



SYLLABUS: COMM 4337 (16373)

Public Communication Campaigns (Capstone)

Autumn 2025

T/R 3:00 – 4:50 p.m. ET

Class Location: Journalism Building 106 [in person
unless otherwise listed]

Instructor

Instructor: Professor Timothy Miller, MBA, APR

Email: miller.8354@osu.edu

Office Hours:

Virtual

Tuesday/Thursday: 12:45 p.m. – 2:05 p.m. ET (Virtual
timeslot booking page available on course's Carmen page)

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

Course Overview – COMM 4337: Public Communication Campaigns

COMM 4337 is a capstone experience designed to help you become a confident, strategic communicator ready for real-world challenges. In this flipped classroom course, you'll work in teams to develop a full-scale strategic communication campaign for a Central Ohio sports nonprofit. You'll apply everything you've learned in the Strategic Communication major - from research and messaging to strategy and evaluation - while building a portfolio-ready campaign that could genuinely help a real client.

Our time together is not a lecture-based class or a theoretical exercise. It's a hands-on, high-impact course where your ideas matter. You'll conduct research, write strategy statements, design tactics, and pitch your campaign to a live client audience. Along the way, you'll receive coaching, feedback and opportunities to revise and reflect. You'll also explore your career goals and learn how to present yourself as a strategic thinker in professional settings.

COMM 4337 emphasizes strategic clarity, ethical reasoning and collaborative growth. You'll learn to go beyond surface-level ideas and produce work that's client-ready, persuasive and grounded in evidence.

What Makes This Course Unique

- ☐ Real-world client work with Central Ohio sports nonprofits
- ☐ Scaffolded assignments that build toward a final campaign proposal and presentation
- ☐ Strategic coaching and multiple rounds of revision
- ☐ Integration of career reflection and professional development
- ☐ Clear guidance on ethical and strategic use of AI tools

Student Voice Invitation

Whether you're a future strategist, a creative problem-solver, or still exploring your path, this course is designed to help you find clarity, confidence, and community. Your voice matters here—and your work will make a difference.

Major Topics and Skill Development

Students will explore:

- **Strategic Campaign Planning**
Designing integrated communication campaigns using the RPIE framework (Research, Planning, Implementation, Evaluation), with a focus on nonprofit sports contexts.
- **Client-Facing Research and Insight Development**
Conducting and synthesizing primary and secondary research to uncover actionable insights that guide strategy, messaging, and evaluation.
- **Strategy Writing and Tactical Design**
Writing structured strategy statements using the course formula and developing tactics across the PESO model (Paid, Earned, Shared, Owned) with client feasibility in mind.
- **Team Collaboration and Project Management**
Navigating group dynamics, managing long-term deliverables, and contributing equitably to campaign development through scaffolded assignments and peer evaluations.
- **Professional Presentation and Storytelling**
Pitching campaign strategies using the Everyday Business Storytelling framework, with coached run-throughs and client-facing delivery.
- **Ethical Reasoning and AI Use Transparency**
Reflecting on ethical decision-making, revising work based on feedback, and disclosing appropriate use of AI tools in campaign development.
- **Career Exploration and Strategic Identity**
Connecting course experiences to personal career goals through reflection, portfolio artifacts, and engagement with campus resources and industry professionals.

Catalog course description

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.

Course Goals and Expected Learning Outcomes (ELOs)

Learning Goal 1

Students will apply strategic communication principles and prior coursework to develop integrated campaigns that address real-world challenges faced by Central Ohio sports nonprofits.

Expected Learning Outcomes

Students will be able to:

- Identify and explain key strategic communication concepts relevant to campaign development
- Integrate knowledge from prior courses (e.g., message design, research methods) into campaign planning
- Design a comprehensive campaign proposal that aligns with a nonprofit client's mission and goals

Learning Goal 2

Students will conduct and synthesize primary and secondary research to uncover insights that inform campaign strategy, messaging, and evaluation.

Expected Learning Outcomes

Students will be able to:

- Collect and analyze qualitative and quantitative data to identify communication challenges and opportunities
- Synthesize research findings into actionable insights that guide campaign strategy
- Justify strategic decisions using evidence from research

Learning Goal 3

Students will collaborate effectively in teams to manage long-term projects, navigate group dynamics, and deliver professional-quality work under real deadlines.

Expected Learning Outcomes

Students will be able to:

- Demonstrate effective communication and conflict resolution strategies within a team setting
- Contribute equitably to group tasks and reflect on team performance
- Manage project timelines and deliverables using collaborative tools and planning methods

Learning Goal 4

Students will demonstrate confidence and professionalism in presenting campaign strategies through multiple rounds of coached run-throughs and final client presentations.

Expected Learning Outcomes

Students will be able to:

- Deliver clear, persuasive, and well-structured presentations tailored to client audiences
- Incorporate feedback from peers and instructors to improve presentation quality
- Exhibit professionalism in verbal and nonverbal communication during presentations

Learning Goal 5

Students will reflect on their growth as strategic communicators, embracing feedback, iteration, and ethical decision-making in the face of ambiguity.

Expected Learning Outcomes

Students will be able to:

- Evaluate personal strengths and areas for growth through structured reflection activities
- Apply ethical reasoning to campaign decisions and client interactions
- Revise campaign components based on constructive feedback and self-assessment

Learning Goal 6

Students will explore their career aspirations in strategic communication by connecting classroom experiences to industry expectations, personal values, and long-term goals.

Expected Learning Outcomes

Students will be able to:

- Articulate a personal career vision informed by course experiences and industry insights
- Analyze how course projects align with professional roles in strategic communication
- Develop a personal development plan that includes short- and long-term communication goals

Course materials

Required book:

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

Note: The textbook chapters are called various “Steps” followed by the focus of the step.

For example, you might see “Step 1: Analyzing the Situation”

Please attempt to secure the 6th edition (available in the bookstore). If you secure a newer edition, the step numbers are slightly different, however the material within the books are quite similar and you should be fine with either version.

That said, I have efforted to focus on the topic of the chapter rather than the step name when you see listed readings or quizzes. If you see specific slides that use a specific step number, I am using the step numbers from the 6th edition. Said differently, if you see a “Step 1” lecture or slide deck, double check that you see “Analyzing the Situation”. The syllabus and the weekly Carmen focus are intentionally focused on the back end of the step, the “Analyzing the Situation” part.

Biggest difference thus far I have seen: in the sixth edition, the research methods section is called or Appendices A-E while the seventh edition takes it out of the appendix and moves it into a new step called Choosing Research Methods, hence the misalignment of numbers and my focus on the substance of the step rather than the number.

TL;DR: sixth edition likely cheaper and that is what I used to build the course. Quiz titles focus on substance of chapter, so double check before reading the chapter. Example:

Quiz 2	Chapter: Choosing Research Methods / or Appendices A-E (depending on version of book)
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Teaching Philosophy

COMM 4337 is designed to help you become a confident, strategic communicator—ready to contribute meaningfully in professional settings. This course is your capstone experience, and it's built around a real client, a real campaign, and real expectations. My goal is to help you connect the dots between what you've learned in the Strategic Communication major and what you'll be expected to do in the field.

We use a flipped classroom model: you'll engage with readings, pre-recorded lectures, and other materials before class so that our in-person time can focus on application. That means workshops, peer collaboration, coaching, and revision—not passive listening. You'll build your campaign piece by piece through scaffolded assignments, and you'll receive feedback at every stage to help you grow.

During our in-person time, rather than lecture at you, I aim to build the structure of learning with you. You'll come to class having laid the foundation through your pre-class work, and together we'll reinforce, challenge, and expand that foundation through discussion and practice. This model helps us identify and address gaps in understanding while building a shared learning environment that's inclusive, engaging and career-relevant.

The workload reflects the expectations of a four-credit capstone course. For every hour in class, expect about three hours of work outside of class. That outside work isn't busywork—it's preparation that allows us to make the most of our time together. When you come prepared, we can dive deeper, connect ideas, and practice the skills that matter most in strategic communication.

I adapt each semester based on your input and the needs of the client, ensuring that our time together is responsive and relevant.

I want you to feel comfortable asking questions, sharing ideas, and learning from your peers. You'll develop your own voice and approach over time, and I believe that learning from others—even when you disagree—is part of becoming a thoughtful, strategic communicator. This course is challenging, but it's also energizing. You'll leave with a campaign you can be proud of. It's the confidence I hope will allow you to take the next step in your career.

Course Expectations

COMM 4337 is a four-credit senior capstone course with high professional and academic standards. You'll be producing real work for a real client, and your success depends on consistent engagement, preparation, and collaboration.

Here's what you can expect—and what's expected of you:

- **Attend all scheduled class periods.** Classes are held in person unless noted in the weekly Carmen module. Do not schedule work or other commitments during class time.
- **Complete all assigned readings and pre-class work before each session.** This ensures you're ready to apply concepts during our limited in-person time. Quizzes are due by the start of class and are not collaborative. Your lowest two quiz scores are automatically dropped, but there are no makeup quizzes.
- **Bring a computer to every class.** You'll need access to online materials, potential discussion boards, and group resources during class sessions.
- **Be active in Carmen.** Check the course site multiple times per week for updates, materials, and announcements. Weekly modules include readings, assignments, and reminders for quizzes and project deadlines.
- **Ensure reliable access to Wi-Fi and online tools.** You're responsible for accessing course materials and submitting work on time. If you encounter technical issues, reach out before the due date. Visit CarmenCanvas Resource Center for help.
- **Engage fully in your group project.** A significant portion of your grade comes from collaborative work. Stay connected with your team and contribute equitably to campaign development.

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:

- 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). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.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](#)

Zoom and Teams:

- The webinar tool Zoom will host any potential virtual class dates, with a link available for the specific date on Carmen.
- Teams will be used to host online office hours by appointment.
- Help guides on the use of Zoom can be found at <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started>

Baseline technical skills necessary for courses

Basic computer and web-browsing skills

Navigating Carmen

Necessary equipment

Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection.

Necessary software

OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.

Computer: Friend or Foe?

This course, like communications as a whole, relies heavily on access to computers, specific software, and the Internet. At some point during the semester you will likely have a problem with technology. Your laptop will crash; your iPad battery will die; a recording you make will disappear; you will accidentally delete a file; the wireless will go down at a crucial time.

These, however, are inevitabilities of life, not emergencies. Technology problems are not excuses for unfinished or late work. Bad things may happen, but you can protect yourself by doing the following:

- Plan ahead: A deadline is the last minute to turn in material. You can start--and finish--early, particularly if challenging resources are required, or you know it will be time consuming to finish this project.
- Save work early and often: Think how much work you do in 10 minutes. An option to give yourself extra peace of mind: set-up or enable auto save.
- Make regular backups of files in a different location: Between Box, Google Drive, Dropbox and iCloud, you have ample places to store and back up your materials. Use them.
- Deadlines, you will find, are a critical component of success in the sports communications industry. Issues uploading to Carmen at the deadline are not accepted accommodations for late work. Please factor in that at times, an upload may stall or need to be re-submitted based on what the system tells you. Successful deadline meeting requires you to factor those types of variable obstacles in timeline so please plan accordingly. Self troubleshooting, connecting with campus IT and then reaching out well in advance of the deadline regarding a tech issue that appears insurmountable on day of deadline is a much stronger approach than missing a deadline and then reaching out to share your issue.
- Make regular backups of files in a different location: Between Box, Google Drive, Dropbox and iCloud, you have ample places to store and back up your materials. Use them.

Grading

Assignment or category	Points	Percentage
Group Project Deliverable 1 (Section 1)	50	12.50%
Group Project Deliverable 2 (Section 2)	50	12.50%
Final Presentation (Group)	50	12.50%
Individual Quizzes (12 total @10 pts each, two lowest scores dropped)	100	25.00%
Final Proposal (Group)	75	18.75%
Mini Assignments [Some Group, Some Individual] (15 @ 5 pts each)	75	18.75%
Total	400	100.00%

See course schedule for tentative due dates and Carmen for updated/final deadlines

These points tallied together will give you your final grade of the following

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%

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.

Assignment guide

Class Participation and Professionalism

Please consider this class like work experience opportunity. Professionalism means being in attendance at our session, or contacting your professor BEFORE class about an absence and making sure to catch up on missed materials. It means communicating/contributing/delivering within your group and treating everyone in the course with respect both inside and outside of the classroom. In this class, we ask you to dress in a way that would be respectful to meet anyone at the university or in sports, from an executive communications professional who could be hiring to a leader on campus working with our class as an investment in your learning and growth. Coming on time and not leaving early are additional signs of professionalism, as is working constructively with others in class.

Your participation in class and activities is paramount for your success throughout college. To that end we encourage your participation through the points that come with attending and taking part in class, and acting as professionally as possible with all of the activities we have planned.

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 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.

Quizzes

COMM 4337 uses quizzes in place of traditional exams to reinforce strategic thinking and campaign development. There are **12 quizzes**, each worth **10 points**. Your **two lowest scores are dropped**, making quizzes worth **100 points total** out of 400 for the course.

Quizzes are aligned with the flipped classroom model:

- You'll engage with readings and pre-recorded lectures before class.
- You'll apply concepts through in-class activities and scaffolding.
- You'll take the quiz after you've had time to reflect and practice.

Each quiz includes:

- "Be Ready To..." guidance and pre-reading notes posted on Carmen
- 10 multiple-choice questions focused on strategic application
- A 15-minute time limit
- Closed book, closed notes format (no other browser windows or tabs allowed)

What to Expect from Quiz Questions

Quiz questions are designed to reflect the kinds of decisions and thought processes expected of a strategic communicator. You'll encounter:

- Scenario-based questions using frameworks like PESO, Ronald Smith's objectives, and strategy formulas
- Ethical decision-making prompts grounded in real-world nonprofit dilemmas
- Strategic writing and editing tasks, including campaign messaging and tactic alignment
- Audience-focused analysis requiring you to evaluate tone, clarity and stakeholder needs

These are not memorization quizzes. They're designed to help you think strategically, communicate professionally and make informed decisions in realistic contexts.

Academic Integrity and Quiz Conduct

Quizzes must be completed independently. Collaboration of any kind is prohibited. Academic integrity is essential in this course and in the profession of strategic communication. Just as you would expect honesty and professionalism from others in the field, I expect the same from you.

I reserve the right to administer quizzes using online video proctoring tools. Students must complete quizzes during the scheduled window and do so with integrity. Please review the course's Academic Integrity policy for more details.

Quiz Breakdown and Chapter Alignment

Quiz #	Topic	Primary Text (Smith)	Be Ready To...
1	Analyzing the Situation	Chapter: Analyzing the Situation	Understand a client's environment, issue background, and opportunity
2	Choosing Research Methods	Chapter: Choosing Research Methods / Appendices A–E & Supplemental Resource: Best Practices in Improving How You Use Your Primary Research (Carmen)	Explore types of research, ethical considerations, and method selection
3	Analyzing the Organization	Chapter: Analyzing the Organization	Assess organizational identity, internal environment, and reputation
4	Analyzing the Publics	Chapter: Analyzing the Publics	Segment publics and evaluate relationships with the organization
5	Creating Goals and Objectives	Chapter: Creating Positioning Statements, Goals, and Objectives	Write SMART objectives and align them with campaign goals

Quiz #	Topic	Primary Text (Smith)	Be Ready To...
6	Choosing Strategies	Chapter: Choosing Proactive and Reactive Strategies & Supplemental Resource: Strategy Statement Writing Guide (Carmen)	Distinguish strategy types and align with campaign goals
7	Developing the Message Strategy	Chapter: Developing the Message Strategy & Supplemental Resource: Strategy Statement Writing Guide (Carmen)	Apply message framing, tone, and appeals to campaign messaging
8	Owned Media Tactics	Chapter: Selecting Communication Tactics – Owned Media & Supplemental Resource: Strategy Statement Writing Guide (Carmen)	Select and evaluate owned media tactics for strategic alignment
9	Earned Media Tactics	Chapter: Selecting Communication Tactics – Earned Media &	Develop media relations strategies and assess newsworthiness

Quiz #	Topic	Primary Text (Smith)	Be Ready To...
		Supplemental Resource: Strategy Statement Writing Guide (Carmen)	
10	Shared & Paid Media Tactics	Chapter: Selecting Communication Tactics – Shared & Paid Media & Supplemental Resource: Strategy Statement Writing Guide (Carmen)	Integrate social media and paid promotion into campaign planning
11	Implementing the Strategic Plan	Chapter: Implementing the Strategic Plan	Plan timelines, budgets, and project management strategies
12	Evaluating the Strategic Plan	Chapter: Evaluating The Strategic Plan	Link evaluation methods to objectives and measure campaign success

Readings

There are other reference materials that will be featured in the class, from which we will read select pages/clips from and those sections will be provided/available to you at no charge on our Carmen page.

Class Discussions, Activities, and Assignments

COMM 4337 bridges academic learning with professional practice in strategic communication. You'll engage in a mix of in-class assignments and scaffolded activities that build your skills, deepen your understanding of campaign development, and prepare you to produce client-ready work.

In-Class Assignments and Activities

COMM 4337 uses a flipped classroom model. You'll complete readings and watch pre-recorded lectures before class, allowing us to use our time together for active learning. During class, you'll participate in scaffolded exercises and mini assignments that simulate professional tasks—such as writing strategy statements, developing message frameworks, and mapping PESO tactics. These activities reinforce course concepts and prepare you for the major projects.

There are 15 mini assignments, each supported by a TiLT-aligned scaffolding exercise. These assignments are low-stakes but meaningful, and they build toward the major projects. You'll receive peer and instructor feedback during class, and you'll be expected to submit your work by the end of the session unless otherwise noted. If you require an accommodation due to illness or another documented issue, please contact the instructor as soon as possible.

Major Projects

You'll complete three major projects that simulate real-world strategic communication work and are designed to be portfolio-ready:

- **Major Project 1: Section 1 – Campaign Research & Situation Analysis (Group)**
Focuses on client context, secondary research, primary research methodology, and strategic framing. Includes a peer evaluation.
- **Major Project 2: Section 2 – Strategic Planning & Campaign Execution (Group)**
Includes primary research findings, message strategy, objectives, strategy statements, PESO tactics, evaluation, budget, and timeline. Includes a peer evaluation.
- **Major Project 3: Final Proposal & Presentation (Group)**
Condenses Sections 1 and 2 into a client-facing PDF and a live pitch using the Everyday Business Storytelling framework. Includes mockups, rationale, and strategic reflection. Includes a peer evaluation.

Assignment Breakdown – COMM 4337

- **Group Project Deliverable 1 (Section 1):** 50 points
- **Group Project Deliverable 2 (Section 2):** 50 points
- **Final Presentation (Group):** 50 points
- **Individual Quizzes (12 total @10 pts each, two lowest scores dropped):** 100 points
- **Final Proposal (Group):** 75 points
- **Mini Assignments [All In-Class, Some Group, Some Individual] (15 @ 5 pts each):** 75 points

All assignments are designed to help you build skills, apply ethical and strategic thinking and prepare for future roles in strategic communication.

Additional information

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 the listed due date in the course schedule.

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.

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

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
- www.prdaily.com
- <http://adage.com>
- www.socialmediaexaminer.com
- <http://mashable.com>
- www.prweek.com/us
- www.prnewsonline.com
- 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

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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
 - o A calendar of commonly observed religious holidays can be viewed at: 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!

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

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.

Please note that all contents are may be subject to copyright protection and belong to the author. Audio/Video recording of lectures and posting or other unauthorized uses of digital and/or print material are prohibited.

Managing Stress

College can be a stressful time, and I am always here to help you—in this class and beyond. If, however, you feel you need more support, I encourage you to reach out to the Student Advocacy Center at 292.1111. They will always work with professors on your behalf.

Safe and Healthy

Keeping students healthy and preventing the spread of illness is important to The Ohio State University— and to me. Students are encouraged to stay home if they are sick and may be asked to leave class if they are coughing/sneezing. Students who are sick and cannot attend class must contact me *BEFORE* class to receive any class materials and turn in assignments via the drop box or e-mail. If you do not notify me, your assignment will not be accepted.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include

discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Military-Connected Students

The [Military and Veterans Services](#) (MVS) Office offers a wide range of resources for military-connected students. Whether using educational benefits or not, all military-connected students are encouraged to learn more about how the university supports military-connected students (i.e., information about tutoring, transition services, access to the veteran's lounge, etc.). For service members, should you receive military orders during the semester or know of classes that will be missed due to service commitments, please speak with your instructor as soon as possible on possible accommodations. MVS contact information: milvets@osu.edu; 614-247-VETS; veterans.osu.edu/; 185 Student Academic Services Building, 281 W. Lane Avenue.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic integrity policy

Policies for this course

Written assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **AP** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term

“academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct

<http://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W.

12th Avenue.

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

It is Ohio State’s policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email 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.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools 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. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Campus Free Speech policy

Ohio State's Shared Values include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for Citizenship." The Campus Free Speech policy adopted in May 2023 supports this commitment.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Weather or other short-term closing

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via email/CarmenCanvas announcement.

OTHER RELATED RESOURCES

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.

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 are or someone you know is 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 or calling 614--292--5766. CCS is located on the 4th Floor of the Younklin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

Who can I talk to? Where can I go for help with emotional distress?	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. Younklin Success Center, 1640 Neil Ave.	Student Wellness Center 614-292-4527 RPAC, 337 Annie & John Glenn Ave.
"Let's Talk" Thursday evenings, 6-8 p.m. Multicultural Center, Ohio Union	Sexual Assault Response Network of Central Ohio 614-267-7020
Psychology Services Center 614-292-2345 105 Psychology Building, 185 Neil Ave.	Buckeye Peer Access Line (PAL) 8 P.M. – Midnight (only) 614-514-3333
Stress Trauma & Resilience 614-293-STAR Harding Hospital, 1670 Upham Dr.	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

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.

Course Map – Overview

Welcome to COMM 4337: Public Communication Campaigns. This course is your capstone experience in the Strategic Communication major. It marks a chance to bring together everything you've learned and apply it to a real-world client challenge. You'll work in teams to develop a strategic communication campaign for a Central Ohio sports nonprofit, producing work that is both academically rigorous and professionally relevant.

We begin by grounding ourselves in the client's mission, communication context, and public landscape. From there, you'll conduct research, write strategy statements, develop message frameworks, and design tactics using the PESO model. You'll also plan for evaluation, budgeting, and implementation, just like a real agency team would.

Each week, the entire class will collaborate on a shared task-based goal—a strategic objective that reflects a real communication need identified by the client. This shared goal allows us to move through each step of the campaign planning process together, using the textbook and course frameworks to build a common foundation. At the same time, your individual group will privately work on a campaign goal assigned by the instructor - either a relationship-based goal or a reputation-based goal tailored to the client's needs. This dual structure mirrors how strategic communication teams operate in the real world: shared learning, paired with focused execution.

Our flipped classroom model means you'll engage with readings and pre-recorded lectures before class, then use in-class time for active learning. You'll complete 15 in-class mini assignments, each scaffolded to build toward three major projects: a situation analysis, a strategic campaign plan, and a final client-facing proposal and presentation.

Throughout the semester, you'll collaborate with peers, receive coaching and feedback, and reflect on your growth as a strategic communicator. You'll also explore your career goals and learn how to present yourself (and your work) with confidence and clarity.

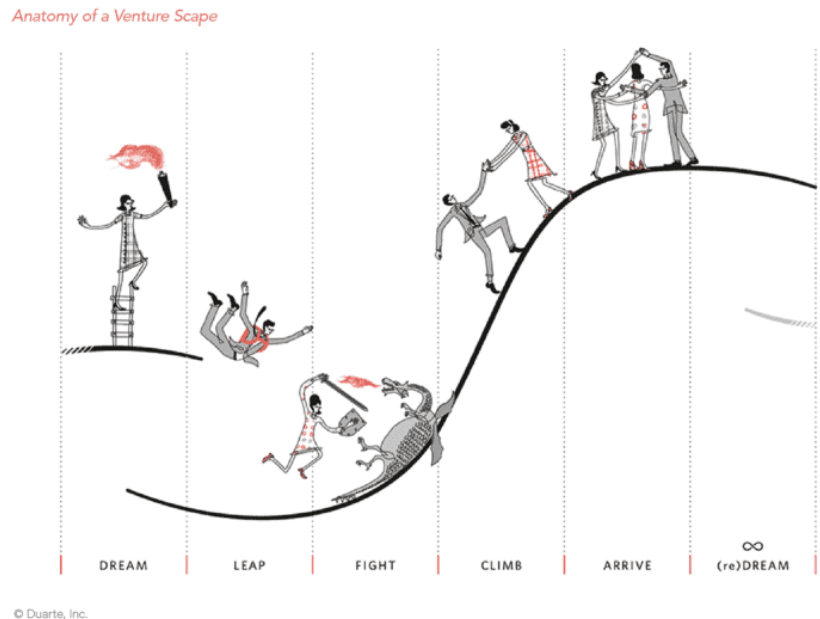
Course Map – Week-by-Week Progression

This high-level overview shows how the course unfolds across the semester:

- **Weeks 1–2**
 - Course foundations and flipped classroom model
 - Team formation and client introduction
 - Situation analysis and environmental scanning
- **Weeks 3–5**
 - Secondary and primary research planning
 - SWOT analysis and research synthesis
 - Section 1 development and informal check-ins
- **Week 6**
 - Finalize and submit Section 1: Campaign Research & Situation Analysis
- **Weeks 7–9**
 - Strategy writing and message development
 - Primary research insights and audience segmentation
 - Begin Section 2: Strategic Planning & Campaign Execution
- **Weeks 10–11**
 - Objectives, strategy statements, and PESO tactics
 - Evaluation planning, budgeting, and timeline development
 - Finalize and submit Section 2
- **Weeks 12–13**
 - Team health check and strategic reflection
 - Final proposal drafting and visual mockups
 - Begin run-throughs for client presentation
- **Weeks 14–15**
 - Final presentation coaching and delivery
 - Submit final proposal and pitch to client
- **Week 16**
 - Career readiness reflection and portfolio showcase
 - Course wrap-up and celebration

Course Map – The Venture Scape Journey

In COMM 4337, we use the Anatomy of a Venture Scape (Nancy Duarte) as a metaphor for your journey. It can be applied not just to you as a student, but as a strategic communicator preparing to enter the professional world. This framework reflects the phases of real-world campaign development and the emotional arc of working on a high-impact, client-facing project.



Phase 1: Dream

Emotion: Hope / Action: Brainstorming / Unity: Shared purpose

We begin with possibility. You meet the client, explore their mission, and define a class-wide task-based goal: it's a strategic challenge we'll tackle together. This shared goal becomes our lens for learning, while each group receives a campaign goal (relationship-based or reputation-based) to pursue. The dream is collective, but the paths are personal.

Phase 2: Leap

Emotion: Courage / Action: Commitment / Unity: Team formation

You commit to the work. Teams finalize their charters and begin building Section 1: Campaign Research & Situation Analysis. You'll conduct secondary and primary research, write problem and goal statements, and begin to see how your group's goal fits within the broader client context. The leap is real: this is no longer theoretical.

Phase 3: Fight

Emotion: Frustration / Action: Struggle / Unity: Shared challenge

You submit Section 1 and receive feedback. It's not perfect. You revise. You debate strategy. You wrestle with unclear data, uneven writing, and the pressure to deliver. This is the messy middle: where growth happens. You're not alone. Every group is fighting through the same complexity, and the class-wide goal keeps us grounded.

Phase 4: Climb

Emotion: Determination / Action: Refinement / Unity: Mutual support

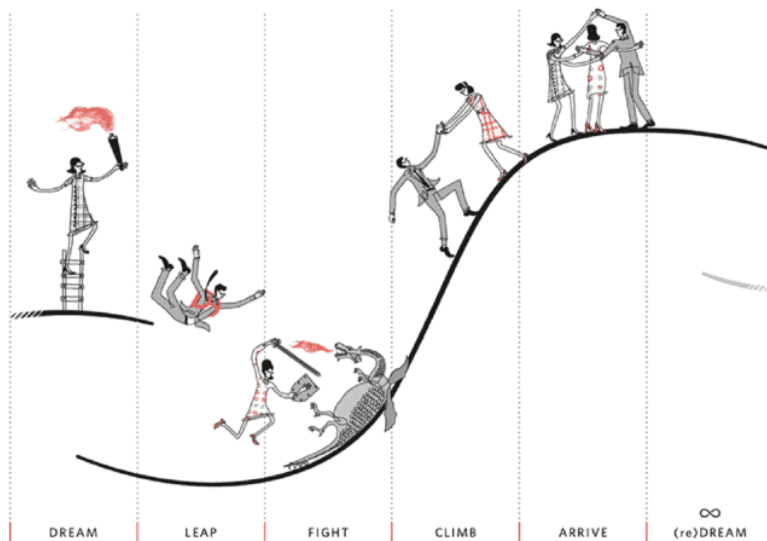
You begin Section 2: Strategic Planning & Campaign Execution. You write strategy statements, develop message frameworks, map PESO tactics and plan for evaluation, budget, and timeline. You revise based on scoring and feedback. You reflect on your strategic growth. The climb is steep, but you're gaining altitude (and perspective).

Phase 5: Arrive

Emotion: Pride / Action: Delivery / Unity: Celebration

You prepare your Final Proposal and Presentation. You rehearse using the *Everyday Business Storytelling* framework. You participate in two rounds of coached run-throughs, refining your delivery and visuals. Then, you pitch your campaign live to the client. You've arrived: not just at the end, but at a moment of real achievement.

Anatomy of a Venture Scape



© Duarte, Inc.

Phase 6: (re)Dream

Emotion: Renewal / Action: Reflection / Unity: Legacy

You complete your Career Readiness Reflection, showcase your work, and celebrate your growth. You leave with a portfolio, a clearer sense of your professional identity, and the ability to articulate your value. The journey doesn't end (whether you graduate this semester, next or down the road). Your communications journey evolves. You're ready to dream again, this time with

experience behind you and a professor and peers willing to support you in the next step.

TENTATIVE COURSE SCHEDULE – UPDATED AUG 21, 2025

Week	Pre-Class Work	Mini Assignment Due (Typically End of Class)	Quiz Due (Start of Class)	Course Milestones & Notes
Week 1 (Aug 26, 28)	<p>For Tues: Watch: Pre-recorded intro to COMM 4337 Read: Strategic Planning, Introduction chapter</p> <p>For Thurs: Read Strategic Planning “Analyzing the Situation” chapter Watch: Pre-recorded lecture on “Analyzing the Situation” chapter</p>			First class Tues
Week 2 (Sep 2, 4)		Mini Assignment 1: Group Contract & Team Charter (Thurs end of class)	Quiz 1 Analyzing the Situation (Thurs)	—

Week 3 (Sep 9, 11)	Read: Client background materials Read: Strategic Planning, Chapter: Analyzing the Organization Watch: Pre-recorded lecture on Chapter: Analyzing the Organization	Mini Assignment 2: Client Background & Situation Scan (Thurs end of class)		Client visit week (Tues) TUESDAY SEPT. 9 - ONE-TIME CLASSROOM CONFLICT: ALTERNATE LOCATION FOR 9/9: DERBY HALL 3136
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Week 4 (Sep 16, 18)	Read: Strategic Planning, Chapter: Analyzing the Publics Watch: Pre-recorded lecture on Chapter: Analyzing the Publics Read: Strategic Planning, Chapter: Choosing Research Methods / Appendices A–E Watch: Pre-recorded lecture on Chapter: Choosing Research Methods / Appendices A–E	Mini Assignment 3: Earned Media Landscape Analysis (Thurs end of class)	Quiz 3 (Tues) Analyzing the Organization [note: Quiz 3 comes before Quiz 2 on the schedule this semester to account for chapter numeric differences in sixth/seventh edition of text regarding research]	—
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Week 5 (Sep 23, 25)	Read: Strategic Planning, Chapter: Creating Positioning Statements, Goals, and Objectives Watch: Pre-recorded lecture on Chapter: Creating Positioning Statements, Goals, and Objectives	Mini Assignment 4: Scholarly Research Synthesis (Thurs end of class)	Quiz 2 (Tues) Choosing Research Methods / Appendices A-E [note again: Quiz 2 comes after Quiz 3 on the schedule this semester to account for chapter numeric differences in sixth/seventh edition of text regarding research]	Section 1 informal check-ins
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Week 6 (Sep 30, Oct 2)	Watch: Strategy writing guide video Read: Strategic Planning, Chapter: Choosing Proactive and Reactive Strategies Watch: Pre-recorded lecture on Chapter: Choosing Proactive and Reactive	Mini Assignment 5: Publics Mapping Workshop (Thurs end of class)	Quiz 4 Analyzing The Publics (Thurs)	
Week 7 (Oct 7, 9)	Read: Strategic Planning, Chapter: Developing the Message Strategy Watch: Pre-recorded lecture on Chapter: Developing the Message Strategy	Mini Assignment 6: Strategy Writing (Thurs end of class)	Quiz 5 Creating Positioning Statements, Goals, and Objectives (Tues)	Section 1 due Wed, Oct. 8 at 11:59 p.m. ET Begin Section 2
			Quiz 6	

Week 8 (Oct 14)	Read: Strategic Planning, Chapter: Selecting Communication Tactics Watch: Pre-recorded lecture on Selecting Communication Tactics	Mini Assignment 7: Message Strategy Drafting (Tues end of class)	Choosing Proactive & Reactive Strategies (Tues)	Client midpoint Tuesday No class Thursday (Fall Break)
Week 9 (Oct 21, 23)		Mini Assignment 8: Insight Development from Primary Research (Thurs end of class)	Quiz 7 (Tues), Developing Message Strategy	
Week 10 (Oct 28, 30)		Mini Assignment 9: Objectives & Strategy Alignment (Thurs end of class)	Quiz 8 Owned Media (Thurs) Quiz 9 Earned Media (Thurs)	—

Week 11 (Nov 4, 6)	Read: Strategic Planning, Chapter: Implementing the Strategic Plan Watch: Pre-recorded lecture on Chapter: Implementing the Strategic Plan	Mini Assignment 10: Tactics Brainstorm & PESO Mapping (Thurs end of class). Mini Assignment 11: Evaluation Plan Draft (Thurs end of class)	Quiz 10 Shared & Paid Tactics (Tues)	
Week 12 (Nov 13)	Read: Strategic Planning, Chapter: Evaluating the Strategic Plan Watch: Pre-recorded lecture on Chapter: Evaluating the Strategic Plan		Quiz 11: Implementing the Strategic Plan (Tues) Quiz 12: Evaluative Research (Tues)	No class Tues. Nov 11 (Veteran's Day) Section 2 due Wed, Nov. 12 at 11:59 p.m. ET

Week 13 (Nov 18, 20)	Submit revised slides, outline or feedback notes to Carmen	Mini Assignment 12: Team Dynamics Reflection (Thurs end of class)		<p>Tues: Section 2 Edits & Questions + drafting presentation</p> <p>Thurs: Practice your opener with professor, presentation building time, Q&A</p>
Week 14 (Nov 25)	Submit revised slides, outline or feedback notes to Carmen	<p>Mini Assignment 13: Strategic Thinking Reflection (Tues end of class period)</p> <p>Mini Assignment 14: Reflection: Post Run-Through #1 (Tues end of class period)</p>		Asynchronous Class Period – Groups Gather, Submit Run-throughs Round 1 (Virtual Recordings) for feedback before end of holiday break
Week 15 (Dec 2, 4)	Finalize slides and rehearse Prepare for client Q&A			Thurs: Final presentation and proposal due at start of client pitch

Week 16 (Dec 9)	Choose and bring one artifact from the semester (e.g., a strategy statement, insight, message draft, etc.)	Mini Assignment 15: Career Readiness Reflection (Due Week 16 Tues end of last day of class)		
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