

**JOURNALISM AND MASS COMMUNICATION 345**  
**PRINCIPLES OF STRATEGIC COMMUNICATION**  
**MONDAY AND WEDNESDAY, 4:00 – 5:15**  
**2195 VILAS HALL, SPRING 2018**

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**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. For more information about accommodations and related service, see 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 terms of learning outcomes, students taking this class will gain an 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:**

There is no textbook for the class. Instead, readings from a variety of sources have been compiled into an electronic course packet. You will be able to download these readings from <https://dshah.journalism.wisc.edu/teaching/#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 readings, though not all details discussed in class or in readings will appear in lecture notes. Slides for each class will be posted on the class website prior to that session. Grades and other resources are at <https://canvas.wisc.edu/courses/89751>

## 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 cereal brands, though they are fundamentally different. The two clients



**Buffalo Wild Wings:** a fast-casual sports restaurant chain that specializes in Buffalo-style chicken wings.



**Chick-Fil-A:** a family-owned fast food chain that specializes in chicken sandwiches.

Budget for all 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 their locations and follow social media accounts 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 product options have some similarities, but adopt very different strategic perspectives, goals and agendas; (3) both have performed well by some measures but are confronting internal and external challenges; (4) the issues related to their marketing are very complex and present interesting challenges to strategic communicators; and (5) both products posing real PR and promotion challenges.

## Basic Campaign Goals:

**Buffalo Wild Wings** (nickname B-Dubs) is a fast-casual sports restaurant chain that specializes in Buffalo-style chicken wings. A popular chain for football fans, Buffalo Wild Wings was revamped in 2016 to provide customers with a stadium arena sports experience. However, B-Dubs has struggled to remain relevant among an American audience that is less interested in eating at sit-down restaurants. In Nov 2017, B-Dubs was bought by Arby's.

- 1) The cost of chicken wings is on the rise, resulting in more expensive boned wings.
- 2) Buffalo Wild Wings' success is tied to how exciting sports games are. When the season is not good, sales decrease.
- 3) CEO Sally Smith stepped down in June 2017 after an activist investor took control of the majority shares. This has resulted in even greater concerns that corporate-level BWW can't support franchises, decreasing the quality of food
- 4) Restaurant sales have decreased considerably over time. In an effort to change this, Buffalo Wild Wings has proposed a fast-casual version of their full-sized restaurants, unveiled July 2017.

**Chick-Fil-A** is a family-owned fast food chain that specializes in chicken sandwiches. Opening originally in shopping malls, the chain quickly expanded into freestanding franchises by 1986. As of 2017, Chick-Fil-A generates the most revenue per restaurant in the United States. Recently, the company parted ways with their long-time ad agency, The Richards Group, in hopes of finding new, creative ways to tell their story.

- 1) Chick-fil-A is seen as a politically opinionated brand due to its Christian values and 2012 remarks on gay marriage.

- 2) Chick-fil-A is known as a good small chain, but wants to be considered a brand contender in the fast food market (e.g., competitive with McDonalds and Burger King)
- 3) Chick-fil-A struggles to expand in urban areas and colleges, where LGBTQ-groups tend to protest store openings.
- 4) Several Chick-fil-A franchises have had health food violations
- 5) Chick-fil-A has not found a winning strategy following their marketing management shake-up in 2015/2016

### **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:

- **Research Director/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: team members provide much of this information.) The research director is also responsible for primary research.
- **Account Director/Brand Manager:** 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: Copywriter / Art 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. May be split into copywriter and art director roles.
- **Media Director: Connections Planner / Digital Planner -** Responsible for the Media and Interactive Plan, which includes the Selection of Print, Broadcast, and Interactive Vehicles, Choice of Impact Media Venues, Selection and Integration of Social Media, Creation of a Media Flowchart, and Budget allocation spreadsheet. Also responsible for ambient and non-traditional media placements. May be split into conventional media planner and digital specialist roles.
- **Public Relations & Promotions Director:** Responsible for the PR and Promotions Plan, which includes a Stakeholder Analysis, Public Opinion Analysis, Reputation Management, Media Placement Options, Event Planning, Product Promotions and Placement, as well; as Press Releases and Press Packets. May be split into PR and Promotions roles.

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 (25 points)
- 3) Peer Evaluation for Group Participation (25 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 50-60 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 25 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 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: Team Meetings with Professor/Teaching Assistant (three hours of instructional time outside of class)**

After turning in your draft of the situation analysis but before submitting the drafts of the other sections, members from each group must meet with the professor before or after class to review their progress. This meeting will take approximately one hour. Two group meetings with the TA will follow this later in the term, each lasting an hour. A sign-up sheet will be distributed in class. Be sure to select a time when most team members can attend.

#### **Meeting 2: Ethics Session (two hours of instructional time outside of class)**

For this outside class meeting, the class will meet with students from Journalism 335. Students will be divided into teams to work on group exercises on ethical issues that confront practicing strategic communicators, journalists, and communications professionals. After participating in the Ethical Case Studies meeting outside of class, students will be given an assignment to write a one-page reflection paper on a topic related to that night's activities. Papers must be typed and turned in on time. Failure to do so will result in the loss of 10 points from your participation grade.

#### **Meeting 3: Career Development Session w/ Alum (one and a half hours of instructional time outside of class)**

Evening session to hear and interact with a distinguished alum who will discuss aspects of professional development, career planning, and industry trends. Failure to attend will result in the loss of 10 points from your participation grade.

Date, time, and place to be determined; will be announced at least one week in advance. Alternates will be available.

#### **Meeting 4: Press Conference (two hours of instructional time outside of class)**

For this outside class meeting, strategic communication agencies working on the same account will pool together to host a press conference for an audience of journalists from J335. This serves a range of goals: (a) it gives each student the opportunity to see how their peers in their position are approaching general questions, (b) it allows those operating within a role to work in a complementary basis, dividing tasks and playing to strengths, and (c) it provides another hands-on simulation of producing a press release, press kits, and press conference. Details on the topic of the press conference will be provided soon, but you must be prepared for anything concerning your brand.

The press conference will begin with a 10-15 minute presentation by the spokespersons, followed by 20 minutes of questions from the journalists. The spokespersons should be thoroughly briefed by other group members in order to field a wide range of questions from the journalists. This is a public test of your breadth of knowledge about the case.

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. They will also provide live support to the account directors during the press conference. **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 review the press kit and presentation. **Creative Directors** will provide any visual support material for the press kit and presentation (charts, photos, etc.) and are responsible for designing their look and reviewing their content.

**All group members** should work together to provide information and prepare the spokespersons for making the presentation and fielding questions from the journalists. Research directors will provide “live” support during the event.

It is essential that all press conference participants stay in character and faithfully execute their assignments. One additional goal 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: 1) to provide a concise summary of important information that journalists should know; and 2) to provide important background information that will help to educate journalists and answer some of the questions that they might have. This assignment

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 5: Pitch Meeting (four hours of instructional time outside of class)**

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). Graduate students taking this course will be expected to complete two additional reflection paper assignments as part of their participation in this class. Graduate students will meet as a group with the faulty instructor to discuss these reflections.

<b><u>Exams:</u></b>	<b><u>Points:</u></b>
Exam 1	100
Exam 2	100
<b><u>Group Project:</u></b>	
<i>Draft of Situation Analysis</i>	10
<i>Draft of Campaign Strategy</i>	10
<i>Draft of Remaining Sections</i>	30
<b><u>Final</u></b> Campaign Group Grade	40
<b><u>Final</u></b> Campaign Individual Grade	60
Group Project Pitch Meeting	25
Group Project Peer Evaluation	25
<b><u>Press Conference:</u></b>	
Press Kit and Media Contact Sheet	10
Press Conference	10
<b><u>Participation and Attendance:</u></b>	
Participation Score	<u>30</u>
 TOTAL	 450

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 grading curve 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 is 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 Dropbox 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**

**Research Director/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 (consumer profile w. Simmons data and primary analysis)
  - d. Brand Analysis (client’s brand, and competing brands - Account Director)
  - e. Media Usage Analysis (audience analysis w/ Simmons data – Media Director)
  - f. Category Creative Analysis (print, video, and digital analysis – Creative Director)

g. Public Opinion (stakeholder and event analysis – PR & Promotion Director)

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

**Account Director/Brand Manager** - develop the Campaign Strategy

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

- a. Objectives (what you want to accomplish – tangible goals).
- b. Targeting strategies (whom you are trying to reach – multiple targets)
- 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/Copywriter-Art Director** - produce the Creative Plan

Outline Positioning, Messaging, and Branding Strategies – Complete Creative Brief w/ Account Director

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 and Interactive 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 – TV and Radio
- b. Print – Newspapers and Magazines
- c. Out of home – Outdoor, Transit, and Ambient
- d. Search and Interactive



- e. Social and Digital Media
- f. Impact Media – Sporting Events / Awards Shows

Flowchart -- Scheduling and budgeting on a monthly basis

- a. Media vehicles
- b. Media weight

Separate for Conventional, Impact and Interactive

Budget – Summary of campaign media expenditures

- a. Expenditures by media

Separate for Conventional, Impact and Interactive

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 Events and PR Support
- f. Discussion of Promotions and/or Buzz Marketing
- g. PR & Promo Budget

Must create multiple press releases and promotional items

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

## COURSE SCHEDULE

### STRATEGIC COMMUNICATIONS IN CONTEXT

**Class 1:**

Jan 24 Course overview: Challenges in strategic communication

**Class 2:**

Jan 29 Strategic responses and the campaign plan

*[Project Application – Resume and Cover Letter DUE]*

**Class 3:**

Jan 31 Integrated Marketing and the Modern Agency

[Moriarty et al Chapters 1 & 2]

*[Assignment to Agency and Position]*

**Class 4:**

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

[Moriarty et al Chapter 6]

*[Choice of Agency Name and Structure Due]*

### FROM SITUATION ANALYSIS TO ACCOUNT PLANNING

**Class 5:**

Feb 7 **Secondary Research Workshop** – Visit with Business Reference Librarian

**Class 6:**

Feb 12 Understanding audiences + **Campaign Planning Meeting** – Situation Analysis [Moriarty et al Chapter 5]

**Class 7:**

Feb 14 Identify your audience / segments + **Campaign Planning Meeting** – Situation Analysis

**Class 8:**

Feb 19 The social psychology of strategy

[Moriarty et al Chapter 4; O’Guinn et al Chapter 5]

**Class 9:**

Feb 21 Legal and ethical issues

[O’Guinn et al Chapter 4]

*[Draft of Situation Analysis DUE]*

Feb 22 **Outside Class Meeting** (Ethics Sessions 5:00 – 7:00 p.m. – Vilas 2195)

### DEVELOPING APPROPRIATE CAMPAIGN STRATEGY

**Class 10:**

Feb 26 Campaign strategy - Altoids Case Study.

[Moriarty et al Chapter 7; Hiebing & Cooper Chapter 7 & 8]

**Class 11:**

Feb 28 **EXAM 1**

<b>Class 12:</b> March 5	Messaging Strategy (ROI) and the Creative Brief	[Fenton Chapter 6; O'Guinn et al Chapter 11]
<b>Class 13:</b> March 7	Media strategy and planning	[Katz Chapters 4 & 5; Felton Chapters 11-13]
<b>Class 14:</b> March 12	Media buying and execution	[Katz Chapters 6 & 7]
<b>Class 15:</b> March 14	Creative messages and tactics	[Felton Chapters 7-10]
<b>Class 16:</b> March 19	<b>Campaign Planning Meeting:</b> Campaign Strategy  <i>[Draft of Campaign Strategy DUE]</i>	

### PUBLIC RELATIONS, PROMOTIONS, AND INTERACTIVE

<b>Class 17:</b> March 21	Sales promotion and buzz marketing	[Clow & Baack Chapter 9 & 10]
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### **SPRING BREAK**

<b>Class 18:</b> April 2	Public relations planning	[Clow & Baack Chapter 12; Gehrt & Moffitt Chapter 3 - 4]
<b>Class 19:</b> April 4	Public relations execution	[Gehrt & Moffitt Chapter 5 - 7]
<b>Class 20:</b> April 9	<b>Campaign Planning Meeting:</b> Press Conference Planning and PR and Promotion Strategy  <i>[Press Release DUE at End of Class]</i>	
April 10	<b>Outside Class Meeting</b> (Press Conference: between 6:00 – 8:00 p.m. – Vilas 2195)	
<b>Class 21:</b> April 11	Interactive strategy – Web and search	[Clow & Baack Chapter 13]
<b>Class 22:</b> April 16	Interactive strategy – Social media	[Felton Chapter 14]
	<i>[Draft of Remaining Sections DUE]</i>	

### CAMPAIGN INTEGRATION AND PRESENTATION

<b>Class 23:</b> April 18	Planbooks and pitch meetings + <b>Campaign Planning Meeting:</b> Integrating Campaign Elements	
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**Class 24:**  
April 23 Social marketing, health interventions, and political campaigns

**Class 25:**  
April 25 **Campaign Planning Meeting:** Finalize Planbook

**Class 26:**  
April 30 **Campaign Planning Meeting:** Finalize Pitch Presentation

*[Campaign Books DUE]*

**Class 27:**  
May 2 Your future in strategic communications

May 2 **Outside Class Meeting** (Pitch Meeting: between 5:30 – 9:30 p.m. – Nafziger Room)

**Finals Week EXAM 2 (two options)**

**(5/9/2017, Wednesday from 7:45 AM - 9:45 AM)** – In Room 2195

**(5/9/2017, Wednesday from 2:45 PM -4:45 PM)** – In Room 2195

**Readings:**

Clow, K. E., & Baack, D. (2007). *Integrated Advertising, Promotion and Marketing Communications (3rd Edition)*. Upper Saddle River, NJ: Pearson Prentice Hall.

Felton, G. (2014). *Advertising: Concept and Copy (3<sup>rd</sup> Edition)*. Chicago: WW Norton.

Gehrt, J., Moffitt, C., & Carlos, A. (2010). *Strategic Public Relations: 10 Principles to Harness the Power of PR*. Bloomington: Xlibris Book Publishing Company.

Hiebing, R. G., & Cooper, S. W. (2000). *The Successful Marketing Plan*. Chicago: NTC/Contemporary Publishing Group.

Katz, H. (2014). *The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research, and Buying*. London: Routledge.

Moriarty, S., Mitchell, N. D., & Wells, W. D. (2011) *Advertising & IMC: Principles And Practice (9th Edition)*. New York: Prentice Hall

O'Guinn, T. C., Allen, C. T., & Semenik, R. J. (2000). *Advertising*. Cincinnati: South-Western College Publishing.