COM441 – Master of Science – Global Strategic Communication Capstone
Syllabus - Spring 2020 (DRAFT)

Instructor: Mary M. Hills, ABC, Six Sigma, IABC Fellow, FRSA
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             219.613.8591 (text enabled)
             Office Hours: Prior to or immediately after class sessions on Mondays or by
             appointment. Please contact me when necessary via email for less timely matters or
             cell/text for timely matters.

Capstone Class Meetings
The Capstone course is largely an independent, self-directed activity for each student. However, class review and discussion meetings will be held on select Mondays throughout the semester from 7 p.m. – 9:30 p.m. in Corboy, Room 202. There will be a five-minute break midway during the class meetings.

Class meetings are required and will support the development and successful completion of the Capstone project. Refer to the schedule below for specifics on the class meetings.

Course Description: This is the culminating course in the Master of Science - Global Strategic Communication program. Students will synthesize and apply knowledge and skills from previous courses to demonstrate competence in a specialized area of global strategic communication of interest to them. The Capstone project proposal must be approved by the instructor.

For the project, students will submit a comprehensive work, specifically 1) a research plan and report, and 2) a strategic communication plan with fully-developed, supporting materials and content.   In addition, students will develop fully annotated and professional-quality final presentation.

The Capstone provides strategic communication graduate students the opportunity
- to gain specialized in-depth knowledge in a communication practice area (such as crisis communication, change management, internal communication, CSR/sustainability, communication ethics) OR a program problem/opportunity in a specific company within an industry (such as non-profit, banking, higher education, energy, communication agencies/consulting firms) of their choosing,
- to identify industry/company resources, publications, professional organizations, people in that practice area or program problem/opportunity,
- to connect with professionals in that practice area or company program problem/opportunity via interviewing, and
- to develop original/creative supporting materials and content to be used when implementing the strategic plan.
 (Prerequisites: Required courses in the MS Global Strategic Communication curriculum.)

Capstone Expectations
Students are expected to
- Work independently and be self-directed in designing, developing and executing the Capstone project.
- Review the syllabus for project milestone assignments and required class sessions.

- Prepare for meetings by completing the necessary preparations to engage and advance their Capstone project along the established timeline.
- Submit assignments to the instructor when due.
- Stay informed via Capstone updates in the course announcements in Sakai.

Course Text
There is no course text for the Capstone. Students will receive slide decks, on-demand modules and/or handouts to support development and completion of the Capstone project. Students should build their own professional resource binder/file with these materials as a communication practice reference.

Capstone Objectives (CO)
Students will work independently in using the research process and the strategic communication planning process -- demonstrating competence in research, analysis, plan development, implementation, evaluation/measurement and budgeting -- in developing a research plan and a strategic communication plan for a communication practice area or a company program problem/opportunity.

Students should view their role as an advisor, educator and integrator in when developing and working on the Capstone project. A key outcome of the Capstone project is fully-developed materials and content that would be used in implementing the strategic communication plan.

Students must demonstrate their grasp of the following:
A. Utilizing the research process to develop a communication plan.
B. Identifying industry principles, theories, frameworks and/or models to guide analysis of the practice area or program problem/opportunity.
C. Developing a communication plan based on research findings.
D. Creating an original/creative communication materials and content to support the plan's goal(s)/objectives.
E. Selecting measurement and evaluation measures to determine project's impact.
F. Managing the project's financial, time and people resources effectively and efficiently.
G. Presenting the plan, with supporting materials and content, with expertise and professionalism.

Course Schedule (Subject to change if necessary. Students will be notified of changes in advance. **Note: No work will be accepted after the due date.)**

Week	Date	Work/activities
1 CO A	January 13, class session	Discuss the Capstone project assignment. Review of the research plan and the strategic communication plan. Due Saturday, January 18, midnight: Submit course project proposal into Sakai Assignment Dropbox. (Proposal sheet can be found in Capstone course Resources in Sakai.)
2 CO A	January 20-24 – Self-directed project work	Receive feedback on proposal. 1/1 follow up with instructor.

		Begin to conduct primary (identify 3 interviewees, set up interviews for week 2/3 & develop interview questions); and secondary research (identify info/data needed and sources.) Complete research by end of week 3.
3 CO B	January 27, class session	Review of communication principles, theories, frameworks and models for analysis. Complete research. Present interviewees and interview questions to class – 5 min.
4 CO A & B	February 3-7 - Self-directed project work	Conduct analysis of research findings and **Due Saturday, February 8, midnight**: The Research Report
5 CO A & B	February 10 – 1/1, 15-minute meeting	Discuss feedback on the research report and communication plan development.
6 CO C, E & F	February 17-21, self-directed project work	Review plan sections via on-demand module-- situational summary, goals and S.M.A.R.T. objectives, stakeholder/audience analysis, strategy, implementation/timeline, budget/costs and anticipated measurement/evaluation. **Due Saturday, February 22, midnight**: Communication Plan DRAFT
7 CO G	February 24, class session	Review role of the curriculum vitae(CV), resume and brief bio for a communication professional as well as presentation skills. Receive feedback on the Communication Plan DRAFT.
	March 2-6	Spring Break NO CLASSS
8 CO C, E, F & G	March 9-13 - Self-directed project work	**Due Saturday, March 14, midnight**: The Curriculum Vitae Assignment Complete final edits of the communication plan.
9 CO C, E, F & D	March 16, 1/1, 15-minute meeting	Discuss final plan and focus of supporting materials and content.
10 CO D	March 30 – March 27 – Self-directed project work	**Due Saturday, March 28, midnight,** Submit the fully-developed materials and content to support the communication plan.
11 CO A - F	March 30 – April 3 – Self-directed project work	Receive feedback on materials and content. **Due Saturday, April 4, midnight**: Compilation document of final research report, communication plan and fully-developed communication materials and content & presentation deck.
12 CO G	April 6, class session	Presentations

13 CO G	April 20, class session	Presentations

Grading

All course requirements will be graded on point values. Total point value for the course is 1,000 points. Grades can be found in the Course Gradebook on Sakai. The points/weight of each requirement is:

Activities/Assignments	Points	Weighting
Week 1 – Capstone Proposal	**65**	**6.5%**
Week 3 – Status Update of Interviewees & Interview Guide - 5 min in-class presentation	**50**	**5%**
Week 4 – The Research Report	**200**	**20%**
Week 6 – Communication Plan DRAFT	**160**	**16%**
Week 8 – Curriculum Vitae Assignment	**100**	**10%**
Week 10 – Material and Content Proof Submission	**75**	**7.5%**
Week 11 – Final Project Submission	**200**	**20%**
Week 12/13 - Presentation	**150**	**15%**
Total	**1000**	**100%**

At the end of the course, a letter grade will be assigned based on total points gained using the table below.

Letter Grade	Points	Percentage
A	940 - 1000	94% - 100%
A-	900 - 939	90% - 93%
B+	870 - 899	87% - 89%
B	840 - 869	84% - 86%
B-	800 - 839	80% - 83%
C+	770 - 799	77% - 79%
C	740 - 769	74% - 76%
C-	700 - 739	70% - 73%
D	650 - 699	65% - 69%
F	640 or below	64% and below

Assignments

Students will receive an assignment description and requirements for each assignment at least one week before its due date. Written assignments will be submitted via assignments in Sakai. Written assignments are firm and due on schedule outlined above. **No work will be accepted after the due date.**

It is the responsibility of the student to notify me, at least 24 hours in advance, if their work will not be submitted on time. Late work is accepted at my discretion and will be graded down one or more grades.

Technology Help Desk

The ITS Help Desk is your single point of contact for technology support. Please contact the ITS Help Desk for help with your password self-service setup or to schedule technical support, including hardware and software questions, consulting, installations, and network connection requests.

- Find the Help Desk Hours at: https://www.luc.edu/its/service/support_hours.shtml
- **Call the Help Desk via telephone at 773/508-4ITS (773/508-4487)**
- Email the Help Desk at ITSservicedesk@luc.edu or HelpDesk@luc.edu.
- For general orientation to technology at Loyola checkout the Technology Roadmaps at: http://www.luc.edu/its/resources/technologyroadmap/

Please note the University does not have a 24-hour Help Desk. This means you cannot connect live to a person for technical support on all days and at all times. The Help Desk is staffed during classroom hours throughout the daytime, evenings, and Saturday mornings. The Help Desk hours of support are posted at: https://www.luc.edu/its/service/support_hours.shtml.

ITS Help Desk Campus– Alison Stillwell, Manager, 773.508.4487

Student and Digital Media Resources

Digital Media Services provides access to an array of equipment and software support in Loyola's digital and multimedia lab spaces. Visit its website at http://www.luc.edu/digitalmedia.
- Students taking courses have access to a self-service Equipment Loan Program. To use digital media equipment, please make advanced reservations to best make sure of availability. Reservations for equipment can be made through the self-service system at https://www.luc.edu/its/dms/equipmentloan/.
- Hardware, software, and mobile technology recommendations can be found at the TechConnect website (http://www.luc.edu/techconnect/).
- A variety of resources can be found on the Online Learning website at http://luc.edu/online/ . The site holds links to many resources for students taking online courses. The "Tech Check" module, inspects your computer to verify compatibility with the online systems and resources that may be used in an online course. To access the Tech Check, please visit https://www.luc.edu/its/services/techcheck.shtml
- For students studying and/or using computers in the Information Commons or the Corboy Law Center, go to the 2nd floor of the Information Commons or the 6th floor of the Corboy Law Center at the Media Labs for help. Hours of operation are available at: https://www.luc.edu/its/dms/digitalmedialabs/hours/
- Digital media is an important part of many course projects. For support to create video-based projects, working with blogs, recording podcasts or contributing to a Wiki, then Loyola Media is the perfect resource. Loyola Media is Loyola's digital media repository for individual users to upload videos and audios, and to access blogs and wikis. For more information visit https://www.luc.edu/its/itrs/.

University Information Security Office The University Information Security Office (UISO) manages and advises on technology risks, policies, compliance, technology related laws, and regulations. UISO provides incident handling services if a system or information breach occurs.   The office works to keep the campus technology environment safe and productive. An information security incident is an attempted, suspected, or successful unauthorized access or misuse of University information. An

incident may be categorized as any interference with information technology services. Questionable activities observed by users of Loyola University Chicago resources should be reported Incidents you should report include but are not limited to:

- · Exposed or disclosed sensitive personal data
- · Known or suspected data breach
- · Unauthorized access to sensitive personal data
- · Lost or missing papers or electronic devices containing sensitive personal data
- · Inappropriate access to sensitive personal information
- · Suspected phishing emails

Jim Pardonek, ISO, 8-6086; *Information Security Hotline*, 8-7373

[Managing Life Crises and Finding Support](#)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – just email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their websites here: LUC.edu/dos or LUC.edu/csaa.

Contact: 773-508-8840 or deanofstudents@luc.edu.

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;

- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml .

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:
http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml .

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

Students with Disabilities
Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.