

# **JOMC 720: Strategic Communication**

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## ***Introduction to the Instructor***

Dr. Hennink-Kaminski has taught and conducted strategic communication research in the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill since 2006. She holds a bachelor's degree from the University of Michigan; a master's degree in communication from Western Michigan University; and a doctorate in Mass Communication from the University of Georgia. Prior to transitioning to academia, Hennink-Kaminski accumulated 15 years of professional experience in senior strategic communications roles in both corporate and agency positions across a number of industry sectors.

She is a recipient of the Edward Vick Innovation in Teaching Prize and the David Brinkley Teaching Award of Excellence, maintains active research in social marketing and health communication and serves as a consultant to a number of non-profit organizations. She also serves as the senior associate dean of graduate studies for the School of Journalism and Mass Communication. Dr. Hennink-Kaminski has authored book chapters on telecommunications marketing and transnational advertising and most recently has published in *Social Marketing Quarterly*, the *Journal of Current Issues and Research in Advertising*, *Science Communication*, *Journalism and Mass Communication Quarterly*, and *Sexuality and Culture*. She is committed to the principle that excellent teaching is informed by research and professional practice.

## ***Course Description***

Welcome to JOMC 720, Strategic Communication! Together, we will explore how marketing communication, in particular, is being transformed by digital technology. While organizations have always engaged in strategic communication to inform and influence publics, the rich and exponentially cluttered information environment presents vast opportunities and mind-boggling challenges. From the global transnational media firm, to the state-wide environmental activist organization, to the local public school, today's organizations are grappling to create and sustain relationships through strategic, targeted, and integrated digital communication that supports organizational goals.

The field of strategic communication is broader than marketing communications. It is impossible, however, to adequately cover corporate, non-profit and marketing communication within the scope of a one semester course. We will focus specifically on marketing communications for the course, but the concepts, strategies and tactics we study can be applied to corporations, for-profit and nonprofit organizations, activist groups, nongovernmental organizations, organizations promoting forms of social change, political parties or movements, and government organizations. Similarly, when you see the

term “buyers”, you can also think of subscribers, voters, volunteers, applicants, and donors. Important related topics such as crisis communication, corporate social responsibility, and non-profit marketing are not fully covered in this course, but I am happy to suggest resources should you like to learn more about these areas.

Underpinned by appropriate theory, best practice models, and ethical frameworks of practice, this course challenges students to consider the evolving roles and definitions of marketing, advertising, and marketing public relations in a digital age. The analysis of case studies and current situations is integrated throughout the course to stimulate critical thinking and creative problem-solving skills. The course provides students with opportunities to apply their analytical skills to a variety of communication problems across multiple industries and to develop capabilities with respect to:

- Detection of marketplace problems and opportunities;
- Development and assessment of alternative digital marketing communication strategies; and
- Evaluation of communication ideas used to build brands, create and sustain positive relationships, and lead consumers down the path toward conversion (e.g., purchase or other type of desired behavioral goal).

Students will integrate the knowledge they’ve learned in the program to identify a business challenge -- perhaps a brand believed to be underperforming in the marketplace or a building support for a ballot referendum -- and use concepts from the course to evaluate the situation and propose a comprehensive marketing communication plan (using a combination of owned, paid and earned media) to advance the objectives and goals of the organization. More information about the marketing communication plan will be presented later in the semester.

### ***Learning Objectives***

By the end of the course, students will be able to:

- Understand the role of the Internet and related digital technologies to better communicate and interact with stakeholders.
- Understand the difference between paid, owned and earned media, describe the impact of earned media on traditional marketing strategy, and integrate paid, earned and owned media into effective digital marketing communication campaigns.
- Evaluate digital advertising and marketing strategies and plans for a brand or an organization.
- Create a digital advertising and marketing plan for a brand or organization (that will solve against a business challenge).
- Measure, monitor and calibrate digital advertising and marketing strategies for a brand or organization.

### ***Course Cadence***

The schedule for this course has been coordinated with Professor Lisa Villamil’s JOMC 721 course, so that synchronous sessions are held once every two weeks for each course, on alternating Wednesdays. Asynchronous discussion boards run Friday through Monday on alternative weeks as well. Several

opportunities for face/voice interaction with me each week have been included as indicated below; I am happy to schedule a Google chat or Skype appointment with you outside of these parameters, if the need arises, with a reasonable amount of notice (e.g., 18 to 30 hours).

The course can be divided into three parts: 1) onboarding (Week 1); 2) learning modules (Weeks 2-13); and 3) final project work (weeks 14-16).

**1: Onboarding:** The first week of the semester will serve as an onboarding experience as you read materials that cover basic marketing concepts, and then apply those concepts to your work environment through discussion board posts and interaction with your colleagues.

**2: Learning modules:** Weeks 2 through 13 have been grouped into 6 two-week modules with a variety of touch points and will flow as follows (with a few exceptions as noted in the calendar):

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
<i>Readings</i>	<i>Readings</i>  <i>Assignments Returned</i>	<i>Readings</i> <i>Synch. Session</i> <i>6:30-7:30pm</i>	<i>Office Hours</i> <i>11:30am-12:30pm</i>	<i>Online discussion</i> <i>H2 checks in</i>	<i>Online discussion</i>	<i>Online discussion</i> <i>H2 checks in</i>
<i>Online discussion</i> <i>H2 checks in</i>	<i>Video Briefing Posted 6pm</i>	<i>Assignments</i>	<i>Office Hours</i> <i>11:30am-12:30pm</i>	<i>Assignments</i>	<i>Assignments</i> <i>8am- last chance to email clarification questions on assignment.</i>	<i>Assignments Due 11:59pm</i>

Based on this cadence, the instructor is available to interact with students for at least some portion of the day for 8 days of each 14-day module, 3 hours of which are dedicated, live face-time opportunities (synchronous session and office hours).

Reading Days: The first Monday-Wednesday of each module is set aside for students to read the assigned materials in preparation for the synchronous session on Wednesday evening.

Synchronous Sessions: These will be held the first Wednesday of each module from 6:30-7:30pm. If you are unable to attend “live”, please take the time to view the materials at a convenient time, preferably before you begin to participate in the discussion boards. These sessions will be part lecture and part class discussion. Be prepared to be asked about how the readings for the week are reflected in your work/organization.

Google Chat Office Hours: Each Thursday from 11:30am to 12:30pm is set aside for online office hours. This is time set aside specifically for you and is organized around the traditional lunch-time for your convenience. The benefit of using online office hours to ask for clarification on course material, assignments or for a deeper conversation on the topic is my ability to respond immediately and personally to your query. Of course, you may email me at any time, but my response may not

be immediate. To participate in Google Chat Office Hours, you will need to become a part of my JOMC 720 F15 Circle. Instructions to come.

Online Discussion Board: Discussion boards will be open Friday morning through Monday noon and are intended for you to share with your colleagues examples of how the concepts we are studying can be applied to real-world examples, be it from your own personal experience or through trade articles or RSS feeds about other companies. These posts provide one proof point for your ability to apply the concepts; the assignments provide will provide another opportunity for you to wrestle with and apply the material! More info about discussion board expectations can be found later in the syllabus.

Video Briefings: On Tuesdays of the second week of each module, I will video tape a 15- to 20-minute segment for you to view at your convenience. Sometimes this will be a presentation of some additional material to augment the topic of the week. Sometimes this may include some suggestions about how to tackle the assignment you will work on that week. Other times, it may synthesize some of the themes that appeared on the Discussion Board over the weekend. These briefings are intended to be another way to receive relevant information from me in a semi-personal manner without requiring another synchronous session. **Video briefings will be posted within the folder for that week's module no later than 6pm the second Tuesday of each module.**

Assignments: Wednesday through Sundays of your second week will focus on assignments. You will complete five assignments total during the course; two will be individual assignments and three will be team assignments. Additional information on how to access and post completed assignments is provided later in this syllabus.

**3: Final Projects:** Weeks 14, 15 and 16 will be dedicated to completing your final project for the course, with the exception of a final, wrap-up synchronous session on Wednesday, 11/19 from 6:30 to 7:30pm. I will make additional office hours available weeks 14, 15 and 16 to try to answer as many questions as immediately as possible. By December 2<sup>nd</sup>, the last day of classes, you should have all your questions and answered and should be focused on writing and editing. I will not be available to answer questions after Wednesday, December 2<sup>nd</sup>, so take advantage of the appointment times that are being offered! **Your final projects will be due by 11:30pm, Monday, 12/8.** More details about the final project will be available the second week of the course.

**One final comment!** If you are going to be "absent" online for several days due to business trip or other issues, please let me know in advance!

### **Reading Materials**

You will be required to purchase three books for the course, as well as several HBR Case Studies. Information about how to purchase the case studies will be emailed to you next week. Other reading assignments for each module will be posted to Sakai via links or PDFs. If something interesting and

pertinent breaks during the semester, I reserve the right to post additional (free) materials for discussion.

Burcher, N. (2012). *Paid, Owned, Earned: Maximizing Marketing Returns in a Socially Connected World*, London: Kogan Page. ISBN: 978-0-7494-6562-9

Ryan, D. & Jones, C. (2014). *Understanding Digital Marketing: Marketing strategies for engaging the digital generation*, (third edition). London: Kogan Page. ISBN: 978-0-7494-7102-6

Scott, D. M. (2013). *The new rules of marketing and PR: How to use social media, online video, mobile applications, blogs, news releases and viral marketing to reach buyers directly*. Hoboken, NJ: Jon Wiley & Sons. ISBN: 978-1-118-02698-4

### **Additional Resources**

It is recommended that you subscribe to RSS feeds or monitor the following resources to help you immerse yourself in the field this semester. These resources will also help you source ideas for your weekly discussion boards, as well as provide additional examples of how strategic campaigns are utilizing paid, owned, and earned media.

[www.mediapost.com](http://www.mediapost.com) Content aggregator for all things media. Click on the top right “Subscribe” button and you’ll be directed to a page where you can check boxes for the areas of interest. Each day the service will email you relevant articles.

[www.techmeme.com](http://www.techmeme.com) (Technology news aggregator)

[www.mashable.com](http://www.mashable.com)

[www.pr-squared.com](http://www.pr-squared.com) (online PR news)

<http://www.hubspot.com/customer-case-studies/> (One of the pioneers in the field)

[www.fastcompany.com](http://www.fastcompany.com)

<http://techcrunch.com>

<http://www.businessinsider.com>

<http://www.fastcompany.com>

<http://thenextweb.com>

Wall Street Journal – Special Media section on Mondays.

**The Cannes Lions Awards** provide excellent examples of campaigns that integrate various elements of the IMC mix, both online and offline. These campaigns, or articles about the campaigns, may serve as examples for discussion board postings. For more information, visit: [www.canneslions.com](http://www.canneslions.com)

**The Institute of Public Relations** provides a wealth of information about a number of public relations topical areas, including Issue Management, Corporate Social Responsibility, Crisis Communication, and Media Relations. <http://www.instituteforpr.org/research/topics/>

### **Grading Events**

Final graduate course grades are H, P, L, and F. Failure to turn in any of the assignments or the final project will result in a F in the course. Failure to participate in one or more weekly discussion board

sessions will result in an L for the course. I will drop your lowest performing discussion board week. Late papers and late assignments will not be accepted. Here is a general description of graduate grades:

- H means a truly outstanding performance in the class and on assignments.
- P is a good, solid performance overall in the class and on assignments.
- L is a performance in the class and on assignments that is below the acceptable level for graduate students. It means the student does not understand the course material very well, does not have a grasp of what is required in this area at the graduate level, is not participating in the class at the level expected of graduate students, or has not handed in all papers or participated in all assignments.
- F is failing. It is given rarely in the circumstance that a student has not handed in H, P, L graded assignments.

Your grade for the course will be determined by your performance in three areas:

- **Weekly discussion board contributions and participation (15%) (Onboarding and Modules 1-6)**
  - After Week 5/Module 3, I will email you an indicator of how you are trending for your grade.
- **Module Assignments – 5 Total (60% total; 12% each)**
  - Two assignments will be individual assignments; three assignments will be team assignments, including your final project proposal, which constitutes assignment #3.
  - Peer evaluations will be distributed for each team member to complete for the three team assignments; your individual grade may be downgraded based on input from your peers.
- **Final project deliverables (25%)**

### **Synchronous Sessions**

Synchronous sessions will be held from **6:30 to 7:30pm on the first Wednesday of each of the six learning modules (not the first week of class)**. It is expected that students will have read the majority of the material in advance of the session so that they can get the most out of the session, fully participate in the discussion and ask any questions they might have about the readings. If you have questions and cannot attend the live session, **please send your questions to me via email at [h2kamins@unc.edu](mailto:h2kamins@unc.edu) by noon that day** so that I can address them in the session. Each session will be recorded and posted to the appropriate module folder in the “Resources” section of the Sakai site.

I understand that you each have busy work and home front schedules. If you plan to join the session “live”, please try to do so by 6:25pm; if you join later, please try to do so in as non-disruptive a manner as possible. We’ll be sure to shout out that you’ve joined as we shift between topics, speakers, etc!

We will use Adobe Connect for the sessions. Rachel will contact you to arrange a practice session to make sure you can access the software and know how to navigate the system. Rachel Lillis will post the Web Connect URL to the home page of the 720 Sakai Site each Wednesday so you can click and join.

## Google Hangout Office Hours

I will use [Google+ Hangouts](#) to host office hours. My gmail address is [heidi.kaminski@gmail.com](mailto:heidi.kaminski@gmail.com). I will add you as a contact and to my 720 Fall 2015 circle. That will allow me to extend an invitation to everyone easily.

About 5 minutes before Office Hours each Thursday, I will create a Hangout and invite your circle to that hangout. If you want to attend office hours, you need to sign into Google+ and join the hangout from your Google+ home page. To confirm, **there is not a link to the session**. Hangouts are accessible from your computer, tablet or phone. Chrome is the preferred browser for Google+ hangouts. Up to 10 students can attend the hangout at one time. ***Please note that Google Hangout Office Hours have been suspended on 10/8 and 11/20 to accommodate final project proposal consults. No Office Hours will be held on 10/15 or 11/27 due to UNC-CH Fall Break and Thanksgiving Break, respectively.***

## Discussion Board Participation – 15% Total

As part of the course, you will be graded for your participation on the discussion board (DB). DB participation is not intended to be a mini-essay exam each week. Rather, it's a venue through which you can share websites, posts, articles or personal experiences to help bring the module's topic to life.

The DB opens during onboarding week and the first week of each of the six modules **at 10am on Friday** and remain open until **noon the following Monday**. I will provide two prompts to stimulate discussion, but feel free to build upon one another's posts as well. I will drop in on Friday, Sunday and on Monday morning to observe and participate in the unfolding discussion.

**During the week of 10/5**, I will email each student to let you know how your DB grade is trending (H, P, L, F). Your participation will be tracked for each module (+ onboarding), for a total of 7 grading events. I will drop the lowest week of participation (because life happens). Doing extra work at the end of the semester to improve your DB participation grade is not an option – I expect to see regular interaction with your peers for each module.

I will use the following four guidelines to evaluate your DB participation; remember that I am looking for quality more than quantity, within the guidelines expressed here.

**GUIDELINE #1:** You must post to the DB for each module to earn a passing grade for discussion board participation. It is not enough to just read messages or lurk! Contribute!

**GUIDELINE #2:** Respond to both DB prompts for each module and be sure to relate your responses to the assigned topic.

**GUIDELINE #3:** You should post a minimum of two substantive messages on the discussion board for each module (so, two of the four days). A detailed message should:

- Be more than eight lines (I am not going to count the lines, but you get the idea!)
- Contain information related to the module's topic and that assigned prompts.
- This doesn't mean you can't post shorter messages, but to earn the minimum credit you have to post two substantive messages.

**GUIDELINE #4:** Each of the two substantive messages should be posted on different days of the week (this does not mean that you should post one message before midnight and then another at 1:00 am)! This rule is intended to prevent students from “binge posting” on the discussion board. Again, this doesn't mean that you may not post frequent messages. On the contrary, we recommend that you communicate as often as you like. However, you will lose points if you don't post your two substantive messages on different days.

**Assignments (60% Total; 12% each)**

One assignment will be given for each of the content modules with the exception of the week of Fall Break. Each assignment will be worth 12% of your final grade. Assignment instructions will be posted in the “Instructor Overview” for each module. Completed assignments should be posted to the Assignment section of Sakai **by 11:59pm on the last day (Sunday) of the two-week module.**

Thursday office hours are one way to ask clarification questions about the assignment. Any additional clarification questions should be posted to the “Questions” area of the “Discussion” section of the Sakai site **no later than 8am the Saturday before the assignment is due.** If you have a question, check first to see if it has already been asked and answered! ***Please note that I will not be available to answer questions about the assignment after 8am on Saturday or on Sunday, so plan accordingly.***

Two assignments will be individual assignments and three assignments will be team assignments.

**Team Assignments**

As a team, you will work through three HBR cases over the semester. Each student will be assigned to a team; teams will be shared the week of August 10<sup>th</sup>.

Team Number	Team Members
1	Kimberly Workman, Paula Brown-Williams, Kelsey Seidler
2	Alan Maynard, Jennie Saia
3	John Frank, Ashley Wolf, Mandy Dailey
4	Noelle Talley, Hillary Jones, Beau Berman
5	Tiffany Jones, Samantha Carpenter, Pamela Schools

For those of you unfamiliar with the case study approach, here are recommendations for how to approach reading and digesting an HBR case study – which begins with reading the case three times:

1. The first reading should be a quick run-through of the text in the case. It should give you a feeling for what the case is about and the types of data contained in the case.
2. Your second reading should be more in-depth. Many people like to underline or otherwise mark up their cases to pick out important points that they know will be needed later. For example, analyze the case with respect to customer behavior and trends, competitor’s behaviors and trends, and the firm’s strengths and weaknesses. On your second reading, carefully examine the exhibits in the case. It is generally true that the case writer has put the exhibits there for a purpose. They contain information that will be useful in analyzing the situation. You will often

find that you will need to apply some analytical technique to the exhibit in order to benefit from the information in the raw data. Many of the questions I ask will focus on interpreting the exhibits in the case and assessing the implications of these findings.

3. On your third reading, you should have a good idea of the fundamentals of the case. Now you will be searching to understand the specific situation. You will want to get at the root causes of problems and gather data from the case that will allow you to make specific action recommendations. Before the third reading, you may want to review the discussion questions in the outline of class assignments. It is during and after the third reading that you should be able to prepare your answers to the discussion questions. As is often the situation in actual practice, cases may not have all the data that you would like. Nevertheless, it is critical that you develop a reasoned plan of attack on the basis of data available. Moreover, you should not attempt to find out what happened to the company or business as a basis for making your decision.

For each case study, examine the case (both text and exhibits) and be able to share what specific actions your team would recommend that the company take, and why. Specific queries will be posted for each assignment. As benchmark, a typical, successful and well-written Case Assignment will have taken around 8 hours to complete. **Case assignments may not exceed five pages, double-spaced, 12 point font in the main body and 6 pages of supporting appendix as needed.** Please appoint one team member to post the completed case assignment to the “Assignment” section of the Sakai site.

### **Assignment Schedule**

- *Module 1 Team Assignment-Mekanism Case (Due 11:59pm Sunday 9/6)*
- *Module 2 Team Assignment-Banking Case (Due 11:59pm Sunday 9/20):*
- *Module 3 Individual Assignment - Final Project Proposals (Due 11:59pm Sunday 10/4)*
- *Module 4 – No Assignment – Fall Break*
- *Module 5 Individual Assignment-Cisco Case (Due 11:59pm Sunday 11/1)*
- *Module 6 Team Assignment-Sephora Direct Case (Due 11:59pm Sunday 11/15)*

### **Final Project (25% of Final Grade)**

Each student will develop a comprehensive digital marketing communication plan that integrates paid, earned, and owned media strategies. Your plan will address the client’s problem or challenge and will articulate a compelling goal and specify measurable objectives, suggest strategic solutions, and propose tactics comprised of **owned, earned or paid** media.

There are two parts to the final project – a project proposal and a final plan. **Detailed requirements for the final plan and the proposal form will be posted in the “Final Project” folder in the Resources section of Sakai by September 16th.**

Begin thinking about issue or business challenge you would like to address. Some of you may want to tie-in with an initiative in which your employer is involved, which could include an ecommerce site, a corporate social responsibility (CSR) endeavor, or a new product launch. Others may want to work on a plan for a hobby non-profit initiative.

**Project Proposals (Counts as individual assignment #3)**

Step one will be to post to the “Assignments” section of Sakai a completed **proposal form** by the date and time indicated below. Here you will make the case for why this business issue needs to be addressed and share details about your target market/audience. During the first week of class, Rachel Lillis will open a Doodle poll by which you can sign up for a 10 minute Google Chat consult appointment for the week of 10/5 where I can provide feedback and focus, allowing you to begin to work on the plan itself.

**You must sign up for your Skype session by August 30<sup>th</sup>!**

Appointments will be made on a first come-first serve basis. No other time slots will open up other than those referenced below. If your schedule should change, it will be your responsibility to find a classmate to trade with you. **Proposal Consult** Doodle link: <http://doodle.com/fz7tukgm66kaqzm6>

Consult Monday 10/5	Consult Tuesday, 10/6	Consult Tuesday, 10/6
<i>Proposals due 11:59pm Sunday, 10/4*</i>		
5:00-5:10pm	12:15-12:25pm	4:00-4:10pm
5:15-5:25pm	12:30-12:40pm	4:15-4:25pm
5:30-5:40pm	12:45-12:55pm	4:30-4:40pm
5:45-5:55pm	1:00-1:10pm	4:45-4:55pm
6:00-6:10pm	1:15-1:25pm	5:00-5:10pm
6:15-6:25pm	1:30-1:40pm	5:15-5:25pm

*\*Counts as assignment (individual) #3.*

**Digital Marketing Communication Plans (25%)**

Plans must be submitted to the appropriate area in the “Assignments” section of the Sakai site by **11:59pm on Monday, December 7<sup>th</sup>**.

**Individual Final Project Consults.**

Each student should sign up for a Skype consult appointment regarding your final project/marketing plan. These appointments are scheduled for the days leading into the Thanksgiving holiday in the event that you plan to work on your projects over that weekend. Please note that these sessions are intended to answer questions that you may have. Please complete the Doodle Poll to sign up for an appointment, first come; first served: <http://doodle.com/qhrfz4h6b2gqe4fv>

Thursday 11/19	Friday 11/20	Sunday 11/22	Monday 11/23
11:00-11:15am	7:30-7:45am	3:30-3:45pm	11:00-11:15am
11:20-11:35am	7:50-8:05am	3:50-4:05pm	11:20-11:35am
11:40-11:55am	8:10-8:25am	4:10-4:25pm	11:40-11:55am
12:00-12:15pm	8:30-8:45am	4:30-4:45pm	5:00-5:15pm
12:20-12:35pm	8:50-9:05am	4:50-5:05pm	5:20-5:35pm
12:40-12:55pm			5:40-5:55pm

**Last Chance Office Hours**

I have also reserved the following time periods for last chance emergency drop in hours, which will also be accessible via Google+ or cell phone:

- **Tuesday, Dec. 1:** 5-6pm & 8-9pm
- **Wednesday, Dec. 2:** 11:30am – 1:00pm

You should plan on having all your substantive questions addressed by Wednesday, 12/2 so that you can focus on finalizing an impressive, solid final marketing plan on 12/7. ***Just a reminder that 12/2 is the last day of classes before we enter into the exam period for UNC. Due to other teaching, research and service commitments, I will not be available to answer questions about your final project after 1:00pm on Wednesday, 12/2, so please plan ahead!***

### **Online Course Statement**

1. By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the Acceptable Use of online resources. Please consult the Acceptable Use Policy (<http://help.unc.edu/1672>) on topics such as copyright, net-etiquette and privacy protection.
2. As part of this course you may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. Please be respectful of the rights and protection of other participants under the UNC Chapel Hill Information Security Policies ([http://its.unc.edu/ITS/about\\_its/its\\_policies/index.htm](http://its.unc.edu/ITS/about_its/its_policies/index.htm)) when participating in online classes.
3. When using online resources offered by organizations not affiliated with UNC Chapel Hill, such as Google or YouTube, please note that the Terms and Conditions of these companies and not the University's Terms and Conditions apply. These third parties may offer different degrees of privacy protection and access rights to online content. You should be well aware of this when posting content to sites not managed by UNC Chapel Hill.
4. When links to sites outside of the unc.edu domain are inserted in class discussions, please be mindful that clicking on sites not affiliated with UNC-Chapel Hill may pose a risk for your computer due to the possible presence of malware on such sites.
5. Online courses may at times require Web-based assignments that are public in nature and may be viewed by third parties online. This is especially true in social media and blogging platforms. Be mindful of the information you choose to share publicly as part of your assignments. Under the Federal Family Education Rights and Privacy Act of 1974 (FERPA) and UNC's FERPA regulation ([http://registrar.unc.edu/AcademicServices/PoliciesProcedures/StudentRights/CCM1\\_042762](http://registrar.unc.edu/AcademicServices/PoliciesProcedures/StudentRights/CCM1_042762)), a student's education records are protected from disclosure to third parties. However, FERPA protection does not extend to material shared publicly by students.

### **AEJMC Values and Competencies**

Based on your experience in this course, you will be expected to contribute to knowledge appropriate to the communications professions in which you work. The School of Journalism and Mass Communication's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here: <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps> No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address a number of the values and competencies, with special emphasis on:

- Understanding concepts and applying theories in the use and presentation of images and information;
- Conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- Thinking critically, creatively and independently; and
- Applying basic numerical and statistical concepts.

### **UNC Honor Code**

It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code (<http://instrument.unc.edu>), which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.

<b>At-A-Glance Course Schedule   JOMC 720   (Posted 8.17.15)</b>			
<b>Calendar</b>	<b>Topic</b>	<b>Activities</b>	<b>Deliverables</b>
<b>Week 1</b> 8/17	Overview of Marketing	Monday through Wed: Readings & PowerPoints Wednesday 11:30am – 12:00pm Welcome (optional) Friday through Sunday: Discussion Board	Discussion Board Participation
<b>Week 2</b> 8/24	Module 1: Understanding Digital	Monday through Wednesday: Readings <b>Wednesday 6:30-7:30pm Synchronous Session</b> Thursday 11:30am – 12:30pm Office Hours (optional) Friday through Sunday: Discussion Board	Discussion Board participation
<b>Week 3</b> 8/31	Advertising and Marketing (DAM)	Monday: Discussion Board Tuesday: Video Briefing Posted 6pm Wednesday through Sunday: Assignments Thursday 11:30am-12:30pm Office Hours (optional)	Assignment #1 due 11:59pm Sunday 9/6.
<b>Week 4</b> 9/7	Module 2: DAM Elements:	Monday through Wednesday: Readings <b>Wednesday 6:30-7:30pm Synchronous Session</b> Thursday 11:30am – 12:30pm Office Hours (optional) Friday through Sunday: Discussion Board	Discussion Board participation
<b>Week 5</b> 9/14	Social Media and Public Relations	Monday: Discussion Board Tuesday: Video Briefing Posted 6pm Wednesday through Sunday: Assignment Thursday 11:30am-12:30pm Office Hours (optional)	Assignment #2 due 11:30pm Sunday 9/20.
<b>Week 6</b> 9/21	Module 3: DAM Elements:	Monday through Wednesday: Readings <b>Wednesday 6:30-7:30pm Synchronous Session</b> Thursday 11:30– 12:30pm Office Hours (optional) Friday through Sunday: Discussion Board	Discussion Board participation
<b>Week 7</b> 9/28	Websites and other Owned Content	Monday: Discussion Board Tuesday: Video Briefing Posted 6pm Wednesday through Sunday: Assignment Thursday 11:30pm-12:30pm Office Hours (optional)	Assignment #3 (proposal) due 11:59pm Sunday 10/4.
<b>Week 8</b> 10/5	Module 4: DAM Elements: Online Advertising,	Monday through Wednesday: Readings <b>Monday 5:00-6:30pm Group 1 Consults</b> <b>Tuesday 12:15-1:45pm Group 2 Consults</b> <b>Tuesday 4:00-5:30pm Group 3 Consults</b> <b>Wednesday 6:30-7:30pm Synchronous Session</b> Friday through Sunday: Discussion Board	Discussion Board participation
<b>Week 9</b> 10/12	Email and Affiliate Marketing	Monday: Discussion Board Tuesday: Video Briefing Posted 6pm <b>Fall Break Thurs – Sunday! No Office Hours!</b>	Fall Break!
<b>Week 10</b> 10/19	Module 5: DAM Strategies	Monday through Wednesday: Readings <b>Wednesday 6:30-7:30pm Synchronous Session</b> Thursday 11:30am– 12:30pm Office Hours (optional) Friday through Sunday: Discussion Board	Discussion Board participation
<b>Week 11</b> 10/26		Monday: Discussion Board Tuesday: Video Briefing Posted 6pm Wednesday through Sunday: Assignment Thursday 11:30am – 12:30pm Office Hours (optional)	Assignment #4 due 11:59pm Sunday 11/1.

<b>Week 12</b> 11/2	Module 6: DAM Planning Framework	Monday through Wednesday: Readings <b>Wednesday 6:30-7:30pm Synchronous Session</b> Thursday 11:30am -12:30pm Office Hours (optional) Friday through Sunday: Discussion Board	Discussion Board participation
<b>Week 13</b> 11/9		Monday: Discussion Board Tuesday: Video Briefing Posted 6pm Wednesday through Sunday: Assignment Thursday 11:30am-12:30pm Office Hours (Optional)	Assignment #5 due 11:59pm Sunday 11/15.
<b>Week 14</b> 11/16	Wrap-Up & Final Project Discussions	<b>Wednesday 6:30-7:30pm Synchronous Session</b> Thursday 11am– 1pm FP Discussions by appointment Friday 7:30-9am FP Discussions by appointment Sunday 3:30-5pm FP Discussions by appointment	
<b>Week 15</b> 11/23	Work on Final Projects	Monday 11--12pm & 5-6pm FP Discussions by appt. <b>Thanksgiving Break: Thursday – Sunday.</b>	
<b>Week 16</b> 11/30	Work on Final Projects	Monday 5-6pm & 8-9pm Office Hours Wednesday 11:30am-1pm Office Hours	
<b>Monday, 12/7</b>	<b>Final Projects Due to Sakai by 11:59pm</b>		