

JOUR 640: Strategic Campaigns

Spring 16

Tuesday & Thursday, 11:00-12:15 am
Stauffer-Flint Hall, Room 204

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Office hours: Tuesdays 2:30-4:00 p.m. and by appointment

COURSE DESCRIPTIONS

As the capstone course in the strategic communication track, Strategic Campaigns is designed to bring together the concepts and hands-on skills learned in earlier classes. The heart of this class is critical thinking, analysis, and creative problem solving skills. Students will work with team members to identify client challenges, to recommend specific strategic communication objectives, to conduct secondary and primary research to investigate issues relevant to client's concerns, to create an original and innovative strategic communication campaign to address client's needs, and to offer evaluation solutions to assess campaign effectiveness. Campaign materials produced may be used in student portfolios as examples of professional capabilities. Students are expected to demonstrate professional work ethic when working with client, team members, and contacts, and to learn how to communicate effectively and efficiently using various communication tools and methods.

COURSE OBJECTIVES: WHAT WILL YOU LEARN?

- To identify and solve a client's marketing challenges and objectives by working with client closely and professionally throughout the process
- To apply skills that you already know, and to obtain other necessary skills, in order to create an effective campaign
- To develop an effective strategic communication campaign that addresses client's marketing objectives based on critical analysis and evaluation of research findings and strategic message planning
- To identify measures to evaluate campaign effectiveness once it is implemented
- To communicate research results and the strategic planning process clearly, concisely, and effectively in the format of written report, oral communication, and visual presentation to the client
- To provide proactive and constructive feedback through team collaborations and peer evaluations

COURSE STRUCTURE

Given that you are an expert in all things related to strategic communication, we won't have extensive lectures in this course. Instead, we will have discussions and group consultations. (If, however, there are some concepts related to research methods and executions that you are struggling, I will make necessary changes to the syllabus and conduct an overview with the whole class.)

Your teams will spend approximately 200 hours outside of the class to develop campaigns. The frequency of meetings increases during the final month of the semester. Please be cautious about avoiding commitments that will reduce your ability to work with your team to bring your campaign together in the final stages.

Finally, to streamline our campaign process, each group will join a shared Dropbox Folder where reading materials and assignment guidelines will be shared. (Note that your grade will still be updated via Blackboard.)

STRATEGIC CAMPAIGNS STAGES (GROUP)

Strategic Campaigns Stages (Group)

	Jan		Feb				March					April				May
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Stage I: Exploration																
Step 1: Group Contract	x	x														
Step 3: Research section draft-- Situation Analysis + Secondary Research	x	x	x	x				x	x	x	x	x	x	x	x	
Step 3: Research section draft-- primary research			x	x	x	x		x	x	x	x	x	x	x	x	
Stage II: Development																
Section 4: SWOT Analysis					x	x		x								
Section 5: Planning Document						x	x	x	x	x						
Section III: Execution																
Step 6: Executions							x	x	x	x	x	x	x	x	x	
Step 2: Introduction, Executive Summary													x	x	x	
Step 7: Predictions & Evaluations													x	x	x	
Step 8: Budget summary Presentation													x	x	x	x

KEYS TO SUCCESS IN CAMPAIGNS—FOR INDIVIDUALS AND TEAMS

In Campaigns, you will work collaboratively with team members who have different personalities, skills, strengths, and weaknesses. To help get the campaign process started, your team will set a goal and write down your value statement in your group organization contract (Step 1). While this activity helps initiate team building process, years of teaching experience have taught me keys to successful (and not-so-successful) team collaborations. Here are some key points to help you become successful in Campaigns and make this course an enjoyable experience for you. (Keep in mind that your team may develop additional pointers throughout the semester.)

Always keep in mind: **You are what you do, not what you say you'll do.**

- **Key 1:** Know thyself by identifying your individual strengths, personality, communication style, and areas for improvement
 - In a team-based environment, you may need to adjust how you work (e.g., your communication style) to facilitate smooth collaboration and contribute meaningfully to a team project.
 - Keep learning and adapting: It will help you thrive in Campaigns and everything else you do.
 - In such an environment, each member will need to *standardize* the writing (e.g., providing a style guide so everyone is on the same page) and organization process (e.g., method of communication and consistent communication channels).
- **Key 2:** Understand each member's roles and responsibilities
 - Each team has an Account Executive, Research Director, Creative Director, Advertising/PR director(s), and Presentation Director. Each role is heavily interconnected and dependent upon one another. Don't disappoint yourself and each other.
 - Each member is expected to contribute to each aspect of the campaign, even though it may not be her/his primary responsibilities.
 - A successful campaign is the result of total team effort in which each member contributes more than her/his share.
 - Create and constantly update a to-do list for each member using any management software, for example, could help your team (and Account Executive) manage each person's responsibilities.
- **Key 3:** Creativity, innovation, and diverse viewpoints are expected. You will disagree with each other—and that's just a part of the process. And don't forget to have fun!
- **Key 4:** Be respectful and accountable (e.g., be always on time, never miss a meeting, and contribute meaningfully to a group project).
 - Texting or getting otherwise distracted during team meetings, for example, will leave a bad impression.

- Not pointing out unsatisfactory performance (e.g., unedited work, incoherent thoughts, etc.) and tolerating bad behaviors (e.g., missing meetings and deadlines without explanations, ghosting, and being unprofessional) will decrease the quality of your campaign.
- **Key 5:** Professional quality is expected; therefore, multiple revisions are essential. If Hemingway could write 47 endings for his masterpiece, *A Farewell to Arms*, well, we (who are not Nobel and Pulitzer prize winners) don't really have any excuse for not re-writing and editing to get it right.
 - Put your ego aside.
 - Visiting with our editing center staff is always a good idea.
 - Typos, offensive language or visuals (disrespectful to our client, sexually suggestive, sexist, racist, homophobic, rude, etc.) are not acceptable and will likely result in a zero.
- **Key 6:** Help each other grow by providing proactive (and constructive) feedback while being respectful. Critiques are expected and are a part of the professional world. But don't forget to praise when someone has done a good job.
 - Any critiques should include suggestions for improvement.
 - Don't take critiques personally. Otherwise, you will not make it in the industry.
- **Key 7:** Communicate openly, honestly, respectfully, regularly and effectively using various communication methods and tools.
 - Set a goal for each team meetings in an agenda and strive to accomplish the goal. Having a timeline (e.g., Gantt chart) could help manage a project.
 - Face-to-face meetings for updates and progress are always crucial as key messages are not lost in translation. When your team members speak, listen carefully and attentively.
 - Utilizing multiple communication methods, such as group text messaging (e.g., GroupMe, Voxer), Project management software, Skype, G-Chat, Google Calendar, Google Drive, Dropbox, and other tools, will also help your group manage multiple moving pieces.
- **Key 8:** Start early. Keep in mind that good persuasive messages are based on sound strategies, which come from solid research, thinking, and multiple iterations. Good ideas also need time to develop and mature, so *start early*.

MY FINAL WORDS ON GROUP PROJECTS

Each group is given the latitude to manage its own affairs. I believe this is the best way to learn and grow. Account Executives from each group could freely contact our client for questions. Although I am willing to provide advice and act as a sounding board for ideas, it is up to each group to choose its own direction. I will meet with groups on a regular basis throughout this process. However, group members (as a whole or individually) may schedule appointments with the professor at the times listed on this syllabus. I welcome any questions you have!

It is vitally important that every member of the group contributes to the total effort. Each student in the group will receive the same grade for group assignments. However, each student will be judged individually on his or her professionalism and group

participation. To recognize individual extra effort and to penalize an individual's failure to do one's fair share, grades awarded in connection with the group term project may be subjected to a *performance adjustment* (see my formula) based upon student evaluations and other information deemed appropriate by your professor. When such an adjustment occurs, an individual's grade may rise or fall from the group's base grade. Persons penalized as a result of this evaluation can face more severe grade reductions on subsequent group assignments if their personal performances do not improve. (See "Academic Misconduct" below.) Persons wishing to appeal a performance adjustment must do so in writing within one week of receiving the grade in question.

READINGS

There is no textbook in this course. You are encouraged to follow professional marketing sources, trade publications, and businesses (e.g., Ad Age, AdWeek, PRDaily, *the NY Times*, etc.) on social media so that you are learning on a constant basis.

SOFTWARE SKILLS NEEDED

InDesign, Illustrator, Photoshop and other software skills are required to make your Campaigns design stand out. Take advantage of the online tutorials and in-person workshops that J-School provides (<http://www.jourtech.dept.ku.edu/>), free of charge.

COMMUNICATIONS

The University of Kansas email account (@ku.edu) will be used as a primary vehicle for official communications including announcements of any changes in the course schedule or assignments.

Email is the best way to reach me out of scheduled office hours. I will typically respond in 24-36 hours from Monday to Friday. Use basic etiquette (e.g., appropriate salutation/title, signature) – I don't want your email to get lost in my inbox, and it's hard to answer your email if I don't know who you are.

I do not answer grade-related questions via email. Instead, please come talk with me in-person. I'm always happy to meet with students in my office, so please feel free to visit office hours or contact me if you would like to make an appointment.

COURSE REQUIREMENTS & ASSIGNMENTS

(Unless otherwise noted, all of the assignments will be submitted to shared Dropbox folder.)

Individual Term Project (250 points)

Class participation/attendance/professionalism (75 points)

This category covers class attendance, participation in class discussion, professionalism, and initiatives on class/group collaboration. Regular class attendance and active participation in class projects are essential in this course, as much of campaigns work will happen in class. Also, for this portion of your course grade, I will take into account of your contributions to improving or facilitating collaboration among class/group members on campaign projects.

Brand (re)positioning paper (P/F)

Because of the nature of our campaign this semester, you are asked to work on a paper (no more than 3 pages, double-spaced, 1 inch margin on all sides) on brand positioning and repositioning. You will explore what brand positioning and repositioning is and provide an example relevant to our client to support your arguments and observations. This assignment will be graded as pass or fail. If you fail this assignment, your final grade will be adjusted accordingly under the instructor's discretion. **Submit the assignment on Blackboard.**

Critique of plansbooks (100 points)

You will have an opportunity to read a couple of plans books created by previous classes. This assignment is designed to help you become more familiar with the scope of the campaigns process and to further nurture critical and analytical thinking. You need to submit a short report (no more than 3 pages, double-spaced, 1 inch margin on all sides) summarizing strengths and weaknesses of the plans books assigned to you. **Submit the assignment on Blackboard.**

The issues you should discuss in your critique include, but are not limited to:

- What is the key objective of this campaign?
- To what extent does the campaign meet the objective and speak to the target audiences?
- What are the main strengths and weaknesses of the campaign? How would you evaluate the campaign?
- Are there any major holes in their arguments?
- What would you do differently if you were asked to come up with a campaign for the client?

Peer evaluations

Your group members will evaluate one another on the categories specified below at **two** different times in the semester (before midterm and final plansbook).

Submit the evaluations on Blackboard.

- Relevant task knowledge
- Contribution of quality ideas
- Participation in team meetings
- Dependability/follow-through
- Cooperation/relationship/attitude
- Taking initiative
- Facilitating communication

Account Executive's Weekly Briefing (80 points)

By midnight of every Friday, each Account Executive will **email** Dr. Chen (y.chen@ku.edu) a weekly briefing (**cc every team member**). The Account Executive will submit 16 weekly briefings this semester.

- Please **include your agency name in your title and weekly briefing number** (e.g., 785 Innovative Communication, Weekly Briefing 1)
- **The briefing should account for the actions of each member of the group.** Each person, including the Account Executive, must be identified by name.
 - To help the instructor understand the group's overall progress, the Account Executive is encouraged to include a timeline (e.g., Gantt chart) explaining the group's overall progress and tasks that each member of the group is undertaking.
- **The briefing should include any significant findings**, problems or issues encountered by the group during the week.
- The briefing is also an opportunity for the group to **ask** the instructor any **questions** that it may have about the assignment
- Each briefing must be a **minimum 150 words**.
- Briefings not received **by the midnight Friday deadline** will not be accepted and will receive a grade of zero.

Group Term Project (670 points)

The campaigns project is the most important component of this course. Each group is required to develop a communication campaign on behalf of a real client. This semester's client will be announced in class early during the semester. Each student will be assigned to a group consisting of approximately five to six individuals. Consider your group a professional communications agency and develop mechanisms to effectively manage the group.

There are two major elements to the campaigns project: (i) plansbook and (ii) client presentation, in addition to two small assignments. *More details will be shared.*

Your plans book will be graded in stages.

Plans book:

- Step 2: Executive summary & introduction
- Step 3: Research section draft
- Step 4: SWOT analysis
- Step 5: Planning section draft
- Final plans book (including introduction, executive summary, budget, prediction and evaluation)
- Final client presentation

Other assignments:

- 5-8 questions for the client's visit
- One-pager (campaign strategic plan) for client update meeting

SUMMARY OF ASSIGNMENTS AND EVALUATIONS

Individual Term Project

Class participation/attendance/professionalism	75 points
Brand (re)positioning paper	P/F
Critique of plansbooks	100 points
5-8 questions for the client's visit	75 points

Account Executive's Weekly Briefing

Account Executives' Weekly Briefing due midnight, every Friday (16 briefings, 5 points each)

80 points

Group Term Project

Step 1: Group Organization Contract	50 points
One-pager for client update meeting	20 points
Step 3: Research Section Draft	100 points
Step 4: SWOT analysis	50 points
Step 5: Planning Section Draft	100 points
Final plansbook (including introduction, executive summary, budget, predictions and evaluations)	250 points
Step 11: Final Client Presentation	100 points

Peer Evaluations 100%

TOTAL **1000 points**

Final = Individual efforts + (Group efforts x the average % of your received peer evaluations)

GRADING SCALE

The grading scale for this course, as expressed in total points, is as follows: A = 930-1000,

A- = 900-929, B+ = 880-899, B = 840-879, B- = 820-839, C+ = 800-819, C = 760-799, C- = 740-759, D+ = 720-739, D = 680-719, D- = 660-679, and F = 0-659.

It is not my practice to round-up grades except in specific circumstances where special conditions exist that warrant such an action. The bottom line: I will do everything in my power to ensure that the final grade in this course accurately and fairly reflects the grade that is earned.

Unless otherwise noted, all assignments are due on the designated date/time. Grades on individual and group assignments will be reduced 10% of your grade for each day they are late. All assignments will be graded for spelling, grammar and clarity.

WRITTEN ASSIGNMENT GUIDELINES & SUBMISSION

All written assignments must be double-spaced, 12 point font, with 1 inch margin on all sides. For in-text citation and bibliography, refer to the guidelines of the American Psychological Association—commonly referred to as the APA style (6th edition of Concise Rules of APA Style).

Unless otherwise noted, you should submit your assignments either to Google Drive or Dropbox. Assignments are graded on grammar, spelling, and punctuation as well as on their content.

SCHOOL OF JOURNALISM ACADEMIC POLICIES

Policy on Plagiarism and Fabrication/Falsification -- Adopted May 7, 2004:

In this class, and in all journalism classes, honesty and integrity are critical. Any work you do must be original and reflect your own ideas, thoughts, and research. In a work setting, if you choose to violate professional standards, you will be fired. In this class, if you choose to violate the standards for academic integrity, you'll fail the course, and you may be expelled from or denied admission to the School of Journalism.

Here is the journalism school's official policy statement:

“The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

“In this course, the penalty for plagiarism, fabrication or falsification is a failing grade for the semester. Additional penalties can include expulsion from the School of Journalism. If you have questions about what constitutes plagiarism, fabrication or falsification, please consult the professor of this course.”

The KU University Senate defines plagiarism as “knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.” The University defines fabrication and falsification as “unauthorized alteration or invention of any information or citation in an academic exercise.”

Here’s some clarification:

- If you use or attempt to use any unauthorized materials during a test, or if you give any unauthorized materials to someone else during a test, this is cheating. Unauthorized materials include written materials, such as notes. Unauthorized materials include any forms of nonverbal communication (one cough, the answer is A; two coughs, the answer is B, etc.).
- Plagiarism is stealing. You take someone else’s ideas, thoughts, or words, and you present them as your own original work. This includes taking ideas from written sources, such as books, as well as materials on the Internet. Cutting and pasting materials from the Internet and presenting that work as if it was your own is plagiarism. There may be times when you want to incorporate another person’s ideas, opinions, and words into the papers you write, to make a point or to provide background. If you do, it is essential that you attribute that information—that you explain where the information came from and give credit where credit is due. “Recycling” past interviews or research from previous Jour640 students and presenting it as your own falls into the category of plagiarism.
- Fabrication and falsification mean that you made it up. This can include making up an entire interview or embellishing a fact, quote, or statistic to make it sound better. Don’t do it.

Academic Misconduct

Article II, Section 6 of the Rules and Regulations of the University Senate: "Academic misconduct by a student shall include, but not be limited to, disruption of classes, giving or receiving unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments, or knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing of another's work, violation of regulations or ethical codes for the treatment of human and animal subjects, or otherwise acting dishonestly in research." Sanctions imposed for academic misconduct can include a reduction of grade, disciplinary probation, suspension or expulsion from the university.

School Laboratories

The School provides computer and broadcast laboratories for student use. For locations, times and reservation information, click on the reservations link on the J-School website, <http://www.journalism.ku.edu>.

Journalism School Policy on Classroom Attendance:

"No student may add a journalism class after the 20th day of a semester. Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent."

"The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting."

"The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid. Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid."

Inclement Weather

In the event of inclement weather, the decision to cancel classes is made by KU officials. To determine whether snow or icy conditions have canceled classes, call 8647669 (864-SNOW).

Students with Special Needs

The University of Kansas is committed to helping all students learn. If you have a special need that may affect your learning, please contact me as soon as possible. Please be aware that the KU Office of Student Access Services coordinates accommodations for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted this office, please do so as soon as possible. Information about services can be found at <https://disability.ku.edu/>. Or you can visit the office on the first floor of Strong Hall. The phone number is: 785-864-4064. The email is: achieve@ku.edu

Please contact me privately regarding your needs in this course.

Diversity

In this class, it is important that you feel comfortable expressing ideas and opinions. I welcome and encourage you to share differing perspectives and diverse experiences and to be respectful of others whose viewpoints and experiences may not be the same as your own.

COURSE SCHEDULE

*Course schedule subject to change. Any changes to due dates will be announced by email or in class.

** Unless otherwise noted in our syllabus, assignments will be submitted to Dropbox.

	Date	Agenda	Assignment due
1	1/19	Introduction to the course <ul style="list-style-type: none"> • Structure of the class—review syllabus and discuss strategic campaign project • Inventory of professional skills needed for this class • Administrative matters: Group organization + individual introduction • Assignment: Brand (re)positioning paper 	
	1/21	Introduction to strategic campaigns <ul style="list-style-type: none"> • Bring syllabus • Review of the campaign process and key deadlines • Project groups announced • Assignment: Step 1: Group contract Guest speakers	<ul style="list-style-type: none"> • Read: In their own words: Qualitative expressions of life in poverty • AE's weekly briefing due midnight, Friday (Email submission)
2	1/26	Client visit <ul style="list-style-type: none"> • Review the client briefing document • Discuss: In their own words: Qualitative expressions of life in poverty • Visit Swope Health Services in one of the evenings next week (Week 3) Guest speakers	<ul style="list-style-type: none"> • Step 1: Group contract due in class (<i>A hard copy with signatures is required.</i>) • Plansbook critique assignment and brand (re)positioning paper due @ 9:00 a.m. on Blackboard (individual). See syllabus.
	1/28	Client briefing with Michelle Keller, Vice President, Patient Services, Swope Health Services, 11 am at the Clarkson Gallery, Stauffer-Flint Hall <ul style="list-style-type: none"> • Be early! • Be prepared to ask questions • Dress professionally • Talk about visiting the client in one of the evenings on 2/3 or 2/4 	<ul style="list-style-type: none"> • Client assignment due (individual): 5-8 questions for the client's visit due @ 9 a.m. on Blackboard. • Also, bring two hard copies to our client briefing. See syllabus. • AE's weekly briefing due midnight, Friday (Email submission)
3	2/2	Step 3: Research planning (situation	

		analysis & secondary research)	
		<ul style="list-style-type: none"> • Discuss how to write a good situation analysis and secondary research section • Discuss plans for conducting client research 	
	2/4	Reimbursement procedure overview: Kelly Vickers, Accounting Specialist (20 mins)	<ul style="list-style-type: none"> • AE's weekly briefing due midnight, Friday (Email submission)
4	2/9	Step 3: Research planning (primary qualitative research)	
		<ul style="list-style-type: none"> • Discuss the types of qualitative data collection needed for our client • Coordinate focus group research to be conducted between 10-4 on 2/17, 2/18, 2/19 • Our client will recruit focus group participants for us • Location: Swope Health Services (3801 Blue Pkwy, Kansas City, MO 64130) 	
	2/11	Step 3: Research planning (primary quantitative research)	<ul style="list-style-type: none"> • AE's weekly briefing due midnight, Friday (Email submission)
		<ul style="list-style-type: none"> • Each group will brainstorm survey questions—Draft questions due 2/16 • Discuss how to write a good primary research section 	
	2/13		<ul style="list-style-type: none"> • Step 3: Situation analysis and secondary research section draft due @ 9 a.m. (Dropbox submission)
5	2/16	I will meet with AEs and Research Directors to finalize survey questions (Others team members welcome too!)	<ul style="list-style-type: none"> • Step 3: Draft survey questions due @ 9 a.m. (Dropbox submission) • Please bring 7 hardcopies so we could go through the questions together.
		* Once finalized, the survey may be distributed before week 6.	
	2/17	FOCUS GROUP RESEARCH 10~4	
	2/18	FOCUS GROUP RESEARCH 10~4	
	2/19	FOCUS GROUP RESEARCH 10~4	<ul style="list-style-type: none"> • AE's weekly briefing due midnight, Friday (Email submission)
6	2/23	We will talk about client update presentation on 3/22	
		Steps 4 & 5: SWOT & Planning (45 minutes)	

		<ul style="list-style-type: none"> • Discuss SWOT analysis • Discuss target audience profiles • Learn how to write good strategies 	
	2/25	GROUP WORK DAY—no consultation	<ul style="list-style-type: none"> • AE's weekly briefing due midnight, Friday (Email submission)
7	3/1	Group consultations—Groups 1, 2, 3	
	3/3	Group consultations—Groups 4, 5, 6	<ul style="list-style-type: none"> • AE's weekly briefing due midnight, Friday (Email submission)
	3/6		<ul style="list-style-type: none"> • Step 3: Primary research & summary of key findings due @ 9 a.m. (Dropbox submission)
8	3/8	Group consultations—Groups 1, 2, 3	<ul style="list-style-type: none"> • Step 4: SWOT analysis due @ 9 a.m. (Dropbox submission)
	3/10	Group consultations—Groups 4, 5, 6	<ul style="list-style-type: none"> • AE's weekly briefing due midnight, Friday (Email submission)
	3/12		<ul style="list-style-type: none"> • Step 5: Planning sections due @ 9 a.m. (Dropbox submission). Your group should be planning to execute your ideas at this stage.
9	3/15	SPRING BREAK	
	3/17	SPRING BREAK	<ul style="list-style-type: none"> • AE's weekly briefing due midnight, Friday (Email submission)
10	3/22	Client update presentation Room: TBD	<ul style="list-style-type: none"> • Bring two hard copies of the client update presentation documents
	3/24	GROUP WORK DAY—No consultation	<ul style="list-style-type: none"> • AE's weekly briefing due midnight, Friday (Email submission)
11	3/29	Group consultations—Groups 1, 2, 3	
	3/31	Group consultations—Groups 4, 5, 6	<ul style="list-style-type: none"> • AE's weekly briefing due midnight, Friday (Email submission)
12	4/5	GROUP WORK DAY—No consultation	
	4/7	GROUP WORK DAY—No consultation	<ul style="list-style-type: none"> • AE's weekly briefing

			due midnight, Friday (Email submission)
13	4/12	Group consultations—Groups 1, 2, 3	
	4/14	Group consultations—Groups 4, 5, 6	<ul style="list-style-type: none"> • AE's weekly briefing due midnight, Friday (Email submission)
14	4/19	Group consultations—Groups 1, 2, 3	
	4/21	Group consultations—Groups 4, 5, 6	<ul style="list-style-type: none"> • AE's weekly briefing due midnight, Friday (Email submission)
15	4/26	Class will meet at the Alderson, KU Union (11-12:30)	
		Guest speakers	
	4/28	GROUP WORK DAY—No consultation	<ul style="list-style-type: none"> • Draft digital plans book & collaterals @ 5 p.m. (Dropbox submission)
	4/29 (Friday)	Technical rehearsal--Alderson, KU Union (9-6 pm)	<ul style="list-style-type: none"> • Presentation file due before your group's scheduled technical rehearsal date (Dropbox submission) • AE's weekly briefing due midnight, Friday (Email submission)
	5/1 (Sunday)	Dress rehearsal—Alderson, KU Union (12-6)	
16	5/3	Dress rehearsal—Alderson, KU Union (8-5)	
	5/5	Final presentation @ Alderson, KU Union at 6:30 p.m. (Room available at 3 pm)	<p>Final presentation file due @ 3 pm (Dropbox submission)</p> <ul style="list-style-type: none"> • AE's weekly briefing due midnight, Friday (Email submission)
17	5/12	MANDATORY: Final review 10:30 am - 1:00 pm in ST-F 204. Client feedback will be given. https://registrar.ku.edu/spring-2015-final-exam-schedules	<p>Final digital files due; You can submit the files early, of course (InDesign → File → Package) (Dropbox submission)</p>