-shadow-lobbyist/>

2) At a minimum, your discussion posts should average 400 words. You are strongly encouraged to document any facts you bring to bear in making your arguments. In general, when you provide factual information, it should be referenced.

3) At a minimum, your comments on the postings of others should run between 200 and 300 words.

Personal attacks or disrespect towards others is inappropriate and will cost you points on the assignment. I will watch and determine if I feel a discussion is inappropriate if needed. Your goal should be to help the author of the post you are commenting on see another perspective.

Here is an example of a response to the essay in the link above that does a good job of accomplishing this:

The average American, thanks to a substantial educational and social deficit, simply doesn't understand politics or public policy. The interesting question, then, is how does the political class govern in the name of The People when The People are missing in action? For many decades, the political class maintained the self-delusion of running a democracy by creating their own echo chamber--issues and ideas would echo among elites in D.C. or other capitals of the country until enough steam would build up behind a policy that it seemed like there was a consensus on the issue. As a member of the political elite, if you heard the same story from multiple quarters, you could perhaps convince yourself that what you were hearing reflected the true interests of the public, even if that public was rarely involved in such surges of elite opinion. It was perhaps inevitable that as the technology and capacity to micro-target small portions of the real public have advanced that political lobbyists would eventually realize that they could insert themselves into the political elite echo chamber by manufacturing a ground-swell of 'public opinion' by whipping up opinions on particular policies by enlisting some ideological or ignorant fraction of the public. The real question is whether the political class will eventually tire of the absurdity of this situation and actually enlist the public in meaningful deliberation of issues, though this would mean a loss of control.

Here is another:

Back on July 12, 2002, during a Bill Moyers "Now" interview (transcript here:http://www.pbs.org/now/transcript/transcript_lewis.html) with Chuck Lewis of the Center for Public Integrity, I heard that in 1968 there were a mere 62 registered lobbyists in D.C. - but that this figure had risen to 20,000 by the date of that program.

Three years later, there was a June 22, 2005 Washington Post article, "The Road To Riches Is Called K Street" (still posted online and easily found with a search of that headline), which told how :

"The number of registered lobbyists in Washington has more than doubled since 2000 to more than 34,750," that hiring was booming, and that fees and retainers had risen substantially.

Yet a Ross Douthat column from September 22, 2012, "Washington Versus America" - an intriguing commentary which noted that in 2011, seven of the ten most affluent counties in the U.S. were in the D.C. area, stated that:

"For Mitt Romney and the Republican Party, what's happened in Washington these last 10 years should be a natural part of the case against Obamanomics" - seemingly implying that a surge in influence- buying in D.C. was the fault of the president, and not the Washington Post-noted boom of the Bush years.

Mr. Edsall's column explains how the number of registered lobbyists could drop, while a corruption-generating industry still thrives at the heart of the federal government.

And one more:

It is the 4th branch of government and it showed its power during the gun debate. This branch is in the shadows and it is controlled by money coming from special interest groups such as the National Rifle Association, Organize For Action, the Koch brothers, Sheldon Adelson, Citizens United, all labor union PACS and approximately 4,600 other political action committees.

In the case of PAC's, they in theory represent a group of voters who are supporting the PAC. This creates a problem that: 1). Not every voter belongs to a PAC and 2) Not all PAC's are created equal. The more money the PAC has, the more influence they have. Further, the more one contributes to a PAC, the more influence that person has over the PAC.

Making things worse, these organizations have control over the other three branches of our, tongue in cheek, government. Most of these PAC'S are controlled by a small group of individuals making the decisions. In addition to these Political Action Committees, our elected officials spend much of their time soliciting money from very wealthy individuals in the following industries: Wall Street, Banking, Entertainment, Energy, Home Building, Technology and others.

Politics is the only industry I am aware of that allows its employees to take a paid leave of absence from performing their duties to look for another job; their reelection. I am very pessimistic. If we do not end this corruption the country will continue in its slow decline.... <http://lstrn.us/12kXsML>

4) Your initial Discussion posts are due by Thursday at 11pm ET of each week of the class.

Comments on the posts of two classmates are due by Saturday at 11pm ET. Late submissions will be penalized.

Rubric for grading Weekly Topic Posts and responses.

| | Excellent | Good | Fair | Poor |
|---------------------------------------|---|--|---|---|
| Thoughtfulness (25%) | Post represents outstanding thinking and logical reasoning. The presentation is opinionated but balanced and fair to opposing ideas. | Post represents good thinking and logical reasoning. The presentation is opinionated with mention of opposing sides. | Post shows some weakness in thinking and logical reasoning. It lacks an informed perspective and/or ignores opposing sides. | Missing significant sections or information. |
| Documentation (25%) | All facts in the posts are documented with links to relevant sources. Many sources were consulted and easy sources (like Wikipedia) are used sparingly. | All facts in the posts are documented with links to relevant sources. Adequate sources were consulted and easy sources (Wikipedia) are used sparingly. | Most facts in the post are documented but few sources are used. | Unclear where facts have come from or facts or few sources consulted. |
| Coherent, clear, persuasive (25%) | Writing is clear, compelling, organized, powerful and grammatically correct. | Writing is straightforward, understandable and avoids most grammar or spelling errors. | Writing has significant problems | Writing quality is poor, difficult to read. |
| Responses to the posts of other (25%) | Responses are engaging, challenge the peer post without demeaning it. Responses show key | Responses are respectful in challenging the peer's post. Key areas of disagreement are identified. | Response is opinionated but somewhat lacking in respect. Response fails to | Response is opinionated but ignores the strengths or weaknesses of the original |

| | | | | |
|--|--|--|---|-------|
| | areas in which the original is flawed, limited or short-sighted. | | clarify the point of difference or the limits of the original post. | post. |
|--|--|--|---|-------|

Team In-Class Presentations

Most weeks you will be assigned to a team with other class members and teams will be given an assignment. The results of this work will be presented by one team member each week in our live class. Please rotate the presenter. Weekly assignments will be made in the Announcements tab.

Ethics Memo

You will write an ethics memos in the second part of the semester that must be submitted through the “Assignments” tab in Canvas. The memo, due in Week 14, can be about **any real-world strategic communications ethics case you choose**. This memo should be about a concrete, specific decision you or another media professional has to make. In other words, don’t write about the general issue of the ethical standards of PR or HR professionals; rather, write about a specific case (you may NOT use cases discussed as part of this class or those found in the text).

Write this memo as if you’re the key player (i.e. you are the person encountering the ethical dilemma), and write as if you haven’t yet taken action on the key ethical dilemma – you are still in the process of making your decision and the purpose of the memo is to inform your boss and offer an ethical course of action. (An example of an ethics memo will be available on the Canvas site).

You should follow this basic format:

- Identify and explain the ethical dilemma. Please keep your description brief – provide only the most critical information. Identify what decision the organization has to make and briefly explain WHY the decision represents a dilemma. What right-vs.-right choice does the decision-maker have to make? (If a media professional is choosing between right and wrong, there’s really no dilemma, only a question of courage.)
- Weigh the alternatives available. Few ethical situations present ONLY either/or options, so don’t limit yourself to two alternatives. Can/should any alternatives be dismissed immediately as unethical? What are the strengths and weaknesses of the remaining alternatives? How would each choice advance your journalistic goal of serving the public? Conversely, what problems would be created by adopting that alternative?
- Cite the ethical rationale for the decision you make. In the memo, come to a decision about what the decision-maker (i.e. you) should do. Explain what you believe the BEST choice would be, even if that choice still isn’t perfect. But remember – you’re writing to your boss, who may not remember who Kant was. So translate, demonstrating that you understand duty-based and consequence-based ethical principles, but making your arguments in the language of the real world. Make reference to any ethical principle or decision-making model we’ve discussed, but use language any reasonably educated adult

could understand.

Rubric for your Ethics Memos

| Rating | Characteristics |
|--------|--|
| 65-70 | Exceptional. The memo is focused and integrates examples with explanations or analysis. The memo demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The memo reflects in-depth engagement with the topic. |
| 55-64 | Satisfactory. The memo is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The memo reflects moderate engagement with the topic. |
| 45-54 | Underdeveloped. The memo is most description or summary, without consideration of alternate perspectives, and few connections are made between ideas. The memo reflects passing engagement with the topic. The memo may indicate student "feelings" about the issue without sufficient development of a moral framework. |
| 35-44 | Limited. The memo is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement in the topic. |
| 0-34 | No credit. The memo is missing or consists of one or two disconnected sentences. |

Semester Long Project

Your semester-long project is to develop a situation analysis for a publicly traded firm or organization. Your focus should be on the marketing or communication challenges faced by the company. You should propose the company that you will work on to Prof. Hughes by Saturday, 11pm EST of Week 8 of the class. In proposing a company, be sure to indicate why you have chosen that company. You should also be sure there is sufficient public information available on the company to do the situation analysis.

You have several weeks to do the Situation Analysis. You can give yourself extra time by viewing the lecture on a Situation Analysis early and reading Chapter 8 in the Contemporary Advertising e-book. **For your analysis, use the outline on page 242 titled "My IMC Campaign 8-A: Developing the Situation Analysis."**

RUBRIC FOR GRADING THE SITUATION ANALYSIS (SA)

| | Excellent | Good | Fair | Poor | No Credit |
|-----------------------|----------------------------|--|---------------------------------------|---------------------------------|-----------|
| | 72-80 (total) | 64-71 | 56-63 | <56 | 0 |
| Completeness (25%) | SA has material related to | SA has material related to most parts of the | SA has some sections that are missing | Missing significant sections or | |

| | | | | | |
|-----------------------------------|---|--|---|--|--|
| | all parts of the template selected. Sections are complete. | template selected. Sections are mostly complete. | material related to all parts of the template selected or some sections are incomplete. | information. | |
| Quality (25%) | Information is of outstanding quality (recent, useful, relevant). | Information is of good quality (recent, useful, relevant). | Information is of adequate quality (somewhat dated, occasionally not useful or relevant). | Information is of poor quality (dated, not useful or relevant). | |
| Coherent, clear, persuasive (25%) | Writing is clear, compelling and with no spelling or grammar errors. | Writing is straightforward, understandable and avoids most grammar or spelling errors. | Writing has significant problems. | Writing quality is poor, difficult to read. | |
| Analysis (25%) | SWOT analysis is exceptional, and clearly details the company or brand's paramount issues | SWOT analysis is good, identified company or brand's important issues. | SWOT analysis is fair, identifies straightforward issues. | SWOT analysis is poor, issues identified seem unrelated to the rest of the SA. | |

Schedule/Due Dates

Your initial discussion posts are due on Thursday, by 11pm EST, and your comments/discussion responses on Saturday, by 11pm EST. Your weekly homework is due by Tuesday at 11pm EST.

For week 8 you should submit your publicly traded company that will serve as the focus of the situation analysis by Saturday at 11pm EST. For the Ethics Memos, it is due Saturday at 11pm EST of Week 14; The Situation Analysis is due Saturday at 11pm EST of Week 16.

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.

University counseling services and mental health services:

****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 to 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 that 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.

Getting Help:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

**** 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.**

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

<http://www.counseling.ufl.edu/cwc/Default.aspx>
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 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, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/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 Spring 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/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.

Weekly Course Work and Schedule Spring 2019

WEEK ONE:

Course introduction and understanding the business of strategic communication

Readings

Ch. 1 Advertising and IMC Today

Ch. 2 The Big Picture: The Evolution of IMC

Discussion Topic

Read "Web Ethics" which you can find here:

<http://pwebs.net/i/internet-ethics/>

The article raises a number of issues about marketing on the Web. Choose two of these issues and explain why you believe they are ethically troubling (or, if you wish, why you do not find them ethically troubling.) Then, please comment on the responses of at least two classmates. In expressing your own opinion, do so critically (i.e., finding both commonalities and differences) but also respectfully and thoughtfully.

Viewing

Chapter 1 Lecture 1: What is Advertising and IMC?

<https://mediasite.video.ufl.edu/Mediasite/Play/1a7d00a5944b4f4aa7c3dfb4a75b928c1d>

Chapter 2 The Advertising Environment: History and the Development of Modern Advertising

<https://mediasite.video.ufl.edu/Mediasite/Play/91c9bc47e07946ce8bd9cfa3113433c01d>

Integrated Marketing Communications, Mark Huffman at P&G.

<https://www.youtube.com/watch?v=0rYTUARmTgE>

Read, watch lectures/videos, complete Connect homework: Thursday by 11 PM ET.

Note-for all upcoming weeks, homework will be due on Tuesday at 11pm ET for that week. The Thursday date is only for this first week of class. Please check with Professor Hughes on any due date issues/concerns/questions.

Discussion assignment posted: Thursday by 11PM ET.

Respond to 2 classmates: Saturday by 11PM ET

WEEK TWO:

Strategic Identification of Audiences and Tools for Strategic Communication and Understanding the Value of Planning

Focus on

Why do companies segment markets and what tools are available for strategic communication?

What is planning for strategic communication?

Readings

Ch. 6: Segmentation, Targeting and the Marketing Mix

Ch. 7: Research: Gathering Information for IMC Planning

Viewing

Chapter 6 Consumers and Market Segmentation- Part 1

<https://mediasite.video.ufl.edu/Mediasite/Play/d1dc663f8c3c48469cffbe6af9720a351d>

Chapter 6 Consumers and Market Segmentation – Part 2

<https://mediasite.video.ufl.edu/Mediasite/Play/cbc24f4743d14cec8f4be01f5ff59f5c1d>

Chapter 7: Research

<https://mediasite.video.ufl.edu/Mediasite/Play/c1f5d932b4074fdcb8f0df835c48fb9d1d>

The Four P's of Marketing (the marketing mix)
<https://www.youtube.com/watch?v=JlirzTdaey4>

Discussion Topic

The Discussion topic this week will be taken from the Weigold text. Please answer Q4 on page 207:

The Old Spice campaign revitalized a brand whose image may have grown stale in the minds of consumers. Identify another brand whose image, in your opinion, needs revamping. Explain why the image is dated. Propose a new brand identity and suggest a way that an advertisement might help the brand acquire that identity.

Read, watch lecture/videos, complete Connect homework: Tuesday by 11 PM ET.

Discussion assignment posted: Thursday by 11PM ET.

Respond to 2 classmates: Saturday by 11PM ET

WEEK THREE:

Focus on

Understanding audiences of strategic communication (the target audience)

Understanding influences on consumer responses to strategic communication

Readings

Ch. 5: Marketing and Consumer Behavior

Ch. 8: Marketing and IMC Planning

Viewing

[Market Planning Intro](#)

Chapter 8:

<https://mediasite.video.ufl.edu/Mediasite/Play/fee037af3cc8422e8f4f041b58920b2e1d>

What is Marketing?

<https://www.youtube.com/watch?v=EnbHtOAtqRU>

What is Marketing II?

<https://www.youtube.com/watch?v=kshIWlc15yg>

How to get your ideas to spread with Seth Godin

<https://www.youtube.com/watch?v=xBIVIM435Zg>

Discussion topic:

An ongoing controversy in audience effects is behavioral targeting on the Web. If you are not certain what that is, please read these articles:

http://en.wikipedia.org/wiki/Behavioral_targeting

<https://blog.kissmetrics.com/behavioral-advertising/>

Then read this post:

Ethical Issues with 3rd Party Tracking

<http://www.adexchanger.com/the-debate/3rd-party-behavioral-tracking/>

Choose one of the author's 3 points in favor of tracking and challenge it in your discussion this week.

Read, watch lecture/videos, complete Connect homework: Tuesday by 11 PM ET.

Discussion assignment posted: Thursday by 11PM ET.

Respond to 2 classmates: Saturday by 11PM ET

WEEK FOUR:

The big picture: Economics, social issues, and regulation in strategic communication.

Focus on:

The relationship of brand messages to economics

Criticism of strategic communication

Regulatory issues in the U.S.

Readings

Ch. 3: The Big Picture: Economics and Regulatory Aspects

Viewing

[Communication and Consumer behavior I](#)

[Communication and Consumer behavior II](#)

[Communication and Consumer behavior III](#)

[Deciding and Evaluating](#)

[The Social Impact of GSC](#)

[U.S. Regulatory issues](#)

[What is Branding?](#)

[Think Branding](#)

No Discussion topic this week.

Read, watch lecture/videos, complete Connect homework: Tuesday by 11 PM ET.

WEEK FIVE:

Planning for where the message should appear

Focus on

Media Planning

Criteria for Selecting Media

Readings
Ch. 9: Media Planning and Buying

Viewing
Chapter 9 Media Planning
<https://mediasite.video.ufl.edu/Mediasite/Play/3b99fb98cc3c42bfb0e7f8f82d0f22981d>

Media Tactics
<https://mediasite.video.ufl.edu/Mediasite/Play/fe651d28e8bb417f9d21f4cee7ee88311d?catalog=0d3dfc8b-f4b4-4966-a5da-4520b229a3d2>

Understanding Programmatic Advertising <https://youtu.be/86qHw2w0rPc>

How an Ad is Served with Real Time Bidding <https://youtu.be/-Glg9RRuJs>

No Discussion topic this week.

Read, watch lecture/videos, complete Connect homework: Tuesday by 11 PM ET.

WEEK SIX:
Marketing to Kids

Focus on:
The ethics of marketing to children

Readings:
Marketing and advertising to children: a necessary evil?
<https://www.theguardian.com/sustainable-business/marketing-advertising-children-podcast>

[Does Technology Change the Ethics of Marketing to Children?](#)

<https://marketinginsidergroup.com/content-marketing/ethics-marketing-children-teens/>

Discussion Topic
Read this posting:

Marketing to Children: Accepting Responsibility
<http://business-ethics.com/2011/05/31/1441-marketing-to-children-accepting-responsibility/>

One of the experts quoted in the piece argues “There is no ethical, moral, social or spiritual justification for targeting children in advertising and marketing.” Do you agree or disagree? Why?

Online Homework

Read Marketing to Kids

<http://www.ethicsbasedmarketing.net/6.html>

Then answer these questions:

Question 1: The Federal Trade Commission regulates advertising on the basis of 2 criteria: deception and unfairness. How can an ad be unfair? Who gets hurt by deceptive advertising?

Question 2: Imagine your child/younger sibling was offered a free laptop in school with the understanding that they would see an advertisement for 2 minutes every fifteen minutes of use. What would your initial reaction to this offer be? Is it always unfair to advertise to children?

Question 3: Studies have shown that samples, as well as small gifts and lunches, can lead some doctors to prescribe more. Do you agree that marketing of products such as prescription drugs be regulated? (they currently are.)

Read, watch lecture/videos, complete homework: Tuesday by 11 PM ET.

Discussion assignment posted: Thursday by 11PM ET.

Respond to 2 classmates: Saturday by 11PM ET

WEEK SEVEN:

Digital Communication and Channels

Focus on:

Digital media channels

Readings/Viewings

Ch. 15: Using Digital Interactive Media

Viewing:

Chapter 15 Digital Media

<https://mediasite.video.ufl.edu/Mediasite/Play/db3ebb73df144ca4bb51b4870b6b88611d>

_Readings:

<https://blog.hubspot.com/marketing/what-is-digital-marketing>

<https://www.smartinsights.com/digital-marketing-strategy/digital-strategy-development/10-reasons-for-digital-marketing-strategy/>

<https://www.lyfemarketing.com/blog/how-digital-marketing-works/>

Read, watch lecture: Tuesday by 11 PM ET.

No homework this week.

Discussion

Read this article on the differences between traditional media and digital media:

<https://www.hausmanmarketingletter.com/differences-digital-marketing-traditional-media/>

For your discussion post, contrast how your favorite brand uses traditional and digital media. Please include links when appropriate.

Discussion assignment posted: Thursday by 11PM ET.

Respond to 2 classmates: Saturday by 11PM ET

WEEK EIGHT:

Analyzing the Strategic Communication Environment

Focus on

External factors that affect a firm

Internal factors that affect a firm

Readings

Reread Ch. 8: Marketing and IMC Planning and Appendix A: Marketing Plan (pg 622) and Appendix B: Advertising Plan (pg 629).

Viewing

There is an 8 part video series on YouTube from the Small Business Administration about creating a SWOT analysis. Your viewing this will be helpful in creating the SWOT for your Situation Analysis. Find it at:

[*SBA SWOT instructional videos*](#)

Four Ted Talks That Will Change the Way You Look at Integrated Communications

<http://www.integratedbrands.org/news/four-ted-talks-that-will-change-the-way-you-approach-integrated-branding>

Your selected Situation Analysis company to be posted in the Assignments tab by Friday at 11pm EST.

There are no homework or discussion posts due this week.

WEEK NINE:

Introduction to Ethics-Why it is important to behave ethically in business

Readings

[*Why Are Business Ethics Important?*](#) (video and article)

[*Ethics and Business Success*](#)

[The Role of Ethics in 21st Century Organizations](#)

[Harvard Business Review: Historical Overview](#)

Online homework: Online homework questions are located in the Assignments tab in Canvas. Submit your responses to Canvas.

Question 1: Why does it make sense for a business to behave responsibly and ethically?

Question 2: How would you describe an ethical corporate culture? If you are currently working you may use examples from your own workplace, if appropriate.

Question 3: Author O.C. Ferrell writes "if business is a game like basketball or boxing, ordinary ethical rules do not apply." Why do you think this attitude would not constitute ethical business behavior?

Discussion topic

Case study from J. Tan, Santa Clara University:

Tony is a project leader at a company frequently subcontracted to produce code for various U.S. government entities and affiliates. Traditionally, code that was developed for one federal department could be reused for another if approval was obtained by the former.

One day, Tony's company was contacted by a privately-owned commercial corporation, FlyHigh, to create code for an avionics-related image processing effort. Since the code requested was almost identical to one used for a past project, Tony's team decided to, once approval had been obtained from the government, reuse the code.

After permission was granted through email, however, Tony realized the approving party, a law agency that was contracted by the government, lacked complete understanding of who would benefit from the reused code.

Tony wanted to contact the government directly to ensure it had been informed of all vital aspects of the contract, but realized doing so could mean having the initial approval revoked, having to re-code the requested code, and increasing the contract bid up to two million dollars.

Understanding the contract between his company and FlyHigh was on the line, should Tony move forward with clarifying the situation to the appropriate party?

Discussion assignment posted: Thursday by 11PM ET.

Respond to 2 classmates: Saturday by 11PM ET

WEEK TEN:

Online Ethics

Readings

[*Ethical Challenges of the Internet of Things*](#)

[*Why Business Ethics?*](#)

Review the ethical styles in the PDF located at <http://www.ethics-twi.org/DocumentFiles/7.pdf> and then consider where YOU fall in the style categories.

Online homework

Question 1: What kind of ethical duties does a strategic communications professional or a web designer have? Where do these duties come from?

Question 2: Are there some ethical values that you believe are relative to one's own culture, religion or personal opinion? Are there some that are universal? What makes them different?

Question 3: Having watched the lecture and reviewed the ethical styles PDF, which philosophical ethical style seems the most practical? Or would a hybrid of styles best describe an ethical style?

Discussion Topic

Read [*The Bernie Madoff Investment Scandal*](#) and [*How Madoff's Ponzi Scheme Worked*](#)

Please answer these questions for our discussion:

What are the ethical issues involved in the Madoff case?

Do you believe that Bernard Madoff worked alone, or do you think had help in creating and sustaining his Ponzi scheme?

What should be done to help ensure that Ponzi schemes like Madoff's do not happen in the future?

WEEK ELEVEN:

Codes of Ethics

Readings

[*Creating and Effective Electronic Code of Conduct*](#)

(There are two articles in this pdf. The first, noted above, and 'Implementing an Organizational Code of Ethics'. Please read both.

[*Creating an Ethical Workplace*](#)

[*Marketing with Integrity*](#)

Online homework

Write a four-point code of conduct for online strategic communications professionals. Include a description of each point. Search online for codes of conduct for more information before beginning. Submit homework through Canvas by Saturday at 11pm

EST.

Homework reading--

PRSA Code of Ethics: <http://www.prsa.org/AboutPRSA/Ethics/CodeEnglish-.UmGcy5TF00s>

International Chamber of Commerce (ICC) International Code of Advertising Practice:

[http://www.iccwbo.org/Advocacy-Codes-and-Rules/Document-centre/2011/Advertising-and-Marketing-Communication-Practice-\(Consolidated-ICC-Code\)/](http://www.iccwbo.org/Advocacy-Codes-and-Rules/Document-centre/2011/Advertising-and-Marketing-Communication-Practice-(Consolidated-ICC-Code)/)

(Download the pdf of the code to read.)

No Discussion posts this week.

WEEK 12:

Ethics of Social Media

Readings/Viewing:

Ch. 16: Social Media

Social networks and behavior

http://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks?language=en

[Terrific Examples of Company Social Media Policies](#)

[When You Don't Like What Your Employees Are Posting on Social Media](#)

[A Sample Social Media Policy](#) (for your use in your professional life)

Discussion:

Review the social media use of your favorite brand. What channels do they use? What target audience does do those channels reach? What do they do well? What do you think they could do to improve their social media message?

No homework this week.

Discussion assignment posted: Thursday by 11PM ET.

Respond to 2 classmates: Saturday by 11PM ET

WEEK 13:

Ethics of Big Data

Readings

[The Disruptive Power of Big Data](#)

[Establishing Ethical Guidelines for Data-Driven Marketing](#)

Online Homework

Review this infographic from Villanova University:

<https://taxandbusinessonline.villanova.edu/resources-business/infographic-business/the-ethics-of-big-data.html>

Choose one of the main ethical headings and explain why that topic would be important to a professional communicator and business.

Discussion topic

In Bob's Facebook lecture of this week, he makes several points about the privacy issues of the social media giant. Do you agree or disagree with Bob? Why or why not?

Discussion assignment posted: Thursday by 11PM ET.

Respond to 2 classmates: Saturday by 11PM ET

WEEK 14:

Corporate Social Responsibility (CSR)

Readings

[Models of CSR Part 1](#)

[Models of CSR Part 2](#)

[Models of CSR Part 3](#)

[Models of CSR Part 4](#)

[The Benefits of CSR Will Move You To Act
CSR Trends to Watch For](#)

Online homework (Based on this week's reading)

Question 1: What model of CSR is most persuasive to you, and why?

Question 2: Some say that business has one goal: to make money. Therefore, CSR initiatives are irrelevant to business. Discuss the argument for and against this viewpoint.

Discussion Topic: Corporate Social Responsibility: Wells Fargo

Read:

[Wells Fargo CSR press release](#)

[Additional press info for WF 2017 CSR](#)

[Wells Fargo 2017 CSR](#) (this is 75 pages long; I include it so you can do a deeper dive into your chosen section for discussion.)

Of Wells Fargo's three CSR priorities, which do you think will contribute more to the bank's bottom line? Why?

Should a financial institution like Wells Fargo be worried about things like Diversity and Social Inclusion, or is their main responsibility to the bottom line for shareholders?

Submit your answers to the Discussion tab of the Canvas shell.

Read, watch lecture, complete homework on Canvas: Tuesday by 11 PM ET.

Discussion assignment posted: Thursday by 11PM ET.

Respond to 2 classmates: Saturday by 11PM ET

Ethics Memo due this week. Submit to the Assignments tab of the Canvas shell by Saturday, 11pm EST.

WEEK 15:

Ethics and Privacy Issues

Readings:

<https://www.visioncritical.com/3-important-privacy-considerations-marketers-age-hyper-connectivity/>

<https://martechtoday.com/despite-marketers-optimism-about-new-privacy-laws-massive-data-breaches-continue-to-rock-consumers-trust-217925>

View:

<https://www.scu.edu/ethics/focus-areas/internet-ethics/>

Discussion Topic

Consumer privacy is an enduring concern on the Web. Read these privacy statements:

Principal Financial Group

<https://www.principal.com/privacy-policies>

Wall Street Journal <http://www.wsj.com/policy/privacy-policy>

Disney.go.com <https://disneyprivacycenter.com/privacy-policy-translations/english/>

As you compare and contrast them, please indicate:

- Which is clearest (informs the consumer in simple, easy to understand language)
- Which offer consumers the greatest protection
- Which is the most ethical and which is the least ethical. Be sure to indicate what you mean by "ethical" in making these judgments

Read, watch lecture, complete homework on Canvas: Tuesday by 11 PM ET.

Discussion assignment posted: Thursday by 11PM ET.

No homework this week.

Respond to 2 classmates: Saturday by 11PM ET

WEEK 16:

Ethics Online-Future Issues for Strategic Communications

Reading

[*Ethical Dilemmas Gnawing at Developers Today*](#)

[*The Future of Morality at Every Internet User's Fingertips*](#)

<http://www.dbmarketing.com/articles/Art190.htm>

Discussion topic

Read 'Three Recent Crisis Management Cases We Can Learn From':

<https://www.rockdovesolutions.com/blog/three-recent-crisis-management-case-studies-that-we-can-learn-from>

Choose ONE of the case studies in the article.

You work in the strategic planning and communications office of the impacted company. You are responsible for monitoring news, information and comments about that company online. Prepare a bullet point list of how you think the company should respond to the crisis using their online channels for your manager. Include a rationale for each point.

Submit Situation Analysis this week through the Assignments tab of the Canvas shell by Tuesday at 11pm EST

Read, watch lecture: Tuesday by 11 PM ET.

Discussion assignment posted: Tuesday by 11PM ET.

No classmate replies due this week.

Wednesday: give big sigh of relief.