

Course Syllabus
COMMUNICATION 320-20 E: Public Service Communication
Spring 2023
Mon, Wed, Fri: 10:25-11:15 am

Instructor: Susan Geffen

Office Hours: At our mutual convenience.

Email: sgeffen@luc.edu; or susanrgeffen@msn.com

Telephone: cell: 312-925-5046.

Classroom: Online

Prerequisite: Public Relations 210 or 265

REQUIRED TEXT to be used throughout the course:

Levinson, Conrad & Forbes,
Guerrilla Marketing for Nonprofits, 2010, Entrepreneur Media Inc., ISBN# 1599183749

COURSE DESCRIPTION:

Public Service focuses on cause-related marketing activities that support a common good, provide a benefit or value to the public, or show a responsiveness to community needs and issues. It encourages mutual understanding between an organization and its targeted audiences.

We will focus on public relations, marketing and advertising to create communications campaigns for our client nonprofit organizations. The campaigns will include community relations, public service programs, special events, advocacy, fundraising, philanthropy and alliances and partnerships between nonprofit organizations and business/ and sometimes government agencies.

The course will focus on team work and how to work with a real-world client. You'll learn all about analyzing your audience, building a nonprofit brand, landing on the message that your client needs and their audience wants. You'll develop a total communications campaign based on an umbrella idea, creating the materials needed to implement the campaign.

SPECIAL NOTE: *This is a Field Course. That means you will be required to visit your organization in person (out in the field) and write an essay about the experience.*

COURSE OBJECTIVES:

1. Provide an understanding of the structure of public services organizations and their targeted audiences.
2. Familiarize you with current public issues and causes, how they are communicated, and what should be included in best campaign practices.
3. Expose students to a variety of public service and education campaigns.

4. Provide hands-on experience developing a public service communication plan and campaign for a real-world nonprofit organization.

COURSE GRADING:

I grade on the point system. There will be 1000 points for the semester, so percentages will take care of themselves. (Just subtract the last zero.) **Sakai will also show you the percentages and your grade as the semester goes along.**

Here is a breakdown: (If there are changes, I will let you know.)

Class Participation: 225 points for the semester: 5 points for each class; possible 15 points each week. What participation means:

- **Share ideas**, ask questions, volunteer solutions and participate in every discussion.
- **Come to class prepared.** This includes having completed assigned readings and being ready to answer questions on those readings. **Discussions serve as oral tests.**
- Give your fellow students **feedback** on their campaigns. Embrace their feedback on yours.
- **Be alert** and aware in class. You will turn off your cell phone and put it out-of-sight for the duration of the class. You will stay focused on the class and not on other work. (It will be tempting because you'll be on your computer, so keep your eyes on us.)

Quizzes: 100 points for the semester: 20 points each for 3 quizzes; 20 points for one essay, 20 points for one fairytale.

The quizzes will cover the chapters we have read and discussed.

Campaign elements, plus strategy, audience analysis, team reports: 100 points or 20 each

Midterm Presentation of campaign: 100 points

Team participation grade: 50 points

Final Team Campaign and Client Presentation: 225 points:

Your team will partner with your nonprofit organization to identify their communication needs, develop a strategy, and prepare a communications campaign during the semester. For our final, each team will present their campaign to all the clients.

Every member of the team will receive the same grade for the project, so it is important that every team member contribute 100%. Team members will be asked to evaluate the contributions of their teammates.

Teams will provide Client Reports and Progress Updates to the class, and send work to your clients. You will also have time in class to share successes and obstacles you encounter during the course of the project so we can help one another succeed.

Expect that the project will require research, work and collaboration outside of class.

GRADING SCALE BASED ON POINT PERCENTAGES

A 100-94
A- 93-90
B+ 89-88
B 87-83
B- 82-80
C+ 79-78
C 77-73
C- 72-70
D+ 69-68
D 67-63
D- 62-60
F 59-0

Students must earn a minimum of a C- in order to have a course count toward their major.

ATTENDANCE and LATENESS

I am stickler for attendance and being on time. You will be allowed only two excused absences for partial participation points. The day you are absent, you will not receive participation points unless you have a doctor's note. Then, you will receive partial points. Days you are late, you will lose 2 participation points out of 5.

Absence during an exam or quiz is not acceptable. If you must be absent those days, you must contact me in advance. Students missing a quiz will be required to present medical or other emergency/official documentation explaining their absence before they will be permitted to make up the exam.

POLICY ON LATE WORK AND MAKE- UPS:

On time work: I do not accept late work. If you were under a doctor's care, bring me a note and I will consider making an exception. Should there be a required absence, it is your responsibility to obtain that assignment from the email I send you after each class. (See Course Schedule) and complete it for the next class meeting. Penalties for missed deadlines are even more severe in the real world.

Written assignments: All homework assignments must be sent to me at my Loyola email address. If you are absent, you must submit your homework on the due date along with everyone else. Refer to my weekly emails for details and/or ask me if there is any confusion.

Written work: must be typewritten, double spaced, and free from all spelling and grammar errors. (I deduct points.) Use your computer spell/grammar check to make sure. Your name must be on your work to earn credit. **Do not do your work on your phone. Send it as a separate attachment in WORD format only.**

Re-dos: If you earn an initial grade of 70% or below on a written assignment, you may rewrite that assignment and turn it in the following week to earn back deducted points. The final grade will be an average of the original grade and the updated grade. It must be submitted before the start of the following class period with the original attached.

CLASSROOM ENVIRONMENT

All students will be welcome and respected in this class. A free exchange of ideas in a thoughtful, intelligent and gracious manner is encouraged and expected.

SCHOOL POLICIES

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own or another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml .

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml .

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

Student Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two

weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Title IX Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am considered a Responsible Campus Partner ("RCP") under Loyola's **Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation** (located at www.luc.edu/equity). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as an RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University's **Title IX** Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Furthermore, the University's resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the **Office for Equity & Compliance** at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call **The Line** at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Use of Appropriate Names and Pronouns

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. **My goal is to create an affirming environment for all students with regard to their names and gender pronouns.**

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording.

Student Diversity, Equity and Inclusion

As Loyola's mission statement holds, "We are Chicago's Jesuit, Catholic University-a diverse community seeking God in all things." Together, as a community rich in diversity, we are called to "expand knowledge in the service of humanity through learning, justice and faith."

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

Managing Life Crises and Finding Support

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: LUC.edu/dos or LUC.edu/csaa; phone number 773-508-8840, email deanofstudents@luc.edu

Loyola COVID-19 Policies

Loyola University Chicago's Health, Safety, and Well-Being Update website helps keep our community informed on health and safety protocols that allow us to remain on campus as we continue to navigate the challenges of COVID-19 in our community. This site contains information on required practices for anyone on our campuses as well as resources for students, faculty, and staff.

Military Service: Students who have been called into the armed services of the United States and who are consequently withdrawing from the university before the end of the withdrawal period will receive a refund of all tuition and fees paid for the period in question but no academic credit. If they withdraw after the end of the withdrawal period, they will receive full academic credit for the semester with grades as of the date of withdrawal but no refund of tuition.

STUDENT GRADE OPTIONS:

Pass/Fail: Must be declared by end of week two of classes.

Auditing: Students may participate in class discussions and sit in on meetings. They pay tuition for the course, but are not required to do homework.

Withdrawal: Students may withdraw from a class during the first week of the semester without receiving a W on their transcript. If they miss the last date to withdraw, they receive a WF, which will negatively affect their grade point average.

Incomplete: An incomplete grade must be initiated by the student. Appropriate reasons for granting an incomplete (usually within the last two weeks of the semester)

include unforeseeable, unavoidable delays in completing work or other disastrous events over which a student has no control. The instructor may require verifiable supporting the instructor to weigh compassion for the student with fairness to class members evidence to grant the request, such as doctor's notes, obituaries or police reports. It is up to who met deadlines and completed all coursework.

If an incomplete is granted, a written contract regarding what work is to be completed and the deadline for finishing it should be kept on paper by both student and instructor.

A copy of the contract should be given to the Dean's office. The "I" will automatically convert to an "F" the following semester if the student does not complete the work and/or the instructor does not assign a grade to replace the incomplete.

Grade changes are implemented by going in to LOCUS and submitting the request change of grade request.

FINAL GRADES

Semester grades will be recorded through LOCUS within 72 hours of the final exam period. Students are entitled to a clear and timely explanation of grades assigned during the semester and afterward. The instructor will be available via email for 30 days after final grades are recorded to provide such explanations.

GRADE GRIEVANCES

Students are expected to discuss grade grievances with the instructor first. Students have 30 days after the end of a semester to express their concerns. If the grievance cannot be resolved, students should contact the SOC's Dean's office, who will determine if resolution can be reached or whether to initiate a formal department grievance process. A burden of proof rests with the student to demonstrate why they believe their grade was assigned inaccurately or with capriciousness.

OFFICIAL UNIVERSITY POLICY FOR STUDENTS MISSING CLASSES WHILE REPRESENTING LOYOLA

Students will not be penalized for being absent while representing Loyola if proper documentation is provided. This includes students participating in intercollegiate athletics, debate, model government organizations, etc. Make-up assignments and handouts missed will be available. It is the student's responsibility to obtain lecture notes from a peer and to properly document absences.

TIPS FOR SUCCEEDING IN THE COURSE:

- Attend class and be on time.
- Participate. The more you jump in and help your classmates, the more you will help yourself succeed, too. Be courageous and build your confidence.
- Do your homework; read the chapters. Join in the discussions and add your insights and point-of-view.

- Be sure your written work and your presentations are clear and organized. Use your computer Review/spell and grammar check to make sure there are no errors.
- Materials for your campaign should be up to professional standards; computer generated.
- Have fun. The more we enjoy what we're doing, the more we will all succeed together.

If you have ANY questions, concerns or problems, reach out to me as soon as possible.

Spring 2023

320 Class Schedule

Below is a working schedule. If there are any major changes in class activities, homework or due dates, I will let you know well in advance.

The book readings follow the order of the creative process: PLANNING: Analyzing/ branding your organization. Analyzing your audience. Creating a marketing strategy. Landing on the right message. PREPARING: Turning your message into an idea. Creating your campaign elements under that idea. PRESENTING: Rehearse. Rehearse. Rehearse.

After each class, I will send you an email reviewing what we did in class, and repeating what is due for the next class. Believe my email over the schedule. I.e. I may modify the chapters we read and will let you know in advance.

We will have some work sessions in class, but count on doing the majority outside of class with your team.

I will make myself available to meet with you on ZOOM as often as you need it.

Week 1

January 18 and 20 (Planning)

We'll introduce ourselves, review the syllabus, class culture and mutual expectations.

Syllabus game

What is a not-for-profit and how is it different from a for-profit company? (Hint: Being a 501c3 is only the beginning.)

Review our textbook and what we will mean by Guerrilla Marketing in this class.

The basics of all communication: common threads and differences.

Overview of "client organizations"

Homework for the first 2 weeks: Chapters 1: "What Nonprofits Need is Better Marketing", 2: Getting to Know Nonprofit Guerrilla Marketing"; Research the clients so you can choose yours.

Week 2

Jan. 23,25, 27

Client visits on ZOOM

Week 3

Jan 30, Feb. 1, 3

Client visits on ZOOM

Client team assignments

Think like a Guerrilla. (Seize the opportunity)

The difference between product marketing and elevated marketing.

Homework: Chapter 5: "Guerrillas Focus on People; Chapter 6: "Guerrillas Understand Their Marketplace; "and Chapter 14: "Meeting Needs While Changing Minds".

Week 4

Feb. 6,8, 10

Discussion of Chapters

Learn how to analyze the needs of your client and their audience. What are you offering THEM?

Learn how to create an audience analysis.

Homework: Read Chapter 4; Fairytale due Mon. Feb. 13 (we'll discuss assignment)

Week 5:

Feb. 13,15, 17

Review and discuss Chapter 4.

Learn how to create a Brand Personality for your client.

Learn about SWOT Analysis. (I will send the form for each client to fill out.)

Homework:

Create Audience Analysis the Brand Personality for your client: **Due on my email Monday Feb. 20**

Readings: 13 "Niche Marketing; Chapter 15: Expressing Your Organizations Unique Identity." Chapter 9:" Attributes and Attitudes of Your Organization".

Week 6

Feb. 20, 22, 24

Present your Brand Personality and Audience Personality to the class. Feedback.

Quiz on chapters so far.

Review/discuss Chapters 9, 13, and 15.

Learn how to create a strategy from your client's Mission Statement.

Homework: Homework: Create a complete strategy for your client. Email to me by Monday Feb. 27 for approval to send on to your client for their feedback.

Read Chapter 4: "How to Turn Your Mission Statement into a Marketing Tool". Chapter 19: "Guerrilla Marketing Behavior Change"; "Chapter 20: "Launching and Maintaining Your Marketing Attack."

Week 7 (Preparing)

Feb/ 27; March 1, 3

Learn what a campaign is and its elements: ads, publicity, events, social media, and more.

Review successful PR campaigns.

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Review chapters 19 and 20.

Learn how to create a concept ad and strong campaign tagline.

Homework: Chapters:7 “Mini-Maxi-and E-Media Weapons; Chapter 8 Info-Human-and Non-Media Weapons.

Create Concept Ad and tagline based on your approved strategy.

Week 8

(March 6-10: Spring Break; no class.)

Week 9

March 13,15, 17

Teams present Concept Ads to the class. Critique.

Discuss chapters 7 & 8

Homework: Read Chapter 10: Guerrilla Publicity.

Turn concept ad into outdoor poster and brochure

(Possible quiz on Chapters so far)

Homework: Readings: Chapter 11: “Guerrilla Marketing on the Web”; Chapter 12: Guerilla social media

Week 10

March 20,22, 24

Present campaign poster, outdoor, and flyer to class. Critique

Review Chapters 11: “Guerrilla Marketing on the Web and 12: Guerrilla social media

Learn how to create a Social Media Strategy

Homework: Create your Social Media Strategy . Visit your client in person. Write an essay describing that experience. (I will provide you with a rubric and we’ll discuss it in class. Due date: TBD)

Week 11

March 27,29,31

Present Social Media Strategy to class. Critique.

Homework:

Create Social Media creative. Read: Chapter on Event Planning.

Week 12

April 3 and 5 (April 7: no class; Easter Break)

Present your Social Media Creative to the class. Critique.

Learn about fund-raising and event marketing. Review Chapter on Event Planning.

Homework: Readings: Chapter 18: “Seven Platinum Rules for Recruiting Volunteers”. Plan your Event: Create elements: invitation, publicity, theme, venue.

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Week 13 (Presenting)

(April 10: No class, Easter Break) 12,14

Present Event elements to class.

Review Chapter 18

Homework: Continue with event elements; Create your Guerrilla Marketing Idea.

Week 14

April 17,19,21

Present other promotional ideas, Guerrilla idea. Critique

Homework: Revise and update your campaign based on class feedback.

Week 15 (Final changes to campaigns and rehearsals)

April 26, 28, 30

Week 16: Final client presentations. (Exact date TBD)

Dress for success. You'll be brilliant!

My Bio

It is my pleasure to be your instructor for this class. I have had a long successful career in the Communications Business as a writer, creative director, and leader in the field.

My focus was advertising. That said, I have had a great deal of experience in PR, as well. So, what you will get from me is a 360-degree perspective.

I have won many awards. The one I'm most proud of is the coveted David Ogilvy Award given each year at Ogilvy & Mather for the campaign that made the most difference to a brand. And that's the secret to it all: to make a difference to your clients, consumers and audiences.

I never thought I wanted to become a teacher. But, as a group creative director, I was one; helping younger people in the business learn and grow. I have been an adjunct marketing professor for 18 years, 6 of them here at Loyola. I find you--- Loyola students-- to be amazingly curious, smart, responsible and fun.

While we will take our work very seriously and do all that is required, I promise you will have a good time doing it. It will be a pleasure sharing this journey with each one of you.

Susan

