1. General Information
   
   **Faculty:** Shannon Downey  
   Shannondowney2@gmail.com  
   Phone: 773.983.6328
   
   Office hours are before class—please contact instructor in advance to make an appointment

   **Location:** O'Hare Campus  
   **Dates/Time:** Mondays, June 16 – August 15, 2016  
   6:15-9:30pm  
   **Credit Hours:** 2 per competence (up to 4 credits)

2. Course Description
   This course will help students understand and successfully navigate through the brave new world of marketing communications and advertising—a world of segmented audiences, fragmented media channels, technology and interactivity, social media, gaming, email marketing and where brand building has emerged as a business imperative. Students will learn which principles of traditional marketing communications are in, which are out and the new ones that have emerged. The course will also explore the impact new media is having on identity, as well as personality, values, and beliefs. We will read books and articles; examine the internet, e-commerce, social media, blogging, podcasting, product placement and more. Through the process of creating marketing communications programs utilizing these channels, students will also gain skills in collaborative learning and creativity.

   **About the Instructor:**
   Shannon is founder and president of Pivotal Production. She launched Pivotal in 2007 in response to the need for a responsible, transparent, forward thinking and agile marketing company. Pivotal embraces what's known and what's next, because it is not either/or. Traditional media is not dying. It's evolving. And while it's true that organizations that do not evolve will die, any marketer who does not embrace the bedrock principles of smart, time-tested, brand-building, classically-modeled methods will be left on the side of the digital road. Pivotal has been named one of the Top 10 Small But Mighty B Corporations in the world twice.

   Additionally, Shannon has trained hundreds of top-level marketers at Leo Burnett, DDB and the Omnicom agencies in digital and social media marketing and strategy. She has been adjunct faculty at DePaul for the past 8 years.

3. Competencies
   
   **FX:** Can understand the new world of marketing communications and create marketing programs that leverage new media options.
   
   **A5:** Can define and analyze a creative process.
   
   **H2G:** Can evaluate the role and impact of mass media or technology on society.
   
   **S3F:** Can analyze the integration of new technology into a specific field of human endeavor from at least two perspectives.
4. Outcomes

FX: Can understand the new world of marketing communications and create marketing communications programs that leverage new media options.

1. Can understand how marketing principles have evolved with the availability of new media channels.

2. Can understand and is conversant in how new media channels can be used as marketing communication channels for corporations, not-for-profits, and politics.

3. Become knowledgeable about the latest trends in new media, as well as marketers’ successes and challenges in using new media.

4. Can create marketing communications programs using new media exclusively to launch a new product.

A5: Can define and analyze a creative process.

1. Can define the concept of creativity.

2. Can identify, analyze and describe the components of a creative process in creating marketing communication programs using new media.

3. Can apply the creative process to create marketing communications programs using new media.

H2G: Can evaluate the role and impact of mass media or technology on society.

1. Can understand the social ramifications of new media in shaping culture, personality and life experience.

2. Can express how new media impacts identity formation, race, gender, social class, sexuality, cultural citizenship and democratic participation, as well as people’s values and behaviors.

3. Can articulate how corporations, not-for-profits and politicians are using new media to further their goals and agendas.

S3F: Can analyze the integration of new technology into a specific field of human endeavor from at least two perspectives.

1. Can articulate how new media channels are impacting the world of business and politics.

2. Can understand the impact that new media has on personal relationships.

5. Learning Experience

This course is designed as an interactive learning experience, where we learn from one another. Active dialog will center around the readings and video on the subject, as well as examining marketing communications via the web and other new media channels. Students will work together in teams to create marketing communications campaigns using new media channels such as the web, experiential communications and social networks. Students will bring in samples of new media to share with the class. They will also write 2 papers and submit 3 reading assessments. Instructor lectures will be kept to a minimum.

Students should anticipate spending approximately 5-7 hours per week on required readings and coursework.
One book is required for the course:


There are several other sources that are required reading and that will be available on electronic reserves. The e-reserves site includes chapters from books; articles from magazines and information from websites; e-zines; and e-newsletters. The great majority of these readings are 1-3 pages long; there are a few book chapters that are longer. They can be found at: http://eres.lib.depaul.edu/eres/coursepage.aspx?cid=2849. The password, if asked, is ai284.

**Students missing more than two classes of our ten week course will not have met the requirements for a passing grade and will be asked to drop the class.** I expect students to come to class on time, ready to discuss the weekly readings, and participate in class discussions. One of the best ways to prepare for these discussions is to identify 3 or 4 key points the author is making in each chapter and then connect your life experience and/or your competencies to these points. I expect students to be in class on time, and to remain until class ends.

**Students are strongly encouraged to seek out help from me if they are unclear about assignments, expectations, have questions about the material, or should personal issues arise during the quarter that interfere with their performance.**

6. **Evidence the Student will Submit:**

Students demonstrate competence through 7 types of evidence: class participation, intro pechakutcha 20x20 presentation, class attendance, new media short paper, 3 short reading assessments, 1 in-class presentation, 1 group project and 1 reflection paper. Students’ participation and written evidences must demonstrate development toward achieving the outcomes of their competencies. Specific assessment criteria for each type of evidence are specified as follows (points are given per competence):

**Class Participation** (20 total points: 1 points per session + 10 points for intro PechaKucha presentation). Students’ participation will be assessed by how well contributions demonstrate development of competencies, the breadth and depth of insights on the reading, relevant experiences with new media, and the frequency of contributions. A range of opportunities to participate in class include seminar-like class discussions, small in-class reading groups and engagement in the group project. Students’ in-class participation will be assessed on a weekly basis. The learning outcomes from class participation are as follows:

- Sharpen verbal communications skills
- Learn from the insights and experiences of others
- Make connections between one’s idea and the ideas of others
- Develop skills in analysis, collaboration and critical inquiry

During the second week of class students will be expected to present a PechaKucha style presentation (*PechaKucha 20x20* is a simple presentation format where you show 20 images, each for 20 seconds. The images advance automatically and you talk along to the images) to the class to both gain comfort in this presentation style as well as introduce themselves to the class. Students should share a bit about their background, goals, interests and experience with social media and other new media channels.

**Class Attendance** (10 total points; 1 point per session; 3 bonus points for attending all 10 classes). The class experience is critical to learning, so attendance is crucial. Students have the opportunity to receive bonus points for attending all class sessions. As stated in the Learning Experience section, students missing more than 2 classes will be asked to drop the course.
Short In-Class Presentation  (10 points) Students will present an example of how marketers are using new media to promote their product or service. Ideas include: web sites, blogs, podcasts, games, video, etc. Students will create a PechaKucha style presentation ([PechaKucha 20x20](https://www.pechakucha.org/)) is a simple presentation format where you show 20 images, each for 20 seconds. The images advance automatically and you talk along to the images.) for the class, sharing information on the company, walking the class through the media example and how it is being used for marketing and advertising purposes, sharing a perspective on the channel's future and providing observations as to whether or not the new media example is effective in promoting the product or service.

New Media Paper  (10 points) This is a short paper (2-3 pages) that discusses in detail, the new media channel students chose to present in their in-class presentation. The learning outcomes from the analytical paper are as follows:

- Know how to think through ideas through writing
- Understand how to communicate more effectively
- Improve and refine written communication skills
- Develop skills in analysis, research and critical inquiry

3 Reading Assessments  (30 total points; 10 points per assessment) Students will demonstrate their understanding of the readings through a series of 3 reading assessments. Students will answer 10-15 questions about the readings for the evening. Answers are expected to be no more than 3-4 sentences per question. The learning outcomes from the reading assessments are as follows:

- Improve comprehension of written material
- Develop the ability to synthesize information
- Identify and retain the key points of a written piece
- Understand the information more deeply, so the student can communicate it more effectively in class discussions

1 Group Project  (30 points)
We will break our class into 2-4 person teams; each team will be assigned a case study of an organization, brand or business that they will be working on throughout the quarter. (Each team will include 1-2 people who have a background in marketing, advertising, and/or design). The teams will research the brand, business or organization, garner insights about their current situation and what communications needs they have. Each team will then work together to develop creative communications programs utilizing new media. The programs will be presented to the entire class in the last class session. The learning outcomes from the group project are as follows:

- Hone analytical and creative skills
- Learn how to apply these skills to the betterment of society
- Learn how to create marketing communications programs using new media
- Improve collaboration skills and learn from the strengths of others on the team
- Improve presentation skills

Reflection Paper  (20 points) This paper should be tailored to students’ interests and related to the competencies in which the student has enrolled. This paper should reflect on what the student has learned throughout the quarter in class and through additional outside research. It should include at least 4 academic sources (websites are not considered academic sources) and a works cited page. A project proposal will be due in the fourth week of class. Students may write separate papers for each competence, but students should consider combining their competencies into a longer paper. My expectations are that students would have a minimum of 5 pages per competence, in order to do the subject matter justice. Some thought starters on paper ideas will be provided during the second week of class. The learning outcomes from the reflective paper are as follows:

- Understand how to connect learning to competencies
- Know how to think through ideas through writing
- Improve and refine written communication skills
- Develop skills in research and reflection

ALL WORK MUST BE TURNED IN ON TIME.
DePaul University Academic Integrity Policy

The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgement.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

7. Criteria for Assessment

The short in-class presentation will be evaluated on the basis of the following:
1. **Content:** A clear and concise presentation of the work that accurately fills the requirements of the assignment.
2. **Stylistics:** The ability to present the content in an engaging way that captures the attention of the class.

For the New Media Paper, you will be expected to demonstrate evidence of the following:
1. **Organization:** Clear thesis statement, logical development of argument, well structured paragraphs.
2. **Information:** Provide a thorough understanding of the channel and how it's being used and can be used in the future as a marketing and communications channel.
3. **Clarity:** Ability to communicate these ideas clearly and effectively, using relevant examples.
4. **Stylistics:** Logical sentence structure, grammar and punctuation; careful proofreading; appropriate documentation of sources.

The group presentation will be evaluated on the basis of the following:
1. **Content.** A clear and concise presentation of the work that accurately fills the requirements of the assignment.
2. **Creativity:** Evidence that the student(s) used creative approaches in their presentation.
3. **Collaboration:** The ability for team members to work together effectively and in a constructive manner.
4. **Stylistics.** The ability to present the content in an engaging way that captures the attention of the class.

The 3 reading assessments will be graded based on accurately answering the questions that are asked.

Reflection papers will be evaluated on the basis of the following:
1. **Content:** A detailed and insightful discussion of the chosen topic, using examples and support from course readings, class discussion, personal experience and outside research.
2. **Organization.** Clear thesis statement, logical development of argument, well structured paragraphs.
3. **Stylistics:** Logical sentence structure, grammar and punctuation; careful proofreading; appropriate documentation of outside sources.

Grading

The total points possible for each competence are:

<table>
<thead>
<tr>
<th>Points</th>
<th>Competence</th>
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<tbody>
<tr>
<td>20</td>
<td>Class Participation + Introduction Presentation</td>
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<tr>
<td>10</td>
<td>Class Attendance</td>
</tr>
<tr>
<td>10</td>
<td>PechaKucha on how advertisers are using a specific new media channel</td>
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<tr>
<td>10</td>
<td>New Media Paper</td>
</tr>
<tr>
<td>30</td>
<td>Reading assessments (3 total)</td>
</tr>
<tr>
<td>30</td>
<td>Group Project</td>
</tr>
<tr>
<td>20</td>
<td>Reflection Paper</td>
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</tbody>
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**130 points** Sub-Total

**3 points** Bonus points for attending ALL classes

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**133 points** Total Points
To assign grades, the following grading scale and University grading standards will be used. (Partial percentage points will be rounded up to the nearest whole percentage point.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>133 to 122 points</td>
<td>C+</td>
<td>105 to 101 points</td>
</tr>
<tr>
<td>A-</td>
<td>121 to 120 points</td>
<td>C</td>
<td>100 to 97 points</td>
</tr>
<tr>
<td>B+</td>
<td>119 to 114 points</td>
<td>C-</td>
<td>96 to 93 points</td>
</tr>
<tr>
<td>B</td>
<td>113 to 110 points</td>
<td>D+</td>
<td>92 to 88 points</td>
</tr>
<tr>
<td>B-</td>
<td>109 to 106 points</td>
<td>D</td>
<td>87 to 84 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D-</td>
<td>83 to 80 points</td>
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<tr>
<td>F</td>
<td>79 points or less</td>
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</tbody>
</table>

A     Accomplished the stated objectives of the course in an **EXCELLENT** manner
B     Accomplished the stated objectives of the course in a **VERY GOOD** manner
C     Accomplished the stated objectives of the course in a **SATISFACTORY** manner
D     Accomplished the stated objectives of the course in a **POOR** manner
F     Did not accomplish the stated objectives of the course
IN    Temporary grade indicating that the student has a satisfactory record in work completed, but for the unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to me is prevented from completing the course requirements by the end of the term. The student must request this grade from me by submitting the form, "Contract for Issuance of an Incomplete (IN) Grade available on the SNL Web Site. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, a remaining IN grade will be completed after the grace period has expired. Instructors may not change IN grades after the end of the grace period without the SNL Exceptions Committees permission.
PA    Passing achievement in a pass/fail course. (Grades A through D). **Students who take this course pass/fail must request this option from me. Students who request pass/fail grading cannot revert to A-F grading.**
W     Automatically recorded when the student’s withdrawal is processed after the deadline to withdraw without penalty, but within the stipulated period.
WA    Administrative withdrawal, assigned by someone other than the student, whether within or outside the stipulated period of withdrawals.
WN    Administrative withdrawal for no-shows, to indicated a student who was admitted, registered for one term of classes, but never actually came to DePaul.
FX    Student stopped attending course. This is an apparent withdrawal. The grade can be changed to a W, WA or WN. If not administratively removed, it is scored in the grade point average the same as an F. Students should contact their college office to initiate the request to amend an FX grade. An FX grade may not be changed if it has remained on the student’s record beyond 12 months except in extraordinary circumstances.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignment for This Week</th>
<th>Written Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 13</td>
<td>Introduction</td>
<td>Intro to Course, Digital Nation Video, Self-Assessment</td>
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</tr>
<tr>
<td>June 20</td>
<td>Changing the Rules of PR and Marketing; Groups Selected</td>
<td>Scott 1-3 &lt;br&gt; <em>E Reserves: Anderson, Sacks, Lord (click on All Articles, Introduction then click on The Year In Media), PechaKucha Browning</em></td>
<td>--First reading assessment due</td>
</tr>
<tr>
<td>June 27</td>
<td>Blogs and Blogging; Creativity</td>
<td>Scott 5, 17 &lt;br&gt; <em>E Reserves: Rickards, Von oech, Weston, McGirt (Twitter); Manjoo</em></td>
<td>--Second reading assessment due</td>
</tr>
<tr>
<td>July 4</td>
<td>NO CLASS</td>
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<tr>
<td>July 11</td>
<td>Social Media—Part I; In-class Group work</td>
<td>Scott 4,16 &lt;br&gt; <em>E Reserves: Porter, Taylor, Gossieaux</em></td>
<td>--Student presentation &lt;br&gt; --Reflection paper proposals due</td>
</tr>
<tr>
<td>July 18</td>
<td>Social Media—Part II; In-class Group Work</td>
<td><em>E Reserves: DiSalvo, Alter, Lord (click on All Articles, then click on Humanity Check), Sloan</em></td>
<td>--Student presentation</td>
</tr>
<tr>
<td>July 25</td>
<td>Audio, Video, Viral, Websites, SEO In-class group work</td>
<td>Scott 6,8,9,18,22 &lt;br&gt; <em>E Reserves: McGirt (Podstar)</em></td>
<td>--Student presentation</td>
</tr>
<tr>
<td>Aug 1</td>
<td>News Releases, Marketing and PR in Real Time, Publishing; In-class Group Work</td>
<td>Scott 7,10,11,19</td>
<td>--Third reading assessment due &lt;br&gt; --Student presentation</td>
</tr>
<tr>
<td>Aug 8</td>
<td>Gaming; Product Placement; Email Marketing; In-class group work</td>
<td>Scott 22 &lt;br&gt; <em>E Reserves: Bulik 2 article), Hackely, Baggott</em></td>
<td>--Student presentation</td>
</tr>
<tr>
<td>Aug 15</td>
<td>Wrap Up</td>
<td>- Reflection Paper Due &lt;br&gt; - Group Presentations</td>
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</tbody>
</table>
Addenda

For Students Who Need Accommodations Based on the Impact of a Disability
Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact me as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:
- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative
The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Writing Help
For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the Writing Guide for SNL Students at http://snl.depaul.edu/writing/index.html. For on-campus and online tutoring, see the DePaul University Writing Centers at http://condor.depaul.edu/~writing/.

[In addition, consider adding the Writing Centers’ syllabus supplement available here http://condor.depaul.edu/~writing/html/fac/supplements.html]