

FALL 2018 – COM3990: COMMUNICATION FOR SOCIAL CHANGE (3 hrs)

Mondays and Wednesdays, 4 – 5:15 p.m.

Kay Tappan, APR

SECTION: **82622**

CLASSROOM: **building 41 | room 136**

OFFICE HOURS: **M, 1 – 3 pm | T, 1:45 – 3:45 pm | W, 12:30 – 2:30 pm | by appointment**

OFFICE: **building 36 | room 137**

EMAIL: **ktappan@uwf.edu**

Course Overview

In this course, you will master the core elements of strategic communications to support social change through case studies and the application of theory. I will teach this course from the perspective of a practitioner and make use of extensive real-life examples. As much as is possible in a classroom environment, I will try to make the lessons relevant to the contemporary practice of Public Interest Communications.

Public Interest Communications is a form of strategic communication through which organizations take on specific communications objectives that will have a benefit to society. This benefit transcends the particular interest of any single organization undertaking a campaign or communications effort. The skills and qualities of those who work in Public Interest Communications are not unlike those of people who work in public relations. Public Interest Communications tends to take on causes that affect the health, safety and well-being of a community or population.

In this course, you will learn the strategic planning process for an effective social change communications campaign, and the tools, qualities and tactics that make these campaigns real. You will understand the power that effective communications has to address a problem and profoundly affect the lives of people.

Student Learning Objectives

1. Describe the role of communications in driving positive social change.
2. Create strategic communications plans for social change efforts.
3. Identify effective methodologies for achieving social change.
4. List the various sectors involved in achieving change.
5. Identify the core principles of effective strategy in a contemporary and dynamic environment powerfully affected by new types of social engagement.

6. Articulate the skills and qualities associated with effective communication for social change.

Required Texts

Public Relations for the Public Good, by Capozzi, L. & Spector, S.

Switch: How to Change Things When Change is Hard, by Heath, C. & Heath, D.

Other readings available in Canvas

Special Technology Utilized by Students

Microsoft Office (as needed), Email and UWF's eLearning system

Attendance, Assignments & Exams

Regular attendance and participation is required. Students receive 3 "personal days" per semester in the course. Any time you are absent (with the exception of university sanctioned excused absences like athletics), it will count as one of your personal days. Thus, I do NOT need to see medical notes for single class absences, as that would be considered a "personal day." Your participation/attendance grade is based on a number of factors including the following:

- A range = frequent participation in class discussion, consistent attendance, student is clearly engaged in the course.
- B range = regular participation in class discussion, strong attendance, student is engaged in the course.
- C range or lower = infrequent participation or infrequent attendance (more than 3 absences), student does not appear to be engaged in the course.

Excessive unexcused absences (defined as more than three absences) will result in a reduction of one grade (i.e. an A- would become a B+). Students with more than five unexcused absences will receive a full letter grade reduction (i.e. an A- would become a B-). Excused absences are outlined in the UWF Student Handbook (<http://catalog.uwf.edu/undergraduate/classattendance/>). I may also excuse you for other sound reasons. When possible, such absences must be arranged with me in advance. I do not accept late work without prior approval. No makeup exercises or exams are given without prior approval.

Information for students who receive financial aid: To receive financial aid on the normal distribution timeline, attendance must be confirmed within seven calendar days of the course start date. A student who stops attending class for any reason will not automatically be withdrawn and will still be responsible for any missed work. A student who stops attending

class may be awarded a grade of NF. This grade may affect financial aid eligibility or require repayment of funds awarded.

Grading Policy

CLASS PARTICIPATION 15 PERCENT

Class participation counts toward 15 percent of your final grade. Perfect attendance does not ensure that you will receive the full 15 percent for class participation. You must be fully present during class, contribute to discussions and demonstrate through your comments that you have read and understood assigned readings and benefited from previous class discussions. If it is clear no one has done the reading, I reserve the right to give pop quizzes that will count toward your participation grade.

QUIZZES 15 PERCENT

ASSIGNMENTS 30 PERCENT

(2) EXAMS 20 PERCENT (10 PERCENT EACH)

FINAL PROJECT 20 PERCENT

Grading Each assignment will be graded on a 100-point scale and weighted accordingly. I will first grade for content, and then subtract points for mechanical, grammatical and factual errors. Each grammatical or spelling error will count for a point off. I will award points based on your demonstrated understanding of the assignment, the level of creativity, and your ability to write compelling, accurate and precise copy. Please cite all sources meticulously using footnotes.

Grades Grades will be assigned based on the following scale:

A	92.5-100%
A-	89.5-92.4%
B+	86.5-89.4%
B	82.5-86.4%
B-	79.5-82.4%
C+	76.5-79.4%
C	72.5-76.4%
C-	69.5-72.4%
D+	66.5-69.4%
D	62.5-66.4%
D-	59.5-62.4%
F	59.4% and below

Note: *Your grades are a confidential matter. In order to protect your privacy, any discussion about grades will be conducted by appointment only (in person or by phone) with you. I will not provide this information via email or text message. Due to FERPA (Family Educational*

Rights Privacy Act), I am not at liberty to discuss your grades, attendance or class performance with anyone other than YOU unless you have completed the proper waiver with the Registrar's Office.

Late Work No assignments will be accepted after the due date. Quizzes may not be made up unless you have made arrangements with me in advance. If you miss a quiz due to an unexcused absence, you will receive a zero for that day's quiz.

Notes from the Instructor

Professionalism Please keep in mind that I expect professional conduct, decorum and communication at all times. This applies to exchanges with me as well as your fellow classmates in class, in person, **via email** or otherwise. I highly encourage you to treat this class as if it were a job that you wanted to keep and be successful in.

Technology Use Policy I adhere to a strict policy on the use of cell phones (including texting) and social media (Facebook, Twitter, etc.) during class time. Unless specifically directed by the instructor, use of cell phones and social media during class is prohibited. If you must take a call/text during class for legitimate, urgent reasons (for example, a family emergency) please inform the instructor before class begins and leave the room to take the call/text. Failure to adhere to this policy will result in the following actions:

- **1st Incident** Student will be asked to put away the phone or close the social media site.
- **2nd Incident & All Additional Warnings** Student will be marked as absent for the day.
- **During Exam or Quiz** Student will be given a zero.

Computers, tablets, etc. may be used to take notes or follow along in the text. Otherwise they must be silenced and stowed during class. DO NOT peek under desks, in purses, backpacks or anywhere else to access technology during class.

Lectures & Class Notes It is in your best interest to read the chapter we will be discussing before coming to class. If you are absent it is your responsibility to obtain any class notes, assignments or other announcements from a fellow classmate. Only students granted permission through SDRC may audio record the lectures unless otherwise discussed with the instructor.

Contacting Me I strongly encourage you to visit me during office hours. If that is not possible, the preferred means of communication for this course is email. I work normal weekday hours (i.e., Monday - Friday, 9 a.m. - 5 p.m.). If you email during this time, you can expect a reply in 24 hours. If you email on the weekend or after hours, please do not expect an immediate reply. I will communicate with you via email regularly throughout the semester. It is your responsibility to check your email daily to avoid missing important announcements or assignments.

Please do not ask questions in the "comments" section of an assignment in Canvas. I do not get an individual ping when a comment is left, so I will not know that they are there and so will not respond in a timely manner.

Cancelled/Postponed Classes Please sign up for the university's Mobile Alert system by searching MyUWF, so you can stay informed of weather or safety related issues that might cancel or otherwise postpone class. Following the University's Twitter and/or Facebook pages is also advisable. Cancellations of class by the University in the event of an emergency or other safety concern are sent via social media, text, email and uwf.edu.

Tardiness Please keep distractions and tardiness to a minimum. I understand that you may be late occasionally. However, disrupting class on a regular basis will not be tolerated. That also means entering and/or exiting the classroom while I am lecturing, not silencing your phone, etc. Under no circumstances should you ever enter the room if a fellow student is in the middle of a presentation. If you are not present when attendance is taken, you will be counted as absent.

TurnItIn I reserve the right to use software such as TurnItIn® when grading exams, discussions, assignments or other content I require of you as part of this course.

Pop Quizzes & Class Interaction I reserve the right to give the class "pop quizzes" (factored in to your participation grade) if I feel that the material is not being reviewed in preparation for our discussions or to take attendance.

Current Events Read the news from at least one online source every day. The Associated Press has a good mobile app. I also recommend The New York Times, The Washington Post or The Wall Street Journal. Even BuzzFeed News or industry specific publications are acceptable sources. Your friends' Facebook posts do NOT count.

Diversity

I will embrace and respect diversity in all its forms, including race, religion, gender, nationality, age, political beliefs, sexual orientation, physical ability and individual perspectives and points of view. I expect you to extend the same courtesy to your classmates and to me. Our goal is to create a stimulating and challenging learning community, characterized by principles of civility and respect, which encourages full participation of all students, open discussion and a vigorous exchange of ideas. As we examine persuasive communications, particular attention will be given to diverse audiences who are often the recipients of persuasive campaigns.

Policy on Academic Misconduct

The [Student Code of Conduct \(pdf\)](#) sets forth the rules, regulations, and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student's responsibility to read the Student Code of Conduct and comply with these expectations. The [Academic Misconduct Policy](#) (2009) defines various forms of academic misconduct and describes the procedures an instructor should follow when he or she suspects that a student has violated the Academic Misconduct Policy.

Student Accessibility Resources Statement

The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with [Student Accessibility Resources](#) (SAR). Appropriate academic accommodations will be determined based on the documented needs of the individual. For information regarding the registration process, e-mail sar@uwf.edu or call 850.474.2387.

Veterans Services Statement

The UWF Military & Veterans Resource Center (MVRC) serves as a leading campus advocate for military and veterans students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following: GI Bill[®] education benefits, active duty tuition assistance, out of state fee waiver, tutoring, paper reading, counseling, disability accommodations, coordinating academic advising and referral to state /federal resources and services. The MVRC is located in bldg. 38. For more information on MVRC service, call 474-2550 or visit <http://uwf.edu/militaryveterans>.

COM3003: FALL 2018 - TENTATIVE COURSE SCHEDULE

The instructor reserves the right to adjust the schedule as needed.

WEEK ONE	Readings and Assignments
Monday, August 27 Course introduction	
Wednesday, August 29 Strategic communication overview	Reading: <i>PR for the Public Good Ch. 1 and 2 (pp. 1 - 29)</i>

WEEK TWO	Readings and Assignments
Monday, Sept. 3 Labor Day: No Class	
Wednesday, Sept. 5 Strategic communication continued Assign and discuss PRSA case study analysis	<i>Assign PRSA case study analysis</i> Reading: <i>Switch Ch. 1 - 4 (pp. 1 - 98)</i>

WEEK THREE	Readings and Assignments
Monday, Sept. 10 A brief and incomplete history of Public Interest Communication Quiz 1: <i>Switch (pages 1 - 98)</i>	Quiz 1(in class): <i>Switch (pages 1 - 98)</i>

<p>Wednesday, Sept. 12 All of the reasons to stop raising awareness/ identifying social problems Switch discussion Assign reaction paper</p>	<p>Due: PRSA case study analysis Assign reaction paper</p>
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WEEK FOUR	Readings and Assignments
<p>Monday, Sept. 17 GUEST LECTURE: Josh Ferrari, Junior Communications Specialist, Synergy Enterprises</p>	<p>Reading: PR for the Public Good Ch. 5 and 6 (pp. 53 - 76)</p>
<p>Wednesday, Sept. 19 Defining social problems</p>	<p>Due: Reaction paper Reading: How Michelle Obama quietly changed what Americans eat (link in Canvas) Assign Social marketing case study analysis</p>

WEEK FIVE	Readings and Assignments
<p>Monday, Sept. 24 Social Marketing Discussion: Vox reading on Let's Move Quiz 2: Switch Ch. 5 - 7 (pp. 101 - 176)</p>	<p>Reading: Switch Ch. 5 - 7 (pp. 101 - 176) Quiz 2 (in class): Switch Ch. 5 - 7 (pp. 101 - 176)</p>
<p>Wednesday, Sept. 26 Focus group: UF Trolley Assign social marketing case study</p>	<p>Assign social marketing case study</p>

WEEK SIX	Readings and Assignments
<p>Monday, Oct. 1 Group work: Social marketing case study</p>	<p>Reading: PR for the Public Good Ch. 3 and 4 (pp. 31 - 52)</p>
<p>Wednesday, Oct. 3 Group work: Social marketing case study</p>	<p>Reading: PR for the Public Good Ch. 11, 13 and 14 (pp. 115 - 124; 133 - 147)</p>

WEEK SEVEN	Readings and Assignments
<p>Monday, Oct. 8 Class does not meet; finalize social marketing case study</p>	<p>Due: Social marketing case study analysis</p>
<p>Wednesday, Oct. 9 Class cancelled: Hurricane Michael</p>	

WEEK EIGHT	Readings and Assignments
Monday, Oct. 15 GUEST LECTURE: JT Reale, Consultant, Deloitte	
Wednesday, Oct. 17 Working with the media Assign final project	"Reading" (watch): frank talks Curt Guyette: <i>Thirst for Truth</i> (link in Canvas)

WEEK NINE	Readings and Assignments
Monday, Oct. 22 Exam One review	
Wednesday, Oct. 24 Exam One (Includes last Switch reading)	Reading: Switch Ch. 8 - 11 (pp. 180 - 258) Exam One (in class)

WEEK TEN	Readings and Assignments
Monday, Oct. 29 Using research to drive change	Reading: <i>I Was a Teenage Mother</i> (link in Canvas)
Wednesday, Oct. 31 GUEST LECTURE: Reggie Dogan, Project Manager, Studer Community Institute	"Reading" (watch): frank talks Eric Asche: <i>Truth in Three Acts</i> (link in Canvas)

WEEK ELEVEN	Readings and Assignments
Monday, Nov. 5 Message strategy, development and testing	Reading: <i>How Journalists Can Improve their Storytelling by Embracing Design Thinking</i> (link in Canvas)
Wednesday, Nov. 7 Design thinking workshop	Assign design thinking synopsis

WEEK TWELVE	Readings and Assignments
Monday, Nov. 12 Veteran's Day: No Class	
Wednesday, Nov. 14 International development: Communication for development and social change	Reading: <i>Development Communication Campaigns</i> and <i>Young voices travel far: a case study of Scenarios from Africa</i> (links in Canvas) Due: Design thinking synopsis AND Final Project Outline

WEEK THIRTEEN	Readings and Assignments
Monday, Nov. 19	You must schedule a time to meet with me to

Final Project Meetings Wednesday, Nov. 21 Final Project Meetings	<i>discuss your final project. Details TBA.</i>
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WEEK FOURTEEN	Readings and Assignments
Monday, Nov. 26 Making great presentations Wednesday, Nov. 28 Final Project Presentations	

WEEK FIFTEEN	Readings and Assignments
Monday, Dec. 3 Final Project Presentations	
Wednesday, Dec. 5 Exam Two	Exam Two (<i>in class</i>)