MMC6638 Global Activism and Social Change Communication
UF Global Strategic Communication Master's Degree program
Spring 2019
3 Credits

INSTRUCTOR

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Contact

My email address, yaelhartmann@jou.ufl.edu, is always the best way to reach me. I will respond promptly to all messages. Any questions related to deadlines can be answered by reviewing the syllabus, and tech-related questions should be sent to the UF Helpdesk here: http://helpdesk.ufl.edu/ or at (352) 392-HELP (4357).

However, please do contact me content-related questions or broken article links.

Office Hours

By appointment, virtual. Please email me to set up an appointment.

Instructor Bio

A former captain in the Israeli army, I've worked in financial public relations in Manhattan and in strategic communications for an intelligence firm in Washington, D.C. I am now the Strategic Champion Lead for three countries of operation at One Acre Fund in Kigali, Rwanda, where I help their Rwanda, Burundi and Tanzania operations navigate and enhance their relationship with government through various communications strategies. I love coming up with creative new avenues for engagement, and designing innovative messaging that will capture an audience. I can't wait to meet all of you.

COURSE WEBSITE & LOGIN

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

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

Zoom

Provide instructions on how Zoom will be used for this course. You can use Zoom for recording lectures or live lectures, and you can hold office hours over Zoom.

THIS COURSE

Course Layout

Each week, you will be assigned lectures to watch, readings, and assignments. These tasks can be found on each weekly module." Please explain these in sequential order of how they are assigned.

Description

The objective of this course is for students to learn how to construct strategies which enhance the reputation of any social enterprise while remaining consistent with the organization's mission. Students will learn to develop and disseminate carefully crafted messaging consistent with nonprofit values which demonstrate to the governments and other stakeholders of the countries in which the organizations operate that they are valuable contributors to society.

Capabilities learned in the course will include identifying communication strategies and plans, creative and effective social and traditional media outreach campaigns, building a powerful and influential advisory council, the development of public-private promotional partnerships and networking tactics aimed at direct engagement with high level government officials.

The course will include a case study assignment for one of the largest nonprofits in the world, One Acre Fund; the students will receive real feedback from the organization on their assignments.

Objectives

Upon completion of the course, the students should be able to:

- Craft and pitch story ideas about a nonprofit organization which are both compelling and true to the mission of the organization;
- Choose the right individuals for an advisory council and design the mission statement, events and impact metrics for the council
- Understand how to use the Ladder of Engagement to design and implement a social media campaign for a nonprofit;
- Identify strategic partnerships with private companies and government agencies which will promote the nonprofit without compromising its values

Course Deliverables

I have posted 10 assignments and four discussion posts; you've also been assigned two major projects – one mid-semester project and one at the end of the course.

COURSE EXPECTATIONS

This course takes place entirely online and asynchronous. Most weeks there will be a video lecture featuring me, your instructor, discussing the material we will be learning over the next

seven days. There will also be discussion forum questions to answer in paragraph form each week, and these will be drawn from the assigned readings or the lectures.

Attendance

Attendance will be measured through your participation in each of the online discussion forums, your assignment submissions and your submissions for the two projects. While there is no word-count requirement to the discussion forum questions, very short responses that do not demonstrate an understanding of the material being discussed will get lower marks than well-thought-out, comprehensive comments and answers that show clearly the writer has read the material. This doesn't mean longer always equals better.

Some weeks I ask that you respond to a certain number of posts by other students. Where and when this is the case I tell you specifically how many (usually 1-2) I am looking for. These responses, always expected in addition to your own, should be of more than just the 'I-agree-nice-post' variety. In them, feel free to disagree (politely, of course) with your fellow students, but back up your reason(s) for disagreement, generally with evidence from the text at hand. You can also agree with the other student, comment on something in his/her post you found interesting, etc. Just be sure to make your response substantive and refer to the article or chapter of the book or lecture that we're discussing.

This course is 12 weeks long.

Accountability

This is a graduate-level course, which means that I assume you are taking this course willingly and expecting to learn and absorb. I therefore don't expect to remind anyone to complete their work on time – all due dates and deadlines are listed – or to put effort into their research, the content of their discussion posts or the substance in their project submissions.

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 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 having your instructor provide feedback, which limits the rest of the class from gaining this knowledge.

REQUIRED TEXT

Required Texts:

  (a) The Networked Nonprofit: Connecting with Social Media to Drive Change (the e-book can be found on the course reserves link on Canvas)
  (b) Made to Stick: Why Some Ideas Survive and Others Die (two of the chapters can be found on the course reserves link on Canvas)
  (c) The Art of Social Media: Power Tips for Power Users (the assigned chapters can be found on the course reserves link on Canvas)
  (d) Other assigned articles listed in each module

PREREQUISITE KNOWLEDGE & SKILLS

I assume that every student will have basic journalism and well-honed writing skills, and that the students have and regularly read the newspaper. For example, you will familiar with an opinion article, and know how to write a basic pitch aimed at interesting a media outlet in your story angle. A foundation of general familiarity with the terms and concepts found in my syllabus will be necessary for success in this course.

TEACHING PHILOSOPHY

I aim to teach you to tap into your well of creativity – I believe that everyone has one – and allow yourself to imagine new ways of innovating nonprofit communications. The world is full of good causes – how those causes are presented to the world could mean the difference between life and death, and helping and hurting and success and failure. Design and innovation are an inherent part of communication, and you'll learn how in my course. You will learn the most in my course if you use your imagination and put yourselves in others' shoes; that's what social media – and every other strategic communication tool – is all about.

COURSE POLICIES

Attendance Policy

Please do all assigned readings and watch the assigned videos, and participate in each week's discussion forums during the week in which they are assigned. Precisely which day or what time you do them is not important to me; you are busy adults, and this course is designed with flexibility in mind. But responding to a discussion-forum question two weeks after the rest of the class has answered it and we've all moved on won't get you the best participation grade.

The attendance policy is consistent with UF's policy, found at
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Late Work & Makeup Policy

Each of the two major assignments comes with a built-in three-day grace period. That is, if you turn in one of these assignments at any point up to 72 hours after the official due date and time, it will be graded as though it had been submitted on time. Assignments submitted after this grace period will receive a 10% grade deduction for each day they are late.

Again, the discussion-forum responses are due during the week in which they are posted. After that week has passed, unless you have extenuating circumstances that prevented you from completing these and you let me know, you will not receive credit or a chance to make up those items. I am happy to work with you and grant extensions on an as-truly-needed basis, but please don't wait until the end of the term to tell me you had a medical emergency during week four, and so forth. If there is no real reason for your lateness and the week has passed, there will not be a chance to make up the missed work.

The following are not sufficient reasons for extensions on work:

- **F**amily vacations
- Minor illnesses
- Issues with uploading work: If a student is having technical difficulties with the online classroom, there are other means to submit completed work. Students may email .zip

files or even links to Dropbox folders to me via 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.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal-process/

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Email your academic advisor and put "dropping a course" in the subject line. Your academic advisor will reply with the necessary procedures.

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

Coursework Submissions
In general, most coursework should be submitted through Canvas.

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

- Discussion Forums   11:59 PM ET Sundays
- Mid-semester project   11:59 PM ET June 24 (end of week 7)
- Final project   11:59 PM ET August 3rd (end of week 12)

Grading
Your work will be evaluated according to the following distribution:

Discussions	10%
Weekly Assignments	30%
Mid-Semester Project	30%
Final Project	30%

The final grade will be awarded as follows. Please note, I round up to the next decimal.

A   100%   to   92.5%

A-	< 92.5%	to	89.5%
B+	< 89.5%	to	86.5%
B	< 86.5%	to	82.5%
B-	< 82.5%	to	79.5%
C+	< 79.5%	to	76.5%
C	< 76.5%	to	72.5%
C-	< 72.5%	to	69.5%
D+	< 69.5%	to	66.5%
D	< 66.5%	to	62.5%
D-	< 62.5%	to	59.5%
F	< 59.5%	to	0%

Current UF grading policies for assigning grade points:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Course and Assignment Details

Weekly Lectures:

I will post either a lecture video or audio lecture to Canvas for each of the 12 weeks. It is your responsibility to watch or listen to each of them.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos and audios week to week according to the schedule will be easier as many lectures build off the previous ones; the weekly readings are also important.

Mid-semester project details:

Title: Global Activism and Social Change Communication

Overview: For this project, students will create a robust and detailed social media campaign for a particular nonprofit – One Acre Fund, a nonprofit social enterprise working with more than 600,000 smallholder farmers in Sub-Saharan Africa to eradicate hunger and poverty.

Project Example: Examples of well-designed social media campaigns can be found in the assigned book, "The Networked Nonprofit: Connecting with Social Media to Drive Change" and in this book (from which chapters will be assigned): Made to Stick: Why Some Ideas Survive and Others Die.

Why I Assigned This Project: Social media can power social enterprise or social change. The latest generations – Millennials, Gen Y and Z -- embody a combination of idealism and social media fluency which cannot and should not be ignored; nonprofit organizations that thrive in the next few decades will be those that adapt to this new reality. Organizations that have a simple to use this last element to the advantage of their future employers. Having a concrete organization in mind – especially one as strong and networked as One Acre Fund – will help students to visualize a more realistic and concrete social media strategy.

End-of-term solo-project details:

Title: Promotion Plan for Nets Saves Lives

Overview: Students will each develop a promotion plan for a fictitious nonprofit organization, Nets Save Lives, in Ghana; this fictitious organization raises money in the US, Europe and across the world to provide mosquito nets free of charge to the country with the the second highest number of malaria cases in the world (Ghana). You work in Accra, Ghana's capital, to help Nets Save Lives gain visibility among the right government partners, and you are told that the government does not understand what you do and why you are interfering with their own fight against malaria. The government (this is purely hypothetical and does not reflect the real positions or opinions of the actual Ghanaian government) thinks that nets are not enough, and that prophylactics should be used coupled with nets for children from birth to age 3, which is the most vulnerable age group to contract malaria; they are worried that if you tout nets as the answer to lowering malaria, it will convince the population that nets are sufficient protection for their babies.

Project Description: A five page document which outlines the following:

- Objectives of the plan
- Tools to be used for promotion –
  - Traditional Media Outreach – How will you approach the local media? Will you employ social media and how?
  - Social Media Campaign – Design one social media campaign that incorporates what you've learned
  - Advisory Council – Which factors should you take into consideration as you choose your advisory board based on the organization's characteristics, strengths and limitations? What kinds of individuals would you choose for this board?
- Risk Assessment – What are the possible downsides of each element of the plan? Create a table analyzing the potential risks for each strategy and how you plan to mitigate that risk.
- Metrics for Success – How will you know that the plan has been effective and grown positive visibility for the organization?
- Timeline & Milestones for the plan

Why I assigned this: I would like to make sure that students understand the tools that I have taught them, and know when to use them and when they would be ineffective or even detrimental to the nonprofit sector. I would like to test their critical and creative thinking skills and look for and clearly describe innovative ways of bringing an organization positive attention.

Criteria	Meets or Exceeds Expectations (20 pts.)	Meets Most Expectations, But Misses Some (15 pts.)	Meets Some Expectations, But Not Most (10 pts.)	Doesn't Meet Expectations (0 pts.)
Plan is reflective of strategies discussed in online classroom and read about in the text				
Plan is comprehensive and lays out each of the following sections: Objectives, Tools for promotion, a risk assessment, metrics for success and a timeline with specific milestones/goals				
Plan contains at least three ongoing 'action items' for implementation				
Action items flow together and build on one, cohesive strategy				
The plan balances creativity with realistic and implementable social media campaign ideas				

Final Project Rubric

Criteria	Meets or Exceeds Expectations (16.6 pts.)	Meets Most Expectations, But Misses Some (14 pts.)	Meets Some Expectations, But Not Most (10 pts.)	Does Not Meet Expectations (0 pts.)
Client situation and plan are realistic and reflective of at least two strategies discussed in online classroom and read about in the text				
Plan contains at least three realistic, implementable tactics or 'action items'				
Action items are all part of same strategy				
Plan is comprehensive and lays out each of the following sections: Objectives, Tools for promotion, a risk assessment, metrics for success and a timeline with specific milestones/goals				

UNIVERSITY POLICIES

University Policy on Accommodating Students with Disabilities

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

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

Netiquette: Communication Courtesy

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

Class Demeanor

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

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

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

Other Resources

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

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

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

Course Evaluation

Students 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/%20sccr/process/student-conduct-honor-code

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

Schedule
Weekly module dates:

Each class week begins on a Monday and ends that Sunday.

Week 1: January 7, 2019 – January 13, 2019

Week 2: January 14, 2019 – January 20, 2019

Week 3: January 21, 2019 – January 27, 2019

Week 4: January 28, 2019 – February 3, 2019

Week 5: February 4, 2019 – February 10, 2019

Week 6: February 11, 2019 – February 17, 2019

Week 7: February 18, 2019 – February 24, 2019

Week 8: February 25, 2019 – March 3, 2019

Week 9: March 4, 2019 – March 10, 2019

Week 10: March 11, 2019 – March 17, 2019

Week 11: March 18, 2019 – March 24, 2019

Week 12: March 25, 2019 – March 31, 2019

Course Schedule:

Week, Topic	Readings to be discussed	Assignment/evaluation
Week 1 Why is concise, simple messaging so important when it comes to promoting a nonprofit to government?	Made To Stick, Introduction and Chapter 1	Assignment #1
Week 2 Tools for Engagement: An intro to social and traditional media outreach and advisory councils	*The Networked Nonprofit:* Chapter 1 *The Art of Social Media* by Guy Kawasaki, Chapters 7, 11 https://www.theguardian.com/world/2018/feb/11/oxfam-staff-raise-concerns-over-charity-vetting-processes-haiti-abuse http://mediafirst.co.uk/our-thinking/the-good-and-bad-of-oxfam-s-crisis-response/	Assignment #2 Discussion Question for Week 2 (you have until the next day at midnight to post)
Week 3 Identifying risks, addressing concerns and building a culture around social media for nonprofits	The Networked Nonprofit: Chapter 4	Assignment #3
Week 4 Building a network of support, navigating negative feedback and using the Ladder of Engagement for social media in nonprofits	The Networked Nonprofit, Chapter 5	Assignment #4
Week 5 Learn about two types of campaigns: crowdsourcing and government	"5 Best Nonprofit Social Media Campaigns": https://www.meltwater.com/blog/5-best-	Discussion question for Week 5 (you have until the next day at midnight to post)

	nonprofit-social-media-campaigns/	
engagement; develop success metrics	*The Networked Nonprofit:* Chapter 8	
Week 6 Controlling the Content: Talking to Government Stakeholders through OpEds 1. Learn how to control the message vis-à-vis your government stakeholders by creating and publishing positive content 2. Understand the elements of a successful and compelling opinion article 3. Learn to look for the right media outlets depending on your government stakeholder targets	1. [Only Mass Deportation Can Save America (oped)](#) 2. [Abandoned in Baghdad (oped)](#) 3. https://newint.org/blog/2018/02/15/trashing-of-oxfam (The Oxfam oped I discuss in the video lecture) Optional reading: 4. [https://www.forbes.com/sites/robertwynne/2016/08/17/how-to-place-an-editorial-in-the-major-media/#2cabd8058fdd (Links to an external site.)Links to an external site.](#)	Assignment #6
Week 7 Controlling the Content Part II: Talking to Government Stakeholders through Feature Stories	*Made to Stick*: Chapter 3 *Medium.com*: "10 Rules for Nonprofit PR Pitches": [https://medium.com/@tsruiz1/10-rules-for-nonprofit-pr-pitches-17d65e4deb26](#) TheBalance.com: "10 Ways to Get the Local Media Interested": https://www.thebalance.com/tips-local-media-relations-2502364	Assignment #7: Craft a pitch for Save the Children (do research about the organization first) for The Washington Post, and remember to try to think of a new way to get the media interested, focusing on a particular program or initiative. **Mid-Semester Project due FEBRUARY 24 AT 11:59 pm ET***

Week 8 Introduction to Nonprofit Advisory Councils: 1. Identify the characteristics/roles & responsibilities of a council that will make the biggest impact on an organization 2. Learn how to recruit the council members 3. Learn how to hold a successful first meeting	*The Networked Nonprofit:* Chapter 11 *Forbes*: "Building Successful Nonprofit Boards": https://www.forbes.com/sites/elmirabayrasli/2011/06/06/building-successful-non-profit-boards/#367220a83daf	Assignment #8
Week 9 Advisory Board Building: Keeping your Advisory Council Engaged	*The Networked Nonprofit:* Chapter 11	Assignment #9
Week 10 Private Sector Partnerships: The Benefits of teaming up with a high profile brand	Forbes: Nonprofit Collaborations: Why Teaming Up Can Make Sense	Assignment #10 **Send any questions you have about the final project.**
Week 11 End of Semester Project Deep Dive: Any Questions Answered This week, I will have skype calls with each student to make sure that their project is on track and answer any questions about structure or content of final project paper.	*Made to Stick: Why Some Ideas Survive and Others Die*: Chapter 2	Discussion Question for week 11 Assignment #10: An outline for your final project (see weekly modules document)
Week 12 **Final Project Due**	*Nonprofithub.org*: The Best Nonprofit Social Media Campaigns of 2017	**Final project due 11:59pm Friday March 29 ET***