Canvas:
This course utilizes Canvas online services. You may communicate with me via Canvas or Umail. You must have reliable internet connection and log in to our Canvas course regularly to do well in this course.

Course Description:
This writing intensive course introduces students to the variety of writing challenges in advertising, marketing and public relations. Students learn in a laboratory setting and produce a portfolio of their completed writing projects.

Approach:
To the extent that I am able, I will create a learning environment in which students get to know one another and interact with classmates and the material. This course will consist of in-class engagement, discussion, and activities in addition to online coursework. Please note that this course is not “at your own pace.” If you find that you are falling behind in the course, please contact me as soon as possible so we can discuss whether continuing the course is the best choice for you. Additionally, this course will include elements of group work, which is fairly standard for a position in strategic communication. The first portion of the semester is focused on working toward an individual portfolio while the second half of the semester focuses on working toward a team portfolio.

Textbook/Required Readings/Audio/Visual:
Various podcasts, audio/visual, and other written material may also be assigned/required to supplement what we are covering.

Course Objectives:
This course is designed to immerse you to strategic writing, and how to adapt it for multiple platforms. You will be prompted to think critically about the various types of strategic communication and their role in society.

By the end of this course, you will be able to:
- Recall the nine steps of the research, planning, and writing process
- Work effectively as a virtual team within a simulated agency
- Promote yourself by elevator speech, job request and résumé
- Write a strategic media pitch, media advisory and news release
- Research, draft, write and edit a newsletter and feature story
- Research, draft, write and edit a strategic planner for a consumer product
- Design, outline and write a brochure or one-sheet for a simulated agency
- Learn and model effective team building activities and exercises
- Network with guest speakers for advice, best practices and career planning
- Prepare for future study and/or employment in strategic communications
Course Policies

Class Attendance & Make-Up Work:
Because class attendance and course grade are demonstrably and positively related, the University expects students to actively contribute and participate in courses in which they are enrolled. Your in-person and virtual attendance and participation are important to advancing the growth of the culture of the class as well as your own personal communication and writing skills. Failure to regularly participate in the course assignments and Canvas modules will negatively affect your grade.

If you miss assignments due to an extraordinary circumstance or emergency, please contact me ASAP to arrange making up assignments. I will only consider allowing make-up assignments in a documented circumstance, and you must furnish this documentation within 7 days of your missed assignments.

Work Submitted to Canvas:
Please note that work should be submitted to Canvas by the deadline announced on Canvas and/or listed in the syllabus. Work submitted to Canvas must be submitted before the deadline in a Word doc(x) or pdf format unless otherwise announced or noted. Do not submit Google doc links, notes or pages documents. If an assignment is not submitted by the deadline in the appropriate format, it is subject to penalties up to you forfeiting any and all credit for the assignment. Assignments should be formatted in AP style. Once an assignment is graded in Canvas, you may not resubmit the assignment. The originally assigned grade will stand.

Late Work & Extensions:
I do not accept late work (see next paragraph for caveats). Adhering to deadlines through proper time management is an important skill that is positively correlated with professional and academic success. Assignments are to be submitted via Canvas by 11:59 p.m. (unless otherwise specified) on the assigned due date. Assignments submitted after the due date and time will not be accepted or graded.

I understand that life events occur throughout the semester, so I will allow three penalty-free 48-hour extension on any written assignment. You do not need to let me know why you are using an extension, but you need to tell me (via email) before the deadline for the assignment that you are using the extension. Otherwise, your assignment will still be marked late. These extensions do not apply to any extra credit assignments or the final exam. You can use an extension for any assignment in a portfolio, but not the whole portfolio submission. If the assignment is a team assignment, one team member may use one of their extensions for the assignment, and that individual is the person that should email me asking for the extension.

Extra Credit:
I will infrequently provide the opportunity for extra credit throughout the course. You should take advantage of any and all extra credit opportunities made available. I do not and will not make individual forms of extra credit available.

Grade Question and Concerns:
If you have any questions about posted grades, you are able to discuss them with me between 24 hours and 10 days of the time that the grade post-date in Canvas. I will discuss grades with you during office hours or by appointment, so I will not answer questions via email or in the classroom. Grades will not be changed after 10 days unless there is a system or clerical error.

Course Policy on Academic Integrity/(Dis)Honesty:
Given the nature of a media writing course, it’s particularly important for students to understand what constitutes plagiarism. Plagiarism is the intentional or unintentional representation of another person’s ideas or words as your own. It is plagiarism to:
- Turn in any portion of someone else’s work as your own;
- use any portion of a “file” from a previous assignment and submit it as your original work
• take passages from someone’s work (published or unpublished) and include it in an assignment without citing the original author and using quotation marks;
• copy (word-for-word, or with some words changed or rearranged) another person’s work without using quotation marks and appropriate citation;
• knowingly allow another student to use your work as their own;
• work with another student at the University of Utah or elsewhere to essentially create one assignment, with each student submitting a version of it in their own class (the team assignments are of course exempt from this rule);
• use your own work (self-plagiarism) from a different class (i.e. a paper you wrote for an English course), a different section or different assignment and submit it as original work for this section of COMM 4590; or
• use all or part of other work you have previously written as you should consult your instructor if you have questions about how to properly approach a topic/assignment for this course that you’ve done before.

This list is not an exhaustive, but it hopefully gives you some concrete examples of what plagiarism means. All students are required to upload their major written assignments (including outlines and papers) electronically to Canvas, where it will be run through text matching software. Failure to do so may result in a substantially reduced grade on the assignment or failure for the course. All material submitted for evaluation must be the original work of the student and be produced in the current semester. It is a form of academic misconduct to submit all or part of any assignment written for another course, a previous semester of COMM 4590, or competition for a grade in COMM 4590 without your instructor’s knowledge and permission, which includes all work produced as a high school student or used in high school competition.

If you are in doubt about whether an activity violates the academic integrity policy, it is your responsibility to ask your instructor ahead of time.

Netiquette Requirements:
You should adhere to the following e-mail guidelines. You must email me from your university Umail account. I cannot discuss the course and your grades with external emails addresses (Gmail, Yahoo, etc.). If your e-mail does not adhere to these guidelines, I will send a reply asking you to review the guidelines and will not provide a respond to your question or concern until the guidelines are followed.

• The e-mail subject line should include COMM 4590-002 and refer to what you will be discussing.
• The e-mail must include a salutation. “Dominic,” is an appropriate salutation for this class.
• You will need to use correct grammar/spelling/capitalization in your e-mails.
• All e-mails need to be signed

I will reply to emails sent Monday-Thursday in 24 hours, and within 48 hours for emails sent Friday-Sunday.

Teaching & Learning Philosophy:
I believe that everyone comes to a class with their own personal experiences and opinions – no one is a blank slate. That being said, I encourage you to tap into your own experiences to stimulate and inspire your composition and participation in the course. Please be mindful of other individuals’ identities and beliefs. Communication that harmfully threatens another physically, socially, mentally, or emotionally will not be tolerated. I value open communication, and I will clearly state my expectations while discussing guidelines for assignments and class engagement. I practice this philosophy not to be rigid or make the course seem difficult. Rather, I want you to know the expectations in order for you to succeed and achieve in the course.

COURSE ASSIGNMENTS

Weekly Coursework:
Weekly coursework will exist both via in-person activities, discussions and assignments as well as online “Canvas coursework.” To earn credit for any in-person coursework, you must be present for the entirety of that
class period and actively engage in the assignment. Any associated Canvas coursework will open after the associated Monday class meeting and will be due the subsequent Sunday at 11:59 p.m.

**Strat Comm Examples:**
Strat comm examples will be due to Canvas on Sundays at 11:59 p.m. for the weeks that they are assigned. For these assignments, you will find an example of strategic communication (advertisement, press/news release, company website, social media presence, etc.) and summarize, critique, analyze and evaluate it. Your write-up should be roughly one single-spaced and include a link to the example. I will count your top four scores/submissions toward your final grade in the course.

**Individual Portfolio (Due 10/10 @ 11:59pm):**
Individually, submit all three of the following:
(1) Personal Brand (50pts): Varies in length
(2) Announcement News Release (50 pts): One-page inverted pyramid
(3) Feature News Release (50 pts): One-page feature or hybrid structure

**Team Portfolio (Due 12/5 @ 11:59pm):**
Submit all three of the following as a group:
(1) PR case (100pts): Three to four single-spaced pages addressing client’s case
(2) Strategic message planner: Roughly four single-spaced pages analyzing client’s needs
(3) Agency voice packet (50pts): Mediated presentation of brand voice for your team’s agency

**Team Evaluation (Due 12/12 @ 11:59 p.m.):**
Evaluate your team’s performance at the end of the semester. One of the five dysfunctions of a team is lack of accountability. That's why you'll take some time to evaluate each team member, to make sure everyone is accountable for their contributions. After group discussion, each team member will submit their own confidential, honest and brief written evaluation summarizing the answers to the questions and their own experience with the team.

**Crisis Case:**
On the last day of class, we will simulate a crisis case situation in a strategic communication organization. You will be asked to quickly gather information on the client and address their crisis case.

**GRADES**
Final grades are based on a point system. Grades are rounded to the nearest tenth. For example, an 89.92% is a B+ and an 89.97% is an A-. Plus/minus grades will be assigned using the following scale:

<table>
<thead>
<tr>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
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<tbody>
<tr>
<td>93-</td>
<td>90-</td>
<td>87-</td>
<td>83-</td>
<td>80-</td>
<td>77-</td>
<td>73-</td>
<td>70-</td>
<td>67-</td>
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<td>60-</td>
<td>Below</td>
</tr>
<tr>
<td>100%</td>
<td>92.9%</td>
<td>89.9%</td>
<td>86.9%</td>
<td>82.9%</td>
<td>79.9%</td>
<td>76.9%</td>
<td>72.9%</td>
<td>69.9%</td>
<td>66.9%</td>
<td>62.9%</td>
<td>60%</td>
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</tbody>
</table>

**Assignments:**
- Weekly Coursework (Canvas & In-Person) 400 points
- Strat Comm Examples (4 x 25pts each) 100 points
- Individual Portfolio 150 points
- Team Portfolio 250 points
- Team Evaluation 50 points
- Crisis Case 50 points

**Total Points** 1000 points
University and Departmental Policies

The Americans with Disabilities Act:
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

If you will require additional assistance with any course activities due to disability, please let the instructor know as soon as possible. You may find the Center for Disability Services online at http://disability.utah.edu.

University Safety Statement:
The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct:
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 581-8365, or the Office of the Dean of Students, 270 Union Building, 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 581-7776. To report to the police, contact the Department of Public Safety, 585-2677 (COPS).

Inclusivity Statement:
It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Undocumented Student Support Statement:
Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801-213-3697 or visit https://dream.utah.edu

Name/Pronouns:
Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will call you by the name and pronoun(s) that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any
assistance or support, please reach out to the LGBT Resource Center.  
https://lgbt.utah.edu/campus/faculty_resources.php

Wellness Statement:  
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Veterans Center:  
If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

English Language Learners:  
If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: The Writing Center (http://writingcenter.utah.edu/), the Writing Program (http://writingprogram.utah.edu/), and the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

Drop/Withdrawal Policy:  
You can drop a course during the first ten calendar days of the semester. You may withdraw (with a “W” recorded on the student’s academic record) until the midpoint of the semester, as indicated on the academic calendar. After that, withdrawal is possible only “in cases of compelling non-academic emergencies” through petition of the dean of your college. Enrolling in, dropping, and withdrawing from courses is the student’s responsibility. Please see the Student Handbook.

Academic (Dis)Honesty:  
The Student Code spells out specific rights of students in the classroom. The Student Code also specifies proscribed conduct, including cheating on exams, collusion, and plagiarism. Students found guilty of academic dishonesty can receive an “E” for the assignment or the course, and other disciplinary action may be taken. Please see the course policy on plagiarism/academic (dis)honesty.

Curriculum Accommodations:  
Curriculum accommodations take two forms: schedule accommodations and content accommodations.

The instructor can provide schedule accommodations for those who have a conflict that involves religious/spiritual observances, documented and University-sanctioned activities (including athletic participation demonstrated at the beginning of the semester), governmental obligations, and family or medical-related emergencies. If you anticipate any scheduling conflict with this course, please speak with the instructor as soon as possible. In every case, it is the student’s responsibility to arrange alternatives as soon as possible for any assignment, presentation, or examination.

Content accommodations will not be provided for this course. All assignments, activities, and content are selected to achieve specific pedagogical outcomes.

Learning Environment:  
We will maintain our classroom as a productive place to learn. We are all responsible for fostering an environment open to observing, discussing, and reflecting upon our own and others’ communicative behaviors in order to learn. Thus, each one of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel and function as part of the class. If at any time or for any reason you feel uncomfortable with the classroom environment, please contact the instructor immediately in order to resolve/improve the situation.
<table>
<thead>
<tr>
<th>Content/Start Date</th>
<th>Reading Focus</th>
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<tbody>
<tr>
<td>Week #1: Intro to Strategic Writing 8/23</td>
<td>Syllabus 1A, 1B, 1C, 1I, 1J, 1K, 1L</td>
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<tr>
<td>Week #2: Style 8/30</td>
<td>1D, 1E, 1G, 1H Appendix A, B, C</td>
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<tr>
<td><em>Asynchronous Week: No Formal Class Meeting</em></td>
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<td>Week #3: NO CLASS - LABOR DAY 9/6</td>
<td>N/A</td>
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<td>Week #4: Business and Professional Comm 9/13</td>
<td>1M Section 5</td>
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<td>Week #5: Public Relations I 9/20</td>
<td>Section 2</td>
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<tr>
<td>Week #6: Public Relations II 9/27</td>
<td>Section 2</td>
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<td>Week #7: Individual Portfolio Workweek 10/4</td>
<td>None</td>
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<td>Week #8: NO CLASS – FALL BREAK</td>
<td>N/A</td>
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<td>Week #9: Team Formation 10/18</td>
<td>None</td>
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<td>Week #10: Advertising I 10/25</td>
<td>Section 3</td>
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<tr>
<td>Week #11: Advertising II 11/1</td>
<td>Section 3</td>
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<tr>
<td>Week #12: Sales and Marketing I 11/8</td>
<td>Section 4</td>
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<tr>
<td>Week #13 Sales and Marketing II 11/15</td>
<td>Section 4</td>
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<tr>
<td>Week #14: Strategic Crisis Communication; Team Portfolio Overview 11/22</td>
<td>PDF Reading</td>
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<td>Week #15: Team Workweek 11/29</td>
<td>None</td>
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<tr>
<td>Week #16: Crisis Case; Course Debrief 12/6</td>
<td>None</td>
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*Major Assignment Schedule | COMM 4590-002 | Fall 2021*

<table>
<thead>
<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Individual Portfolio</td>
<td>Due 10/10 @ 11:59 p.m.</td>
</tr>
<tr>
<td>Team Portfolio</td>
<td>Due 12/5 @ 11:59 p.m.</td>
</tr>
<tr>
<td>Team Evaluation</td>
<td>Due 12/12 @ 11:59 p.m.</td>
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</tbody>
</table>

*All changes will be announced and posted to Canvas.