

W I N T E R 2 0 1 5

Strategic

Public Relations Communication

J452: Tuesday and Thursday, 2-3:50 p.m., Allen 306, Four Credits



Office Hours

Tuesdays: 10 a.m. to noon

I can also meet earlier than 10 a.m. on Tuesdays by appointment.

I can also meet on Thursdays until 1:30 p.m. by appointment, depending on my schedule.

Office: Allen 233



Tiffany Gallicano

derville@uoregon.edu

(541) 543-0955 cell phone

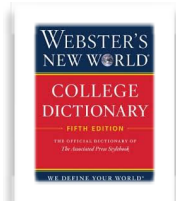
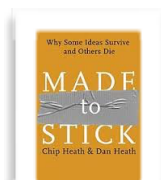
@Gallicano, #J452

✧ Welcome to the journey ✧

During this journey, you will refine your ability to communicate with audiences other than the media through traditional and social media channels. You will learn how to design memorable messages by applying lessons from “Made to Stick,” and you will refine your writing, visual communication and presentation skills. In addition, you will attend to issues of appropriate tone and style, and you will develop your own sense of voice in your writing through blogging assignments. By the end of this course, you should be confident in your use of social media in a professional context, exhibit strong writing skills and have engaging visual design materials for your portfolio.

Items for your backpack

- * “Made to Stick: Why Some Ideas Survive and Others Die”
- * Course packet
- * The Associated Press Stylebook (within the last two years), preferably computer access to save time
- * Optional: Webster’s New World College Dictionary (the official back-up to the AP Stylebook)
- * Paperclips (for attaching graded work and revised work)



Course objectives and learning assessment

- * Apply theory to produce work that is designed strategically to achieve organizational goals.

Assessment: Your application of message design theories described in “Made to Stick” will be assessed in your infographic, social media promotion project and blog posts.

- * Effectively target diverse audiences, using appropriate voice, style and communication channels.

Assessment: For the social media promotion project, you will create mock social media materials for an organization and choose social media channels and timing based on your target audience.

Assessment of targeting diverse audiences and choosing appropriate communication channels: You will work in a group to create an idea for a CSR program, and you will pitch it to the class. The pitch will include a discussion of communication channels for promoting the program to your key audiences.

In addition, you will write a strategic brief for the infographic assignment, which will include research about your target audience and how you would share the infographic with your audience.

You will also write a blog post that is about one of three diversity topics: a case study about what an organization did to reach out to one or more diverse audiences (could be employees, customers or another stakeholder group), tips for communicating with a particular diverse audience (research from several sources and concrete tips are required), or tips for fostering a diversity-friendly work environment (research from several sources and concrete examples are required).

Assessment of using appropriate voice and style in communications with diverse audiences: This part of the objective will be assessed through the following assignments: the resume (audience of potential employers), social media audit and conversation analysis (B2B audience), CSR pitch (internal audience), and infographic (a defined demographic), and blog posts (audience of potential employers and peers).

- * Present complex information, including numerical data, clearly and concisely in written and visual formats.

Assessment: Your mastery of this skill will be assessed through the infographic, as well as the social media audit and conversation analysis, including the report and slide deck.

- * Confidently use social media communication channels and visually and verbally present work.

Assessment: Your ability to do this will be assessed through the social media promotion project, blog and social media audit and conversation analysis, including the report and slide deck.

- * Write direct-to-audience communications in a variety of contexts (e.g., nonprofit, corporate) and media environments (e.g., traditional, social media).

Assessment: You will write direct-to-audience communication in corporate and nonprofit contexts through the infographic and your social media audit and conversation analysis. Traditional direct-to-audience communication will be assessed through your resume, CSR pitch and social media audit and conversation analysis (report and slide deck). Direct-to-audience communication in a social media environment will be assessed through four blog posts and the social media promotion project.

- * Critically evaluate the ethical issues that arise in direct-to-audience communications, particularly with the use of social media.

Assessment: Your mastery of this objective will be assessed through a blog post about a social media failure, as well as your comments on three classmates’ blog posts about this topic.

Snapshot of Class



- * AP style writing session training
- * Blog (introduction, informational interview, diversity, and social media fail, including three blog comments)
- * CSR pitch
- * Coursework archive and e-portfolio
- * Persuasive infographic and strategic brief
- * Resume
- * Social media audit and presentation (team project)
- * Social media promotion project (team assignment)

Making the Plane



Public relations is a deadline-oriented business. Assignments are **late** if they are submitted after I ask for them.

One letter grade is deducted from the final score for late assignments for each class period that the assignments are late, beginning with the current class period. I do not accept work that is more than a week late.

If Detours are Necessary



If you are going to miss class, have an excused absence and notify me in advance to avoid a two-point deduction from your participation points (per absence).

Valid excuses include an illness, a religious holiday and a university-excused activity. I am lenient toward major professional development opportunities that cannot be rescheduled, depending on the opportunity, timing and your ability to reschedule it.



If you are sick, be courteous to your classmates and me by not coming to class until you feel better. If you have a fever, wait to come to class and office hours until you have been well for 24 hours without the use of fever-reducing medication. You can Skype into class or get the notes from a classmate and see me if you have additional questions.

If your absence is excused, you can email me your work via email by the start of class on our class day to avoid a late penalty and bring a printed copy to the next class you attend. If you are too sick to complete your assignment on time and send it via email, please let me know before class begins via email.

This class has a **mandatory attendance policy**. If you do not attend the first day of class, you could forfeit your place in the course to a student who also needs the class if our class is full.



Class announcements, including the possibility of a cancellation, will be communicated via email.

You are eligible for an **incomplete** if you are passing class, if you have completed most of the work in class and if you need to miss several classes for a university-approved reason. An “I” for “incomplete” would be your temporary grade. You would be responsible for completing the remaining assignments within one year, or the “I” would be changed to an “F” or “N” on your transcript. You are responsible for contacting me within the year to schedule the remaining assignments.

If you have a **disability**, please let me know privately during office hours, regardless of whether you need accommodations, so I can see if there are ways that I can help you that are compatible with your learning style.

If you require additional accommodations, please visit Disability Services at the university (<http://ds.uoregon.edu>). Request an instructor note from Disability Services that lists possible accommodations that would assist you and see me during office hours.

The university stands for the well-being of all members and **rejects discrimination** of any kind; respects the dignity and essential worth of all people; promotes a culture of respect and diversity of opinions; respects everyone’s privacy, property and freedom; and expects personal and academic integrity.



You will **revise** most of your work in this class, and your scores will be averaged. Each assignment should be stapled separately. Attach your revision to the top of your graded work with a paperclip. One or more points will be deducted for not following this format, for submitting non-visual work in a color other than black, or for submitting a paper that was not printed on a laser printer that has adequate toner.

To avoid an additional deduction of points from the final copy, make every revision I mark to your work, regardless of whether it is a numbered correction (i.e., a correction I counted toward your score). If you are unsure about a revision or if you want to explain your interpretation, please talk with me before I grade the revision. You can also review the writing session rules.

Travel Points

You will earn up to 20 **participation points** based on the following criteria:

- *Professionalism
- * Attendance
- *Quality of contributions to reading discussions

To achieve full points for the reading discussion aspect of the score, come to class with a summary of the key lessons you took from each reading assignment and how you might apply it to your work.

Deductions would be taken from your participation score for not adhering to class etiquette.

Examples of deductions (of up to one to two points per class period) are listed below:

- * Not focusing on the lesson (avoid texting and Web surfing)
- * Not being ready to discuss the reading
- * Not participating in a class exercise (you can make this up if you have an excused absence)
- * Not attending scheduled meetings with me or arriving late when meeting outside of my office hours (if you arrive late to a meeting and another student is waiting, you waive your reserved time)
- * Not arriving to class on time or leaving early when you have not completed all of your work
- * Not bringing the material you need to use in-class work time



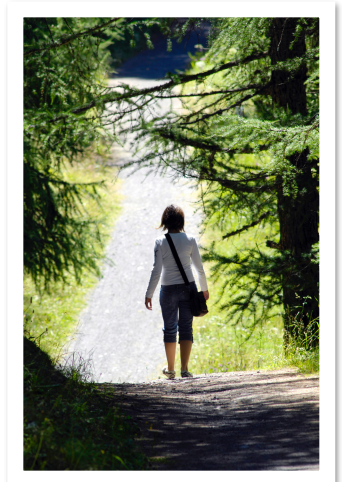
Etiquette for Travelers

- * Use descriptive subject lines and proof your emails (this will also help me recommend you when serving as a reference).
- * Complete the reading assignments and class preparation requests prior to each class.
- * Avoid bringing food and beverages that can spill in the lab.
- * Arrive on time or early, and let me know if you expect difficulty with getting to class on time.
- * Silence your cell phone before class begins and do not use your phone during class.
- * Do not use the Internet for private use once class begins.
- * Focus your attention on the speaker or assigned task.
- * Participate regularly without dominating discussion.
- * Do not talk while someone is talking.
- * When answering discussion questions, talk with the class rather than just making eye contact with me.
- * Wait to talk about grade appeals until we can meet privately.
- * Talk with me if you disagree with a correction.
- * Meet with me to discuss challenges, solutions, and class suggestions and only speak for yourself.
- * Express professionalism, respect and a good attitude.
- * Be open-minded to feedback and instructional techniques.
- * Avoid packing your belongings while someone is talking.
- * Tuck your chair in before you leave.

Etiquette for Your Guide

I am committed to doing the following:

- * Designing a meaningful program of learning for you.
- * Using descriptive subject lines, proofing my emails to you, and proofing course documents.
- * Arriving to class on time and coming to class prepared.
- * Creating a safe environment for diverse ideas, expressing professionalism and respect.
- * Listening and being open-minded to your feedback and ideas.
- * Returning assignments promptly and on time, as indicated by the course schedule.



University of Oregon Policy on Avoiding Shortcuts

You will likely discuss other people's ideas in your blog posts. You're still in the danger zone if you take someone else's blog post and put nearly all of it into your own words while citing the author. You need to show originality in your work. Using several sources and bringing your own analysis and reflections to your work will help you to make it your own.

Plagiarism includes the inclusion of someone else's product, words, ideas or data as your own work. When you submit work for credit that includes the product, words, ideas or data of others, the source must be acknowledged by the use of complete, accurate references. By placing your name on work submitted for credit, you certify the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks.



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attribution, non-commercial use and
no derivative use.

You can avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever you do any of the following things:

- * quote another person's actual words or replicate all or part of another's product,
- * use another person's ideas, opinions, work, data or theories, or
- * borrow facts, statistics or other illustrative materials – unless the information is clearly common knowledge.

Unauthorized collaboration with others on homework can inadvertently lead to a charge of plagiarism. If in doubt, check with me or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, submitting as your own any academic exercise (e.g., written work, design work) prepared totally or in part by another is considered plagiarism.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

Fabrication is the intentional use of information that you have invented when you state or imply otherwise; it also includes the falsification of research or other findings with the intent to deceive.

Listed below are fabrication examples:

- * citing information not taken from the source indicated,
- * listing sources in a reference not used in the academic exercise, and
- * inventing data or source information for research or other academic exercises.

The University Student Conduct Code (available at conduct.uoregon.edu) defines **academic misconduct**. You are prohibited from committing or attempting to commit any act that constitutes academic misconduct. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with me before committing or attempting to commit the act.

The Mountain to Climb



To ensure a consistent, clear grading policy that prepares you for a desired entry-level job, the following grading scale will be used for many of your assignments. It is based on content, in addition to the number and severity of corrections. All assignments must be written in AP style, except for the visual assignments (i.e., infographic, social media promotion project and presentation).

A (4.0 or 90-100): Excellent

You need to make up to three advanced corrections. Your work exhibits excellent comprehension and performance. The material is ready for publication and shows outstanding scholarship, mastery of facts, narrative flow, and writing. You must make all of my corrections to receive an A on your revision. A revision may only receive an A if the original draft did not have any basic corrections.

B (3.0 or 80-89): Above Average

You need to make four to seven advanced corrections. Your work exhibits good comprehension and performance. It shows mastery of the subject and good scholarship but needs minor changes before publication.

C (2.0 or 70-79): Meets Minimum Standards

You need to make eight to 11 advanced corrections. The material needs significant revision before publication. The work exhibits adequate comprehension and performance. If the work has one basic correction, it starts at a C.

D (1.0 or 60-69): Does Not Meet Standards

You need to make 12-15 advanced corrections. The work exhibits inadequate comprehension and performance. Work with two basic corrections begins at a D.

F (0.0 or 59 or below): Unacceptable

You need to make at least 16 corrections. The work demonstrates unsatisfactory comprehension and performance. Work with three or more basic corrections results in a failing grade.

Basic Correction Examples

Spelling error, fragment, missing period, extra period, quotation marks facing the wrong way, factual error, poor content

Advanced Correction Examples

Wordiness, passive voice, AP style, poor framing, organizational problems, comma placement



Targets on Your Journey

Milestones	Percentage
Resume	5%
CSR pitch	5%
Blog set-up, about me and introduction or regular post	5%
Blog post: Informational interview	7%
Blog post: Diversity	7%
Blog post: Social media fail and three blog comments	7%
Social media audit and conversation analysis, in addition to team evaluations	10%
Delivery: Audit and conv. analysis	5%
Slides: Audit and conv. analysis	5%
Social media promotion project, including team evaluations	7%
Strategic brief for infographic	10%
Persuasive infographic	10%
Participation	7%
Coursework archive and e-portfolio	10%

A+	96.5 to 100 percent
A	92.5 to 96.4 percent
A-	89.5 to 92.4 percent
B+	86.5 to 89.4 percent
B	82.5 to 86.4 percent
B-	79.5 to 82.4 percent
C+	76.5 to 79.4 percent
C	72.5 to 76.4 percent
C-	69.5 to 72.4 percent
D+	66.5 to 69.4 percent
D	62.5 to 66.4 percent
D-	59.5 to 62.4 percent
F	0 to 59 percent

Homework policy: Your grade needs to reflect your knowledge and skills, and I need to focus my outside time on class preparation, grading and student questions. The first time I read your work will be when you submit it. I do not pre-grade work by editing it before it is due; however, you are welcome to ask questions about assignments at any time.

Appeals: You can appeal your assignment score at any time privately. The appeal must be based on the grading rubric used for the assignment. Final course grades will only be adjusted if there was a grading error.

Additional University of Oregon Policies

Diversity is supported and valued at the University of Oregon. We respect the dignity and essential worth of all individuals; reject bigotry, discrimination, violence, and intimidation; practice personal and academic integrity and expect it of others; and promote a diversity of ideas, opinions, and backgrounds.

The University of Oregon affirms and actively promotes the right of all individuals to **equal opportunity** in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws; regulations; and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 474 Oregon Hall, University of Oregon, Eugene, OR 97403, (541) 346-3123, (541) 346-0852.

For **conflict resolution**, please report problems to me. If the problem is not resolved, you may contact the associate dean of the School of Journalism and Communication. If the problem is still not resolved, you may contact Dean Julie Newton. Outside of the School of Journalism and Communication, you may contact the University of Oregon bias response team at (541) 346-1139, Conflict Resolution Services at (541) 346-0617, or Affirmative Action and Equal Opportunity at (541) 346-3123.

You may **appeal** decisions pertaining to certain aspects of programs, performance evaluation, and program retention and completion. See <http://aaeo.uoregon.edu/booklet.htm#student>.

Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise. Examples are listed below:

- * copying from another student's test paper, computer program, project, product or performance
- * collaborating without authority or allowing another student to copy one's work
- * resubmitting substantially the same work that was produced for another assignment without my knowledge and permission



**J452: Strategic Public Relations Communication
Winter 2015**

Week one

Monday, Jan. 5

Overview, resume, LinkedIn, AP style editing marks, writing mechanics test

Preparation

- ❑ Bring an electronic copy of your resume

Note: My office hours on Tuesday, Jan. 6., will begin at 10:35 a.m. due to a committee meeting.

Wednesday, Jan. 7

Reading discussion

Organizational use of social media channels

Time pending: Work time for the resume and LinkedIn profile

Preparation

- ❑ Bring a revised electronic and printed copy of your resume to class for peer editing in case we have time for it

Reading due

- ❑ Syllabus
(Blackboard > Syllabus and schedule)
- ❑ Introduction of “Made to Stick”

Assignment due

- ❑ Writing mechanics test if you didn’t submit it on Monday

In-class exercises

- ❑ Flipped classroom: Organizational engagement through Facebook fan pages, Pinterest, Instagram and Twitter (first hour of class)
- ❑ Social media promotion project (last 45 minutes of class)

Week two

Monday, Jan. 12

Writing session one training

Preparation

- ❑ Bring the course packet

Assignments due (bring printed copies to class; attach the documents with a paperclip)

- ❑ Resume
- ❑ Stapled LinkedIn profile (extra credit, printed copy of the entire profile)

Work returned

- ❑ Writing mechanics test
(Hang onto this because you'll bring it to class for every writing session training)

Wednesday, Jan. 14

Note for next year: This was way too much to cover on one day, and my students did not have much experience with WordPress, unlike former classes. Perhaps just cover the blog set-up next time.

Writing session one questions

Social media audit and conversation analysis overview and client list

Blog set-up

Informational interview and diversity blog posts

Preparation

- ❑ Complete the writing session one practice exams: Correct them in a different color and put the total missed at the top of each one; come to class with any questions you have about this unit (the practice exams count toward your participation points)
- ❑ Bring the course packet to class

Reading due

- ❑ One social media audit and conversation analysis of your choice and scroll through the other two on Blackboard; just read the reports and skip the slide decks for now (Blackboard > Readings > Social media audit and conversation analysis)

In-class assignment

- ❑ Statement of your niche interests in public relations and list of your client preferences in order

Assignment received

- ❑ Social media promotion project

Week three

Monday, Jan. 19: Martin Luther King Day (class canceled)

Wednesday, Jan. 21

Special guest: Kim Sheehan to talk about paid social media

Reading discussion

Writing session two training

Client team assignments

Preparation

- ❑ Bring the course packet
- ❑ Email the first person on your list to set up an informational interview by today

Reading due

- ❑ Chapter one of “Made to Stick” (Simple)

In-class assignment

- ❑ Email your client to set up a time for your half hour meeting next week. I’ve canceled class on Jan. 28 to give you a time when your team is available.

Assignments due

- ❑ Blog set-up and an emailed link of blog URL to derville@uoregon.edu
- ❑ Blog about me page or widget (printed or readable screenshot)
- ❑ Blog introduction or regular post (printed or readable screenshot)

Revision due

- ❑ Social media promotion project

Assignments received

- ❑ Resume
- ❑ LinkedIn profile (extra credit)

Week four

Monday, Jan. 26

Infographic, including in-class time to start the strategic brief

Writing session two questions

Reading discussion

12 p.m. class: Stephen Asbury will visit our class to give us a half hour refresher on InDesign and discuss infographic design.

2 p.m. class: Jake Mehringer will visit our class to give us a half hour refresher on Photoshop and discuss infographic design.

Preparation

- ❑ Complete the writing session two practice exams: Correct them in a different color and put the total missed at the top of each one; come to class with any questions you have about this unit
- ❑ Email another person for the informational interview if needed (due Feb. 9)

Reading due

- ❑ Chapter two of "Made to Stick" (Unexpected)
- ❑ Read the infographic about design mistakes (Readings > Infographic)
- ❑ Browse through the examples in the infographic folder on Blackboard (Readings > Infographic) and come to class with some ideas for an infographic

Revisions due

- ❑ Resume (always attach the new version to the original with a paperclip)
- ❑ LinkedIn profile if submitted originally (extra credit, attached to the original with a paperclip)

Assignment received

- ❑ Blog introduction or regular post

Revision received

- ❑ Social media promotion project
- *Send revisions to Lindsey

Wednesday, Jan. 28: Class canceled for client meetings

Assignment due under my door (Allen 233) by the start of class

- ❑ Diversity blog post

Revision due under my door by the start of class

- ❑ Blog introduction or regular post

Week five

Monday, Feb. 2

Writing session three training

Preparation

- ❑ Bring the course packet
- ❑ Email another person for the informational interview if needed (due Feb. 9)
- ❑ Work on the strategic brief (due Feb. 4) if you have extra time

Assignment due

- ❑ Your contribution to your team's social media audit and conversation analysis, except for the graphs (print a copy for each team member to edit)

In-class assignment

- ❑ Work in your team to put together the social media audit and conversation analysis (except for adding the graphs) and proof the report

Assignment received

- ❑ Diversity blog post

Wednesday, Feb. 4

Writing session three questions, reading discussion and slide design

Preparation

- ❑ Complete the writing session three practice exams: Correct them in a different color and put the total missed at the top of each one; come to class with any questions
- ❑ Examine the slides decks for the social media audit on Blackboard (Readings > social media audit and conversation analysis > slide decks)

Reading due

- ❑ Chapter three of "Made to Stick" (Concrete)

In-class assignments

- ❑ Add graphs to the social media audit and conversation analysis (likely creating them in PowerPoint or Keynote)
- ❑ Create slides for social media audit and conversation analysis

Assignment due

- ❑ Strategic brief for the infographic

Revision due

- ❑ Diversity blog post

Revisions received

- ❑ Resume and LinkedIn profile, as well as the blog introduction or regular blog post

Week six

Monday, Feb. 9 – Autumn Shafer 2 p.m.

Writing session four training

Final proofing session of the social media audit and conversation analysis

Scheduling of an individual meeting with me during final exams week

Preparation

- ❑ Bring printed copies of the completed social media audit and conversation analysis for each team member; we will conduct a final proofing session, particularly attending to issues covered in writing session four

Assignments due at the end of class

- ❑ Social media audit and conversation analysis (report)
- ❑ Informational interview blog post
- ❑ Social media audit slides via email (derville@uoregon.edu)

Assignment received

- ❑ Strategic brief for the infographic

Wednesday, Feb. 11

Writing session four questions

Reading discussion

Social media fail blog post and three comments

In-class work time

Preparation

- ❑ Complete the writing session four practice exams: Correct them in a different color and put the total missed at the top of each one; come to class with any questions you have about this unit
- ❑ Come to class with ideas for your persuasive infographic

Reading due

- ❑ Chapter four of “Made to Stick” (Credible)

Revision due by the end of class

- ❑ Strategic brief for the infographic

Assignment received via email

- ❑ Social media audit slides

Revision received

- ❑ Diversity blog post

Week seven

Monday, Feb. 16

Presentation coaching – arrive five minutes before your presentation time, so we can transition efficiently between each group.

12 p.m. class

12:05-12:20 p.m. Group one

12:25-12:40 p.m. Group two

12:45-1:00 p.m. Group three

1:05-1:20 p.m. Group four

1:25-1:40 p.m. Group five

2 p.m. class

2-2:20 p.m. Group one

2:25-2:45 p.m. Group two

2:50-3:10 p.m. Group three

3:15-3:35 p.m. Group four

Preparation

- ❑ Practice delivering your presentation

Assignment due via email by 11:30 a.m.

- ❑ Social media audit slide revision
(I will have your updated slides on my laptop for your presentation today)

Assignments received

- ❑ Social media audit and conversation analysis (report)
- ❑ Informational interview blog post

Revision received

- ❑ Strategic brief for the infographic

Wednesday, Feb. 18

Class presentations (social media audit and conversation analysis)

Reading discussion

Work time to complete the infographic

Preparation

- ❑ Rehearse your presentation
- ❑ Get a full night's sleep

Reading due

- ❑ Chapter five of "Made to Stick" (Emotional)

Assignment due

- ❑ Social media fail blog post and three comments

Revision due

- ❑ Social media audit and conversation analysis (report)

Friday, Feb. 20

Assignment due by the end of the day

- ❑ Emailed evaluation of each team member (complete the form I'll send to you via email on Wednesday)

Week eight

Monday, Feb. 23

Reading discussion

TweetDeck, delicious

Preparation

- ❑ Create an account on delicious or a similar website for tagging and storing information

Reading due

- ❑ Chapter six of “Made to Stick” (Epilogue)

Assignment due

- ❑ Infographic

Revision due

- ❑ Informational interview blog post

In-class assignment

- ❑ Send social media audit and conversation analysis to the client with a reminder of your meeting date and time
- ❑ Create a personal social media plan (participation points)

Assignment received

- ❑ Social media fail blog post and three comments

Revisions received

- ❑ Social media audit and conversation analysis revision

Wednesday, Feb. 25: Class canceled for client presentations

Revision due under my door (Allen 233) by the start of class

- ❑ Social media fail blog post and three comments

Week nine

Monday, March 2

Workday to revise the infographic

Preparation

- ❑ Bring what you need to work on the infographic

Assignments received

- ❑ Infographic
- ❑ Personal social media plan (participation points)

Revision received

- ❑ Informational interview blog post

Wednesday, March 4

CSR team pitches

In-class presentation

- ❑ CSR pitches

Revision due

- ❑ Infographic revision

Reading due

- ❑ CSR reading on Blackboard (Blackboard > Readings > CSR)

Revision received

- ❑ Social media fail blog post and three comments

Week 10

Monday, March 9

E-portfolio and class picture

Preparation

- ❑ Bring electronic copies of six to nine tactics for your e-portfolio, preferably representing your traditional and social media public relations work
- ❑ Bring an electronic copy of a photo of yourself and a photo for the cover page of the e-portfolio (many people choose an image tied to their specialization or the geographic location of where they want to work; make sure to check the rights of any photo you want to use that you don't own)

Revision received

- ❑ Infographic

Wednesday, March 11

Coursework archive

Work time for the coursework archive and e-portfolio

Preparation

- ❑ Bring electronic copies of the following tactics:
 - Resume
 - Social media audit and conversation analysis (report and slides)
 - Social media promotion project
 - Strategic brief for the infographic
 - Infographic

Assignment due by the end of class

- ❑ Coursework archive (email a link to me)

Final exams week, my office

Individual meeting with me to discuss the e-portfolio and your professional growth, which we'll schedule on Feb. 9.

My meeting is scheduled on _____ from _____ in Allen 233.

Preparation

- ❑ Be prepared to reflect on your journey in our class and your plans for continuing your professional growth

Assignments due at least 24 hours in advance of our meeting

- ❑ Emailed link to your e-portfolio, along with a statement about whether I can highlight your work on my blog and use your work as an example for future classes