

**Graduation Composition and Communication Requirement (GCCR)  
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

**I. General Information:**

College:	<u>Communication &amp; Information</u>	Department (Full name):	<u>School of Journalism and Telecommunications</u>	
Major Name (full name please):	<u>Integrated Strategic Communication</u>	Degree Title:	<u>BA/BS</u>	
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____	
Requested Effective Date:	<b>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</b>			
Contact Person:	<u>Beth E. Barnes</u>	Phone:	<u>257-4275</u>	Email: <u>bbarnes@email.uky.edu</u>

**II. Parameters of the Graduation Composition and Communication Requirement (GCCR):**

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

***“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”***

**III. GCCR Information for this Program (by requirement):**

<b>A. List the courses currently used to fulfill the old Graduation Writing Requirement:</b>
<u>Varies, but from the list of courses outside the major given on APEX. For the majority of our students, it has been WRD 203.</u>
<b>B. GCCR Program Outcomes and brief description:</b>
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>There are four; the specific language comes from our professional accrediting body, the Accrediting Council on Education in Journalism and Mass Communication. All students will:</u>
<u>-- understand concepts and apply theories in the use and presentation of images and information;</u>
<u>-- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;</u>
<u>-- apply tools and technologies appropriate for the communications professions in which they work;</u>
<u>critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.</u>

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<p>2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:</p>	
<p><u>Effective communication through writing, presentation and selection of visual images is an essential skill for strategic communicators. All courses in the ISC major require rigorous research, precise writing, and inclusion of visual images; most courses also require the development of effective presentation skills. The capstone course, ISC 491, incorporates all three elements. Successful completion of ISC 491 and submission of an approved ISC portfolio will satisfy the University's Graduation Composition and Communication Requirement.</u></p>	
<p><b>C. Delivery and Content:</b></p>	
<p><b>1. Delivery specification:</b> for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)</p>	<p><input checked="" type="checkbox"/> a. Single required course within program</p> <p><input type="checkbox"/> b. multiple required or optional courses within program</p> <p><input type="checkbox"/> c. course or courses outside program (i.e., in another program)</p> <p><input type="checkbox"/> d. combination of courses inside and outside program</p> <p><input checked="" type="checkbox"/> e. other (please specify): <u>*</u></p>
<p><b>2. Basic Course Information:</b> Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:</p>	
<p><b>Course #1:</b> Dept. prefix, number, and course title: <u>ISC 491, Integrated Strategic Communication Campaigns</u></p>	
<ul style="list-style-type: none"> <li>• new or existing course? <u>existing course</u> (new courses should be accompanied by a New Course Proposal)             <ul style="list-style-type: none"> <li>○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS</li> </ul> </li> <li>• required or optional? <u>required</u></li> <li>• shared or cross-listed course? <u>no</u></li> <li>• projected enrollment per semester: <u>c. 30 per section, 2 sections per semester typically</u></li> </ul>	
<p><b>Course #2 (if applicable):</b> Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> <li>• new or existing course? _____ (new courses should be accompanied by a New Course Proposal)             <ul style="list-style-type: none"> <li>○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS</li> </ul> </li> <li>• required or optional? _____</li> <li>• shared or cross-listed course? _____</li> <li>• projected enrollment per semester: _____</li> </ul>	
<p><b>Course #3 (if applicable):</b> Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> <li>• new or existing course? _____ (new courses should be accompanied by a New Course Proposal)             <ul style="list-style-type: none"> <li>○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS</li> </ul> </li> <li>• required or optional? _____</li> <li>• shared or cross-listed course? _____</li> <li>• projected enrollment per semester: _____</li> </ul>	
<p><b>3. Shared courses:</b> If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:</p>	
<ul style="list-style-type: none"> <li>• <b>Contact information of providing program:</b> <u>N/A</u></li> <li>• <b>Resources:</b> what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program. <u>_____</u></li> <li>• <b>Memorandum of Understanding/Letter of Agreement:</b> Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments). <b>Date of agreement:</b> _____</li> </ul>	
<p><b>4. Syllabi:</b> Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):</p>	

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- the GCCR assignments are **highlighted** in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
  - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

**5. Instructional plan:** Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

While all required courses within the ISC major include multiple written assignments and most also involve use of visual elements and delivery of oral presentations, the required capstone course, ISC 491, includes all of these elements. Students are also required to submit a professional portfolio as a graduation requirement, and the work in that portfolio represents attainment of the SLOs relevant to the GCCR in writing and visual images. Over the course of completing upper-division coursework, students easily write and revise more than 4500 words and more than 10 minutes of formal oral presentations among a variety of assignments.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

ISC 491 involves the development and delivery of a comprehensive strategic communication campaign for a specific product or service. As is the norm in the media industries, students complete the campaign as part of a group, but each student has writing, visual selection, and presentation responsibilities as part of the course.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

As a professionally-oriented program, we follow the practices of the fields our students will enter. This includes frequent in-class critiques as well as instructor feedback through grading throughout ISC 491. In addition, all ISC majors must submit a portfolio in order to graduate; the portfolio includes work done as part of the student’s required professional internship, but also previous coursework that has been revised based on instructor feedback.

- other information helpful for reviewing the proposal:

The ISC major requires students to write and revise compositions, create and revise visual products, and practice and deliver formal oral presentations in every class they take. Library research and field research is a must (information literacy). In the process, they easily write and revise more than 4500 words and practice and deliver more than 10 minutes of formal oral presentations. This work is represented in the samples included in the required portfolio.

**D. Assessment:**

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):  
Portfolio assessment every semester by the student’s adviser; annually by outside professionals.
- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):  
ISC faculty in line with ACEJMC expectations
- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

N/A

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**Signature Routing Log**

**General Information:**

GCCR Proposal Name (course prefix & number, program major & degree):	BA/BS Integrated Strategic Communication
Contact Person Name:	Beth E. Barnes
Phone:	257-4275
Email:	bbarnes@email.uky.edu

**Instructions:**

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

**Internal College Reviews and Course Sharing and Cross-listing Reviews:**

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	4/17/2014	Beth Barnes / (859) 257-4275 / bbarnes@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/17/2014	H. Dan O'Hair / 859-218-0290 / ohair@uky.edu
		/ /

**Administrative Reviews:**

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval <sup>1</sup>
GCCR Advisory Committee	4/17/2014	

**Comments:**

<sup>1</sup> Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

Dr.  
Whitlow  
Fall2013 ISC  
491

Office: 145 Grehan Phone: 257-1619  
Hours: MW 3:15-4:00  
Or, by 24-hour advance 8)pointment  
E-Mail: [scott@uky.edu](mailto:scott@uky.edu)



A campaigns course is, in many respects, an anatomy course. To best understand what goes into the creation of a campaign that succeeds on all levels, **it's smart to deconstruct successful campaigns . . . to dissect and analyze them.** We'll do quite a bit of that, with a focus primarily on current campaigns. You'll discover how an area of expertise — graphic design, for example -contributes to and meshes with other areas to forge a campaign that engages the target with one sight, one sound, one sell.

You'll also work throughout the semester on a full-scale campaign. For this campaign, your goal is to integrate a network of individual decisions — decisions about research, objectives, strategy, public relations, advertising, media, sales promotion, budgeting, production, management — into an effective campaign that is both dynamic and durable. **You'll assemble documentation and rationale of these decisions based on extensive research in a formal campaign proposal as well as present these plans in a formal oral and audiovisual presentation.** For this, you'll work on an account team basis. This course aims to put you on the threshold of reality, doing precisely what professionals do for a living.

Your personal objective here should be to acquire a practical understanding of campaign planning. And since entry into the professional ranks is not far off in your future, a companion personal objective for you should be **to develop and refine your interpersonal skills as well as your presentation skills.** And -vitally important here just as it is on the job -you'll need to become a skilled juggler of time . . . one who can manage time so that stress is held at bay.

**In conjunction with the required ISC portfolio, ISC 491 provides partial credit for the written and visual components of the GCCR as well as fulfilling the oral component.**

## **COURSE FEATURES**

### **CAMPAIGN**

Throughout the semester you'll work as an account team member, participating in the development of a comprehensive ISC campaign. For the campaign effort to be a truly integrated effort, a range of agency positions must be filled — Account Executive, Associate AE, Media, Public Relations, Creative, OR/Interactive, Sales Promotion. Team structure and position is driven by class size and by prior/present courses taken by students in the class.

You'll work as director (or associate director) of a specific account team position where you're expected to accomplish these tasks:

1. Provide planning leadership for your account team position and coordinate your work with all other team members.
2. Write the Proposal section (chapter) for your area of account responsibility.
3. Plan and execute tactics that clearly show the client what the target will see/hear in your campaign area.
4. Prepare and deliver a dynamic, "get's-the-nod" pitch for your account area as part of the team's overall @25 minute presentation.
5. Write a memo that confirms your grasp of campaign planning, development, and assessment.
6. Meet deadlines.

Performance on these tasks will be assessed on an *all-tasks* evaluation form. This form will be given to you at term's end.

### **CAMPAIGN            ACCOUNT**

#### **POSITION**

Each of you will be evaluated on the work associated with the position for which you're individually responsible. (See ACCOUNT TEAM POSITION handout for these responsibilities.)

You'll provide your AE with your contribution to the team's comprehensive campaign *PROPOSAL*. For this, you'll write your section of the proposal insuring that the client understands what you're proposing and how it enhances the overall campaign plan. You'll write this as a pitch that engages and sells, with minimal use of lists.

Submit this to your AE, according to your AE's format specifications so it can be dropped into the team's *PROPOSAL* template. A hard-copy version of these same *PROPOSAL* pages of yours will be given to the instructor. With the *PROPOSAL* at a maximum of 24-26 pages (no appendices), your AE will likely allocate you to reduce it to two to three pages tops.

Beyond your responsibility for a specific team position, you're also expected to be a supportive contributor to other areas. For example, you're also expected to contribute to the secondary research effort of your AE ... and to focus group work, including the drafting of a segment of the team's discussion guide.

Thus, along with your individual effort, you'll also be evaluated on the support you provide your team on all aspects of the campaign. At semester's end, I'll ask each of you to provide input to my evaluations by assessing the efforts of members of your team.

**CAMPAIGN: MINI or CORPORATE DW/DG PROGRAM (TBA)**

You'll flex a new set of campaign planning muscles as you tackle a campaign challenge that's different from your primary campaign. This will take the form of either a mini-campaign echoing the type of work done by the Ad Council — or — a DW/DG program (Doing Well by Doing Good) that works to enrich the image of a client. The task will be distinct from the primary campaign you're working on and will not be incorporated into it in any way. You'll work in small teams with some classmates who aren't on your primary team. You'll receive details of this task on a separate handout.



## **CAMPAIGN SHOWCASE & EXPOSE'**

The reference text for this course [**ADVERTISING CAMPAIGN STRATEGY: A GUIDE TO MARKETING COMMUNICATION PLANS** (Parente, 4th ED)] revisits all the essentials you've learned in your major courses. There should be nothing dramatically new to you in these readings. Rather, **you'll find topics and concepts you've already learned about in previous classes**. The purpose of the text- and a *CAMPAIGNS* course- is to tie them together, in a *campaign* perspective.

Since virtually all of the information in the text has already been the subject of lectures in your previous classes, we'll move beyond formal lectures for some elements of this class. One tactic will be the *SHOWCASING* of a notable campaign. And, as part of the *SHOWCASING*, you and a few classmates will indicate how chapter-based topics are used in the campaign — or aren't. **For this, you'll present a brief topic EXPOSE'**. A separate handout provides ShowCase/Expose' details.

## **TEXT, TASKS & CE**

### **AWARENESS**

The text refreshes your memory on marcomm topics you've already learned about, doing so from a campaign perspective. That *refreshing* doesn't happen unless you actually wade into the text. So, to promote that, anticipate a mini proof-of-readiness from time to time. Questions will come from the day's assigned reading, campaign-related current events (sent via email by instructor), and/or material presented at the previous session. These 'proofs' are ungraded and aren't returned, but will be reviewed/considered should you be in a true borderline status on your term-end percentile. The course schedule keeps you on track for what's to be read in the text and when. *Makeup* on a missed proof-of-readiness isn't available.

### **'DUJOUR'**

Each new day, it seems, brings a quantum leap to handling some aspect of marketing communications. Consumer touchpoints? Don't blink or you'll miss the newest media tool for connecting with your target.

And changes here can translate to changed '*legals*' perspectives — from nuanced to dramatic change. Too, targets are never static- new or evolving targets challenge you to keep abreast of who they are, what they need, what they want, AND where to reach them.

It's essential to stay current so you can meet or exceed your client's needs. That's reality here on your 491 campaigns task and, soon, on the job. How? Here, ShowCases give you the inside scoop on what professionals are tapping into to create powerful campaigns AND deliver them. Plus, your team's Media Director is charged with alerting you to new media opportunities. And, expect multiple links/commentary from me each week alerting you to news/changes that are keyed to aspects of your campaign task. (Make sure and check your UK email regularly for these.)

**As a graduating ISC major, it's time to make a personal, career-long commitment to keeping current through industry pubs, comments/blogs, tutorials. Dig into to whatever best suits your ISC professional needs — AdWeek, AdAge, MediaPost, PR Strategist, Wired, Mashable, Lynda.com, and much, much more.**

## **ACCOUNT**

### **EXPERTISE**

On the job — and here — you have to know the client's needs and expectations and *who* the client is.

There will be an early-on quiz to insure that you do. It may also include questions based on the syllabus and other information sheets/handouts ore-links distributed prior to this quiz.

## **PROFESSIONAL VOCAB CPRO-**

### **Vo)**

Your success in securing a stellar career-start job and in advancing your career is maximized by the professionalism you project — in word, deed, and image. A knowledgeable professional vocabulary that you can dip into on job interviews and, later, when speaking with co-workers and clients is a *must*. You'll show your readiness to step into the professional arena through your command of core mar-comm terms. This exam is based on terms provided to you as well as ones from lectures, presentations, and e-articles.

### **EXAM RULES-OF-THE-ROAD**

On the job, multiple choice/guess doesn't exist. Your boss won't ask you for a piece of information and then offer you multiple choices for a response. You'll be expected to know your field so you can provide a definitive answer. Here, too, you're expected to know the materials. Exams are of a short-answer and short-essay form. Expect to encounter questions that will call for command of facts and for analytical thinking that shows your ability to connect or link what you know and/or apply it to a situation that's presented to you.

Exams will be taken at the scheduled times. NO exam will be given *before* the scheduled date and time. NO MAKE-UP EXAMS are scheduled, except as provided for by University policy. If a make-up exam is scheduled

for a student, it is assumed that the student has had additional time to prepare for the exam. Thus, in fairness to those who take the exam at the regular time, compensating adjustments will be made to the make-up exam. Such a student should be aware that it will take the instructor time to write this new exam.

Any interruption that halts an exam will likely result in the exam being rescheduled, depending on the point in the term. The rescheduled exam will be wholly different.

During exams, practices recommended by UK's Ombud office will be followed. These include, but are not limited to: No headgear: metal or fabric. No electronic devices: 'Any student found holding, using, or clandestinely hiding a cell phone will be charged with cheating.' Academic Ombud/David Royse, Ph.D. 3-19-04

Pens only for exams (black or dark blue]- no pencils.

Seating for exams may be assigned. If so, seat assignments will be posted at the time of the exam.

### **GRADING/GRADE RECORD**

Final course grades will be based on the course components listed below. For your convenience, use the space (below) to keep a record of your point standing in this course. By doing this, you can determine your grade standing in the course at all times. Thus, keeping track of your grade — as well as reporting it to your adviser if you are in a program which requires that — is your responsibility. Any question about a grade/marking must be made within seven days of the return of the work. Grades will not be given by email or phone.

The standard grade breakdown is used to report final grades: A .90 percentile or higher is an A standing; .80-.89 = B; .70-.79 = C; .65-.69 = D; below .65 =E.

#### **COURSE COMPONENTS**

	POINTS POSSIBLE	EARNED
Account Expertise	15	
Campaign Showcase	20	
Mini-Cor DW-DG	15	
Professional Vocab	20	
Campaign Tasks	40	

ISC 491 offers you a range of ways to earn credit across the semester as the listing above shows. And, the playing field stays level with everybody having the same range of ways to earn credit- thus, no "extra" credit.

### **ASSIGNMENT Rules-Of-The-Road**

Due dates are specified for each assignment. ABSOLUTELY NO LATE SUBMISSIONS WILL BE ACCEPTED. Assignments for which a submission is not received earn a grade of zero. Moral: don't wait till the last minute to prepare an assignment. Give yourself enough lead time to deal with problems with disks, printers, ...whatever. Bottom line: no late submissions, no excuses.

After drafting and revising, all final written work will be TYPED and EDITED to a HIGH STANDARD of PROFESSIONALISM. Set your printer to black ink, 10 or 12 PT. (Handwritten assignments -unless in-class activity- are not accepted/cannot be 'made up'.) Spelling and grammar errors will affect grades.

Questions about assignments (in-person or e-mail) are encouraged and welcome. They'll help sharpen your focus on the task at hand.

### **CHECKPOINTS**

Periodically across the term, each team will informally report its status on the development of its campaign. This is a private session. CHECKPOINTS aren't graded, but they are mandatory as part of the assessment, review, and revision process.

### **BEING THERE**

Work on the campaign will take each of you to varied locations across the term — agencies, media outlets, supplier shops, the library, ... etc. Due to the nature of the course, therefore, we meet formally for the first half of the term, then pair formal sessions with team work sessions as campaign development accelerates. Much groundwork must be established during formal sessions, so attendance is mandatory.

At team agency meetings throughout the balance of the term, prompt and involved attendance is also expected.<sup>1</sup> Promptly after each team meeting, the AE will email a status report to team members ( opied to instructor) using this format:

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1. Under the header "COURSE POLICIES," see the policy/consequence on unexcused absences.

1. In the email subject line: ISC 491, Agency Name, Date of Meeting
2. Number each major topic discussed during the meeting. For each major topic, start with a "headline" sentence that summarizes the subject. Follow with a succinct summary of the discussion.
3. List actionable "next steps" with due dates and the name of the person/s responsible for the work.
4. Close with a list of those who attended the meeting.

## EXPECTATIONS

As with courses past, there are some basic expectations of all the work you prepare for this course. These are:

- Professionalism. This course is, in many ways, a bridge. It can serve as a transition between college life and your fast-approaching working life. Indeed, to accomplish your work for this course, you'll have to take the initiative and be assertive about meeting and obtaining the information you need from suppliers — media reps, digital designers, photographers, production directors, etc.

As you make these contacts and interact with suppliers and professionals, you're expected to do so in a thoroughly professional manner. That means being prepared, being prompt, and being courteous. The network you'll be developing as you work on this campaign and the reputation you establish for yourself will only be as good as you make them.

- + Full exploration of alternative solutions to all aspects of the integrated marketing communication problem prior to decision-making.
- Submission of professional caliber work. Not only should all your work confirm that you've got mastery of the subject matter of past courses, but that you can prepare well-crafted, polished work. If it's not of that caliber, it's not ready to be submitted. Bottom line: Maximize the opportunity to showcase your skills.
- + The DUE DATES listed in the course schedule are to be honored. It's your responsibility to complete all assignments **prior to the beginning** of the class period when they're due. **DON'T** work in class on something you're about to present while another student is presenting. Bottom Line: At sessions where you are an audience member, you're expected to be fully attentive.

## ISC 491

### OBJECTIVES

As you've just read in the syllabus, this course aims to place you on the bridge between being a student and being a professional. Course tasks are designed to strengthen your readiness to transition from one role to the next. Across the semester, you should engage yourself in the varied readings, lectures, and campaign-keyed assignments to achieve the course's career transition objectives. Our objectives for you, therefore, are TO:

1. Become experienced in analyzing campaigns — perhaps competitors' — to determine the purpose and target of the campaign and why key decisions (using humor, for example) were likely made.
2. Strengthen and expand your professional vocabulary by building command of industry terms and using them with confidence.

3. Embrace the reality of employers' expectation of flexibility. Realize that in the 'ISC' world, the most valuable employees are ones who offer a range of ISC knowledge and skills. As an ISC major, your course-based cross-training should have prepared you to be a flexible worker.
4. Realize that you can contribute fully to the shaping of a major campaign. In doing so, you can lead in one of several ISC areas and also provide support to other team members' efforts.
5. Establish a career commitment to keep yourself informed and current on industry matters and job-enhancing skills. (If there are tech-skills you've not yet gotten, there are classmates who can help, tutorials, internship experiences.)

## COURSE POLICIES

It makes the University community happy when policies for a course are set forth. Here, therefore, we'll share a common frame of reference **about course policies.**

### **ATTENDANCE**

Flexibility is built into the schedule for this class to enable you to progress, with your team members and individually, on the campaign. Therefore, it's expected that you will be present for all formal class sessions. An unexcused absence (per UK policy) earns a 3-point grade **deduction. For a university-sanctioned absence<sup>2</sup>, written verification/excuse must be provided to the instructor at the class meeting** immediately following the absence.

If you elect to miss a class session, do not ask the instructor for "permission"- it is not hers to grant. You do so on your own recognizance as a responsible adult and accept the responsibility and consequences of your actions. These include the penalties cited above and the responsibility to inform yourself (via classmates) of all relevant material which transpired in your absence. The instructor will not repeat lecture presentations or details of assignments, in or out of class, for the sole benefit of a student who has been absent at the time these were presented to the other members of the class.

### **LATE ARRIVAL/EARLY DEPARTURE**

Class begins promptly. Entering class late is both disruptive and discourteous to the entire class. The same is true for an early departure. So, if you arrive late or depart early, it will constitute a partial absence. Three partial absences are the equivalent of an unexcused absence **and will earn a further 3 point grade reduction. Moral: Be on time. Stay for the whole dance.**

### **PROFESSIONALISM: *The IMAGE You Project***

As most of you are already aware, I expect students to sit to the front of the room. Involvement and assertiveness are *musts* in the business world of ISC professionals. Hugging the back wall of a room when you're a participant in a communication exchange is not what a client wants in the practitioner she's hired. It's a habit you must break.

### **COURTESY**

ISC professionals value the unique differences that help define members of a target group. Those differences are the signature strength of a nation woven together by immigrants who've journeyed here for centuries — some by chance, some by choice, some against their will. It's a strength that endures thanks to our agreement to respect those differences, knowing that — at the core — we're the same. The civility, courtesy and respect shown in the professional arena are just as important in our own daily lives, at the global level, the national level, and **even a microcosm as small as this class.**

And so, in ISC 491 you're expected to be courteous to one another, to guests, and to your instructor. Among other things, that means you're **expected to maintain courtesy and open-mindedness when diverse viewpoints are voiced during discussions, and to respect the *learning environment* as a distraction-free zone. This includes turning off any electronic items -such as phones — before entering the classroom.** In the same vein, there's to be no leaving the room during class to make/answer a call. Laptop notetaking use is fine ... inappropriate use is noted in instructor records, can earn permanent front row assigned seating, and may influence a borderline grade.

### **Professional Integrity- Academic Integrity**

In the ISC field, professional integrity is expected. It's the cornerstone of industry codes of ethics. One aspect of professional integrity deals with the work produced for a client. No client will tolerate paying for the work of an ISC specialist when that work includes material that is **borrowed without proper attribution or in any other way not the original work it's purported to be. An employee who commits such an offense** invites being fired and a seriously impaired reputation. Similarly, such an offense is not acceptable here. Please review UK's policy on plagiarism if you've not done so recently.

### **CLEANUP**

Just like you, other students who have classes in this room don't like to sit down to a dirty, cluttered workspace. I'll try to have your space clean when you come ...and it should be that way when you leave. Dispose of your soft drink can, munchie wrappers, scraps of paper, etc.

### **INCOMPLETE**

From the *Bulletin*

"Grade I-Incomplete- means that part of the work of the course remains undone at the time grades are due. It is given only when there is a reasonable possibility that a passing grade will result from completion of the work. The instructor will not give an I grade when the reason for incompleteness is unsatisfactory ..."

If a student is in passing status but the reason for incompleteness is unsatisfactory, the request for I will be denied. Generally speaking, only **instances of extenuating personal hardship are satisfactory grounds for an I, such as serious personal illness or injury. Since ALL class work** has ABSOLUTE DEADLINES, it isn't logical to view the "I" as a vehicle to "make-up" missed work.

If the student is in passing status and the reason for incompleteness is satisfactory, the student and instructor will prepare and sign a contract agreeing to the nature of the work that remains to be completed for a letter grade and the date by which it must be turned in.

### **EVALUATION STANDARD**

UK policy defines grades as: An "A represents exceptionally high achievement as a result of aptitude, effort and intellectual initiative. B represents a high achievement as a result of ability and effort. C represents average achievement. D represents the minimum passing grade. E represents unsatisfactory performance and indicates failure in the course." **These are the standards for evaluation in this course.** Any questions/inquiry about a returned, graded task must be made within one week of its return.

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2. "...significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family." "When we say documentation, we don't mean something from the student health center. said Kaveh Tagavi, the academic ombud. "We want you to document your claim."-Tuesday/March 10, 2009/KY Kemei/P-1

## TENTATIVE SCHEDULE

Week	Topic and Assignments	Reading
1	Campaign responsibilities; client overview	Ch. 1
	Establishing a research foundation for your campaign	Ch. 2
2	Research, continued	Ch. 3
	Establishing objectives	Ch. 4
3	Strategy development in ISC Secondary research report draft and review for revision ShowCase presentation 1	Ch. 5
	Advertising components Objectives draft and review for revision ShowCase presentation 2	Ch. 6
4	PR components Primary research report draft and review for revision ShowCase presentation 3	Ch. 7
	Sales promotion components ShowCase presentation 4	Ch. 8
5	Specialty markets and messages Revised secondary research report due ShowCase presentation 5	Ch. 9
	Instructor-guided group work on advertising and PR components Revised objectives due ShowCase presentation 6	
6	Instructor-guided group work on sales promotion and direct response Revised primary research report due ShowCase presentation 7	
	Initial draft advertising recommendations due; review in class CPRO-Vo Exam	
7	Initial draft PR recommendations due; review in class ShowCase presentation 8	
	Initial sales promotion recommendations draft due; review in class ShowCase presentation 9	
8	Initial direct response recommendations draft due; review in class ShowCase presentation 10	
	Instructor-guided group work to rework advertising, PR,	

Week	Topic and Assignments	Reading
	sales promotion, direct response recommendations	
	Continued work on revision of advertising, PR, sales promotion, direct response recommendations	
9	Continued work on revision of advertising, PR, sales promotion, direct response recommendations	
	Final advertising, PR, sales promotion, direct response recommendations due	
10	Draft of media plan due; discuss in class	
	Campaign evaluation	Ch. 10
11	Instructor-guided group work on revision of media plan	
	Draft of campaign evaluation plan due; discuss in class	
12	Work on revision of media plan and campaign evaluation plan	
	Final media plan due	
13	The plans book	Ch. 11
	Instructor-guided group work on overall plans book	
14	Presentation preparation	Ch. 12
	Presentation rehearsals	
15	Final presentations	
	Final presentations	
	Complete plans books due	



# ISC Senior Portfolio Requirements (2013-14)

The ISC graduation portfolio is one tool you will use when marketing your most important product – yourself. All ISC majors are required to submit a professional-level portfolio prior to graduation. Grading is on a pass-fail basis, and you must pass the portfolio requirement in order to earn your degree. In conjunction with successful completion of ISC 491, your portfolio also fulfills the GCCR by providing partial fulfillment of the written and visual communication elements.

Portfolios will be turned in to your advisor two weeks prior to the first day of dead week of the semester in which you formally apply for graduation. It's highly recommended that you seek input from your advisor prior to the posted deadline.

<b>Deadline for Fall 2013 grads:</b>	<b>Monday, November 14, 2013</b>
<b>Deadline for Spring 2014 grads:</b>	<b>Monday, April 14, 2014</b>
<b>Deadlines for Summer 2014:</b>	<b>If completing all requirements during 4-week: June 2</b> <b>If completing all requirements during 8-week: July 28</b>

Your portfolio will play a key role as you search for a professional ISC position after graduation. You are encouraged to maintain and update a portfolio throughout your ISC studies, as it can also be a useful tool when competing for internships. Your final graduation portfolio should demonstrate your understanding of the field and demonstrate skills you can bring into a workplace.

It is your responsibility to seek out opportunities to produce professional-quality materials for your portfolio based on your path's portfolio content requirements (*see back of this sheet for requirements*). You should actively seek out opportunities to create these materials through campus media, community media, internships, service learning and student organizations, such as Ad Club and PRSSA. It is highly recommended you begin this process during your first semester of upper division ISC coursework.

## Portfolio format:

Your portfolio should be professionally bound (comb bound or spiral bound) and its appearance should adhere to professional norms and practices. All contents, covers, etc., of the portfolio must be printed on 8.5-11-inch paper. Your portfolio will not be returned – use a format that will allow you to easily reproduce it for later use in your career search.

## Portfolio contents required for all paths:

- A cover that states your name, path, minor and semester of anticipated graduation.
- A brief, two-paragraph work-life projection that includes: the type of entry-level job you plan to pursue immediately after graduation and your goals for your career status five years after graduation.
- A resume that includes contact information for three references (maximum two pages).
- A sample cover letter to a potential employer (should be related to the entry-level position you discuss in your work-life projection).
- Work samples according to requirements for your path (see below).
- An internship summary that discusses knowledge and skills gained through JAT 399.

Any work stemming from group activities or collaboration with others must include an explanation of the project and your role in its completion. Strive to produce a portfolio that focuses more on your individual efforts rather than those that resulted from collaborations because employers want to know what you can accomplish on your own. Your goal should be to display only high-quality work in your portfolio. Please consult with your advisor for insight on how to select pieces that will best display the skills sought by hiring managers.

# Portfolio content requirements by path:

## Account management: \_\_\_\_\_

- \*\* 8 finished pieces that reflect professional competence in account management:
  - \*\* At least 1 of the 8 samples should reflect competence in media planning.
  - \*\* At least 2 of the 8 samples must reflect work completed during your JAT 399 internship.
  - \*\* At least 4 of the 8 samples should reflect individual efforts.

## Creative: \_\_\_\_\_

- \*\* 8 finished pieces that demonstrate creative ability across a variety of media:
  - \*\* At least 2 of the 8 samples should be for print media.
  - \*\* At least 2 of the 8 samples should be for broadcast/electronic media.
  - \*\* At least 2 of the 8 samples must reflect work completed during your JAT 399 internship.
  - \*\* At least 4 of the 8 samples should reflect individual efforts.

## Direct response: \_\_\_\_\_

- \*\* 8 finished pieces that reflect professional competence in direct response planning and execution:
  - \*\* At least 2 of the 8 pieces should relate to strategic planning and/or audience targeting.
  - \*\* At least 2 of the 8 pieces should be executions, preferably for multiple mediums
  - \*\* At least 2 of the 8 samples must reflect work completed during your JAT 399 internship.
  - \*\* At least 4 of the 8 samples should reflect individual efforts.

## Public relations: \_\_\_\_\_

- \*\* 8 finished pieces that reflect professional competence in public relations:
  - \*\* At least 4 of the 8 pieces must be published, broadcast or delivered electronically to a mass audience via established media outlets.
  - \*\* At least 2 of the 8 pieces must be a press release.
  - \*\* At least 2 of the 8 samples must reflect work completed during your JAT 399 internship.
  - \*\* At least 6 of the 8 pieces must reflect individual work.

Some of your portfolio pieces may be generated in your ISC coursework. Here are some ideas of class projects that might be used for some of your portfolio content:

- ISC 161: Campaign assignment.
- ISC 261: Strategy statement, target profiles, press releases and press kit materials, direct response letters or brochures, print and support ad, radio script, television script and storyboard.
- ISC 311: personal ethics statement, ethics commentaries on ISC-related topics.
- ISC 321: discussion guides, written survey instruments, research proposals and outcome reports.
- ISC 331: creative briefs and strategies, print executions, broadcast executions, direct mail executions.
- ISC 341: news releases, feature articles, brochures, newsletters, campaign planning materials.
- ISC 351: campaign management plan, creative brief, situation analysis.
- ISC 361: Strategic direct response strategy & plan, target audience profiles supported by database research direct response executions.
- ISC 431: advanced creative executions, presentation materials, proposals and plans.
- ISC 441: campaign proposals, crisis plans, speeches, news releases, any published writing samples.
- ISC 451: comprehensive media plan, medium-specific media plans, media plan summaries and strategic proposals.
- ISC 461: creative direct response executions for broadcast, print, mail or online delivery.
- ISC 491: focus group discussion guides and research plans, campaign evaluation proposal, campaign executions.
- ISC 543: critical evaluations, essays on ISC's role in society.
- ISC electives (497 & 541), JOU electives and TEL electives: sales promotion executions and plans, graphic design layouts, television executions (video), audio production materials, multimedia executions, photo studies, law and ethics evaluations and commentaries, news stories and features, event planning materials, and other materials per special topic.
- JAT 399: consult with your advisor and the ISC internship coordinator to select appropriate samples of work completed in a professional setting.