COM401 – Foundations of Global Strategic Communication
Syllabus – Fall 2018

Instructor: Mary M. Hills, ABC, Six Sigma, IABC Fellow, FRSA
mary@heimannhillsgroup.com
219.613.8591 (text enabled)
Office Hours: Before class and by appointment.

Class Meetings
Class will meet in SOC Room 10, on Tuesdays from 7 – 9:30 p.m., beginning on Tuesday, August 28, and completing on Tuesday, December 4. Please consult the Course Schedule below for exceptions.

Required Course Texts and Resources
- VanSlyke Turk, Judy & Valin, Jean. (2017). Public Relations Case Studies from Around the World, 2nd Edition. Peter Lang Publishing. ISBN978-1-4331-3454-8.
- Additional required course readings will be announced in Sakai and/or handed out in class.

Course Description: Globalization challenges almost every aspect of communication from creating and delivering messages to spreading ideas that cross language, temporal(time) and cultural barriers. The course focuses on using strategic communication planning and management to guide communication activities in organizations. In particular, this course delves into two areas impacting communicators' success in the global arena: culture and technology. Through discussions, interactive activities and guest speakers, students will study frameworks, theories, models and best practices for strategic communication in a global environment and apply these lessons in team and individual projects.
(no prerequisite)

Course Expectations
Students are expected to
- Obtain the course text.
- Review the syllabus for weekly reading and assignments.
- Prepare for weekly class meetings by completing the reading assignment for the week prior to the class meeting and checking Sakai for supplemental resources/handouts (slide deck) to bring to class.
- Attend class and participate in class discussions and activities.
- Submit assignments to the instructor when due.

Course Objectives (CO)
Students will be required to comprehend and demonstrate through class discussions, assignments and exams the following:
  A. Application of strategic communication planning in organizational communication.
  B. Discover the impact of culture and technology in global communication via case studies.
  C. Gain knowledge of the strategic business environment and operations.
  D. Evaluation of strategic communication best practices.

Course Schedule (Subject to change if necessary. Students will be notified of changes in advance.)

Week	Focus	Reading & Assignments
1 August 28	**Course Intro – strategic communication & strategic communication mgmt.** **Individual Ethics**	**Assigned Readings in Sakai -** Stockholm Accords, Barcelona Principles, Helsinki Declaration, Melbourne Mandate, Global Standard of the Communication Profession, impact of communication, process of communication **Turk & Valin, Chapters 2 & 12** **Your Career in Strategic Communication assigned** **Course Project – The Communication Audit, teams, Course Project Proposal**
2 September 4	**Global Standard of the Communication Profession & Principles, Career Paths**	**Assigned Readings in Sakai –** The Global Standard of the Communication Profession, role of communication, trusted adviser, voice of organization **Turk & Valin, Chapter 5** **Course Project Proposal Due**
3 September 11	**Overview – Strategic Business Planning, Communication Value Circle**	**Assigned Readings in Sakai –** business acumen, digital revolution, strategic business planning, communication value circle **Turk & Valin, Chapters 17 & 18** **Your Career in Strategic Communication Assignment Due**
4 September 18	**Global Standard Principles – Ethics, Context**	**Strategic Communication Planning Workbook, pgs. 1-9** **Assigned Readings in Sakai –** communication ethics, information literacy, cycle of information **Turk & Valin, Chapter 1** **Situational Summary Assigned**
5 September 25	**Global Standard Principles – Analysis & Consistency**	**Strategic Communication Planning Workbook, pgs. 10-25** **Assigned Readings in Sakai –** research, environmental scan (P.E.S.T.L.E.), qualitative/quantitative measures, stakeholder analysis, communication brief, elements of analysis, mind map, measurement/metrics **Turk & Valin, Chapters 7 & 8.** **Social Media Analytics Paper assigned**
6 October 2	**Course Project - 1/1 Meetings**	**1/1 Meeting Prep** **Social Media Analytics Paper Due**

October 9 No Class	**Fall Break**	
7 October 16	**Global Standard Principles – Engagement & Strategy**	**Strategic Communication Planning Workbook, pgs. 26-30** **Assigned Readings in Sakai –** communication challenges, stakeholder communication model, contingency planning, messaging/voice, PESO Model, SWOT, relationship mgmt. **Turk & Valin, Chapters 4 & 13** **Situational Summary Due**
8 October 23	**Identity, Culture & Climate**	**Assigned Readings in Sakai** – CSR, sustainability, emotional intelligence, media & culture, perception **Turk & Valin, Chapters 3 & 15**
9 October 30	**Technology**	**Assigned Readings in Sakai** – Valin CIPR Paper, Communicating AI Survey **Turk & Valin, Chapters 9 & 16**
10 November 6	**Trust & Reputation**	**Assigned Readings in Sakai –** Trust Barometer, Reputation Institute **Turk & Valin, Chapters 6 & 14** **Ethnography Paper Assigned**
11 November 13	**Crisis**	**Assigned Readings in Sakai –** Crisis **Turk & Valin, Chapters 10 & 11** **Ethnography Paper Due**
12 November 20	**Emerging Issues in Strategic Communication**	**Assigned Readings in Sakai**
November 26	**Course Paper & Presentation Deck**	**Due in Sakai by 7 p.m.**
13 November 27	**Communication Audits**	**Team Presentations & Discussion** **Peer Evaluations**
14 December 4	**Communication Audits**	**Team Presentations & Discussion** **Peer Evaluations**

Grading

All course requirements will be graded on point values. Total point value for the course is 1,000 points. The points/weight of each requirement is:

Assignments	Points	Weighting
Your Career in Strategic Communication Paper	**125**	**12.5%**
Course Project Proposal	**75**	**7.5%**
Social Media Analytics Paper	**125**	**12.5%**
1/1 Meeting Prep –	**30**	**3%**
Situational Summary DRAFT	**100**	**10%**
Ethnography Paper (Cultural)	**125**	**12.5%**
Communication Audit Paper	**200**	**20%**

Audit Presentation	**100**	**10%**
Class Discussion (10 pts./week for 12 weeks)	**120**	**12%**
Total	**1000**	**100%**

At the end of the course, a letter grade will be assigned based on total points gained using the table below.

Letter Grade	Points	Percentage
A	930 - 1000	93% - 100%
A-	900 - 929	90% - 92%
B+	870 - 899	87% - 89%
B	830 - 869	83% - 86%
B-	800 - 829	80% - 82%
C+	770 - 799	77% - 79%
C	730 - 769	73% - 76%
C-	700 - 729	70% - 72%
D+	670 - 699	67% - 69%
D-	601 - 669	60.1% - 66%
F	600 or below	60% and below

Written Assignments
Students will receive an assignment outline that includes a description and requirements for each assignment one week prior to its due date. Late assignment will not be excepted. The course project assignment will be discussed in week one (1).

Class Participation and Discussion
To gain full points for class discussion, students must interact with the class discussion/activities. Please put phones away during class time.   Participation can be
- Providing additional information to the topic being discussed
- Sharing a personal experience on the topic being discussed
- Enhancing comments made by other students on the topic under discussion
- Clarifying/paraphrasing the topic under discussion to support understanding, or
- Presenting a brief critical assessment of the topic under discussion.

Technology Help Desk
 The ITS Help Desk is your single point of contact for technology support. Please contact the ITS Help Desk for help with your password self-service setup or to schedule technical support, including hardware and software questions, consulting, installations, and network connection requests.

- Find the Help Desk Hours at: http://luc.edu/helpdesk/aboutus/support_hours.shtml.
- **Call the Help Desk via telephone at 773/508-4ITS (773/508-4487)**
- Email the Help Desk at helpdesk@luc.edu.
- For general orientation to technology at Loyola checkout the Technology Roadmaps at: http://www.luc.edu/its/resources/technologyroadmap/

Please note the University does not have a 24-hour Help Desk. This means you cannot connect live to a person for technical support on all days and at all times. The Help Desk is staffed during classroom

hours throughout the daytime, evenings, and Saturday mornings. The Help Desk hours of support are posted at: http://luc.edu/helpdesk/aboutus/support_hours.shtml.

ITS Help Desk Campus– Alison Stillwell, Manager, 8-4487

Student and Digital Media Resources

Digital Media Services provides access to an array of equipment and software support in Loyola's digital and multimedia lab spaces. Visit its website at http://www.luc.edu/digitalmedia.

- · Students taking courses have access to a self-service Equipment Loan Program. To use digital media equipment, please make advanced reservations to best make sure of availability. Reservations for equipment can be made through the self-service system at https://equipmentloan.luc.edu.
- · Hardware, software, and mobile technology recommendations can be found at the TechConnect website (http://www.luc.edu/techconnect/).
- · A variety of resources can be found on the Online Learning website at http://luc.edu/online/ . The site holds links to many resources for students taking online courses. The "Tech Check" module, inspects your computer to verify compatibility with the online systems and resources that may be used in an online course. To access the Tech Check, please visit http://luc.edu/digitalmedia/trainingandsupport/techcheck/.
- · For students studying and/or using computers in the Information Commons or the Corboy Law Center, go to the 2nd floor of the Information Commons or the 6th floor of the Corboy Law Center at the Media Labs for help. Hours of operation are available at: http://www.luc.edu/digitalmedia/digitalmedialabs/hours/.
- · Digital media is a growing part of many course projects. For support to create video-based projects, working with blogs, recording podcasts or contributing to a Wiki, then Loyola Media (Kaltura) is the perfect resource. (Note that Loyola will be transitioning to Panopto, replacing Kaltura, in Spring 2018.) Loyola Media is Loyola's digital media repository for individual users to upload videos and audios, and to access blogs and wikis. For more information visit https://media.luc.edu.

Nick Liberatore, Manager, 8-2261; Brendan McCarthy, Digital Media Specialist (WTC), 5-6395; Jared Thomas, Digital Media Specialist (LSC), 8-7764; HSD does not currently have a campus location but you can call 6-5992 for consultation on available resources.

University Information Security Office

The University Information Security Office (UISO) manages and advises on technology risks, policies, compliance, technology related laws, and regulations. UISO provides incident handling services if a system or information breach occurs.   The office works to keep the campus technology environment safe and productive. An information security incident is an attempted, suspected, or successful unauthorized access or misuse of University information. An incident may be categorized as any interference with information technology services. Questionable activities observed by users of Loyola University Chicago resources should be reported through one method listed here. Incidents you should report include but are not limited to:
- · Exposed or disclosed sensitive personal data
- · Known or suspected data breach
- · Unauthorized access to sensitive personal data
- · Lost or missing papers or electronic devices containing sensitive personal data
- · Inappropriate access to sensitive personal information

· Suspected phishing emails

Please report concerns by:
· Phone at 773-508-7373
· Email at DataSecurity@luc.edu
· [Data Security Incident Reporting Form](#)
· [Data Security Incident Reporting Form](#) (anonymous user)
· Find the Help Desk Hours at: http://luc.edu/helpdesk/aboutus/support_hours.shtml.
· Call the Help Desk via telephone at 773/508-4ITS (773/508-4487)
· Email the Help Desk at helpdesk@luc.edu.

Jim Pardonek, ISO, 8-6086; *Information Security Hotline*, 8-7373

School of Communication 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.

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;
- 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.

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 http://luc.edu/english/writing.shtml#source.

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during 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.

Students with Disabilities
Any student with a learning disability that needs special accommodation 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. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.