

Syllabus

Communication 244: Advocacy through Media

Instructor Heather K. Davidson, Heather.Davidson@wwu.edu

Course Goals

We will explore advocacy in a variety of contexts including an introduction to nonprofit and information campaigns, social issues marketing and other forms of advocacy through contemporary mass media. We will cover theory to frame and enhance your understanding of advocacy and a variety of Web 2.0 delivery technologies, but the bulk of our time will be spent focusing on your applied skills. I would like you to walk out of this class confident that you can prepare engaging research-driven media on a cause that matters to you; deliver effective advocacy strategies based on your findings; and integrate your core course learning into your personal and professional life in a meaningful, measurable way.

Required Course Materials

Handley, A., & Chapman, C. (2011). *Content rules: How to create killer blogs, podcasts, videos, ebooks, webinars (and more) that engage customers and ignite your business*. Hoboken, N.J.: Wiley.

Levinson, J., & Adkins, F. (2010). *Guerrilla marketing for nonprofits: 250 tactics to promote, recruit, motivate, and raise more money*. Irvine: Entrepreneur Press.

Additional readings will be required, mostly available on our Canvas site. Please check Canvas frequently for postings and updates.

Suggested Reading

Danziger, E. (2001). *Get to the point!* New York: Three Rivers Press.

If you think grammar, spelling, and punctuation don't count, you need to know that I disagree. Mistakes in these areas can be costly. This book should help those of you who need to improve your writing, grammar, and punctuation. Keep a writing reference book on your desk and consult it frequently (or bookmark similar reference sites online). I also recommend Strunk & White's *Elements of Style*, or O'Connor's *Woe Is I*, but there are many such titles available.

Course Standards

This course will be as action-packed as you should expect your post-graduate life to be. The requirements of consistent attendance, punctuality and participation are essential to your success. Missing class more than once or twice in the short time we have together is no more acceptable than it would be to miss important workdays at any company. When you have a deadline for an assignment, reading, or a presentation, you must have the work prepared at the very beginning of class. These deadlines will come up often. For the sake of yourself and your team, don't allow yourself to fall behind!

Here's the fine print. Read it. Any student who misses more than two classes may fail the course. If you turn in an assignment late, it will be downgraded by half of a letter grade for every day it is late. Missing a presentation assignment or an exam will result in a failing grade unless you have physical proof of some serious emergency that prohibited your presence (e.g., a bill from the paramedics or a selfie of you with a firefighter in front of your burning apartment complex*). You must complete all assignments to pass the course!

*Please don't set your apartment complex on fire to avoid presenting.

If you happen to miss a regular class meeting (with no assignment due or exam) I expect you to email me a *brief* heads up about why you will be absent, just like you would a supervisor at any job. You should check Canvas and then consult with other students to find out what you missed; please do not ask *me* until you have done at least this much.

Grades will be calculated as follows:

Cause Blog	25%
Jukebox of Justice Project	15%
Cause Video	15%
Service-Learning Project	25%
Guest Reflections	10%
Final Exam	10%

Presence and participation (including participation in Canvas conversations, attendance, promptness, engaging in classroom activities and an insightful synthesis of content knowledge in discussions, courtesy and professionalism) may affect your grade by up to one full letter grade. Anyone in danger of this reduction will be notified by email mid-quarter. If no improvement is shown you are communicating that you accept the deduction.

Please turn your cell phones off during class—not on vibrate, but OFF. You do not want to be the person whose phone starts playing the Black Eyed Peas or buzzing uncontrollably during another student's presentation! If you have a laptop or tablet with you it should be closed or put away during student presentations and group activities unless you are instructed to use it.

Your personal improvement is highly valued in this class. Even if you already possess superior skills you should incorporate feedback and make improvements from one assignment to the next. The overarching expectation is personal growth—regardless of your starting point coming into the course—and receiving and incorporating feedback is an important part of growing your professional skill set. Demonstrations of improvement can positively affect your grade.

Class Climate

In order to maintain a positive working environment for everyone present, please adopt the following practices for class climate:

- Refrain from eating in class. It's a 2hr class; you'll survive. On the other hand, coffee, water and other beverages are fine so long as you don't spill them and they don't stink.

- Please don't wear overbearing perfume or cologne, come in smelling like smoke of any kind, or cough without covering your mouth (all equally distracting and invasive).
- Turn off your phones, music devices, and any other thing on your person which might make noise and disrupt what we're trying to get done in the little time we have together.

Western's Academic Honesty Policy

The Department of Communication Studies is committed to the highest standards of academic excellence and ethical support. It endorses and acts on WWU's policies and procedures detailed in the section titled: "Academic Honesty Policy and Procedure." You can find this information in Appendix D of the WWU Catalog; Western Washington University Library, or here: http://catalog.wwu.edu/content.php?catoid=7&navoid=907#Academic_Honesty_Policy. The policies, procedures, and guidelines will be assiduously upheld. They protect your rights and the rights of your classmates, as well as those of the faculty.

It is particularly important that you are aware of and avoid plagiarism, cheating on exams, fabricating data for a project, submitting a paper to more than one professor, or submitting a paper authored by anyone but yourself. Violation of these standards will result in personal and professional detriment. If you have doubts about any of these practices, confer with a faculty member or the Secretary to the Academic Honesty Board at AcademicHonestyBoard@wwu.edu.

ADA Compliance Statement

ADA Statement: the Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systematic, learning, and psychiatric disabilities. Reasonable accommodations are available for students who have a documented disability. Please notify the instructor and Office of Student Life during the first week of class of any accommodation(s) needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Director of disAbility Resources for Students, Anna Blick, Old Main 120, 650-3083, drs@wwu.edu, <http://www.wwu.edu/depts/drs/>.

Tentative Course Schedule, Subject to Change:

Readings should be completed prior to class the day they are scheduled. Written assignments should be submitted via Canvas and in hard copy by the beginning of the class they are due. Presentations with an asterisk (*) **require presentation attire**. See pg9 for explicit details.

	Date	Topic	Assignment Due	Readings (GM=Guerilla Marketing; CR=Content Rules)
1	Sep 24	Course Introduction	Orientation Paperwork (in class)	
2	Sep 29	Service-Learning Overview Guest: Robert Clark (Technical)	Canvas Intro; Check Canvas for S-L Team	GM Ch3; CR Ch1-2, 11
	Oct 1	Mission Statements		CR Ch5; GM Ch1, 4

3	Oct 6	Marketing Your Mission Guests: Rat City Roller Girls	Cause Blog Design; Initial Partner Meeting Complete	CR Ch4, 6
	Oct 8	Exploring Your Audience	Guest Reflection	GM Ch2, 5, 13; CR Ch3
4	Oct 13	Cause Video Editing Guest: AJ Barse (Technical)	Video Footage	GM Ch19-20; CR Ch14, 16
	Oct 15	Jukebox for Justice Project: Music & Advocacy	Blog Photo Journal	GM Ch6,11
5	Oct 20	Awareness & Fundraising Guest: Neil McKay	Service-Learning Team Plan	GM Ch17-18; Canvas
	Oct 22	Crowd Funding Guest: Galen Emanuele	Guest Reflection	GM Ch10, 14
6	Oct 27	Going Local: Events & Volunteers	Jukebox Presentation*; Guest Reflection	GM Ch18; CR Ch7
	Oct 29	Digitization & Globalization	Jukebox Presentation*; Team Update 1/4	GM Ch12; CR Ch18
7	Nov 3	Advocacy in Film		Canvas
	Nov 5	Advocacy in Film	Team Update 2/4	Canvas
8	Nov 10	Advocacy in Art	Short Blog Feature	Canvas
	Nov 12	Team In-Class Work Day	Slideshow; Team Update 3/4	
9	Nov 17	Political Advocacy	Cause Videos*	GM Ch7; Canvas
	Nov 19	Nonprofit Advocacy Guest: Jenn Mason	Cause Videos*; Team Update 4/4	GM Ch8, 16
10	Nov 24	Service-Learning Wrap-Up	Guest Reflection	GM Ch9
	Nov 26	Enjoy Thanksgiving Break!	Prep Study Guide	
11	Dec 1	Cause Blog Informals	S-L Team Report; Cause Blog Overview	
	Dec 3	Service-Learning Presentations	Team Presentations*	Study Guide
12	Dec 8	Service-Learning Presentations	Team Presentations*	Canvas
	Dec 10	Last Day of Class Exam 3:30-5:30pm	Complete Exam Study Guide	Everything!

ASSIGNMENTS

I try to provide as much information as possible in the syllabus and on Canvas about your assignments, and to allow flexibility in the approach to a lot of the details while retaining core requirements for all students. Please read all of my directions carefully, review the rubric for each assignment, and always feel free to ask questions.

All written assignments should be single spaced and written in APA format, complete with references as appropriate. Each assignment is **required to be submitted in hard copy and uploaded to Canvas on the corresponding thread by the start of the class period in which they are due**. Please **name your attachment with your own name as well as the type of assignment**. Imagine my receiving ten attachments from different students all named “informative outline.” It is much easier to track “Billy Blossom, Informative Outline.”

Outlining

For all presentations, you will be turning in a full-sentence outline and reference page. Please remember these important rules:

- Write only *one* sentence per number or letter. If you go beyond a sentence, consider whether the subsequent sentences should be sub-points or just eliminated from the outline. You can say things that aren't in the outline because the outline is not supposed to be a script, but a guide!
- Show within the body of your outline (just as you would in a paper) where the different pieces of information came from. Every claim or fact should be cited in the document. While you do not need to give all the citations orally, sources should be clearly noted throughout the outline.

Guest Reflections

We will welcome a wide variety of guest speakers throughout the course. The purpose of these speakers is to introduce you to the breadth and depth of professional possibility, to offer insight and skills not attainable through text alone, and to give tangible examples of professional presentations.

You are required to submit one guest reflection for each presentation throughout the course. The only exception to these reflections applies to Robert Clark and AJ Barse who will provide technical training from the Student Technology Center; you are not required to write a reflection on either of their presentations. Each reflection should focus on a different area of course content as to demonstrate the full spectrum of your understanding, thoughts, and professional growth.

These simple 2-3pg reflection statements are designed to engage you in your learning by asking that you synthesize readings and other course content with your own experiences and those presented by guest speakers. When responding consider the following points:

- What is the primary message you got from this presentation?
- In what ways does course content relate to the experiences of the guest?
- How can you apply information shared by the guest in your own career?

For full credit you must include a guest reflection for every guest, answer these or other similar lines of inquiry thoughtfully, include personalized experience or speculation, and cite a minimum of two course sources per reflection.

Jukebox of Justice Info-Graphic*

You will be randomly assigned a song from the Jukebox for Justice playlist in the Music & Advocacy unit. These songs are selected from a wide range of musical genres but each track utilizes a creative artistic filter to advocate a specific message. Your task is to find, research, analyze, contextualize and share that message with us. Investigate the important historical events,

geographic locale, social climate and other details relevant to the song and artist(s). Using your choice of a number of Web 2.0 graphic tools you will design an infographic illustrating the details you uncover and present (3-5min) it to the class while your song streams online in the background.

Include the following:

- Who is the artist, what is the song, and when was it written and/or first performed?
- What is the issue the song is addressing or the cause the song is advocating?
- Define the socio/political/cultural/economical positionality of the artist and of the audience the song was intended for.
- Bibliography with a minimum of 5 sources.
- Obvious attention to color, font, placement and overall aesthetic of infographic.
- Compelling statistics and graphic representations of the numbers cited.

You will also submit an analysis statement with your final product. This 3-5pg statement should reference at least 3 course readings. (These readings are different than the 5 sources related to the information you present in your info-graphic.) Using your texts and supplemental materials as a framework, explain your thoughts on the song as a tool for advocacy. Is it a good story? Is it well-crafted for its intended audience? Is/was it effective? Do the lyrics convey passion and enthusiasm? If the song is older, is it still relevant today? Basically—knowing what you know as a trained advocate—did they hit the target with the song, and why or why not?

The day of your presentation, submit one color 11”x17” copy of your infographic (which can be printed at the Student Technology Center for free—note, you must schedule this as they are not always able to accommodate on demand) and upload your file to Canvas.

Cause Blog

Being an effective advocate is more than simply researching and memorizing statistics about your cause and discussing them with others. It involves taking those statistics and weaving them together with human experience to create compelling narratives that move people to some sort of action on the behalf of your cause, and then ensuring those narratives actually reach others. We are in a period of advanced globalization and the digitization of information creates a fastflowing conduit through which virtually *anything* can be transmitted. Your proficiency in a variety of technological arenas will be an asset now and in your professional future, and this assignment is an opportunity to practice, develop, and showcase those skills.

You will begin by selecting a cause important to you about which you would like to advocate. Using a free hosting site you will create a public blog which will act as the hub for your advocacy work. These weekly posts will require you to use a variety of Web 2.0 technologies to advocate for your cause, giving you ample opportunity to explore the wealth of options available for advocates in today’s digitized world. **Please note: While some of the components will only take a small amount of time to complete there are others that will require forethought and attention well in advance. Schedule your time accordingly!**

Blog

1. **Blog Design:** Using our course readings and discussions as a framework, design a customized personal blog. Be sure to give careful attention to the look of your blog, and to convey something about yourself through your design choices. Create the appropriate pages to house each of the blog components in your initial design, give each a relevant and clever title, and be sure to give your blog a name that is inviting to its ideal audience.
2. **Cause Video:** Guided by the Student Technology Center, you will create a short (3-5min) video relating to your cause. Using technology available on campus you will film, edit and produce your short, showcase it on your blog, and present it in class. Elaborate details on this component will be provided well in advance of its due date.
3. **Photo Journal:** Using a camera device of your choosing you will capture, edit and watermark photos, and then compile them in a compelling photo journal documenting a human interest aspect of your cause. Using minimal text to caption each photo, you will tell a story about your cause in pictures. A minimum of 10 photos are required for this component.
4. **Short Blog Feature:** Part of the challenge in effective advocacy is relaying jargon and statistical information to a general audience. To help you develop your ability to critically analyze and present field research in a digestible format, you will compare and contrast two peer reviewed articles related to your cause. You will then post links to the articles along with your short feature response on your blog. Your response should be no more than 1,000 words, so be sure to distill the most important information from the articles, and should demonstrate proficiency in blog posts as according to our texts.
5. **Slideshow:** Using slide presentation software you will create a slideshow illustrating your research on the ways in which your cause is addressed on a national level. This 10-slide presentation should be an overview of notable organizations big and small working for your cause and highlight something of interest these organizations are doing with Web 2.0 tools to advocate for their cause. Include text and graphics with citations.

At the end of the quarter you will showcase your complete blog in a brief and informal class presentation. You will have the opportunity to share your favorite components and what you consider to be your best examples of Web 2.0 technology usage.

Service-Learning Project

Service-Learning is a vital part of a complete liberal arts education, as well as an indispensable component of Communication Studies curriculum. Beyond that service-learning is one of the best ways to both absorb and practice course content. Experiential education in the local community benefits not only those of you assigned to it, but also better the organizations you serve and the University reputation as well. Additionally, it contributes positively to the growth your personal network. All that said, please act accordingly when working with team members and community partners!

Teams will be formed following the completion of an in-class service-learning survey. Once formed, it is your responsibility to connect and begin working with your community partner to complete the project. The type of project(s) will vary by organizational needs, but you should

find connections between course content and your project and be able to articulate these connections in the various components of this assignment. The individual expectation is 15hrs of work each student, though how that breaks down will depend on the partner's needs.

The schedule for this assignment will vary according to community partner needs however each group will present their work at the end of the quarter. To receive full credit for this assignment you will need to complete the following:

- **Team Plan:** This is a brief informal presentation early in the quarter wherein you and your teammates will apprise the rest of us of your plans with your service-learning partner, explain your goals for the project, and tell us how you are planning to reach them.
- **Team Overview:** This is a brief (<2pgs) introduction to the members of your team. It should include a blurb about each member, as well as their primary roles in the project completion.
- **Organizational Overview:** This 5-7pg co-authored paper is an organizational analysis, and should include the mission, history, current status, and future goals of the organization. Be sure to formulate a SWOT analysis, and to include a 7-sentence marketing plan (see Canvas for relevant readings).
- **Weekly Team Updates:** These updates in memo form. They should include the current status of your work, challenges you are facing, and your steps for the following week. There are four updates due on the calendar. Each should be written and submitted by a different team member. Submit copies of each weekly update in final package.
- **Meeting Agendas and Minutes:** Agendas will be prepared and submitted to partners 48hrs in advance of any scheduled meetings. Minutes will be recorded and transcribed, and then sent out to partners within 48hrs following meetings. You will couple the agenda with the minutes from each meeting and include it in your final submission.
- **Presentation:** At the end of the quarter your team will give a 20min presentation based on your project. Whether you volunteered at an event, designed a brochure, helped organize member documents or wrote a newsletter, this is your time to show how you fulfilled the assignment. Using any (pre-approved) presentation style you choose your team will showcase your work and talk about your experiences in relation to course materials from the quarter. Be sure to start with a brief organizational overview to acquaint classmates with your organization, and to include quality visual media.
- **Team Member Evaluations:** You will evaluate each of your team members on their contribution to not only your service-learning project, but to you professionally. As in the real world, not everyone you work with will be your favorite or most reliable coworker; others will be outstanding and teach you many unexpected lessons. This is the space wherein you can share these impacts. These are not meant to be read by your teammates therefore I will collect them from each individual directly, along with the individual reflection statement outlined below, on the date of your team presentation.
- **Individual Reflection:** This 2-3pg written statement should focus on your personal growth through the service-learning assignment. Whether you explore growth in interpersonal

communication skills, technological skills, presentation confidence or career pathways, this capstone piece should highlight and demonstrate your newfound understandings.

Be sure to cite a minimum of three course sources in your reflection.

Presentation Attire

I would like to see you present in what I would call “business casual.” What I mean by this is you should look presentable, but I think it’s unreasonable to expect you to spend your day on campus dressed up in formal business attire. Here’s what I absolutely do not want to see on your presentation days: your toes, your navel or any other part of your midriff, your cleavage, baseball caps, workout gear, rips, or excessive wrinkles in your clothing.

If you do not currently own clothes that fit this description you will need to acquire them. They will be necessary and useful items to own in your professional future, and are part of the evaluation of your in-class presentations. If you cannot acquire them by means of retail store, thrift store, or borrowing from a friend or family member, there are other options available in our community.

For women I recommend the Back to Work Boutique. This thrift operation is run by the YWCA, and provides work attire for women in need. There are no income restrictions, but it is designed for women who are entering the workforce or seeking employment who cannot otherwise acquire appropriate clothing. You simply call (360) 734-4820 and set an appointment, then meet with a consultant who will outfit you with several pieces of professional wardrobe staples.

For men I suggest the Men’s Haberdashery (Hope House). This operation provides professional attire to men who are entering or returning to the workforce, and is free of charge. To make an appointment, call 360-676-2178 ext. 4005.

I want you to feel comfortable and confident in your presentation attire, both in class and in your professional future. For other clothing resources in our community please visit:
<http://bellingshamschools.org/sites/default/files/departments/FIC/Clothing%20Resources.pdf>.

Exam

The final exam will be a combination of multiple choice, short answer and essay questions. It will be a comprehensive exam covering readings and information presented in class throughout the quarter. While much of our class addresses practical skills, useful theory and information is presented in the text and in class through lecture and your own presentations. The exam will give you an opportunity to show you’ve absorbed this content.