

Course Syllabus
COMMUNICATION 320-20 E: Public Service Communication
Spring 2020
Mon, Wed, Fri: 11:30-12:20

Instructor: Susan Geffen

Office Hours: I am happy to meet with you at a mutually convenient time at the Water Tower Campus.

Email: sgeffen@luc.edu

Telephone: 312-266-9192: leave a voicemail; cell: 312-925-5046. You can text me.

Classroom: Corboy Law Center; Room 901

Welcome:

I look forward to working with you and sincerely want this class to be a stimulating, interesting, fun and valuable part of your Loyola University education.

Prerequisite: Public Relations 210 or 265

REQUIRED TEXT to be used throughout the course:

Levinson, Conrad & Forbes,
Guerilla Marketing for Nonprofits, 2010, Entrepreneur Media Inc., ISBN# 1599183749

PLEASE NOTE:

As your instructor, I may make changes in the course schedule and class assignments. Please be sure to attend every class, check your email and check Sakai to make certain you are up-to-date with class activities and aware of any changes.

COURSE DESCRIPTION:

Communication 320 focuses on cause-related public relations, marketing and advertising for public service that supports a common good, provides a benefit or value to the public, or shows a responsiveness to community needs and issues. This course encourages mutual understanding between an organization and its targeted audiences and includes community relations, public service programs, special events, advocacy, fundraising, philanthropy, and alliances & partnerships between nonprofit organizations and business or government agencies.

The course will focus on teamwork in creating a campaign with a local nonprofit organization that will be your client. You'll learn all about analyzing your audience, building a nonprofit brand, landing on the message your client needs and your audience wants. You'll develop a public service campaign, creating an umbrella idea and the communication materials needed to implement the campaign. You'll gain invaluable

experience working with a real-world client and in a creative environment where ideas flourish.

COURSE OBJECTIVES:

1. Provide an understanding of the structure of public services organizations and their targeted audiences.
2. Familiarize students with current public issues and causes, how they are communicated, and what should be included in best campaign practices.
3. Expose students to a variety of public service and education campaigns.
4. Understand how to plan and implement a public service communication program and overcome obstacles to success.
5. Provide hands-on experience developing a public service communication plan and campaign for a real nonprofit organization.
6. If possible, expose students to speakers representing a variety of aspects of public service organizations and related public relations/marketing activities.

COURSE GRADING:

I grade on the point system. There will be 1000 points for the semester, so percentages will take care of themselves. (Just subtract the last zero.) Sakai will also show you the percentages and your grade as the semester goes along. If I change any of the numbers, I will let you know.

Here is a breakdown:

Class Participation/attendance: 225 points for the semester: 5 points for each class; possible 15 points each week.

You will be expected to share ideas, ask questions, volunteer solutions and participate in every discussion. To maximize your ability to participate effectively, it is important to come to class prepared. This includes having completed assigned readings and jumping in to discuss them. Participation also includes giving your fellow students feedback on their campaigns, being alert and aware in class, and not doing anything disruptive to our class culture.

Quizzes/ fairytale, client visit essay: 80 points total

Campaign elements, strategy, audience analysis, brand personality, concept ad, direct mail, social media, promotional ideas, Guerrilla tactic: (20 points each):160

Midterm Presentation of campaign: 160 points

Team participation grade: 50 points

Client Team Campaign: 200 points; Client Team Final Presentation: 125 points

Each team will create a public relations/marketing plan and communications campaign to address your client organization's needs. Every member of the team will receive the same grade for the project, so it is important that every team member contribute 100%. Team members will be asked to evaluate the contributions of their teammates for the Team participation grade.

Teams will provide updates, will jointly present their work to the class, and send work to your clients. You will be responsible for making changes to your work after each presentation in preparation for the final.

Although there will be some time allotted during class to work on the project, students should expect that the project will require research, work and collaboration outside of class.

CLASSROOM ENVIRONMENT

All students are welcome and respected in this class. A free exchange of ideas in a thoughtful, intelligent and gracious manner is encouraged.

You are expected to be prepared for each and every class and to carry your fair share of your team's project work. Your contribution to your team project will be evaluated not only by me and your client, but also by your teammates and other classmates.

Because the class time is so short, we won't take a break. Do not take a personal break unless you are in dire straits because it's disruptive.

ELECTRONICS USE

I do not allow the use of cell phones in class. Period. You must silence your cell phone when class begins and put it away for the duration of the class. Using your cell phone in class will result in a loss of participation points. Laptops and tablets must be put away unless specifically allowed by me for the taking of notes.

ATTENDANCE and LATENESS

You are expected to attend each and every class and to be on time. If you are absent more than 2 times, your grade will go down one letter. If you are late more than 2 times, your grade will go down to a minus. The day you are absent, you will not receive participation points. I can't give you points for participating, if you're not here, right? Days you are late, you will lose 2 participation points out of 5.

Absence during an exam or quiz is not acceptable. If you must be absent those days, you must contact me in advance. Students missing an exam will be required to present medical or other emergency/official documentation explaining their absence before they will be permitted to make up the exam.

Communication professionals **always meet deadlines**. Assignments are due at the beginning of class. **Late assignments will not be accepted, unless you are in an emergency situation** Should there be a required absence, it is your responsibility to obtain that assignment from the email I send you after each class. (See Course Schedule) and complete it for the next class meeting. Penalties for missed deadlines are even more severe in the real world.

Policy on late work, incompletes, and make-ups:

On-time Work: I do not accept late work, unless you are in an emergency situation.

All homework assignments must be sent to my Loyola email address within the specified time period. In Word Format only. If you send it in any other format, it will be considered late. Work must be typewritten, double spaced, and free of all spelling and grammar errors. (Use your computer spell/grammar check) Your name must be on your work to earn credit. Do not do assignments on your phone. **Create the work and send it as an attachment in Word format. Also post it on Sakai.**

Make-ups: If you are absent, you must submit your homework the day it is due along with everyone else.

Re-do's: If you receive a 70% on an assignment, you may re-do it the week after it is graded. Your final grade on the assignment will be an average of the points given.

Every week class, I will send you an email that covers what we learned and what is due the following class session. If you have to choose between what's on the class schedule and what's in my email, choose the info in the email. I will also post all assignments, rubrics and due dates on Sakai.

GRADING SCALE

A 100-94
A- 93-90
B+ 89-88
B 87-83
B- 82-80
C+ 79-78
C 77-73
C- 72-70
D+ 69-68
D 63-67
D- 62-60
F- Below 59

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
 - Submitting as one's own another person's unpublished work or examination material;
 - Allowing another or paying another to write or research a paper for one's own benefit;
- or

- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml.

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

Students needing special accommodations

Any student that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

Managing Life Crises and Finding Support

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – please email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their websites at LUC.edu/dos or LUC.edu/csaa. Or you may contact them directly at 773-508-8840 and at deanofstudents@luc.edu.

STUDENT GRADE OPTIONS:

Pass/Fail: Must be declared by end of week two of classes.

Auditing: Students may participate in class discussions and sit in on meetings. They pay tuition for the course, but are not required to do homework.

Withdrawal: **Students may withdraw from a class during the first week of the semester without receiving a W on their transcript.** If they miss the last date to withdraw, they receive a WF, which will negatively affect their grade point average.

Incomplete: An incomplete grade must be initiated by the student. Appropriate reasons for granting an incomplete (usually within the last two weeks of the semester) include unforeseeable, unavoidable delays in completing work or other disastrous events over which a student has no control. The instructor may require verifiable supporting evidence to grant the request, such as doctor's notes, obituaries or police reports. It is up to the instructor to weigh compassion for the student with fairness to class members who

met deadlines and completed all coursework.

If an incomplete is granted, a written contract regarding what work is to be completed and the deadline for finishing it should be kept on paper by both student and instructor. A copy of the contract should be given to the Dean's office. The "I" will automatically convert to an "F" the following semester if the student does not complete the work and/or the instructor does not assign a grade to replace the incomplete. Grade changes are implemented by going in to LOCUS and submitting the request change of grade request.

FINAL GRADES

Semester grades will be recorded through LOCUS within 72 hours of the final exam period. Students are entitled to a clear and timely explanation of grades assigned during the semester and afterward. The instructor will be available via email for 30 days after final grades are recorded to provide such explanations.

GRADE GRIEVANCES

Students are expected to discuss grade grievances with the instructor first. Students have 30 days after the end of a semester to express their concerns. If the grievance cannot be resolved, students should contact the SOC's Dean's office, who will determine if resolution can be reached or whether to initiate a formal department grievance process. A burden of proof rests with the student to demonstrate why they believe their grade was assigned inaccurately or with capriciousness.

TIPS FOR SUCCEEDING IN THE COURSE:

- Attend class and be on time. I'm a sticker for that. We will cover a lot of important material during class that you may not find in the book. I will also point out important concepts and learnings that will likely be covered in quizzes.
- Participate. The more you jump in and help your classmates, the more you will help yourself succeed, too. It takes courage and I know you have it!
- Do your homework; read the chapters. Be prepared to join in the discussions and add your insights and point-of-view.
- Use your computer Spell Check to proof and edit your work. Re-write, edit, and edit again. Follow AP style. Use Spell Check. All public relations work is about communicating effectively, professionally and exactly.
- No matter where your future leads you, communicating effectively will help you be successful. Be sure your written work and your presentations are clear and organized.
- Style counts/ quality counts. Communication isn't just about the words. Materials for clients are expected to be professional. Materials for your campaign should be up to professional standards.
- Have fun. The more we enjoy what we're doing, the more we will all succeed together.

Spring 320 Class Schedule

Below is an outline of what we will do for each class period and the homework you are expected to do. There will be changes depending on how much and what we cover in each class session. The emails I will send you after each class will cover you off.

If you have ANY questions, concerns or problems, reach out to me as soon as possible.

Week 1

January 13,15,17 (Planning)

Course Introduction: We'll review the Syllabus, the class culture, and expectations.

Syllabus game

What is a not-for-profit and how is it different from a for-profit company? (Hint: Being a 501c3 is only the beginning.)

Review of our textbook and what we will mean by Guerrilla Marketing in this class.

The basics of all communication: common threads and differences.

Initial determination of teams

Overview of "client organizations"

Homework: Chapters 1: "What Nonprofits Need is Better Marketing", 2: Getting to Know Nonprofit Guerilla Marketing"; and 3 "The Guerilla Marketer's Personality". Research the clients so you can choose yours.

Week 2

January 20,22,24 (No class Monday, Jan. 20)

Client visits

Discussion of Chapters 1, 2 and 3.

Think like a Guerrilla. (It's all about opportunity)

What is the Guerrilla personality of your team? We want to see evidence of it all semester!

Week 3

January 27, 29, 31

Client visits

Client team assignments

The difference between product marketing and elevated marketing.

Watch successful Not-for-Profit Marketing Campaigns

Homework: Chapter 5: "Guerrillas Focus on People; Chapter 6: "Guerrillas Understand Their Marketplace; "and Chapter 14: "Meeting Needs While Changing Minds".

Create your initial campaign mood board.

I will send SWOT analysis form to clients.

Week 4

Feb.3, 5, 7

Discussion of Chapters 5, 6 and 14.

Teams present initial campaign mood board to class.

Learn how to analyze the needs of your client and their audience. Figure out what they need first. What are you offering THEM? I.e. the chance to make a difference. Aligning values is key. What is "permission" marketing?

Homework: Create an **audience profile/analysis** for your strategy with the form I will give you. Read Chapter 4: "How to Turn Your Mission Statement into a Marketing Tool". **Write your organization Fairytale. Due on my email Monday, Feb. 10**

Week 5:

Feb. 10,12,14:

Review and discuss Chapter 4.

Homework: Create a **Brand Personality for your client based on chapter readings.**

Readings: Chapter: 13 "Niche Marketing; Chapter 15: Expressing Your Organizations Unique Identity." Chapter 9:" Attributes and Attitudes of Your Organization".

Week 6

Feb.17,19,20

Present your Brand Personality

Quiz on chapters so far.

Review/discuss Chapters 9, 13, and 15

What is a concept ad? What is a campaign? Increasing awareness/changing behavior.

Review Complete Strategy form.

Plan Team Client Visit for your individual essays.

Homework: Create a complete strategy for your client. Email to me by Monday, February 24, for approval to send on to your client for their input.

Read: Chapter 19: "Guerrilla Marketing Behavior Change"; "Chapter 20: "Launching and Maintaining Your Marketing Attack."

Week 7

Feb. 24, 26,28 (Alyssa on Friday 28)

Learn about campaign elements: ads, publicity, events, social media, and more.

Review chapters 19 and 20.

Homework: Create Concept Ad

Readings: Chapters:7 "Mini-Maxi-and E-Media Weapons; Chapter 8 Info-Human-and Non-Media Weapons; Chapter 10: Guerilla Publicity.

Email me the campaign elements you have agreed upon in your team and with your client.

Week 8: Spring Break

March 2, 4, 6: Rest. Relax. Repeat.

Week 9

March 9,10,11

Team Test on Chapters so far.

Present your Concept Ad

Group work in class on your campaign elements with my guidance for each group.

Homework: Turn concept ad into poster, outdoor, brochure cover.

Readings: Chapter 11: "Guerrilla Marketing on the Web"; Chapter 12: Guerilla Social Media

Week 10

March 16,17,18

Present campaign poster, outdoor, brochure, signage to class

Review Chapters 11: "Guerrilla Marketing on the Web and 12: Guerrilla Social Media

In-class work on client project, focusing on the Web and Social Media

Create Direct Mail piece.

Week 11

Present Direct Mail piece to class.

March 23, 25, 26

Client visit essays due.

Make changes to your campaign based on class feedback.

Homework: Chapter 17: "Seven Golden Rules for Fundraising Success":

Week 12 (With Alyssa)

March 30, April 1, April 3

Learn about fund-raising and event marketing. Plan your Event, publicity, other promotional ideas.

Meet in teams to work on fund-raising part of your campaign.

Homework Readings: Chapter 18: "Seven Platinum Rules for Recruiting Volunteers".

Week 13 (Presenting)

April 6, 8, (10 no class)

Present Event elements to class.

Discuss Social Media.

Review Chapter 18

Work in class on your campaign with my help.

Homework: Create Social media elements, promotional ideas, your Guerrilla idea.

Week 14

Present Social media ideas, other promotional ideas, Guerrilla idea in class.

(April 13 no class), April 15, 17

Week 15 (Final Rehearsals)

April 20, 22, 24

Week 16: Final client presentations. My presentation to you.

Dress for success. You'll be brilliant!

Instructor Bio

My focus was advertising. That said, I have had a great deal of experience in PR, as well. So, what you will get from me is a 360-degree perspective.

I have won many awards. The one I'm most proud of is the coveted David Ogilvy Award given each year at Ogilvy & Mather for the campaign that made the most difference to a

brand. And that's the secret to it all: to make a difference to your clients, consumers and audiences.

I never thought I wanted to become a teacher. But, as a group creative director, I was one; helping younger people in the business learn and grow. I have been an adjunct marketing professor for 18 years, 5 of them here at Loyola. I find all of you at Loyola to be curious, smart, responsible and fun.

And while we will take our work very seriously and do all that is required, I promise you will have a good time doing it. It will be a pleasure sharing this journey with each one of you.

Susan