

JMS 740 Strategic Communication & Storytelling Syllabus

Instructor:

Office:

Phone:

Email:

Room:

Texts

- Hall, K. (2019). *Stories that stick*. New York: Harper Collins Leadership.
- Jutkowitz, A. (2017). *The strategic storyteller: Content marketing in the age of the educated consumer*. Hoboken, N.J.: John Wiley & Sons.
- Course readings available on Canvas or hyperlinks on the syllabus

Course Description

This course introduces the theory, framework and practice of creating a strategic plan of action for purposeful storytelling and then applies those principles to developing a strategic plan and creating purposeful stories.

Course Philosophy

This course allows you to connect theory to practice. As a graduate seminar, the course focuses on discussion and application. Unlike other graduate courses, however, you will apply what you learn to developing stories based on a strategic planning.

Course Objectives

- Appreciate the power of storytelling to influence human attitudes & behavior
- Cultivate and develop a strategic mindset
- Apply strategic marketing theory concepts to writing stories
- Learn to write stories based on strategic planning and messaging
- Develop an appreciate and knowledge of public relations planning

Major Assignments

Attendance/Participation:

For each class, you will be expected to come prepared with three questions, including an explanation as to why the question is relevant, based on the readings. These questions should be prepared in advance of class and turned in at the beginning of class. It is critical that every member of the class participate and come prepared to ask questions and discuss the readings.

Exam/Research Paper:

Near the end of the semester, we will have an essay exam over the readings and discussions. The exam consists of 8-10 questions; you answer 5 of them. You

JMS 740: Strategic Communication & Storytelling

also have the option of doing a 7-page research paper on a strategic storytelling topic instead of the exam.

Story Pitches:

Write a one-page pitch for each story you propose to write based on initial research and planning. The pitch should include the following:

- Nut Graph Lead—Why story is important
- Back story and background information
- Sources and potential sources
- Target Audience

Silver/Bronze Anvil Awards Analysis:

Research and write a two-page single-spaced critique of a Silver or Bronze Anvil Award campaign that incorporated storytelling as part of its strategy. Keep in mind that the Bronze Anvil Award includes a features, magazine and newsletter. Include the URL for the case. The Public Relations Society of America offers case studies of award-winners: <https://contentconnection.prsa.org/resources/case-studies>

Here s an example of one of those case studies that incorporated storytelling:

<https://contentconnection.prsa.org/resources/case-studies/case-study-how-to-use-video-storytelling-to-explain-high-tech-concepts>

Here s what I ll be looking for in your analysis:

1. What was the communication problems to be solved?
2. What were the campaign s communication objectives and strategies?
3. How did the campaign employ narrative strategies?
4. How did the story achieve campaign goals
5. How was the success of the campaign evaluated?

Strategic Planning and Content:

The plan must include the following sections: Background (including back stories), Target Audiences (for your stories), Situation Analysis and Problem Statement, Objectives, Key Messages and Message Strategies, Tactics/Creative (owned or earned media), and Proposed Stories. Final project will include two stories per group member. This could consist of a main story (1,500 words) and a 500-word sidebar or two 1,000-word stories

Presentation (Selling Your Plan):

This professional presentation should last about 10-15 minutes. Review major the elements of a strategic plan and narrative products in such a way that we will see the plan reflected in your stories.

Note: You may partner with someone in the class on this project or go it alone. If you team up with another class member, I will still expect two stories per person.

JMS 740: Strategic Communication & Storytelling

Grading

- Attendance/Participation 50 points
- Exam/Research Paper 100 points
- Silver/Bronze Anvil Awards Analysis 50 points
- Strategic Plan and Content: 100 points
 1. Background Research & Target Audiences: (30)
 2. Situation Analysis & Problem Statement: (20)
 3. Key Messages & Message Strategy: (25)
 4. Tactics/Creative: (25)
- Story Pitches 25 points
- Narrative Products (2 Stories): 150 points
- Presentations 25 points
- **Total Points 500 points**

Grades will be based upon the following point scale:

A	465-500	A	450-464	B+	435-449	B	415-434
B	400-414	C+	385-399	C	365-384	C	350-364
D+	335-349	D	315-334	D-	300-314	F	0-299

Proposed Schedule

Week 1: Jan. 25 (Strategic Storytelling)

- Monarth, H. (2014). The Irresistible Power of Storytelling as a Strategic Business Tool. Harvard Business Review. <https://hbr.org/2014/03/the-irresistible-power-of-storytelling-as-a-strategic-business-tool>
- Dahlstrom, M. A story about stories in strategic communication. In A Dudo & L. Kahlor (eds.) *Strategic Communication*. London: Routledge.
- *Stories That Stick* (STS) Intro: xi-xviii.

Week 2: Feb. 1 (Advertising/Public Relations/Branding)

- <https://psu.pb.unizin.org/comm370/chapter/chapter-3-the-world-of-public-relations/>
- <https://learn.g2.com/pr>
- <https://www.oberlo.com/ecommerce-wiki/branding>
- <https://hbr.org/2016/03/branding-in-the-age-of-social-media>
- Texts: *STS*: Chapters 1; *Strat Storyteller* (SS): Chapter 1

Week 3: Feb. 8 (Strategic Communication Theory)

- Rapp, J. & Hoffjann, O. (2012). Understanding strategy in communication management. *Journal of Communication Management* 16 (2), 146-161.
- Van Ruler, B. (2018). Communication theory: An underrated pillar on which strategic communication rests. *International Journal of Strategic Communication* 12, (4), 367-381.
- Texts: *Strat Storyteller* Chapter 2; *STS* Part 2: Chapters 2-3

JMS 740: Strategic Communication & Storytelling

- **Participation: Identify a client organization**

Week 4: Feb. 15: President s Day Holiday (No class meeting)

- **(Readings for the off week. We ll have a discussion on Canvas.)**
- Wilcox, D., Cameron, G., Reber, B., & Shin, J. (2013). Research and campaign planning. In *Think: Public Relations* (pp. 89-113). Boston: Pearson
- Texts: *STS*: Chapters 4-5

Week 5: Feb. 22 (Strategic Planning)

- Austin, E.W. & Pinkleton, B.E. (2015). Elements of the campaign. In *Strategic Public Relations Management*, 3rd Edition (pp. 29-47).
- Daugherty, E. (2003). Strategic planning in public relations: A matrix that ensures tactical soundness. *Public Relations Quarterly* 48, 21-27.
- Texts: *SS*: Chapters 3-4; *STS* Part 2: Chapters 6-7

Week 6: March 1 (Strategic Planning Examples)

- Texts: *STS* Part 3: Chapter 8
- PRSA Bronze Anvil Awards, Features or Magazine Categories. Google Bronze Anvil Award Winners from a specific year and then google the specific award and organization. For example, Memorial Hermann won in 2018 and the winning feature is located at <http://blog.memorialhermann.org/giving-ultimate-gift-organ-donation-unites-mom-stranger-received-sons-heart/>
- **Assignment: Bronze Anvil Awards Analysis Due (Come prepared to discuss)**

Week 7: March 8 (No class but available during class time or by appointment)

- Texts: *SS*: Chapters 5-6 (Emphasis on distribution, connectivity, & creative)
- Begin organizing Research Section: Background (including back stories), Target Audiences (for your stories), Situation Analysis and Problem Statement, Objectives, Key Messages and Message Strategies, and Tactics/Creative (communication medium (owned or earned media).
- **Participation Assignment: Potential story pitches**

Week 8: March 15-22--Spring Break

Week 9: March 22 (Theory & Application)

- Texts: *SS*: Chapter 7
- Allagui, I. & Breslow, H. (2016). Social media for public relations: Lessons from four effective cases. *Public Relations Review* 42, 20-30.
- A Theoretical Basis for Public Relations in Lattimore, D. et. al. (2012). *Public Relations: The Profession and the Practice*. New York: McGraw-Hill.
https://www.nust.na/sites/default/files/documents/Communication%20Theories%20in%20PR%20Chapter_3%281%29.pdf

Week 10: March 29 (Strategic Storytelling)

- Texts: *SST*: Chapter 9
- Pulizzi, J. (2012). The rise of storytelling as the new marketing. *Publishing Research Quarterly* 28, 116-123.

JMS 740: Strategic Communication & Storytelling

- Kent, M. (2015). The power of storytelling in public relations: Introducing the 20 master plots. *Public Relations Review* 41, (4), 480-489.
- Stoker, K. (2016). Digital storytelling. Report to the PRSA Thought Leadership Committee. Available on Canvas.
- **Participation Assignment: Draft of Research Section (3 pages single spaced)**

Week 11: April 5 (Journalistic Storytelling)

- Hart, J. (2011). Story & structure. In *Storycraft* (pp 6-40). Chicago: University of Chicago Press.
- PowerPoints: Lead Writing, Story Construction
- Love, H. (June/July 2008). Unraveling the technique of storytelling. *SCM* 12 (4), 24-27
- Texts: SS: Chapter 8; SST: Chapter 10
- **Assignment: Story Pitches (Pitch them to the class)**

Week 12: April 12 (Assignment: Exam/Research Paper)

Week 13: April 19 (Evaluation)

- How do we evaluate success?
- Buhmann, A., Likely, & F. Geddes (2018). Communication evaluation and measurement: connecting research to practice. *Journal of Communication Management* 22, 113-119.
- **Participation Assignment: Review story drafts**

Week 14: April 26 (Course Debrief)

- Texts: SS: Chapter; SST: Conclusion
- Class members weigh in on the plans and stories
- **Assignment: Individual Stories due**

Week 15: May 3 (Present Plan & Final Stories)

- 10-15 Formal Presentations
- *Please complete class evaluations this week*

Week 16: May 10(Final Project & Stories Due by 8 p.m.)

- Assignment : Completed Strategic Plan, including stories

University Policies

Public Health Directives

Face coverings are currently mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at Health Requirements for Returning to Campus, <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

JMS 740: Strategic Communication & Storytelling

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

JMS 740: Strategic Communication & Storytelling

Disability Resource Center (DRC)

The UNLV Disability Resource Center (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

JMS 740: Strategic Communication & Storytelling

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website, <https://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

JMS 740: Strategic Communication & Storytelling

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

UNLV Land Acknowledgement

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.