

JOUR 640: Strategic Campaigns

Fall 2018

Monday & Wednesday, 9:30-10:45 am
Stauffer-Flint Hall, Room 204

Instructor

Lisa Loewen

Email: lloewen@ku.edu; Phone: 785.249-0197

Office hours: Mondays/Wednesdays 11 a.m to 2 p.m. and by appointment

Syllabus Table of Contents

Welcome	p.2
Course objectives: What will you learn?	p.3
Course structure & campaign stages	p.3
Key to success in campaigns	p.4
Software skills needed	p.5
Communications	p.5
Course requirements & assignments	p.6
Summary of assignments and evaluations	p.8
My approach to writing	p.9
Course policies	p.10
School & University policies	p.11
Course schedule (subject to change)	p.13
Syllabus agreement form	p.18
Student consent form—sharing course work	p.19

Welcome (and what this course is about)!

Welcome to Campaigns! This is your last Strategic Communication track course — and perhaps the most defining one. In this class, you will work closely with a team to help solve our client's communication and marketing issues. This course brings together the concepts and hands-on skills you learned in earlier classes. You will go through the strategic planning process (research, strategies, executions, and presentation) in only 15 weeks and present in front of a live audience (the client included).

Be prepared for the most gratifying experience in your undergraduate career. You will be challenged to create an original campaign. You will learn to put the client's needs above yours. You will sharpen your thought process. You will learn to justify every decision you make — and to always be prepared to answer my never-ending questions. You will hold yourself and other teammates accountable. Most importantly, you will learn things about yourself that you may not have known before.

I am excited to embark on this journey with you and hope you are too! Finally, we live in a multicultural world — and the field of strategic communication reflects that. This classroom is a place where you will be treated with respect as a human being — regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, gender identity, political beliefs, age, or ability. I also appreciate and encourage diversity of thought, provided you can agree to disagree. It is my expectation that ALL students experience this classroom as a safe environment.

COURSE OBJECTIVES: WHAT WILL YOU LEARN?

- To identify and solve a client's marketing challenges and objectives by working with client closely and professionally throughout the process;
- To apply skills that you already know, and to obtain other necessary skills, to create an effective campaign;
- To develop an effective strategic communication campaign that addresses client's marketing objectives based on critical analysis and evaluation of research findings and strategic message planning;
- To identify measures to evaluate campaign effectiveness once it is implemented;
- To communicate research results and the strategic planning process clearly, concisely, and effectively in the format of written report, oral communication and visual presentation to the client;
- To provide constructive feedback through team collaborations and peer evaluations.

COURSE STRUCTURE & CAMPAIGN STAGES

Given that you are an expert in all things related to strategic communication, we won't have extensive lectures in this course. Instead, we will have discussions and group consultations. (If, however, there are some concepts related to research methods and executions with which you are struggling, I will make necessary changes to the syllabus and conduct an overview with the whole class.)

Your teams will spend approximately 200 hours outside of the class to develop campaigns. The frequency of meetings increases during the final month of the semester. Please be cautious about scheduling commitments that will reduce your ability to work with your team to bring your campaign together in the final stages.

Finally, to streamline our campaign process, each group will join a shared Google Drive where reading materials and assignment guidelines will be shared. (Note that your grade will still be updated via Blackboard.)

KEYS TO SUCCESS IN CAMPAIGNS

In Campaigns, you will work collaboratively with team members who have different personalities, skills, strengths, and weaknesses. To help get the campaign process started, your team will set a goal and write down your value statement in your group organization contract (Step 1). While this activity helps initiate team building process, years of teaching experience have taught me keys to successful (and not-so-successful) team collaborations. Here are some key points to help you become successful in Campaigns and make this course an enjoyable experience for you.

- **Key 1:** Know thyself by identifying your individual strengths, personality, communication style, and areas for improvement
 - In a team-based environment, you may need to adjust how you work (e.g., your communication style) to facilitate smooth collaboration and contribute meaningfully to a team project.
 - Keep learning and adapting: It will help you thrive in Campaigns and everything else you do.
 - In such an environment, each member will need to *standardize* the writing (e.g., providing a style guide so everyone is on the same page) and organization process (e.g., method of communication and consistent communication channels).

- **Key 2:** Understand each member's roles and responsibilities
 - Each team has an Account Executive, Research Director, Creative Director, Advertising/PR director(s), and Presentation Director. Each role is heavily interconnected and dependent upon one another. Don't disappoint yourself and each other.
 - Each member is expected to contribute to each aspect of the campaign, even though it may not be her/his primary responsibilities.
 - A successful campaign is the result of total team effort in which each member contributes more than her/his share.
 - Create and constantly update a to-do list for each member using any management software, for example, could help your team (and Account Executive) manage each person's responsibilities.

- **Key 3:** Creativity, innovation, and diverse viewpoints are expected. You will disagree with each other—and that's just a part of the process. And don't forget to have fun!

- **Key 4:** Be respectful and accountable (e.g., be always on time, never miss a meeting, and contribute meaningfully to a group project).
 - Texting or getting otherwise distracted during team meetings, for example, will leave a bad impression.
 - Not pointing out unsatisfactory performance (e.g., unedited work, incoherent thoughts, etc.) and tolerating bad behaviors (e.g., missing meetings and deadlines without explanations, ghosting, and being unprofessional) will decrease the quality of your campaign.

- **Key 5:** Professional quality is expected; therefore, multiple revisions are essential. If Hemingway could write 47 endings for his masterpiece, *A Farewell to Arms*, well, we (who are not Nobel and Pulitzer prize winners) don't really have any excuse for not re-writing and editing to get it right.
 - Put your ego aside.
 - Visit our Editing Center.
 - Typos, offensive language or visuals (disrespectful to our client, sexually suggestive, sexist, racist, homophobic, rude, etc.) are not acceptable and will likely result in a zero.

- **Key 6:** Help each other grow by providing proactive (and constructive) feedback while being respectful. Critiques are expected and are a part of the professional world. But don't forget to praise when someone has done a good job.
 - Any critiques should include suggestions for improvement.
 - Don't take critiques personally. Otherwise, you will not make it in the industry.

- **Key 7:** Communicate openly, honestly, respectfully, regularly and effectively using various communication methods and tools.
 - Set a goal for each team meetings in an agenda and strive to accomplish the goal. Having a timeline (e.g., Gantt chart) could help manage a project.
 - Face-to-face meetings for updates and progress are always crucial as key messages are not lost in translation. When your team members speak, listen carefully and attentively.
 - Using multiple communication methods, such as group text messaging (e.g., Slack, GroupMe, Voxer) as well as project management software (Toggl, Airtable, Skype, G-Chat, Google products, Dropbox) will also help your group manage multiple moving pieces.

- **Key 8:** Start early. Keep in mind that good persuasive messages are based on sound strategies, which come from solid research, thinking, and multiple iterations. Good ideas also need time to develop and mature, so *start early!*

SOFTWARE SKILLS NEEDED

InDesign, Illustrator, Photoshop and other software skills are required to make your Campaigns design standout. Take advantage of the [online tutorials and in-person workshops](#) that J-School provides, free of charge.

COMMUNICATIONS

Your KU email account (@ku.edu) will be used as a primary vehicle for official communications including announcements of any changes in the course schedule or assignments. Email is the best way to reach me out of scheduled office hours. I will typically respond in 24-36 hours from Monday to Friday.

COURSE REQUIREMENTS & ASSIGNMENTS

(Unless otherwise noted, group assignments will be submitted to the shared folder. Individual assignments, except for peer evaluations, will be submitted on Blackboard.)

Class attendance + Professionalism (50 points calculated three separate times during the semester)

This category covers class attendance, participation in class discussion, professionalism, and initiatives on class/group collaboration. Regular class attendance and active participation in class projects are essential in this course, as much of campaigns work will happen in class.

Each team will meet **three** times during the semester to openly evaluate one another based on your group contract criteria as well as the categories below. If the categories are already included in your team contract, then follow your team contract. Make sure that all of the following criteria are covered.

- Relevant task knowledge
- Contribution of quality ideas
- Participation in team meetings
- Dependability/follow-through
- Cooperation/relationship/attitude
- Taking initiative
- Facilitating communication

Critique of plansbooks (20 points/critique = 120 points)

This assignment is designed to help you become more familiar with the scope of the campaigns process and to further nurture critical and analytical thinking. As a team, you will compare and contrast various sections of two plansbooks. A designated member of your team will write a 2-page critique that will be submitted via email (as noted on group contract).

Weekly briefings (60 points)

By midnight of every Friday, a designated team member (as noted on the group contract) will **email** Professor Loewen a weekly briefing (**cc every team member**). Each team member will be required to submit two of these briefings. For the Fall 2018 semester, the first weekly briefing will be due Friday, Sept. 12 and last weekly briefing is due Friday, Dec. 6. No weekly briefings should be scheduled for Friday, November 23 (Thanksgiving).

- Please **include your agency name in your title and weekly briefing number** (e.g., 785 Innovative Communication, Weekly Briefing 1)
- **The briefing should account for the actions of each member of the group.** Each person, including the Account Executive, must be identified by name. Each briefing should include:

- Time each team member spent on the project that week.
- A detailed description of what each team member accomplished as well as meeting attendance, follow-up on tasks, etc.
- Any significant findings, problems or issues encountered by the group during the week.
- The briefing is also an opportunity for the group to **ask me any questions** that it may have about the assignment

Group Term Project

The campaigns project is the most important component of this course. Each group is required to develop a communication campaign on behalf of a real client. This semester's client will be announced in class early during the semester. Each student will be assigned to a group consisting of approximately five to six individuals. Consider your group a professional communications agency and develop mechanisms to effectively manage the group.

Your plans book will be graded in stages.

Plans book:

- Step 2: Executive summary & introduction
- Step 3: Research section draft
- Step 4: SWOT analysis
- Step 5: Planning section draft
- Final plans book (including introduction, executive summary, budget, predictions and evaluations)
- Final client presentation

SUMMARY OF ASSIGNMENTS AND EVALUATIONS

Weekly Briefing (12 briefings, 5 points each)	60 points
Plansbook Critiques (6 critiques, 20 points each)	120 points
Plansbook	
Step 1: Group Organization Contract	20 points
Step 2: Research Section Draft	100 points
Step 3: SWOT analysis	30 points
One-pager for client update meeting	20 points
Step 4: Planning Section Draft	100 points
Final plansbook (including Step 5: predictions; Step 6: budget; and Step 7: Introduction/Executive Summary)	200 points
Final Presentation	100 points

Personal Evaluations	
Class attendance/Professionalism –Research Phase	50 points
Class attendance/Professionalism –Planning Phase	50 points
Class attendance/Professionalism –Execution Phase	50 points

TOTAL	900 points
--------------	-------------------

Each member's grade will be adjusted in Step 2, Step 4, and Final plansbook.

Grading scale:

To calculate your final grade, I will use the following scale:

A = 93-100%
A- = 90-92%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C+ = 77-79%
C = 73-76%
C- = 70-72%
D+ = 67-69%
D = 63-66%
D- = 60-62%
F = 59% or below

Keep in mind that your final grade will depend upon your peer evaluations as well. The bottom line: I will do everything in my power to ensure that the final grade in this course accurately and fairly reflects the grade that is earned.

MY APPROACH TO WRITING

For group assignments, each team is required to have its work copy edited by the Editing Center prior to submission.

I only accept assignments that have been carefully formatted and proofread. Professional quality is expected; therefore, multiple revisions are essential. If Hemingway could write 47 endings for his masterpiece, *A Farewell to Arms*, well, we (who are not Nobel and Pulitzer prize winners) don't really have any excuse for not re-writing and editing to get it right.

The following quote from Ursula K. LeGuin should be taken to heart:

" Ignorance of English vocabulary and grammar is a considerable liability to a writer of English. The best cure for it is, I believe, reading. People who learned to talk at two or so and have been practicing talking ever since feel with some justification that they know their language; but what they know is their spoken language, and if they read little, or read schlock, and haven't written much, their writing is going to be pretty much what their talking was when they were two."

Ursula K. LeGuin

COURSE POLICIES

Late work

Each individual and group assignment has a deadline. You are responsible for completing assignments by their deadlines. **Late assignments, unless barring significant intervening circumstances, will be deducted 10% of your grade each day the assignments are late.** If you do not plan to be on campus the day an assignment is due, please submit it in early. If you mail or ask someone else to deliver an assignment, you are still responsible if it does not arrive on time.

Laptop & Cell phone policy

This class prohibits the use of laptop and cell phone, unless it's requested by the instructor for learning purposes. I've found the use of technology during class (e.g., checking your social media updates, shopping, checking wedding photos) is a sign of being disrespectful to the instructor and classmates. All mobile devices, gadgets, etc., including phones, iPods, iPads, etc. must be SILENCED and STORED during all class periods.

Using technology also interferes your learning and contribution in class. Handwriting, according to new scientific evidence, allows you to read more quickly and to remain better at retaining information and generating new ideas. For more details, see *the NY Times* article on "[What's Lost as Handwriting Fades.](#)"

Feedback on your drafts

I am happy to discuss/review your assignments with you before they are due. This, however, does not mean that your revision will necessarily score better. If you choose not to discuss assignments and receive a grade you do not like, you cannot use excuses such as "I didn't know what you expected" and try to argue for a higher grade later.

Absences

Please clear absences in advance with the professor (except for medical emergencies) in writing in the form of a memo (e-mail or a hard copy). Excused absences will be granted only under highly unusual circumstances, such as documented medical emergencies, death of an immediate family member and official KU business. Family gatherings, weddings, vacations, leaving early for the break, etc. do not qualify. Official documents will be required and may be kept by the professor for a certain period of time. In addition, if any of the crucial days this semester is a religious holiday for you and you are not able to attend class, please notify the professor in writing by the end of the third week of this semester. Otherwise your request will not be honored.

Grade change

A change in grade is authorized only by the instructor and only under unusual circumstances.

SCHOOL & UNIVERSITY POLICIES

Diversity

The University of Kansas supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person's or group's race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of the University. We expect that KU students, faculty, and staff will promote an atmosphere of respect for all members of our KU community.

Copying or recording class lectures

Course materials prepared by the instructor, as well as content of all lectures presented by the instructor in class and on Blackboard, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor will usually permit students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. This also applies to any lecture notes and other content prepared by the instructor on Blackboard.

Commercial note-taking policy

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in Jour 460: Research Methods in Strategic Communication. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

Concealed weapon policies

Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws and KU weapons policy](#)**. The KU weapons policy specifies that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

Seeking assistance

You are urged to attend office hours or meet with me by appointment to discuss any questions pertaining to the course, the readings, exams and assignments, or career prospects and opportunities. You should not hesitate to seek continuing assistance throughout the semester.

The University of Kansas is committed to helping all students learn. If you have a special need that may affect your learning, please contact me as soon as possible. Please be aware that the KU Office of Student Access Services coordinates accommodations for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted this office, please do so as soon as possible. Information about services can be found at <https://disability.ku.edu/>. Or you can visit the office on the first floor of Strong Hall. The phone number is: 785-864-4064. The email is: achieve@ku.edu. Please contact me privately regarding your needs in this course.

Academic integrity

Policy on Plagiarism and Fabrication/Falsification -- *Adopted May 7, 2004:*

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

Penalties for plagiarism, fabrication or falsification can include a failing grade for an assignment and/or this course and expulsion from the School of Journalism and Mass Communications.

If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor(s) of this course.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

Plagiarism

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification

Unauthorized alteration or invention of any information or citation in an academic exercise.

Inclement weather

In the event of inclement weather, the decision to cancel classes is made by KU officials. To determine whether snow or icy conditions have canceled classes, call 864-7669 (864-SNOW).

COURSE SCHEDULE

	Topic	Required readings/Assignments Due
Week I		
M. 8/20	<p>Introduction Review syllabus and discuss strategic campaigns project. Administrative matters: Individual introduction + Group organization</p>	<ul style="list-style-type: none"> Take Myers-Briggs Survey and read about your type: https://www.16personalities.com/free-personality-test
W. 8/22	<p>Project groups announced Share Myers-Briggs results Bring Syllabus Assignment: Step 1: Group contract</p>	<ul style="list-style-type: none"> Submit a hardcopy of the syllabus agreement form & student consent form—sharing course work
Week II		
M. 8/27	<p>Preparing for client visit Review client briefing document Assignment: Prepare 5 questions for client briefing.</p>	<ul style="list-style-type: none"> Read: What Google learned from its Quest to Build the Perfect Team https://nyti.ms/2jAq4mD Read (pay heed to “tips to build psychological safety”): https://www.officevibe.com/blog/build-psychological-safety <p>Step 1: Group contract due in class (A hardcopy with signatures is required.)</p>
W. 8/29	<p>Client briefing, Be prepared to ask questions Assignment (Group): Write a 2-page single-spaced critique of plansbook situation analysis & secondary research</p>	<ul style="list-style-type: none"> Turn in a hard copy of the team’s client questions by the end of class.
Week III		
M. 9/3	Labor Day	
W. 9/5	<p>Step 2: Research planning Situation Analysis/Secondary Research Assignment (Group): Write a 2-page critique of plansbook primary research</p>	Plansbook Situation Analysis & Secondary Research critique (Bring hard copy to class)

Week IV

M. 9/10	Step 2: Research Planning Primary research	Plansbook Primary Research critique, due @ 9 am (bring hard copy to class)
W. 9/12	Digital Tools J-Tech	Weekly briefing due @ 11:59 pm, Friday (Email submission)

Week V

M. 9/17	Group consultation	
W. 9/19	Group consultation Assignment (Group): Write a 2-page single-spaced critique of plansbook SWOT	Weekly briefing due @ 11:59 pm, Friday (Email submission) Step 2 (group): Situation Analysis and Secondary Research section draft due @ 11:59 pm, Friday (Online submission)

Week VI

M. 9/24	Work Day	
W. 9/26	Step 3: SWOT Discuss SWOT analysis	SWOT critique (bring a hard copy to class) Weekly briefing due @ 11:59 pm, Friday (Email submission)

Week VII

M. 10/1	Group consultation	
W. 10/3	Group consultation	Weekly briefing due @ 11:59 pm, Friday (Email submission)

Week VIII

M. 10/8	In-Design and Presentations	
---------	-----------------------------	--

W. 10/10	Summary of Key Findings Assignment (group): Write a 2-page single-spaced critique of plansbook planning	Weekly briefing due @ 11:59 pm, Friday (Email submission) Step 2 (group): Primary research & summary of key findings, due Friday @ 11:59 pm
----------	---	---

Week IX

M. 10/15	Fall Break	
W. 10/17	Steps 4: Planning Learn how to write good strategies	Planning critique due (bring hard copy to class) Step 3 (group): SWOT analysis due Friday @ 11:59 pm (online submission) Weekly briefing due @ 11:59 pm, Friday (Email submission)

Week X

M. 10/22	Strategies	Prepare for client meeting
W. 10/24	Client mid-term update (9-11 am). Each group will have 15 minutes to update client on objectives and strategy and seek feedback.	Step 4 (group): Planning sections (goals, objectives and strategies, NOT tactics yet), due @ 11:59 pm. (Dropbox submission). You should be planning to execute your ideas at this stage. Weekly briefing due @ 11:59 pm, Friday (Email submission)

Week XI

M. 10/29	Group consultation	
W. 10/31	Group consultation	Weekly briefing due @ 11:59 pm, Friday (Email submission)

Week XII

M. 11/5	Group consultation	
W. 11/7	Group consultation Assignment (Group): Write a 2-page critique of plansbook design	Step 4 (group): Planning section (goals, objectives and strategies and tactics), due Friday @ 11:59 pm. (Dropbox submission). Weekly briefing due @ 11:59 pm, Friday (Email submission)

Week XIII

M. 11/12	Group consultation	Plansbook design critique, due on Blackboard.
W. 11/14	Group consultation Assignment (Group): Write a 2-page critique of plansbook executive summary, predictions and budget sections	Weekly briefing due @ 11:59 pm, Friday (Email submission)

Week XIV

M. 11/19	Work Day	Plansbook executive summary, predictions and budget critique due on Blackboard
W. 11/21	Thanksgiving	

Week XV

M. 11/26	Campaigns rehearsals	Draft Presentation file due @ 11:59 p.m. Wednesday (online submission)
T. 11/27	Campaigns rehearsals	
W. 11/28	Campaigns rehearsals	Weekly briefing due @ 11:59 pm, Friday (Email submission)

Week XVI

M. 12/3	Campaigns Final Presentation	Final presentation file due @ 3 pm (online submission) Digital plans book & collaterals due (online submission) Bring a hard copy of your plansbook for our client.
---------	------------------------------	--

Final Review: I will meet with each team to review lessons-learned and client feedback

SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for

Jour 640, Fall 2018.

My class meets on M & W at 9:30-10:45 in room SF 206.

I have read the syllabus (either in paper or online), and I understand the classroom policies, instructor's expectations, and policies/rules as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation.

I understand that I am responsible to complete all homework assignments, quizzes/in-class assignments, and written projects by the due dates as outlined in the syllabus.

I agree to be prepared for and attend class each day and on each scheduled test day.

PRINT NAME _____

SIGNED _____ DATE _____

Student Consent Form – Sharing Course Work

I randomly select several students whose work is copied and included in an archive of student work that I keep for this course. That archive is important to my continued reflection on how well students are learning in my courses. In addition, I may develop a course portfolio in which I write about the quality of student performance that is generated in the course. These examples are a very important piece of my work that I show to other professors to indicate how much and how deeply students are learning. Once a course portfolio is completed, it can also be made available to a wider audience of professors on a public web site on teaching and learning in higher education (www.cte.ku.edu/portfolios).

This form requests your consent to have your work possibly included in discussions of understanding for future students and in any versions of my writing about teaching in a portfolio, at a conference, or in a publication. There is only a small chance your work would be randomly included in my private archive for any assignment, but I ask all students for their permission should that be the case. Note that you have the choice to have your work be anonymous or have your name be part of the work.

Please check the following designated purposes (if any) to which you give your consent:

____ I am willing to have copies of my coursework available so later students can use it.

____ I am willing to have copies of my coursework included in my professor's course portfolio.

____ I am willing to have copies of my coursework included in public presentations or publications.

Please check one of the following:

____ I wish to have my name remain on any work that is used.

____ I wish to have my name removed on any work that is used.

Additional restrictions on the use of my texts (please specify):

Print Name _____ Date _____

Phone Number () _____ Email _____

Course Title _____ Professor _____

By signing below you give your permission that work you produce for this course may be used with the restrictions and for the purposes you indicated above. You understand that your grade is *NOT* connected in any way to your participation in this project, and I will not receive the list of students who have given permission to have their work shared until after I have turned in the grades for the course. Your anonymity will be maintained unless you designate otherwise. Finally, you understand that you are *free to withdraw consent at any time, now or in the future, without being penalized.*

Signature _____

Please address questions to: Professor Lisa Loewen, School of Journalism, 785-249-0197, lloewen@ku.edu.