

AEC 4052

COMMUNICATION CAMPAIGN STRATEGIES IN AGRICULTURAL AND LIFE SCIENCES

Fall 2016

*Tues, 10:40 – 11:30
Matherly Hall 115*

Course Description

This is the capstone course in Agricultural Education and Communication's Communication and Leadership Development.

It is designed to strengthen your understanding of leadership, followership and strategic communication and to hone your communication skills.

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Office Hours
Tuesday, 2-3 p.m. & by appointment

Course Objectives:

- To help students hone critical thinking, technical and creative skills in the application of communication principles and techniques to solve problems or meet opportunities facing agricultural and natural resource organizations.
- To give students practical experience in conducting research and developing appropriate strategies to achieve communication objectives for a client in agriculture and/or natural resources.
- To give students opportunities to apply skills, theories and principles learned in the AEC curriculum.

Why should you be excited about this course? You are all about to embark on exciting personal and professional adventures. Some of you will start your own businesses. Some of you will be government or organizational leaders. Some of you will lead families seeking to be healthy and appreciate natural resources. Some of you will represent nonprofits, commodities or companies facing great challenges. As you go, I want you to be confident in your ability to communicate and lead with excellence. This class is a place for you to apply your communication and leadership skills. It's a place to practice working with others. Hopefully your experience in this class will serve you well as you head out to change the world for the better.

Required Materials

USB Jump drive (please bring to class each day)

Readings and materials will be posted via Canvas

EVALUATION OF GRADES

Assignment	Percent of Grade
Personal Branding Assignment	10
Campaign Analysis Reports (6 per student)	60
Final Campaign Plan & Presentation	20
Attendance and Participation	10

Unless otherwise noted, every component will be evaluated on 100 points. Your final grade for the course will be calculated on the previous percentages, which will then lead to your final letter grade as based on the following scale:

Grading Scale:

A = 93 – 100%

B- = 80 – 82.99%

D+ = 66 – 69.99%

A- = 90 – 92.99%

C+ = 76 – 79.99%

D = 63 – 65.99%

B+ = 86 – 89.99%

C = 73 – 75.99%

D- = 60 – 62.99%

B = 83 – 85.99%

C- = 70 – 72.99%

E = below 60%

Note: For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Please note: **Under no circumstances will final grades be rounded.** Please do not come to me at the end of the semester to negotiate your grade. If you want an A in this course, begin working toward that today.



ASSIGNMENTS:

Personal Branding Assignment – The personal branding assignment is your opportunity to take stock of your personal online presence as you approach graduation. You will refine the online portfolio of your work that you've developed in other classes to share with potential employers. Portfolios will include your resume, written work samples, video/photography work samples, design work samples, and social media work samples. Portfolios will be evaluated on professional/creative design, navigability, writing and the quality of the work included. You will also write an analysis of your social media and digital profiles. You will develop goals for improving your online presence going forward.

Campaign Analysis Reports – One of the ways we can learn about effective campaigns is by analyzing campaigns. You will be assigned several communications campaigns to analyze. These reports will take different forms throughout the semester. Some will be written. Some will be oral presentations. Some will involve visual presentations, using the technology you've learned about in other classes. You will be responsible for summarizing the important aspects of the campaign and incorporating visual examples to help your classmates learn about the campaign. Each student will do six of these throughout the semester.

Final Campaign Plan & Presentation – In groups of 2-3, you will develop a comprehensive campaign plan based on the principles discussed in class throughout the semester. You will need to provide a situation analysis, an analysis of your intended audience, objectives, strategies, tactics, a budget and an evaluation plan. You will also need to include written and visual design materials for your campaign. You will present your final campaigns on the last day of class.

Participation & Attendance – You should come to each class having read and studied the assigned readings for that week so that you can contribute to our class discussions. You should be able to provide an overview of each reading and explain how the readings relate to one another as a whole. You will also participate in online discussions throughout the semester.

On the whole, student participation will be evaluated according to the following criteria:

- Consistent attendance
- Meeting deadlines and expectations articulated by the instructor.
- Consistent participation and engagement with the class community, in-person and online.
- Consistent participation and contribution to your group (during and outside of class).
- Listening and responding respectfully to ideas and questions posed by others.

POLICIES & GUIDELINES FOR SUCCESS IN THIS CLASS

Grade Discrepancies

If you have a question about a grade you receive on any of the course components, you must contact me within one week of getting the assignment back. After that, grades will not be discussed or modified. This discussion must occur in person. I am happy to meet with you during office hours. If that doesn't work, we can make an appointment at an alternate time. I do not discuss grades via phone or email.

Accommodations

If you know of any type of disability or barrier to your success in this class, please let me know as soon as possible. I want you to be successful and I am happy to work with you. Please note, students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Class Absences

Attending class is essential to be successful in this course. Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student's reason(s) for absences and will assist those students who have valid reasons. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Professionalism

The reality of this field is that people judge you by how you present yourself. Your use of language, the clarity of your speaking and your general appearance and professional bearing will shape the opinions of those who are listening to you. If you deliver a poor, unprofessional presentation, your grade will suffer. I will also grade you on the basis of the facts you assemble, the astuteness of your analysis of the problem, and the soundness of your recommendations.

Group Work

A portion of your grade this semester will be based on group work. This brings both advantages and disadvantages. The advantage is that you are part of a team working together to solve a problem. On occasion some groups experience difficulties with a person who does not pull his/her weight on a project. If that happens in your group, you must:

Try to work it out as a group. Document the problem, how you tried to work it out and the outcome of that effort. Give this to me in a written statement.

- 1) If the outcome of your internal meetings and efforts is less than satisfactory, you should schedule a time to meet with me as a group to discuss and resolve the problem.
- 2) If this meeting still does not resolve the problem, then the group may ask permission from me to remove the individual who is not contributing to the group work.

If you are removed from your group, you will be required to complete the class assignments on your own. Your grade will also reflect your inability to work with your classmates and contribute to the group assignment.

Writing

To be successful in today's world, it is critical that you write well. As such, your grade for each aspect of this course will be based on the quality of your thinking and writing. All assignments should be free of inaccuracies, weak thinking, typos, spelling errors and grammatical problems. Never turn in a first draft.

AEC Expectations for Writing:

In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following writing standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means...
 - Not using "tweet-talk" in your assignments.
 - Making sure that your sentences have a subject, verb, and (when needed) an object.
 - Not having sentence fragments.
 - And anything else that would pertain to "proper sentence structure."
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- NO use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.
- For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.

AEC Expectations for Design:

In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following design standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these design standards will result in substantially lower grades on design-related assignments.

- Proper grammar, punctuation, and sentence structure are mandatory. Although these are design assignments, writing has to be perfect so as not to detract from the design.
- For assignments that feature more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.
- Use the proper photographic settings for the assignment (300 ppi for printed photos; 72 ppi for Web). Pixilated photos will result in lower grades.
- Students should not use copyrighted materials for design assignments. For example you may not "borrow" a graphic or design. Commercial artwork that is purchased may be used for assignments. Similarly, you may use *ideas* for a graphic/design assignment, but the use of the *actual* graphic/design is not acceptable.

- The following minimal design skills are expected to be demonstrated on all design assignments. The ability to resize an image, create documents in multiple columns, insert a graphic on a page, insert text with a graphic, alter the color of text and/or graphics. Additionally, the student should have moderate ability with the following software in order to complete design assignments:
 - Microsoft PowerPoint
 - Microsoft Word
 - Adobe Photoshop (photographs)
 - Adobe Illustrator (graphics). This software program is taught only in AEC4035. The expectations for actual graphic design in other courses will be minimal.
 - Adobe InDesign (print layout)
 - WordPress (Web)
 - Final Cut Express or ProX (video)

The University of Florida has an agreement with Lynda.com to provide FREE online tutorials to students and faculty on many software programs. If you feel “rusty” with any program, after being introduced to it in an AEC course, it is highly recommended that you take it upon yourself to go through some of the Lynda.com tutorials: <http://www.it.ufl.edu/training/>. Click on the Lynda.com yellow box on the right side of the screen.

Deadlines

Deadlines will be given for all work; these deadlines will not be extended. Meeting deadlines is essential to be successful in this course and in our field. Your work must be completed and handed in by the specified date and time. Incomplete work turned in by the deadline will receive partial credit. If you miss a deadline without having a valid excuse, you will receive zero points on the late work.

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

UF students are bound by The Honor Pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.””

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

DIGITAL DEVICES (cell phones, iPads, laptops): Laptops, tablets and smartphones are permitted and encouraged in this class. Please restrict use during class to class-related activities.

Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575

University Police Department: 352-392-1111 or 9-1-1 for emergencies

****Final Thought****

I want you to be successful in this class, and I will do my best to help you succeed. I am happy to help you address any challenges you face this semester; please come visit me during office hours to discuss any concerns or challenges.

WRITING ESSENTIALS

Writing skills are essential and writing is a skill to be developed in all CLD courses. I will evaluate student writing with consideration for these fundamental writing concepts.

WORD CHOICE	<p>The following words are often confused or misused in writing. Make sure you understand the difference:</p> <ul style="list-style-type: none"> • accept, except • a lot • all right • affect, effect • among, between • anxious, eager • because, since • due to, because of • farther, further • fewer, less • its, it's • media (plural), medium (singular) • principal, principle • stationary, stationery 	
ACTIVE/ PASSIVE VOICE	<p>English sentences have three basic elements: a subject, a verb, and an object. In active voice sentences, the verb is the action element of the sentence, the subject is the "doer" of the action, and the object is the recipient of the action. In passive voice sentences, the subject is not "doer" of the action; the object becomes the "doer" of the action. These sentences flip-flop the subject and the object. In general, active voice sentences are preferred because they focus the reader's attention on the "doer of the action." Active voice is also more concise because it usually involves fewer words. Although there are situations where passive voice is proper, reliance on passive voice produces a cumbersome text.</p>	<p>Active: The executive committee <u>approved</u> the new policy.</p> <p>Passive: The new policy <u>was approved</u> by the executive committee.</p>
ANTECEDENT/ PRONOUN AGREEMENT	<p>A pronoun usually refers to something earlier in the text (its <u>antecedent</u>) and must agree in number — singular/plural — with that to which it refers. A pronoun's antecedent may be either a noun or another pronoun, but it <i>must</i> be clear what the antecedent is in either case.</p> <p>A pronoun should have only one possible antecedent. If there is more than one possible antecedent for a personal pronoun in a sentence, make sure that the pronoun refers only to one of them:</p>	<p>Incorrect: If a student loses their books, they should go to lost and found.</p> <p>Correct: If students lose their books, they should go to lost and found.</p> <p>Incorrect: Jerry called Steve 12 times while he</p>

	<p>Also, please note that countries and organizations are NOT people. In a sentence in which a country or organization is the subject, the second reference is to “it” (singular) and “its” (singular possessive).</p>	<p>was in Reno. Rationale: The pronoun "he" could refer either to "Jerry" or to "Steve." Incorrect: McDonald’s cancelled all of their advertising, and they later regretted doing so. Correct: McDonald’s cancelled all of its advertising, and it later regretted doing so.</p>
PARALLEL CONSTRUCTION	<p>An article or a preposition applying to all the members of a series must be used either before the first term or be repeated before each term.</p> <p>Correlative expressions (both, and; not, but; not only, but also; either, or; first, second, third; and the like) should be followed by the same grammatical construction.</p> <p>When making comparisons, the things you compare should be couched in parallel structures whenever that is possible and appropriate.</p>	<p>Incorrect: The French, the Italians, Spanish and Portuguese Correct: The French, the Italians, the Spanish and the Portuguese</p> <p>Incorrect: It was both a long ceremony and very tedious. Correct: The ceremony was both long and tedious.</p> <p>Incorrect: My income is smaller than my wife. Correct: My income is smaller than my wife's.</p>
ATTRIBUTION/ CITING	<p>Presenting ideas and phrases from another writer as your own is plagiarism and is unacceptable.</p> <p>In journalistic writing, attribution is indicating your source for a piece of information. You must attribute any judgment or opinion statements. You should not attribute known facts.</p>	
PUNCTUATION OF QUOTES	<p>Commas and periods always go inside quotation marks. Semi-colons and colons do not go inside quotation marks. If a statement</p>	<p>“I like to go swimming,” she said, “but I am afraid of</p>

	ends in a quoted <u>question</u> , allow the question mark within the quotation marks to end the sentence. On the other hand, if a question ends with a quoted statement that is <u>not</u> a question, the question mark will go outside the closing quotation mark.	getting sunburned.” May asked her daughter, "Who are you going out with tonight?" Who said, "Fame means when your computer modem is broken, the repair guy comes out to your house a little faster"?
SUBJECT/VERB AGREEMENT	Singular subjects need singular verbs; plural subjects need plural verbs. Collective nouns (herd, team, board, faculty, etc.) take singular verbs.	My brother <u>is</u> a nutritionist. My sisters <u>are</u> mathematicians.
PREPOSITIONS	A preposition describes a relationship between other words in a sentence. Examples are: after, at, beside, between, during, into, on, with, etc. In everyday speech we often use prepositions where they are not necessary. Eliminate unnecessary prepositions, particularly those at the end of sentences.	The book fell off of the desk. Where did they go to ? Where is your college at ?

For more help with writing style, the following Web sites and books are recommended:

The Guide to Grammar and Writing - <http://grammar.ccc.commnet.edu/grammar/>

The Online Writing Lab (OWL) at Purdue University - <http://owl.english.purdue.edu/owl/>

Latest edition of Strunk, W., White, E. & Angell, R. The Elements of Style, Longman.

Latest edition of The Associated Press Stylebook and Briefing on Media Law

AEC 4052 Course Calendar

<i>Week of January 9</i> Course Introduction/Syllabus
<i>Week of January 16</i> Portfolio development/Personal branding/Preparing to apply for/interview for jobs
<i>Week of January 23</i> Theory and Principles of Public Communication Campaigns Personal Branding Assignment Due
<i>Week of January 30</i> Theory and Principles of Public Communication Campaigns Campaign Analysis Report #1 Due
<i>Week of February 6</i> The Role of Research in Campaigns Campaign Analysis Report #2 Due
<i>Week of February 13</i> The Campaign Planning Process Campaign Analysis Report #3 Due
<i>Week of February 20</i> Understanding Campaign Audiences Campaign Analysis Report #4 Due
<i>Week of February 27</i> Campaign Strategies Campaign Analysis Report #5 Due
<i>Week of March 6</i> Spring Break
<i>Week of March 13</i> Community Partnership Strategies Campaign Analysis Report #6 Due
<i>Week of March 20</i> Message Design & Communication Tactics
<i>Week of March 27</i> Media Relations
<i>Week of April 3</i> Formulating a Budget
<i>Week of April 10</i> Campaign Evaluation
<i>Week of April 17</i> Final Campaign Plan Due

**This course schedule is subject to change. If changes are necessary, students will be notified.*