

Course Syllabus
COMMUNICATION 320-20 E: Public Service Communication
Fall 2020
Mon, Wed, Fri: 10:50 am-11:40 am Chicago (Central) Time

Instructor: Susan Geffen

Office Hours: At our mutual convenience.

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

Telephone: 312-266-9192: leave a voicemail; cell: 312-925-5046.

Classroom: N/A

Prerequisite: Public Relations 210 or 265

REQUIRED TEXT to be used throughout the course:

Levinson, Conrad & Forbes,

Guerilla 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 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/ government agencies.

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

COURSE OBJECTIVES:

1. Provide an understanding of the structure of public services organizations and their targeted audiences.
2. Familiarize students 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. Teach how to plan and implement a public service communication program and overcome obstacles to success.
5. Provide hands-on experience developing a public service communication plan and campaign for a real nonprofit organization.

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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:

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

Even though all classes will be online, you will be expected to attend every class and participate fully:

- Share ideas, ask questions, volunteer solutions and participate in every discussion.
- Come to class prepared. This includes having completed assigned readings.
- Give your fellow students feedback on their campaigns. Embrace their feedback on yours.
- Be alert and aware in class, with your eyes on us, not on side work on your computer. *(If I suspect that you are doing other work, checking your emails, etc., you will not receive participation points for that day.)*
- We must “see” you during the **entire class** to be counted present.

Quizzes: 80 points for the semester: 20 points each for 3 quizzes; 20 points for one essay
The quizzes will cover the chapters we have read and discussed.

Campaign elements, 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 the nonprofit organization to identify the communication needs, develop a plan, and prepare and implement a communications campaign during the semester. 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

ATTENDANCE and LATENESS

I am stickler for attendance and being on time. Even on ZOOM. If you are absent more than 2 times, your grade will go down one letter. If you are late more than 2 times, your grade will go down to a minus. 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 3 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 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.

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.**

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Re-dos: If you earn an initial grade of 70% or below on a written assignment, you may rewrite that assignment 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. Because we will be on ZOOM, things may be a bit challenging, but we will do it!

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

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- 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 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.

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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.

Students who need special 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 equal 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.

Note: I cannot guarantee that I will be able to record this class. It is your responsibility to plan in advance in order to meet their own needs and assignment due dates.

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 evidence to grant the request, such as doctor's notes, obituaries or police reports. It is up to the instructor to weigh compassion for the student with fairness to class members 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.

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.

HARASSMENT, DISCRIMINATION AND ABUSE

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religious, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational mission.

Discrimination is adverse treatment of a person or group based on protected categories and not on individual merit. Abuse is oral, written or physical conduct directed at a person based on characteristics protected by law, where the offensive behavior is intimidating and/or demeaning. It may include verbal slurs, invectives or epithets.

Harassment differs from abuse insofar as it is repeated and persistent behavior of a similar nature. It also includes unwanted physical advances or intimidations and the display of visual materials that defame, demean or humiliate. Behavior of this kind is not tolerated by Loyola University Chicago and should be reported to the School of Communication dean's office. Such complaints will be treated in confidence to the extent feasible, given the need to conduct an investigation and take corrective action.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Loyola University Chicago will not tolerate it by faculty, students or other employees, and will attempt to take prompt corrective action against any sexual harassment by or of its students, faculty and employees. Persons who believe they have been harmed by harassment of this kind should bring the conduct to the attention of the School of Communication dean's office. All complaints are taken seriously and no one reporting them will suffer reprisal or retaliation from the university. Such complaints will be treated in confidence

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to the extent feasible, given the need to conduct a thorough investigation and take corrective action.

Visit the [Loyola Website](#) and read [Academic Continuity and Return to Campus](#) for the latest updates on classes and taking care during Covid 19.

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.

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Fall 2020

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

Week 1

August 24, 26, 28 (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.

Initial determination of teams

Overview of "client organizations"

Homework: Chapters 1: "What Nonprofits Need is Better Marketing", 2: Getting to Know Nonprofit Guerilla Marketing"; and 3 "The Guerilla Marketer's Personality". Research the clients so you can choose yours.

Week 2

August 31, Sept. 2, Sept. 4

Client visits on ZOOM

Week 3

(Monday, Sept. 7 no class); Sept. 9, Sept. 11

Client visits on ZOOM

Client team assignments

Discussion of Chapters 1, 2 and 3.

Think like a Guerrilla. (It's about opportunity)

What is the Guerrilla personality of your team?

The difference between product marketing and elevated marketing.

Watch successful Not-for-Profit Marketing Campaigns: Learn what a campaign is.

What is SWOT Analysis? What is a mood board?

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

Create your campaign mood board.

I will send SWOT analysis form to clients to fill out.

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Week 4

Sept. 14, 16,18

Discussion of Chapters 5, 6 and 14.

Teams present campaign mood board to class.

Learn how to analyze the needs of your client and their audience. What are you offering THEM?
I.e. the chance to make a difference.

What is "permission" marketing?

Homework: Create an audience profile/analysis as part of the strategy form I give you.

Write your organization Fairytale. **Both due on my email Monday, Sept. 21**

Week 5:

Sept. 21, 23, 25

Review and discuss Chapter 4.

Learn how to create a Brand Personality for your client.

Homework:

Create the Brand Personality for your client: **Due on my email Fri. Sept. 25**

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

Week 6

Sept. 28; Sept. 30; October 2

Present your Brand Personality to the class.

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: Create a complete strategy for your client. Email to me by Monday, Oct. 5 for approval to send on to your client for their input.

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)

October 5, 7, 9

Learn about campaign elements: ads, publicity, events, social media, and more.

Review chapters 19 and 20.

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

Homework:

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

Create Concept Ad and tagline based on your strategy. **Due date TBD**

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Week 8

Oct. 12, 14, 16

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 **Due date TBD**

Week 9

Oct. 19, 21, 23

Deliver Project Status Report to the class for comments.

Team Test on Chapters so far.

Discuss Guerrilla Publicity

Homework: Readings: Chapter 11: "Guerrilla Marketing on the Web"; Chapter 12: Guerrilla Social Media

Week 10

Oct. 26, 28, 30

Present campaign poster, outdoor, brochure to class. Critique

Review Chapters 11: "Guerrilla Marketing on the Web and 12: Guerrilla Social Media

Learn how to create a Direct Mail Piece.

Homework: Create your Direct Mail Piece. **Due date TBD**

Week 11

Nov. 2, 4, 6

Present Direct Mail piece to class. Critique.

Discuss events.

Homework:

Make changes to your campaign based on class feedback.

Chapter 17: "Seven Golden Rules for Fundraising Success":

Plan your event as a team. Send plan to me. **Due date TBD**

Week 12

Nov. 9, 11, 13

Learn about fund-raising and event marketing. Plan your Event: publicity, invitation, location, theme ideas.

Homework: Readings: Chapter 18: "Seven Platinum Rules for Recruiting Volunteers". Create your event invitation, room layout, etc. **Due date TBD**

Week 13 (Presenting)

Nov. 16, 18, 20

Present Event elements to class.

Discuss Social Media.

Review Chapter 18

Homework: Create Social media elements, promotional ideas, your Guerrilla idea. Send them to me. **Due date TBD**

Week 14

Monday, Nov. 23 (Thanksgiving break: Wed. Nov. 25 and Thurs. Nov. 26)

Present Social media ideas, other promotional ideas, Guerrilla idea in class.

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

Week 15 (Final Rehearsals)

Nov. 30, Dec. 2, Dec. 4

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, 5 of them here at Loyola. I find 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