JOURNALISM AND MASS COMMUNICATION 345
PRINCIPLES OF STRATEGIC COMMUNICATION
MONDAY AND WEDNESDAY, 2:30-3:45
2195 VILAS COMMUNICATION HALL, SPRING 2014

Professor: Dhavan V. Shah
Office: 5162 Vilas Hall
Email: dshah@wisc.edu
Office Hrs: W 10:00 -11:30

TA: David Coppini
Office: 5137 Vilas Hall
Email: coppini@wisc.edu
Office Hrs: W 11:30 - 1:30

Note. This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking assistance in a timely manner. Any student who feels s/he may need accommodations based on disability should contact the instructor to discuss your specific needs to coordinate your documented disabilities. For more information about accommodations and related service, visit McBurney Disability Resource Center (http://www.mcburney.wisc.edu/)

Prerequisites:
Admission to the School of Journalism and Mass Communication and completion of Journalism 202

Course Description:
This course provides an introduction to strategic communication for students interested in advertising, public relations, health communication, social marketing, and political campaigns. It is designed to provide students with grounding in the basic concepts that strategic communication practitioners use to do their jobs. This course blends theoretical and practical concerns and concepts that impinge upon strategic communication processes. In summary, the course provides students with a basic understanding of the following areas:

✓ The strategic communication industry, including advertising and public relations firms
✓ The ethics and regulation of strategic communication
✓ The role of strategic communication in the process of marketing products, ideas and people
✓ Various components of strategic communication campaigns
✓ The different professional specialties within the field of strategic communication

Course Objectives:
This class is a survey of the field and will emphasize breadth over depth. For the student who is taking this course as a single exposure to the study of strategic communication, it will provide a broad overview of the field from both professional and social standpoints. For the student interested in pursuing a career in strategic communication, this course will serve as a foundation for higher-level courses. The course includes content concerning research and account planning, campaign management, creative message development, conventional and digital media buying and planning, as well as public relations and promotions. Students will also be exposed to the academic study of strategic communication in society, its history, laws and ethics, along with product / branded, social, and political campaigns.

Course Materials:
The following book is a required text for this class (you may choose either edition):


— OR —

Note: The 9th Ed. is reserved at the Journalism Reading Room (2130 Vilas).

All students must download the following (available at http://www.journalism.wisc.edu/~dshah/j345/):

- Campaign Project Manual
  
  This manual includes detailed instructions for the class project.

- Lecture Slides
  
  These provide a summary of important information presented in class and in the readings, though not every important detail discussed in class or found in the readings will appear in the class notes. Lecture slides for each class will be posted on the class website prior to that session.

**Exams:**

There are two exams for this course. Exams will consist of “objective” questions. Each exam is worth 100 points toward the final grade. Exams are NOT cumulative. Each exam covers approximately half of the class. Any information presented in the readings or in lectures may appear on the exams.

**Group Project:**

The group project revolves around two strategic communication campaigns. Accordingly, the class will be divided into groups of five to seven students who will form an agency that will pitch to win one of these accounts. Each group will have: (1) a research director, (2) an account director, (3) a creative director, (4) a media/interactive director, and (5) public relations/promotions director. Based on the position assigned, the student will be responsible for that aspect of the proposed report and will work with their team to create an integrated marketing plan.

The group project will involve the following activities (discussed below): 1) Campaign Plan, 2) Pitch Meeting, and 3) Peer Evaluation.

Both campaigns are for international tourism, though they are fundamentally different. The two clients

- **Carnival Cruise Lines:** a British-American cruise line that specializes in less expensive cruises.
- **Mexico Tourism Board:** the organization responsible for promoting and marketing travel to Mexico.

Budget for media expenditures: $60,000,000

**Important note:** In order to maintain a level playing field, groups are forbidden from contacting the clients or their representatives. You may, however, visit travel agents and request marketing materials as a prospective customer.

The decision to focus on these particular clients was made for five reasons: (1) these clients raise a number of important social and ethical concerns for strategic communication; (2) these two vacation options have some similarities, but adopt very different strategic perspectives, goals and agendas; (3) both have underperformed and are confronting internal and external challenges; (4) the issues related to tourism marketing are very complex and present interesting challenges to the strategic communicator; and (5) both cruise lines and Mexican tourism have been quite prominent in the news in the last few years, but for very different reasons, posing a real PR challenge.
Basic Campaign Goals:

Carnival Cruise Lines. Over the past few years, the cruise industry has faced an increasingly tough travel market and many cruise companies have struggled to make profits. Carnival Cruise Lines, in particular, has been beset by a series of challenges that hurt consumer confidence as well as its economic performance. Recent accidents that involved deaths, injuries, or “simply” unpleasant cruise experiences raised concerns – sometimes even serious safety concerns – about “cruising” with Carnival. This has had a negative impact on the entire cruise industry. This negative view is amplified by recent industry reports that point out that the risks of accidents still remain. Given the high cost of entry into this industry, coupled with the global recession, serious maintenance and performance issues have remained unaddressed. The result has been outdated ships, overcrowded cruises, and overworked captains and staff.

This combination of factors has resulted in reduced consumer satisfaction and a deterioration of brand reputation. To rehabilitate the brand reputation and regain consumer satisfaction, Carnival Cruise Lines asks your agency to develop a year-long, nationwide campaign in the United States. Your campaign must aim to improve existing perceptions of Carnival Cruise Lines, 2) highlight key cruise routes with destinations in the Bahamas, Bermuda, Caribbean, Mexico and Panama (not Alaska, New England, Europe or the Pacific) and 3) increase bookings on Carnival Cruise Lines. Ultimately, the campaign should reinvigorate Carnival Cruise Lines.

Mexico Tourism Board. Historically, the leisure and tourism industry in Mexico, the fifth biggest source of the country’s revenue and 13% of the GDP, has been heavily dependent on American tourists. Recently, however, the number of American tourists who visit Mexico has been declining, with a recent marketing survey reporting that Americans are more reluctant to visit Mexico in comparison to Brits or Canadians. There are many reasons for this: (1) A high volume and visibility of crimes against foreign tourists, (2) narco-terrorism and other violent attacks associated with the Mexican drug cartels, and (3) health concerns ranging from Hepatitis A and B to Typhoid and Malaria. These concerns are not unfounded, as the Department of State in the United States lists many parts of Mexico as a dangerous and unstable and has issued health and safety warnings for Americans who are considering visiting certain areas.

To revamp its embattled images of Mexico, reassuring Americans that tourist destinations are safe and inviting, and regain a higher American visitors to key vacation destinations, the Mexico Board of Tourism, a government agency in Mexico, asks your agency to develop a year-long, nationwide campaign in the United States. Your campaign should 1) improve existing perceptions of travel to Mexico, 2) highlight key travel destinations that drive tourism revenues, and 3) increase overall rates of American tourism to Mexico. Ultimately, the campaign should reinvigorate Mexican tourism.

Agency Positions:

Early in the semester, you will be given the opportunity to indicate your preferences (on the Group Project Positions List) for your professional position and desired campaign. You will submit a resume and cover letter for the position you prefer, and list two alternate positions should you not get your top choice. Position assignments will be made according to the quality of the submitted credentials and students’ preference rankings. The positions are:

• **Account Planner:** Responsible for the **Situation Analysis**, which summarizes History/Industry Trends, Brand Analysis, Consumer Analysis, Media Usage Analysis, Category Creative Analysis, and Public Opinion/Stakeholder Analysis, among others. (NOTE: other group members are responsible for providing much of this information.)

• **Account Director:** Responsible for the **Campaign Strategy**, which includes the Objectives, Target Audience Definition, Selling Strategy, and Product /Issue Positioning. This person also serves as the implicit group leader given they are “the voice of the client” in this process.

• **Creative Director:** Responsible for the **Creative Plan**, which includes the Message Strategy, the Creative Brief, the Campaign Theme, Slogan or Mascot, and multiple examples of print and, broadcast, and online executions that illustrate the campaign character. Depending on class size, may be split into copywriter and art director roles.

• **Media & Interactive Director:** Responsible for the **Media and Interactive Plan**, which includes the Selection of Print and, Broadcast, and Interactive Vehicles, Choice of Impact Media Venues, Creation of a Media Flowchart, and the
Budget spreadsheet. Also responsible for interactive and non-traditional media placements

• **PR & Promotions Director:** Responsible for the PR and Promotions Plan, which includes a Public Opinion Analysis, Reputation Management, Media Placement Options, Product Promotions and Events, as well; as Press Releases and Press Packets. Depending on class size, may be split into PR director and promotions director.

To gain a better understanding of what these various positions entail, please see the Campaign Project Manual. To get a sense of the scope of the campaign project, please see previous years’ final reports in the JRR (2130 Vilas).

Once agencies have been formed, you will also collectively make a decision about the name and structure of your agency (Group Choice of Agency Structure).

**Project-related Grades:**

Groups will work together on activities and assignments. Graded portions of the project are as follows:

1) Campaign Plan — drafts (10 points each), group grade (40 points), and individual grade (60 points)
2) Pitch Meeting (30 points)
3) Peer Evaluation for Group Participation (40 points)

1) **Campaign Plan**

The Campaign Plan should be detailed and highly polished. They will be graded for evidence of critical thinking, problem solving, and the integration of ideas from the course. Strategic decisions should be clearly identified and substantiated by research and reasoning. The completed document should be roughly 40-50 pages long. A draft of your situation analysis and your campaign strategy will be gathered before those campaign planning meetings.

The campaign plan constitutes 150 points toward your final grade. This grade is broken down into three parts: the rough drafts (10 points each – 50 points), the group grade (40 points), and the individual grade (60 points).

The group grade will be based on the totality of the campaign. Relevant questions: Does the campaign make sense? Are there innovative and creative ideas present? Did your group work well together? Were you able to effectively resolve conflicts? Are the different aspects of your campaign coordinated – is it truly an integrated marketing communications plan, with media/interactive, PR, and creative all helping to address your strategy?

The individual grade will be based on our assessment of your component of the plan. For example, if you are the media/interactive director, do your media selections and media strategy make sense? Have you supported your part of the finished document with the appropriate rationale? Are your planning and buying choices creative and well reasoned? Are your decisions consistent with and highly integrated into other aspects of the campaign?

2) **Pitch Meeting**

Groups will present their campaign plans in the form of a pitch meeting. The grade for the Pitch Meeting presentation will be based on the quality and skill with which the agency presents an oral summary of its campaign plan. Of particular importance will be articulating the goals/strategies of the campaign and the rationale behind the examples of the creative executions for the campaign. The Pitch Meeting grade (as evaluated by the instructors’ ratings of your performance) is worth 30 points toward the final grade.

3) **Group Project Peer Evaluation**

The peer evaluation will be an evaluation of your contribution and performance on the group project by the rest of the members of your group. At the end of the final exam, each group member will fill out an evaluation of all other group members, excepting themselves. This evaluation constitutes 25 points toward the final grade.
**Outside Class Meetings:**

As noted in the Timetable, this class mandates attendance at three meetings that occur outside the scheduled class time. Attendance at these outside class meetings is required (Note: Tardiness for these meetings results in a 5 point deduction from your participation grade, which is discussed below; Absence results in a 10 point deduction).

**Meeting 1: Invited Speaker**

The evening of February 26, Peter Greenberg, CBS News Travel Editor, will give a talk to all 345 students on crisis management in the travel industry. He is an Emmy Award-winning journalist and television producer, who previously worked for NBC, CNBC and MSNBC from 1995 until 2009 and ABC’s Good Morning America from 1988 - 1995.

**Meeting 2: Press Conference**

For this outside class meeting, strategic communication agencies working on the same account will pool together to host a series of press conferences for an audience of journalists from Journalism 335. Details on the topic of the press conference will be provided soon. Other group members will be in the audience for support.

The press conference will begin with a 10-minute presentation by the spokespersons, followed by 25-30 minutes of questions from the journalists. The spokespersons should be thoroughly briefed by other group members in order to field questions from the journalists.

Each student will have a role in preparing for the press conference. **Account Directors** will serve as spokespersons. They will make the presentation and field questions from the journalists. **Account Planners** will work together to prepare a fact sheet for the press kit and prep the Account Directors with background information. **Media/Interactive Directors** will work together to prepare a contact sheet of other targeted media outlets (beyond the J-335 students) that might be targeted to the press release. **PR/Promotions Directors** will work together to write the press release for the press conference and share it with the J-335 journalists. **Creative Directors** will provide any visual support material for the press release and share it with the J-335 journalists.

**All group members** should work together to provide information and prepare the spokespersons for making the presentation and fielding questions from the journalists.

It is essential that all press conference participants stay in character and faithfully execute their assignments. One of the goals of the press conference is to force you to internalize information about the client to the point that you can converse fluently about the company and the brand. All group members will receive the same grade for the press conference. The press conference is worth 10 points toward the final grade as evaluated by the professors.

**Press Kit Assignment.** Groups will prepare materials for a press conference (e.g., goal/objectives statement, press release, backgrounder/fact sheet, prepared remarks, etc.). Some of these materials will be used to help brief the spokespersons and panelists for the press conference. Other materials will be packaged into a press kit for release to the journalists prior to the conference.

The press kit includes all materials produced for the press conference including a press release, fact sheet and other supporting material. The press release should be written with three purposes in mind: a) to grab the media’s attention so that they will cover the press conference; b) to give the journalists the story you want them to write; and c) to conform to journalistic style so that information from the press release can be incorporated into news stories without much editing. The fact sheet has dual purposes: a) to provide a concise summary of important information that journalists should know; and b) to provide important background information that will help to educate journalists and answer some of the questions that they might have.

All members of the press conference group will get the same grade for the press kit. The press kits are due at the beginning of the press conference. Press kits will be graded on the basis of content, creativity, style, and overall quality.
This assignment counts for 10 points toward your final grade. For both this assignment and the press conference, points will be assigned as follows: A = 10, AB = 9, B = 8, BC = 7, C = 6, D = 5, or F = 4 or below.

Meeting 3: Pitch Meeting

Each group project agency will pitch their campaign to an audience consisting of the professor, teaching assistant, and invited guests, as well as the other students from the class. Each group will be competing with the other agencies also assigned to a given client. The remaining class members and instructors/guests will vote to decide which agency wins the account. The winner selected by the class and the winner selected by instructors/guests will be named separately, with the account awarded to the winner of the instructor vote. See the project information packet for details on how to prepare for the pitch meeting. Instructors will grade the pitch on a 25-point basis.

Participation and Attendance:

Students who actively engage with the class by either asking questions, offering answers, raising issues, and contributing to class discussions will begin with a base of 30 participation points. Engagement can happen in class or online, over the class email list. This is distinct from participation within your group project. However, students who are late for any of the Campaign Planning Meetings or Outside Class Meetings will have 5 points deducted from their participation grade. Students who miss these meetings will have 10 points deducted for each absence. Students who leave one of these meetings early will have 5 points deducted from their final grade.

Overall Grading:

Course Grade will be based on performance of the following exams and assignments (due dates listed below).

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<thead>
<tr>
<th>Points:</th>
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<td><strong>Exams:</strong></td>
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<td>Exam 1</td>
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<td>Exam 2</td>
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<td><strong>Group Project:</strong></td>
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<tr>
<td>Draft of Situation Analysis</td>
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<td>Draft of Campaign Strategy</td>
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<tr>
<td>Draft of Remaining Sections</td>
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<td>Group Project Campaign Summary Report</td>
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<tr>
<td>Group Grade</td>
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<tr>
<td>Individual Grade</td>
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<tr>
<td>Group Project Pitch Meeting</td>
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<td>Group Project Peer Evaluation</td>
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<td><strong>Press Conference:</strong></td>
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<tr>
<td>Press Kit and Media Contact Sheet</td>
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<tr>
<td>Press Conference</td>
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<tr>
<td><strong>Participation and Attendance:</strong></td>
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<td>Participation Score</td>
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Grades will be based on the following percentage distribution:

93 to 100 = A
83 to 89 = B
71 to 79 = C
Below 61 = F
89 to 93 = AB
79 to 83 = BC
61 to 71 = D
These percentage breaks may be altered (to make the grades more generous, but not more difficult).

**Winning the Pitch and Extra Credit:**

At the end of the pitch meeting, the professors and the Journalism 345 students not working for a given client will vote on which agency should be given the account based on their pitch. The group winning the student vote will receive 5 bonus points. The instructors/guests vote will award an additional 10 bonus points to the winning account based on their initial evaluations of the campaign plans books and the pitch presentation.

Additional extra-credit opportunities may be announced during the semester (Students can participate in a maximum of three additional extra credit opportunities worth 1 point per opportunity).

**Course Policies:**

- Students must notify the professor within the first two weeks of class of any specific days that they will miss class for religious observance.
- If a student cannot complete an assignment or take an exam at the scheduled time, arrangements must be made in advance with the instructor. Failure to make a prior arrangement with the instructor will result in the reduction of one letter grade level (at a minimum) from the earned score. Exemptions may be made for unusual circumstances, as determined by the course instructor.
- Late submission of an assignment will result in a reduction of grade points, **10% of the maximum grade points per each day of delay. Turning in after class in considered late, if it was due in class.**
- Permission for a student to receive an incomplete grade (I) is at the discretion of the instructor and must be accompanied by a written contract for completion of course requirements. Failure to take exams, complete assignments, or attend class is not acceptable reasons for an incomplete.
- This class will follow university guidelines concerning scholastic misconduct and grievance procedures. You should all know what plagiarism is — using someone else’s work in your own stories or papers. This involves cutting and pasting material from others or taking from stories or papers written by other students. Your work should only include your own writing, paraphrased material or direct quotes from sources. If you have questions about plagiarism or whether you are taking someone else’s material, please ask. You will not be punished for asking, but you will be disciplined for plagiarism.

SJMC uses a range of tools to maintain academic integrity, and as part of those efforts, we will be using Turnitin software. In addition to turning in assignments to dropboxes on Learn@UW, all assignments from all students must be submitted to turnitin.com. The Turnitin.com website will compare your work with previously published or submitted material, such as websites, print publications and a database of prior papers. Turnitin will then tell us about possible matches between a student’s paper and other sources and provide a “similarity score.” After reviewing that, the instructor — not the software — will evaluate whether or not there has been academic misconduct. The assignments you submit will be kept in the global Turnitin database.

If I determine there has been academic misconduct, punishment will include an “F” for the course and referral to the Division of Student Life for discipline by the university.

- Extra credit points earned by participating in research projects or tutoring students who require assistance can only help your grade. If you choose not to participate, your grade will not be affected adversely.
SPECIFIC PROJECT RESPONSIBILITIES

Account Planner - produce a Situation Analysis

Content: Background Research (informed by primary and secondary research)
  a. Client Background (from briefing, media, annual reports, the Internet, etc.)
  b. Historical and Recent Industry Trends
  c. Consumer Analysis (must include a review of Simmons data, in addition to other sources)
  d. Brand Analysis (must include analysis of client’s brand, and 2 other competing brands)
  e. Media Usage Analysis (MRI data and primary data collection)
  f. Category Creative Analysis (image and video search and business periodicals)
  g. Public Opinion/Stakeholder Analysis

Summarize insights in to a SWOT Analysis: Strengths, Weaknesses, Opportunities, Threats
Identify 3 Key Issues that your Campaign Strategy must Address

Account Director - develop the Campaign Strategy

Content: Campaign Strategy (informed by Situation Analysis) -- must have:

  a. Objectives (what you want to accomplish).
  b. Targeting strategies (whom you are trying to reach)
  c. Competitive advantage (what differentiates your product or service)
  d. Brand personality (what people think are the primary characteristics that define the brand)
  e. Positioning of brand (brand vs. competition)
  f. Geographical strategies (where you concentrate your media, PR and promotional resources)
  g. Seasonal strategies (when you market the product)

Must offer clear rationale that will guide the plan!

Creative Director - produce the Creative Plan

Content: Creative Platform - required to define:

  a. Message strategies -- (prospect or brand focused)
  b. Selling premise -- (the unique selling proposition)
  c. Campaign theme (logo, slogan, tagline, and mascot)

Must create at least three broadcast, three print ads, and two interactive (though more examples will help to communicate the creative theme of the campaign):

  a. Television or radio storyboards/scripts
  b. Newspaper or magazine layout of ad
  c. Interactive: “Rich Media” online ad and “Static” online ad
  d. Optional content: Other examples of various forms of campaign messages.

Must be consistent with Campaign Strategy and address the 3 Key Issues

Media & Interactive Director - develop the Media Plan

Content: Media Architecture - required to specify:

  Media Objectives/Apertures (Must define specific media objectives and identify aperture moments)

  Media Strategies:
    a. Timing (start date - launch)
b. Reach (how many) / Frequency (how often)  
c. Duration (how long)  
d. Scope (market selection - national or regional)  

Tactics -- Selection of Media (dollars and media weight)  
a. Broadcast  
b. Print  
c. Interactive  
d. Out of home  

Flowchart -- Scheduling and budgeting on a monthly basis  
a. Media vehicles  
b. Media weight  

Budget -- Summary of campaign media expenditures  
a. Expenditures by media  

Must be consistent with Campaign Strategy and address the 3 Key Issues  

**PR and Promotions Director** -- create the PR and Promotions Plan  

Content:  Stakeholder and News Media Relations Strategy  
  
a. Discussion of status of public opinion  
b. Statement of PR strategy - what issues are important to public and how will PR shape opinion)  
c. Public Relations Tactics (Publicity Programs, Opinion Management, etc.)  
d. Discussion of media relations strategy and target vehicle selection  
e. Discussion of Press Conferences  
f. Discussion of Events  
g. Discussion of Promotions and/or Buzz Marketing  

Must create multiple press releases and promotional items  
Must be consistent with Campaign Strategy and address the 3 Key Issues
COURSE SCHEDULE

STRATEGIC COMMUNICATIONS: MACRO-ENVIRONMENT

Class 1:
Jan 22  Course overview; Challenges in strategic communication  [Chapter 1]

Class 2:
Jan 27  Strategic responses and the campaign plan [Group Project Position DUE]

Class 3:
Jan 29  Strategic communication, IMC and the marketing process [Group Assignments]  [Chapter 2: pp. 30-45]

Class 4:
Feb 3  Strategic communication agencies  Choice of Agency Structure DUE  [Chapter 2: pp. 45-57]

RESEARCH TO GUIDE THE CAMPAIGN STRATEGY

Class 5:
Feb 5  Account planning and strategic research: “Got Milk” case study

Class 6:
Feb 10  Secondary Research Workshop - Meet at Business School Library  [Chapter 6, 7]

Class 7:
Feb 12  Understanding audiences + Campaign Planning Meeting: Research Planning  [Chapter 5]

CAMPAIGN STRATEGY DEVELOPMENT

Class 8:
Feb 17  Using Simmons Choices data to identify your audience / segments

Class 9:
Feb 19  The psychology of campaign strategy  [Chapter 4]

Class 10:
Feb 24  Campaign strategy: Positioning, messaging, and branding - Altoids Case Study.

STRATEGIC COMMUNICATIONS: LEGAL AND ETHICAL ISSUES

Class 11:
Feb 26  Legal and ethical issues  [Chapter 3]

Feb 26  Outside Class Meeting (Invited Speaker: 5-7 p.m. – Room 2195)

Class 12:
Mar 3  EXAM 1
MESSAGING STRATEGY

Class 13:  
Mar 5  
Messaging Strategy (ROI) and the Creative Brief  
[Chapter 8]

MEDIA & INTERACTIVE STRATEGIES

Class 14:  
Mar 10  
Media strategy and planning [Draft of Situation Analysis DUE]

Class 15:  
Mar 12  
Media buying and execution – Media buying workshop  
[Chapters 9, 11]

SPRING BREAK

Class 16:  
Mar 24  
Campaign Planning Meeting: Campaign Strategy

Class 17:  
Mar 26  
Public relations planning  
[Chapter 17]

Class 18:  
Mar 31  
Public relations execution [Draft of Campaign Strategy DUE]

PR. PROMOTIONS, & CREATIVE

Class 19:  
Apr 2  
Sales promotion and buzz marketing [Press Release Due]  
[Chapters 10, 15, 16]

Apr 3  
Outside Class Meeting (Press Conference: TBD between 5 - 9 p.m. – Room 2195)  
(Full Press Kit Due at Press Conference)

Class 20:  
Apr 7  
Creative strategy  
[Chapter 12]

Class 21:  
Apr 9  
Creative messages and tactics  
[Chapter 13, 14]

Class 22:  
Apr 14  
Campaign Planning Meeting: Media, PR/Promo, and Creative Decisions

Class 23:  
Apr 16  
Interactive and digital strategy

Class 24:  
Apr 21  
Campaign Planning Meeting: [Draft of Remaining Sections DUE]

Class 25:  
Apr 23  
Interactive and digital tactics
STRAATEGIC COMMUNICATION PRACTICES

Class 26:
Apr 28  Campaign Planning Meeting: Finalizing Communication Plan Books

Class 26:
Apr 30  Social marketing and political campaigns  [Chapter 18]

Class 27:
May 5  Campaign Planning Meeting: Pitch Meeting and Final Presentations

Class 28:
May 7  Your future in strategic communications [Campaign Books DUE]

May 8  Outside Class Meeting (Pitch Meeting: TBD between 5 - 10 p.m. – Nafziger Room)

Finals Week  EXAM 2 (10:05 AM - 12:05 PM, May 12) – In Room 2195 - Alternate times will be available.