ELEMENTS OF COMMUNICATIONS PLANNING (MPPR-505)

Dates: May 17, 2017 - August 20, 2017

Location: Online

Faculty: Prof. Neil Dziemian

Virtual Office Hours: By appointment through Zoom Conference in Canvas. Contact me by email to set up an appointment.

COURSE DESCRIPTION

Mastering communications planning is similar to laying the foundation for your dream home

- it requires an investment but if completed with care, all the other pieces easily fall into place. In this course, you will learn the Georgetown model for step-by-step communications planning – a building block for success in MPS PR/CC and in your career. The model generates proven results by illuminating the research, creative discovery, and strategies you will consider on your road to becoming a successful communications leader. Every element of the framework builds on the last; starting with research and insight, moving through situation analysis, goals, objectives, strategies and tactics, and concluding with evaluation. You will learn how to identify key publics, create targeted messaging, build budgets, and convey timelines. The course focuses on each of the elements in depth and provides opportunities for practice and, ultimately, mastery.

At the end of the course, you will understand the planning model as a framework for thinking about strategic communication. You will also be able to apply your reasoning skills to figure out a range of communications challenges and effectively explain your decision making to peers, superiors and clients. This course will prepare you to respond confidently and creatively to the rigors of your Capstone experience, coursework, and professional environments.

COURSE DETAILS AND EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas. Each Module

will be released on a weekly basis every Friday at 11:59 pm (EST). Students are required to move through each module in sequential order.

COURSE-LEVEL LEARNING OBJECTIVES

Each student can expect to cultivate his or her ability to envision and write insightful communications plans. To reach this goal you will:
1. Understand the principles of the Georgetown planning model/framework
2. Customize and confidently apply elements of the framework to various communications challenges
3. Develop analytical reasoning skills in order to assess and discuss the strengths and weaknesses of a proposed plan
4. Explain, outline and write strategic communications plans, one of which will be portfolio-ready

REQUIREMENTS

Textbook

Wilson, L., & Ogden, J. (2014). *Strategic communications planning for effective public relations and marketing* (6th ed.). Dubuque, Iowa: Kendall Hunt Publishing Company. ISBN-13: 978-1465249159 or ISBN-10: 146524915X | $75.05

Articles and Chapters
All articles, book excerpts, cases, and multimedia listed on the course schedule will be distributed in advance via Canvas. Readings not included in the initial syllabus will be provided later in the semester, so we can review real-time cases and current events.

Recommended Readings

Associated Press (2015). *The Associated Press Stylebook and Briefing on Media Law 2015* (46th ed.). New York: Basic Books.
ISBN-13: 978-0465062942 ISBN-10: 0465062946 | $14.21

Strunk, Jr., W., & White, E. (1999). *The elements of style* (4th ed.). Boston: Allyn and Bacon. ISBN-10: 020530902X or ISBN-13: 978-0205309023 | $5.20

REQUIRED COURSE ACTIVITIES AND ASSIGNMENTS

These assignments are designed to help students think critically and independently about the issues raised in the reading. These will be graded on a standard scale from A to F. Grades in the B and C range will be common and normal; only truly excellent work will receive the highest grades. Do not, however, worry if your initial grades are low, since we are looking for significant improvement from the beginning to the end of the class.

Written work is due by the assigned due date on Canvas. **You must submit your weekly written assignment online by the time assigned in Canvas; DO NOT SEND YOUR**

PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES. Follow-ups and class participation is contingent on the timely submission of your initial responses.

Late Submission Policy:

Grades for late assignments will automatically be reduced by 50% of the maximum points, in addition to points reduced in the normal grading process. Assignments that are late by more than seven days will receive no credit.

- *Example:* An assignment is worth 10 points. After grading, the grade is reduced by 1 point (total of 9 points remain). If submitted late, the grade would be reduced by an additional 5 points (50% of the maximum 10 points), so a total of 4 points remain. If submitted more than 7 days late, the grade is reduced to zero points.
- *Exception*: If a medical or family emergency arises and the student notifies the instructor, a student may receive a smaller penalty for late assignments (10% deduction) as a result of this emergency **upon instructor approval.** Approval of this exception is completely at the discretion of the Instructor. To be excused from an assignment, see makeup policy below.
- *Technical issues with submissions*: If a student submits an assignment on time, but a technical issue with Canvas causes a delay in posting, the student must notify the instructor immediately and explain the situation. At the Instructor's discretion, no points will be deducted if the delay is minimal (e.g., a few minutes). This is expected to be a rare occurrence; students must take the necessary steps to ensure assignments are submitted on time.

APA Style:

The PRCC program uses the American Psychological Association (APA) style for citations and references. Ensure all papers and plans are submitted using APA style. For more guidance, see: http://www.library.georgetown.edu/citations.

COURSE RESOURCES

Research Guide

The PRCC program has an extensive online Research Guide designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work http://guides.library.georgetown.edu/prcc

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+

million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the Library's Homepage by using their University username (NetID) and password (this is the same login information used to access email). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by

telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

STUDENT EXPECTATIONS

This course consists of 13 modules. You are expected to do the readings, watch the lecture videos, and to otherwise engage the material presented on the course website.

Your responsibilities include taking the module quizzes, completing the module deliverables, and turning in your final plan.

Participation is essential to your success in this class. In distance education courses you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for participation, you will have to complete all of your module assignments and quizzes.

TIME EXPECTATIONS

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending 6-8 hours per week on the work for each online module.

COMMUNICATION GUIDELINES

Canvas

Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

Communication with Peers

You will be expected to communicate with your peers via the discussion board and Voice Thread.

Email

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.

Turnaround / Feedback

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow 3 business days for assessment submission feedback. Please allow 5 business days for feedback for the Outline and Final Plan assignments.

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Also, what happens in a class discussion stays in a class discussion unless you receive permission from the instructor to share something outside the class.

And finally, course and the PR/CC program are designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

- **Use accurate spelling and grammar in all discussion boards and assignments.** An effective communicator must be able to write well. <u>Points will be deducted for typos and inaccurate grammar</u>, so proofread prior to submitting. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.

- **Discussion boards are conversational**. Students are encouraged to **use a conversational tone and convey personality on discussion boards**. This means use of colloquial language is acceptable, as well as (limited) cliche or buzzword phrases. Emoticons, <u>if warranted to convey tone</u>, can be acceptable depending on the situation. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your co-workers.

- **Your assignments are assumed to be client-ready.** While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding informal tone or word use in your written assignments and presentations.

COURSE ACTIVITIES AND ASSIGNMENTS

Participation -- 15% of Final Grade
Due: Every Module -- Class Discussions and Activities
Success in this class is dependent on active participation in discussions and activities. Our goal is not to memorize the Georgetown planning model. Instead, we want you to understand the framework so that it guides your critical thinking and strategic planning. To that end, you will be required to participate in Class Discussions and Activities during each module. Your contributions should show clear understanding of the readings and subject at hand; apply a framework or criteria for analyzing a topic; and/or help make connections among ideas, readings, or experiences we discuss. You will also engage with the instructor and your fellow classmates in active discussions designed to enhance your own learning experience and those of your fellow classmates.

Student Presentation – 5% of Final Grade
Due: Scheduled per module
Starting with Module 3, either individually or in pairs, students will be asked to give a presentation via VoiceThread, applying the previous week's lesson to a current event in the

news or a recent campaign. The purpose of this exercise is to ensure students understand important concepts and discuss real-time examples of ideas, and to provide a forum for raising additional questions. Fellow classmates will also offer feedback via VoiceThread. This activity will help you in communicating your strategic plans in the future, as you will need to explain complex information in a compressed timeline often throughout your career. You will sign up for a student presentation during Module 1.

Pitch Presentation – 5% of Final Grade
Due: Module 14
Although pitching your final communications plan isn't part of the Elements class, you will be asked to pitch your plan in the Program's Capstone course. To that end, we want to give you an opportunity to practice your pitching skills at the start of the program. In Module 14 using VoiceThread, each student will give a 5 minute pitch persuading the audience about a product, issue or movement. Fellow classmates will offer feedback via VoiceThread.

Assignments (4) – 15% of Final Grade
Due: Modules 3, 4, 5 & 8
This course is designed to offer opportunities to practice the planning model in different contexts.

- Assignment 1 - Secondary Research Sources
- Assignment 2 - Case Study & Crafting Insights
- Assignment 3 - Key Publics
- Assignment 4 - Strategies & Tactics

Mid-Term Outline – 15% of Final Grade Due:
Module 7
In preparation for the Final Plan, students will complete a 6- to 8-page communications plan outline from beginning through the Messages section. You will be provided with specific questions to direct you in completing this assignment. You will use short paragraphs and bulleted lists to convey your insights, considerations and strategic thinking about your Final Plan. You will also submit at least 10 of the 25 references that you will use in the Final Plan. The Outline must be written based on the RFP you select at the beginning of the semester. **Note**: the outline is not intended to be a draft; content provided through the Messages section should be fully developed.

Peer Reviews – 5% of Final Grade
Due: Modules 6 & 11
Twice during the semester you share drafts of your Plan for peer discussion and review. This format is intended to help you develop your Final Plan over the course of the entire semester with group input and sufficient feedback during the process.

Final Plan – 40% of Final Grade
Due: End of Module 13
Your final assignment will be to write a 15- to 30-page, portfolio-ready strategic communications plan using the framework you learned throughout the semester. You will

receive detailed grading criteria prior to the assignment due date, so you know exactly what to include and how each element will be graded. The Final Plan must be written based on the RFP you select at the beginning of the semester and the plan outline assignment you complete earlier in the semester. Maximum length is 30 pages.

GRADING

Graduate course grades include A, A-, B+, B, B-, C and F. There are no grades of C+, C- or D.

Your course grade will be based on the following:

Participation	15%
Student Presentation	5%
Pitch Presentation	5%
Assignments	15%
Mid-Term Outline	15%
Peer Reviews	5%
Final Plan	40%
Total:	**100%**

Grading Scale:

Students will have the opportunity to earn a grade of up to 100% this semester. Please reference the below grading scale:

A: 93-100%
A-: 90-92.99%
B+: 87-89.99%
B: 83-86.99%
B-: 80-82.99%
C: 70-79.99%
F: 69.99% and below

The instructor will provide a warning by mid-semester to any student who appears to be on track for a poor final grade. **You must receive a grade of B or higher to pass this course.**

ABSENCES

There are no excused absences in an online course. The instructor will count a student as "absent" in any week in which the student fails to submit any of the assignments due that week, including participating in online discussions, quizzes, assignments, and/or activities.

MAKE-UP POLICY

In order to be excused from any assignment or activity in a module, you must have a doctor's excuse and permission from your Dean, and/or have secured my permission well in advance. Be sure to secure all documentation of make-up work arrangements in writing.

ACCOMMODATION

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; http://academicsupport.georgetown.edu/disability) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs at http://gervaseprograms.georgetown.edu/honor/system/53377.html. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out http://www.plagiarism.org.

COMPUTER REQUIREMENTS

Students need to have sufficient technology and Internet access to complete this course.

Here are the requirements listed by Canvas:

Operating Systems

- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

- iOS 7 and newer
- Android 2.3 and newer

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

Audio and Video Capability

- You will need an internal or external microphone. Most computers now come with them built in.

- You will need an internal or external camera. Most computers now come with them built in.

TECHNICAL SKILLS REQUIREMENTS

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to utilize a variety of technologies, such as:

1. Communicate via email including sending attachments
2. Navigate the internet using a Web browser
3. Use office applications such as Microsoft Office or Google Docs to create documents
4. Learn how to communicate using a discussion board and upload assignments to a classroom Web site
5. Upload and download saved files
6. Have easy access to the Internet
7. Navigate Canvas, including using the email component within Canvas
8. Use a microphone to record audio through your computer
9. Use an internal or external camera to record video through your computer

TECHNICAL SUPPORT

Canvas

Click on the Help link (on top-right of page in Canvas) to reach Canvas Support, including the Canvas Student Guide and 24 hour Canvas Support Hotline at 855-338-2770.

Google Apps

Use of Georgetown University-issued accounts (Links to an external site.) for Google Mail, Calendar, Groups, Talk, Docs, Sites, Video, and Contacts is governed by the contract between Georgetown University and Google. For help managing your Google Documents, visit Google Drive Help Center (Links to an external site.)

VoiceThread

We will be using VoiceThread for delivering presentations, commenting on presentations, and holding discussions about the presentations. VoiceThread help is available through Georgetown.

Learning Resources

SCS offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- **Academic Resource Center**
  202-687-8354 |
  arc@georgetown.edu [http://academicsupport.geo](http://academicsupport.georgetown.edu/)
  [rgetown.edu/](http://academicsupport.georgetown.edu/)
- **Counseling and Psychiatric Services**
  202-687-
  6985 http://caps.georgetown.edu/
- **Institutional Diversity, Equity & Affirmative Action (IDEAA)**
  (202) 687-4798
  https://ideaa.georgetown.edu/

COURSE CONTENT OUTLINE

This course is divided into 13 modules plus an orientation to the course and Canvas. Below is an outline for each module.

ORIENTATION: Welcome to Elements
(May 17 – 21)

Learning Objectives

- Familiarize yourself with the Weekly Activity Flow

- Watch the Introductory Video
- Learn how to navigate the Canvas course environment

- Meet your Instructor
- Review our Netiquette Guidelines
- Set up your Personal Profile
- Introduce yourself using the Discussion Board
- Participate in synchronous session

Module Activities

- Synchronous Session: Orientation (May 19; 8:00 p.m. Eastern)
- Class Discussion: Introduce Yourself (May 19 & 21)

Module 1: Introduction to the Georgetown Framework (May 22 – 28)

Learning Objectives

- Learn the elements of the Georgetown Framework
- Understand what RFPs are and how they will be used in the course

Module Activities and Assessment

- Guest Speaker Video
- Class Discussion: Value of Communications Planning (Due May 24 & 26)
- Synchronous Session: Introduction to the Georgetown Framework (May 25; 8:00 p.m. Eastern)
- Reading: Course Textbook (May 27)
- Read Lecture: RFP and the Main Deliverable
- Activity: RFP (Due May 28)
- Introduce Student Presentations

Memorial Day (May 29)

Module 2: Research Methods (May 30 – June 4)

Learning Objectives

- Develop a context and tools for research in communications planning
- Define and understand research methods

Module Activities and Assessment

- Reading: Course textbook
- Lecture Video: Research Methods

- Class Discussion: Research Methods (Due May 31 & June 2)
- Office Hours (6:00 pm to 9:00 pm Eastern; 15 minute intervals, by appointment only) (June 1)
- Reading: Building Your Plan, Writing the Background Section
- Activity: Building Your Plan, Writing the Background Section (Due June 4)

Midterm Outline Progress: Receive RFP assignment; initiate background research

Module 3: Insights & Research as a Planning Tool; Creativity & Brainstorming
(June 5 – 11)

Learning Objectives

- Understand the range of research sources available
- Review the written components of the research section
- Understand the components of a strong research section
- Begin to generate insights

Module Activities and Assessment

- Student Presentation(s): Topic - Research Methods (Due June 5)
- Reading: Course Textbook and Additional Readings
- Lecture Video: Situation Analysis & Problem/Opportunity
- Class Discussion: Insights and Research as a Planning Tool (Due June 7 & 9)
- Read: Writing the Situation Analysis
- Read: Building your Plan, Identifying the Core Problem or Opportunity
- Office Hours (6:00 pm to 9:00 pm Eastern; 15 minute intervals, by appointment only) (June 8)
- Activity: Building Your Plan: Writing the Situation Analysis (Due June 11)
- Activity: Building Your Plan: Identifying the Core Problem or Opportunity (Due June 11)
- Assignment 1: Secondary Research Sources (Due June 11)

Midterm Outline Progress: Continue background research

Module 4: Goals & Objectives and Insights (June 12 – 18)

Learning Objectives

- Understand and create strong goals and objectives

- Practice generating goals and objectives
- Understand role of Insight and how to apply
- Research skills and SCS Library Resources
- Gain familiarity with market research

Module Activities and Assessment

- Student Presentations: Topic - Research as a Planning Tool: Creativity & Brainstorming (Due June 12)
- Reading: Course Textbook
- Lecture Video: Goals & Objectives
- Class Discussion: Goals & Objectives (Due June 14 & 16)
- Office Hours (6:00 pm to 9:00 pm Eastern; 15 minute intervals, by appointment only) (June 15)
- Guest Lecture Video: Jessical Vanderhoff, SCS Librarian, Part 1 of 2
- Guest Speaker Activity (Due June 18)
- Reading: Building Your Plan, Goals and Objectives
- Activity: Building Your Plan, Goals and Objectives (Due June 18)
- Assignment 2 - Case Study & Crafting Insights (Due June 18)

Midterm Outline Progress: Continue background research; write initial draft of Situation Analysis, Core Problem/Opportunity, and Goal

Module 5: Key Publics; Brand Positioning & Framing (June 19 – 25)

Learning Objectives

- Understand key publics and how to identify and segment them
- Gain familiarity with consumer behavior research
- Understand the basic concepts of brand positioning, and framing

Module Activities and Assessment

- Student Presentations: Topic - Goal & Objectives (Due June 19)
- Reading: Course textbook – Building Your Plan, Key Publics
- Reading: Selected articles
- Reading: Building Your Plan, Branding and Framing
- Lecture Video: Key Publics
- Lecture Video: Branding & Framing
- Class Discussion: Key Publics, Brand Positioning, and Framing (Due June 21 & 23)

- Office Hours (6:00 pm to 9:00 pm Eastern; 15 minute intervals, by appointment only) (June 22)
- Guest Lecture Video: Jessical Vanderhoff, SCS Librarian, Part 2 of 2
- Activity: Building Your Plan: Key Publics (Due June 25)
- Activity: Building Your Plan, Branding and Framing (Due June 25)
- Assignment 3: Key Publics (Due June 25)

Midterm Outline Progress: Continue research; finalize Situation Analysis, Core Problem/Opportunity, and Goal; draft Objectives and Key Publics; draft brand positioning and framing.

Module 6: Messaging (June 26 – July 2)

Learning Objectives

- Understand the basic concepts of brand positioning, framing, and their application to message design
- Practice evaluating the effectiveness of sample messages in practice
- Discuss new perspectives on message design and review cases
- Brainstorm brand positioning, framing, and messages for RFPs
- Assess the strategy through peer review
- Practice analyzing plan content; particularly up to messages
- Consider approaches to organizing plan content

Module Activities and Assessment

- Student Presentations: Key Publics; Practical Applications (Due June 26)
- Reading: Course textbook and additional reading -- Building Your Plan, Messages
- Lecture Video: Messaging
- Class Discussion: Messages (Due June 28 & 30)
- Guest Speaker Video and Discussion: Joe Plenzler, Messaging
- Office Hours (6:00 pm to 9:00 pm Eastern; 15 minute intervals, by appointment only) (June 29)
- Peer Review 1: Plan Outline (Submit June 29, Peer Response Due July 2)
- Activity: Building Your Plan – Writing Messages (Due July 2)

    You will also be asked to provide mid-semester feedback.

Midterm Outline Plan Progress: Finalize Objectives, Key Publics, Brand Position, and Framing. Draft Messages and SWOT. Edit background to reflect recommendations.

Module 7: Strategies, Tactics, & Social Media (July 3 – 9)

Learning Objectives

- Understand how to define and create strategies and tactics
- Discuss strategic case studies
- Learn about social media's role as a tactic in strategic communications planning

Module Activities and Assessment

- Student Presentations: Topic - Branding, Framing & Message Design (Due July 3)
- Reading: Course textbook and additional material – Strategies and Tactics
- Lecture Video: Strategies, Tactics & Social Media

- Guest Speaker Video: Julia Burgos, Strategies & Tactics
- Class Discussion: goal, objective, strategy, and tactic (Due July 5 & 7)
- Office Hours (6:00 pm to 9:00 pm Eastern; 15 minute intervals, by appointment only) (July 6)
- Guest Speaker Video: Kyle Sriven, Social Media
- Activity: Strategies and Tactics (Due July 9)
- Midterm: Full Plan Outline (Due July 9)

Independence Day (July 4)

Midterm Outline Plan Progress: Incorporate Peer Review feedback. List all references. Edit and finalize formatting for submission.

Module 8: Calendars, Budgeting, and Implementation (July 10 – 16)

Learning Objectives

- Understand considerations and terms in creating calendars and budgets
- Understand expectations for creating calendars and budgets
- Discuss how calendars and budgets impact plan approval and implementation
- Evaluate a budget and practice writing calendars and budgets in our course format

Module Activities and Assessment

- Student Presentation: Messaging (Due July 10)
- Reading: Course Textbook -- Building Your Plan Resource Material, Calendar and Budgeting
- Lecture Video: Calendar & Budgeting

- Class Discussion: Calendar & Budgeting (Due July 12 & 14)
- Synchronous session - time to discuss plan outlines (July 13, 8:00 p.m. Eastern)
- Activity: Building Your Plan, Calendar and Budgeting (Due July 16)
- Assignment 4: Strategies and Tactics (Due July 16)

Final Plan Progress: Draft Strategies and Tactics

Module 9: Creative Materials (July 17 – 23)

Learning Objectives

- Explore the creative materials development process
- Discuss the value of creative and collaborating with teams

Module Activities and Assessment

- Reading: Course Material -- Building Your Plan, Creative Materials

- Lecture Video: Creative Materials
- Class Discussion: Creative Materials (Due July 19 & 21)
- Office Hours (6:00 pm to 9:00 pm Eastern; 15 minute intervals, by appointment only) (July 20)
- Activity: Building Your Plan, Creative Materials (Due July 23)

Final Plan Progress: Finalize Strategies and Tactics, draft calendar and budget

Module 10: Measurement & Evaluation, Executive Summaries and Putting the Plan Together
(July 24 – 30)

Learning Objectives

- Understand, discuss, and apply measurement and evaluation
- Apply measurement/evaluation concepts to your RFP
- Understand executive summaries and briefly discuss presenting plans
- Review/clarify expectations for final plan and knowledge gained throughout the semester
- Explore the pathways toward completing your plan

Module Activities and Assessment

- Student Presentation Topic: Strategies, Tactics, and Social Media (Due July 24)

- Reading: Course textbook -- Building Your Plan, Measurement and Evaluation
- Reading: Course Material -- Building Your Plan, Executive Summary
- Lecture Video: Measurement & Evaluation
- Class Discussion: Measurement & Evaluation; Best Practices (Due July 26 & 28)
- Office Hours (6:00 pm to 9:00 pm Eastern; 15 minute intervals, by appointment only) (July 27)
- Activity: Building Your Plan, Measurement and Evaluation (Due July 30)
- Activity: Building Your Plan, Executive Summary (Due July 30)

Final Plan Progress: Finalize Calendar and Budget, draft mock-ups and evaluation

Module 11: Case Studies and Applied Practice (July 31 - August 6)

Learning Objectives

- Apply what you've learned throughout the semester

Module Activities and Assessment

- Student Presentation Topic: Bringing your plan to life with visuals and creative materials (Due July 31)

- Reading: Course Material
- Class Discussion: Review "real life" strategic communications plans and new business pitches (Due August 2 & 4)
- Office Hours (6:00 pm to 9:00 pm Eastern; 15 minute intervals, by appointment only) (August 3)
- Peer Review 2 - Final Plan (Due August 3, feedback due August 6)
Final Plan Progress: Bring entire plan into draft form for peer feedback

Module 12: Pitching Your Plan (August 7 – 13)

Learning Objectives

- Understand what makes a good presentation and persuasive pitch

Module Activities and Assessment

- Student Presentations Topic: Measurement and Evaluation (Due August 7)
- Reading: Course Textbook
- Lecture Video: Pitching your Plan
- Synchronous Session (August 10, 8:00 p.m. Eastern)
- Class Discussion: Pitching your Plan (Due August 9 & 11)

- Pitch Presentation (Due August 13)

Final Plan Progress: Incorporate peer feedback and edit final plan

Module 13: Future Planning (August 14 – August 20)

Learning Objectives

- Discuss how to continue growing your strategic skills.
- Identify a strategy for finding a Capstone client

Module Activities and Assessment

- Reading: Course textbook
- Class Discussion: Reflections (August 16 & 18)
- Synchronous Session: Looking Forward to Capstone (August 17, 8:00 p.m. Eastern)
- Final Plan due (August 20)