

# COMM321 ADVERTISING CAMPAIGNS

JGORDON Fall 2020 (August 24 - Dec 12) Asynchronous with any online group meetings arranged with registered students.

## OVERVIEW

In this course, through hands-on participation, you will gain practical experience in researching, creating, producing and presenting advertising campaigns. We will examine some noteworthy campaigns from the past, what's being done now, and how marketing communication is quickly evolving to adjust for the future. We'll review changes in consumer tastes and sophistication as well as new opportunities for digital engagement. Both the style of message and the vehicles of marketing are constantly changing as is the way we communicate with them. We will utilize everything from traditional advertising methods to emerging technologies to reach our target audiences. We will also examine central elements of the communication and how consistencies in that message need to exist, regardless of the medium, in order to take full advantage of an integrated campaign.

## YOU WILL LEARN:

How to examine and evaluate integrated advertising campaigns, discover the importance of an awareness of culture and mindset of your audience as well as how to take advantage of emerging technologies and how to creatively adjust to them. The main goal is to learn how to create, present, and execute a strategic advertising campaign. This work could also be the start of a portfolio that will be instrumental in being accepted into an advertising agency or digital communications company.

## ABOUT ME:

I'm a veteran Creative Director who has developed many advertising campaigns during my career, most recently as a Sr. Partner and Group Creative Director at Ogilvy & Mather. I've been the creative lead on accounts including UPS, Bud Light, Miller Genuine Draft, Subway, Ford, SC Johnson, Unilever, American Family Insurance among others. Over the years, my campaigns have been recognized by the One Show, Effies, Cannes Lions, Clios, Andy's, Addy's, Art Directors Club, and the Chicago International Film Festival.

**INSTRUCTOR:** Mitch Gordon (They have it as John, my first name, but I go by Mitch.)

**PHONE:** 773.255.2541

**EMAIL:** jgordon@luc.edu

**OFFICE HOURS:** Tuesday, Thursday, 12:30 – 1:30, or by appointment.

Emails answered within 24 hours during the week, 48 on weekends. Virtual office hours by appointment. Optional Zoom Happy Hours are available very Tuesday at 5:00 - 6:00 if you have questions.

# **COURSE SCHEDULE**

NOTE: This schedule is subject to change to accommodate guest speakers, current events, student needs, etc. Do not do homework assignments from it. Lessons, assignments, and homework instructions will be given in the video post and posted in Sakai.

This course is asynchronous. However, an important element of this course is for students to learn how to work together, develop an advertising campaign and present it. You will work in teams, study the brand, identify the target, discover insight(s) and develop a strategy. You will also develop creative for a variety of media. This will require students to be self-directed and motivated to pursue research and prepare assignments on time. Each member of the team should post the presentation on Sakai on the given due date.

## **WEEK #1 MON AUG 24**

Course overview video, introductions, what to expect, what you should get out of it. This week's goals are to become familiar with the course content and expectations.

Lesson: What are some basic elements of a good campaign and why you need them. An Appetizer of some past and current campaigns, and why they are noteworthy.

Each student to do a short introductory video.

## **WEEK #2 MON AUG 31**

Lessons: Insights and Strategies, where to start? The building blocks of the “who,” the “what,” the “why” and the “how.”

An overview of generally how agencies work. Who's who, what they do, why are they important and how do they work together?

Begin Pitch Project #1  
(based on current roster, 2 teams of 5 one team of 4)

## **WEEK #3 MON SEPT 7**

Lesson: The Creative Brief. The beginning of the communication - what are the crucial elements of the brief, what is the difference between a good brief and a bad one.

Assigned reading: When the brief gives you grief (no homework)

Teams continue to work on Project #1

Presentations due for Pitch Project #1 9/13 at 11:55pm posted on Forum for the rest of

### **WEEK #4 Sept 14**

Lesson: The Creative Process / Learning from the best. The blank sheet, the art vs. science and how to stay true to an idea.

Presentations due for Pitch Project #1 9/20 at 11:55pm posted on Forum for the rest of the class to evaluate.

Assignment: View posted presentations, review and evaluate.

### **WEEK #5 MON SEPT 21**

Lesson: Tones and approaches and what is going on with the audience. Who are you talking to and how and where are you going to talk to them? Where are you going to talk to them?

Assignment: View posted presentations, review and evaluate.

### **WEEK #6 MON SEPT 28**

Lesson: TV and Online and how they are different

Choose brands for short (5min) individual presentations (best campaign in category)

### **WEEK #7 MON OCT 5**

Lesson: Social Media, where did it all start, why it's important and the changes in voice and source.

Assigned reading: The power of social media

Individual presentations posted

## **WEEK #8 MON OCT 12**

Lesson: Why is OOH (Out of Home) significant and noteworthy examples

Assigned reading: How to plan an effective outdoor campaign

Teams start on Pitch Project #2

Homework: Short form video questions/answers

## **WEEK #9 MON OCT 19**

Lessons: Augmented Reality. Virtual Reality. Mobile.

Assigned reading: What we know about mobile marketing

Teams work on Project #2

## **WEEK #10 MON OCT 26**

Lesson: How to evaluate comments, how to know your campaign and the art of defending an idea.

Teams work on Project #2 due 11/1 at 11:55 posted on Forum for the rest of the class to evaluate.

## **WEEK #11 MON NOV 2**

Lesson: Campaign approaches and how they have evolved 1930's to present. How will they will continue to evolve as technologies emerge.

Assignment: View posted presentations, review and evaluate.

Assigned reading: Cross-channel and multichannel marketing

Assigned reading: Emerging technologies

## **WEEK #12 MON NOV 9**

Lesson: Experiential marketing and why it works.

Posted, or reading: Cannes examples

Teams start on Pitch Project #3 for final exam

## **WEEK #13 MON NOV 16**

Lesson: Current events and how they can be leveraged

Homework: What is going on right now?

Teams work on Pitch Project #3

## **WEEK #14 MON NOV 23 TGIVING BREAK NO CLASSES**

(No homework, but send in any questions you might have about what we've gone over or what to expect going forward!)

## **WEEK #15 MON NOV 30**

Lesson: Summary, observations of class, answering questions.

Work on Pitch Project #3

## **FINAL WEEK (DEC 5 CLASSES END)**

**FINAL EXAMS DEC 7-12 (Finals = presentations for pitch project #3**

**Due 12/7 at 11:55pm posted on Forum.**

# OBJECTIVES, ASSIGNMENTS, DUE DATES BY WEEK

## **WEEK ONE - 8/24-8/30 Introductions, overview and campaign discussion.**

This weeks goals are to become familiar with the course content and expectations, make introductions, and help foster student success. We will also briefly discuss campaigns in general. Note that optional Zoom Happy Hours are available every Tuesday at 5:00-6:00

### **Course overview Video assignment - view video - due Tues, 8/25 at 11:55pm Assignment - Introduction Video Post on Forum - Create Video/Post - Due Fri., 8/28 at 11:55pm**

Students will need to create a 1 to 3-minute video about themselves and what they want to focus on in the semester and post it on Sakai Forum so students may see one another and know who is in the class. Show who you are as a person in video, design, and text, and include the following:

- Introduce yourself; don't forget your name, major, year, and other characteristics that help us know you and your personality.
- What are you considering as a career at this point? How does communication fit in with this plan? To be on the client marketing side? Agency side? Creative? Account? Research?
- What are you concerned, anxious, or excited about specific to an online asynchronous course?
- What are your goals for the course? What do you hope to get out of the course? How do you think the course will help you in personal, professional, civic, or other objectives?

## **WEEK TWO - 8/31-9/6 Insights and strategy**

This week's goals are to become familiar with some of the first steps of creating a campaign - determining what is going on in the marketplace, what is (or is not) unique about the product, who we are talking to, what we want to accomplish and how to form a plan as to how to talk about it. Since we have formed teams, and the class will weigh in, we will also quickly go through the roles of the people involved in this process and how they work together.

### **Lesson Video assignment - view video - due Tues, 9/1 at 11:55pm Assignment: Begin Pitch Project #1 Due 9/20 at 11:55pm**

Students will work on three major assignments throughout the semester. These will be in the form of pitches, to simulate internal and client facing situations as they might happen in actual practice. Each of three groups will be given the same brand and will need to develop an advertising campaign that showcases your strategic thinking and your creativity, featuring TV, print, and different media. Each team should prepare a

professional in-depth presentation with good flow, original creative content, and consistent design. Each of the three presentations should include:

**- Project background**

What is this brand? What are its beliefs? What is its unique selling point (or lack of one)? How is it performing in the market compared to the competition? (i.e., competitive analysis, consumer research, brand statement)

**- Creative brief**

Target: Define the specific target that matters most for your campaign. Exactly who are these people? Provide a clear and vivid description.

Insight: What specific behavior, thinking, or emotion of your target audience did you use to build your campaign? Why?

Strategy: What's the key message? What's the springboard for the creative?  
*Make it singular in focus and dramatizable (i.e., Single Most Important Thing To Say).*

**- Key Goal/Objective**

What is your key goal and objective (e.g., build brand awareness, increase market share, change perception, encourage behavioral change, build a connection with current or new customers)?

**- Creative – Videos, print, social/digital idea**

Develop a campaign featuring at least two short-form video commercials (e.g., :06, :10, :15), three print ads, and one social/digital idea.

**- Summary**

What are your measurements of success?

What is the rationale for your creative approach?

Why will it work?

**- Deliverables**

Each member of the team should post the presentation on Sakai on the due date. You will be graded on following direction, strategic and creative thinking, presentation quality, and peer evaluations.

**WEEK THREE - 9/7-9/13 The Creative Brief**

This week we talk about the Creative Brief. The beginning of the communication, the basis for the idea - what are the crucial elements of the brief, what is the difference between a good brief and a bad one and why they are often bad...

**Lesson Video assignment - view video - due Tues, 9/8 at 11:55pm**

**No assignment - continue to work on Campaign project #1**

**Reading: When the brief gives you grief (no homework)**

## **WEEK FOUR - 9/14-9/20 The Creative Process**

This week we discuss the Creative Process and the blending of Art and Science. How do you come up with ideas and how do you know when you have a good one (even though it can be very subjective!)

**Lesson Video assignment - view video - due Tues, 9/15 at 11:55pm**

**Group Presentations for Project #1 due 9/20 at 11:55pm posted on Forum for class evaluation.**

## **WEEK FIVE - 9/21-9/27 Who is the target and how do you talk to them?**

This week we talk about how campaigns can take different tones and why they need to be considered - as well as media choice - based on the audience you are trying to reach. The class will review and comment on each project - much like it would happen in an agency environment. Once the initial work has been done, the larger group would weigh in and make comments and suggestions.

**Lesson Video assignment - view video - due Tues, 9/22 at 11:55pm**

**Assignment - Review each group's video evaluate and post on Forum 9/27 by 11:55, answering these questions:**

- Do you think the creative brief was clear and led to good creative thinking?
- Did the work reflect the goals of the brief? How so?
- Was the creative and approach intuitive, unique and smart?
- Did it make you feel different about the brand? How?

## **WEEK SIX - 9/28-10/4 TV and Online - How are they different?**

This week we talk about the differences and the similarities, the opportunities and constraints of TV and Online.

**Lesson Video assignment - view video - due Tues, 9/29 at 11:55pm**

**Assignment - Choose brand and begin short (5min) individual presentation due 10/3 at 11:55pm posted on Forum**

## **BEST CAMPAIGN IN CATEGORY**

Each student will choose a brand that you deem to be the best campaign in the category. You will then present your rationale as to why you chose that brand as the best.

Your presentation should be approx. 5 minutes and must include a sampling of your chosen brand's creative work, as well as convincing answers to the following questions:



- What is this brand's **insight** and how does it stand out in the category?
- What is this brand's **strategy** and how does it stand out in the category?
- Who is this brand trying to reach, and how does its **target** stand out in the category?
- What is this brand's **creative approach** and how does that stand out in the category?

You will be graded on following directions, the strength of your rationale, the quality of your presentation, and evident effort put forth.

### **Assigned reading - short form videos**

## **WEEK SEVEN - 10/05-10/11 Social media - why it's so powerful**

How social media started, how it became so powerful and where is it headed? What are the significant and fundamental differences?

**Lesson Video assignment - view video - due Tues, 10/06 at 11:55pm**

**Short (5min) individual presentations due 10/10 at 11:55pm posted on Forum**

**Assigned reading - The Power of Social Media (no homework)**

## **WEEK EIGHT - 10/12-10/18 Why is OHH significant**

OHH still has a significant presence and role in many marketing campaigns. This week we'll explore why and it's best practices.

**Lesson Video assignment - view video - due Tues, 10/13 at 11:55pm**

### **Assignment: Pitch Project #2 Due 11/1 at 11:55pm**

The second of three major assignments throughout the semester. These will be in the form of pitches, to simulate internal and client facing situations as they might happen in actual practice. Each of three groups will be given the same brand and will need to develop an advertising campaign that showcases your strategic thinking and your creativity, featuring TV, print, and different media. Each team should prepare a professional in-depth presentation with good flow, original creative content, and consistent design. Each of the three presentations should include:

#### **- Project background**

What is this brand? What are its beliefs? What is its unique selling point (or lack of one)? How is it performing in the market compared to the competition? (i.e., competitive analysis, consumer research, brand statement)

#### **- Creative brief**

Target: Define the specific target that matters most for your campaign. Exactly who are these people? Provide a clear and vivid description.

Insight: What specific behavior, thinking, or emotion of your target audience did you use to build your campaign? Why?

Strategy: What's the key message? What's the springboard for the creative?  
*Make it singular in focus and dramatizable (i.e., Single Most Important Thing To Say).*

**- Key Goal/Objective**

What is your key goal and objective (e.g., build brand awareness, increase market share, change perception, encourage behavioral change, build a connection with current or new customers)?

**- Creative – TV, print, emerging technology**

Develop a campaign featuring 1 TV spot (video, or key frame & script), three print ads, and 1 emerging technology idea (e.g., virtual reality, augmented reality, artificial intelligence, digital OOH, mobile.)

**- Summary**

What are your measurements of success?

What is the rationale for your creative approach?

Why will it work?

**- Deliverables**

Each member of the team should post the presentation on Sakai on the due date. You will be graded on following direction, strategic and creative thinking, presentation quality, and peer evaluations.

**Assigned reading - How to plan an effective OOH campaign (no homework)**

**Teams work on Project #2**

**Homework: Short form videos**

Pick a brand you think would be appropriate for short form videos

Why do you think it's appropriate?

What tone do you think would be best?

What information would you choose given the time you have?

How would it be presented?

**WEEK NINE - 10/19-10/25 Mobile, Augmented Reality, Virtual Reality**

Mobile is well established, but what roles do platforms like augmented reality and virtual reality play in the marketing landscape?

**Lesson Video assignment - view video - due Tues, 10/20 at 11:55pm**

**Assigned reading - What we know about mobile marketing (no homework)**

## **Continue to work on Pitch Project #2**

### **WEEK TEN - 10/26-11/1 How to receive comments and discuss your work**

In an agency setting, when you have put together a presentation, you will have to have it reviewed by a number of people - your Creative Director, your Account Director, Planners, strategists peers and, eventually the client. Much of it depends on who they are and how well you know them, but there are a few good things to keep in mind.

#### **Presentations for project #2 due 11/1 at 11:55pm posted on Forum for class evaluation**

**Lesson Video assignment - view video - due Tues, 10/27 at 11:55pm**

### **WEEK ELEVEN - 11/2-11/18 Approaches to campaigns and how they change**

Advertising messaging will constantly change here we will review work from as far back as the 30's and see adjustments that have been made over the years and how they have affected the way brands talk to people.

**Lesson Video assignment - view video - due Tues, 11/3 at 11:55pm**

**Assignment - Review each group's video evaluate and post on Forum 9/27 by 11:55, answering these questions:**

Do you think the creative brief was clear and led to good creative thinking?

Did the work reflect the goals of the brief? How so?

Was the creative and approach intuitive, unique and smart?

Did it make you feel different about the brand? How?

**Assigned reading - Cross-channel marketing and multichannel marketing (no homework)**

**Assigned reading - Emerging technologies (no homework)**

### **WEEK TWELVE - 11/9-11/15 Experiential marketing and best practices**

Experiential has been around for a while now, and it continues to be an interesting alternative for advertisers. Here we will explore this shift and why it has been compelling to both audiences and advertisers alike.

**Lesson Video assignment - view video - due Tues, 10/06 at 11:55pm**

**Assignment: Pitch Project #3 due as the final on 12/7 at 11:55pm**

The third of three major assignments. These will be in the form of pitches, to simulate internal and client facing situations as they might happen in actual practice. Each of three groups will be given the same brand and will need to develop an advertising campaign that showcases your strategic thinking and your creativity, featuring TV, print, and different media. Each team should prepare a professional in-depth presentation

with good flow, original creative content, and consistent design. Each of the three presentations should include:

**- Project background**

What is this brand? What are its beliefs? What is its unique selling point (or lack of one)? How is it performing in the market compared to the competition? (i.e., competitive analysis, consumer research, brand statement)

**- Creative brief**

Target: Define the specific target that matters most for your campaign. Exactly who are these people? Provide a clear and vivid description.

Insight: What specific behavior, thinking, or emotion of your target audience did you use to build your campaign? Why?

Strategy: What's the key message? What's the springboard for the creative?  
*Make it singular in focus and dramatizable (i.e., Single Most Important Thing To Say).*

**- Key Goal/Objective**

What is your key goal and objective (e.g., build brand awareness, increase market share, change perception, encourage behavioral change, build a connection with current or new customers)?

**- Creative – TV, print, emerging technology**

Develop a campaign featuring 1 TV spot (video, or key frame & script), three print ads, and 1 social media idea meant to go viral.)

**- Summary**

What are your measurements of success?

What is the rationale for your creative approach?

Why will it work?

**- Deliverables**

Each member of the team should post the presentation on Sakai on the due date. You will be graded on following direction, strategic and creative thinking, presentation quality, and peer evaluations.

**Reading/posts: Examples of Experiential**

**WEEK THIRTEEN - 11/16-11/22 Relavency and Branding**

One way to get into the hearts and minds of your audience is to comment on significant events that are happening at the moment, often taking a stand or interjecting opinion, which can dimensionalise the brand. Here we will look at some examples.

**Lesson Video assignment - view video - due Tues, 11/17 at 11:55pm**

**Homework assignment: What would be something to leverage now? Post on Forum 10/22 by 11:55pm**

**For homework - answer these questions:**

What's happening now that you think would be relevant to a campaign?

Why is it relevant to the brand?

What is the key takeaway for the consumer?

What are some risks? Rewards?

**Work on pitch project #3**

**WEEK FOURTEEN - 10/23-11/29 HAPPY THANKSGIVING!**

Not really an assignment: Send me questions - any questions you might have about what we've gone over or what you need to prepare for moving forward. I will try to answer them next week.

**WEEK FIFTEEN - 11/30-12/6 Wrap up, review, answering questions**

Since this is our last class, here I will try to answer any questions people have sent me during the class.

**Finish up pitch project #3 Due 12/7 at 11:55PM**

**WEEK SIXTEEN - 12/7-12/13 POST PROJECT #3 12/7 by 11:55 on Forum.  
NO FINAL**

## **HOW TO SUCCEED IN THIS CLASS**

This is an advanced advertising class, and you will be expected to be doing professional-quality work. Exhibit professionalism. Work hard. Do your work on time. Do work that's original, unexpected, and inspiring. Have a positive attitude. Be a good team player.

## **NO TEXTBOOK, BUT...**

There will be assigned reading materials, articles, case studies, and discussion questions posted in Sakai. You might also be challenged to critique an existing advertising campaign, and to provide an insightful analysis and evaluation of the campaign and do the same for pitch project presentations.

## **HOMEWORK**

Based on readings, articles, and discussion questions you will have various homework assignments. All homework assignments will be posted in Sakai. You will be required to post your completed homework in Sakai. Submit all work before the posted deadline; i.e., before the start of the class for which it is due. Late assignments will not be accepted.

## **CAMPAIGN PROJECTS**

At times, this class will be run just like an advertising agency. You will work in teams to develop three pitch presentations for your assigned brands. Each team member is expected to contribute equally to the campaign projects in terms of time, effort, collaboration, and work quality. Each student will also give an individual case-study presentation based on an existing advertising campaign.

## **ATTENDANCE**

In great part, what you will learn from this class is the result of presentations, and collaborative work with your creative team. Your effort and involvement is crucial. If you have to miss a deadline to a legitimate excuse, such as an illness or family emergency, it's your responsibility to contact me as soon as possible. Completing any missed work will be discussed at that time.

## **GRADING**

Grading will be based on team projects, homework, an individual presentation, peer evaluations, and a final assignment. Grading scale: A: 100-95, A-: 94-90, B+: 89-87 B: 86-83, B-: 82-80 C+: 79-77, C: 76-73, C-: 72-70, D+: 69-67, D: 66-64, D-: 63-60, F: Less than 60.

## **GRADE WEIGHTS**

## **10% VIEWING ALL LESSON VIDEOS**

## **45% TEAM PROJECTS (Including final)**

Students will work in teams to create three pitch presentations for their assigned brands. Team projects will be graded based on following instructions, strategic thinking, creative concept, quality of presentation, and peer evaluations.

## **25% HOMEWORK**

Students will read assigned articles and submit essays based on discussion questions provided. They will also evaluate each group presentation. The emphasis for grading will be on following instructions, quality of the thinking/writing, and evident effort put forth.

Note: Written assignments must be free of spelling/grammar errors. If your work contains blatant errors, expect a reduced grade.

## **20% INDIVIDUAL PRESENTATION**

Each student will give an in-class presentation based on an existing advertising campaign. You will be graded on your analysis of the campaign, overall quality of the presentation, and evident effort put forth.

## **SAKAI**

As this is an online asynchronous course, it will be important to become familiar with Sakai. Note these features:

### **Get to Know Your Instructor Tab**

**Q&A Forum** that students can use to ask the instructor questions, clarify, or make suggestions or comments about the assignments, activities, readings, and other aspects of the course in public. Often other students have the same questions, concerns, or comments and the Q&A Forum should help everyone in their learning of the material. Please know that at any time the student may email or contact the instructor privately.

**Forum Tab** where students will post their introduction video and summary presentation for peer review and instructor grading.

**Assignment Tab** is where students will submit most assignments for instructor grading (not public viewing).

**Gradebook** is open for students to monitor grades.

**Announcements** will be used to summarize key highlights, help students prepare for upcoming assignments and activities, as well as to notify students about any changes in the schedule or assignments.

**Happy Hour Zoom Tab** provides the link for optional weekly Happy Hour Zoom meetings – students can drop in an any time when needed.

# **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.

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; 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, CDROM, audio, video, etc.; submitting as one's own 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. 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 <http://luc.edu/english/writing.shtml#source>.

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies



even if the student is enrolled in the classes during 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.

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 appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean 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](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. (The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)

## **SEXUAL HARASSMENT AND DISCRIMINATION POLICY**

Loyola University Chicago is committed to maintaining an environment which respects the dignity of all individuals. Accordingly, Loyola University will not tolerate sexual harassment by or of its students, faculty, or employees. To the extent practicable, Loyola University will attempt to protect the Loyola community from sexual harassment by vendors, consultants, and other third parties who interact with the Loyola community. Loyola University is promulgating this policy to reaffirm its opposition to sexual harassment and to emphasize that learning opportunities and employment opportunities must not be interfered with by sexual harassment. deal with individuals found to have engaged in harassment, discrimination and/or retaliation in violation of this policy. For more information on this policy please visit: [http://www.luc.edu/hr/policies/policy\\_sexualharassment.shtml](http://www.luc.edu/hr/policies/policy_sexualharassment.shtml)