

# Sacred Heart University: Department of Communication Studies

## Spring 2021 - CM 356-A: Advertising & PR Campaigns – Online

<b>Professor:</b> Dr. Mark Congdon Jr.	<b>Email:</b> <a href="mailto:congdonm2@sacredheart.edu">congdonm2@sacredheart.edu</a>
<b>Phone:</b> 203-292-0532 <i>(Please do not call or text on weekends or before 8am/after 5pm)</i>	<b>Virtual Office Hours:</b> Wed., 12:30pm-1:30pm AND by appointment via class Zoom link <i>(use the class zoom link below)</i>
<b>GroupMe:</b> <a href="https://groupme.com/join_group/64624962/D7iwWUJb">https://groupme.com/join_group/64624962/D7iwWUJb</a> <i>(Please join this GroupMe chat &amp; feel free to send messages to the class &amp;/or directly to Mark)</i>	<b>Blackboard Support:</b> Send an email to <a href="mailto:blackboard@sacredheart.edu">blackboard@sacredheart.edu</a> ; Submit a SHU <a href="#">Blackboard Support Request Form</a> ; &/or Visit <a href="#">Blackboard's Student Help</a> website
<b>Scheduled Class Time:</b> Wed., 11am-1:45pm	<b>Canva Pro Class Link:</b> <a href="https://www.canva.com/brand/join?token=SYz_R3F0mM5H3zFGrL99yQ&amp;brandingVariant=edu&amp;referrer=team-invite">https://www.canva.com/brand/join?token=SYz_R3F0mM5H3zFGrL99yQ&amp;brandingVariant=edu&amp;referrer=team-invite</a>
<b>Virtual Class Meeting Time:</b> Wed, 11:00am –12:15pm via Zoom <i>(See course calendar for specific dates of required/optional meetings – these may change).</i>	<b>Zoom Class Meeting Link:</b> <a href="https://sacredheart-edu.zoom.us/j/94563476571?pwd=QXdZOFV3K1dYTUNubE56MndPdGc2UT09">https://sacredheart-edu.zoom.us/j/94563476571?pwd=QXdZOFV3K1dYTUNubE56MndPdGc2UT09</a> Meeting ID: 945 6347 6571; Passcode: 8y942

Please note that attendance to some virtual class sessions will be OPTIONAL – although, there will be some required sessions. If you cannot attend the required sessions, please send me an email & let your group/team know. Virtual Zoom class sessions will be used for 4 purposes:

1. Talk you through assignment specifications (which will already be posted in Blackboard).
2. Answer your questions about course content, assignments, etc.
3. Meet with community partners. Please note, that you will be expected to meet with your community partners outside of our class Zoom sessions – you will work with your community partner and teammates to determine when you all need to meet.
4. Work through example documents, case studies, have small-group discussions, etc. to punctuate course content that you've already read or will read. Again, I will not be providing any content that you wouldn't have already covered in your readings on Blackboard. Instead, I will be using remote class sessions to provide another method of covering that content to appeal to different learning styles and to punctuate those concepts. We're in the middle of a pandemic, you all have extra stress and commitments right now, and anyone could fall sick or have to take care of a sick family member at any time. Hence, why no new content will be delivered during remote class sessions.

### Zoom Policies for Online/Virtual Classes:

#### REQUIRED

- a. Wear clothes. No nudity. PJ's are ok.
- b. Follow academic honesty rules.
- c. Learn how to mute your mic. Do so when asked.
- d. Learn how to use the "raise your hand" feature and type questions/comments in the chat box if others are speaking & you're not able to speak. Do so when asked.

#### ENCOURAGED

- e. If your child, parent, sibling, or pet appears onscreen, please introduce them
- f. If your bandwidth supports it, please turn on your webcam. If it doesn't, just let me know, and we'll work around it.
- g. Actively participate!
- h. Let's try to have fun while we learn.
- i. Please upload a recognizable picture of your face in your Blackboard profile and Zoom profile.

This list may be revised as needed, and I will ask the class if anything else should be added. I want to respect your privacy and understand that some of you might have to be taking care of other people while you're "in class," etc. We're in unprecedented times and must make room for that.

**Important Note:** You are expected to check both your SHU email AND Blackboard accounts on a **regular basis** (at least 3x during the week) in order to keep current with communication from Dr. Congdon, your class-peers, and the University.

#### Two-Required Textbooks:

1. Luttrell, R. M. & Capizzo, L. W. (2021). *Public Relations Campaigns: An Integrated Approach*. Thousand Oaks, CA: Sage. 2<sup>nd</sup> edition; ISBN-13: 978-1544385587. **You can purchase 1<sup>st</sup> edition (i.e., ISBN: 978-1506332512) if it's cheaper but know that there is new & different information in the 2<sup>nd</sup> ed. than the 1<sup>st</sup>, & course assignments/readings will align to the 2<sup>nd</sup> ed.**
2. *Strategic Writing: Multimedia Writing for Public Relations, Advertising and More*, by Marsh, Guth, & Poovey Short, **5<sup>th</sup> Edition** (ISBN: 9780367895402). **You can purchase the 4<sup>th</sup> edition instead, & I'll also will provide a FREE PDF version of the 4<sup>th</sup> edition of this book on our class Blackboard page,** just know there are differences between the 5<sup>th</sup> and 4<sup>th</sup> editions.

**Recommended Textbook:** Scott, M. E. (2020). *The PR Campaigns Worktext*. Thousand Oaks, CA: Sage. ISBN: 9781544397573

**Additional Readings:** Please sign-up for these **2 free email newsletters ASAP**, as we will be periodically reading articles/discussing stories published here. These newsletters are targeted towards Millennials & Gen Z:

- a. **Morning Brew Email Newsletter** – current news related to the economy, business, technology, science, culture, & politics: <https://www.morningbrew.com/daily/r/?kid=cf17e5>
- b. **Marketing Brew Email Newsletter** – current news in the industries of social media, PR, advertising, & marketing: [www.morningbrew.com/marketing/r/?kid=cf17e5](http://www.morningbrew.com/marketing/r/?kid=cf17e5)

Throughout the semester, you will also have to read (online) supplemental readings & academic articles uploaded to Blackboard.

**Hardware:** Reliable access to high speed Internet on a functional and up-to-date computer with a webcam.

### Recommended Course Materials:

1. Student Study Website for Luttrell & Capizzo book: <https://edge.sagepub.com/luttrell2e/student-resources>. Our textbook's site offers flashcards that strengthen understanding of key terms and concepts, as well as learning objectives that reinforce course concepts.
2. Membership to the SHU chapter of Public Relations Student Society of America (PRSSA) – cost: \$55 for an annual membership. More information will be discussed (see websites on benefits of joining: <http://prssa.prsa.org/join-prssa> & <http://prssa.prsa.org/join-prssa/member-benefits>). *If you join PRSSA by Week 14, you'll also receive 15 extra credit points – joining does NOT count towards the additional 2 extra credit opportunities you can do (see Extra Credit section below).*
3. [Adobe Photoshop CC 2019 Introduction Quick Reference Guide](#) (can buy on Amazon)
4. [Adobe Illustrator CC 2019 Introduction Quick Reference Guide](#) (can buy on Amazon)
5. [Adobe InDesign User Guide](#) (free)
6. [Canva: A step-by-step guide to designing from scratch](#) (free)
7. [Designing with Canva Tutorials](#) (free)

**Sacred Heart University Mission Statement:** Sacred Heart University, rooted in the Catholic intellectual tradition and the liberal arts, embraces a vision for social justice and educates students in mind, body and spirit to prepare them personally and professionally to make a difference in the global community.

**Course Description:** Students research, plan, implement, and evaluate integrated public relations and advertising campaigns. Students gain hands-on experience by working with community clients. Prerequisite: CM 101.

**Course Overview:** This upper-level online course demonstrates the Public Relations (PR) & Advertising process as an integrated communications management function. This course integrates PR & advertising strategies, marketing approaches and new media opportunities to learn how today's practitioner implements an award-winning campaign and the research-driven, strategic choices that underscore success. The texts used provide the framework and theory-based knowledge to begin work as strategic communication practitioners who provide effective campaigns in an environment that is complex and multi-faceted. This course focuses on the research, planning, implementation and evaluation of a public relations and advertising campaigns. An integrated team-based approach is used.

This course is taught from a [service-learning framework](#), where students partner with a local community organization to provide (PR/Advertising) service opportunities connected with course learning objectives. This teaching method results in a broader and deeper understanding of course content. By responding to community needs, students foster a sense of civic engagement and view the “classroom” as extending beyond the SHU campus. As such, the class is divided into teams, each of which designs a campaign based on the same problem statement. The community partner selects the campaign that is then implemented by the class. Campaign implementation also utilizes the integrated team-based approach. The community partner, in coordination with each student-group, selects the tactics/materials that are then implemented, and teams will work *with* community partner in developing, implementing, and evaluating campaign.

The course includes (online) lecture/discussion of all phases of the strategic communication process, in-class project work sessions, and out-of-class team and individual work, as well as textbook and other relevant readings. Students will also learn a basic overview of persuasive writing and strategic design techniques and improve these skills with designing effective PR and advertising tactics aligned to campaign objectives using various design programs/software that is available (i.e., [Canva Pro](#), Adobe Creative Suite, etc.). Students will be expected to practice using the various design programs/software available to them (i.e., Canva, Adobe CC, etc.) outside of class. **This is a fast-paced course with 2-4 (writing) assignments due weekly and will require MUCH reading and time outside of class for you to complete the course effectively, especially in the first 11-weeks of the course (2-6 items to read each week) – please budget your time accordingly.** *You can ALWAYS work ahead – you just need to make sure you actively participate in each week's modules/activities.*

Throughout the semester, we will have both required and optional zoom-class meetings to discuss course content, answer questions, review community partner work, and any other items that may come up. For each week, **the weekly modules will open up/be available at least 2 weeks in advance of the start date** (i.e., if week 3 starts on 9/14, then that week's module will be available by 9/01). There will be short lecture videos for most weeks, where I discuss the course content. There will also be supplemental YouTube and other videos, and most chapters will be supplemented with PowerPoint. This course has been developed around the textbooks/supplemental readings, and your diligent reading of the books will largely determine your success in the course. **This course also has multiple writing assignments, so make sure you write clearly, and edit your work with correct punctuation/grammar – use SHU's Writing Center, your classmates, family &/or friends to proofread your writing!** All assignments will be submitted through Blackboard; [email SHU Blackboard Support](#) if you have technical issues.

I will also be available throughout the semester to meet virtually through video chat or phone chat; you just need to email or text me to schedule a time to meet. **Please do not call or text me on the weekends or before 8am or after 5pm during weekdays.** If you do text me during this timeframe, I will respond by the next business day. *My standard policy is to email students back within 48 hours during weekdays and get assignments back within one week; I do not check emails on the weekend.* Please don't hesitate to contact me with any questions regarding the course or material.

**Learning Objectives/Outcomes and Assessment:** The overarching learning goal of this class is to develop the professional-level writing skills and application of the campaign expected of beginning public relations and advertising practitioners, emphasizing the different approaches required for particular audiences and media. Through readings, activities, and assignments that ask us to apply course information to our own lives and in professional contexts, you (and I) can assess your progress towards the overarching course goal through the following specific outcomes:

Learning Outcome	Activities to Support Learning	Assessment of Learning
Identify and utilize theory behind PR, the process of PR planning, and several models (i.e., ROPE, RACE, PESO, ROSTIR) used in PR campaigns with an integrated focus. (LOCs: 2, 3)	Assigned readings; class discussions & workshops; listening pairs; reflective writing; community partner project work	Integrated Campaign Proposal & Campaign Plan; Online Discussions; Reflections; In-class contributions; PR/Advertising tactics; Newsletter story; RRs
Execute the steps of the public relations and/or advertising process in an actual campaign for a community partner by completing a campaign proposal and final campaign plan (LOCs: 2, 3, 4, 5, 6, 9)	Assigned readings; teamwork; class discussions & workshops; community partner project work	Campaign Proposal; Campaign Plan; PR/Advertising tactics
Move from tactician to strategy-based practitioners in order to align potential community partners objectives with an integrated campaign (LOCs: 2, 4, 5, 6)	Assigned readings; class discussions, exercises, reflective writing; project work	Campaign Proposal & Plan; PR/Advertising tactics; Online Discussion; Course Participation Reflections
Practice dialogic orientation to communication through on-going team & community partner collaboration (LOCs: 2, 6)	Teamwork; class discussions; listening pairs	Team member evaluation; Reflections; Observed team collaboration in class
Begin to develop a professional communication portfolio by completing real assignments for real community partners (LOCs: 2, 4, 6)	Assigned readings; teamwork; class discussions & workshops; community partner project work	Campaign Proposal & Plan; PR/Advertising tactics; Online Discussions

This course satisfies the following [National Communication Association's Learning Outcomes in Communication](#) (LOCs):

- LOC # 2: Employ Communication theories, perspectives, principles, and concepts
- LOC #4: Create messages appropriate to the audience, purpose, and context
- LOC #5: Critically analyze messages
- LOC #6: Demonstrate the ability to accomplish communicative goals (self-efficacy)
- LOC #9: Influence public discourse

## **Expectations, Policies, & Student Responsibilities**

Students in this course, individually and collectively, are responsible for creating and maintaining a learning environment that is conducive to the development of professional communication practitioners – ask questions, express opinions, debate constructively, meet deadlines and work cooperatively *with* teammates and community partner(s).

### **Sacred Heart University Specific Expectations/Policies**

**SHU Policy on A/V & Recording:** To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are required to participate, whether in person or via electronic communications. At the professor's discretion, he or she may require students to leave their audio and video devices on during the class lectures.

**SHU's Statement on Diversity, Equity, and Inclusion:** SHU affirms and strives to make available for every student a learning environment that is welcoming, equitable, and culturally sensitive and is supported by a curriculum that celebrates diverse voices, fosters agency, and encourages the capacity for self-advocacy. Although we at SHU know there is much work to be done, we will do what is needed to advance the cause of social justice on our campus and in the community as we learn together and from each other. To read more, visit the [You Belong at SHU web page](#). If you have any ideas about ways to enhance your success, please reach out to me. If you feel that you have been mistreated in any way, you should contact the [SHU Bias Response Team](#). If you are experiencing challenges relating to access to food, housing, technology, or other resources that might affect your performance in this course, you are urged to contact the dean of students, [Larry Wielk](#).

**Disability Services: Access and Accommodations:** Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the [Office of Student Accessibility](#). Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information about requesting accommodations, please contact Kathy Radziunas, Director of the Office of Student Accessibility, [radziunask@sacredheart.edu](mailto:radziunask@sacredheart.edu), or Laurie Scinicariello, Assistant Director of the Office of Student Accessibility, [scinicariello@sacredheart.edu](mailto:scinicariello@sacredheart.edu).

### **Course Specific Expectations/Policies**

**What are the expected class dynamics?** This class will consist of online mini-lectures, online discussion, considerable out-of-class/virtual workshop time, and online assignments. As a result, you will be asked to participate in several ways, all of which are important for learning and to your grade. The success of the online course will depend, in large measure, on everyone's regular preparation and participation. It is also expected that you will have read assigned material for the date indicated on the schedule, be fully prepared to present on the dates assigned, and engage with others in a respectful manner. You will also work in groups of 4-6 with your community partner.

**Inclusive Classroom Guidelines.** You don't have to agree with everything that is said or written in our online class (in fact, I don't expect you to), but keep in mind that you're here to learn about a particular perspective on communication. Don't be afraid to put forward thoughtful criticisms but try not to dismiss things out of hand. Respect another person's rights to speak, and listen attentively to what is being said, even if it may sometimes challenge your communicative 'comfort zones.' Use discretion and sensitivity when writing and speaking and be respectful to me and to your classmates. Online active participation will make this class more beneficial, rewarding and enjoyable to all. This is an "Inclusive Classroom." In our (virtual) classroom, all students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class. Your success at SHU and beyond is enhanced by the innovation and creativity of thought that inclusive classrooms facilitate. The success of an inclusive classroom relies on the participation, support, and understanding of you and your peers. We encourage you to speak up and share your views, but also understand that you are doing so in a learning environment in which we all are expected to engage respectfully and with regard to the dignity of all others. Disrespectful behavior aimed toward a classmate will NOT be tolerated and may warrant removal from the class. If you have any questions or concerns do not hesitate to raise them in class or with me directly.

**Academic Integrity:** Students at SHU are expected to be honest in every aspect of their academic work. Plagiarism, cheating, academic misconduct, or any other submission of another's work as one's own is unacceptable. Students working in groups are each individually responsible for the academic integrity of the entire group project. In a situation where the course instructor determines that, more likely than not, a breach of academic integrity has occurred, the incident will be reported per the University's [Academic Integrity policy](#). Rules for citing quotes and ideas can be found in the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition &/or [Owl Purdue's website on APA](#). **Please note:** *Intentionality is not an issue with regard to plagiarism. Even if a student plagiarizes without intending to do so, it is still considered plagiarism and will result in the appropriate consequences.* Students are urged to review the parameters and provisions of plagiarism to avoid any potential plagiarism issues. When in doubt, CITE!

**The Writing Center.** If you need help with your writing skills this semester, please visit the [Writing Center](#), located in the Jandrisevits Learning Center, in the Student Success Center. The tutors can assist you with all stages of the writing process, from selecting a paper topic and creating an outline, to documenting research and working on grammar and punctuation. Please call 203-371-7820 or [make an appointment online](#). For help with your writing, you can [submit a paper online](#) via the [Online Writing Lab](#) and/or view [Online Resources](#). Since strong writing skills are needed/required for this class, **if you (individually &/OR as a group) receive a grade of a C or lower, you will be REQUIRED to go to the Writing Center for your next assignment.**

**Style & Format of Writing Assignments:** It is expected students review, edit, correct, and proofread their work prior to submission; grading is based on this expectation. **You will be expected to properly write in AP &/or APA style/format and cite sources in APA. If you have questions about citations, be sure to ask & visit the Writing Center. Plagiarism will not be tolerated.** Use [Citation Machine](#), [AP OWL Purdue](#), and/or [APA Owl Purdue](#) as resources for correctly writing/citing in APA or AP. There is a reduction in grade for any assignment that is seriously deficient in written expression.

**Notice to Athletes and Others Involved in Extra-Curricular Activities:** Please notify me BEFORE absences take place. **All assignments are due BEFORE the absence occurs.**

**Late Work.** Making deadlines are important and key to making the grade. Incomplete work will not be accepted. All work must be completed in a professional and timely manner. Papers and ALL assignments must be written/produced in an organized and coherent fashion, carefully edited and spell checked, word/pdf/mp3 or mp4 processed, and turned in on time. **Late submission of class assignments or rewriting for a higher grade is not permitted** unless arrangements have been made in advance with the instructor or otherwise stated. Such instances will only be considered under extenuating circumstances and at the full discretion of the instructor. Please discuss any concerns you have prior to the due date. I understand we are in a global pandemic, so please reach out if you have any issues or concerns with turning assignments in by their due date, and we will work something out.

**Participation & Attendance:** **Attendance** is expected, as is showing up on time when virtually meeting and when working in your groups. As this is a learner-centered course, your attendance and participation are essential. We want you to have a positive learning experience. Attendance will be taken during each required virtual class.

- **SHU Undergraduate Attendance Policy, Spring 2021:** As faculty, we know that COVID-19 presents unprecedented challenges to our campus community's physical and mental health. Generally speaking, students are expected to attend all class meetings, both in person and online. At the same time, it is understood that you may be asked to self-isolate or quarantine, or you may suffer from a health issue (physical or mental) associated with the virus over the course of the semester. These conditions may prevent you from attending in-person class meetings. If you miss a class, you should notify your instructor immediately. This is your responsibility. You are not required to provide a note documenting an illness from a health care professional during the Spring 2021 semester; however, students who need to miss more than two consecutive classes for any COVID-related issue must notify the Director of Community Standards and Student Conduct, Channing Vidal, whose office will then email relevant faculty and advisors about your absence so that accommodations can be made to help you continue to participate in your courses and complete the required coursework. Faculty are expected to be flexible, within reason, when making arrangements for missed work for health-related absences and/or isolation needs. Please refer to your College's and/or Program's Student Handbook for specific policies related to your particular major. Please note that the Nursing Student Guide and the SVC Student Guide supersede this policy.
- **ONE MENTAL HEALTH ABSENCE** will be allowed over the course of the semester. You do not need any documentation for a mental health absence – just email me to let me know that you're taking a mental health day.

**Prolonged Illness or Absence.** If students must be absent for an extended amount of time due to illness, emergency, tragedy, COVID, etc. it is the responsibility of the student to contact the instructor immediately and to maintain communication. Students are urged to do this through the University's channels such as their Dean, Advisor, Disability Services, [Academic Support Services](#), etc. Failure to act, as described above, may result in not receiving certain accommodations like making up assignments missed, having absences excused, etc., which may negatively impact your course grade. The responsibility falls onto the student to act.

**Syllabus Consent Statement:** I consider my teaching a scholarly endeavor: what I learn from you in this class can help me improve future courses. I may even draw from your assignments to create scholarship that helps others wishing to improve their pedagogical (teaching) practices as well. If I do so, your identity (name or other identifiable information) will remain anonymous. If you have concerns, please speak with me.

**Crisis Contingency: Bad Weather/ Flu Days/COVID:** If the University closes campus for any reason, see your email &/or Blackboard for instructions. You will be responsible to know the material in the chapter(s)/readings for any assignments. If something unforeseen happens to me I will send an announcement/email; please get in the habit of checking your email first thing in the morning. **Snow days/Inclement weather/sick days/COVID closures do not necessarily result in assignment postponement or changes in the syllabus.**

**Disclaimer:** I reserve the right to revise this syllabus as need requires, &/or based on our pace this semester. You will be notified of any changes to the course via face-to-face, email, or BB & at that time updated on changes to deadlines or project requirements.

**Contacting Me.** I will be available during my virtual office hours and encourage you to use this time to ask questions about assignments & the course, check progress and grades, as well as discuss concerns with me. I also encourage students to contact me by email to set up other meeting times, notify me of absences, or any other reason related to the course. I will make an effort to respond in a timely manner and expect the same of students. I will respond within 48 hours of receiving your email. I do not respond to emails on the weekend. I am here to support and guide your learning. Please reach out.

**Questions about Assignments & Grades.** Questions concerning assignments &/or expectations should be addressed at least one-week prior to the due date of the assignments and addressed to me during office hours – can email to schedule a meeting. Questions concerning grades must be addressed within 48-hours of receiving the grade &/or feedback. When we meet, please bring/send me documentation of graded work with my comments.

**Letter/Numerical Grading:** All grades will be in the form of a letter grade (A - F) & weighted according to the demands of the specific assignments. This course's final grade and grades on individual tests and assignments are designated as:

"A" Range	"B" Range	"C" Range	"D" Range	"F" Range
966 – 1000 (96.6%-100%) = A+	866 – 899 (86.6%-89.9%) = B+	766 – 799 (76.6%-79.9%) = C+	666 – 699 (66.6%-69.9%) = D+	0 – 599 (0% - 59.9%) = F
933 – 965 (93.3%-96.5%) = A	833 – 865 (83.3%-86.5%) = B	733 – 765 (73.3%-76.5%) = C	633 – 665 (63%-66.5%) = D	
900 – 932 (90%-93.2%) = A-	800 – 832 (80%-83.2%) = B-	700 – 732 (70%-73.2%) = C-	600 – 632 (60%-63.2%) = D-	

There will be no scheduled exams for this course. If you accomplish all the course requirements, you will receive an A. Evaluation from your team members will be also taken into consideration to determine whether you fulfill your required work. All grade appeals should be submitted in writing in the form of a coherent, logical argument. Such appeals will then be discussed in conference.

### GRADING CRITERIA

**A: Superior.** Near-flawless writing submitted when due. The overall content is excellent in planning, execution and depth and breadth of thought. An "A" paper addresses the assignment carefully and thoughtfully, and then goes beyond this to say something original. It demonstrates critical thinking and deep reflection that is clearly outstanding. It is grammatically and structurally strong and shows a writer who has taken the time to construct a solid piece of writing with an obvious interest in learning something about themselves through sincere analysis.

**B: Above Average.** Work has a few minor flaws or areas that could use improvement. Fulfills assignment and meets expectations. A "B" paper addresses the assignment and shows a good approach to the topic. This paper is above average from the typical paper because it demonstrates complete understanding of the purpose of the assignment, or a complete understanding of the topic. The paper adheres to good writing principles both grammatically and structurally, and the reader is able to clearly understand what the author intends to convey.

**C: Average.** Work satisfies assignment. Many areas need improvement including a deeper grasp of expectations, a more perceptive interpretation of the assignment. A "C" paper addresses the assignment but does not go beyond it in any significant way. It represents the minimum amount of effort that still completes the work. It may lack a clear structure and critical thinking. There may be some grammatical and structural problems with the writing style.

**D: Below Average.** Projects are received late and/or contain serious errors or omissions. Work is just above the threshold of minimal acceptability. A "D" paper may somewhat address the assignment but seems to miss its essential point or go off on tangents. The paper lacks clear structure, critical thinking, and an organized format. It is difficult for the reader to understand the writer's key points or position on the topic.

**F: Unacceptable.** Project has not been delivered on time and/or is seriously flawed. Lacks attention to detail, has many careless errors and/or omissions and does not meet minimum standards for this class. An "F" paper does not address the assignment. It reveals a lack of understanding or poor planning reflecting a serious lack of preparation, effort, and understanding of the assignment.

**Policy on Incompletes:** An "Incomplete" will be awarded only in cases where 75% of the coursework has been completed AND the grade is warranted by an excuse (e.g., medical, military). Inability to complete coursework in a timely fashion does not constitute an acceptable reason for requesting or receiving an incomplete.

**Grading.** Grades will be based on evaluation of student performance in the following areas:

Assignments	Points
<b>Team Assignments</b>	
Part 1: Integrated Campaign Proposal (50 total points – 5% of grade)	50
Part 2: Integrated Campaign Proposal (100 total points – 10% of grade)	100
Draft Rounds of PR/Advertising Tactics w/ Peer Feedback (2 rounds at 50 points each – 10% of grade)	100
Final Rounds of PR/Advertising Tactics (2 rounds at 100 points each – 20% of grade)	200
Integrated Campaign Plan (175 total points – 17.5% of grade)	175
<b>Individual Assignments</b>	
Reading Reflections (9 @ 15 points each – 12% of grade)	120
Online Discussions: SJ Campaign Case Study (3 Discussions at 50 points each - 150 total points – 15% of grade)	150
Active Participation, Reflections, & Reading/Online activities (10.5% of grade)	105
<b>Total Points Possible</b>	1000

**Extra Credit.** A number of extra credit opportunities may be offered during the semester and in your communities (e.g., participate in research/media analysis, attend virtual/online or face-to-face performances/lecture series, write reflection paper, and participate in departmentally or community sponsored events and organizations). Each extra credit opportunity is worth 10 points you may complete up to 2 options for a total of 20 points. So, if you had an 880 in the class and did the extra credit you would have 900 in the class. **All extra credit (unless otherwise stated) is due Week 14** and should be uploaded to Blackboard in the appropriate "Extra Credit Opportunity" assignment. Extra credit papers should be double-spaced, 1-in. margins, and 12-point font (unless otherwise stated). I do not round grades.

#### 7 Types of Extra Credit Opportunities:

- Complete Online/Digital/Social Media Certifications:** You can complete various online/digital/social media certifications to help develop your professional credentials. Some certifications to complete include [Google AdWords Certification](#), [Google Analytics](#), [Hootsuite Academy Certifications](#), [Facebook Certifications](#), [Hubspot Academy Certifications](#), among others.
- Participate in a community or University event:** SHU and your/our local community may offer several virtual or face-2-face events or speakers throughout the semester. If you decide to do this, write a 1 to 3-page reflection paper or 2-4-minute audio or video podcast responding to an event connecting it to course material. Unless directed otherwise, response papers should provide a critical evaluation of the event including the following 3 elements: 1) provide a brief summary of the event as it relates to course material/content; 2) discuss how the event relates specifically to course terminology, concepts, and Communication/Mass Media scholarship; 3) provide a critique/evaluation of the event's representations of a communication phenomenon of your choice (i.e. issues related to ethics, gender, race, class, etc.).
- Participate in a Civic Learning & Social Action Projects:** Complete one or more of the [civic learning and social action projects](#) or a [Virtual Community Engagement Project](#) on SHU's [Office of Volunteer and Service Learning](#) website. You must complete the specific tasks stated for the project(s) if interest.
- Conduct a short media analysis:** You could also write a 1 to 3-page paper or 2-3-minute video or audio podcast, where you analyze some aspect of the media (i.e., tv show, music video, book, newspaper article, advertisement, movie, podcast, etc.) utilizing concepts from the chapters and supplemental readings we have covered in class. If you do this, you must pick at least 3 concepts from the course. What concepts you choose is completely up to you and they can all be from one chapter or from various chapters or the academic articles. You will use the concepts you choose to examine the media and how you see the concepts you choose being utilized. You have a lot to work with here to be creative. You can examine the news, a TV show, movies, music videos, advertisements, etc. For this extra credit opportunity, 1) provide a brief summary of the medium you're analyzing as it relates to course material/content; 2) discuss how the media you're analyzing relates specifically to course terminology, concepts, and scholarship; 3) provide a critique/evaluation of the media representations of a communication phenomenon of your choice (i.e., issues related to ethics, gender, race, sexuality, class, etc.).
- Course Reflection Paper:** For this extra credit opportunity, you will write a 1.5 to 3-page reflection paper or 2-3-minute audio or video podcast discussing what you have learned during the class and how it will assist you in achieving further academic and work/professional related goals. Be sure to **include concepts covered in class, in the textbook, and reading supplements**. Include your strategies for capitalizing on your strengths and overcoming your weaknesses in order to become an effective professional in relation to your overall professional goals, and how understanding various aspects of PR/Advertising/media/communication may help your future goals. Reflect on how you can utilize your skills to do good and enact positive change in your community within your workplace with what was discussed in class. This reflection must be different than other reflections you've done for our course.
- Create PR/Advertising materials:** You can create quality Social Media/PR/Advertising tactics for events, organizations, extracurricular activities you're involved in, etc. that arise throughout the semester for extra credit, which can be included in your professional portfolio. You'll need to get approval. The materials created need to look professional, be edited for publication, and follow proper format and style the materials created.
- Re-Design Course Syllabus:** Students can also re-design our class's syllabus in an engaging format editing the content in the syllabus. This is worth up to 15 extra credit points. Below are 3 links that review the type of syllabus re-design that I hope to have and looking for someone to create something like this (or better) for extra credit. I have also attached the class syllabus below. The goal for this is to not just copy and paste but REDESIGN and EDIT the syllabus to meet the criteria as discussed in the Chronicle article link (the first link). It might be easiest to redesign the syllabus in InDesign, Microsoft Publisher, or Microsoft Word:
  - [Redesigning the syllabus in creative ways](#) (Chronicle article)
  - [Reimagining the syllabus for online classes](#) article
  - [Examples of designing syllabus:](#)
  - [Example of a good syllabus that's designed like a newsletter](#)

## **Assignment Descriptions (subject to change/evolve):**

Unless specified otherwise, online assignments should be submitted as Microsoft WORD or PDF documents. **NO late work**

### ***Team Assignments (625 total points – 62.5% of overall grade):***

**Part 1: Integrated Campaign Proposal (50 total points – 5% of grade):** In teams and with guidance from community partner, students will complete Part 1 of an Integrated Campaign Proposal, specifically, the Research & Objective components, that focuses on the proposed needs and goals of the community partner for the semester. This is a proposed roadmap of the work that students will be doing for the semester with their community partner. Each team will complete a draft and provide peer feedback.

**Part 2: Integrated Campaign Proposal (100 total points – 10% of grade):** In teams and with guidance from community partner, students will revise Part 1 of the Integrated Campaign Proposal, & complete a finalized version of an Integrated Campaign Proposal utilizing an integrated framework model that focuses on the proposed needs and goals of the community partner for the semester. Each team will complete a draft and provide peer feedback. This is a proposed roadmap of the work that students will be doing for the semester with their community-based partner. **B/c I care about your growth, you will have the opportunity to revise & resubmit this assignment. Your new grade will be the average of your original submission with your revised submission.**

**Draft Rounds of PR/Advertising Tactics (2 rounds of tactics at 50 points each – 100 total points – 10% of grade):** In teams and in collaboration with community partner, students create 2-draft rounds of Strategy and Creative Briefs for each of the PR/Advertising tactics that align to their ICP. For instance, examples of strategy and creative briefs for tactics that students could complete in each round could include: Draft of Round 1) Strategy Brief for Media Advisory/Alert; Strategy Brief for digital news release; a media contact list; a Creative Design Brief for a logo; & a Strategy Brief for a Fact Sheet; Draft of Round 2) Strategy Brief for a Brochure, a Strategy Brief with a Storyboard for a Video Advertisement for YouTube; and a Strategy Brief a 30-day social media calendar post plan for Facebook, Instagram, and Twitter that includes creating 2 different Creative Briefs for 2 different digital flyers to be included in the social media content plan. Each student will then provide peer feedback, individually, to another group using the appropriate assignment rubric; the feedback should consist of: 1) strengths of the assignment (positive feedback; 2) Areas for improvement with SPECIFIC feedback on how to improve the draft; and 3) Overall feedback and next steps the student should take. The peer feedback will be due 48 hours after each round of draft tactic submissions are due. The following criteria will be used to grade drafts and peer feedback posts: 1) Proper grammar, punctuation, & proper format/design of the drafts– consider going to Writing Center for help with editing drafts BEFORE they're due OR have a friend, class peer, or family member proofread your work BEFORE submitting; 2) Effective peer feedback highlighting things your peer did well and specific areas for improvement, using the rubric. **Submitting a quality draft is worth up to 35 points and providing quality peer feedback is worth up to 15 points.**

**Final Rounds of PR/Advertising Tactics (2 rounds of tactics at 100 points each – 200 total points - 20% of grade):** In teams and with guidance from community partner, students will revise their draft rounds of the Strategy briefs & Creative Briefs for all their PR/Advertising tactics for their community partner that aligns to their ICP and create 1 FINAL/EDITED ROUND of tactics that are publishable. Examples of tactics that groups could complete in each tactic round could include: Final Round 1) Media Advisory/Alert with a digital news release, media contact list, a logo, & Fact Sheet; Final Round 2) Brochure, Video Advertisement for YouTube, & a 30-day social media calendar post plan for Facebook, Instagram, & Twitter that includes creating 2 digital flyers & 3-memes to be included in the plan. **B/c I care about your growth & want you to be proficient with PR/Advertising copywriting/design skills, your team can revise & resubmit each final round of tactics, but they need to be turned in within 48 hours of receiving your grade & get feedback from your community partner as well.** Your new grade will be the average of your original submission with your revised submission.

**Integrated Campaign Plan (175 total points – 17.5% of grade):** In teams and with guidance from community partner, students will create a final Integrated Campaign Plan evaluating the work they did with their community partner/service-learning project throughout the semester, where you will collaborate with community partner on this.

### ***Individual Assignments (375 total points – 37.5% of overall grade):***

**Reading Reflections - RRs (8 at 15 points each – 12% of grade):** To understand the course material more deeply, to assess students understanding/knowledge of the course readings/textbook/concepts and of proper and correct grammar and AP writing style, and to critically self-reflect on your service-learning experience with community partners, students will complete reflections on the readings and your service-learning experiences throughout the semester. There are 8 total RR's, each worth 15 points each.

**Online Discussions: Social Justice Campaign Case Study Analysis w/ Peer Reply (150 total points – 15% of grade):** Each To enhance your understanding of Campaigns, as well as increase class engagement with the service-learning work with community partners, we will have 3-online discussions where you will be provided with a Campaign Case Study that deals with/focuses on a social justice issue (i.e., racial & gender justice, democratic justice focusing on voting rights, & environmental justice) that you have to read, respond to a prompt, and then reply to a peer's Discussion. Each Discussion forum is worth up to 40 points for the initial post and 10 points for the reply comment to one other student's post. **You can also submit an audio OR video podcast for your Discussion post instead of writing an initial response.** The approximate length of the initial post should be 550-1000 words if written or 1.5 – 3 minutes if an audio or video podcast. The approximate length of the one written reply comment should be 150–250 words.



**Active Participation, Reflections, & Reading/Class Activities (105 total points – 10.5% of grade).** You must be prepared each week for our online classes and participate in class discussions in thoughtful and constructive ways. This means reading ALL assigned material. There will be heavy textbook reading and academic journal articles throughout the semester, so budget your time. You will also have an introduction discussion post worth up to 10 points due during the first week of class, where write a post or create a video introducing yourself. Also, you will be expected to virtually meet with me for 5-10 minutes during the first 4-weeks of the semester during virtual office hours to discuss your goals for the class, ask questions, and introduce ourselves to each other (link to sign-up for a virtual zoom meeting time: <https://calendly.com/markcongdon/cm356>). This is worth 10 points. Finally, part of your participation is for **each student to complete a Peer Evaluation & Critical Self-Reflections for the midpoint of the semester and at the end of the semester based on team assignments (2 total worth 10 points each – 20 total participation points)**. Peer evaluations and critical self-reflections should clearly indicate the student's role with participating in your team, goals you met/didn't meet, how you worked/participated in your team, work/relationships with your community partner, what you learned from/with community partnership, and things/tasks to improve on in the future.

## Course Schedule

*\*Note: This schedule gives students advance notice of specific class topics. This is a tentative schedule.*

	Dates	Topic	Readings due	Assignments due
<b>Week 1</b> 2/01-2/06	Wed. 2/03  <b>*Required Zoom meeting</b>	Community Development and Course Overview;  Review of an Integrated PR Process  Writing process & research; Team Contract	<b>READ:</b> 1) Syllabus & Semester Schedule 2) Review of ROPE model handout 3) Read Introduction – 1C (pp. 1-18*) in Marsh, Guth & Poovey Short Preface, Introduction & Chapter 1 in Luttrell & Capizzo book 4) <a href="#">What Is PR's Role In The Fight Against Disinformation?</a> article 5) <a href="#">New Research: Communicators Are Launching DEI Initiatives</a> 6) <a href="#">Public Relations, Advertising &amp; Marketing - What's the Difference?</a> 7) <a href="#">PR Campaign vs. Advertising Campaign Differences</a> 8) <a href="#">What is PR?</a> 9) <a href="#">Why Integrated Communications Is the Future of Public Relations</a> 10) <a href="#">Why Public Relations Should Play a Role in Your Social Media Marketing</a> article; 11) <a href="#">The Communications Industry Is Not Free from Diversity Issues</a> 12) <a href="#">How to combat fake news and disinformation</a> 13)	-Review Syllabus & Course Schedule, come to virtual class w/ questions  - Assign Integrated Campaign Proposal (ICP)  -Assign Online Discussion  -Assign virtual-meeting sign-up with Mark  <b>Due Sat. by 11:59pm:</b>  -Introduction Discussion Post  -Reading Reflection (RR) 1  <a href="#">-Schedule virtual Meeting w/ Mark</a>  -Start researching community partner
<b>Week 2</b> 2/07-2/13	Wed. 2/10  <b>*Required Zoom meeting</b>  <b>Panel of former students &amp; community partners</b>	Strategic COM Campaign Fundamentals; PESO Model	-Read Chapters 2 & 3 in Luttrell & Capizzo book -Read: Logan, N. (2016). <a href="#">The Starbucks Race Together Initiative: Analyzing a public relations campaign with critical race theory</a> . <i>Public Relations Inquiry</i> , 5(1), 93-113. Article first published online: March 10, 2016; Issue published: January 1, 2016 -Read: <a href="#">Why Communicators Must (Finally) Embrace the PESO Model</a> - Read: <a href="#">Many Tech Experts Say Digital Disruption Will Hurt Democracy</a>	<b>Due Sat. by 11:59pm</b>  - RR 2  - Team Contract  -Work on ICP  -Online Discussion 1 due w/ Peer Reply due by 11:59pm Sunday
<b>Week 3</b> 2/14-2/20	Wed. 2/17  <b>*Required Zoom meeting</b>  <b>Virtual Meeting w/ community partner during Zoom meeting</b>	Overview of Research Process: Primary & Secondary Research	-Read Chapters 4 & 5 in Luttrell & Capizzo book -Read 1H – 1J (pp. 42-51") in Marsh, Guth & Poovey Short book 2B, 3B, 3C (Strategic Message Planner), 3D (Creative Brief) (pp. 171-195*), 4B, 4E (Proposals & Marketing COM Plans) (pp. 252-260*), & 5B in Marsh et. al  -Read: Honda, L. P. (2016). <a href="#">Motivations for activists' participation in the "It Gets Better Project."</a> <i>Public Relations Inquiry</i> , 5(3), 253-276.  -Read: <a href="#">How Communication Biases Affect our Communication Plans</a> article  -Continue working on your group's ICP throughout week	<b>Due Sat. by 11:59pm</b>  - RR 3  -Work on ICP Draft due next week – get feedback from community partner BEFORE draft 1 is due  -Online Discussion 2 due w/ Peer Reply due by 11:59pm Sunday
<b>Week 4</b> 2/21-2/27	Wed. 2/24  <b>*Optional Zoom meeting</b>	Formulating an Integrated Campaign Plan	-Read Chapter 11 in Luttrell & Capizzo book -Read: Toledano, M., (2016). <a href="#">Advocating for reconciliation: Public relations, activism, advocacy and dialogue</a> . <i>Public Relations Inquiry</i> , 5(3), 277-294.  -Read: Vardeman-Winter, J., Tindall, N., & Jiang, H. (2013). <a href="#">Intersectionality and publics: How exploring publics' multiple identities questions basic public relations concepts</a> . <i>Public Relations Inquiry</i> , 2(3), 279-304.  -Read <a href="#">How to Prioritize Diversity and Inclusion In Your Communications</a>  <b>*You must conduct a virtual focus group &amp; a survey for ICP</b>	-Assign Group PR/Advertising tactics  <b>Due Wed. by 2pm</b> - Virtual Meeting w/ Mark  <b>Due Sat. by 11:59pm</b>  - RR 4  - Draft 1 of ICP (1 per group) – <b>peer feedback due by 11:59pm on Sunday</b>

<p><b>Week 5</b> 2/28-3/06</p>	<p>Wed. 3/03 <b>*Required Zoom meeting</b></p>	<p>Campaign Objectives</p>	<p>-Read Chapter 6 in Luttrell &amp; Capizzo book (<b>very important</b>) -Read: Waller, R. L., &amp; Conaway, R. N. (2010). <a href="#">Framing and counterframing the issue of corporate social responsibility: The communication strategies of Nikebiz.com</a>. <i>International Journal of Business Communication</i>, 48(1), 83-106. -Read: Community, Engagement, and Democracy: Re-envisioning Public Relations and Public Interest Communications through Civic - Professionalism article -Read <a href="#">Youth, Social Media and Digital Civic Engagement</a> article -Read <a href="#">Digital civic engagement by young people</a> article</p>	<p><b>Due Sat. by 11:59pm</b> - RR 5 <b>-Part 1: ICP (1 per group)</b> - Revise on ICP– draft 2 is due next week; get feedback from community partner BEFORE it's due</p>
<p><b>Week 6</b> 3/07-3/13</p>	<p>Wed. 3/10 <b>*Optional Zoom meeting</b></p>	<p>Campaign Strategies</p>	<p>Read Chapter 7 in Luttrell &amp; Capizzo book (<b>very important</b>) Read: Briggs, M., Grella, L., Burton, T. A., Yarmuth, M., &amp; Taylor, T. (2012). <a href="#">Understanding and engaging key influencers of youth in high-risk urban communities a review of the literature</a>. <i>Social Marketing Quarterly</i>, 18(3), 203-220 Read: <a href="#">The PESO Model: How to Measure Your Efforts (Part I)</a></p>	<p><b>Due Sat. by 11:59pm</b> - RR 6 - Draft 2 of ICP (1 per group) – <b>peer feedback due by 11:59pm on Sunday</b></p>
<p><b>Week 7</b> 3/14-3/20</p>	<p>Wed. 3/17 <b>*Required Zoom meeting</b> <b>Virtual Meeting w/ community partner during Zoom meeting</b></p>	<p>Campaign Tactics</p>	<p>-Read Chapter 8 in Luttrell &amp; Capizzo book (<b>very important</b>) -Read: Mundy, D. E. (2015). <a href="#">Shifting, broadening, and diversifying: How gay pride organizations are reshaping their mission to build crucial relationships in a complex 21st century stakeholder network</a>. <i>Public Relations Inquiry</i>, 4(1), 41-59. -Read: <a href="#">The PESO Model: How to Measure Your Efforts (Part 2)</a></p>	<p><b>Due Sat. by 11:59pm</b> - RR 7 -Online Discussion 3 (last one) due w/ Peer Reply due by 11:59pm Sunday -Work on final ICP - due next week – get community partner approval of final -Midpoint Peer Evaluation &amp; Self-Reflection</p>
<p><b>Week 8</b> 3/21-3/27</p>	<p>Wed. 3/24 <b>*Optional Zoom meeting</b></p>	<p>Campaign Implementation</p>	<p>-Read Chapter 9 in Luttrell &amp; Capizzo book -Read: Ginesta, X., Ordeix, E., &amp; Rom, J. (2017). <a href="#">Managing content in cross-cultural public relations campaigns: A case study of the Paris terrorist attacks</a>. <i>American Behavioral Scientist</i>, 61(6), 624-632. -Read: <a href="#">The PESO Model: How to Measure Your Efforts (Part 3)</a> Workshop with teams &amp; community partner meetings -Meet w/ community partners this week to get feedback on completed ICP and proposed tactics due going forward - <i>Complete Midterm Course Evaluation Reflection</i> - <b>-Start working on Round 1 of tactics – draft due next week</b></p>	<p><b>Due Sat. by 11:59pm</b> - Midterm Course Evaluation <b>- Part 2: ICP (1 per group)</b></p>
<p><b>Week 9</b> 3/28-4/03</p>	<p>Wed. 3/31 <b>*Required Zoom meeting</b></p>	<p>Campaign Reporting &amp; Evaluating; Strategic Writing in PR</p>	<p>-Read Chapter 10 in Luttrell &amp; Capizzo book -Read Section 2: Strategic Writing in PR (2A-2T) in Marsh et. al 5<sup>th</sup> ed. <b>Virtual Meeting w/ community partner during Zoom meeting</b> <b>Be sure your team meets &amp; finalize all loose ends/tasks before Easter break – next week you have final round 2 of tactics due AND draft of round 3 of tactics – plan ahead!</b> <i>Get feedback from community partner before final round 1 of tactics are due</i></p>	<p>- Work on draft round 1 of tactics - due next week <b>Due Sat. by 11:59pm</b> -RR 8 (last one!) -Draft Round 1 of Tactics - <b>peer feedback required by 11:59pm on Sunday</b> <b>-Revised &amp; approved ICP</b></p>
<p><b>Week 10</b> 4/04-4/10</p>	<p>Wed. 4/07 <b>*Optional Zoom meeting</b></p>	<p>Strategic Writing in Advertising</p>	<p>Read Section 3: Strategic Writing in Advertising (3A-3J) in Marsh et. al 5<sup>th</sup> ed. <i>Get feedback from community partner before final round 1 of tactics are due</i></p>	<p><b>Due Sat. by 11:59pm</b> -Work on draft round 2 of tactics - due next week <b>- Final Round 1 of Tactics</b></p>

<b>Week 11</b> 4/11-4/17	Wed. 4/14 <b>*Required Zoom meeting</b>	Strategic Writing in Marketing	Read Section 4: Strategic Writing in Sales & Marketing (4A-4I) in Marsh et. al 5 <sup>th</sup> ed <i>Get feedback from community partner before draft round 2 of tactics are due</i> <b>Virtual Meeting w/ community partner during Zoom meeting</b>	<b>Due Sat., by 11:59pm</b> -Draft Round 2 of Tactics - <b>peer feedback required by 11:59pm on Sunday</b>
<b>Week 12</b> 4/18-4/24	Wed. 4/21 <b>*Required Zoom Meeting</b>	Team workshop & Final Campaign Plan	<b>Contact Community Partners this week to invite them to your “Final Presentation” on 5/03</b> -Revise rounds 1-2 of tactic submissions based on community partner’s and professor’s feedback	<b>Due Sat. by 11:59pm</b> <b>Final Round 2 of Tactics</b>
<b>Week 13</b> 4/25-5/01	Wed. 4/28 <b>*Optional Zoom meeting</b>	Team work Session; <b>Community Partner meeting</b>	– <i>Ensure there are no “loose ends” going into the final stretch of the semester &amp; get feedback on rounds 1-2 of tactics, &amp; make necessary changes before they’re implemented/published</i> – meet with community partners and group, if needed -Join SHU PRSSA Chapter for extra credit	<b>Due Sat. by 11:59pm</b> - Draft Final Campaign Plan – <b>peer feedback required by 6pm on Sun.</b> -Work on Extra Credit
<b>Week 14</b> 5/02-5/08	Wed. 5/05 <b>*Required Zoom Meeting (last one!)</b> <b>Virtual Meeting w/ community partner during Zoom meeting</b>	Final Community Partner presentations; Course Reflections	Overall Course Reflections Final Group Project Presentations  <i>Join SHU PRSSA Chapter (extra credit if you join)</i>  -Work on Final Campaign Plan - this is due by Sat. – you can turn this in earlier; if you’d like	<b>Due Wed. – start of class</b> -Final Community Partner Presentation on work completed w/ specific recommendations going forward (10-15-minute presentation) <b>Due Sat. by 11:59pm</b> -End-of-Semester Peer Evaluation & Self-Reflection -All extra credit (unless otherwise stated) - Email community partner all finalized & revised work from the semester (ICP & ALL rounds of final tactics), & CC Mark in the email -Complete Course Evaluations <b>Final Campaign Plan with all final rounds of tactics</b>
<b>Week 15</b>	Final Exams Week: Tuesday, May 11 - Tuesday, May 18 <b>NO Final!</b> <b>Enjoy Summer Break! ☺</b>			