

JOUR 640: Strategic Campaigns

Spring 2019

Tuesday & Thursday, 11:00 am-12:15 pm

Stauffer-Flint Hall, Room 206

Instructor

Yi-Chun (Yvonne) Chen, Ph.D.

Associate Professor

Office: Stauffer-Flint Hall Room 205C

Email: y.chen@ku.edu; Phone: 785.864.0613

Office hours: Tuesdays: 2:30-4:00 p.m. and by appointment

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 — and hopefully not forgotten — in earlier classes. You will go through the strategic planning process (research, strategies, executions, and presentation) in only 15 weeks.

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 about yourself that you may not know before.

Prior campaign students have won the following awards and entered into the American Advertising Awards (formerly known as the ADDYs) competition. No pressure, of course.

- 2015, 2016, & 2018 Bronze Quill Award from the International Association of Business Communicators—Kansas City Chapter;
- 2016 Silver Quill Award from the IABC—Southeast Region.

Here are what students have said about me and this course (all original—never watered down):

- “Dr. Chen was absolutely fantastic. She was demanding in the way that more teachers should be to prepare students for the working world. She expected professionalism, and I feel like this helped me produce some of my best work. She is extremely knowledgeable and offered very useful criticism and much-appreciated praise. Moreover, she was always responsive and caring. I absolutely loved being in her campaigns class, and I feel very lucky to have had the opportunity to learn from her.”
- “This course was hands-down the most influential and challenging experience during my time at KU. Chen is easily the most caring and loving professor I've had who has a genuine interest in personal growth and pushes you to the best of your ability. I am so blessed to have Chen as a teacher in two courses (research methods as well), and I will never forget the positive and encouraging impact she had on me.”
- “Dr. Chen is an INCREDIBLE a teacher. She was personally invested in the success of each and every student in class and went above and beyond by meeting with us outside of class on a regular basis, even on evenings and weekends. I feel lucky to have been able to build a relationship with her over the course of the semester. She is an incredibly valuable asset to this program.... You rock, Dr. Chen!”

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 race, ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, veteran status, citizenship, status, nationality and other diverse identities that they bring to class. 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.

I am excited to embark on this journey with you and hope you are too!

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 proactive and 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 that 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 avoiding 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 Dropbox Folder where reading materials and assignment guidelines will be shared. (Note that your grade will still be updated via Blackboard.)

COMMUNICATIONS

The University of Kansas 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. Use basic etiquette (e.g., appropriate salutation/title, signature) – I don’t want your email to get lost in my inbox, and it’s hard to answer your email if I don’t know who you are. Read [this](#) on how to email your professor.

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.

Always keep in mind: **You are what you do, not what you say you'll do.**

- **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!*

COURSE REQUIREMENTS & ASSIGNMENTS

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

Individual Project

Professionalism (100 points)

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. Also, for this portion of your course grade, I will take into account of your contributions to improving or facilitating collaboration among class/group members on campaign projects.

5~8 questions for our client (50 points)—More instructions to follow

Plansbooks critiques (100 points, each critique = 20 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. You will review a plansbook and critiquing five different sections this semester. Below are some *example* prompts for you to start your critiques. **Additional reflections welcome! Submit the assignment on Blackboard.**

The issues you should discuss in your critique include, but are not limited to:

- What is the key objective of this campaign?
- To what extent does the campaign meet the objective and speak to the target audiences?
- What are the main strengths and weaknesses of the specified section? How would you evaluate each section?
- How could the team improve their arguments in each section? How might they present the information differently?

Capstone reflections (100 points)—More instructions to follow

Peer evaluations—timely submissions (20 points)

You will evaluate your teammates' performance three times this semester. Timely submission will earn you 20 points.

Account Executive (lead) + contributions from other members (80 points)

AE's Weekly Briefing—email submission (80 points): By noon of every Friday, each Account Executive will email Dr. Chen (y.chen@ku.edu) a weekly briefing (cc every team member). The Account Executive will submit 16 weekly briefings this semester.

- 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.
 - The AE will set up a Toggle account to track the time each team member spent on the project that week.
 - The AE will provide a detailed description of what the team member accomplished as well as meeting attendance, follow-up on tasks, etc.
 - The briefing should include 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
- Late briefings? See our late assignment policy.

Group Term Project—More details will be shared (550 points)

Individual Term Project

Professionalism	100 points
5-8 questions for the client's visit	50 points
Plansbooks critiques	100 points
Capstone reflections	100 points
Peer evaluations—timely submissions	20 points

Account Executive's Weekly Briefing

Account Executives' Weekly Briefing due midnight, every Friday (16 briefings, 5 points each) 80 points

Group Term Project

Step 1: Group Organization Contract	50 points
One-pager for client update meeting	50 points
Client update presentation	50 points
Step 3: Research Section Draft	100 points
Step 5: Planning Section Draft	100 points
Final plansbook	200 points
(including introduction, executive summary-step 2, predictions and evaluations-step 7, budget-step 8) + Step 11: Final Client Presentation)	

Peer Evaluations

TOTAL	1,000 points
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Each member's grade will be adjusted in Step 3, Step 5, and Final plansbook/presentation.

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

But hold on...I still have some pressing questions. If you are interested in our course polices on note taking, absences, inclement weather, campus resources, etc., I might have the answers you're looking for. Read on!

Could I submit assignments late? Each assignment has a deadline. 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.

Could I use laptop and cellphone in class? Let's admit it: Technology is helpful and disruptive at the same time. To enhance your learning experience, I warmly invite you to put away your laptop and cellphone in class, *unless it's requested by the instructor for learning purposes*. I reserve the right to adjust your professionalism grade up to 100 points based on your adherence to the course policy.

How could I take my notes if my laptop is stored away? Take notes in longhand. 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](#)."

Would I be missing something important in class if I skip the class? My answer will always be YES! Tell me early on if you are planning to miss a class or two. Excused absences (especially for exams) 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.

What is the grade change policy? First, please leave your parents out of this. Your parents, Chancellor, or the Dean, are not responsible for your grade. You are. They also would not tell professors like me to change a student's grade. If you have any questions about your grade, come talk with me. Better yet, ask questions to receive feedback before any assignments are due. If there is a change in grade, it is solely authorized by me and only under unusual circumstances.

What if I need help? I am committed to your success. I encourage you 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. Do not hesitate to seek continuing assistance throughout the semester.

Here is a list of resources to help you succeed: (more will be provided on BB)

- Office of Multicultural Affairs (OMA) offers help to underrepresented students and offer inclusive learning environment for all. It also has retention programs to help you succeed, academically and personally: <https://oma.ku.edu/about>
- Need tips for learning? Or if you think you need course-specific academic assistance, please contact Academic Access and Achievement Center (AAAC): <https://achievement.ku.edu>
- KU Office of Student Access Services coordinates accommodations for all students who are eligible: <https://disability.ku.edu/>
- Public safety offers provide a safe and secure environment for everyone on campus. If you need information about how to protect you from becoming a victim of a crime, help you recognize and report suspicious activity and guide you in the event of an emergency, Public Safety is your go-to source: <https://publicsafety.ku.edu/>
- Need help with issues related to adjusting to college and other psychological, interpersonal, and family problems? KU Counseling and Psychology Services (CAPS) is here to help: <https://caps.ku.edu/>
- Are you in need of some food to help you get through the week? Campus Cupboard is here to help: <https://www.cco.ku.edu/food/>

- Want to learn more about gender equity? Need a private service to discuss gender related issues? Want to advocate and support campus community of all genders? Please visit Emily Taylor Center for Women & Gender Equity: <https://emilytaylorcenter.ku.edu/>
- Need someone to review your writing before submission? KU writing center is here to help: <http://writing.ku.edu>
- Looking to meet people who share your interests? Consider joining a club organized by Student Involvement & Leadership Center (SILC). <https://silc.ku.edu/> You can also easily search for clubs on rockchalkcentral.ku.edu
- Consider getting involved in the Lawrence community by volunteering with the Center for Community Outreach (CCO) <http://www.cco.ku.edu/>
- At any point in your journey towards a career you can contact the University Career Center (UCC). They offer resume help, mock interviews, career assessments, help with internships, and more. <https://career.ku.edu/>

What is your take on diversity? As a first-generation, female minority faculty, fostering an inclusive learning environment is very important to me. This means that diversity and individual differences are understood, respected, and appreciated in this class and beyond. All students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. We will 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 will not be tolerated and are contrary to KU's mission.

Could I copy or record your class lectures? Course materials prepared by me, as well as content of all lectures presented by me in class and on Blackboard, are my property. Video and audio recording of lectures without instructor consent is prohibited. On request, I 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. 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 me on Blackboard.

Could I sell my notes to commercial note-taking ventures? Commercial note-taking is not permitted in this course. 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.

What if I want to bring concealed weapon to campus? For students who choose to carry concealed handguns, you are solely responsible to do so in a safe and secure manner in strict conformity with state and federal laws and KU weapons policy. Individuals who violate the KU weapons policy may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct.

The weather is bad. Do I still have to go to school? 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 (Tentative)

*Note: Course schedule subject to change. Any changes to due dates will be announced by email or in class.

Topic

Required readings

Week I

T. 1/22	Introduction to the course <ul style="list-style-type: none"> • Structure of the class—review syllabus and discuss strategic campaign project • Administrative matters: Individual introduction + Group organization 	
Th. 1/24	<ul style="list-style-type: none"> • Project groups announced • Implicit bias test • Bring syllabus & your laptop • Assignment: Step 1: Group contract and weekly briefing expectations 	<ul style="list-style-type: none"> • We will take an implicit bias test class in class. • Submit a hardcopy of the syllabus agreement form & student consent form—sharing course work • AE’s weekly briefing due noon, Friday (Email submission)

Week II

T. 1/29	Preparing for client visit and more <ul style="list-style-type: none"> • Review the client briefing document • Group activity • Introducing team evaluation, warning and firing procedures 	<ul style="list-style-type: none"> • Prior to Tuesday, take Myers-Briggs Survey and read about your type: https://www.16personalities.com/free-personality-test • Read: https://www.officevibe.com/blog/build-psychological-safety • Step 1 (group): Group contract due in class (A hardcopy with signatures is required.)
W. 1/30		<ul style="list-style-type: none"> • Client assignment due (individual): 5-8 questions for the client’s visit, due noon, Wednesday, on Blackboard. (After submission, work with your group to come up with a team-version of the client assignment.)
Th. 1/31	Client briefing, Pine Room, KU Union <ul style="list-style-type: none"> • Be early! • Be prepared to ask questions • Dress professionally 	<ul style="list-style-type: none"> • Client assignment due (group): 5-8 questions for the client’s visit (turn in a hard copy at the end of the class) • AE’s weekly briefing due noon, Friday (Email submission)

Week III

T. 2/5	<p>Step 3.1: Research section (situation analysis & secondary research) + workshop</p> <ul style="list-style-type: none"> Discuss how to write a good situation analysis and secondary research section <p>Discuss plans for conducting client research</p>	Individual: Review plansbook's situation analysis & secondary research section (skip the executive summary) and write-up a two-page max, single-spaced critique, due noon, Monday on Blackboard. (Bring a hardcopy or digital copy to class for your own reference.)
Th. 2/7	Group consultation—research	AE's weekly briefing due noon, Friday (Email submission)

Week IV

T. 2/12	Group consultation—research	Step 3.1 (group): Situation analysis and secondary research section draft due noon, Wednesday (Dropbox submission)
Th. 2/14	<p>Step 3.2: Research planning (primary quantitative research)</p> <p>Discuss how to write a good primary research section</p> <p>Guest speaker: Michelle Keller 11:45 am -12:15 pm</p>	<p>Individual: Review plansbook's primary research section and write-up a two-page max, single-spaced critique, due noon, Wednesday on Blackboard.</p> <p>AE's weekly briefing due noon, Friday (Email submission)</p>

Week V

T. 2/19	Group consultation—research	
Th. 2/21	Group consultation—research	AE's weekly briefing due noon, Friday (Email submission)

Week VI

T. 2/26	<p>Steps 4.1: Planning—Part 1 + workshop</p> <ul style="list-style-type: none"> We will write goals and objectives in class. 	Individual: Review plansbook's planning section (including tactics) and write-up a two-page max, single-spaced critique due noon, Monday on Blackboard.
Th. 2/28	Step 4: Consumer Journey — workshop	<p>AE's weekly briefing due noon, Friday (Email submission)</p> <p>Step 4.1 (group): Planning sections (goals & objectives) due noon, Friday. (Dropbox submission).</p>

Week VII

T. 3/5	Steps 4.2: Planning—Part 2 + workshop Combine strategy in consumer journey	Step 3.2 (group): Primary research & summary of key findings, due noon, Wednesday (Dropbox submission)
Th. 3/7	Group Work Day—No class	AE's weekly briefing due noon, Friday (Email submission)

Week VIII

	SPRING BREAK—HAVE FUN!	
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Week IX

T. 3/19	Class Q&A: client mid-term update & work in class	Step 4.2 (group): Planning sections (strategies and tactics) due noon, Wednesday. (Dropbox submission).
Th. 3/21	Group consultation—mid-term update, strategies and ideas	AE's weekly briefing due noon, Friday (Email submission)

Week X

T. 3/26	Group consultation— mid-term update, strategies and ideas	
Th. 3/28	Client mid-term update; Meet @ Pine Room. Each group will have 15 mins to update clients on strategy and tactics and seek feedback.	AE's weekly briefing due noon, Friday (Email submission)

Week XI

T. 4/2	Class Q&A: Review campaign progress and work in class	
Th. 4/4	GROUP WORK DAY—No class	AE's weekly briefing due noon, Friday (Email submission)

Week XII

T. 4/9	Group consultation—Strategies and tactics	Individual: Review plansbook's executive summary, predictions, and budget sections. Then write-up a two-page max, single-spaced critique. due noon, Monday on Blackboard.
Th. 4/11	Group consultation—Strategies and tactics	AE's weekly briefing due noon, Friday (Email submission)

Week XIII

T. 4/16	Group consultation—Strategies, tactics, and plansbook	
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Th. 4/18	Group consultation— Strategies, tactics, and plansbook	AE's weekly briefing due noon, Friday (Email submission)
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Week XIII

T. 4/23	Group consultation—Plansbook	
Th. 4/25	Group consultation—Plansbook	AE's weekly briefing due noon, Friday (Email submission)

Week XV

T. 4/30	Class Q&A: Review campaign progress and work in class	
Th. 5/2	Campaign walk through: Meet @ the Pine Room in the Union as a class	AE's weekly briefing due noon, Friday (Email submission)
F. 5/3		Draft digital plans book & collaterals due @ noon, Friday (Dropbox submission) (Package your InDesign files so I can view your fonts, images, etc.)
S. 5/4	PRESENTATION REHEARSAL— AE schedules a 90-minute segment on Google calendar Room: Pine Room (9 am-5 pm)	
Sun. 5/5	PRESENTATION REHEARSAL— AE schedules a 90-minute segment on Google calendar Room: Pine Room (12-5 pm)	

Week XVI

M. 5/6	PRESENTATION REHEARSAL TIME—If you'd like for me to critique your team's presentation, we can schedule an appointment from 9 am-5 pm in Pine Room.	
T. 5/7	Final Presentation @ the Pine Room, 6-9 pm	Final presentation file due @ 3 pm (Dropbox submission); Bring a hard copy of your plansbook for our client and give our client a USB drive with your packaged InDesign files.
Th. 5/9	Meet in class: reflections and a final goodbye	Individual reflections due noon, Friday on Blackboard