

Comm 344-50: StratComm Writing (Online) Spring 2017

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I will usually respond within 24 hours except weekends/holidays.
If you do not receive a reply, assume I did not receive your message.

INTRODUCTION

Strategic Communication Writing (StratComm Writing) builds upon the basic knowledge of audience analysis and media selection from Intro to StratComm and earlier courses to develop higher-level writing skills across multiple media platforms. Writing assignments provide constant practice in developing solid persuasive writing abilities necessary for professionals entering fields commonly associated with public relations and advertising.

PREREQUISITE

Intro to Strategic Communication COMM 342

WR CREDIT

This course meets the WR requirement including 2,400 word writing minimum and feedback on your assignments so that you can improve subsequent compositions. It qualifies as one of the two required WR course in the Communication curriculum and fulfills the requirement for a professional writing experience for Communication majors.

FORMAT

This course is designed in six units. With the exception of weekly discussion forums, you may complete assignments and quizzes anytime within the unit.

TEXT

Strategic Writing: Multimedia Writing for Public Relations, Advertising and More (3rd Edition), by Marsh, Guth and Short (Allyn and Bacon, 2012) ISBN-10: 0205031978 ISBN-13: 978-0205031979 If you order the textbook online, order early! For the best price online, visit: <http://www.dealoz.com/>

DISABILITY RESOURCE CENTER

If you have a disability that requires accommodation for you to participate and complete requirements for this class, please notify me immediately and contact the Disability Resource Center (119 Stevenson Hall, 852-6938) to verify eligibility and determine specific accommodations.

ACADEMIC SUPPORT

Comprehensive information about **REACH** services and programs can be found by visiting www.reach.louisville.edu. In addition, connect to UofL's **Online Learning Community** through the online learning tab at the top right of the Bb site or from the button listing at the left. **Distance Learning Library Services** now offer live chat to ask questions and obtain assistance in research, database searching, requesting items, etc. <http://louisville.libguides.com/guide-online-comm>; If a staff member is not available email your question to dlls@louisville.edu

TRIO Student Support Services (SSS) is an academic retention program located on the Belknap Campus in Davidson 106. The program is designed to assist first-generation, low-income and/or students with disabilities toward the successful completion of their postsecondary education. For more info about SSS, call 502-852-1406.

COURSE LEARNING OUTCOMES

At the conclusion of the course, you will:

- apply rules of punctuation and grammar; produce consistent style; illustrate quality content, organization, format and design of standard strategic communication messages and documents; demonstrate the nine-step writing process
- strengthen critical and creative thinking abilities; successfully utilize strategy, target audience focus and diplomacy in writing, including creation of oral presentations
- employ the tools used to effectively assist organizations achieve their values-driven, mission-related business goals; evaluate potential jobs in strategic writing
- begin to build a professional portfolio by creating high-quality documents for print, broadcast and online/social media in a variety of strategic disciplines: public relations, advertising, sales and marketing and business communication

CONSIDER THE FOLLOWING:

Without lectures, you are teaching yourself to learn. That's what life-long learning is all about. *You will do most of your communicating by writing.* So, as a result, there will be more writing, perhaps, than in a traditional face-to-face setting. *Class communication is largely asynchronous.* The word *asynchronous* basically means not occurring at the same time. The cyber classroom will not function in a single unit of time, like the traditional classroom. You can access the course and assignments at any time of day or night from any part of the world. *There is a student and teacher role reversal.* In our online class, I am more of a facilitator, guide, coach, or resource than a source of information. My job is to create an environment that guides you to acquire and apply the information by yourself. You assume a great deal more responsibility for your own learning—interacting with the academic opportunities provided, constructing and sharing information within our learning community and effectively managing your time to allow for critical thinking, reflection and application.

Students depend on technology to submit work and to communicate. The key word here is "depend." Please keep in mind, you might need to find alternate internet sources if the computer at your home/work has an outage. University of Louisville and many public libraries offer access. Need help? Contact the HelpDesk at **(502)852-7997** or helpdesk@louisville.edu. Hours: Monday thru Thursday: 6am - 10pm; Friday: 6am - 5pm; Saturday: 7am - 5pm; Sunday: 10am - 10pm; Thanksgiving Day: Closed; Christmas Day: Closed. Need help more quickly? Use the **Live Online Support** button.

COURSE POLICIES

University Email: Check it daily! Make it a habit. You can work with the HelpDesk to have your University email forwarded to an account you already check daily. Checking is a requirement.

Academic Integrity: Instructors may use a range of strategies (including plagiarism-prevention software at the university) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty. Comparisons of student works may require submitting a copy of the original work to the plagiarism-prevention service. The service may retain that copy in some circumstances.

For more information about the SafeAssign plagiarism-prevention tool, visit: <http://wiki.safeassign.com/display/SAFE/Student+FAQs> (*opens in a new window*).

Plagiarism (or any other incident of academic dishonesty) is an affront to the educational system and will not be tolerated. Students discovered in this situation will have a letter placed in their academic file documenting the incident. Students will receive a zero on any assignment that is plagiarized, which means:

- Copying someone else's work and claiming it as your own, including but not limited to, work accessed in person, from computer files, or from the internet
- Paraphrasing someone else's work and claiming it as your own
- Collaborating excessively with another person and claiming it as your own

READING

You will read the course text weekly—and prior to participating in discussion forum, completing assignments and taking quizzes. Chapter quizzes cover material from the text. In addition, please consider signing up for free daily news from a few industry-specific outlets: Ad Age, Institute for PR, Digital Buzz Blog, PR Week, Sales & Marketing Management, etc.

DISCUSSION FORUMS

Student participation in regular discussions is the heart of any online class. Discussions can and should be engaging, interesting, sophisticated and challenging; **however, your contributions will determine whether class discussions are of good quality or mediocre quality.** Earn up to 20 points/week (14 weeks) by posting to the appropriate Discussion Forum **at least two messages on two separate dates by 11:55 Sunday evenings.**

Early in the week, read related course text and respond to the weekly prompt. Later in the week and by 11:55 PM Sunday of the assigned week, comment on at least one other student's post by somehow relating to it—possibly extending, supporting, or disagreeing with the ideas (not the person). Second postings should be made at least 24 hours after the first.

Each post must be 150-300 words in length or about 10-20 lines of text.

Posting for the sake of “catching up” doesn't contribute to our discussions, isn't a means towards participation and won't score you any points. Please adhere to proper English (no chatspeak) and keep netiquette in mind! *Flaming* (negative, inflammatory posts designed to influence opinion) **will not** be tolerated. For info about netiquette: www.netmanners.com.

QUIZZES

Quizzes account for 280 points of your grade. There are six quizzes—one quiz/unit—covering the required unit reading. Quizzes consist of multiple-choice and/or true/false questions worth 2 points each. See chart for the number of questions per quiz and the time allowed. Keep track of your own time. Exceeding the allowed amount will result in a penalty. PLEASE keep in mind, Blackboard shuts down at a designated time for regular maintenance each week. Read/study the text and review the Unit Notes and PowerPoints before taking the quizzes.

Unit	Deadline	# of questions	points possible	time allowed
One	January 15	20	40	20 minutes
Two	February 5	40	80	40 minutes
Three	February 26	20	40	20 minutes
Four	March 26	20	40	20 minutes
Five	April 16	20	40	20 minutes
Six	April 23	20	<u>40</u>	20 minutes
			280	

WRITING CENTER REQUIREMENT

You will earn **40 points** by utilizing the University Writing Center service this semester—TWO TIMES @ 20 POINTS EACH—during Unit Two and again for one of several specified assignments. Why this requirement? *This is a WR course* and these consultations help meet the WR criteria for discussion and revision of writing. To earn your writing center points, submit original, writing center session documentation from chat, email, or f2f visit and final to instructor via email (in addition to submitting the draft and final to Bb as assigned).

Know that the Writing Center is available to help you with any and all writing projects. The Center offers face-to-face consultations, synchronous one-to-one consultations through Blackboard and email consultations in which consultants respond in writing to student texts. Find more information at www.louisville.edu/writingcenter – click on “Make an Appointment.”

The Center also offers **virtual workshops** on plagiarism, APA style and MLA style. You can access these workshops by signing into Blackboard at <http://blackboard.louisville.edu/> and then clicking on “Virtual Writing Center” under the section “My Organizations.” Once within the Virtual Writing Center shell, click the button on the left side called “Virtual Workshops,” where you can choose the workshop you want.

ASSIGNMENTS (submitted through the ASSIGNMENT tab on Bb)

Assignments are accepted early, but NOT late. Submit “client ready”—free from errors (spellchecked AND proofread), typed assignments by 11:55 PM Sundays. If you do turn in an assignment late, I am happy to review it and give you feedback (though you will not receive credit). Please submit saved only as doc, docx, pdf, or rtf. Use a reader-friendly font (Times Roman, Arial, etc.) and type size (10-12 pt.). I will review and respond within a week. If you have not heard from me within a week, you must assume I did not receive your homework. It is then your responsibility to follow-up. **Technological glitches are only considered through the week following the due date.**

Each assignment will be graded on

Content. Do the message and its execution clearly, gracefully and diplomatically fulfill the strategy? Does the message address the values of the client as well as those of the target audience? Is it factually correct? Is it on-message?

Organization. Does organization enhance content? Does each part of the message lead logically and gracefully to the next?

Grammar. Is the message free, for the most part, of unintended grammatical, spelling, punctuation and style errors?

Format. Does the execution of the message look the way it should? Are unique requirements, such as headings in a business letter, correct and correctly placed?

A = Outstanding. This grade is for work of clearly professional quality (client-ready). The writing is clear and well-organized; it requires virtually no editing. The reporting is complete and leaves no significant questions unanswered. These strategic messages get results, win awards and, when appropriate, feature creative concepts; they are executed with comprehensive research, interesting presentation and nearly flawless writing.

B = Good. This grade is for work that could be raised to professional standards without extensive editing. Writing is grammatically correct but may lack the sparkle and fine organization of A work. The reporting answers the main questions but may miss the proper emphasis or the best sources. B work doesn't necessarily contain errors, but it could be better, often with a stronger topic or subject, a more artistic presentation, better information, or improved writing.

C = Adequate. This grade is for work that indicates a problem in at least one area, such as grammar, diplomacy, or strategy. It does not measure up to professional quality but could be saved by revision. Work is incomplete and/or needs more than minor revision before submission to a client or supervisor. These messages have weak ideas, concepts, or presentation. The work is an adequate first draft, but isn't client-ready.

D = Unacceptable. This grade is for work that is clearly unacceptable. The writing is confused and/or ungrammatical. The reporting is flawed and may contain major factual errors and/or omissions or may show little concept of basic strategic judgment.

F = Failing. This grade is for work not completed in a professional way and extends beyond a lack of skills or understanding of the research, writing, or production processes.

Grading Assumptions

The grading process starts with the assumption that the work is *good*, which earns a B. You may write a story with no errors that earns a B. Strong and (when appropriate) clever leads, exceptional storytelling, effective and appropriate use of traditional literary devices such as alliteration, metaphors and parallel constructions help boost stories to the A category. Also, exceptional reporting, diplomacy and adherence to strategy can boost stories to the A category. Fact errors, poor organization, grammar/spelling/usage errors, weak verbs, weak leads, unsound strategic judgment, bad diplomacy and/or failure to follow proper style and format will lower an assignment's grade.

GRADING SCHEME

<u>Total Points</u>	<u>Final Grade</u>
970 - 1,000	A+
930 - 969	A
900 - 929	A-
870 - 899	B+
830 - 869	B
800 - 829	B-
770 - 799	C+
730 - 769	C
700 - 729	C-
670 - 699	D+
630 - 669	D
600 - 629	D-
Below 600	F

Assignment	Points
Discussion Forum	280
Writing Assignments	400
Quizzes	280
Writing Center	040
Total	1000

EXTRA CREDIT: earn up to 10 extra credit points by writing a one-page, double-spaced summary of a *StratComm Writing-related article* or blog published in an industry-specific outlet (printed copy or online versions of Ad Age, Institute for PR, Digital Buzz Blog, PR Week, Sales & Marketing Management, etc.) in the last three months. Link to upload in Unit Assignments folder.

ARE YOU INTERESTED IN A CAREER IN STRATEGIC COMMUNICATION?

For those considering a career in advertising, PR, or areas related to StratComm, there are some terrific opportunities out there for you! I've enjoyed several over the years myself. The industry is very competitive and there are a tremendous number of students graduating from programs all over the nation with whom you will contend for jobs. If you want to get an edge over the competition, do as many of the following as soon as possible:

- Join and become actively involved in ICOMM (<https://orgsync.com/58223/chapter>), the student chapter of the Ad Club here at U of L, or the Ad Club chapter at your home university. You will learn about the industry, visit agencies and suppliers and (most importantly!) begin to make networking contacts to help you land your first job.
- Subscribe to Comm-Announce. You'll get U of L Communication Department news, recent internship listings, etc. Go to comm.louisville.edu, click on "Department Newsletter" to the left and then "Join the List" at the top.
- Get an internship or part-time job with an advertising agency, graphic design firm, printer, media outlet, or other business related to the industry. This experience will help you to find whether or not the business is right for you and will also assist in directing you toward the specific aspect of strategic communication you enjoy. Most notably, if you do not get actual experience before you leave U of L as an intern or part-timer, you will have a very tough time getting your first job in the industry.
- Once you've successfully completed this class, you can earn academic credit for a StratComm internship through the Department of Communication. Contact: Stuart Esrock, stuart.esrock@louisville.edu, if you are interested.
- Subscribe to industry-specific news outlets (Ad Age, Institute for PR, Digital Buzz Blog, PR Week, Sales & Marketing Management, etc.). Maintain your subscriptions throughout the remainder of your college program. You'll gain tremendous information about trends, careers, salaries and so forth in strategic communication.

Tentative Schedule

Unit One: Week 1: January 9-15

Read: Appendices

A Concise Guide to Punctuation
A Concise Guide to Grammar

A Concise Guide to Style
Tips for Oral Presentations

Week One (January 9-15) Discussion Forum: Intros and Writing SWOT Analysis

Objective: Begin to bond with virtual classmates and establish semester goals.

Introduce yourself. What stratcomm courses have you taken? Share your experience with writing. Identify personal writing strengths, weaknesses, opportunities and threats. What are your goals this semester? **20 points**

Assignment: Oral Presentation Evaluation 25 points

Objective: Critique the strategic message and delivery of a StratComm related presentation.

Visit TED.com and search advertising, marketing, social media, etc. Critique one talk, considering both content and delivery: What worked well? What didn't? Did the speaker employ an attention getter? Were facts presented in a specific way? Were the self-interests of audience members addressed? Summarize in a one-page, double-spaced paper.

Unit One Quiz: 20 questions @ 2 points each = 40 points

Please note University of Louisville is closed Monday, January 16 for MLK Day.

Unit Two: Weeks 2, 3 and 4: January 17-February 5

Read: Strategic Writing

The importance of good writing
Research, planning, & the writing process
Broadcast/podcast writing
Writing for the Web
Strategic design
Integrated marketing communications

Ethics and strategic writing
Diversity and strategic writing
Persuasion and strategic writing
The law and strategic writing
Jobs in strategic writing

Week Two (January 17-22) Discussion Forum: Podcasts

Objective: Experience and evaluate a podcast. Search online for a podcast that interests you. Provide the link, describe your experience and evaluate the podcast as best you can using the ten basic rules found on page 12. Were you or are you now a podcast fan? **20 points**

Week Three (January 23-29) Discussion Forum: Web Headlines

Objective: Identify effective Website headlines. Visit three Websites in a category that interests you (examples: cooking, shopping, music). Evaluate the headlines you encounter using the guidelines on page 20. Which ones are most effective? Why? **20 points**

Week Four (January 30-February 5) Discussion Forum: Diversity in (or not in) TV Ads

Objective: Realize diversity, or lack thereof, in television commercials. Watch commercials shown during at least an hour of television and record time of day and the way typically underrepresented groups are portrayed. Are women, racial and/or ethnic minorities, physically and/or mentally challenged people, gay and/or lesbian individuals, or older characters in starring roles? How many reflect stereotypes? What products are they selling? **20 points**

These components are due by 11:55 PM Sunday, February 5, 2017:

Assignment: Career in StratComm Writing Report 75 points

Objective: Develop initial knowledge of a profession within the strategic communication writing field and acquire specific competency related to potential personal and career goals. Employing the first eight steps of the nine-step writing process, produce a 3-5 page, double-spaced report that focuses on a strategic writing career that interests you. Include position requirements, day-to-day expectations, salary range, etc. Cite at least three bibliographic sources using in-paper citations and works cited and following MLA or APA guidelines.

Assignment: Utilize the UWC to improve your Career in SCW Report 20 points

Objective: Realize and reap the benefits of a consultation with our University Writing Center. Schedule your consultation **no later than February 1!** See UWC requirements.

Assignment: Career in StratComm Writing Report Evaluation & Reflection 25 points

Objective: Evaluate your final product and reflect upon the start-to-finish experience. Include two headings: 1) *Evaluation* (one page, double spaced paper utilizing the questions asked in Step Nine of the writing process, p. 9) AND 2) *Reflection* (one page, double spaced paper reflecting on your use of the nine-step writing process and University Writing Center).

Unit Two Quiz: 40 questions @ 2 points each = **80 points**

Unit Three: Weeks 5 & 6: February 6-19

Read: Strategic Writing in Public Relations

News Release Guidelines

Annual Reports

Media Kit Guidelines

Speeches

Newsletter and Magazine Stories

Websites

Week Five (February 6-12) Discussion Forum: PR Gurus

Objective: Increase awareness/knowledge of professionals influencing the PR world today.

Visit <http://www.businessinsider.com/meet-the-25-most-important-people-in-pr-2012-11?op=1> and read through bios of the Top 25 Most Influential People in PR. Choose someone (there's enough to go around) and do a little further digging. See what you can find out about the work this person is contributing in the PR World. Introduce this person to the class. What specifically stood out to you about this person and why? **20 points**

Week Six (February 13-19) Discussion Forum: Blogs

Objective: Become familiar with blogs and evaluate their effectiveness.

Visit <http://www.prweekus.com> and click blogs. Read several entries and mentally evaluate based on what you learned from pages 109-111. Which are the most effective? Which were the least effective? Why? Were you or are you now a fan of blogs? **20 points**

These components are due by 11:55 PM Sunday, February 19, 2017:

Assignment: E-Mail News Release Assignment 25 points

Objective: Create a straightforward, objective new story to be released via email.

See *E-Mail News Release Assignment Information* found on Bb under Unit Three Assignments (and at the end of the course pack). Use as much of the info as you need to write a short news release announcing news from the Palmquist University School of Law. You may have to do a little extra research. **Watch for inappropriate information and mistakes in the information provided.** You can make up any information you need as long as it doesn't contradict the information provided. Make yourself the contact person—your title is media relations specialist. Be sure to create contact information for yourself.

Assignment: Pitch 25 points

Objective: Create a strategic message that persuades a media outlet to run your story.

Great news! You work for Smith & Jones Greeting Cards as Associate Director of Media Relations. Your phone number is (555) 555-1234. For the purposes of this assignment, Smith & Jones is an internationally known maker of greeting cards. It is an international market leader. Because of previous editorial coverage, you know that your target reporter for this assignment knows your company fairly well.

Your goal on this assignment is to get *USA Tomorrow*, a major national newspaper, to write a story about the origins of Mother's Day. Of course you want the newspaper to use Smith & Jones experts as its sources. Your theory is that the resulting story in this national newspaper would link holidays, special events and Smith & Jones in readers' minds. (The reporter's story wouldn't need to mention Smith & Jones' special Mother's Day cards specifically, though, of course, you wouldn't object to that.) In a broader sense, your goal is to get people to think of Smith & Jones whenever they think of holidays.

You may offer yourself as an expert. You can also put the reporter in touch with good sources in the Smith & Jones Consumer Research Division. Write your pitch to this reporter at *USA Tomorrow*: Ms. Maryel Thompsen. Her e-mail address is mt@USATom.com. You're writing to Maryel Thompsen because, this past February, *USA Tomorrow* published her well-researched, entertaining story on Valentine's Day origins and traditions. Go online to gather facts about the origins of Mother's Day for your pitch. For this assignment, you can assume that those online sources are the research archives of Smith & Jones Greeting Cards.

UWC OPTION: Consider consulting with the UWC on this assignment and earn another 20 points. Schedule your consultation **no later than February 15!** See UWC requirements.

Unit Three Quiz: 20 questions @ 2 points each = **40 points**

Unit Four: Weeks 7, 8 & 9: February 20-March 12

Read: Strategic Writing in Advertising

Strategic Message Planners
Print Advertisements
Radio Advertisements
Television Advertisements

Web Advertisements
Radio and TV Promotions
Radio and TV PSA's

Week Seven (February 20-26) Discussion Forum: Radio Formats

Objective: Evaluate effectiveness of varying radio formats for target markets.

Listen to several different radio stations formats (examples: country, adult contemporary, news, talk, sports, business, oldies, religion, Spanish, alternative rock, classic rock, hip hop, ethnic, classical, jazz, etc.) long enough to hear a few spots on each. Use this link to identify station formats: <http://www.ontheradio.net>. What connections can you make between target markets of the products/services advertised and the formats utilized? **20 points**

Week Eight (February 27-March 5) Discussion Forum: Public Service Announcements

Objective: Evaluate the use and effectiveness of public service announcements.

Visit <http://www.youtube.com> and search public service announcements. Watch several clips and choose one to evaluate. Provide a brief description and share the link. Does the PSA promote a social cause or behavior change? What is the strategic message? Who do you believe is the target audience? Do you believe the purpose is fulfilled? **20 points**

Please note the last day to withdraw without academic penalty is March 9, 2017.

Week Nine (March 6-12) Discussion Forum: What makes a TV commercial a gem?

Objective: Discover the effort made by directors to heighten the effects of the stories.

Watch a few TV commercials and jot down answers to the following questions:

1. What was the single central message or idea?
2. What was the value of the opening shot with respect to that idea?
3. Did you become involved with the commercial? If so, at what point did it happen?
4. To what extent did the pictures, as opposed to the words, tell the story?
5. Were the words redundant, or did they add something? What did they add?
6. Were interesting, exciting, complicated, beautiful visuals on screen long enough for complete understanding or appreciation? Were dull, static visuals on too long? How would you make them better?
7. Was the story an irrelevant attention getter, or was the product an integral part of the story?
8. Did you enjoy the story? Did you believe it or find some other value in it? Or was it unrelated to the product and just there to make you watch?
9. Afterward, could you say why you should care about the product or service in a sentence? If so, what is that sentence?

Share responses to one or two commercials. **20 points**

These components are due by 11:55 PM Sunday, March 12, 2017:

Assignment: Strategic Message Planner 25 points

Objective: Organize and study your research by creating a strategic message plan.

Select a local/independent business that caters to you and other college students who fit your own demographic and psychographic profile. Imagine that this business wants to increase its revenues from this target audience. Research shows that the campus newspaper and a local alternative rock radio station are the best media for reaching large segments of this target audience. Now imagine the business has put you in charge of developing the ad campaign. Wisely, before even thinking of what your creative approaches might be, you decide to create a strategic message planner in order to identify the ideal one, clear strategic message for the campaign. Follow the guidelines from pages 121-129 to prepare that SMP. Utilize in-paper bibliographic citations and works cited (following MLA or APA guidelines) as needed.

UWC OPTION: If you haven't already earned your second 20 points for consulting with the UWC, consider utilizing their services on this assignment. Schedule your consultation **no later than Mach 8!** See UWC requirements.

Assignment: Print Ad 25 points

Objective: Compose copy for a print ad and create a layout that captures the consumer's attention, interests him in the product and creates a desire for him to take action.

Write copy for a full-page magazine ad for your chosen business. Use the strategic message planner you created to guide your creative process. Sketch the layout or use desktop software to finish your ad. Incorporate your copy. Submit to Bb if the format is acceptable OR scan and submit via email OR fax final product (502-243-1065).

Assignment: Radio Ad 25 points

Objective: Compose radio copy and create a production script with a simple message and clear call to action, taking advantage of the possibilities of voice, music and sound effects.

Write a 60-second production radio advertisement script (production script format) for your chosen business. Use the SMP you created to guide your creative process.

Unit Four Quiz: 20 questions @ 2 points each = **40 points**

Please note UofL is closed March 13-19, 2017 for Spring Break.

Unit Five: Weeks 10, 11& 12: March 20-April 9

Read: Strategic Writing in Sales and Marketing

Proposals and Marketing Plans

Mobile Messaging

Sales Letters and eBlasts

Fund-Raising Letters

Brochures

Week Ten (March 20-26) Discussion Forum: Multimedia Messaging Service

*Objective: Evaluate the impact made by MMS, a most sophisticated type of mobile message. Visit <http://mobithinking.com/mobile-awards/mma-global-awards>. Scroll down for youtube links to several of the MMA Global Mobile Marketing Award winners. Watch and discuss their impact. Are you receptive to these type messages? **20 points***

Week Eleven (March 27-April 2) Discussion Forum: Hot Topics in Sales & Marketing

*Objective: Increase awareness of hot topics influencing the sales & marketing world today. Visit <http://www.salesandmarketing.com> and scan the article starts found on the left of the homepage. Choose one that interests you and click to read the entire article. Share a little about the topic covered and what specifically that stood out to you and why. **20 points***

Week Twelve (April 3-9) Discussion Forum: Databases

Objective: Consider the use and effectiveness of databases.

What sales letters and e-blasts have you received during the past month? Why do you think you received them? Are you more receptive to messages when you've intentionally "opted in" to receive them? Are you more receptive to USPS-mailed or emailed messages? **20 points**

These components are due by 11:55 PM Sunday, April 9, 2017:

Assignment: Fund-Raising Letter 25 points

Objective: Create a successful fundraising message that delivers an emotional, benefit-driven message directly to the reader, showing him that he can make a difference.

Imagine it is 10 years from now and you have a successful career in strategic communication. As the volunteer (unpaid) chair of your college or university's alumni association, you must write a fundraising letter asking for support to fund a scholarship honoring a beloved professor. The scholarship will be based on need and merit and an extensive selection process will determine the recipient of the \$5,000/year award. The letter will be mailed to graduates who have been working eight to 12 years. Make the letter personal and no longer than two pages. Appeal to both emotion and reason and feel free to invent details as needed.

Assignment: Social Media Report 75 points

Objective: Evaluate the social media plan of a local client.

Choose a REAL, LOCAL CLIENT and evaluate its social media plan. Include the following headings: organization background and goals, presence on social media (including usernames and statistics of hits/likes/follows, if available) and strategic insights (your recommendations) to help meet the organization's goals through future opportunities with Facebook, Twitter, Pinterest, Foursquare, YouTube, Tumblr, Google+, etc. The plan will likely be about 3-5 pages, double-spaced. Cite at minimum two bibliographic sources using in-paper citations and works cited and following MLA or APA guidelines. Include screen shots of your client's current business profiles on social media as an appendix.

UWC OPTION: If you haven't already earned your second 20 points for consulting with the UWC, consider utilizing their services on this assignment. Schedule your consultation **no later than April 5!** See UWC requirements.

Unit Five Quiz: 20 questions @ 2 points each = **40 points**

Unit Six: Weeks 13 & 14: April 10-23

Read: Strategic Writing in Business Communication

Good-news letters
Bad-news letters
Request letters
Job-request letters

Résumés
Memoranda
Business reports

Week Thirteen (April 10-16) Discussion Forum: Elevator Speech

Objective: Prepare to network out in the real world when given the opportunity
Write and post your elevator speech. Google examples, but, basically, you'll create a brief message or "commercial" about you. Who are you? What are you looking for? How can you benefit an organization? Should be about 30 seconds spoken ... the time it takes people to ride from the top to the bottom of a building in an elevator. Practice networking! **20 points**

Week Fourteen (April 17-23) Discussion Forum: Instructor Feedback

Objective: Reflect upon your learning experience in StratComm Writing this semester.
Identify strengths, weaknesses, opportunities and threats to learning in COMM 344.
(Please also participate in the separate University course evaluation process.) **20 points**

These components are due by 11:55 PM Sunday, April 23:

Assignment: Bad-News Letter **25 points**

Objective: Create a well-organized bad-news letter explaining the reason(s) for the bad news before it announces the bad news.

Your title is executive vice president and you work for Cogswell Sprockets. Spacely Cogs has been a Cogswell credit customer for 25 years—since Cogswell's founding. But now, Spacely is having a serious cash-flow problem. You've watched the situation develop and you've been tolerant (maybe too tolerant because of the long history between your two companies). However, your longtime customer's credit is no longer trustworthy. Cogswell's policy is to deny credit after three missed payments—and Spacely has missed five.

You must write to Sharon Spacely, president of Spacely Cogs and tell her that Spacely Cogs' credit is no longer acceptable; however, you must try to keep her company as a cash-on-delivery customer. (In other words, you'll still supply sprockets, but Spacely has to pay cash for them when you deliver your shipment.) You can invent any details you need (such as additions to or clarifications of Cogswell's credit policy), but be careful. Remember that your function here is to protect your own company as you try to maintain your relationship with Spacely Cogs. Do not invent any details that change the nature of the bad news. If Spacely remains a customer, it is, for now, a cash-on-delivery customer. That's not negotiable and there are no special benefits. Spacely's address is: 3746 Isocrates St., Omaha, NE 75205

Assignment: Self-Promo **25 points**

Objective: Prepare to land a job in the world of strategic communication writing.
Create a self-promotion piece (an advertisement for yourself). Market yourself to the real world with a layout that contains a bold headline, some sort of graphic (could be a self-photo) and catchy copy (including contact info). Break through the clutter! Sketch the layout for the ad or use desktop software to finish it. Incorporate the copy. If the format is acceptable, submit to Bb OR scan and submit via email.

Unit Six Quiz: 20 questions @ 2 points each = 40 points

Please check the next page to be certain you have read all requirements for this unit.

E-Mail News Release Assignment Information

- Who:** Michael J. Henry. He's a law professor at the School of Law, Palmquist University. He's widely known as the best professor on the law faculty.
- He joined the faculty in 1992. He served as university general counsel from 1994 to 1999. He served as dean of the School of Law from 2002 to 2006.
- He earned his bachelor's degree in English from Indiana University and his law degree from the University of Michigan.
- What:** Henry has just been named chair of a prestigious committee -- the Accreditation Committee of the American Bar Association. The ABA announced this today.
- His term lasts one year. He will preside over committee meetings during ABA's annual meeting in New York. The meeting will be in July.
- The committee oversees accreditation of U.S.-based law schools that request ABA accreditation. It is ABA's most-important committee.
- The committee consists of 19 other members. Those members are legal educators.
- Why:** Henry has been on the committee for the past six years. Last year, he was vice chair. He did an outstanding job.
- More than 40 states, including Wisconsin, require graduation from an accredited law school as a condition for practicing law in the state.
- Where:** The Palmquist University and its School of Law are in Hosea, Wis.
- When:** Effective today.
- More:** Palmquist University was rated one of "The Top Five Most Friendly Campuses in the USA" by "College USA," a study conducted by Yale University last spring.
- "I'm deeply honored and will serve to the best of my ability." -- Henry.
- "No rationale individual could possibly deny that Professor Henry indubitably has earned this meritorious distinction among other human beings. The ABA clearly has chosen the best person for the job."
- Edward Mieler, dean of the School of Law

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111). Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).