

**The Ohio State University**  
School of Communication**COMMUNICATION 4337: PUBLIC COMMUNICATION CAMPAIGNS Fall 2024**

**CLASS TIME & LOCATION:** In-Person, Monday/Wednesday: 10:20 a.m. - 12:10 p.m. ET – Journalism Building 106, Section 18135

**Instructor:** Professor Timothy Miller, MBA, APR

**Email:** miller.8354@osu.edu

**Office Hours:** Virtual

Tuesday/Thursday: 8 a.m. - 9:20 a.m. ET (Virtual timeslot booking page available on course's Carmen page)

Additional windows by appointment: virtually (email to set-up)

**DESCRIPTION OF COURSE:**

Application of management techniques to public relations; public relations strategy; and campaign development. Prereq: 2331, Journalism or Comm major, grad standing or permission of instructor.

**GOALS OF COURSE:**

- Demonstrate the planning & development skills needed to create an integrated public relations campaign.
- Show proficiency in conducting secondary and primary research in the development of a campaign.
- Gain an appreciation for the theory and skills learned from other courses and apply it to a real client-based campaign for Columbus.
- Develop the ability to perform a situation analysis, identify objectives, develop strategies and tactics and write a public relations campaign.
- Maximize ability to participate in extensive research, planning, execution and evaluation elements which will culminate with an oral presentation to the class and client.
- Work in a group to accomplish a long-term task, managing and maximizing time and personalities/styles to achieve shared success.
- Develop mastery in preparing and presenting a public relations campaign to a client.

**REQUIRED TEXT AND MATERIALS:**

Smith, Ronald D., Strategic Planning for Public Relations, 6th Edition. Routledge, Taylor and Francis Group: New York and London, 2017. ISBN: 9780367903848

## **COURSE EXPECTATIONS**

This course has high professional and academic standards as a senior capstone course that produces real work for a real client. **Students should plan to attend class during all scheduled class periods. Classes will be held in person unless noted in the weekly Carmen module.**

- Do not schedule work or other commitments during class periods.
- Have access to reliable Wi-Fi and take responsibility for ensuring you can access online resources such as discussion boards, video/audio materials and quizzes. You have access to course expectations and deadlines in advance, and the Carmen team and I are available to help with technical issues PRIOR to due dates. Refer to <https://resourcecenter.odee.osu.edu/carmencanvas> for answers to many Carmen problems or questions for the Carmen support team.
- Be active in Carmen, which means accessing our course online multiple times per week as I don't see you live every class period and may post updates or announcements. The class includes a group-based project worth a significant portion of your grade, so this also ensures you remain connected to and active within your group. The module for each week will provide assigned readings, needed materials and assignments for that week (i.e., due dates for discussion posts and reminders for upcoming quizzes/exams/assignments).
- Complete all assigned readings BEFORE coming to class each week. This will help ensure you don't lose points in online discussions/reading quizzes and are ready to begin applying concepts during our limited time together in class. Quizzes are due by the start of class, as noted on the syllabus. DO NOT collaborate with classmates on quizzes. Your lowest quiz score is dropped, so there are no makeup quizzes. These quizzes are more than reading quizzes – they are in lieu of a midterm or final exam, so students should prepare for each thoroughly. The quiz format helps students be reading and applying concepts step-by-step during the campaign development process.
- Bring a computer to all classes so you can access online materials, discussions and resources.

## COURSE EVALUATION

### Assignments

### Points

Group Project - Section 1 (15-20 pages)	50 points*
Group Project - Section 2 (15-20 pages)	50 points*
Group Project – FINAL PLAN	100 points*
Group Project – Oral Presentation	25 points
Quizzes	80 points
Client Visit Memo	10 points
Class Discussions/Activities	85 points

### 400 points TOTAL

\* Group members will all receive the grade earned by the entire group for Sections 1 & 2 and the Final Plan, but each grade will be weighted based on peer evaluation to determine individuals' final scores. See Final Project Assignment or Peer Evaluation Form on Carmen for details. Beyond peer evaluations, students not actively participating in/contributing to their groups will be subject to grade penalties beyond the peer evaluation scores.

### COURSE GRADING SCALE:

A	93-100%	B-	80-82%	D+	67-69%
A-	90-92%	C+	77-79%	D	63-66%
B+	87-89%	C	73-76%	D-	60-62%
B	83-86%	C-	70-72%	E	Below 60%

### COURSE ASSIGNMENTS:

**Group Project/Section 1 (50 points)** - A 15-20-page document to include a mission statement, situation analysis, secondary research, primary research outline, problem and goal statements. Peer evaluation scores impact this grade (see note below).

**Group Project/Section 2 (50 points)** - A 15-20-page document to include primary research findings, target publics, message, objectives, strategies, tactics, evaluation, budget and timetable. Peer evaluation scores impact this grade (see note below).

**Group Project/Final Plan (100 points)** - A professional hard copy plan that combines Sections 1 & 2. Peer evaluation scores and attendance at the mandatory run-through and all days of presentations impact this grade (see note below).

**Group Project/Oral Presentation (25 points)** – An oral presentation to the client and accompanying slides

**Peer Evaluations** – The ability to be an effective team player, work with different personalities and still produce excellent work for a client is crucial for developing communication campaigns. Group members will be evaluated by their peers at each major project milestone (after Section 1, Section 2 and the Final Plan). You will give each team member a score out of 100%. I aggregate those scores and apply to the group's grade. For example, if you receive an average 90% score from your group on Section 1, you will receive 90% of the grade

your group earned. Scores on the first and second peer eval give you the opportunity to talk to your group and ensure fair evaluations and even distribution of work moving forward.

**Quizzes – (80 points)** – This course uses quizzes in lieu of exams to align more closely with application of the concepts along the campaign development process. Quizzes each include 8-10 multiple-choice questions from the textbook and class notes. Use the Reading Notes document on Carmen as an outline to create your own study guide while taking notes in class and during the readings. Content included on each quiz is provided on Carmen and in more detail in the “Reading Quiz Notes” document on Carmen. **Quizzes are available via Carmen and must be completed by the dates/times listed on the syllabus and on Carmen (DUE BY THE START OF THE LISTED CLASS)** The lowest quiz grade will be dropped, so there are no makeup quizzes. **NOTE:** Quiz #9 is open and can be completed any time before the due date. Instructions are provided within the quiz.

It is the responsibility of the student to complete assigned readings, take notes in class, prepare for and take quizzes independently. This allows more class time for group progress on the campaign. **STUDENTS MAY NOT WORK TOGETHER OR COLLABORATE IN ANY WAY ON QUIZZES.** Though students are quizzed on the same topics, each student may not receive identical quiz questions.

Quiz 1: Introduction/Phase 1 & Step 1

Quiz 2: Step 2

Quiz 3: Step 3

Quiz 4: Appendices A-E

Quiz 5: Phase 2 & Step 4

Quiz 6: Steps 5 & 6

Quiz 7: Phase 3 & Step 7

Quiz 8: Phase 4, Steps 8 & 9

Quiz 9: PRSA Professional Values/Code of Ethics & Page Center Module 3 Certificate (2 questions on PRSA Professional Values/Code of Ethics and 7 points for completed ethics certificate) **NOTE: You must complete a Professional Codes of Ethics module online and upload the certificate of completion to earn your quiz points. Complete the certificate by visiting <https://pagecentertraining.psu.edu/> and choosing the Professional Codes of Ethics Module 3. Go through the lessons and score at least 80% on the quiz to receive your certificate of completion. Have this ready to upload when you open the quiz. THIS QUIZ CAN BE COMPLETED ANY TIME IN THE SEMESTER BEFORE THE DUE DATE.**

**Client Visit Memo (10 points)** – After the client prepares you for developing a campaign, you will need to do a follow up memo that summarizes the objectives of the meeting, adding additional key findings and action items. Complete assignment sheet available on Carmen. Each student submits this assignment independently.

**Class Discussions/Activities (85 points)** – In-class activities and assignments are determined by the instructor and are assigned in class. Points are given in increments of 5-10 points at a time and **MUST BE SUBMITTED BY THE DEADLINE TO RECEIVE CREDIT**. The overwhelming majority of these assignments are designed to be completed in class and as such are due at the end of the class period. There are a few exceptions and the due dates are listed for those assignments, due at the beginning of the listed date following. If you require an accommodation/extension due to a documented issue, please contact the instructor right away for permission for late submission. There are times late submission is not possible based on the nature of the assignment, even with a documented absence. Taking advantage of the available extra credit is a good option to recoup points in these situations.

## Teaching Philosophy

My background and experience have provided me with wonderful opportunities to share insights in your introduction to sports media relations. In order to succeed in public relations and communications, students – and later, professionals – must hold themselves accountable to engage in and drive their own education. I am here to guide and support but it also means students must take a greater responsibility for an engagement in what happens in their classes. The course has been structured so that we follow what is known as the “inverted learning” model, which means you read and watch videos (clips and pre-recorded remarks) at home BEFORE the first class of the week.

Rather than use our in-person time for lecturing, I want our class windows to be dedicated to engaging with the material through a variety of “active learning” activities and assessments to determine and build your comprehension. With this active class model, students establish the foundation as part of that home pre-work, and then we build the structure of learning together, allowing us to see and correct weaknesses in the foundation and the structure.

The workload is the same—meaning for a four-credit class for every hour of work you do in class you will spend four hours working at home. Consuming the material before coming to class is critical to your success so we can reinforce what you’ve learned by seeing it in action and discussing it further in an engaging atmosphere.

Some of the topics will feature discussions led by myself with reflections from my personal experience while other special guest visitors will shed light on material from real-world and valuable experience. I am a believer in asking you to spend time with what I call “3-2-1” starters where at the beginning of the class, you spend a few minutes adding critical details anonymously to a Padlet board. By looking at the “3 things you learned,” plus “two things you’d like to learn more about,” and “1 question you have” – I can gauge how the pre-class materials went and dynamically adapt the day’s lesson accordingly so we each provide each other with valuable effort.

All in all, it is my aspiration that you’ll feel comfortable in our space to ask questions, no matter your previous background in communications or sports. As such, as you listen to your peers or those leading discussion, I ask you to embrace the motto as Apple TV’s Ted Lasso would say, “be curious, not judgmental.” You will all, as individuals, eventually develop your own style wherever your communications career takes you and I believe you can always learn from others – even if you file it away in your brain for later as something you might want to approach differently should a similar situation arise professionally. I am hopeful that you’ll learn and consider opportunities within communications and public relations (I’m always

excited to talk sports public relations). It's a rewarding profession in which truly no two days are the same!

## **COURSE POLICIES:**

### ***Class Kick-Off (3-2-1) Questions***

As discussed in "Teaching Philosophy", throughout the semester, you will find an online bulletin board (Padlet) with "3-2-1" (see above) topics. These responses will be submitted directly within Padlet and are anonymous.

They are meant to prompt thinking of your pre-class preparation for the discussion. We will weave these questions into in-class discussions as well, so students are encouraged to review their submissions to prepare for engaging with the professor and peers on their understanding and application of key concepts. We will often discuss one or more questions at a time.

I understand that life happens and sometimes simply showing up is a victory. In that case, if you did not complete the requisite materials consumption to fill-out the 3-2-1 thought provoker(s) to the best of your ability, please simply message me or see me before class and I will respect that as I do not seek to embarrass. Otherwise, I will assume that if you are present and prepared, that you are ready to participate in the discussion and that I can ask your thoughts, opinions and feedback on topics related to reading/learning modules.

### ***Grading***

I am not able to negotiate grades, either during or after the semester. If you have a specific question on a particular scoring item and would like to learn more about the scoring during the semester (but prior to finals), please set-up a virtual office hours appointment and send me an email in advance specifically noting which items you'd like to have a dialogue about. Conversing via a brief virtual office hours (either through the booking link during standard office hours or a time that mutually works for us) allows me to come prepared into the discussion (thanks to your email) as well as quickly providing context and/or resolution to your inquiries. I will not be able to accommodate these requests immediately before/after class or simply via email. In return, I promise to be expeditious in setting up some time and being mindful of the value of your time and question(s).

If you believe a scoring error has been made on my manual uploading in Carmen on assignments (i.e. I marked you incomplete when it was complete or I put a 1 instead of a 10), please simply reach out via email so I can look into and no office hour session would be necessary for that.

### ***Assignment submissions***

All assignments are due at the date and time listed on the syllabus. In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded (i.e. you will receive a zero for that graded item). Assignments will be submitted to Canvas and grades will be provided there.

If you are absent a day an assignment is discussed or assigned, it is your responsibility to get details from me or a classmate. **I do not accept late work.** If you will be absent the day an assignment is discussed or due, contact me in advance for details and/or to coordinate your submission. Under no circumstances are assignments accepted via email unless explicitly stated otherwise. Be sure to check the required format of submissions via Carmen – there are specific points occasionally allocated to submitting the required format; this replicates a real-world situation. If a client wants or requires a PDF and you send a word document, more work has been created and attention to detail is paramount in this profession.

Make sure you leave yourself ample time for submissions via Carmen (i.e. I recommend not logging on five minutes before the deadline). Be sure to check your uploads and confirm via Carmen that the submission went

through. Issues with uploads at the deadline are not an acceptable excuse, unfortunately. You will need to plan accordingly. Reaching out after a deadline with a lack of submission in the real world is unlikely to garner ample sympathy and I replicate that atmosphere of accountability in this course while still trying to be understanding in extreme circumstances. Advance communication in life – and this course – is paramount.

## Syllabus

This syllabus is an agreement between the instructor and the student. The instructor reserves the right to make changes to the syllabus as deemed necessary. By staying enrolled in this class, the student agrees to abide by the policies described herein.

Every effort has been made to create a syllabus that is as comprehensive and accurate as possible, but each class is a living entity and changes may arise. Please know I will notify you by email and in our next class session as soon as any syllabus change may arise.

## Resources

During the course of this class and throughout your university career, you may find the following helpful:

- **The Writing Center.** This may be the last time in your life that you have easily accessible, free help available for your writing skills—use it. Being a good writer will give you an advantage in every walk of life, and if you are a Communication major, it is expected. Visit <http://cstw.osu.edu/writingcenter> to learn more or to schedule an appointment.
- **Strunk & White's The Elements of Style.** If you are uncertain of what constitutes good writing, this classic book is very straightforward and extremely helpful. The advice and direction offered in this book applies to writing in all fields. Find it at the campus bookstore or at a used bookstore for cheap.
- **AP Style and Communications-Specific Publications**

AP Style Guide Resources - Beyond the AP Style Guide book (available in bookstore), please see below.

- Online Practice quizzes:  
<https://global.oup.com/us/companion.websites/9780199846412/student/apresources/apquiz/>

- Quizlet flash cards:

<https://quizlet.com/2046964/ap-style-quiz-flash-cards/>

- You can look online for others. Be aware, AP makes updates every year, so watch the dates.

- Be sure to review/learn/know the basics - all listed in the AP Style Guide:

- Dates
- Numerals
- Dollars & percents
- Times
- Addresses
- States
- Titles
- Names
- Composition titles
- Abbreviations

PR/Communications-Specific Publications

- [www.ragan.com](http://www.ragan.com)
- [www.prdaily.com](http://www.prdaily.com)
- <http://adage.com>

- [www.socialmediaexaminer.com](http://www.socialmediaexaminer.com)
- <http://mashable.com>
- [www.prweek.com/us](http://www.prweek.com/us)
- [www.prnewsonline.com](http://www.prnewsonline.com)
- [www.odwyerpr.com](http://www.odwyerpr.com)

### **Attendance and Make-Up Policy**

Only students enrolled in this section are permitted to attend class. Attendance (both physical [in-person or virtual as denoted in syllabus for specific dates] and mental) is key to your success in this class. Your grade is largely contingent on your presence and participation in class. Listen, take notes and ask questions. If you miss class for whatever reason, it is your responsibility to obtain notes from a classmate; the instructor will not provide notes in any circumstance. If you miss class, you will not be able to make up any in-class work or extra credit opportunities.

### **Attendance**

Student participation requirements

We have a lot of material to learn in a short period of time. It is important that you attend all of our class sessions. All of the material is available on Carmen at the beginning of the semester. Readings and videos must be consumed before our live class session so we can work on active learning experiences. Since we meet just twice a week, missing more than two classes in the semester without documentation will result in the final grade being dropped a letter grade.

As previously stated, if you are absent a day an assignment is discussed or assigned, it is your responsibility to get details from me or a classmate. I do not accept late work. If you will be absent the day an assignment is discussed or due, contact me in advance for assignment details and turn it in early in class or in my office. Under no circumstances are assignments accepted via email unless explicitly stated otherwise.

It is your responsibility to review attendance tracking within Carmen related to number of dates attended, excused or absent (unexcused). Since we meet just twice a week, missing more than two classes in the semester without documentation will result in the final grade being dropped a letter grade.

#### *Excused Absences - General Guidelines*

*NOTE:* For any of the scenarios in this section, if you come across a schedule conflict that would see you have to miss class, please reach out to me via email to communicate so we may, as the top part of this section notes, work together.

*Students* have a responsibility to:

- Attend each and every class meeting scheduled during the normal meeting times, including final exams
- Meet all of the requirements for each course for which they are registered
- Know an instructor's course policy regarding absence and make-up work at the start of the semester.
- Notify faculty/instructor of any preplanned absences within the first week of class or as soon reasonably as possible.
- Make a timely request that an unforeseen absence be excused
- Take reasonable efforts to avoid schedule conflicts
- Work collaboratively and transparently with your course instructor

*Faculty* have a responsibility to:



- Establish and disseminate a consistent course absence policy that explains expectations and the process for seeking an excused absence
- Provide a syllabus on the first day of the course that includes information regarding examinations, scheduled experiential learning activities, or other requirements to the extent possible
- Develop reasonable curriculum adjustments where applicable and track student engagement
- Consider all points of view when exercising judgement in applying course policies in non-standard situations
- Work collaboratively and transparently with your students

Faculty members [may excuse student absences](#) for a variety of circumstances and adjust curriculum requirements as appropriate. Students, faculty, and other instructional staff are expected to work together with respect and integrity to define and enact the appropriate curriculum adjustments.

These reasonable and common situations may include, depending upon the circumstances:

- Illness, physical or mental, or injuries of the student or a student's dependent

Note: See "illness" policies in next section

\* Situations covered by Title IX, including medical conditions related to pregnancy

- Participation in intercollegiate athletic events and other university-affiliated academic events as stated in Faculty Rule 3335-9-22 Group Absences.
- Subpoenas

- Jury duty

- Military service

- Bereavement, including related travel

- Religious observances; holidays observed by many members of the university community include, but are not limited to: Rosh Hashanah; Yom Kippur; Sukkot; Passover; Shavuot; 'Id al- Fitr; 'Id al-Adha, and Good Friday

A calendar of commonly observed religious holidays can be viewed

at: [https://registrar.osu.edu/participationroster/religious\\_holidays.pdf](https://registrar.osu.edu/participationroster/religious_holidays.pdf) [Links to an external site.](#)

Note that some of these situations are covered by Federal, State, or other applicable laws. If you have concerns or questions, you may contact the Office of Academic Affairs, Office of Legal Affairs, or Office of Institutional Equity.

If you are to miss an exam date for illness, please see the section specific to that below. If you are to miss an exam date for additional the reasonable and common situations leading to an absence from class that date as outlined above, please reach out: Faculty members may reasonably require [documentation](#) to support a request for an excused absence.

#### Illness Policies

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>).

I take attendance each class as part of our regular procedures. As shared earlier, it is your responsibility to review attendance tracking within Carmen related to number of dates attended, excused or absent (unexcused).

Most students should be able to complete a successful semester despite illness-induced absence. If you are too ill to participate in this course due to illness, please contact the instructor as soon as you are able. If you are absent due to illness or scheduled medical appointment, I will give you a reasonable opportunity to make up missed work other than any in-class assignments that are not able to be replicated by an individual student after the fact due to the nature of the assignment. This course offers extra credit to allow students to recoup lost points for situations such as these.

You do not need to provide a physician's document of illness or scheduled medical appointment for a one-off illness/medical absence, but you should advise me via email preferably before class but as soon as you are safely able to do so. This will allow me to properly connect with you on next steps (if any) related to your absence as well as permitting me to update an absence designation in Carmen. If you are expecting to miss multiple classes due to medical appointments and know such in advance, please contact me so we may have dialogue on what you may miss.

If you prefer to not reach out to share you are missing or had to miss a class due to illness or scheduled medical appointment, please simply utilize a flex absence as outlined in the next section.

Faculty members may reasonably require [documentation](#) to support a request for an excused absence related to missing an entire quiz window. However, requiring doctor's notes, police reports in case of injury, and other such documentation in the event of physical/mental illness or injuries can cause an unintended hardship for students who may not, for example, have financial means or the ready ability to obtain such a note. Furthermore, this kind of documentation often contains highly sensitive information that needs to be managed in special ways to protect the privacy of the individual and to maintain compliance with institutional data policies. Students in special situations or those requiring specific, long-term, or other accommodation should seek support from appropriate university offices including but not limited to: Student Advocacy, Student Life Disability Services, the Office of Institutional Equity.

*Additional Absences - General Guidelines*  
*Guidance for absences beyond the above scenarios*  
*Flex absences (non-excused absences)*

Outside of the examples in the section immediately above, if you must miss an in-person class for another reason, here is my guidance:

In this particular scenario, because we meet two times a week, you would not need to formally document an absence with me for up to two in-class periods (equivalent of one week). You can simply do what you need to do and use the day as a flex absence but you'll still need to review and abide by the bottom section of this page ("Missing a Class"). From a formality perspective, I'll mark it in my log as an absence (unexcused) and, as I shared in the preceding sentence, for this course you would have up to two of those to flex-utilize. Can you provide me a courtesy heads-up? Absolutely, but it is not required and for transparency it would not change how I would code it in the system for the up to one week (here: two classes) of absences.

As a reminder, please work with any outside jobs/internship supervisors to let them know of your class commitments as they should not overlap with our course. If an unavoidable one-off conflict was to arise, please see the above paragraph. Please also make sure you are in regular contact with any class-related groups/partners should you need to miss a class.

Beyond the one week, any scenario in which you potentially anticipate missing more than one week of class - excluding scenarios outlined by the university in the section above ['excused absences'] must be proactively discussed with me in advance. I will take time to review for approval and will do so on a case-by-case basis. In this case, should the situation be approved by me, you would be marked as an excused absence for that date beyond the one-week of previously mentioned 'flex' unexcused absences (in which no documentation needed for that).

As a reminder from the very top section of this note: since we meet just twice a week, missing more than two classes in the semester without documentation will result in the final grade being dropped a letter grade.

MISSING A CLASS? IMPORTANT FOR ALL ABSENCES:

If you are absent a day an assignment is discussed or assigned, it is your responsibility to review our Carmen page for that date. I do not accept late work. If you will be absent the day an assignment is discussed or due, contact me in advance for assignment details and turn it in early in class.

Under no circumstances are assignments accepted via email unless explicitly stated otherwise. It is your responsibility to review attendance tracking within Carmen related to number of dates attended, excused or absent (unexcused).

### QUESTIONS/THOUGHTS/CONCERNS?

Let's talk!

### **Extra Credit**

There are 15 extra credit points available in this class, 10 of which are available through the second to last week of class. Occasionally I will award extra credit beyond the 10 points to students for in-class activities as discussed in class that are available prior to final presentation day. Extra credit will be applied to the final grade point total. Submit all extra credit on Carmen by 11:59 p.m. ET the Tuesday before Thanksgiving (i.e. the week before final day of class, not counting finals week).

Everyone will have the opportunity throughout the semester to attend eligible events for extra credit, up to eight (8) total points. Additional details are listed on Carmen on up to four-point possible activities. Two additional points (thereby reaching a total of 10 extra credit points for the entire semester prior to presentations week) are available should the 80 percent of the class complete each of the two milestone surveys. These two surveys include an unofficial midway point professor evaluative check-in assessment (available via Carmen) and then the completion of the university's formal Student Evaluation of Instructor (SEI) at the conclusion of the semester. One point of extra credit is available to the entire class in each of the two surveys should the class reach the participation threshold identified above.

**Winning campaign (5 points):** Students in the group chosen by the client as the winning campaign receive 5 extra credit points.

### **Religious Accommodations**

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit [odi.osu.edu/religious-accommodations](https://odi.osu.edu/religious-accommodations).

### **Weather or other short-term closing**

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via email/Carmen announcement.

### **Course Technology**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

**Carmen:**

- I will post course information, readings and notes on Carmen. Your grades also will be posted on Carmen. You have one week after grades have been posted to inquire about a missing grade or a grade you believe to be incorrect.
- Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu).
- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
  - [Carmen accessibility](#)

#### **Carmen Zoom:**

- Office hours will be held either in person or through Ohio State's conferencing platform, Carmen Zoom.
- [Carmen Zoom](#) help guide

#### **Turnitin**

- Ohio State students are accountable for the integrity of the work they submit. You should be familiar with the guidelines provided by the [Committee on Academic Misconduct](#) and [Section A of OSU's Code of Student Conduct](#) to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following the Code of Student Conduct as appropriate. Note that submitted final papers become part of the Ohio State database.
  - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
  - Phone: 614-688-HELP (4357)
  - Email: [8help@osu.edu](mailto:8help@osu.edu)
  - TDD: 614-688-8743

#### **Office Hours & Email**

I will hold office hours virtually both within an office hours period by appointment listed on the first page of the syllabus as well as outside of the window if needed. Office hours are the best place to ask in-depth questions about course readings or lectures, as well as any question about grades. I am also happy to give you general feedback on your work *at least 48 hours before* the assignment is due during office hours but I am not able to give you a line-by-line editing or a "first draft" review. Email should be used to schedule an appointment outside of office hours or for *short* questions clarifying class assignments or specific items from lectures.

#### **Course Communication**

I will notify you of any reminders, schedule changes, other updates, etc. by Carmen announcements, so please make sure you have your notifications for Carmen set so you will receive email updates as well. Please check your email frequently. Email is a professional obligation. The best way to contact me directly is through email at [miller.8354@osu.edu](mailto:miller.8354@osu.edu). For email, please include COMM 4337 in the subject line to ensure your email receives high priority in my inbox.

#### **Academic Misconduct:**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Using another person's research or using large verbatim sections of information from the work of another will be considered plagiarism. A grade of zero will be given for the assignment, and possibly failure for the entire course. If unsure, give credit to your source.

Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

### **Using Generative Artificial Intelligence**

Generative artificial intelligence tools such as ChatGPT and Sudowrite will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State. All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless the instructor specifically authorizes their use.

### **Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## **Diversity**

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

<https://odi.osu.edu/>

<https://odi.osu.edu/racial-justice-resources>

<https://odi.osu.edu/focus-on-racial-justice>

<https://cbsc.osu.edu>

**Food Security** (<https://www.buckeyefoodalliance.org/>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

**Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).**



## SCHEDULE AND SCHEDULE DISCLAIMER

I reserve the right to alter the scheduled topics as the semester progresses. These changes will be announced via Carmen announcements or email.

### PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

#### Who can I talk to?

Where can I go for help with emotional distress?

**Counseling and Consultation Service**  
614-292-5766  
1030 Lincoln Tower, 1800 Cannon Dr.  
Younkin Success Center, 1640 Neil Ave.

#### "Let's Talk"

Thursday evenings, 6-8 p.m.  
Multicultural Center, Ohio Union

**Psychology Services Center**  
614-292-2345  
105 Psychology Building, 185 Neil Ave.

**Stress Trauma & Resilience**  
614-293-STAR  
Harding Hospital, 1670 Upham Dr.

#### Who can I talk to?

Where can I go for help with emotional distress?

**Student Wellness Center**  
614-292-4527  
RPAC, 337 Annie & John Glenn Ave.

**Sexual Assault Response Network of Central Ohio**  
614-267-7020

**Buckeye Peer Access Line (PAL)**  
8 P.M. – Midnight (only)  
614-514-3333

**Suicide Prevention Lifeline**  
614-221-5445 or 800-273-8255  
Text 4hope to 741741  
Or call 911 for immediate assistance

School of Communication Cares

School of Communication Cares

**TENTATIVE SCHEDULE**

<b>WEEK</b>	<b>DATE</b>	<b>READINGS/ASSIGNMENTS (Completed BEFORE class)</b>	<b>TOPIC</b>
1	8/19		NO CLASS – CLASS BEGINS WED, 8/21
	8/21	Review syllabus and explore Carmen setup	Course Introduction/Preview Syllabus Campaign Process Overview
2	8/26	Phase 1 Intro, Step 1 (note: each chapter has a corresponding pre-recorded lecture that needs to be watched before class that day)	Assign Section 1 Step 1: Analyzing the Situation
	8/28	Step 2	Step 2: Analyzing the Organization Group Contract Workshop Preliminary Client Research
3	9/2	<b>Quiz #1 (Phase 1 Intro, Step 1; due at start of what our normal class time Monday if we were to meet)</b>	<b>NO CLASS – LABOR DAY</b>
	9/4	<b>Questions for client prepared Quiz #2 (Step 2; Due by start of class Wednesday)</b> <i>Two assignments due at start of class (see page 19 of syllabus)</i>	Meet the Client – In-Person Class Visit Assign Client Memo
4	9/9	Step 3	Step 3: Analyzing the Publics Establishing secondary research questions/making assignments
	9/11	<b>Client Memo Due at start of class Wednesday</b>  Appendices A-E: Applied Research	Appendices: Applied Research Techniques Building primary research plan
5	9/16	<b>Quiz #3 (Step 3; Due by start of class Monday)</b>	Group Meetings: Secondary Research



	9/18	<b>Quiz #4 (Appendices, A-E; Due by start of class Wednesday)</b>  Step 4	Step 4: Setting Goals & Objectives
6	9/23	<b>Quiz #5: (Step 4; Due by start of class Wednesday)</b>	Section 1 Group Work Session -Primary Research
	9/25		Section 1 Group Work Session – Working Towards Finalizing Section 1
7	9/30	<b>Section 1 Due 10/1, 11:59 p.m. ET</b>	Section 1 Group Meetings With Professor Ahead of Finalizing Section 1 Assignment (Due Following Evening)
	10/2	Step 5 <b>Peer Eval #1 Due Friday, 10/3 by 11:59 p.m. ET</b>	Step 5: Creating Action & Response Strategies
8	10/7	Step 6	Step 6: Message Strategy Review Section 1/Begin Section 2
	10/9	<b>Quiz #6: (Steps 5 &amp; 6; Due by start of class Wednesday)</b>	<b>(Class Held Virtually Today)</b> Client midpoint meeting – client visits via Zoom Intro to Certificate in Principles of Public Relations + What Accreditation (APR) Can Do For Your Career
9	10/14	Step 7	Step 7: Selecting Communication Tactics
	10/16	Step 8	Analyzing Data Step 8: Implementing the Strategic Plan
10	10/21	Step 9 <b>Quiz 7: (Phase 3 &amp; Step 7 due by Start of Class Monday)</b>	Step 9: Evaluating the Strategic Plan
	10/23	<b>Quiz #8: (Steps 8 &amp; 9) due by start of class Wednesday)</b>	Group meetings with mentors Finalizing Section 2
11	10/28	<b>Section 2 Due Tuesday 10/29 by 11:59 p.m. ET</b>	Group meetings with professor Finalizing Section 2

		<b>Peer Eval #2 Due Friday 11/2 by 11:59 p.m. ET</b>	
	10/30	<b>Quiz #9: (Ethics Certificate – complete certificate and upload to quiz anytime in the semester BEFORE class time on 10/30)</b>	Design Workshop Client Pitch Workshop
12	11/4	<b>Finalize storyboard and 3-minute pitch for Wednesday</b>	Storyboard preparation
	11/6	<b>Final Narrative Due to Carmen (Sunday 11/10 by 11:59 p.m. ET)</b>	Groups meet with instructor: bring presentation storyboard & 3-minute pitch
13	11/11		Run-throughs Round 1 (Groups 1-3)
	11/13		Run-throughs Round 1 (Groups 4-6)
14	11/18		Run-throughs Round 2 (Groups 1-3; fully rehearsed)
	11/20		Run-throughs Round 2 (Groups 4-6; fully rehearsed)
15	11/25	<b>ALL EXTRA CREDIT DUE BY 11:59 p.m. ET Tuesday</b>	Competition Day ( <i>Extra Credit On The Line</i> ) – In Class Prompts + Case Study Analysis/ Quick Presentations ( <i>Not related to client presentations</i> )
	11/27		<b>NO CLASS – THANKSGIVING BREAK</b>
16	12/2		Course Review/Reflection & Final Prep Day
	12/4	<b>Group Presentations to Client Final Proposal PDF and Presentation due to Carmen at start of class</b>  <b>Peer Eval #3 Due (48 hours after client pitch)</b>	<b>Group Presentations to Client (Mandatory attendance for all)</b>
17		<b>Reserve the right to move presentations to the university-scheduled final exam time if there is an</b>	

**In-Class Discussions/Activities/Assignments and Tentative Dates**

Week	Date	Assignment	Related To Topic	Due	Points
1	8/21	Introductions	Overall Project	8/21 (end)	0
2	8/26	Men & Melanoma	Step 1	8/26 (end)	5
2	8/28	Arby's	Step 2	<b>9/4 (start)</b>	5
3	9/4	Group Contract & Client Prep	Overall Project	<b>9/4 (start)</b>	5
3	9/4	Client Debrief	Overall Project	9/4 (end)	5
4	9/9	Barnum & Bailey	Step 3	9/9 (end)	5
4	9/11	Survey Design	Appendices A-E	9/11 (end)	5
5	9/16	Group Work Day – Exploring Your What If's	Secondary Research	9/16 (end)	5
5	9/18	Clorox	Step 4	9/18 (end)	5
6	9/23	Primary Research Workshop	Primary Research	9/23 (end)	5
7	9/30	Final Section 1 Meeting W/ Prof	Section 1	9/30 (end)	5
7	10/2	Strategies / Proactive Nature	Step 5	10/2 (end)	5
8	10/7	Section 1 Review, Section 1 Pivot	Section 1	10/7 (end)	0
9	10/14	Tactics Brain Dump	Step 7	10/14 (end)	5
9	10/16	Reasons to Believe	Step 8	10/16 (end)	5
11	10/28	Final Group Work of Section 2	Section 2	10/28 (end)	5
11	10/30	Design/Presentation Workshop	Final Presentation	10/30 (end)	5
13	11/11	Round 1 Meeting Points (see dates for group points)	Final Presentation	11/11 & 11/13 (end)	5
14	11/18	Round 2 Meeting Points (see dates for group points)	Final Presentation	11/18 & 11/20 (end)	5
				<b>Total</b>	<b>85</b>