

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

**MAMC GLOBAL STRATEGIC COMMUNICATION -- CAPSTONE**

**MMC 6936 – Section 11A1**

**Spring 2015**

**(Online Course)**

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**Office Hours:** Online and By Appointment

**Class Meets:** Online – Weekly Schedule

**COURSE DESCRIPTION**

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

The course is designed from a professional perspective and makes use of extensive real-life situations and examples. You will apply your global strategic communication skills to an existing communication and public relations challenge and/or opportunity identified in a multinational company or organization of your choosing. Acting as professional but pro-bono consultants, students will produce a high-quality campaign strategy and plan.

Working individually and with feedback from “virtual teams” of fellow students and your instructor, you will identify, research, and analyze a real communication issue or opportunity and then plan an appropriate response. You will build this campaign plan throughout the semester, completing various assignments, meeting deadlines and refining your plan. Near the end of the semester, you will have assembled a well-researched, insightful and creative campaign plan that illustrates how global strategic communication will lead to positive outcomes for your “client.” Finally, you will “pitch” your campaign proposal in an online presentation. More details for this project are in the objectives, description of main assignments, and schedule, which follows this course description.

This is a demanding but exciting and intellectually rewarding opportunity to apply global strategic communication skills and knowledge that you have acquired throughout your coursework, during internships, and/or in professional positions. Although the primary course focus is on creating a comprehensive communication campaign, there will be weekly class assignments and discussions to evaluate your knowledge of specific concepts relevant to global strategic communication.

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

The course is centered on you and your learning needs. This course requires graduate-level thinking, analytical skills and maturity. The Capstone is “learning in action.” Done well, your campaign will become an important credential to share with your client as well as current or prospective employers.

## **OBJECTIVES**

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

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

Specific objectives of this Capstone are for students to:

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

## **PREREQUISITES**

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

## **TEXTBOOK**

The recommended textbook for this course is:

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

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

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

## **E-LEARNING INSTRUCTIONS**

The course will be conducted entirely online.

Students are required to have access to a computer with an Internet connection and access to the Canvas e-learning system provided via a UF GatorLink ID (access e-learning support at <http://lss.at.ufl.edu/>). The Canvas e-learning site will be used for communication with and among students and the instructor, to deliver course materials (e.g., PowerPoint files, readings, handouts, assignment guidelines, evaluation forms) and grades. You can access the site by using your GatorLink username and password.

## **ATTENDANCE AND COMMUNICATION GUIDELINES**

Without regular face-to-face classroom meetings, communication through Canvas e-mail and uploaded online discussions will be the “attendance parallel” for this class. Students are required to participate in online discussion pods, and should expect to stay in frequent contact with the instructor.

The preferred method of communication is through e-mail within the Canvas e-learning system at UF. Students should log into the e-learning site frequently—at a minimum at least every 48 hours—to check e-mail for messages and/or updates from the instructor and to submit assignments. Some additional messages, course announcements, readings and handouts, and instructions on assignments will be posted in Canvas as the semester progresses.

Similarly, the instructor will respond to e-mail usually within one or two working days.

## **CAPSTONE FORMAT AND STRUCTURE**

This online Capstone course requires individual self-direction! It will be essential that you remain disciplined and on task. Establish a research plan, a project timeline and be vigilant about sticking to the schedule and deadlines.

Class interaction is through online discussions, support and advice from your instructor, and with the expectation for peer feedback, comments and suggestions to aid in the learning process. Your instructor’s role is as academic facilitator and professional advisor, helping you define the scope and nature of your project, helping you identify appropriate methods, recommending areas for improvement and evaluating outputs and outcomes.

Keep in mind that the time frame for completing your project is short. Procrastination and poor communication with your instructor will delay progress on your campaign project. It is your responsibility to stay on schedule by meeting deadlines, following your research plan and scope of work, and seeking advice on challenges you confront as soon as possible.

The course is divided into 12 weekly class sessions with corresponding presentations, reading assignments, study and discussion topics, engagement and interaction with fellow students.

## **CAPSTONE CAMPAIGN PROJECT**

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

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

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

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

After the first week of class, you will write a situation analysis discussing the proposed client issue(s)

and/or opportunity and a description of how a strategic communications campaign can help the client. By the third week, you will write and submit a succinct summary of 800 words or less of your proposed campaign topic including the client's name, your client contact if you have one, and the organization's communication challenge or opportunity that you intend to address. Your instructor will approve your client by the end of the third week of class.

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

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

**PLEASE NOTE: CAPSTONE PROJECTS FOR A CURRENT EMPLOYER**

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

- **TIMING:** The timing of real work issues and the pace of the 12-week Capstone course never match exactly. It’s nearly impossible to use the course to write a plan that can be implemented concurrently on-the-job. The course schedule and employer needs are different. *Your campaign topic may be an actual situation faced by your current employer, but the pace of work must match the class schedule and correspond to weekly assignments.*
- **BE OPEN TO NEW THINKING:** “Don’t rely on prior outlines, notes or personal conclusions,” said one summer ’14 student. “Follow the process outlined in Smith 4<sup>th</sup> edition and you will be well served. Start with a blank sheet of paper.” The 12-week process for defining and developing a Capstone campaign is deliberately sequential. Topic ideas **always evolve**. Take advantage of the Capstone process.
- **ORIGINAL WORK:** The Capstone project must be new and original work. Repurposing existing on-the-job materials or using previous plans developed at work is not acceptable.
- **RESEARCH:** The Capstone will enable you to generate research that you may not otherwise obtain in a project for your employer.
- **“DISTANCE YOURSELF”:** Students often find it useful to position themselves as a consultant or strategic communications agency account executive rather than an employee of the Capstone client. Past Capstone students report that separating themselves, mentally, from their employer-client allows for a more objective “outside-in” view of the issue or opportunity. Students say this “external mindset” also makes writing and assembling the final Capstone plan and presentation easier.
- **APPROVAL:** Prior to approval of the campaign topic, the instructor may require the student to produce a letter or statement from the student’s employer identifying the student’s role and extent of involvement in a current or ongoing campaign by the employer. This request is at the discretion of the instructor.

**MAIN ASSIGNMENTS**

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

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

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

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

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

**Main assignments include the following:**

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

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

**Discussion Forum:** A primary communication tool for the course is group discussion forum on the UF e-learning site. This threaded discussion forum is the primary area for discussion and collaboration throughout class. Periodically, the instructor will post questions which require your thoughtful and constructive response. The timeliness and quality of your responses is more important than the quantity. Your posts should be your interpretation of material and draw upon the textbook and reading, lectures, your own knowledge, current events and other resources of your choice. *Depending on class size, the instructor may require students to obtain direct feedback from another student or small groups of students in addition to the open discussion forum. Students will be notified directly by the instructor if peer-to-peer feedback is required during the semester.*

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

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

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

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

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

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

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

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

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

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

**Client Pitch:** Students will present their final campaign plan to the instructor as if he was the client. This is a 5-15 minute presentation. The presentation may be pre-recorded and delivered to the instructor digitally, delivered live via Skype, or recorded and posted online (eg. YouTube).

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

Feedback from Previous Capstone Students

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

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

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

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

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

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

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

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

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



**GRADING**

Your grade will be based on point values accumulated over the semester. Point values for coursework, assignments and participation are as follows:

<u>Assignments</u>	<u>Point Allocation</u>
1. Personal Bio	5
2. Campaign Topic & Client	20
3. Group Discussion (9+ pts x 11 weeks)	100 <sup>1</sup>
4. Research Results Report	45
5. Situation Analysis (15 pts x 2)	30 <sup>2</sup>
6. Scope Assessment	30
7. Campaign Outline	80
8. Campaign Budget & Financial Plan	20
9. Campaign Plan	120
10. Campaign Pitch	50
<b>Total</b>	<b>500 points possible</b>

Weight of Components

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

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

<b>A</b>	465-500	<b>A-</b>	440-464	<b>B+</b>	415-439
<b>B</b>	390-414	<b>B-</b>	365-389	<b>C+</b>	340-364
<b>C</b>	315-339	<b>C-</b>	290-314	<b>D</b>	240-289
				<b>E</b>	239 & below

<sup>1</sup> Week 12 discussion is ungraded

<sup>2</sup> The Situation Analysis is addressed in two parts in Weeks 2 and 7. Each part is eligible for 15 points.

## COURSE SCHEDULE

INTRODUCTION : COURSE CONTENT, CLIENT ISSUES & TOPICS			
Assignments	Description / Notes	Date Due	Points
<b>WEEK 1 • January 6-10</b>			
Introduction & Welcome	Online Instructor Welcome and Course Overview	<b>Jan 10</b>	
Write: Personal Bio	Prepare a personal bio >800 words. Enable fellow students & the instructor to get to know you, your background and experiences. What motivates and excites you? How do you intend to apply learning from this course?	<b>Jan 10</b>	<b>5 pts</b>
Study Topic: Strategic Planning for Public Relations	Read pages 1-40 in <i>Strategic Planning for Public Relations</i>	<b>Jan 10</b>	
Discuss: Clients and Topics	Group discussion about proposed clients and campaign topics	<b>Jan 10</b>	<b>9 pts</b>
Schedule: Instructor Meeting	Schedule online chat, a telephone or virtual (eg. Skype) meeting with the instructor to occur between the start of class and January 16 to discuss proposed campaign client & topic	<b>Schedule</b>	
<b>WEEK 2 • January 12-17</b>			
Instructor Meetings	Discuss proposed campaign client and topic with instructor	<b>To occur by Jan 16</b>	
Study Topic: Analyzing the Organization & Its Publics	Read pages 41-92 in <i>Strategic Planning for Public Relations</i>	<b>Jan 17</b>	
View: Sample Communications Campaigns	View sample communications campaigns posted in Canvas	<b>Jan 17</b>	
Write a Situation Analysis	Write an analysis of 1,000 to 3,000 words describing the set of circumstances, the problem or opportunities your client organization is facing; a clear statement of the situation to be addressed in your campaign.  Identify business and organizational opportunities and challenges to solving the client's problem or seizing opportunity.	Jan 17	<b>15 pts</b>
Discuss: Identifying Key Publics	Group discussion about key publics relevant to your client.	<b>Jan 17</b>	<b>9 pts</b>

WEEK 3 • January 20-24			
Submit: Client & Topic Proposal	Write 700 to 1,000 words succinctly and clearly summarizing your client and topic for your campaign.	Jan 24	20 pts
Study Topic: Goals and Objectives	Read pages 93-111 in <i>Strategic Planning for Public Relations</i>	Jan 24	
Client & Topic Approved	Obtain instructor approval for your client and topic	No later than Jan 23	
Discuss: Setting Measurable Objectives	Discuss primary takeaways from the paper: "Guidelines for Setting Measurable Public Relations Objectives: An Update" By Forrest W. Anderson, Linda Hadley, David Rockland and Mark Weiner - See more at: <a href="http://www.instituteforpr.org/topics/setting-measurable-objectives/#sthash.Z4ujGs34.dpuf">http://www.instituteforpr.org/topics/setting-measurable-objectives/#sthash.Z4ujGs34.dpuf</a>	Jan 24	10 pts

RESEARCH AND ANALYSIS			
Assignments	Description / Notes	Date Due	Points
WEEK 4 • January 26-31			
Discuss: Secondary Research	Group discussion on types and sources of secondary research to access for your approved client projects.	Jan 31	9 pts
Study Topic: Applied Research	Read Appendix A: Pages 361-409 in <i>Strategic Planning for Public Relations</i>	Jan 31	
Research & Analysis	Conduct individual research on client and topic	Jan 31	
Schedule: Instructor Meeting	Schedule a telephone or virtual meeting (eg. Skype) with the instructor to discuss research direction, research results to-date and project status.	Schedule to occur by Feb 13	
WEEK 5 • February 2-7			
Research & Analysis	Conduct individual research on client and topic	Feb. 7	
Collaboration	Schedule a telephone or virtual meeting (eg. Skype) with the instructor to discuss research direction, research results to-date and project status.	To occur by Feb 13	
Study Topic: Sample Campaigns	Read Appendix C: Pages 421-442 in <i>Strategic Planning for Public Relations</i>	Feb 7	
Discuss: Research findings to-date	Group discussion on: <ul style="list-style-type: none"> <li>How current research is informing, supporting or changing the initial objectives of your campaign.</li> </ul>	Feb 7	9 pts

	<ul style="list-style-type: none"> <li>• Barriers conducting effective research on your Capstone client and topic, and the workaround.</li> <li>• Changes resulting from research conducted to-date?</li> </ul>		
<b>WEEK 6 • February 9-14</b>			
Submit: Research Report	A written report about the research process undertaken for the client and topic including a summary of methodology used, the results obtained and the conclusions drawn. The research findings should be “actionable” and reported in such a way that they can be used as input in client decision making. The writing style should facilitate easy and rapid reading and comprehension. <u>Length should be commensurate with the depth and richness of the findings and the complexity of the campaign topic.</u>	<b>Feb 14</b>	<b>45 pts</b>
Collaboration	Schedule a telephone or virtual meeting (eg. Skype) with the instructor to discuss research direction, research results to-date and project status.	<b>To occur by Feb 13</b>	
Discuss: Research Questions & Results	Group discussion on research questions.	<b>Feb 14</b>	<b>9 pts</b>

<b>CAMPAIGN STRATEGY</b>			
<b>Assignments</b>	<b>Description / Notes</b>	<b>Date Due</b>	<b>Points</b>
<b>WEEK 7 • February 16-21</b>			
Study Topic: Strategy	Read “Developing Message Strategies,” 172-224 in <i>Strategic Planning for Public Relations</i> ,	<b>Feb 21</b>	
Edit and Refine Your Situation Analysis	<p>Review the Situation Analysis you created in Week 2. Using insights and findings from your research, edit and refine—and as necessary expand—the situation analysis. Don’t exceed 3,000 words.</p> <p>You are describing the circumstances, the problem(s) or opportunities your client organization is facing; a clear statement of the situation to be addressed in your campaign.</p> <p>Identify business and organizational opportunities and challenges to solving the client's problem or seizing opportunity.</p>	<b>Feb 21</b>	<b>15 pts</b>
Discuss: Campaign Messaging	Group discussion on key messaging, rational versus emotive appeals and the ideal spokesperson(s).	<b>Feb 21</b>	<b>9 pts</b>

WEEK 8 • February 23-28			
Study Topic: Tactics	Read “Selecting Communications Tactics” on Pages 225-303 in <i>Strategic Planning for Public Relations</i>	<b>Feb 28</b>	
Discuss: Campaign Outcomes	Group discussion on envisioning success of campaigns, potential obstacles and addressing client apprehension.	<b>Feb 28</b>	<b>9 pts</b>
Submit Campaign Outline	Submit a comprehensive <u>outline</u> of the approach to your client’s communication challenge or opportunity. Consider research findings and insights as well as desired outcomes. <i>The outline should contain much of the information necessary to prepare a narrative campaign plan in Week 11.</i>	<b>Feb 28</b>	<b>80 pts</b>
WEEK 9 • March 2-7			
Study Topic: Scope Assessment and Statement of Work	Read page 204-215 in <i>Strategic Planning for Public Relations</i> ,  Read documents posted on e-learning site	<b>March 7</b>	
Discuss: Exclusions and Interactions	Thinking about your Capstone campaign, identify three examples each of: <ul style="list-style-type: none"> <li>• Possible exclusions or work that falls outside the project scope for your Capstone campaign.</li> <li>• Interactions with other departments or projects within the client company, that could impact your campaign.</li> </ul>	<b>March 7</b>	<b>9 pts</b>
Submit Scope Assessment	Define project scope; this is the work that needs to be done for the client. Where the situation analysis described the opportunity or problem to solve, the scope assessment describes the scope of the work to be performed. Outline, as appropriate, specific strategies, phases of work and staff positions assigned to the project, specific tasks to be performed. Identify limitations or parameters of the project. In other words, what products or services will you deliver?	<b>March 7</b>	<b>30 pts</b>
WEEK 10 • March 9-14			
Study Topic: Campaign Budget	Read pages 315-328 in <i>Strategic Planning for Public Relations</i>	<b>March 14</b>	
Discuss: Campaign Budgeting	Group discussion about putting a campaign budget together. Specific discussion questions will be posted online.	<b>March 14</b>	<b>9 pts</b>
Submit Campaign Budget	Identify the categories for proposed spending and specific, major budgeted items. Consider personnel costs (e.g. an estimate of staffing hours); program and production costs (e.g. direct expenses for designing and producing communication); administrative costs (e.g. clerical expense, travel and entertainment, office expense incurred	<b>March 14</b>	<b>20 pts</b>

	by the project copies, shipping, etc.) and any applicable service fees. <i>Actual monetary expenses may be good faith estimates by students.</i>		
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CAMPAIGN PLAN & PRESENTATION			
Assignments	Description / Notes	Date Due	Points
WEEK 11 • March 16-21			
Study Topic: The ingredients of a successful pitch	Read the series of articles: Deconstructing The Pitch: New Business In A New Era - See more in the e-learning site and at: <a href="http://www.holmesreport.com/featurestories-info/10557/Deconstructing-The-Pitch-New-Business-In-A-New-Era.aspx#sthash.jj3Hljmr.dpuf">http://www.holmesreport.com/featurestories-info/10557/Deconstructing-The-Pitch-New-Business-In-A-New-Era.aspx#sthash.jj3Hljmr.dpuf</a>	March 21	
Discuss: Creative Pitching	More and more, clients are less reliant on how an agency looks and more interested in how it thinks.	March 21	9 pts
Submit Narrative Campaign Plan	Write a communication campaign plan that directly reflects the research findings, situation analysis, scope and campaign outline. Your plan's content should be representative of current trends, technologies and tools of the public relations industry. <b>Final campaign plan cannot be more than 25 pages in length.</b>	March 21	120 pts
WEEK 12 • March 23-28			
Submit Campaign Pitch Presentation	Deliver a 5-15 minute virtual, oral pitch of your final campaign plan to the client. Student campaign pitches may be delivered live via Skype or recorded and submitted online.	On or before midnight March 28	50 pts

**November 15 • Class Ends & Grading**

**COURSE PROFESSIONALISM**

Students are expected to welcome and treat with respect the diverse perspectives of fellow students.

Students are expected to participate in all online activities as listed on the course schedule.

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. Building rapport and effective relationships are key to being an effective strategic communication professional. Make sure that you are proactive in informing your instructor if difficulties arise during the semester so that he can help you identify a solution.

The instructor will make every effort to adhere to this syllabus and grading system, **but reserves the right to make necessary changes.** Students will be notified promptly about any changes via the agreed communication channels.

The instructor will be available to assist students during normal business hours, by appointment, or via email. You can make an appointment with the instructor by sending an email message and/or Outlook calendar notice. Please request appointments at least 24 hours before the meeting or the meeting time cannot be guaranteed.

### **ACADEMIC HONESTY AND ETHICS**

University of Florida students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this course.

### **STUDENTS WITH DISABILITIES**

Students requesting accommodation for handicaps or disabilities 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.

### **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>

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