



Course Syllabus: MSU Client Services Practicum I & II

Lamar D. Fain College of Fine Arts
MCOM 4823-201 & MCOM 4923-201 | Spring 2024
MW 2-3:20 p.m. | Fain Fine Arts Center D202

Contact Information

Instructor: Dr. Mitzi Lewis

Office: Fain Fine Arts Center D203

Office hours:

*Mondays & Wednesdays, 3:30-4:30 p.m.

*Thursdays, 2-5 p.m.

*I'm also available LOTS of other times, and I hope you'll stop by to visit

Office phone: (940) 397-4375

E-mail: mitzi.lewis@msutexas.edu

NOTE: If you make the subject line look like this:

**CLIENT SERVICES: SUBJECT OF MESSAGE*

it will be easier for me to see it and get back to you sooner.

New MSU E-Mail Policy

Because of the increasing reliance and acceptance of electronic communication, email is considered an official means for communication with MSU Texas.

MSU Texas provides students with an email account upon admittance to the institution. This account is free of charge and remains available while students are enrolled or active within their degree program.

The university-assigned student email account is Midwestern State University's official means of email communication with all students. Students are responsible for all official information sent to their university-assigned email account. Students are expected to check their email regularly and are responsible for all information sent to them via their university-assigned email address.

New MSU E-Mail Policy, cont'd.

Students may access their University-assigned email using any of the following procedures.

Portal: Use of the [myMSUTexas portal](https://login.msutexas.edu/Midwestern-State-University/welcome) (<https://login.msutexas.edu/Midwestern-State-University/welcome>) provides students with many resources and applications, including access to their university-issued email

Portal app: The myMSUTexas app is available for free in the [Google Play Store](https://play.google.com/store/apps/) (<https://play.google.com/store/apps/>) and the [Apple App Store](https://apps.apple.com/us/app/msu-safety/) (<https://apps.apple.com/us/app/msu-safety/>).

Direct: Login directly via [Google mail](https://www.google.com/gmail) (<https://www.google.com/gmail>).

Campus closures

In the event of a campus closure due to weather or other circumstance, the instructor will communicate with the students regarding how and what to complete during any class periods missed.

Course Description

Prerequisites for MCOM 4823: MCOM 3223 Advertising & junior standing

Prerequisite for MCOM 4923: MCOM 4823 Advertising & junior standing

Students participate in campaigns, event-planning, promotion and other agency services for advertising and public relations clients as part of the department's student-run creative boutique agency. Students enrolled in MCOM 4923 assume leadership roles in the agency.

We will focus on critical skills needed by effective advertising and public relations practitioners: writing; active listening; critical thinking; ability to collaborate with diverse publics; ethical leadership; and the ability to conduct applicable, meaningful research.

Continued development of these skills will benefit you and help prepare you for future success, *regardless of your career plans or academic major.*

Learning Outcomes

- *Project management*, including planning, execution, and evaluation.
- *Client collaboration and communication*, including understanding client needs, presenting ideas, providing regular updates, and delivering on client expectations.
- *Event planning*, including developing themes, working with budgets, and coordinating logistics.
- *Promotion*, including design of compelling promotional materials that align with the client's brand and the event's theme.
- *Creativity and innovation*, including designing unique and engaging events and exploring innovative solutions to challenges.
- *Problem solving*, learning to anticipate potential issues, make strategic decisions under pressure, and adapt to unexpected changes during event planning and execution.
- *Professionalism and ethics*, including maintaining confidentiality, upholding the client's brand reputation, constantly assessing personal behavior, and raising ethical issues or problems.
- *Social responsibility, encouraging inclusion, diversity, and equitable treatment*; examples include appreciating human differences, treating all people fairly, and ensuring that all individuals and communities feel valued.
- *Teamwork*, including collaborating on projects, resolving conflicts, and providing constructive feedback.
- *Evaluation and reflection*, including feedback gathering and reflection on your performance.

Textbook

There is not a traditional textbook required for this course.

Technology

Use of the MSU Desire-to-Learn (D2L) program is a part of this course. You can log into D2L through the MSU Homepage.

Teaching and Learning Philosophy

A class is a process, an independent organism with its own goals and dynamics. It is always something more than even the most imaginative lesson plan can predict.

– Thomas P. Kasulis

It's important to me that you show up fully to our work together.

- As we collaborate, I trust you to make decisions about what feels safe for you, and we all want you to do what you can to keep others safe.
- This is a community, and there are lots of different ways we can each contribute.
- I look forward to getting to know you better, as a student, a creator, and a person.

Academic Integrity and Artificial Intelligence (AI)

Overarching principle:

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original.

-- from the University of Iowa

Creators should be able to control what we create; appropriating others' ideas or labor without credit or attribution is theft; no creators want their stuff stolen. The entire scholarly enterprise depends upon an adherence to those norms. Citation and attribution are also important ways to ensure that scholarly discourse is open to all voices and does not silence marginalized or minority perspectives. In that regard, plagiarism can be a form of censorship, in that it removes someone's voice (and by extension, scholarly identity) from the conversation.

-- by Kevin Gannon in The Chronicle of Higher Education

In 1967, the first modern handheld calculator was introduced. Adults worried that people would lose their ability to compute or to think logically. Society had to change the way it thought about math and logic and how it was taught.

In 1990, we got the first search engine and progressed through to Google. Adults worried that people would lose their ability to memorize anything. Society had to change the way it thought about information, memorization, and the nature of truth.

In 2022, ChatGPT was publicly released. Adults are worried that college students are now able to go through their degree programs without writing or thinking anything for themselves. Society is going to have to change the way it thinks about communication and the ways in which students can demonstrate understanding.

ChatGPT and other AI tools can help to free up bandwidth in our currently traumatized and overloaded brains.

Using AI tools responsibly is an emerging skill that involves awareness of AI's capabilities and limitations.

Developing this awareness can support our using AI tools purposefully and ethically. Here are a few questions to help:

What is ChatGPT/AI good for?

What is it not good for?

What can we trust?

How can we check?

When used appropriately as a drafting aid, AI can help develop ideas and refine work.

To uphold quality and transparency, we will start with these guidelines.

- We won't type a question into ChatGPT/AI, exactly copy and paste its response, and turn it in/represent it as our own.
- We will evaluate AI-generated text critically.
- We will fact-check claims and watch for factual errors or omissions; we are responsible for content we submit.

- We won't use ChatGPT/AI on an assignment without disclosing somewhere in the assignment that we have done so and how we have done so.
- For example, we might describe using a tool to help brainstorm ideas or check grammar. This promotes transparency.
- We will focus prompts on clarifying our own thinking rather than outsourcing it. High-quality prompts elicit outputs that aid our learning and original analysis. Make sure to save the prompt language that we use, and include this language in your disclosure of AI use statement.
- If you are ever unclear, or if you are unsure about anything AI, please ask. Your asking will help us all with clarity and learning.
- Again, our focus is on using ChatGPT/AI in ways that are intentional, accurate, ethical, and useful.

You must acknowledge any collaboration or assistance that you receive on submitted work, either from a person, reference, or a tool (including AI-generation tools like ChatGPT, as noted above). So, when you turn in assignments, please include a sentence at the end that says either:

1. "I worked alone on this assignment.", or
2. "I worked with _____ [person or tool] on this assignment." and/or
3. "I received assistance from _____ [person or tool] on this assignment."

Note that providing this information will only serve to help me understand you better. I strongly endorse collaborative learning when it increases your ability to succeed in this class and when it enhances your education and learning.

As a general rule, if you do not understand what you are handing in, you are probably cheating. If you have given somebody the answer, you are probably cheating. In order to help you draw the line, here are some examples of clear cases of cheating:

- Copying (code or assignment) files from another person, source, or tool, including retyping their files, changing descriptive names, copying code without explicit citation from previously published works, etc.
- Allowing someone else to copy your code or written assignment, either in draft or final form.
- Getting help from a peer or AI tool which you do not acknowledge on your solution.

- Copying from another student during quiz. This includes receiving quiz-related information from a student who has already taken the quiz.

I'm assuming we won't have a problem in this regard but want to make sure that expectations are clear so that we can spend the semester learning things together—and not worrying about the origins of your work.

Telling the truth is important, and I want to support you in the ways that I can. I have a lot of respect for people who are honest about their mistakes even when it's difficult. It is much easier for current and past unethical situations to be handled in honest, non-judgmental conversations, and I hope you'll feel safe engaging in those with me if ever needed.

For instances in which we cannot agree, or are unsure of a norm, we'll consult the "University Policies and Procedures" section of the [Midwestern State University Student Handbook](#) (begins on p. 71).

Please be aware that other classes may have different policies and that some may forbid AI use altogether.

Grading

Our work together in this course will include reflecting on your own learning process and supporting the learning process of others. Ultimately, this course is about helping you find new ways into your work as a life-long learner.

Your grade will be based on three primary factors, each of which is 1/3 of your final grade.

Professionalism: This includes your attendance (mandatory), your ability to work on deadline, your reliability in getting things done that your client, your VP or your faculty advisor was looking for (for VPs, this professionalism criteria includes that of leadership and your ability to manage your team).

Participation: Were you involved, did you contribute, did you ask questions or suggest ideas to the client; did you do the research, help spark the brainstorming sessions—or did you just sit back and let others do the work?

Participation can be done quietly or loudly, but the important thing is that you must be involved in what your group is doing.

Proficiency: You all have different skills and talents. Some of you are designers, others writers, still others web or p.r. people or videographers. Whatever your skills, how well were they demonstrated in the execution of your group project?

Class Participation and Attendance

Think of this class as a sort of group internship. We function as a real agency serving real clients. You are now a part of it.

You will meet with your client, learn about their organization and their communication needs, and then plan, create, and execute a project.

To be successful, we will play by the following rules, adapted from the “Seven Commandments of the Carleton Group” (the Carleton Group is the second-oldest student-run ad agency in the United States).

1. You will be present for all sessions. Attendance counts as much or more than in a regular class.
2. You will be on time.
3. You will remember that, when dealing with clients, you are representing not only yourself, but also our program and our college.
4. You will follow your VP’s instructions: This is not the Army, but we do have a chain of command.
5. You will attend other meetings and functions, as the work on the project demands. Your VP will try to accommodate your schedule as best as can be done, and you will make every effort to do the same—accommodate *your* group and meet *your* responsibilities.
6. You will remember that this is a real, functioning organization. Now you’re a part of it. Remember, you are representing not only yourself, but also our program and our college.
7. You will try to have fun, enjoy the work and the process (however frustrating it may be, sometimes), and feel the satisfaction that comes from creating works of persuasive communication that can help our clients meet their laudable objectives.

...and finally, please note, you will be graded not by your level of talent, but by how well you use it; how much you contribute to the best of your abilities; and the degree with which you adhere to these commandments of professionalism.

This class does not focus on formal papers or tests. Our focus is *real clients*; organizations who are depending on you and your teammate to deliver work.

Policies: Classroom/Conduct

You are expected to adhere to the Standards of Conduct as published in the Student Handbook.

Accommodations

If you need course adaptations or accommodations because of a disability, if you have emergency medical information that needs sharing, or if you need special accommodations in case the building must be evacuated, please make an appointment with me as soon as possible. Please also contact [Disability Support Services](#) at 940-397-4140 in Clark Student Center, room 168, to document and coordinate reasonable accommodations for students with disabilities if you have not already done so. I want to work together to make sure the course meets your needs. You do not need to divulge any personal information in order to have these conversations or to receive accommodations. I trust you. Learning is something we do together. And, of course, I will hold information you do share with me in confidence unless you give me permission to do otherwise. If you do not require accommodations due to a disability, understand that some of your fellow students might, and it is important to me that you do not make assumptions about where, when, or how they learn.

Privacy

Federal privacy law prohibits me from releasing information about students to certain parties outside of the university without the signed consent of the student.

COVID-19 – Vaccinations and Face Coverings

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders,

we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Core Values

In this class we will strive to uphold the same shared core values that unite all Midwestern State University faculty, staff, and students:

- Engage others with respect, empathy, and joy (people-centered)
- Cultivating a diverse and inclusive campus environment (community)
- Always doing the right thing (integrity)
- Adopting innovative ideas to pioneer new paths (visionary)
- Valuing relationships with broader communities (connections)

(see <https://msutexas.edu/about/values-journey/index.php> for more details)

I consider the classroom to be a place where ALL students will be treated with respect as human beings, regardless of race, ethnicity, national origin, gender, sexuality, ability, class, religious affiliation, political beliefs, age, and other cultural identities and material circumstances. Moreover, diversity of thought is appreciated and encouraged, provided we can agree to disagree.

Think of your peers as an audience for your work, as well as a source for feedback and encouragement. Draw on their expertise. This class will be as much (or more) about you teaching yourselves and each other as it is about me teaching you. Because of this, it's important that we create a community of belonging that is respectful of our differences and offers space for the boundary-setting necessary for positive relationships to form.

We are all responsible to ensure the classroom is a safe environment. This includes not posting classroom activities or materials to social media without the consent of everyone involved.

Managing Stress

You may experience situations or challenges that can interfere with learning and interpersonal functioning including stress, anxiety, depression, alcohol and/or

other drug use, concern for a friend or family member, loss, sleep difficulties, feeling hopeless or relationship problems.

There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful.

There are numerous campus resources available to you including:

- Psychology Clinic (940-397-4791 or psychology.clinic@msutexas.edu)
<https://msutexas.edu/academics/libarts/psychology/clinic>
- MSU Counseling Center (940-397-4618)
<https://msutexas.edu/student-life/counseling/>
- Vinson Health Center (940-397-4231 or vinson@msutexas.edu)
<https://msutexas.edu/healthcenter/>
- Bruce and Graciela Redwine Student Wellness Center (940-397-4206)
<https://msutexas.edu/student-life/wellness-center>
- Online resources
<https://msutexas.edu/student-life/counseling/online-resources>
- Self-help apps
<https://msutexas.edu/student-life/counseling/self-help-apps>

If you are experiencing an emergency, call 911 or the MSU Police Department at 940-397-4239. If you or someone you know is in a domestic violence or sexual assault crisis situation and wants information on what to do, call the 24 Hour Crisis Hotline: 1-800-621-8504.

Additional mental-health resources are available at

<https://msutexas.edu/student-life/counseling/mental-health-resources>.

If you have outside circumstances that may affect your performance in this class – including but not limited to difficulty affording groceries or accessing sufficient food to eat every day, inadequate housing, family issues – please contact me if you are comfortable in doing so. I may be able to refer you to on-campus resources that will help you address the situation. Two examples include:

- Canan Food Security Program
<https://msutexas.edu/student-life/dean/canan-food-security-program.php>

- Mustangs Pantry
<https://msutexas.edu/student-life/csc/mustangs-pantry.php>

Please note that all information provided to me remains confidential.

Portfolio Requirement

Please note that all mass communication majors are required to submit a portfolio as part of their Internship course (Internship is a prerequisite to Senior Production, the mass communication capstone project course). The portfolio requirement is a part of MSU's reaccreditation with the Southern Association of Colleges and Schools. Through the portfolio, you are required to demonstrate communication competence through the written word and visual communication; two examples of each competency are required.

As you go through this and other classes, you are responsible for saving course work that could be included in your portfolio.

Please see me, your adviser, the department chair or any mass communication faculty member for handouts with more information ("Mass Communication Portfolio Competencies" and "Mass Communication Portfolio FAQ"). These handouts are also available on our department web page.

Research and Creative Activity Opportunities at MSU

Enhancing Undergraduate Research Endeavors and Creative Activities (EURECA) is a program that provides opportunities for undergraduates to engage in high-quality research and creative activities with faculty. EURECA provides incentives and funding through a system that supports faculty and students engaged in collaborative research and creative works. For more information contact the Office of Undergraduate Research at (940) 397-6274 or by email at eureca@msutexas.edu. You can also stop by the UGR office located in the atrium of the Clark Student Center, room 161. Information and resources are also available at the EURECA web page at <https://msutexas.edu/eureca>.

Undergraduate Research Opportunities and Summer Workshop (UGROW)

Like EURECA, UGROW provides opportunities for students to conduct research with faculty. However, the research occurs in the summer. For five weeks UGROW students experience the authenticity of scientific research as well as research and creative activities in art, music, theater education, business, health

and social sciences, English, history, etc. in a highly interdisciplinary environment. Students work on projects of their choice and present their findings at the end of program and the MSU Undergraduate Research and Creative Activity Forum. If you have any questions, call (940) 397-4253 or by email at ugrow@msutexas.edu. More information and resources are available at the UGROW web page at <https://msutexas.edu/ugrow>.

Council on Undergraduate Research

To support undergraduate research and creative activities, Midwestern State University holds an enhanced institutional membership with the Council on Undergraduate Research (CUR). This institutional membership includes unlimited memberships for any interested faculty, staff, and students. Students may find information on benefits and resources at https://www.cur.org/engage/undergraduate/student_resource_center.

Academic Calendar

Final deadline to file for graduation: Monday, February 12

Spring Break: March 11-15

Holiday Break: March 28 & 29

Last day to drop with a grade of "W:" 4 p.m. on Wednesday, April 24

Last day of classes: Friday, May 3

Commencement: Saturday, May 11

IMPORTANT DATES

DONOR CELEBRATION

Thursday, April 25

You MUST be present at our event.

Put a giant star on April 25th on your calendar.

Ask for the time off work now.

This event is the focus of our class and we need all hands on deck!

Content Finalized/Sent to Print—Due Feb. 28

- Start design of postcard—Feb. 1
- First draft for review—Feb. 8
 - Edits should be marked and sent for a new draft—no later than Feb. 14
- Submit to marketing for approval—Feb. 21
 - All design work should run through marketing to ensure branding guidelines are met

Copy—Due Feb. 1

- All content including—invite text, front text, qr codes, signatures (if deemed necessary), and anything else that will help speed up the design process

Mail Date

March 20

Postcard Supplemental Email

- Email list from mailer data—March 20
- Content drafted—Due March 20
 - Content will be similar to postcard
- Send date—April 10

In closing:

In the words of our chair, Dr. Jim Sernoe,

- Do not hesitate to contact me with questions, concerns and, even better, great suggestions. I go out of my way to be fair to all.
- By accepting this syllabus and staying enrolled in this course, you are indicating that you understand and accept the terms of this syllabus.

My work is influenced by many people. Specifically, I have used and adapted some of Dave Madsen and John Hanc's work in this syllabus. I am grateful for their collegiality.