

COM 4150
Special Topics: Strategic Communication
CRN: 28755
3 credits
*****DRAFT*****
Dr. Laura Winn

Distance Learning

Email lwinn@fau.edu

Office: CU 218

Office Phone: 561-297-0042 (email best)

Office Hours: In Person: Tues & Thurs 9 am – 10:45; 12:30 – 1:45; Online office hours TBA

Course Description **Distance Learning**

This class addresses strategic interpersonal, group, and public communication within an organizational format. We will use a case study approach to address communication issues within organizations. In addition to learning and practicing basic workplace communication skills, you will also conduct an interview, write a resume, and develop an individual strategic plan and presentation that can be used in your professional portfolio. *This should count as either an elective or a performance class within the Communication Studies sequence.*

Course Objectives

- Gain workplace skills such as cultural awareness, persuasive writing, working in groups, networking and interviewing
- Practice problem solving and crisis management using organizational case studies
- Develop a persuasive strategic plan and presentation on a product, cause, or issue of your choice

Readings: There is a **Reading Packet** that is available in bookstore. It contains material from the following two books if you would like to try and get them used. Please note that we will be using most of the Adler book but only a few case studies from the Argenti book. In the course outline, readings are described by the order they appear in the packet.

Adler, Elmhurst & Lucas (2013). *Communicating at work, 11th edition*. McGraw Hill Publications. ISBN: 9780078036894

Argenti Corporate Communication, 6th ed. *Corporate Communication, 6th edition*. McGraw Hill Publications. ISBN: 9780073403175.

Near the end of the semester you will also read a **free ebook** by Dave Fleet called “Strategic Communication Planning.” I will post a PDF version of this for you to print. It is also available for download at: <http://www.slideshare.net/davefleet/strategic-communications-planning-a-free-ebook>

Other Requirements

You will need **regular access** to a reliable computer and internet connection to take this course. You also need to be able to **videotape** yourself giving a presentation and upload this file or link to Blackboard.

Professionalism I take my responsibility as an educator very seriously and encourage a **professional and respectful work environment** as one means of helping to prepare you for success in your future careers. I believe that some of my responsibility involves encouraging communication behavior that would be expected in a professional environment. I also believe that preparing you for expectations that work is to be turned in on time and be of high quality is the one of the best job skills you can gain in college. Your course work in this class is like your small business. I expect you to take charge of your own grade and stay on top of expectations and due dates for assignments, review feedback on those and communicate with me about any grading issues in a timely manner.

DISTANCE LEARNING

Online Content

Some students (falsely) believe online course work will be easier than face to face course work and are unprepared for the workload. However, if you are good at self-motivation they can offer you a great deal of flexibility in your schedule. Here is a video that gives you some great tips for managing online coursework:

Tips for Online Learning Success, Univ. of MN

https://www.youtube.com/watch?v=B_uWQic1pOg

Those in fully online classes also have access to an eLearning Advisor:

Eduardo Santiago

Phone: (561) 297-3590

email: esantia5@fau.edu

Skype: [eSuccess_fau.edu](https://www.skype.com/people/eSuccess_fau.edu)

UNIVERSITY POLICIES

BLACKBOARD & OWLMAIL

As an FAU student, you are expected to keep yourself informed of course announcements and policies. You should check your **FAU email** and **Blackboard announcements** on a regular basis. For more information regarding MyFAU and email, visit www.fau.edu/irm/myfau. For issues with logging into MyFAU, contact the [Help desk](#) or 561-297-3999. You can read more about FAU's email policy on the Registrar's page at:

<http://www.fau.edu/academic/registrar/catalog/academics.php#policiesall>

Blackboard Resources

The instructor's job is to help you navigate the course material, not Blackboard. Fortunately, the FAU eLearning Center has a number of resources to help you navigate BB (<http://www.fau.edu/cel/students/>). You may also want to check out the many helpful tips and videos available on the web for specific tools. For instance, you could type in "blackboard" and "journal" as search terms to learn how to use this particular tool. Everyone may use this facility but *special preference* is given to students in totally online classes.

UNIVERSITY ATTENDANCE POLICY

The following may be considered excused absences as per university policy but only with the appropriate notice and documentation: **religious observances, serious illness or medical condition of self or close family member, university approved activities such as athletics, or military or legal obligations**. **Family vacations, mild illnesses or work obligations are not considered approved activities**. I expect you to notify me in advance of all expected absences and arrange for making up the work in a timely manner. If an assignment is available to do ahead of time, and you are aware of an upcoming excused absence you are expected to complete the work ahead of this absence.

Should the university cancelled class due to severe weather, etc., please check Blackboard and university email at the earliest possible opportunity for instructions.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to execute coursework properly must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880)—and follow all SAS procedures.

STATEMENT OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Plagiarism is a form of stealing. Plagiarizing involves representing the ideas, words or work of someone else as your own. If you use the ideas or words of someone else, you must cite the original information in your paper. This applies to published work in text books, newspapers, or research articles. This also applies to the work/ideas of other students and any content that has been published online. You should also know that “not knowing” about plagiarism policies will never be a viable excuse.

• **This includes any resource found online—if you copy/paste it, you must cite it.**

- Although Wikipedia may be an early resource for understanding a topic, it is not a valid resource for citation.
- Citations are usually NOT needed for ideas from lecture notes or things we as a class generally learn.
- While I prefer that you reword lecture notes in your own language, if you do take a direct quote from the slides you must cite it.

DISRUPTIVE BEHAVIOR OR LANGUAGE:

If you behave in a disruptive manner within the classroom you will first be asked to speak to the instructor after class. If the behavior persists you may be asked to leave the classroom. If it is deemed necessary, university police will be called.

FAU has a clear policy that states: “Disruptive conduct is defined in Regulation 4.007, FAU Student Code of Conduct as “any action that impairs, interferes with or obstructs the mission, purposes, order, academic atmosphere, operations, processes and/or functions of Florida Atlantic University. Students who behave in the classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action.” You can read more about Faculty Rights at:

<http://www.fau.edu/studentconduct/facultyrights.php>

NETIQUETTE

Just as with any public space, you are expected to refrain from any behavior or language that is perceived as threatening to others while online. In an online environment this includes a) using all capitals, b) using derogatory or c) threatening language. This does NOT include healthy debate (which is necessary and vital to our work) or politely challenging the ideas of another. Make sure that you are aware of FAU’s policies on netiquette which can be found at:

<http://www.fau.edu/oit/student/netiquette.php>

THE WRITING CENTER

FAU’s Center for Excellence in Writing (<http://www.fau.edu/UCEW/WC/>) supports writing for all members of the FAU community. The consultants there will do more than just proofread and spell check, they will help brainstorm ideas, organize your thought and advise you based on the description of the assignment. The UCEW also provides **online appointments** to give students the flexibility of working with consultants at any of FAU's writing centers from the home or office. In fact, all students taking online courses have access to their own reserved online consultant available to address their specific concerns. If you have interest in this resource, please contact Gabby at 561-297-3498 or read how to schedule an online appointment here: <http://fau.edu/ucew/online/index.php>

COURSE POLICIES

COURSE OUTLINE

The first thing you should do is familiarize yourself with the Course Outline on BB. **This will be your best friend in this course.** The outline has weekly folders that list the various activities scheduled in a given week. It will (for the most part) correspond to the outline presented at the end of the syllabus, but may have any late adjustments to the schedule. The online folders will appear a week or two ahead of where we are in the course. These folders will contain any notes or documents necessary for the week. The hard copy will have the whole semester schedule at once.

Make sure to check this each week and ALL of your questions about ‘when is something due’ can be answered by checking the online or hard copy syllabus. **Individual details of assignments may appear in the weekly outline OR in the place where you are to submit the assignment** (e.g., the BB discussion board or journal). Please check both of these before asking questions about “where to find info. about the assignments.”

Instructor Absence

In the case of instructor illness that affects your schedule, I will post this information on BB and email you as soon as possible. Unless told otherwise, you can assume that there is no change in the course schedule. I will adjust other course work as necessary. For in person classes or office hours, in the very rare event that I am delayed, I ask that you wait **15 minutes** and then you are free to go. Assume that I will email you with additional instructions as soon as possible.

Questions?????

If you have questions about course content (when something is due, how to do it etc.) please do the following:

- First, check the course outline, syllabus and blackboard announcements
- Next, check the weekly online folder on BB for any info. that might have been posted there
- If this in regards to an assignment, check the place on BB where you would typically turn it in to see if there is any info. there.
- Finally, (after having done the above) you can email me with your question and I will get back to you during normal business hours.

Email Policy

Most questions can be easily and conveniently answered by email. I check my email regularly but not constantly. I do ask that you email once and then wait a day or two for a reply—if my inbox becomes filled with people asking the same thing repeatedly it takes me that much longer to get through it.

*It is your responsibility to **review the syllabus and BB announcements/emails regularly.** If you ask a question that is already addressed in these resources I will redirect you to them.*

Completing Online Work

In many of my classes there are assignments that are to be submitted online. It is always a good idea for you to familiarize yourself with the specific assignment and its requirements well before the due date in order to ensure that you have time to ask questions about the assignment and submit it on time.

*Make sure that you write your assignments first in a **word processing document** (don't write it within BB) and then post it to the appropriate online forum. This way, if there is a computer issue, you can simply re-post the material.*

Blackboard Submission

Please be aware that it may take a few minutes for BB to register your submission. Wait a few minutes and **check** to make sure that your work has been submitted. If you can see it on the screen, then I will too and you know it has been submitted. It does sometimes occur that blackboard has high usage (particularly at night). You may get an “error” message during these times and may have to wait a few minutes and try again. Make sure that you leave yourself plenty of time to submit your work in case this happens.

- If you have concerns, **email** your work to me as a backup to make sure that you get credit for turning it in on time (then keep trying to submit it to BB in the appropriate place, making a note that you also emailed it.).

You need to PASTE your work (don't attach). I will not download attached documents, as these are a risk to my computer. **Items that have been attached (not pasted) will automatically be given a grade of 0.**

All work done online should be submitted by midnight (11:59 pm) on the night it is due.

Controversial Topics

It is very important for the success of many communication classes to engage sensitive and often controversial topics within either online or in-person discussion. Part of learning to be a successful communicator is the ability to tolerate different viewpoints and find respectful ways of disagreeing with alternative views. Thus, you are not only invited but encouraged to participate and offer your own opinions via respectful dialogue or debate. Here are some tips that can help:

1. *Don't immediately assume you understand.* Perception-check to make sure you get the intended meaning (e.g., “So if I understand you correctly, ____.” OR, “I'm not sure I get where you're going with ____, can you clarify?”)

2. *Acknowledge different viewpoints.* For instance “I understand that others might have reasons to disagree but for myself, I think that _____,” OR “I certainly respect what you’re saying here. I personally think that _____.”
3. *Think about framing your opinion more tentatively.* (e.g., “I think my own way of looking at this is _____” OR “I wonder if it’s possible that _____.”)

Excused Absences (BB Journals Function)

For disability issues, religious holidays, or university approved absences, students are asked to complete a short, private journal that lists the nature of the student’s needs and the dates and assignments that will be affected. As you become aware of any changes (e.g., a newly scheduled university outing) you can update this with a comment.

GRADING

You should check your records with those on Blackboard on a regular basis and notify me of any discrepancies *within 2 weeks of the date in question*. You may calculate your own grade *at any point* using the following formula:

$$\frac{\text{(# of pts. you have so far)}}{\text{(# of pts. possible to date)}}$$

94 and up = A	90 and up = A-	87 and up = B+
84 and up = B	80 and up = B-	77 and up = C+
74 and up = C	70 and up = C-	67 and up = D+
64 and up = D	60 and up = D-	

My Grades

Please be advised that the Blackboard App. for your phone or Ipad does not always give you a complete picture of your grades. Please check the actual BB website and the syllabus description of the grading and points. For information about how to access your individual assignment grades online and see any instructor feedback linked to these grades see the following resource: https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/040_Tools/My_Grades

Managing Your Grade

You are responsible for monitoring your grade in the class. You will be given criteria for how work is graded. If a rubric is attached to the assignment please read it and the instructions for the assignment carefully before doing the assignment. If you do not do as well as you would have liked on an assignment, please make sure to do the following:

- Check the assignment description against what you turned in
- Read any instructor comments made during grading
- If there is a sample entry posted, compare this to what you’ve submitted
- If there is a rubric used for scoring, check the manner in which pts. were awarded both ahead of time and after receiving your grade

Discussing Grades

I suggest *waiting to cool down* before emailing about a grade, particularly if you are upset. Take your time to compose your thoughts and think about what questions you really want to ask in that conversation and make an appointment if you feel that your question/s require a face to face conversation. Grade changes are made infrequently, but will be made in the face of instructor error or in response to a reasonable argument that is well presented, thoughtful, and respectful.

*You will also need to have either discussed, or have made an appointment to discuss a grade **within 2 weeks of receiving it.** If you are not happy with your performance on an exam or assignment, please consider making an appointment to discuss how you can improve your performance in the future.*

I will NOT discuss any issues the last week of class or finals week for any grading activity occurring prior to this 2 week policy.

Late Work

Online submissions are always due on **midnight** of the assigned day. In order to make sure that you have submitted on time, please allow enough time for your work to post before this deadline. Except in the case of university accepted

emergencies, you will receive **-1 pt. off for each day it is late** for course assignments. If BB says that it has been submitted at 12:01 you will still receive the 1 pt. deduction.

Late work for major papers or tests MUST take the form of a documented emergency that is excused by university policy. You must notify me as soon as you are aware of the emergency and let me know when you expect to be able to work again.

The following are not considered valid excuse for late work:

- **Any undocumented emergency** not covered within the university absence policy. While many emergencies that are not covered may detain you, you are given makeups and extra credits that will help you with the occasional issue that may arise.
- **Computer malfunction.** You are expected to do your work with enough time to make sure that you have allowed for any last minute malfunctions. If you have any doubts about the reliability of your computer access you need to go to a university computer, Kinkos, and get it submitted on time.
- **Unnoticed error in submission.** You need to wait and check to make sure that your submission is complete before logging off. It should be PASTED into the journal or BB post.
- **I was unclear about where to submit it.** Explicit instructions for how and where to submit work will be provided here in the syllabus and also in the description of the first assignment of each type.

Makeups and Extra Credit

In keeping with the policy of encouraging professionalism (i.e., submitting work on time). I may occasionally use makeups or extra credit as a means of allowing you to regain a few points that were lost due to a missed assignment or lower-than-expected test score.

Otherwise, **I do not allow makeup work or re-submitted work**--thus, if you have a concern with a score, missed assignment, etc. and it is not a recording error or excused absence, I will simply advise you to use the extra credit opportunities. I expect you to plan ahead and make use of them as you need during the semester. I will not negotiate extra credit or extra work individually in any circumstances.

Plagiarism of Course Work

Any work for which I have determined there is sufficient evidence for plagiarism will receive an **automatic grade of "0."** You may also be reported through the appropriate channels, as per university policies. You are expected to do original work in this class. Therefore, I do consider work that has been done in previous classes to be unacceptable for submission here. It will be treated the same as plagiarized work.

Incompletes

These are *rarely* given, and only in the case of extreme circumstance and well documented emergency. In order for an incomplete to be granted, you will need to have completed at least 75% of the evaluated work in the course prior to requesting it. You will need to be able to complete the missing work by midterms of the following semester.

COURSE REQUIREMENTS

40 pts.	Exams
30 pts.	Strategic Plan & Presentation
25 pts.	Blackboard Posts (10 original posts plus feedback, 2.5 pts. each)
5 pts.	Reflection Papers (2 private journal posts, 2.5 pts. each)

100 pts. -----
Note: This is the same as your % in the class so at any point in time you can easily calculate your grade by looking at the points so far: **(Current points/Possible points so far = Your % in class)**.

Exams (Info. about and access to Exams will be under the “exams” tab)

These will be comprised of a range of different types of questions depending on the type of material (short answer multiple choice, true-false, etc.) These are not cumulative, and will cover all material up through the date that they are given. These are done **online** on Blackboard and should be submitted by **midnight** (11:59 pm) on the night they are due.

Once you begin the test, you cannot save an come back to it. Complete it all in one sitting.

No late entries will be accepted except in the event of a documented emergency as per university policy.

*The tests will use a **lock down browser** that prohibits you from using other computer programs. Make sure that you have studied and have both your book and notes in front of you to refer to.*

It is your responsibility to start with plenty of time to complete the exams and to establish a **SECURE INTERNET CONNECTION**. Each can easily be completed within the established limit so you should never feel rushed. However, you are advised to complete the test in one sitting so that you do not cause the test program to ‘time you out’ for inactivity. ***If you have any doubt about your computer function, take the exam on the FAU campus.*** If you do experience a computer problem contact me IMMEDIATELY.

Because these are online you may take them as **open-book** tests. However, you are warned that many of the questions will test your underlying knowledge of the material (i.e., they are not word for word from the notes). There is a **time limit** such that you will be able to refresh your memory by using your notes—but ***it will not be enough time if you haven't studied prior to this.*** You should prepare well in advance of test day by going through your notes and readings and making sure that you understand each term/concept in depth. *You do not need a study guide--your notes from class and book/s will serve as the best guide possible.*

Quiz: This is a short quiz that will be in the same format as the exams and will be done early in the semester to give you an idea of what to expect on exams.

Final Exam: This exam will be in a mixed format (possible short answers) and it will provide a way for you to reflect on and synthesize primary course concepts.

Makeup Exam: There will be one makeup exam offered at the end of the semester for anyone who has missed a test but doesn't have a university approved emergency. This is a cumulative test in the same format as previous tests and will focus on main issues or topics covered throughout the semester. *The makeup exam is worth less pts., so it is in your best interest to take the regularly scheduled exams.*

Strategic Plan Project

Near the end of the semester you will submit a strategic plan in the form of a business proposal for a product, cause, or initiative of your choice. Having a cohesive, practical and well-articulated plan for ***strategically making change*** can help you get a job, advance in a current career or obtain funding for your own ventures. Please keep in mind that there are a range of applications for strategic planning skills—including community service such as a volunteer or donation initiatives. You will also be expected to critically evaluate the projects of classmates.

*You are strongly encouraged to think of an **idea of your own** for the project. However, if it is time to begin preparing your project and you have not thought of an idea you can market either a) a communication textbook of your choice or b) the communication field to potential majors.*

In this final project you will showcase the skills you have learned throughout the class. Thus, it is expected that you will be ***developing this project throughout the semester.*** The full proposal should clearly identify your target audience, major stakeholders, needed resources, a description of how to best implement your plan, and a clear argument for why your initiative is needed and the benefits expected.

There are 3 components to this project:

1. A **3-5 page brief** describing your project goals and your plan for how you will execute the project, including identification of target audience, major stakeholders, projected funds, resources and the person power needed to

accomplish your goals. In your plan you will identify clear, sequential steps for accomplishing your goal, a projected timeline and how each step will be carried out. This will be pasted into a BB Journal. *Journals will be available to classmates for review.*

2. A **3 minute “elevator pitch”** (brief persuasive speech). This talk should summarize the key benefits of your initiative and your general argument for its value. You should NOT go into detail about the specifics of how to carry out your plan but instead focus on persuading a potential stakeholder to become invested enough in the project that they would want to read your brief. *Points will be deducted for going over your 3 minute limit.* You will upload this video to a site (e.g., Youtube) and provide your link with a brief description as a BB Post. (For youtube, you do have the option of making these videos private only to those who have been given the link.)

You should be well practiced enough in this presentation that you only need the most minimal of notes. You may choose to use a visual aid if there is a product involved. You should NOT be using Power Points or posters for this. Think of this as a job interview for your initiative—you as the executor of the project are the primary focus here (not slides, etc.)

3. Finally, you will generate **Prezi slides** designed to generate interest and support from a hypothetical group of people who have the power to help you achieve your goals. The slides should be interesting, visually pleasing, succinct, and contain the main points of your brief. The slides should contain approximately 20 minutes of material (assuming visual presentation) so rehearse it to make sure it is within this time frame. You will upload the link with a brief description to BB Post. (Because this class is online, you will not have to do your presentation in front of peers.)

Networking

In most careers, this is an essential communication skill and you will have the opportunity to practice it in here. In particular assignments you will have to obtain feedback from your peers in class and also from individuals you feel are qualified to give you substantive feedback outside the class. For instance, in preparing your strategic plan you will run a group meeting with at least three other classmates in order to obtain focus group type feedback to help improve your project. You are in charge of assembling both teams of advisors. You can connect with class peers through the “Networking” Discussion board and also via BB emails.

BB Posts (BB Discussions Function)

These are short (**3-4 sentences**) expressions of your informed opinion that are supported by evidence from the material we have learned. The main goal is to demonstrate your knowledge of the assigned material—not to merely express an opinion. Once you have posted, you will be able to see the posts of others. *There is one makeup post available at the end of the semester* (worth less pts).

It is important to learn how to critically engage others and develop your thoughts in a way that is linked to evidence. It is one thing to “talk” and another to help develop an informed dialogue. A **discussion post** consists of a) one original post or commentary on the assigned issue/material and b) one quality reply to a classmate. A **quality reply post** says more than just “hey great job” or “interesting,” it identifies a key theme within their post and expands on it.

Discussions are organized by “threads.” Find the appropriate thread and read the instructions, then write your response and post. If you are asked to reply to a thread you will read through until you find one that you’d like to respond to and then click “reply.” Compose your reply and post. You can read more about how to post to an online discussion board at the following link: https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/040_Tools/Discussion_Board

Reflection Papers (BB Journals Function)

These are short, well organized essays (between **700-850** words) that will demonstrate your reflection and insight into the processes of interviewing and group meetings. Both papers should a) critically reflect on your own experiences, both as leader and participant and b) *demonstrate your knowledge of and familiarity with the relevant course material*. Make sure that you review each of your essays and check it against both the project description and the rubric before submitting it. You will be graded on a) the quality and depth of your reflections and b) the extent to which you use course material and terms and c) well organized writing.

Because both involve experiences with other classmates you are strongly advised to do the interaction part (the interview or group meeting) with plenty of time to allow for last minute scheduling issues etc. You might want to set up back-up participants or meeting times. It is your responsibility as the team manager for this mini-project to get the work done and submitted in a timely fashion. ***Participant cancellations will NOT be an acceptable excuse for turning in the work late.***

As a participant in these experiences, you should do your best to make yourself available for each other and take your role as helpful team member seriously. You will be evaluated by the team leader for your helpfulness and responsibility in your role as team member.

Interview: You will conduct a ***one-on-one interview*** with prepared interview questions with another classmate. This interview can be done on the phone or face-to-face but both participants should regard this as a way to practice professional skills. You should interview your partner for a job that *you have chosen* & develop your interview questions accordingly. Explain the job you have selected to your interview partner before beginning the interview. You should have an idea of what would constitute an acceptable answer for each question. You will turn in these interview questions with your reflection on the experience.

Group Meeting: You will conduct a group meeting with **at least 3 other peers** that will help you obtain early feedback about your project. You are the team leader for organizing this event. The meeting can take place by conference call, skype or in-person (i.e., venues). You should research and choose your venue carefully and understand the pros and cons of the venue you choose. You are to coordinate the time for everyone's schedule and distribute information about how and when the meeting will take place. You should prepare **talking points** ahead of time that explain the project and guide your team members through a discussion. These talking points should be open-ended such that you can obtain honest feedback from your team members. You will turn in these talking points with your reflection on the experience.

You can access the various journals through the "tools" section of BB or through an "Essays" tab on the course homepage. Go to the specific journal to read more about it and view any rubric that may be attached. Complete your work offline in a word processing document then copy/paste it into an entry where indicated. If you see it on your screen as having posted to the journal (after waiting a few minutes) then you can be sure I can see it too. If you experience any issues with this tool and wish to email me with your assignment pasted within the body of the message you are more than welcome to do so. You can read more about how to use the journal feature of BB here: https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/040_Tools/Journals

STRATEGIC COMMUNICATION
COURSE OUTLINE

Think of this as a strategic plan for your work in this class. You can use this as a check sheet for keeping track of the readings and assignments. **Assignments in bold are things you turn in for points.** Assignments not in bold are also essential but can be completed in a more flexible time frame.

WEEK 1		Skills	Readings	Work Schedule
TUES	1/6	Intro. to Course	-----	Print Course Outline Read Syllabus Post Journal-0 (Questions?)
THUR	1/8	Overview	-----	Review Slideshow #0 BB Post-0 Introd. Self (Job goals)
WEEK 2				
TUES	1/13	Prof. Writing	___ Adler Ch. 1 Overview ___ Adler Appdx Bus. Writing	___ <i>Peer Feedback Post-0</i> Research resumes in your field
THUR	1/15	Interpersonal	___ Adler Ch. 2 Interpersonal ___ Adler Ch. 4 Listening	___ Review Slideshow #1 BB Post-1: Resume & Cover Letter
WEEK 3				
TUES	1/20	Culture	___ Adler Ch. 3 Culture	___ <i>Peer Feedback Post-1</i> Read Interview Assignment
THUR	1/22	Interviewing	___ Adler Ch. 7 Interviewing ___ Adler Appdx: Interviewing	___ Review Slideshow #2 BB Post-2: Interviewing Set up Interview time/format
WEEK 4				
TUES	1/27	Interviewing	<i>Practice Quiz Available</i>	___ <i>Peer Feedback Post-2</i>
THUR	1/29	-----	-----	___ Read Final Project Description ___ Interview Completed
WEEK 5				
TUES	2/3	EXAM 1	EXAM 1	EXAM 1
THUR	2/5	-----	-----	___ Interview Reflection due (2.5 pts.) ___ Read Group Meeting Assignment ___ Set up Group Meeting time/format
WEEK 6				
TUES	2/10	Groups	___ Adler Ch. 8 Intro. Groups ___ Adler Ch. 9 Leading Teams	___ Review Slideshow #3 BB Post-3: Groups
THUR	2/12	Groups	___ Adler Ch. 10 Meetings	___ <i>Peer Feedback Post-3</i>
WEEK 7				
TUES	2/17	Messages	___ Adler Ch. 5 Messages ___ Adler Ch. 6 Strategies	___ Review Slideshow #4 BB Post-4: Messages
THUR	2/19	Presentations	___ Adler Ch. 11 Presentations	___ <i>Peer Feedback Post-4</i>

			___ Adler Ch. 12 Developing ___ Adler Ch. 13 Support	___ Group Meeting Completed
WEEK 8				
TUES	2/24	Presentations	___ Adler Ch. 14 Delivering ___ Adler Ch. 15 Types ___ Adler Appdx Presentations	___ BB Post-5: Project Idea ___ Ex Credit #1: Analyze Presentation
THUR	2/26	Strategic Plans	___ Fleet (ebook)	___ Peer Feedback Post-5 ___ Group Meeting Reflection Due (2.5 pts.)
			<i>SPRING BREAK</i>	<i>SPRING BREAK</i>
WEEK 9				
TUES	3/10	Strategic Plans	-----	___ BB Post-6: Strategic Plans ___ Draft brief for project
THUR	3/12	Image	___ Argenti Ch. 16: Strategic ___ Argenti Ch. 17: Case Method	___ Review Slideshow #5 ___ Peer Feedback Post-6 ___ Get informal feedback on brief
WEEK 10				
TUES	3/17	Image	___ Argenti Ch. 18: Disney America	___ BB Post-7: Case Analysis ___ Revise project brief ___ <i>Submit draft brief for instructor feedback (Optional)</i>
THUR	3/19	Image	-----	___ Peer Feedback Post-7 ___ Develop slides for project
WEEK 11				
TUES	3/24	Image	___ Argenti Ch. 19: Identity, Image ___ Argenti Ch. 20: Coca-Cola India	___ BB Post-8: Case Analysis ___ Get informal feedback on slides
THUR	3/26			___ Review Slideshow #6 ___ Peer Feedback Post-8 ___ Revise project slides
WEEK 12				
TUES	3/31	Crisis	___ Argentic Ch. 21: Crisis ___ Argenti Ch. 22: JetBlue	___ BB Post-9: Case Analysis ___ Develop elevator talk ___ Final draft of project brief done
THUR	4/2	-----	-----	___ Peer Feedback Post-9 ___ Get informal feedback on talk ___ Revise elevator talk
WEEK 13				
TUES	4/7	EXAM 2	EXAM 2	EXAM 2
THUR	4/9	-----	-----	___ Practice using Prezi & video tools ___ Rehearse elevator talk

WEEK 14				
TUES	4/14	-----	-----	PROJECT DUE!!! <i>(You are welcome to submit early)</i>
THUR	4/16	-----	-----	BB Post-10: Reflection <i>Feedback on Projects</i>
WEEK 15				
MON	4/20	-----	-----	<i>Peer Feedback Post-10</i> Ex Credit #2: Case Analysis Makeup Exam
FINALS				
TUES	4/28	FINAL	FINAL	FINAL