Global Strategic Communications and Ethics
University of Florida

COURSE
Number
Credits 03
Meeting time  Distance Asynchronous
Office Hours TBA

INSTRUCTOR
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WHAT YOU WILL LEARN
By the end of this course you will understand the basics of strategic communication. With this understanding as a foundation, you will also learn how to:

- Identify ethical dilemmas in strategic communication, including determining how to anticipate and consider different stakeholders’ perspectives on those dilemmas
- Identify and describe a variety of alternative responses to strategic communication ethics problems
- Use an ethical decision-making model to reason through these ethics dilemmas
- Make and justify decisions about which responses are most ethically sound

EXPECTATIONS
Lectures:   Note that there are no live lectures for this course. You will view recorded materials that help you to understand key concepts and assignments.
Assignments You will have regular assignments and these will be the basis for your final grade.

During the first half of the class (weeks 1-6) you will read the assigned materials, view online lectures, demonstrate your understanding in McGraw-Hill's online center, and blog about a critical ethical issue related to the material you studied. At the end of the six weeks you will begin to develop a situation analysis for a publicly traded firm or business. This is due the final week of class. You can find the homework assignments HERE: http://connect.mcgraw-hill.com/class/m_weigold_copyofnmc6936

The second half of the class (weeks 7-12) gives you a chance to practice applying ethical reasoning to situations you may encounter or hear/read about – and to help you prepare for real-world ethical decision-making. You will learn ethical principles and decision making strategies. At the end of each chapter are readings/case studies. These will be discussed as part of the lectures. You do not need to read these readings before you watch the lectures; however, it may be useful to have the readings in front of you when you watch the lectures.

You will be required to submit online homework and participate in discussion through your blog; online homework will be filed in Sakai and case studies will be discussed through the blogs created at the beginning of the semester. You will also be required to turn in two pairs of ethics memos. You must submit two memos for each assignment – one assigned case, and one
case of your choosing. Each memo should be at least two pages long (4 pages per assignment). You are also expected to attach any relevant background information to the assignment. The case you choose must be a real-life situation, not a hypothetical situation. The ethics memos are due in Week 10 and Week 12.

Weeks 7-12 also feature homework and required discussion.

**Homework:** At the end of each chapter are Questions related to the key concepts from the week’s readings. Please answer these questions before the discussion and submit online. These questions are used to demonstrate your understanding of the week’s readings. You can locate your homework in the e-learning module pages.

**Discussion:** 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 blogs created at the beginning of the semester. Certain weeks you will be assigned specific roles for case studies. You will be expected to demonstrate that you’re thinking about the issues by asking questions, offering your own opinions and justifications for those opinions, participating in class debate, posting comments and questions to blogs 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.

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

**REQUIREMENTS**

1) You will need an internet connection to access your text, view the lectures, complete assignments, and blog.

   **Blogs**
   A useful site that walks you through the process of setting up a blog can be found here: http://www.mahalo.com/how-to-set-up-a-blog-for-beginners/.

   Recommended blog sites Wordpress or Blogger
   These sites both provide technical support and make it easy to get started blogging. Once you've set up your blog, please post it to the Discussion Board so that all students may access it.

2) You must be able to communicate with the instructor. Most communications can be done via email, but you may be asked to join Dropbox (free) to share especially large files.

**REQUIRED TEXTBOOKS**

Your textbook is a custom book available at [https://create.mcgraw-hill.com/shop/#/catalog/details/?isbn=9781121599963](https://create.mcgraw-hill.com/shop/#/catalog/details/?isbn=9781121599963)

The book is titled Strat Comm Ethics and Concepts. By purchasing the ebook you will also have access to the homework assignments in Connect.
STUDENTS WITH DISABILITIES
Students requesting class accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the students, who must then provide this documentation to the Instructor when requesting accommodation. For more information about the Dean of Students Office, please visit http://www.dso.ufl.edu/

GRADING
Pending holidays, there are approximately 30 classes in the semester and fifteen weeks of classes, with two classes each week. Grading parameters for the class projects will be provided throughout the course of the class in the form of rubrics.

Your work will be evaluated according to this distribution

**Weeks 1-6**
- Online homework: 60 points, 16.67%
- Blog assignments: 60 points, 16.67%
- Situation Analysis: 60 points, 16.67%

**Weeks 7-12**
- Online homework: 60 points
- Case Studies: 60 points
- Discussion: 60 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%

GRADING POLICY
General University policies regarding grading are found here
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

PROJECTS
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 Dr. Weigold during Week 6 of the class. You will also indicate at that time which approach, listed below, you will follow. The situation analysis is due at the end of Week 12.
For your situation analysis you can choose one of three approaches:

1) A marketing plan situation analysis for your company. Use this outline: [http://www.quickmba.com/marketing/plan/](http://www.quickmba.com/marketing/plan/)

2) An IMC plan situation analysis (IMC and strategic communication are similar concepts): Use this outline: [http://faculty.fullerton.edu/mjoyce/Materials/IMC_Plan_Outline.htm](http://faculty.fullerton.edu/mjoyce/Materials/IMC_Plan_Outline.htm)


You have six weeks to do the situation analysis. You can give yourself extra time by viewing the lecture on a situation analysis early and reading the chapters titled “Evaluating a Company's External Environment,” and “Internal Situation Analysis: Evaluating a Company’s Resources, Cost Position, and Competitive Strength.” Be sure to inform Dr. Weigold about the company you will analyze before you begin.

**Rubric for grading the situation analysis (SA):**

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<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No Credit</th>
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</thead>
<tbody>
<tr>
<td><strong>Completeness (25%)</strong></td>
<td>62-70 (TOTAL)</td>
<td>54-61</td>
<td>46-53</td>
<td>&lt;46</td>
<td>0</td>
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<tr>
<td>SA has material related to all parts of the template selected. Sections are complete.</td>
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<tr>
<td>SA has material related to most parts of the template selected. Sections are mostly complete.</td>
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<tr>
<td>SA has some sections that are missing material related to all parts of the template selected or some sections are incomplete.</td>
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<td>Missing significant sections or information</td>
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<tr>
<td><strong>Quality (25%)</strong></td>
<td>Information is of outstanding quality (recent, useful, relevant)</td>
<td>Information is of good quality (recent, useful, relevant)</td>
<td>Information is of adequate quality (somewhat dated, occasionally not useful or relevant)</td>
<td>Information is of poor quality (dated, not useful or relevant)</td>
<td></td>
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<tr>
<td><strong>Coherent, clear, persuasive (25%)</strong></td>
<td>Writing is clear, compelling, and grammatically correct.</td>
<td>Writing is straightforward, understandable, avoids most grammatical or spelling errors.</td>
<td>Writing has significant problems</td>
<td>Writing quality is poor, difficult to read</td>
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<tr>
<td><strong>Analysis (25%)</strong></td>
<td>SWOT analysis is exceptional, pinpoints company's or brand's paramount issues</td>
<td>SWOT analysis is good, identifies company's or brand's important issues</td>
<td>SWOT analysis is fair, identifies straightforward issues</td>
<td>SWOT analysis is poor, issues identified seem unrelated to the rest of the SA</td>
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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.

Blog Assignments

For the first five 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 another student’s post that you 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 our belief that wrestling with ethical issues before you’ve had such training will help you to see the value of ethical reasoning skills.

Please keep these guidelines in mind as you create these.

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/2012/07/22/the-moral-hazard-of-drones/?hp](http://opinionator.blogs.nytimes.com/2012/07/22/the-moral-hazard-of-drones/?hp)

2) Your blog posts should average between 300 and 400 words. You are strongly encouraged to document any facts you bring to bear in making your arguments.

3) Rubric for your blog post—I will use the following scale to grade your post:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Characteristics</th>
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<tbody>
<tr>
<td>9-10</td>
<td>Exceptional. The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic.</td>
</tr>
<tr>
<td>7-8</td>
<td>Satisfactory. The blog post 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 post reflects moderate engagement with the topic.</td>
</tr>
<tr>
<td>5-6</td>
<td>Underdeveloped. The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic. The post may indicate student “feelings” about the issue without sufficient development of a moral framework.</td>
</tr>
<tr>
<td>1-4</td>
<td>Limited. The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.</td>
</tr>
<tr>
<td>0</td>
<td>No Credit. The blog post is missing or consists of one or two disconnected sentences.</td>
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</tbody>
</table>
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. 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:

What does the technological advance that allows for warfare conducted by unmanned drones have to do with the supposed slipperiness of our definition of enemy combatants? Nothing. They’re completely separate issues. Americans can be going after enemy combatants with our bare fists and still get increasingly loose with this definition (you might think of the hate crimes committed against Arab- and South Asian-Americans after 9/11 as an example of this). Likewise, Americans can make use of this technology while adhering to consistent, strict standards of use (as we have done with our nuclear arsenal for over six decades).

The technology offers new options, some moral and some immoral. Immoral options may be tempting (they always are), but it’s the options that are created by the technological advance, not the willingness to give in to the temptation to immorality.

Here is another:

This article appears to reflect a misunderstanding of the War Powers Resolution (WPR).

In short, the WPR imposes (or purports to impose, as its constitutionality has always been debated) certain requirements on the President that are triggered by the commencement of "hostilities." Thus, when Presidents are asked to explain why a particular military campaign does not run afoul of the WPR, their response will argue why the resources used do not constitute "hostilities" under those circumstances. No "hostilities," no problem under the WPR.

The author here attributes significance to the fact that the President’s response to a WPR question failed to address whether the military actions at issue were "justified" in some moral sense. Since the Resolution contains no such requirement, the absence of this element from the President’s response is unsurprising.

And another:

There is a kind of proportionality in the use of drones against terrorists. The terrorists have been using suicide bombers against civilian populations and I.E.D.’s against the military set to combat them. The use of drones matches the anonymous action of terrorists and it gets them where they live, which is the point.

There are four points in the essay that question the morality of using drones. It suggests 1) that drones may develop into continuous
asymmetric wars. It might but so far it hasn’t. 2) It is cheap and easy and causes civilian casualties. This is true, but then so have the terrorists targeted civilians, and ever since Sherman’s march through Georgia, civilians, who support military actions have been legitimate targets. 3) There can be laxity in targeting terrorists. Since there appears to be a system of vetting the targets this might eventually be a problem, but doesn’t appear to be so far. 4) There could be judicial review of drone operations. Some mechanism for accounting for operations would be ideal, but like the systems to prevent nuclear war within the military and civilian leadership, the judiciary may not be the best option for these reviews.

Why does this essay go right to our actions without considering the challenge and hostility of the terrorists?

5) Blog posts are due by Thursday at noon ET of each week of class. Comments are due by Saturday at noon ET. Late submissions will be penalized.

Ethics Memos
You will write two sets of ethics memos in the second part of the semester that must be submitted through Sakai. In each set, there will be one memo discussing a case assigned to everyone; in other words, everyone will write about one case in common. You won’t need to describe the circumstances of this case. The second memo 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 professionals; rather, write about a specific case (you may NOT use cases discussed as part of this class).

Write the memos 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 Sakai site).

For each entry, you should follow the same basic format:

- **Identify and explain the ethical dilemma.** For the assigned case, you need don’t need to describe the circumstances of the case. For the second case, 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 each entry, 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.

**Weekly discussion**

Case studies which will be used as the basis for weekly discussions will be posted at the beginning of each week (Sunday at 7pm) by Ms. Cunniffe. You will be expected to read the case study provided, post a response to the study on your blog (answering any questions attached to the case study) and post one response to another student’s post that you disagree with. When you have posted your response please post the permalink to that response on Ms. Cunniffe’s blog in the comments section for that week. For example, on week 7 you post a response on Sarah’s blog. Post the link of your response in the comments section of Week 7 on Ms Cunniffe’s blog so she can read it and grade it.

You will be expected to reference ethical guidelines and perspectives in your responses (and in your blog post), and create a meaningful discussion with your classmates. Please follow the same guidelines when writing blog posts throughout the entire semester.

**Schedule**

Content for each week will be made available on Sunday evenings at 7pm. Your blog posts are due on Thursday, and your comments/discussion responses on Saturday. You should complete the readings and online homework before you write your blog post (in other words, complete the readings and homework before noon Thursday of each week).

For week 6 you should submit your publicly traded company that will serve as the focus of the situation analysis.

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**WEEK ONE: Welcome, Start Here**

8/27 – 9/2

Get to know the syllabus and course due dates.

**WEEK TWO: Module 1: Introduction to Strategic Communications and Ethics**

9/3-9/9

Course introduction and understanding the business of strategic communication

*Readings*

Ch. 1 The Business of Advertising

*Blog Assignment*

Read “Ethics in Advertising,” which you can find here:
Mr. Moore raises a number of questions about the practice of advertising. Choose two of these questions and propose your own answer. Then, please comment on the responses of at least one classmate that you disagree with. In expressing your own opinion, do so respectfully and thoughtfully.

See the due dates document in e-learning for when assignments are due.

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WEEK THREE: Module 2: Understanding Media and Audiences
9/10-9/16

Strategic identification of audiences and tools for strategic communication and understand 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. 2 Segmentation, Targeting, and the Marketing Mix

Blog Assignment

Read this posting: http://business-ethics.com/2011/05/31/1441-marketing-to-children-accepting-responsibility/

One of the experts quoted in the piece argues that “There is no ethical, moral, social, or spiritual justification for targeting children in advertising and marketing.” Do you agree or disagree. Why? Be sure to comment on one other blog posting on this topic as well.

See the due dates document in e-learning for when assignments are due.

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WEEK FOUR: Module 3: Planning for Strategic Communications
9/17-9/23

The Audience

Focus on
- Understanding audiences of strategic communication
- Understanding influences on consumer responses to strategic communication

Readings
Ch 3: Marketing, Advertising, and IMC Planning
Ch. 4 Communication and Consumer Behavior

Blog Topic
A perennial controversy in audience effects is subliminal advertising. Read this article: http://nvblog-business.blogspot.com/2007/03/subliminal-advertising-psychology-and.html

Then blog on the following topic: If it were possible to persuade consumers subliminally, would it be ethical to do so? Why or why not? Be sure to comment on one other blog as well.

See the due dates document in e-learning for when assignments are due.

WEEK FIVE: Module 4: Consumer Responses and Legal Restrictions on Strategic Communications
9/24-9/30

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

Focus on
- The relationship of brand messages to economics
- Criticisms of strategic communication
- Regulatory issues in the U.S.

Readings
Ch. 5 The Economic, Social, and Regulatory Aspects of Advertising.

Blog Topic

Read this brief history of the regulation of tobacco advertising: http://en.wikipedia.org/wiki/Tobacco_advertising, as well as any other background information you wish. Then choose one of the 2 following topics to blog about:
  a) Advertising for tobacco products is unethical
  b) Bans on advertising for tobacco products are unethical.
As always, please respectfully weigh in on someone else’s blog as well.

See the due dates document in e-learning for when assignments are due.

WEEK SIX: Module 5: Media of Strategic Communications
10/1-10/7

Planning for where the message should appear

Focus on
- Media Planning
- Criteria for Selecting Media

Readings
  Ch. 6 Media Planning and Buying
Blog Topic
Read this short news story about a viewer-led boycott of a show and an attempt to pressure its advertisers: http://sandrarose.com/2012/05/evelyn-and-chad-boycott-petition-collects-thousands-of-signatures/

Choose one of the following topics:
   a) It is unethical to encourage a boycott of a show because it amounts to censorship
   b) It is not only ethical but responsible for consumers to organize boycotts of shows and advertisers that offend them.

See the due dates document in e-learning for when assignments are due.

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WEEK SEVEN: Module 6: Understanding the Internal and External Environment in Strategic Communication
10/8-10/14

Analyzing the Strategic Communication Environment

Focus on
   - External factors that affect a firm
   - Internal factors that affect a firm

Blog Topic
No Blog topic this week. Students must submit the publicly traded company they will conduct a situation analysis on. You should also indicate which situation analysis outline you will use as a template. See “Projects” above for more details.

Readings
   Ch. 7 Evaluating a Company’s External Environment and Ch. 8: Internal Situation Analysis: Evaluating a Company’s Resources, Cost Position, and Competitive Strength

See the due dates document in e-learning for when assignments are due.

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WEEK EIGHT: Module 7: Introduction to Ethics - Why it is important to behave ethically in business
10/15-10/21

Introduction to Ethics – why it is important to behave ethically in business
   Read for this week: Ch. 9 Ethical Business Strategies, Social Responsibility, and Environmental Sustainability

Online homework: Go to Assurance of Learning exercises at end of Chapter 9. Answer questions 1-3. Do not answer Simulation Participant exercises. Submit your responses to Sakai.

Discussion topic will be posted on Sunday at 7pm ET. Respond on your blog.

See the due dates document in e-learning for when assignments are due.
WEEK NINE: Module 8: Decision-making models - How to systematically make ethical decisions
10/22-10/28

Decision-making models – how to systematically make ethical decisions
Read for this week:
1. Ch. 10 Ethical Decision Making: Personal and Professional Contexts
2. PRSA Code of Ethics: http://www.prsa.org/AboutPRSA/Ethics/
3. International Chamber of Commerce (ICC) International Code of Advertising Practice:
   http://www.iccwbo.org/id905/index.html

Online homework: Go to Questions, Projects and Exercises. Answer the following questions: 5, 6, and 8. Submit responses through Sakai.

Discussion topic: Conduct online research of Bernie Madoff (See question 10 for more information). This case will form the discussion topic for this week.

See the due dates document in e-learning for when assignments are due.

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WEEK TEN: Module 9: Philosophical Basis of Ethics - Different ethical styles
10/29-11/4

Philosophical Basis of Ethics – different ethical styles
Read for this week:
1. Ch. 11 Philosophical Ethics and Business
2. Ethical Style Quiz:
   http://cba.lmu.edu/academicprograms/centers/ethicsandbusiness/toolbox/quiz.htm
3. After the quiz read: http://www.lmu.edu/Page23070.aspx

Online homework: Go to Questions, Projects and Exercises. Answer the following questions: 2, 7, 8, and 12.

Discussion topic will be posted on Sunday at 7pm. Respond on your blog.

See the due dates document in e-learning for when assignments are due.

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WEEK ELEVEN: Module 10: Ethics and Marketing
11/5-11/11

Ethics and Marketing
Read for this week: Ch. 12 Ethics and Marketing
- Ethics Memo Set 1 due this week

Online homework: Go to Questions, Projects and Exercises. Answer the following questions: 4, 8, and 9. Submit responses through Sakai.

Discussion topic: Conduct online research based on questions 2 and 3 in Questions, Projects and Exercises (McDonald’s cases). Research background of both cases. These will form the discussion topic for this week.
See the due dates document in e-learning for when assignments are due.

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WEEK TWELVE: Module 11: Corporate Social Responsibility (CSR)
11/12-11/18

Corporate Social Responsibility (CSR)
Read for this week: Ch. 13 Corporate Social Responsibility

Online homework: Go to Questions, Projects and Exercises. Answer the following questions: 1, 2, 9, and 10. Submit responses through Sakai.

Discussion topic will be posted on Sunday at 7pm ET. Respond on your blog.

See the due dates document in e-learning for when assignments are due.

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WEEK THIRTEEN: Module 12: Ethics Online - Future issues for strategic communications
11/26-12/2

Ethics Online – future issues for strategic communications
Read for this week: Readings available on Sakai.
  • Ethics Memo Set 2 due this week

There is no online homework this week – submit Ethics Memo Set 2.

Discussion topic will be posted on Sunday at 7pm ET. Respond on your blog.

Situation Analysis due to Dr. Weigold – submit in e-learning.

See the due dates document in e-learning for when assignments are due.