



RHE 270 FALL 2022

MWF 11-11:50am
Baxter 202

STRATEGIC COMMUNICATION

COURSE DESCRIPTION

This course introduces students to strategic communication, an umbrella term and subfield that considers how organizations use communication to achieve their missions. This course will explore the rhetorical facets of message design related to information campaigns, public relations, and marketing. This class will be organized into different modules, each addressing a different context of strategic communication. Within each module, students will learn theories and models of best practices, audience analysis and research, and communication ethics. The capstone assignment will have students research and analyze a strategic communication case study of their own choosing.

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Email Address: druryj@wabash.edu

Office Hours: Tu, 9-11am; W, 2-3pm; Th, 1:30-2:30pm; by appt.; or drop-in 9am-4pm. On Fridays, I may not be available after noon.

Appointments: <https://calendly.com/profdrury> or scan this QR code:



REQUIRED MATERIALS

All course readings and assignments are available on the RHE 270 Canvas site. I recommend you print out course readings to annotate. You should budget ≈\$30 (600 pages, single-sided) for printing.

STUDENT LEARNING OUTCOMES

Students who complete the course will meet the following learning outcomes as reflected in the Literature and Fine Arts distribution requirement:

- Analyze and interpret texts: Students should be able to analyze the rhetorical tactics in the strategic communication artifacts they encounter in their daily lives.
- Recognize the importance of context: Students should be able to recognize and analyze how context and audience influence strategies and tactics, particularly in the areas of marketing and crisis communication.
- Demonstrate disciplinary literacy: Students should be able to identify and apply theories and concepts relevant to the study of strategic communication.

COURSE ASSIGNMENTS

Attendance & Scholarly Conduct (50 pts., 10%):

The class requires you to attend and actively participate in class. Beyond just showing up, I expect that you will have read the assigned material and will get involved in class discussion and activities. You will earn at best a “C” for this aspect of your grade if you consistently attend class and pay attention but do not participate. You will fail this aspect of your grade if you consistently attend class but are distracted or disengaged. Arriving late or leaving early count as half an absence. Each absence beyond 3 will result in a 3-point reduction from your attendance and scholarly conduct grade in addition to the points you lose for not being in class to participate. More than 12 total absences may result in failure of the course. If you miss class, it is your responsibility to communicate with me (preferably in advance) about make-up work.

Case Study Responses (250 pts., 50%):

For five case study scenarios, you will post a response to Canvas (35 pts. ea.) and engage your peers’ responses (15 pts. ea.) to make connections between the case study and course material.

Case Study Essay (125 pts., 20%):

You will complete a research project about a specific strategic communication campaign case of your choosing. This capstone project that will emulate our class case studies and demonstrate your mastery of course material. You will submit a proposal, bibliography, and final essay.

Exam (75 pts., 15%):

You will take one exam designed to test your understanding of course material. We will discuss format and content coverage in class.

COURSE GRADING SCALE					
Grade	Points	Grade	Points	Grade	Points
A	465-500	B	415-434	C	365-384
A-	450-464	B-	400-414	C-	350-364
B+	435-449	C+	385-399	D	300-349
				F	<300

APPROACHING CLASS DISCUSSION

Class discussion will address personal and political issues requiring you to set forth ideas that reflect your biases. In creating a productive environment, you should attempt the following personal measures:

- Carefully consider how your own position, values, beliefs, and upbringing might predispose you to assume certain things about the world and your fellow classmates.
- Avoid making statements that you believe are categorically “true.” All points are arguments requiring support more than just “feeling.”
- Treat your fellow classmates’ arguments as you would like them to treat yours: a valid and worthwhile consideration.
- Refrain from overly hostile or disrespectful comments seeking to shut down or “win” debates.

COURSE POLICIES AND RESOURCES

Course Meetings and Assignments

- *Class meetings will largely build on, not duplicate, readings.*
- Late written assignments are penalized 5% per 24-hours they are late (max. 50%).
- Late policy does not apply to case study peer responses, which receive zero if late.

Written Assignment Guidelines

- Papers should be typed, double-spaced, using 11- or 12-pt font.
- Must be submitted to Canvas in .doc or .pdf format, not via email.
- Be sure to proofread written work before submitting.

Assignment Feedback

- I will provide detailed written feedback to class assignments that are designed
- Use these comments to prompt continued reflection on and engagement with the material and to identify concrete steps to improve on future assignments.
- You should see me if any of my feedback is confusing or unclear.

Cell Phones, Laptops, and Tablets

Please treat class time as you would any other professional meeting. Cell phones need to be silenced and invisible during class; this means you should not use a phone to access course materials. Laptops and tablets may be used *only* to help you engage more fully with the class content and not as a means of “multitasking.”

COVID Protocols

- All students should be vaccinated against COVID-19 or have an approved exemption.
- We will observe *all* College guidelines regarding masking, distancing, etc.

Academic Honesty

The Gentleman's Rule should guide your academic honesty in this course. This means:

- All work is your own original work, not “borrowed” from someone or somewhere else, recycled from other courses, or completed with others (unless unmistakably permitted)
- All work drawing upon other sources must **explicitly** reference those sources using MLA or APA format for written citations and author, source, and date for oral citations

At my discretion, cases of misconduct may be reported to the Dean of Students and/or result in failing the assignment or course. Refer to the [Academic Honesty Guide](#) (also available on the “Student Resources” tab of MyBash) for more information.

Emergency Procedures

- **FIRE:** Proceed down one floor to nearest exit and move at least 50 yards away from the building (on the mall). Join me and your classmates there to make sure everyone got out of the building.
- **TORNADO:** Proceed from the classroom to the first floor of Baxter Hall and shelter in a safe location.

Writing Center

The Wabash Writing Center (located on the second floor of the Lilly Library) is able to help with all facets of paper writing (from outlining and drafting to researching and proofreading). Go [here](#) to schedule an appointment.

The Office of Student Enrichment

If you have questions about developing college skills, from time management, to how to study more efficiently, to taking better notes, you can arrange a one-on-one meeting with Dr. Koppelman [here](#).

CREATING AN INCLUSIVE CLASSROOM

I am committed to your success in the class and to fostering an inclusive space. My door is open so please come talk to me if you're having trouble with the readings, wrestling with how to take notes, or want to generally discuss how to maximize your learning. If there are circumstances that affect your class performance—be they personal, health, or other—let me know as soon as possible so that we can collaboratively discuss how to proceed. Direct, open communication is often the only way that I know I need to be clearer about ideas or that you need help. In the end, communication will enhance our teaching and learning.

Students with disabilities (apparent or invisible) are invited to confidentially discuss their situation with Heather Thrush, Associate Dean for Student Engagement and Success. If a student wishes to receive an academic accommodation, he must have documentation on file with Dean Thrush (Center Hall 112A, x6347, thrushh@wabash.edu).

COURSE SCHEDULE

Dates and assignments are subject to change. Pay attention in class & check Canvas for updates. Complete assignments before class on the day they appear in this schedule.

<u>DATE</u>	<u>TOPIC</u>
W Aug 24	Course Introduction: What is "Strategic Communication"?
MODULE 1: MARKETING AND CAMPAIGN RHETORIC	
F Aug 26	Understanding Consumer Decision Making Read Frymier & Nadler, "Elaboration Likelihood Model"
M Aug 29	Creating Customers from Consumers Read Kotler et al., "The New Customer Path"
W Aug 31	Marketing Strategy: Marketing Analysis Read B2U, "Scanning the Environment: PESTEL Analysis" ; M16 Marketing, "The Definitive Guide to SWOT Analysis" Optional: Porter, "The Five Competitive Forces that Shape Strategy"
F Sept 2	Marketing Strategy: Branding Read Varey, "The Brand Communicator"
M Sept 5	Marketing Strategy: Marketing Mix Read Varey, "The Marketing Mix as Social Communicator" ; Scott, chs. 1 & 2 from The New Rules of Marketing & PR
W Sept 7	Marketing Research: Segmentation, Targeting, & Positioning (STP) Read Paley, "How to Manage Your Markets" DUE: Small Group Introduction
F Sept 9	Class discussion with Nick Prihoda '99 and Sam Hanes '16, Young & Laramore
M Sept 12	STP & Example Case Study Read "Learning by Case Studies"; Fournier, "Land Rover North America Inc."
CASE STUDY 1: HOT WHEELS & REINVENTING A BRAND	
W Sept 14	Introduction: Options for Reinvention Read Ofek et al., "Hot Wheels at Mattel" DUE: Case Study 1 Response by gpm
F Sept 16	Discussion DUE: Case Study 1 Peer Responses
M Sept 19	Conclusion Read TBA



W Sept 21	Marketing and Advertising Campaigns Read Larson, "The Persuasive Campaign or Movement"
F Sept 23	Appeals in Advertising Read Mogaji, "The Creative Elements of Advertisements"
M Sept 26	Ethical and Legal Concerns in Marketing and Advertising Read Clow & Baack, "Regulations and Ethical Concerns"
W Sept 28	FIELD TRIP TO INDIANAPOLIS (8:30am-5pm) To prepare for the trip, browse the linked content and generate questions 8:30am: Depart for Indianapolis 9:15am: Meet with Steve Campbell '92, Indianapolis Colts 12:00pm: Lunch & meet with Isaac Myers '21 and CJ Francoeur '13, Eli Lilly 2:15pm: Meet with Marcus Manges '10, Accelerent at Kennected (Drew Fleming '22 and/or Matthew Craft '10) 3:30pm: Depart for Crawfordsville

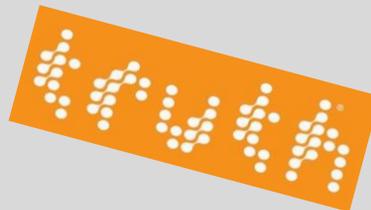
CASE STUDY 2: MALE GROOMING PRODUCTS & REACHING A NEW DEMOGRAPHIC

F Sept 30	Introduction: Appeals in Advertising; Debrief Field Trip Read Alzheimer, Euro RSCG Worldwide, "Metrosexuals: The Future of Men?" <i>(bring thoughts about and reactions from the field trip)</i> DUE: Case Study 2 Response by 9pm
M Oct 3	Discussion DUE: Case Study 2 Peer Responses
W Oct 5	Conclusion Read TBA
F Oct 7	Applying Campaign Dynamics to Public Communication Campaigns Read Atkin & Rice, "Theory and Principles of Public Communication Campaigns"
M Oct 10	The Health Belief Model Read Skinner, Tiro, & Champion, "The Health Belief Model"
W Oct 12	Ethical Concerns & Unintended Effects of Communication Campaigns Read Cho & Salmon, "Unintended Effects of Health Communication Campaigns"
F Oct 14	No Class—Fall Break



CASE STUDY 3: THE TRUTH CAMPAIGN & CHALLENGING MERCHANTS OF COOL

M Oct 17	Introduction Read Editorial, "When Don't Smoke Means Do" (link ; pdf); Watch Philip Morris ads DUE: Case Study 3 Response by 9pm
W Oct 19	Discussion DUE: Case Study 3 Peer Responses
F Oct 21	Conclusion Read TBA
M Oct 24	Exam Review
W Oct 26	Exam
F Oct 28	No Class—Day of Rest

**MODULE 2: CRISIS RHETORIC**

M Oct 31	Defining Crisis Communication Read Heath & Millar, "Rhetorical Approach to Crisis Communication" ; Coombs, "Conceptualizing Crisis Communication"
W Nov 2	Pre-Crisis Planning Read Borda and Mackey-Kallis, "A Model for Crisis Management," pp. 117-31
F Nov 4	Responding to Crisis Read Coombs, "Choosing the Right Words"
M Nov 7	Responding to Crisis (cont.) Review and bring Coombs, "Choosing the Right Words"

CASE STUDY 4: PEPSI & THE RHETORICAL OPTIONS FOR RESPONDING TO CRISIS

W Nov 9	Introduction Watch Pepsi Ad for Ad; Pepsi Ad; Madonna, "Like a Prayer" DUE: Case Study 4 Response by 9pm
F Nov 11	Discussion DUE: Case Study 4 Peer Responses
M Nov 14	Conclusion Read TBA
W Nov 16	Dialectical Tensions in Crisis Communication Read Littlefield, "Introduction to the Dialectical Tensions of Risk and Crisis Communication"



F Nov 18	Case Study Essay Work Day DUE: Case Study Essay Proposal by 9pm
Nov 21-25	<i>No Class—Thanksgiving Break</i>
M Nov 28	Ethical Concerns in Crisis Communication Read Zaremba, "Ethical Issues in Crisis Communication"
T Nov 29	DUE: Questions for Mr. Blair by 1pm
W Nov 30	Class discussion with Patrick Blair '90 , Director of North America Communications, Procter & Gamble ("P&G in Two Minutes") DUE: Case Study Essay Bibliography by 9pm

CASE STUDY 5: TBA

F Dec 2	Introduction Read TBA DUE: Case Study 5 Response by 9pm
M Dec 5	Discussion DUE: Case Study 5 Peer Responses
W Dec 7	Conclusion Read TBA
F Dec 9	Essay Workshop
T Dec 13	DUE: Case Study Essay by noon