

## Term Information

Effective Term Spring 2018  
[Previous Value](#) Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

The change requested is to be able to offer some sections of this course in an online format, 100% at a distance.

### What is the rationale for the proposed change(s)?

We want to offer increased flexibility for students to complete our major in a timely fashion.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course?)

Our programs remain the same; no program requirements are added or deleted. An online option for this course just allows our majors greater flexibility, as well as any OSU student who desires to complete courses at a distance.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Communication
Fiscal Unit/Academic Org	School Of Communication - D0744
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2331
Course Title	Strategic Communication Principles
Transcript Abbreviation	Strat Comm Prin
Course Description	The role of strategic communication in business, including basic principles of integrated marketing, theory, and ethical standards.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
<a href="#">Previous Value</a>	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

### Prerequisites/Corequisites

Exclusions Not open to students with credit for 431.  
Electronically Enforced No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

Subject/CIP Code 09.0901  
Subsidy Level General Studies Course  
Intended Rank Sophomore

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Individual and Groups

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- To introduce students to the theory and methods of the practice of strategic communication.
- To explore the ways in which varying forms of communication may have different impacts for differing ethnic or racial groups and the interplay between societal/cultural values and media content.
- To develop an ability to comprehend and assess individual and group values as reflected in strategic communication, and to recognize their importance in social problem-solving and policy making.
- *Provide foundation principles of strategic communication, integrated marketing communication, and persuasion*
- *Provide understanding of the role of the audience*
- *Provide understanding of the role of research in strategic communication*
- *Provide understanding of the role of varied forms of communication within the practice of strategic communication-- interpersonal communication, mediated interpersonal communication, and mass mediated communication*
- *Provide understanding of strategic communication message strategies within a specific set of boundaries established by the audience*

### *Previous Value*

### Content Topic List

- Integrated Marketing Communication Approach
- Consumer behavior
- Social and cultural values in strategic communication
- The communication process
- Message objectives and budgeting
- Planning and development
- Implementation and evaluation
- Assessing individual and group values
- Public relations; publicity
- New and traditional media in strategic communication
- Measuring campaign success

### Previous Value

- *Integrated Marketing Communication Approach*
- *Persuasion as applied to strategic communication*
- *Audience as viewed from strategic communication perspective*
- *Methods of strategic communication research*
- *IMC-based strategic planning and buying*
- *New and traditional media in strategic communication*
- *Message strategies in strategic communication*
- *Event planning and coordination with media planning*
- *Guerrilla marketing/viral marketing*

### Sought Concurrence

No

### Attachments

- Communication Curriculum Map updated Sept 2016.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Butte, Kylie M.)*
- Communication 2331 Technical Checklist.pdf: Technical Checklist from Mike Kaylor  
*(Other Supporting Documentation. Owner: Butte, Kylie M.)*
- ASC-Comm.2331.docx: Cover memo addressing revisions made  
*(Academic Program Revision Stmt. Owner: Butte, Kylie M.)*
- COMM 2331 OL 5.2.docx: Proposed online course syllabus  
*(Syllabus. Owner: Butte, Kylie M.)*
- COMM 2331 F2f 5.1.docx: In-class course syllabus  
*(Syllabus. Owner: Butte, Kylie M.)*
- GE Rationale and Assessment Plan 2331 5.4.docx: GE Rationale and Assessment Plan  
*(GEC Course Assessment Plan. Owner: Butte, Kylie M.)*
- GE Social Science ELO 2331 5.2.docx: 2331 Expected Learning Outcomes  
*(Other Supporting Documentation. Owner: Butte, Kylie M.)*

### Comments

- See 4-20-17 e-mail to S Kline and K Butte. *(by Vankeerbergen, Bernadette Chantal on 04/20/2017 04:16 PM)*

**COURSE CHANGE REQUEST**  
2331 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
06/15/2017

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	03/29/2017 01:52 PM	Submitted for Approval
Approved	Butte,Kylie M.	03/29/2017 01:52 PM	Unit Approval
Approved	Haddad,Deborah Moore	03/29/2017 03:43 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/20/2017 04:16 PM	ASCCAO Approval
Submitted	Butte,Kylie M.	06/15/2017 10:29 AM	Submitted for Approval
Approved	Butte,Kylie M.	06/15/2017 10:30 AM	Unit Approval
Approved	Haddad,Deborah Moore	06/15/2017 10:45 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	06/15/2017 10:45 AM	ASCCAO Approval



## School of Communication

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May 4, 2017

TO: Professor Pok-Sang Lam

FROM: Susan L Kline

RE: Contingencies and Recommendations, **Communication 2331**

Thank you for approving this course. Below are the panel's comments about the course and our revisions: **Communication 2331**: unanimously approved with four contingencies and three suggestions

Contingencies:

1. Course goals need to be consistent in both the in-class and online syllabi as well as the form on curriculum.osu.edu.  
**The course goals are now consistent.**
2. Clarify the discrepancy in points between the grade breakdown and the assessment plan. The SWOT analysis is worth 100 points in the syllabus, 75 points on the sample assignment, and 150 points in the assessment plan. The Target Audience Analysis is worth 125 points in the syllabus and 150 points in the assessment plan. Or could it be that the points in the assessment plan do not refer to course grades but to a rubric?

**The points are now consistent for all assignments between the grade breakdown and the assessment plan.**

3. The assessment plan appears to be based on grades (or is it? See bullet point above), which is not the best measure of GE ELO achievement as factors other than GE ELO fulfillment influence assignment grades. The assessment plan also mentions achieving Milestone 2, which may be a reference to a GE rubric, but no rubric is provided. Please provide a rubric.

**Each GE ELO is assessed in two ways: average scores on particular assignments; and achieving Milestone 2 on GE rubrics for each ELO. We have provided a rubric for each ELO at the end of our assessment plan.**

4. If the final project evaluates all three ELOs, then the table should mention this project for ELO 1.

**The Table now mentions the Final project for ELO 1.**

**Recommendations:**

5. There are a number of errors in the course learning outcomes section on page 2 of the syllabus.

§ Move the first sentence “By the end of this course, students should successfully be able to:” to the end of the first paragraph so the learning outcomes are listed directly after this statement. Remove the word “students” from the numbered list of learning outcomes that will follow this statement.

§ The first paragraph refers to Communication 3325 instead of Communication 2331.

§ Remove the reference to GEC in the first paragraph. Under semesters, we only use GE language, not GEC.

**These errors have been corrected.**

5. What is each quiz worth if the lowest grade is dropped?

**This figure is now on page 5.**

6. The panel recommends removing the word “requirement” from the Student participation requirements section heading on page 7 since these participation expectations do not seem to have an effect on the grade.

**We have changed this language on page 7.**

Thanks so much, Pok-Sang!



THE OHIO STATE UNIVERSITY

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## **SYLLABUS: COMM 2331 STRATEGIC COMMUNICATION ONLINE SUMMER 2017**

This course introduces students to the general field of strategic communication from a business perspective, with an emphasis on integrated marketing communication, message design, and advertising. The course material covers a wide range of topics including psychological and sociological principles as bases for appeals, strategies for media selection and message execution and introduction to research and ethics. By the end of the course, students should be able to have a broad overview of the strategic communication and advertising industries, basic practices, and associated social and ethical issues. This class fulfills GE requirements by introducing you to social science theories and methodologies of strategic communication, as well as understanding communication processes between individuals and organizations.

### **Instructor**

Instructor: Dr. Erik C. Nisbet

Email address: [nisbet.5@osu.edu](mailto:nisbet.5@osu.edu)

Phone number: 614-247-1697

Office location and hours: Derby Hall 3062; M/W 2-4 or by appointment.

Teaching Assistant: Mao (Molly) Chang

Email address: [chang.242@osu.edu](mailto:chang.242@osu.edu)

Office location and hours: Derby Hall 3062; T/Th 10-12 or by appointment.

## Course description

The role of strategic communication in business, including basic principles of integrated marketing, theory, and ethical standards. Prereq: Not open to students with credit for 431. GE soc sci indivs and groups course.

## Course learning outcomes

Communication COMM 2331 is a GE course in GE Social Science – Individuals and Groups Courses. Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions. Courses that fulfill this requirement have the following GE learning objectives:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

This course attempts to meet those learning outcomes by having the following objectives:

1. To introduce you to the theory and methods of the practice of strategic communication.
  - Through lectures covering some of the important theories and methods of strategic communication.
  - Through practice in doing your own strategic communication research.
  - Through writing summaries of the results of your own research.
2. To explore the ways in which media presentations may have different impacts for differing ethnic or racial groups and the interplay between societal/cultural values and media content.
  - By examining consumer behavior both past and present.
  - By understanding how integrated marketing communication responds to demands due to changes in culture.
  - By analyzing how our current society interacts and gains information from different types of media.
3. To develop your ability to comprehend and assess individual and group values as reflected in strategic communication, and to recognize their importance in social problem solving and policy making.
  - By examining the development and differences in strategic communication regulation and policy.



- Through the study of how organizations seek to solve problems through strategic communication.
- By studying the relationship between a brands and the target audience.

## Course materials

### Required

Belch, G. & Belch, M (2014). *Advertising and Promotion: An Integrated Marketing Communications Prospective* 10th Edition. New York: McGraw Hill

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
  - Carmen, Ohio State’s Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu).
  - Help guides on the use of Carmen can be found at <https://resourcecenter.odde.osu.edu/carmen>
  - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
    - [Carmen accessibility](#)
- **Carmen Connect**
  - Office hours will be held through Ohio State’s conferencing platform, Carmen Connect. A separate guide to accessing Carmen Connect and our office hours is posted on the course Carmen page under Files.
  - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Connect for the student to live chat with the professor or TA in the virtual office hours room.

- Help guides on the use of Carmen Connect can be found at <https://resourcecenter.odee.osu.edu/carmenconnect>
- **Mediasite:**
  - Mediasite is Ohio State’s Lecture Capture System. Lectures will be recorded through Mediasite and posted to the course Carmen page.
  - Help guides on the use of Mediasite can be found at <https://resourcecenter.odee.osu.edu/mediasite>
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

### Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit [https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)

## Grading and faculty response

### Grades

Assignment or category	Points
Quizzes Through Carmen and made available for 24 hours. 5 total with the lowest score dropped.	<b>250/25%</b>
Assignment 1 SWOT Analysis	100/10%

Assignment 2 Target Audience Analysis	125/12.5%
Assignment 3 Media Comparison	150/15%
Full Campaign Analysis	200/20%
Exam	175/17.5%
C-Rep Participation	Extra credit
<b>Total</b>	<b>1000 Points and 100%</b>

*See course schedule, below, for due dates*

**Assignments:** Students will be expected to complete five total writing assignments. These assignments will aid students in understanding and connecting with course materials. Each assignment provides students with a chance to gain practical experience with strategic communication practices. Assignments will all be double spaced with 1 inch margins.

**Quizzes:** (62.5 points each after lowest is dropped): The quizzes will be available for a 24 hour period on Carmen. Each will be timed and will have applicative as well as explicative questions. You are welcome to have notes and the book available to you, but it will be impossible to do well on these quizzes without firsthand knowledge of the materials covered. Each quiz will be multiple choice, true/false, and essay format.

**Exams:** The exam will be available for a 24 hour period on Carmen. The exam will be timed at 1.5 minutes per question and will have applicative as well as explicative questions. You will only be able to view one question at a time. Once you are finished with the question, you may not return to that question. You are welcome to have notes and the book available to you, but it will be impossible to do well on these quizzes without firsthand knowledge of the materials covered. The exam will be multiple choice, true/false, and essay format.

**C-REP (Communication Research Experience Program) Research Credits:** All students enrolled in COMM 2331 may participate in the Communication Research Experience Program ("C-REP"). C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. Participation can take the form of:

- Completing Three hours of C-REP research studies, OR
- Completing Three C-REP alternative written assignments, OR
- Completing a combined total of Three hours of research studies and alternative writing assignments. As stated in the course schedule, you must complete half of the required credits (2.5 C-REP credits which translates to 25 points in the course) by 9pm EST on June 23th. The last day to complete the second half of the C-REP research credits (2.5 C-REP credits which translates to 25 points in the course) is by 9pm EST on July 28th. You may complete all 5 credits

at any point during the term. You should NOT wait until the last minute to sign up for participation. It is wise to complete this aspect of the course requirements as early as possible, when demands on your time are the lightest. Please take the time to read the detailed C-REP Student Guide posted on the course website listed under Important Documents/Links. Please direct any questions regarding C-REP to Jessica Frampton at Frampton.22 @osu.edu.

## Late assignments

A 12 hour grace period is given for each assignment to ease any technology or personal issues that may arise. Late submissions for assignments will not incur a penalty during the grace period, but will incur a 20% penalty each day the submission is late. The first day begins one minute after the grace period has ended, with an automatic loss of 20% of the points. Late submissions for exams will incur a 40% penalty each day the submission is late, following the same procedures as for assignments. Please do not email your paper to the professor or to the TA. We will open the assignment window for you so that you can upload it for the plagiarism check. It will not be counted as submitted until you have submitted it to Canvas.

You must have a medical excuse or a note from Carmen/Canvas staff documenting an actual Carmen/Canvas problem that would have affected your submission to have a paper or exam accepted with no penalty after the upload box closes.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

**Please note:** Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I have to make a cut at some point, so I just use Carmen to do that, and I don't round up individual grades, no matter how close you may be, because it's not fair to other students.

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7-10 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

Myself or the TAs will check and reply to messages in the discussion boards every **24 hours on school days**.

## Student participation

Because this is a distance-education course, there are not set meeting times for our lectures and discussions. To achieve learning success, please follow these guidelines for how often you should plan to log in and engage with the course and materials posted.

- **Viewing lectures:**  
The lectures will be my voice over a Powerpoint presentation, to make it easier to access, but please make certain you have a strong internet connection for watching the lectures. I don't encourage multitasking (listening while doing other tasks), as I don't encourage it in a physical classroom. It may feel like you are keeping up, but you are missing a great deal of what occurs on screen because your attention is divided. The link for Mediasite lectures will be provided for each lecture.
- **Office hours:**  
We are available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to the "Ask the instructor" discussion board. Office hours are digital via Carmen Connect.
- **Participating in discussion forums:**  
These forums are a chance for you to interact with the instructor, TAs, and other students. These boards can be used to obtain answers to common questions or to further discuss topics of interest from lecture and readings.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TAs work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

## Other course policies

### Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

### Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

### Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

## Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Academic integrity policy

### Policies for this online course

- **Assignments and exams:** You must complete the midterm and final exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

## Accessibility accommodations for students with disabilities

### Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	5/10 5/12	Topic: Introduction to Class; Introduction to Integrated Marketing Communications Reading: Chapter 1-2 (pgs. 3- 66)
2	5/15-5/19	Topic: Consumer Behavior Reading: Chapter 4 (pgs. 109-140) Due: Quiz 1
3	5/22-5/26	Topic: The Communication Process Reading: Chapter 5 (pgs. 141-180) Due: Assignment #1 (SWOT Analysis), 5/24 at 11:59pm 1.5-2 pages
4	5/29 (Memorial Day, no class) 5/31-6/2	Topic: Message Interference; Budgeting and Objectives Reading: Chapter 6 (pgs. 181-218) Due: Quiz 2



5	6/5-6/9	Topic: Planning and Development Reading: Chapter 8 (pgs. 263-298) Due: Assignment #2 (Target Audience Analysis), 6/9 at 11:59pm 1.5-2 pages
6	6/12-6/16	Topic: Implementation and Evaluation Reading: Chapter 9, 17 (pgs. 299-336) Due: Quiz 3
7	6/19-6/23	Topic: Public Relations; Publicity Reading: Chapters 17, 21 (pgs. 577-606, 733-766)
8	6/26-6/30	Topic: Media Planning and Strategy Reading: Chapter 10 (pgs. 337-372) Due: Quiz 4
9	7/3-7/7	Topic: Traditional Media Formats Reading: Chapters 11-14 (373-496)
10	7/10-7/14	Topic: New Media Reading: Chapter 15 (497-526) Due: Quiz 5
11	7/17-7/21	Topic: Measuring Successful Campaigns Reading: Chapter 18 (pgs. 607- 642) Due: Assignment 3 (Media Comparison), 7/21 at 11:59pm 2 pages
12	7/24-7/28	Topic: Assignment of Full Campaign Analysis Due: Exam 7/28
Exam Week		Final Campaign Analysis Due 8/1 at 11:59pm

## Assignment Overview

### SWOT Analysis

This 1.5-2 page writing assignment allows students to participate in a common practice of evaluating the Strengths, Weaknesses, Opportunities, and Threats for an existing corporation. Students will be assessed on their ability to correctly identify qualities that fit each of these categories for an existing brand as well writing a synthesis of the findings. Successful completion of this assignment helps students to meet the first learning objective of introduce you to the theory and methods of the practice of strategic communication.

### Target Audience Analysis

This assignment will task students with applying the knowledge gained on consumer decision-making, audience response, sources, message design, and creative strategies. Students will analyze a commercial (provided by the instructor) in a 1-2 page outline that answers a series of 10 relevant questions. Students will be evaluated on the ability to answer each of the questions connecting course material to the provided commercial. Successful completion of this assignment helps students to meet the second learning objective of exploring ways in which media presentations may have different impacts for differing ethnic or racial groups and the interplay between societal/cultural values and media content.

### Media Comparison

For this assignment, students will be advising a hypothetical company on the best course of action for their media buy. Students need to take the objectives stated by the company and recommend which media mix would best serve the company needs. Students will be assessed on the ability to choose appropriate media buying strategies for the company and to defend those strategies using materials from reading and lecture. Successful completion of this assignment meets the third learning objective of developing your ability to comprehend and assess individual and group values as reflected in strategic communication, and to recognize their importance in social problem solving and policy making.

### Full Campaign Analysis

In this final paper, you will demonstrate your ability to analyze a campaign covering all the elements we discussed in class. You will provide your interpretation of the campaign's intention, target audiences, budget objectives, strategy, techniques, ethical considerations, and your opinion on the campaign's success. Students will be assessed on the ability to synthesize each of the stated elements, conduct independent research, and present these findings as a strategic communicator. Successful completion of this assignment will demonstrate student ability to meet all three GE learning objectives for this course.

**EXAMPLE****Short Assignment #1****SWOT Analysis**

A SWOT analysis examines the strengths, weaknesses, opportunities, and threats facing a company. It is a basic starting place when deciding what approach to take for most marketing and advertising campaigns. In this assignment's SWOT analysis, you will be examining ONE company, and you will only identify at least two of each of the most important strengths, weaknesses, opportunities, and threats. Using resources like the company's website, news reports, or market analyses, you should explain why the aspects you chose are the most pressing for the company you select, making sure to include citations and references. As Columbus has a large amount of companies headquartered here, you will be analyzing one of them for this assignment. There are five options across several fields to choose from:

- **Abercrombie & Fitch**
- **Bob Evans Restaurants**
- **Donato's Pizza**
- **Nationwide Insurance**
- **Victoria's Secret**

This short assignment should be about 1-2 double spaced pages, with each element of the SWOT analysis having its own paragraph. Identify each element and justify why you believe it is the most important for the company you have chosen, including in-text citations and an APA style reference list to support your arguments.

**Grading Rubric:**

Introduction with general company information	5 pts
Correctly identify at least 2 Strengths	10 pts
Strong support for Strengths	5 pts
Uses 2 credible sources in supporting argument	5 pts
Correctly identify at least 2 Weaknesses	10 pts
Strong support for Weaknesses	5 pts
Uses 2 credible sources in supporting argument	5 pts
Correctly identify at least 2 Opportunities	10 pts
Strong support for Opportunities	5 pts
Uses 2 credible sources in supporting argument	5 pts
Correctly identify at least 2 Threats	10 pts
Strong support for Threats	5 pts
Uses 2 credible sources in supporting argument	5 pts
Citations and Reference List (APA format)	15 pts
<b>TOTAL</b>	<b>100 pts</b>

DUE DATE: 5/24, by 11:59pm.

## Short Assignment #2

### Target Audience Analysis

#### Commercial

Mini Clubman - 2016 Super Bowl Ad, "Defy Labels"

<https://youtu.be/WNtJoIyAReg>

#### Directions

Your assignment is to use the knowledge you have gained about consumer decision-making, response, sources, message design, and creative strategies to analyze the commercial listed above (available for viewing on Carmen and YouTube). In a 1-2 page outline, you are to address the following questions about the advertisement. Be specific as possible when referring to elements of the ad (wording, images, segments, etc.). The assignment does not need to be in formal essay format, rather write few sentences answering each question as needed. .

Q1. Are any physical characteristics of the brand presented in the advertisement? Are any psychological characteristics of the brand presented in the advertisement?

Q2. Are there sources presented in the ad? If so, what are their primary source attributes/characteristics?

Q3. In your opinion, is this ad a "hard sell" or "soft sell"? What are the "rational" arguments presented, if any? What are the emotional components to the ad, if any?

Q4. Does the commercial structure promote a primacy or recency effect (explain your choice)? Why do you think the advertisers made that choice—what did they assume about the audience?

Q5. Does the ad assume central, peripheral, or both types of message processing? What specific elements of the ad point to either a central or peripheral processing route?

Q6. Is there a unique selling proposition in the ad; if yes, what is it?

Q7. What is the message format/formula of the ad (what type of appeal do they use)? Why do you think the advertiser selected that structure?

Q8. Does the ad have a firm or open conclusion? Is it a one-sided or two-sided message?

Q9. In your opinion, what target/demographic market segment are they targeting with this ad? Why?

Q10. Overall, do you believe this is an effective ad? Please discuss specifically why or why not?

**DUE DATE: 6/7, by 11:59pm**

Brief summary of the advertisement	5
Correctly identify and justify physical characteristics of the brand represented.	6
Correctly identify and justify physiological characteristics of the brand represented.	6
Correctly identify source(s) and the primary attributes.	10
Argument for hard or soft sell.	5
Identify rational arguments (or reasoning for none)	5
Identify emotional components (or reasoning for none)	5
Correctly identify and justify primacy or recency.	10
Correctly identify type(s) of processing from ELM and why this was chosen.	15
Identify unique selling proposition (or reasoning for none)	10
Correctly identify and justify message format.	6
Correctly identify and justify open or closed format	6
Correctly identify and justify one or two sided message	6
Identify the target audience using reasoning and course concepts.	15
Evaluate effectiveness using reasoning and course concepts.	15

# Communication 2331 Strategic Communication Principles

Instructor: Dr. Erik C Nisbet 3062 Derby Hall Office phone: 614-247-1697 Email: <a href="mailto:nisbet.5@osu.edu">nisbet.5@osu.edu</a> Office Hours: Wednesdays 3-5pm
TA: Mackenzie Kibbe 3056 Derby Hall Email: <a href="mailto:kibbe.10@buckeyemail.osu.edu">kibbe.10@buckeyemail.osu.edu</a> Office Hours: T/Th 11:15-1:15

**Course Description** The role of strategic communication in business, including basic principles of integrated marketing, theory, and ethical standards. Prereq: Not open to students with credit for 431. GE social science individuals and groups course.

**Course Overview** This course introduces students to the general field of strategic communication from a business perspective, with an emphasis on integrated marketing communications, message design, and advertising. The course material covers a wide range of topics including psychological and sociological principles as bases for appeals, strategies for media selection and message execution and introduction to research and ethics. By the end of the course, students should be able to have a broad overview of the strategic communication and advertising industries, basic practices, and associated social and ethical issues. This class fulfills GE requirements by introducing you to social science theories and methodologies of strategic communication, as well as understanding communication processes between individuals and organizations.

Communication COMM 2331 is a GE course in GE Social Science – Individuals and Groups Courses. Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions. Courses that fulfill this requirement have the following GE learning objectives:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

This course attempts to meet those learning outcomes by having the following specific objectives:

1. To introduce you to the theory and methods of the practice of strategic communication.
  - Through lectures covering some of the important theories and methods of strategic communication.
  - Through practice in doing your own strategic communication research.
  - Through writing summaries of the results of your own research.
2. To explore the ways in which media presentations may have different impacts for differing ethnic or racial groups and the interplay between societal/cultural values and media content.
  - By examining consumer behavior both past and present.
  - By understanding how integrated marketing communication responds to demands due to changes in culture.
  - By analyzing how our current society interacts and gains information from different types of media.
3. To develop your ability to comprehend and assess individual and group values as reflected in strategic communication, and to recognize their importance in social problem solving and policy making.
  - By examining the development and differences in strategic communication regulation and policy.
  - Through the study of how organizations seek to solve problems through strategic communication.
  - By studying the relationship between a brands and the target audience.

### **Textbook & Readings**

There is one required text for this course that should be available from the book store:

Belch, G. & Belch, M (2014). *Advertising and Promotion: An Integrated Marketing*

*Communications Prospective 10th Edition*. New York: McGraw Hill

A copy of the text has been placed on 2-hr reserve at the 18th Street Library (formerly Science & Engineering Library) In addition, supplemental readings will posted on Carmen as needed.

### **Grading Policies**

You need to 1) read the assigned materials on Carmen and 2) attend class regularly as the exams and weekly quizzes will focus on the book chapters and lecture equally. The breakdown of assignments and portion of your overall grade is as follows: Exams (4) - 75% (25% each – I drop your lowest exam grade, see below) Carmen Quizzes (5) – 10% (2% each) Short Writing Assignments (3) – 15% (5% each)

*Exams (75%)*



There will be 3 in-class exams and one exam during finals week. Cumulatively, the exams will account for 75% of your overall grade. Each exam will consist of 50 multiple choice questions using scantron sheets. Each in-class exam will cover the material in the preceding weeks as noted in the syllabus. The fourth exam during finals week (FINAL EXAM IS WEDNESDAY DECEMBER 13 AT 2PM) will be a cumulative exam that covers all the course material since the beginning of the class. A study guide for each exam will be made available at least 4-5 days before the exam. I WILL DROP YOUR LOWEST EXAM GRADE OUT OF THE FOUR. This means I will take your 3 best scores out of the four exams to calculate your exam portion of your course grade. In addition, if you have taken the 3 in-class exams and are satisfied with your final grade based on those three exams, you are not required to take the fourth cumulative exam during finals week if you do not wish to do so.

**VERY IMPORTANT:**

- BRING AT LEAST ONE #2 PENCIL TO EACH EXAM; NO PENCILS WILL BE PROVIDED BY THE PROFESSOR OR TA.
- BRING A VALID OSU ID (I.E., YOUR "BUCK•I•D" CARD) OR A VALID DRIVERS LICENSE ON EXAM DATES AS YOU WILL NEED TO SHOW PROOF OF IDENTITY TO TURN IN YOUR EXAM.
- WE RESERVE THE RIGHT TO WITHHOLD THE EXAM IF YOU ARRIVE MORE THAN 10 MINUTES LATE ON EXAM DAYS (I.E., YOU WILL RECEIVE A ZERO ON THE EXAM). AND, IF YOU ARRIVE AFTER THE FIRST PERSON HAS COMPLETED/LEFT THE EXAM, YOU WILL ABSOLUTELY NOT BE ALLOWED TO TAKE THAT EXAM (I.E., YOU WILL RECEIVE A ZERO ON THE EXAM). PLEASE USE THE REST ROOM BEFORE THE EXAM; STUDENTS WILL NOT BE PERMITTED TO LEAVE THE CLASSROOM ONCE THE EXAM HAS BEGUN UNTIL THEY TURN IN THEIR EXAM.

**EXAM MAKE-UP POLICY :**

Exams are given only once at the time scheduled in the syllabus. No make-up exams are given for any reason. Exams will not be given early or late. If you miss an exam, you receive a zero, no exceptions. If you talk during the exam with another student, I will assume that your discussion is about the exam itself, and this will be treated as a violation of the Code of Student Conduct. Other forms of academic misconduct will be prosecuted according to accepted University procedures (see below). The only exceptions to these rules are tragic, extraordinary, and totally unforeseen personal circumstances that are convincingly documented to your TA or the Professor no later than 24 hours after the date the exam is scheduled. Buses not running on time, car problems, misbehaved pets, missed or cancelled airline flights, job interviews, attendance at family social functions, sporting events, and previously scheduled vacations are not valid excuses for missing an exam. Do not approach me or the TAs at the end of the semester with a medical excuse for poor performance or missing exams or assignments earlier in the semester. The time to talk to us is when the problem first arises. We follow this policy strictly, and documentation produced more than 48 hours after the exam simply will not be accepted, regardless of how valid or compelling it seems to you.

*Carmen Quizzes (10%)*

There will be five quizzes conducted via the Carmen system over the quarter, @2-3 weeks, with quizzes totaling 10% of your grade (each worth 2pts). The questions on the quizzes will be similar to the

questions that will appear on the exams. Quizzes will be scored for percentage correct. The quizzes will have a time limit of 1 minute per question, so it will be difficult if not impossible to search through your notes or the text to identify correct answers if you have not already done the readings or attended class. However, you will be able to take the quizzes twice to improve your score if you are not happy with the first score you receive. I will use the best score you earn on a given quiz in calculating your course grade. Though the Carmen quizzes may be taken on your home computer or in an OSU computer lab, they are not designed to be taken collectively, as a group, or to share quiz answers with other classmates. Sharing or distributing quiz answers to other classmates or providing other assistance is punishable under the Ohio State University's Code of Student Conduct up to and including failure in the class and/or suspension from OSU. The purpose of the quizzes is to (a) encourage you to keep up to date on readings and class lectures; (b) give you a low-risk way of experiencing the nature of questions that will appear on exams; and (c) help you realize prior to the exams if you will need to modify the amount of effort or strategies you use in preparing for testing in this course.

### *Short Writing Assignments (15%)*

Three brief writing assignments applying knowledge from the class to 1) evaluate the strengths, weaknesses, opportunities, and threats of an existing brand, 2) apply knowledge about consumer decision-making and audience response to analyze a TV advertisement and 3) assess the ability to choose appropriate media buying strategies for a company. Each writing assignment will be worth 5% of your final grade. Specific details for each assignment will be provided in later assignment summaries to be distributed in class and provided on Carmen. The tentative dates of the assigned paper and when they are due are listed in the course schedule.

### **Lecture Attendance**

You are expected to attend lectures regularly. I do not take attendance during the semester, HOWEVER, a more than decent percentage of the material on the exams is presented only during the lecture period of the class. If you don't attend the lectures consistently, you will not do well in this course. Material from the films shown in class will be included on the exams and quizzes. Extra Credit/CREP During the course of the semester, through the Communication Research Experience (C-REP) you have the opportunity to participate in experiments or surveys conducted by School of Communication faculty or graduate students for extra credit toward your final grade. CREP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. You may earn a MAXIMUM of 3% credit toward your final grade through participation in CREP Participation can take the form of:

- Completing up to THREE hours (1 hour = 1% extra credit) of C-REP research studies, OR
  - Completing up to THREE C-REP alternative written assignments (1 assignment = 1% extra credit), OR
  - Completing a combined total of THREE hours of research studies and alternative writing assignments.
- You must complete at least 1 hour/credit of CREP in order to receive extra credit.

Completing your C-REP requirement must take place during the semester. You should definitely NOT wait until the last minute to sign up for participation for extra credit because people tend to procrastinate and research opportunities will be limited. In fact, it is probably wise to complete your C-REP requirement as early as possible in the semester when demands on your time are the lightest. The

C-REP Student Guide on the School of Communication website tells you everything you need to know about this requirement: <http://www.comm.ohio-state.edu/images/stories/PDFs/crepstudentguideupdate.pdf> Both COMM 1100 and COMM 1101 require C-REP participation, and thus you may be enrolled in CREP for those courses simultaneously or another communication class for extra credit. The same C-REP participation CANNOT be counted for more than one course. Please direct any questions regarding C-REP to Jessica Frampton at [Frampton.22@osu.edu](mailto:Frampton.22@osu.edu).

### **Cell Phones and General Politeness**

A ringing cell phone during a lecture or discussion is annoying to the instructor (i.e., me) and others in the room. Please be respectful of those around you by turning off your cell phone prior to the start of lecture. If you anticipate that you will need to leave the lecture hall before the end of a lecture, please select a seat near the edge of a row or in the back of the room to avoid disrupting others when you leave. To maintain an atmosphere conducive to learning, please be courteous to other members of the class and treat them with the dignity and respect that you expect from others.

### **Professor and Teaching Assistant's Use of Electronic Mail and Messaging**

There may be occasions where I or one of your TAs will need to get in touch with you outside of regular class hours. Email will usually be the first means by which contact will be initiated. It is important that you check your OSU email account regularly, and make sure you purge your account of unneeded email so that new email can get through. If you do not use your OSU email address as your primary email account, please arrange through OIT to have your OSU email forwarded to your preferred account. For instructions on how to have your email forwarded, see [http://8help.osu.edu/forms/mail\\_forwarding.html](http://8help.osu.edu/forms/mail_forwarding.html).

### **Some Words About Academic Honesty**

It is your responsibility to complete your own work as best you can in the time provided. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, possession of unauthorized materials during an examination, and falsification of laboratory or other data. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct at [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

Academic misconduct is a serious offense, and it is my responsibility to make sure it does not occur. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any

questions about this policy or what constitutes academic misconduct, please contact your TA or visit the COAM web page at <http://oaa.osu.edu/coam/home.html>.

## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

### **Course schedule (tentative)**

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/22-8/25	Topic: Introduction to Class; Introduction to Integrated Marketing Communications Reading: Chapter 1-2 (pgs. 3- 66)
2	8/28-9/1	Topic: Branding, Positioning, Target Marketing Reading: Chapter 2
3	Labor Day no class 9/4 9/5-9/8	Topic: Strat Comm Research and Evaluation Reading: Chapter 18 (pgs. 607- 642) Due: Assignment #1 (SWOT Analysis), 9/8 at 11:59pm 1.5-2 pages
4	9/11-9/15	Topic: Exam 1; Understanding Audience Behavior

		Reading: Chapter 4 (pgs. 109-140)
5	9/18-9/22	Topic: Understanding Audience Behavior; Strategic Communication Processes Reading: Chapter 5 (pgs. 141-180)
6	9/25-9/29	Topic: Strategic Communication Processes; Source, Message, and Channel Factors Reading: Chapter 6 (pgs. 181-218) Due: Assignment #2 (Target Audience Analysis), 9/29 at 11:59pm 1.5-2 pages
7	10/2-10/6	Topic: Source, Message, and Channel Factors; Creative Message Design Reading: Chapters 8 (271-275; 282-297), Chapter 9 (299-319)
8	10/9-10/11 Autumn Break 10/12-13	Topic: Exam Review Reading: None Topic: Exam 2; "Consuming Kids" film
9	10/16-10/20	Topic: "Consuming Kids" film and discussion; Strategic Media Planning
10	10/23-10/27	Topic: Strategic Media Planning Reading: Chapter 10 (pgs. 337-372)
11	10/30-11/3	Topic: Strategic Media Planning Reading: Chapter 11 (pgs. 375-401), Chapter 12 (pgs. 436-450)
12	11/6-11/10	Topic: Support Media/ Direct Marketing Reading: Chapters 13-14 (pgs. 451-496)
13	11/13-11/17	Topic: Digital Marketing Reading: Chapter 15 (pgs. 497-526)
14	11/20-11/21 Thanksgiving Break 11/22- 11/24	Topic: Digital Marketing Reading: Supplemental reading posted on Carmen Due: Assignment 3, 11/21 at 11:59pm
15	11/27-12/1	Topic: Public Relations/ Corporate Advertising Reading: Chapter 17 (pgs. 577-606)

16	12/4-12/6	Exam 3
Exam Week		Final Exam 12/13

## **EXAMPLE**

### **Short Assignment #1**

#### **SWOT Analysis**

A SWOT analysis examines the strengths, weaknesses, opportunities, and threats facing a company. It is a basic starting place when deciding what approach to take for most marketing and advertising campaigns. In this assignment's SWOT analysis, you will be examining ONE company, and you will only identify at least two of each of the most important strengths, weaknesses, opportunities, and threats. Using resources like the company's website, news reports, or market analyses, you should explain why the aspects you chose are the most pressing for the company you select, making sure to include citations and references. As Columbus has a large amount of companies headquartered here, you will be analyzing one of them for this assignment. There are five options across several fields to choose from:

- **Abercrombie & Fitch**
- **Bob Evans Restaurants**
- **Donato's Pizza**
- **Nationwide Insurance**
- **Victoria's Secret**

This short assignment should be about 1-2 double spaced pages, with each element of the SWOT analysis having its own paragraph. Identify each element and justify why you believe it is the most important for the company you have chosen, including in-text citations and an APA style reference list to support your arguments.

**Grading Rubric:**

Introduction with general company information	5 pts
Correctly identify at least 2 Strengths	10 pts
Strong support for Strengths	5 pts
Uses 2 credible sources in supporting argument	5 pts
Correctly identify at least 2 Weaknesses	10 pts
Strong support for Weaknesses	5 pts
Uses 2 credible sources in supporting argument	5 pts
Correctly identify at least 2 Opportunities	10 pts
Strong support for Opportunities	5 pts
Uses 2 credible sources in supporting argument	5 pts
Correctly identify at least 2 Threats	10 pts
Strong support for Threats	5 pts
Uses 2 credible sources in supporting argument	5 pts
Citations and Reference List (APA format)	15 pts
<b>TOTAL</b>	<b>100 pts</b>

DUE DATE: 5/24, by 11:59pm.



## GE Rationale and Assessment Plan

### Communication 2331OL: Strategic Communication

Erik Nisbet

[nisbet.5@osu.edu](mailto:nisbet.5@osu.edu)

#### Course Description and General Education Rationale

How do brands capture attention? Once they have attention, how do they keep it? This course provides students with an overview of the business and art of strategic communication. Students are introduced to topics such as integrated marketing communication, message design, and advertising.

Topics introduce students to different facets of strategic communication and the importance of each facet to the integrated marketing communication approach used by so many organizations. From the message production in advertising through to where and when to place the advertisements through media planning, students receive a comprehensive look at industry standards and basic practices. Within most of these practices, there is a psychological and sociological basis and accompanying social and ethical issues. Writing assignments aid students in gaining relevant practice and exploring the social and ethical implications of the decisions made by strategic communicators. This class fulfills GE requirements by introducing students to social science theories and methodologies of strategic communication, as well as understanding communication processes between individuals and organizations.

This course fulfills the General Education (GE) course requirements of B. Social Science subcategory (1) Individuals and Groups.

#### GE in Social Sciences

##### Goals

Students completing this course will gain competence in the practice of strategic communication.

##### Expected Learning Outcomes

*1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.*

- Lecture topics and readings exploring some of the important theories and methods of strategic communication will be delivered to meet the ELO. These lectures will provide views of current theories and methodologies used by strategic communicators.
- Students engage in their own research into current popular brands. The SWOT analysis assignment requires students to choose a brand and identify and evaluate the current strengths, weaknesses, opportunities, and threats of the brand. This practice is common in the practice of strategic communication and requires students to engage in research on the brand, but also to understand the potential impact of each element to groups such as employees and customers. This meets the course objectives of students practicing and writing summaries of their own research.

2. *Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.*

- Lectures and supplemental media will examine the topics that encompass integrated marketing communication and the response due to demands based upon changes in culture.
- Reading materials provide examples and methodologies for the study of consumer behavior.
- A target audience analysis will provide students with the opportunity to analyze how our current society interacts and gains information from different types of media. The writing assignment requires students to critically assess a current campaign to determine how the campaign reaches the target audience for the brand. Successful completion of this assignment helps students to meet the second learning objective of exploring ways in which media presentations may have different impacts for differing ethnic or racial groups and the interplay between societal/cultural values and media content.

3. *Students comprehend and assess individual and group values and their importance in social problem solving and policy making.*

- Lecture topics and readings will examine the development and differences in media regulation and policy.
- Lecture topics and readings take students through the study of how organizations seek to solve problems through strategic communication.
- Students will be encouraged through writing to place themselves in the shoes of a media buyer. Through this assignment, students will use the materials from reading and lecture to solve the problem of how, where, and when a company should purchase advertising. Successful completion of this assignment meets the third learning objective of developing your ability to comprehend and assess individual and group values as reflected in strategic communication, and to recognize their importance in social problem solving and policy making.

Assessing effectiveness of the course on the expected learning outcomes will be evaluated through assignment and essay responses. Each ELO will be measured directly through average grades received on the assignment, and overall analysis of 20 papers for meeting Milestone 2.

1. ELO 1: The SWOT analysis assignment requires students to research an existing brand. The brand's internal strengths and weaknesses and the external opportunities and threats are identified and evaluated. The assignment requires a summary paragraph *“that provides an overall sense of status of the brand relative to consumers and competitors by analyzing how the strengths/weaknesses you have identified align with the external threats and opportunities you have listed.”* Successful identification of the elements and the ability to synthesize the information will be achieved if an average score of 73/100 (73%) is attained on the assignment. A sampling of 20 papers will also be analyzed to determine the quality of student ability to apply social scientific methods of inquiry to study groups.

2. ELO 2: The Target Audience Analysis assignment allows students to learn about the importance of understanding individual and group values for an intended audience. Students are provided with a campaign and must identify the target audience for the chosen brand. The student is then asked to apply course concepts to assess the brand's current approach to communication with the target audience. The learning outcome of understanding "*the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function*" is achieved if an average score of 91/125 (73%) is achieved. Additionally, a random sampling of 20 papers will be evaluated for quality of response and student ability to make the connections between course material and the social and cultural contexts.
3. ELO 3: The Media Comparison Analysis requires students to use course materials to determine the best course of action for a fictional company who needs to conduct a media buy. Students will need to understand the objectives of the company, the target audience, and the qualities of the available media. An average score of 110/150 (73.3%) will mark direct achievement of the learning outcome of student ability to "*comprehend and assess individual and group values and their importance in social problem solving and policy making.*" A random sampling of 20 papers will be chosen to assess student ability to solve problems through the understanding of group values.
4. The Final Project requires students to analyze a campaign, including the campaign's objectives, target audience, budget, strategy, techniques, ethical considerations, and the campaign's success. Successful completion of this assignment will demonstrate student ability to meet all three GE learning objectives for this course, with an average score of 146/200 (73.3%) marking direct achievement of each learning outcome.

The data will be evaluated annually by the Director for Communication Undergraduate Studies and the faculty who frequently teach the course in the School of Communication. The Director of Undergraduate Studies and instructors will confer to determine if students are meeting the learning outcomes and if improvements could be made to improve the course or assignments on the learning outcomes. Two different reviews will be conducted, one for in-person and one for online offerings. These evaluations will be archived and evaluated for further review of both the online and the in-person courses to ensure learning outcomes are being met regardless of the method of delivery.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
<b>(EL01) Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.</b>	Student is able to design a social scientific study using appropriate research methods.	Student is able to analyze and evaluate the strengths and limitations of social scientific theories and methods, and use them to draw appropriate conclusions and inferences.	Student can apply the theories and methods of social scientific inquiry to the study of individuals and groups.	Student understands the methods of social scientific inquiry and can define and explain the key terms and concepts in the study of individuals and groups.
<b>SWOT analysis  Final project (section on brand analysis)</b>	Student is able to design a social scientific study that would evaluate a brand	Student can analyze strengths, weaknesses, opportunities, and threats of a brand and understand their potential impact on relevant groups	Student can identify and evaluate current strengths, weaknesses, opportunities, and threats of a brand	Student can identify a basic strength, weakness, opportunity, and threat of a brand.

- The SWOT analysis assignment requires students to choose a brand and identify and evaluate the current strengths, weaknesses, opportunities, and threats of the brand. This practice is common in the practice of strategic communication and requires students to engage in research on the brand, but also to understand the potential impact of each element to groups such as employees and customers.
- The Target Audience Analysis assignment allows students to learn about the importance of understanding individual and group values for an intended audience. Students are provided with a campaign message and must identify the target audience for the chosen brand. The student is then asked to apply course concepts to assess the brand’s current approach to communication with the target audience.

<p><b>(ELO2)</b>  <b>Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.</b></p>	<p>Students are able to evaluate and design research with respect to controls for variations in behavior due to individual and group differences that can influence research outcomes.</p>	<p>Students are able to analyze and evaluate the applicability or generalizability of concepts in a discipline across societal and cultural groups.</p>	<p>Students can apply their understanding of individual differences and similarities to draw appropriate conclusions and make predictions about the behavior of individuals and groups.</p>	<p>Students identify and explain sources of individual variation relevant to the discipline and how these variables can impact group processes and function.</p>
<p><b>Target Audience Analysis</b>   <b>Final project (section on target audience analysis)</b></p>	<p>Students are able to design research to test the effectiveness of campaign message features on the behavior of target audiences.</p>	<p>Students are able to analyze the effectiveness of campaign message features for varying societal and cultural groups.</p>	<p>Students can apply their understanding of campaign message features to make predictions about the target audience.</p>	<p>Students can identify characteristics of target audiences for the campaign message they are given.</p>

- **The Media Comparison Analysis** requires students to use course materials to determine the best course of action for a fictional company who needs to conduct a media buy. Students will need to understand the objectives of the company, the target audience, and the qualities of the available media. An average score of 110/150 (73.3%) will mark direct achievement of the learning outcome of student ability to “*comprehend and assess individual and group values and their importance in social problem solving and policy making.*” A random sampling of 20 papers will be chosen to assess student ability to solve problems through the understanding of group values.

<p><b>(ELO3)</b>  <b>Students comprehend and assess individual and group values and their importance in social problem solving and policy making.</b></p>	<p>Students are able to independently apply their knowledge of concepts within a discipline to generate original recommendations for solutions to social problems and relevant policies.</p>	<p>Students are able to analyze and evaluate the strengths and limitations of concepts within a discipline to effectively address social problems and generate appropriate policies.</p>	<p>Students can apply their knowledge of concepts in this discipline to inform their understanding of potential solutions to social problems and relevant social policies.</p>	<p>Students identify and explain how concepts in this discipline are relevant to social problem solving and policy-making.</p>
<p><b>Media comparison assignment</b>   <b>Final project (media comparison section)</b></p>	<p>Students can apply their knowledge of target audiences, media alternatives, and campaign objectives to produce novel course of action for a strategic communication campaign</p>	<p>Students can evaluate the strengths and limitations of media with respect to a target audience and objectives to effectively address campaign issues.</p>	<p>Students can apply their knowledge of media, campaign objectives and target audiences to understand a best course of action for media planning.</p>	<p>Students can identify features of available media, campaign objectives, or the target audience may affect a media buy.</p>

<b>GE Expected Learning Outcomes</b>	<b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	<b>Level of student achievement expected for the GE ELO.</b> <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<b>ELO 1</b> Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.	In the SWOT analysis and Final project (online), students are asked to analyze and synthesize the strengths, weaknesses, opportunities, and threats facing a brand. Students will research a company to provide the analysis and synthesize the findings.	The expected learning outcomes are achieved if an average score of 73/100 (73%) on the SWOT analysis assignment and 146/200 on the Final project. A random sampling of 20 papers will be chosen to determine quality of student ability to apply social scientific methods of inquiry to study groups (same % criteria). This signifies achievement of Milestone (2).	The three data will be evaluated by the Director of Undergraduate Studies and regular course instructors. These representatives will confer to determine if students are meeting the learning outcomes and if improvements could be made to better the course or assignments on the learning outcomes. This evaluation will be archived and evaluated for further review of both the online and the in-person courses to ensure learning outcomes are being met regardless of the method of delivery.
<b>ELO 2</b> Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.	The Target Audience Analysis and the Final Project (online) provide students with a campaign and a series of questions intended to help identify the target audience. Students consider how the medium communicates the message to the target audience and the cultural context of the medium.	A minimum average of 91/125 and 146/200 each (73.3%) will be the direct measure of achievement of the expected learning outcome. A random sampling of 20 papers will be used to assess student quality of response and ability to make connections between course material and social and cultural context. (same % criteria). Both types of data should signify achievement of Milestone (2).	(This cell content is merged with the cell above and is not repeated here.)
<b>ELO 3</b> Students comprehend and assess individual and group values and their importance in social problem solving and policy making.	The Media Comparison Analysis and Final Project (online) requires students to use course materials to determine the best course of action for a fictional company who needs to make a media buy. Students will need to understand the objectives of the company, the target audience, and the qualities of the available media	An average score of 110/150 and 146/200, each (73.3%) will directly mark achievement of the learning outcome. A random sampling of 20 papers will be chosen to assess student ability to solve problems through the understanding of group values (same % criteria). The score indicates student ability to achieve Milestone (2).	(This cell content is merged with the cell above and is not repeated here.)

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** Communication 2331

**Instructor:** Dr. Erik Nisbet

**Summary:** Online course offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			The learning objectives and competencies are supported by the course tools used in this course in the following ways. <ul style="list-style-type: none"> <li>• Weekly readings</li> <li>• Online quizzes</li> <li>• Online audio with power point lectures</li> <li>• Topic based writing assignments</li> <li>• Final paper</li> </ul>
6.2 Course tools promote learner engagement and active learning.	✓			Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning. <ul style="list-style-type: none"> <li>• Carmen LMS</li> <li>• Carmen Connect</li> <li>• MS Office Suite</li> <li>• Mediasite</li> <li>• Secure Media Library</li> <li>• MS Office 365</li> </ul>
6.3 Technologies required in the course are readily obtainable.	✓			All course technology listed in the syllabus is readily obtainable.
6.4 The course technologies are current.	✓			All course technology listed in the syllabus is current and can easily be accessed or downloaded with an internet connection and web browser.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			All tools being used for this course are a part of the University suite of tools. No external tools are required.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			Links have been provided in the "Course Technology" section of the syllabus for the technical support offered for all tools being used in the course.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			b



7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			c
<b>Standard – Accessibility and Usability</b>				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			A link has been provided in the "Course Technology" section of the syllabus to the accessibility statement for Carmen.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities use the OSU core common tool set with embedded multimedia to facilitate ease of use.

**Reviewer Information**

- Date reviewed: Mike Kaylor
- Reviewed by: 3/14/2017

**Notes:**

- Please be sure to provide a PDF file of the Power Point w/audio presentations. This can serve as a transcription file for the audio/video lectures.
- It would be helpful to have the office hours listed on the first page of the syllabus listed as online with the link to the virtual meeting space.
- Under the section where you describe the quizzes for the course it would be helpful to have the time limit for each question or for the quiz listed in this information.

<sup>a</sup>The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

## Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

### Program learning goals

Goal 1. Students are knowledgeable about the principles of communication within a social science framework and understand the role of communication in society.

Goal 2. Students are competent in practicing communication.

Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	<b>Goal 1: Comm Principles</b>	<b>Goal 2: Comm Practice</b>	<b>Goal 3: Career Preparation</b>
<b>Premajor</b>			
1100	Basic		
1101	Basic		Basic
<b>Research Methods</b>			
3160(H), 3163, 3165		Intermediate	Advanced
<b>Core Requirements</b>			
<i>Strategic Comm</i>			
2321	Basic		
3325	Intermediate	Intermediate	
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
4337			Advanced
<i>New Media &amp; Comm Tech</i>			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
<i>Comm Analysis &amp; Practice</i>			
2110	Basic		
2367(H)	Basic	Intermediate	
3620	Basic	Basic	
3440		Intermediate	
<b>Sub-Plan Electives</b>			
<i>Strategic Comm (9 cr. Req.)</i>			
3668			Intermediate
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
4820(H)	Advanced		Advanced
4558		Advanced	Advanced

**Goal 1: Comm Principles****Goal 2: Comm Practice****Goal 3: Career Preparation****Sub-Plan Electives***New Media & Comm Tech*

2511 (or outside Credit in Visual Design)	Intermediate	Intermediate	Basic
Other specialization (3 cr. Req.)			
3513	Intermediate		
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4738	Intermediate		Intermediate
4853.01	Intermediate	Intermediate	
4853.02	Intermediate	Intermediate	
4558		Advanced	Advanced

*Comm Analysis & Practice*

N/A as CAP has elective clusters (see below)

**Special Topic Electives***Strat Comm (3 cr. req.)*

2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4668	Advanced	Advanced	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

*New Media & Comm Tech*

(9 cr. from one track)

## Track 1:

4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

**Goal 1: Comm Principles****Goal 2: Comm Practice****Goal 3: Career Preparation****Special Topic Electives***New Media & Comm Tech*

(9 cr. from one track)

Track 2:

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

*Comm Analysis & Practice*

(18 cr. req.)

3668	Intermediate		
4240(H)		Basic	
3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665		Intermediate	Intermediate
4668		Intermediate	Intermediate
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced