

## Course Syllabus

### COMMUNICATION 320: Public Service Communication

Spring 2017

Tues. & Thurs. 2:30 – 3: 45 p.m.

**Instructor:** Virginia Mann

**Office:**

**Office Hours:** 3:45 – 4:15 Tuesday and by appointment.

I am happy to meet with students at a mutually convenient time at either the Water Tower or Lake Shore Campus. I am also always available by telephone from 10:00 a.m. – 9:00 p.m. every day of the week.

**Email:** vmann1@luc.edu

**Telephone:** 312-420-3344

**Mailbox:**

**Classroom:** School of Comm – Room 010

**Prerequisite:** Public Relations 210 or 265

#### REQUIRED TEXTS:

- This text is required and will be used throughout the course: Levinson, Conrad & Forbes, *Guerilla Marketing for Nonprofits*, 2010, Entrepreneur Media Inc., ISBN# 1599183749
- Access to the *Associated Press Stylebook* may be necessary
- Additional readings to be provided or recommended by the instructor.

#### PLEASE NOTE:

The instructor reserves the right to make changes in the course schedule and class assignments. Students should attend class, check their email and check Sakai to make certain they are up-to-date with class activities and aware of any changes.

#### CLASSROOM ENVIROMENT

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

Students are expected to be prepared for class and to carry their fair share of their team's project work. Your work on your project will be graded not only by the instructor and the client, but also by your teammates and classmates.

#### COURSE DESCRIPTION:

Communication 320 focuses on public relations, marketing and advertising for public service communication and public education campaigns related to nonprofit organizations and issues such as public safety, education, public health, social welfare, health, environment and community development. This includes community relations, public service programs, special events, advocacy, fundraising, philanthropy and alliances & partnerships between nonprofit organizations, business and government agencies.

Public service communication focuses on cause-related public relations, advertising and marketing activities that support a common good, provide a benefit or value to the public, or show a responsiveness to community needs and issues and encourage mutual understanding between an organization and its targeted audiences.

An important aspect of the class will be student work with a local nonprofit organization to develop a public service campaign, create the communication materials needed and implement the campaign.

## **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 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 for a real nonprofit organization.
6. Expose students to speakers representing a variety of aspects of public service organizations and related public relations/marketing activities.

## **COURSE GRADING**

### **Class Participation: 15%**

Students will be expected to share ideas, ask questions, volunteer solutions and participate in discussion. To maximize their ability to participate effectively it is important to come to class prepared. This includes having completed assigned readings and being prepared to discuss them.

### **Quizzes and Essays: 15%**

Students will be expected to complete quizzes and essays during the course of the semester.

### **Client Team Project: 35%**

Students will work with a nonprofit client to develop a public service communications/public relations/marketing plan to address the organization's needs. Students may work on an organization presented in class or they may choose their own. The instructor needs to approve the student's client selection before the project begins.

Students will partner with the nonprofit organization to identify the need, develop a plan, and prepare and implement the program during the semester. The team will receive a grade for the project and then an individual grade. Team members will be asked to evaluate the contributions of their teammates.

Although the groups will work independently, they will provide Client Reports and Progress Updates. Students will share successes and obstacles they encounter during the course of their project. Periodically, time will be allotted during the course of the semester for discussion,

feedback and advice to keep the project moving forward effectively. 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.

### **Mid-Term and Final Exams: 35% (15% for mid-term and 20% for final)**

Students will be expected to complete a mid-term exam that will cover materials presented in class and related readings up to the mid-term. The mid-term exam will account for 20% of the final grade. Students will also be expected to complete a final exam that will cover materials presented in class and related readings for the entirety of the class. The final exam will account for 20% of the final grade. Exams will likely include a combination of multiple choice and/or essay questions.

### **ATTENDANCE:**

Students are expected to attend class. Should there be a required absence, it is the student's responsibility to obtain and complete assignments from other students and complete it for the next class meeting. **Absence during an exam is not acceptable. If you must be absent those days, you must contact the instructor 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.

### **DEADLINES**

Communication professionals **always meet deadlines**. Assignments are due at the beginning of class. Late assignments will not be accepted. If you must miss a class, your assignment still must arrive on time. Penalties for missed deadlines are even more severe in the real world.

### **GRADING SCALE**

A	93-100	A-	90-92
B+	87-89	B	83-86
B-	80-82	C+	77-79
C	73-76	C-	70-72
D+	67-69	D	64-66
F	below 64		

### **CLASSROOM MANNERS**

Cell phones and computers should be turned off and kept in your bag. Be respectful of fellow students and be in your seat when class begins. You will use your computers in class only for group work on your project. Hold side conversations outside the classroom.

### **TIPS FOR SUCCEEDING IN THE COURSE:**

- Attend class. 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 and exams.
- Make certain you have read the assigned material prior to coming to class. Much of it will be covered in a Socratic manner, so you will need to be prepared to answer questions about it during class. If something is not clear ask about it in class.
- 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 and professionally.

- No matter where your future leads you, communicating effectively will help you be successful. Participating in class discussions and Q & A will be important to your success in this class.
- Keep up with the work and the readings. Don't put off what you need to do.
- Style counts. Communication isn't just about the words. Materials for clients are expected to be professional. Materials for class may not require boardroom quality, but should be professional looking. Quality counts in all communications.
- Have fun. Remember: you are doing something good and worthwhile.
- **If you have ANY questions, concerns or problems, reach out to the instructor as soon as possible.**

## **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. 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.

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 appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean 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](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.

*(The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)*

**STUDENTS WITH DISABILITIES:** Any student with a learning disability 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.

**SEXUAL HARASSMENT** is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Loyola University Chicago will not tolerate it by faculty, students or other employees, and will attempt to take prompt corrective action against any sexual harassment by or of its students, faculty and employees. Persons who believe they have been harmed by harassment of this kind should bring the conduct to the attention of the School of Communication dean's office. All complaints are taken seriously and no one reporting them will suffer reprisal or retaliation from the university. Such complaints will be treated in confidence to the extent feasible, given the need to conduct a thorough investigation and take corrective action.

## Public Service Communication Class Schedule

The following is a working schedule. Additional readings and speakers will be announced in class and the schedule is subject to change. We expect to have multiple speakers address our class. The syllabus outlined below will change to accommodate their schedule. We will also adjust the syllabus, if necessary, for work on your project.

**Please note:** The class projects will be entered for the Ebling Award, which will be presented on the **evening of Wednesday, April 19. Attendance is expected.**

<b>Week</b>	<b>Subject, Readings &amp; Assignments</b>
Week 1 January 17 & 19	Course Introduction Overview of Public Service Communications Why we communicate What is a 501c3? Determination of teams Readings: Guerilla Marketing for Nonprofits Chapter 1
Week 2 January 24 & 26	Communications Strategy Student Selection of Nonprofit project Communications strategy <b>Project Outline Due</b> Readings: Guerilla Marketing for Nonprofits Chapters 2, 3 & 4
Week 3 January 31 & Feb. 2	Why We Communicate Project work <b>Project strategic plan due</b> <b>Quiz</b> Readings: Guerilla Marketing for Nonprofits Chapters 5 & 6
Week 4 February 7 & 9	Review of strategic plans and Quiz Address any outstanding issues regarding client project <b>Tentative Agency visit</b> Readings: Guerilla Marketing for Nonprofits Chapters 7, 8,
Week 5 February 14 & 16	Project work Readings: Guerilla Marketing for Nonprofits Chapters 9, 10, & 11
Week 6 February 21 & 23	<b>Project Status Report</b> <b>Quiz</b> Speaker Readings: Guerilla Marketing for Nonprofits Chapter 14



Week 7 February 28 & Mar 2	Midterm review In-class work on client project Midterm Exam (chapters 1 – 14)
Week 8 March 7 & 9	NO CLASS SPRING BREAK
Week 9 March 14 & 16	Midterm review Readings: Guerilla Marketing for Nonprofits Chapters 15, 16, 17 Address any questions regarding client project
Week 10 March 21 & 23	In-Class Work on client project Guest speaker
Week 11 March 28 & 30	Client project status report <b>Quiz</b> Readings: Guerilla Marketing for Nonprofits Chapter 18
Week 12 April 4 & 6	In Class work on client project Readings: Guerrilla Marketing for Nonprofits Chapter 19
Week 13 April 11 & 13	<b>Client project due April 11</b> <b>In Class project presentation</b> Speaker
Week 14C April 18 & 20	Speaker Readings: Guerilla Marketing for Nonprofits Chapter 20
Week 15, April 25 & 27	Speaker Semester Review
<b>Final Exams, May 1-6</b>	

**PLEASE NOTE:** This class will include additional speakers to address a variety of aspects of public relations/marketing/advertising for nonprofits. The schedule will be adjusted accordingly to accommodate speakers. Students will be given as much notice as possible about any changes.