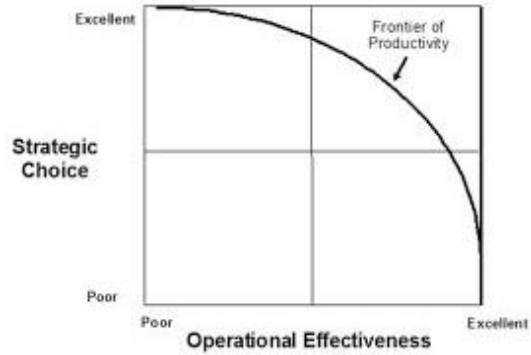


School of the Arts and Media

MDIA2006

Communication Strategies



Source: Porter, M. 1996, What is strategy?
Harvard Business Review, November – December 1996, 99.61-78

Session 1, 2015

UNSW Course Outline

1. Location of the course

Lecture	Mon 12-13:30 (w1-5, 6-12, Law Th G04)
Tutorial	Mon 13:30-15 (w2-5,6 -13, RedC 2035)
Tutorial	Mon 13:30-15 (w2-5, 6-13, Webst 306)
Tutorial	Mon 15-16:30 (w2-5, 6-13, Quad G052)
Tutorial	Mon 15-16:30 (w2-5, 6-13, Webst 306)
Tutorial	Tue 09-10:30 (w2-5, 6-13, Quad 1045)
Tutorial	Tue 09-10:30 (w2-5, 6-13, RedC 3037)
Tutorial	Tue 10:30-12 (w2-5, 6-13, Col LG01)
Tutorial	Tue 10:30-12 (w2-5, 6-13, Col LG02)
Tutorial	Tue 13-14:30 (w2-5, 6-13, RedC 3037)
Tutorial	Tue 13-14:30 (w2-5, 6-13, Quad 1045)
Tutorial	Tue 14:30-16 (w2-5, 6-13, Quad G047)
Tutorial	Tue 14:30-16 (w2-5, 6-13, Quad 1045)
Tutorial	Wed 09-10:30 (w2-5,6-13, RedC 2035)
Tutorial	Wed 10:30-12 (w2-5, 6-13, RedC 2035)

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3. Staff Contact Details

Position	Name	Email	Availability; times and location	Phone
Course Convener and Lecturer	Elaine Jing Zhao	jing.zhao@unsw.edu.au	Monday 16:30-17:30 231D, Robert Webster Building Please make a request by email.	9385 8066
Tutor	Bree Hutchinson	bree@peopleattheirbest.com.au	Available for consultation by request.	
Tutor	Nidia Raya Martinez	raya.martinez@hotmail.com	Available for consultation by request.	
Tutor	Paul Ryder	paul@ryderconsulting.com.au	Available for consultation by request.	
Tutor	Nick Richardson	nicholas.richardson@unsw.edu.au	Available for consultation by request.	

4. School of the Arts and Media Contact Information

Room 312, level 3 Robert Webster Building

Phone: 9385 4856

Email: sam@unsw.edu.au

5. Attendance Requirements

A student is expected to attend all class contact hours. Attendance at lectures and tutorials will be recorded. It is your responsibility to ensure your name has been marked off at each class.

A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).

A student who arrives more than 15 minutes late may be penalised for non-attendance.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they should seek permission from the Course Authority. The application should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.

A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure.

For more information about the FASS attendance protocols, see the SAM policies and guidelines webpage:<https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

6. Essential Information For FASS/SAM Students

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage:<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

7. Course details

Credit Points

6

Summary of the Course

In this course students will learn communication strategies and planning as the essence of all professional communication disciplines such as advertising, public relations, marketing, sales promotion, political persuasion, and public campaigns. They will familiarise themselves with the newest trends of integration and fusion between those disciplines. Drawing on professional cases and expertise, students will develop a communication plan. They will be working in teams and for real clients. They will evaluate and critically analyse the communication strategy and tactics, in which they will be involved. The participation in a campaign project will become part of the professional portfolio of each student.

Aims of the Course

This course will enable students to:

1. grasp the concepts of persuasive, political and promotional communication
2. develop an understanding of communication strategy and planning
3. learn by designing, developing and implementing a communication plan
4. apply integrated communication techniques creatively and ethically
5. acquaint themselves with the collaborative and reflective nature of the public relations practice
6. learn various professional roles in public communication

Student learning outcomes

At the conclusion of this course the student will be able to:

1. develop and apply knowledge of strategic communication
2. design, develop and implement a communication plan with an emphasis on strategy and strategic thinking
3. construct campaign activities, tools and tactics in a creative and ethical manner
4. work in small teams and with real clients to implement a communication plan and its steps such as research, objectives, strategies, tactics, calendars, budget and evaluation
5. reflect and analyse critically a communication campaign in the broader context of discursive and social processes
6. perform as group facilitators/moderators and reporters/presenters – two essential skills in public relations

Graduate Attributes

Students will be encouraged to develop the following Graduate Attributes by undertaking the selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks.

This course enables the student to develop the following Graduate Attributes:

1. The capacity for analytical and critical thinking and for creative problem-solving
2. Information literacy skills to appropriately locate, evaluate and use relevant information
3. The capacity for enterprise, initiative and creativity
4. The skills required for collaborative and multidisciplinary work
5. The skills of effective communication

8. Rationale for the inclusion of content and teaching approach

This course will enable students to develop their strategic thinking, which is the most valuable skill in professional communication. It reflects our position that experiential (by expertise and cases), collaborative (by team roles), practice-based (in real situations), and reflective (analytical and critical) learning will help them best to grasp the basics of strategic communication, which they will be able to develop further in their professional life.

9. Teaching strategies

The 1.5-hour lectures will give students an understanding of the theory and practice of strategic communication. The 1.5-hour tutorials will be based on experiential learning in small groups, including cases studies, tool exercises and strategic planning. Students will also work collaboratively in teams and with external clients. Critical and reflective learning will underpin the major assignment.

10. Assessment

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
1. Individual presentation (concepts and case studies)	10 minutes	20%	1, 5, 6	1, 2,5	from week 4 to week 10 (4 students per week)
2. Group Portfolio (Strategic communication plan)	Work-in-progress oral report; Written plan: 2100 words, no word limit for the attached portfolio	5% 25%	1, 2, 3, 4, 5	1, 2, 3, 4, 5	Work-in-progress report due in Wk7 class (5% fail or pass) Written plan due by 4pm, 15 May (Friday, Week 10)
3. Individual critical reflection paper	2000 words	35%	1, 2, 3, 5	1, 3, 5	Due by 4pm, 29 May (Friday Week 12)
4. Multiple choice test	30 questions	15%	1,2,5	1, 2	In Week 13's Tutorial

In order to pass this course, you must make a serious attempt at ALL assessment tasks. This is a SAM requirement.

1. Individual presentation (concepts and case studies), 10 minutes, week 4-10, 20%

In every tutorial from week 4 to week 10 there will be four individual presentations by students, each lasting for 10 minutes. The presenter is expected to discuss a strategy/strategies as applied in a case study and reflect on the lecture where relevant, and engage the class with questions. The tutor will comment on the presentations in class and facilitate further discussion of relevant topics where necessary.

The assessment criteria for facilitating are

- (1) demonstrated understanding of conceptual knowledge;
- (2) ability to identify relevant resources (e.g. examples, activities) and put them to productive use
- (3) ability to provide critical analysis and commentary;

- (4) ability to engage the audience.
- (5) ability to deliver the presentation with confidence, conviction and style.

2. Group Portfolio (Strategic communication plan)

(1): Work-in-progress oral report: in Week 7's tutorials, formative feedback, (5% pass or fail)

(2): Communication plan: 2100-word plan due by 4pm, 15 May, 25%

Teams of five students work for real clients of your choice. You are expected to design a communication plan to solve a (communication) problem of the client. You are encouraged to use online collaboration tools (e.g. Wikispaces, Google +) to write and edit the communication plan collaboratively. The communication plan is to be submitted in proper Word (not web) format via Moodle (title, headings, Times News Roman, 1.5 spacing, 12pt fonts, Harvard referencing style), including relevant attachments such as group journal and creative or media tactics mentioned in the text of the plan.

To facilitate effective group work and keep your work on track, you need to have a group coordinator who organise meetings, liaise between team and client, and between team and the tutor. Each team also needs to keep a group journal. You are expected to take meeting minutes, generate and update a action list where each task is allocated to specific team member(s). All members of the team need to take ownership of certain number of items on the action list and contribute to the group work.

Research is of vital importance for generating insights. Moreover, you need to make sure that all information, findings and conclusions in the research are evidence-based.

(1) Work-in-progress report of communication plan, formative feedback, 5% (pass or fail)

Each team is required to report orally in Week 7's tutorial to state their progress. The report is expected to include the identification of the client, relevant background research of client, identification of problems to be solved, some discussion of strategy as well as the organization of teamwork. This is marked on a pass (5%) or fail basis (0%). Each team will receive formative feedback to help them proceed forward with formulating their communication plan.

(2) Communication plan, 2100 words, due by 4pm, 15 May (Friday, week 10), 25%

The team is required to complete a communication plan based on situational analysis, objectives, audiences, strategies, tactics including calendar and budget, as well as proposed evaluation methods. Assessment criteria are:

- (1) research and evaluation: evidence-based, research methods, analysis rather than description, evaluation measurement;
- (2) alignment of objectives, audiences, strategies and tactics;
- (3) writing style, grammar and referencing;
- (4) useful and complete working journal; and
- (5) demonstrated implementation of formative feedback

3. Individual critical reflection paper: 2000 words, due by 4pm, 29 May (Friday, week 12) 35%

Reflection paper is an **individual** assessment where students critically reflect on their communication plan as well as the teamwork process, and discuss lessons learned from the work, possible improvements and theoretical implications. Assessment criteria are:

- (1) depth of reflection (more than summary);
- (2) demonstrated ability to link theory to practice (minimum of 5 relevant academic references);
- (3) evidence-based analysis;
- (4) text structure, layout, style and grammar, referencing.

4. Multiple choice test: in week 13's tutorial, 15%

Multiple-choice test (30 questions) will be based on learning material discussed in the lectures, tutorials, and textbook.

Referencing Your Assignments

In all assessment tasks, any material or ideas taken from another source must be referenced in accordance with the Referencing Style Guidelines as outlined in the UNSW Assessment Policies. You are expected to follow the Harvard in-text system of referencing. Guidelines on how to reference according to this system can be found at: <http://www.lc.unsw.edu.au/onlib/pdf/harvard.pdf>. Word limit counts should include all quotations and in-text references but exclude footnotes and attachments.

Submission of Assessment Tasks

The communication plan can be submitted **in print and electronic forms (via Moodle)** by the group coordinator **on behalf of the group**, with all the names of the members on the cover.

All students must **submit both printed and electronic copies (via Moodle)** of their individual reflection paper.

Printed copies are to be submitted to the assignment drop-off box outside the SAM School Office, Room 312, Level 3 of the Robert Webster Building, with a cover sheet securely attached and your details clearly marked by 4pm on the due date.

You are required to keep a copy of all assignments.

Late submission will not receive comments.

Late Submission

PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN FASS.

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. For more information on submission of late work, consult the FASS assessment protocols at <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Extension Procedure

A student seeking an extension should apply through the Faculty's online extension tool available in LMS before the due time/date for the assessment task.

The Course Authority should respond to the request within two working days.

The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.

The Course Authority advises their decision through the online extension tool.

If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.

This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.

For more information, see the FASS extension protocols on the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Special Consideration

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL:

<https://student.unsw.edu.au/special-consideration>

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

11. Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Details of what plagiarism is can be found on the Student Information website (<https://student.unsw.edu.au/plagiarism>), in the myUNSW student A-Z: Guide <https://my.unsw.edu.au/student/atoz/Plagiarism.html> and in Appendix A of the Student Misconduct Procedure (pdf- <https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>).

The Learning Centre also provides substantial education written materials, workshops, and tutorials to aid students, for example:

Correct referencing practices;

Paraphrasing, summarising, essay writing and time management

Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. It is also recommended that you include a statement about Turnitin. Eg UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments so they may be reviewed using this procedure.

12. Course schedule

Date	Lecture	Tutorial	Suggested readings
Week One 2 Mar to 6 Mar	Introduction to Strategic Communication		
Week Two 9 to 13 Mar	Strategic planning	Introduction to Strategic Communication; <i>Allocation of presentations</i>	Chapter 1, 2, 3 of the textbook (Wilcox, Cameron, Reber 2015. <i>Public relations: strategies and tactics</i> , Global Edition, 11 th edn, Sydney, Pearson.)
Week Three 16 to 20 Mar	Research	Strategic planning <i>Who is your client?</i>	Chapter 6 of the textbook (Wilcox, Cameron, Reber 2015. <i>Public relations: strategies and tactics</i> , Global Edition, 11 th edn, Sydney, Pearson.) Case study: Chase Sapphire, same chapter
Week Four 23 to 27 Mar	Evaluation	How to conduct research for your communication plan? <i>Student presentations start.</i>	Chapter 5 of the textbook (Wilcox, Cameron, Reber 2015. <i>Public relations: strategies and tactics</i> , Global Edition, 11 th edn, Sydney, Pearson.) Case study: Kansa & Nelson: Nike (See Moodle)
Week Five 30 Mar to 2 Apr	Public Opinion and Persuasion	Measurable objectives and evaluation; <i>Student presentations</i>	Chapter 8 of the textbook (Wilcox, Cameron, Reber 2015. <i>Public relations: strategies and tactics</i> , Global Edition, 11 th edn, Sydney, Pearson.) Case study: Bullert: The Anti-Nike Global Movement (See Moodle)
Mid-semester break: 3-12 Apr			
Week Six 13 to 17 Apr	Reaching Diverse Audiences	Public opinion and persuasion; <i>Student presentations</i>	Chapter 9 of the textbook (Wilcox, Cameron, Reber 2015. <i>Public relations: strategies and tactics</i> , Global Edition, 11 th edn, Sydney, Pearson.) Case study: Howell & Mizerski,

			Marketing PR: Launching FUNDies (See Moodle)
Week Seven 20 to 24 Apr	Message strategies	Reaching diverse audience; <i>Student presentations</i> Work-in-progress report	Chapter 11 of the textbook (Wilcox, Cameron, Reber 2015. <i>Public relations: strategies and tactics</i> , Global Edition, 11 th edn, Sydney, Pearson.) Case study: Best job in the world (See Moodle)
Week Eight 27 Apr to 1 May	Media strategies: Print, broadcast, events	Message strategies for the mass media; <i>Student presentations</i>	Heath & Heath, Made to Stick, Introduction: What sticks? (pp.3-24) (See Moodle) Exercise: Designing a message
Week Nine 4 to 8 May	Media strategies - The Internet and social media	'Traditional' media; <i>Student presentations</i>	Chapter 14, 15, 16 of the textbook (Wilcox, Cameron, Reber 2015. <i>Public relations: strategies and tactics</i> , Global Edition, 11 th edn, Sydney, Pearson.) Exercise: Matching strategic with tactics
Week Ten 11 to 15 May	Discussion Forum – Communication plan Submission of communication plan by 4pm Friday, 15 May	Influencing the earned, shared and owned media; <i>Student presentations</i>	Chapter 13 of the textbook (Wilcox, Cameron, Reber 2015. <i>Public relations: strategies and tactics</i> , Global Edition, 11 th edn, Sydney, Pearson.) Exercise: Matching strategic with tactics
Week Eleven 18 to 22 May	Global public relations	Global public relations	Chapter 20 of the textbook (Wilcox, Cameron, Reber 2015. <i>Public relations: strategies and tactics</i> , Global Edition, 11 th edn, Sydney, Pearson.)
Week Twelve 25 to 29 May	Future of public relations Submission of individual	Course Overview; Individual reflection paper checklist	McDonald, L. M. & Hebbani, A. G. (2011). Back to the future: Is strategic management (re)emerging as public relations' dominant paradigm? PRism,

	reflection paper by 4pm, Friday, 29 May		8 (1), 1-16.
Week Thirteen 1 to 5 Jun		Multiple-choice test	

13. Expected Resources for students

Textbook details:

Wilcox, D. L., Cameron, G.T. & Reber, B.H. 2015 Public relations: strategies and tactics, Global Edition, 11th edn, Sydney, Pearson. (See more details here: <http://www.pearson.com.au/9781292056586>)

Academic journals for additional reading:

Journal of Public Relations Research;
Public Relations Review
International Journal of strategic Communication
Public Relations Inquiry
Journal of Communication Management
Journal of Communication, Culture & Critique
Discourse & Society
Management Communication Quarterly
PR tactics
Journal of Public Affairs

Recommended websites:

<http://www.prdaily.com>
<http://spinsucks.com>
<http://www.blissintegrated.com/blog/>

You are also encouraged to navigate the UNSW Library website for useful resources: <http://info.library.unsw.edu.au/web/services/services.html>

14. Course evaluation and development

This course will undergo continual development, via feedback processes such as CATEI and collegial review. We therefore take your feedback very seriously. I will also collect informal feedback in the form of anonymous suggestions and comments throughout the course.