



Mobile Communication • ADPR 4850 & 5850

tuesday & thursday | 9:30 - 10:45 p.m. | johnston hall 415

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> course overview

The future of marketing is mobile and cross platform. For traditional marketers unfamiliar with the special challenges of cross platform marketing, this territory feels complicated and overwhelming.

The ubiquitous presence of smartphones, tablets, and rapid adoption of wearables and the Internet of Things (IoT) requires brands and organizations to rapidly evolve in how they build relationships and provide experiences with consumers.

we'll explore a dynamic changing landscape

Every semester this course evolves and changes radically out of necessity. The topics we'll focus on throughout the semester are dictated by the dynamic and changing landscape of the convergence of creativity, entrepreneurship, innovation, technology and media. Trend spotting by industry thought leaders and innovators is what influences the foundation for this course each semester.

project-based & experiential

This course is going to be very different from most of your other classes. This is a project-based, experiential course that has been designed to challenge you to think, design, create, and explore the creative and innovative culture of Marquette and Milwaukee.

Projects created in this course will help you build your professional portfolio in an effort to make you more competitive in the internship and job market.

in this course you will:

- Define "mobile."
- Analyze the challenges of integrating mobile devices as part of an overall digital strategy.
- Demonstrate thought leadership through the review and presentation of contemporary and professional literature relevant to current topics and future trends in emerging technologies and media (internet of things, virtual reality, social

currency, robotics, 3D visualization and printing, cloud computing, smart wearables, augmented reality, mobile wallets).

- Identify some of the best online resources available to stay current on emerging trends in media and technology.
- Research key points of disruption in the evolution of digital technology, the significance of each, how they might inform future disruptions, and relationship of this evolution to accessibility.
- Explore the technological challenges in key emerging media trends, and critically think about how brands and organizations might choose to face them.
- Gain a global perspective of mobile communication by examining multicultural and international nuances of mobile usage and consumer behavior.
- Identify best practices in mobile marketing through the examination of brand case studies.
- Conduct mobile behavior and usage research utilizing human-centered design research methods.
- Demonstrate how to develop a strategic mobile marketing plan using tools and techniques unique to mobile.
- Articulate the difference between a mobile website and a mobile app.
- Define “responsive” design.
- Apply mobile website and app design best practices.
- Define “creativity” and explore the creative process.
- Explain why creativity is not the left-brain/right-brain binary that we’ve come to believe, and that being creative is considerably more complex, and requires a nuanced understanding of ourselves and others.
- Identify examples of how people are changing the world with their creative minds?
- Explore creativity, art, design and the collaborative process in a digital age.
- Explore and practice sketchnote techniques for taking visual notes and visually communicating ideas.
- Define “innovation” and explore the innovation process.
- Identify robust methods for making the innovation process clear, coherent, and accessible to others.
- Practice collaborative approaches that bring together people from different disciplines to explore innovative ideas effectively.
- Play strategically.
- Define “design thinking and human-centered design.”
- Identify the key elements in the human-centered design process.
- Practice design thinking process with a series of “design sprints.”
- Explain the idea of design thinking and how it can be applied to a variety of disciplines and business models.
- Cite examples of design thinking in action to provide evidence of how the design thinking process has been used to discover compelling new solutions for fields as diverse as healthcare, wellness, food, sustainability, and financial services.
- Understand how start-ups, brands, corporations, and non-profits are using the visual web, video, and social media to create engaging digital narratives with content that tells powerful stories, builds relationships and achieves strategic communication objectives.

> course attendance | participation | attitude | effort

Attendance, participation, an attitude of fortitude, and making the effort in this class is critical to your success. You will fall behind very quickly if you don't attend class and your proficiency and final grade will suffer. You can't learn and apply what you're learning if you aren't present physically and mentally.

NEW University Attendance & Makeup Work Policies

The undergraduate/health science professional attendance policy specifies the role of the student, the instructor and university administrators in cases when students are absent from one or more classes.

Withdrawal From A Course Due To Poor Attendance

Students are responsible for attending all class meetings for courses in which they are registered.* Any absence, regardless of the reason, prevents students from getting the full benefit of the course and, as such, no distinction is made between excused and unexcused absences for purposes of recording attendance.

1. For courses in which attendance is regularly taken, an instructor or college office may withdraw a student from a course due to excessive absences and assign a grade of WA (Withdrawn-Excessive Absences). In these cases, instructors must document the dates of absenteeism.

- Such action may be initiated, for example, in a 16-week course when the number of class hours missed exceeds twice the number of course credits. As such, a student may be assigned the grade of WA when more than 6 classes have been missed in a 3 credit course, when more than 8 classes have been missed in a 4 credit course and when more than 10 classes have been missed in a 5 credit course.

- As examples: students who miss more than 6 classes in a 3 credit course that meets 50 minutes, 3 times per week, will be considered to have excessive absences and may be assigned a WA. Likewise, students who miss more than 4 classes in a 3-credit course that meets 75 minutes, 2 times per week, will be considered to have excessive absences and may be assigned a WA.

2. For those courses in which attendance is not taken on a regular basis, an instructor or college office may withdraw a student when it becomes apparent through missed assignments that the student has excessive absences.

- In such cases, a student's last date of attendance is determined by the last date of participation in an academically-related activity for the course including, but not limited to: an exam or quiz, a submitted assignment, participation in a lab activity, or in computer-assisted instruction.

- Students assume all consequences that ensue as a result of receiving a WA grade. These consequences include, but are not limited to: a delay in graduation, loss of eligibility for certain scholarships or financial aid, loss of full-time student status.

Additional Attendance Policies

The above two sections represent university attendance standards. Each undergraduate college may enforce additional attendance policies for certain courses; consult your college handbook, college section of the current bulletin, or the individual course syllabus/attendance policy for more information.

Extended Absences

In the event that the student will be gone for an extended period, where two weeks or more classes will be missed, the student or a family member, if the student is unable, should communicate with the college office as soon as possible. The student may explore options, such as incomplete grades, withdrawing from the class, or seeking a medical withdrawal. These options may not be available in every case, and should be pursued before the student is withdrawn for excessive absences. Once a WA is entered for a course, these options are no longer available. The University deadline for withdrawal is published in the Academic Calendar.

Making Up Work From A Missed Class

In the case of missed assignments, the University does make a distinction between reasons for absences.

In the case of absences due to legal obligations, religious observance, or participation in Division 1 athletics and other university sanctioned events, if documented in advance, students should be given the opportunity to make up class examinations or other graded assignments that are missed, where possible.

Students should consult faculty and the respective syllabus for their policies regarding makeup work. Faculty may allow students to make up the missed work, where possible, if the absence is due to officially sponsored university activities (e.g., band or presenting a paper at a conference), hospitalization, the death or acute illness of an immediate family member (e.g., parent or caregiver, sibling, spouse, or child), mandatory admission interviews for professional or graduate school, or post-graduate employment interviews that cannot be rescheduled, required participation in military duties including required ROTC training and medical examinations or similar serious reason. Faculty may require documentation.

The manner in which the work will be made up is left to the discretion of each individual faculty member. The opportunity to make up work is considered a privilege, not a right.

It is recognized that sometimes an exam or graded assignment is impossible to make up. Some faculty may assign collaborative projects that depend on other classmates, or oral presentations that incorporate questioning by the entire class, or may use evaluative methods that cannot easily be replicated by the instructor. This policy does not prohibit any member of the faculty from making the determination that certain course work cannot be made up. Faculty who intend to deny the opportunity to make up certain exams or projects because of absences resulting from legal obligations, religious observance or university sanctioned activities and related travel, must inform the student of these consequences (reduced grade or otherwise) in writing, at the beginning of the class (preferably in the course syllabus).

In the event that a student is absent for reasons specified above (e.g., representing the university) and the instructor issues some portion of the grade on the basis of participation or, more directly, attendance, it is impossible for the student to directly "make up" the work. In these cases, faculty should recognize that the student's grade should not be penalized for the absence. Except in cases of field experience, practicums, student teaching, clinicals, or clinical internships, the student should be given the opportunity to achieve the same grade based on a smaller number of classes or some alternative means of making up the points missed.

Student Responsibilities Regarding Attendance and Makeup Work

The following responsibilities are outlined in order to minimize the difficulties for students caused by absences due to legal obligations, religious observance or university sanctioned activities and related travel:

1. Students are responsible for attending all class meetings for courses in which they are registered.
2. Students should make every effort to schedule classes that will minimize conflicts caused by foreseeable activities and related travel.
3. Since it is up to each student to understand and abide by each instructor's policy on issues related to attendance, students should consult the instructor if any portion is not understood.
4. Students should provide written notification of all scheduled events (e.g., dates of religious observance or scheduled travel for intercollegiate athletics), including a schedule of all activities and related travel to all their instructors within the first two weeks of each semester.
5. Students should provide written notification of all other absences as soon as possible for events not foreseen at the beginning of the semester. (e.g., extended athletic seasons, hospitalization). If the student wishes to make up work, documentation may be required by the professor and should be turned in to the professor for absences less than a week and to the college office for absences of a week or longer.
6. Students should obtain any class notes or other course material missed due to these absences, prior to taking any subsequent examinations or submitting any subsequent graded assignments.
7. should make arrangements with the instructor to make up any missed work that can be made up, prior to any foreseeable absences and as soon as possible for any unforeseeable absences.
8. Regardless of the reason for the absence, students are responsible for learning what happened in class. Students who anticipate missing one or more class periods should contact the instructor ahead of time, just as they should contact their instructor as soon as possible after an absence.
9. Students are responsible for monitoring their absences during the term.

> technology

back up your work

A personal cloud storage solution, dedicated flash drive or external hard drive is required for this course. Bring it with you to every class meeting. It is prudent to frequently back up your course work. Data loss of any type is not an excuse for missed deadlines. It is each individual student's responsibility to ensure that they have current copies of their digital data. Cloud storage, external hard drives and flash drives are relatively inexpensive and easily obtainable. There is no excuse for missing deadlines! That said: if you need assistance in backing up your data, please ask.

desire2learn - d2l

This course will utilize the Desire2Learn program. On our course site, you will find course information, class related announcements, and supplemental information. You are responsible for checking D2L on a regular basis and will be held accountable for all information on the site. You can access D2L at: <http://d2l.mu.edu> – your user name and password will be the same as your Checkmarq user name and password.

course companion website

In addition to a D2L course site, I've developed a mobile-friendly course site: **mobilemu.com**. On our course site, you will also find course information, class related announcements, and supplemental linked information.

> university policy on academic dishonesty

Marquette University is committed to developing the whole person, spiritually, mentally, physically, socially, and ethically. As an institution of higher education, love of truth is at the center of the university's enterprise, and academic honesty, in all its forms, is an explicit value of the university.

The development and practice of academic honesty and integrity, both inside and outside the classroom, are expectations for all members of the university community. In order to cultivate academic honesty in its students, instructors take every opportunity to help students appreciate both the process and the principles of academic integrity.

Academic honesty can be best understood by academic ethical standards guiding faculty in their work. That is to say, an individual's contributions, in terms of words and scholarly findings, belong to him or her alone. Furthermore, the integrity of that which one claims to be scholarly knowledge rests on the accurate demonstration of the assumptions and reasoning that produced it.

These standards are used as the implicit basis for teaching and learning in the university. In order for instructors to fairly assess the quality and quantity of a student's learning as determined by work that students represent as their own, a relationship of trust between instructor and student is essential. Because violations of academic integrity most often involve, but are not limited to, efforts to deceive instructors, they represent a breach of the trust relationship between instructor and student, and undermine the core values of the university.

Please review the full University policy regarding academic honesty, available online at www.marquette.edu/mucentral/registrar/policy_honesty.shtml. Copyright violations and plagiarism result in serious consequences, both in college and in the professional environment.

Do your own original work and cite all sources when conducting research projects. The penalty for turning in work that is not your own will result in an "F" grade for the course and possible academic expulsion.

> additional information

inclement weather

During the semester, class may be cancelled or delayed due to inclement weather or other reasons. Please pay attention to emails or news posts on D2L notifying you of cancellations or delays.

email

You should note Marquette University's policy on e-mail: "Email is an appropriate and preferred method for official communication by Marquette with students unless otherwise prohibited by law. The university has the right to send official communication to students by email with the assumption that students will receive, read and, if necessary, act in a timely manner based upon these emails." If I need to contact you outside of class, I will use your Marquette University e-mail address. I will expect that you will read and respond to this communication.

special needs

Please inform me during the first week of class if you have any conditions that may limit or affect your ability to participate in this course so that we can make necessary arrangements. You may also contact the Office of Student Educational Services (OSes), located in AMU 407 (288-4252) for additional information (see also: www.marquette.edu/oses).

counseling center

Sometimes personal issues or health issues, such as depression, anxiety, stress, career uncertainty, and/or relationships, can interfere with your ability to function as a student. If you feel that this is happening to you, please contact the Counseling Center. The Counseling Center offers free, confidential counseling services for all full time students. The Counseling Center is located on the 2nd floor of Holthusen Hall. For more information or to make an appointment, call 414-288-7172, or visit their website at www.marquette.edu/counseling.

academic integrity

We, the scholars of Marquette University, recognize the importance of personal integrity in all aspects of life and work. We commit ourselves to truthfulness, honor, and responsibility by which we earn the respect of others. We support the development of good character in our academic community, and commit to uphold the highest standards of academic integrity as an important aspect of personal integrity. Our commitment obliges us as students, faculty, and staff to conduct ourselves according to the Marquette University Honor Code set forth below. We do this in pursuit of Marquette University's mission, which is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others. For more information visit: <http://www.marquette.edu/provost/integrity-index.php>

honor pledge

I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.

expectations in writing and presentation

Faculty in the Diederich College of Communication recognize the value of strong writing and presentation skills among students as they make their mark in the world, especially as they pursue upper division courses, apply for internships, and seek jobs in communication after graduation. To that end, faculty expect students to apply the writing and presentation skills they have learned in COMM 1100 (or its equivalent) to all classes in communication. Thus, all work in this class will be graded not only for content but also for the ability to express ideas following the general conventions for writing and presentation. Students can expect to lose up to 20 percent of their grade for writing/presentation errors.

emergency plans

Every Marquette University campus building has emergency shelter and evacuation plans. Please familiarize yourself with the plans of each building in which you take classes or attend meetings. Make sure to note the routes to the lowest level of the buildings for shelter during inclement weather, as well as exits from the buildings in the event of fire or other emergency.

> grading criteria

Final grades will be calculated based on final percentages. For each class assignment you will earn points. All assignments and points earned will be posted on our course D2L site. D2L automatically calculates number of points earned and provides a percentage based on total points you can earn. This allows you to be able to monitor your progress throughout the semester.

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| 100 - 93% = A | 92.99 - 90% = A- | |
| 89.99 - 87% = B+ | 86.99 - 83% = B | 82.99 - 80% = B- |
| 79.99 - 77% = C+ | 76.99 - 73% = C | 72.99 - 70% = C- |
| 69.99 - 67% = D+ | 66.99 - 60% = D | |
| 59.99% - 0 = F | | |

> Fall 2017 Mobile Communication Course Schedule

The following schedule is an estimated timeline of events. Adjustments will be made in class to maximize learning so please note this schedule is subject to change. Changes will be announced in class and on our course D2L site.

ADDITIONAL READINGS & ASSIGNMENTS will be assigned in class as well.

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WEEK 1 | August 29 & 31

Course & Student Introductions

WEEK 2 | September 5 & 7

Introductions Continued

> **Creative Challenge In Class Assignment #1: September 7**

READINGS for WEEK 3

• 2017 US Cross-Platform Future in Focus | comScore

WEEK 3 | September 12 & 14

2017 US Cross-Platform Future in Focus Insights

> **Creative Challenge In Class Assignment #2: September 12**

> **Creative Challenge In Class Assignment #3: September 14**

READINGS for WEEK 4

• 2017 Always On – A Global Perspective of Mobile Consumer Experience (CX) | Interactive Advertising Bureau
• Media Innovation & Entrepreneurship | Developing the Entrepreneurial Mindset by Mike Green

WEEK 4 | September 19 & 21

Mobile Consumer Experience Insights: A Global Perspective

> **Creative Challenge In Class Assignment #4: September 19**

> **Creative Challenge In Class Assignment #5: September 21**

READINGS for WEEK 5

• 2016 Adobe State of Create Report
• Media-Nxt Report: 2017 Technology Report

WEEK 5 | September 26 & 28

Introduction to Creativity, Innovation and the Entrepreneurial Minded Learning (EML) Mindset

Defining Innovation & Creativity

The Creative Process

> **Creative Challenge In Class Assignment #6: September 26**

> **Creative Challenge In Class Assignment #7: September 28**

READINGS for WEEK 6

• The Sketchnote Handbook: The Illustrated Guide to Visual Notetaking by Mike Rohde

WEEK 6 | October 3 & 5

Drawing for Ideas NOT Art - Introduction to Sketchnoting

The Noun Project: Creating, Sharing and Celebrating the World's Visual Language

The Noun Project Blog

> **Creative Challenge In Class Assignment #8: October 3**

> **Creative Challenge In Class Assignment #9: October 5**

READINGS for WEEK 7

• The Elements of User-Experience | Chapters 1 & 2

WEEK 7 | October 10 & 12

Using Design Thinking to Disrupt, Innovate and Create
Design and Thinking: The Documentary
The Elements of User Experience
User Experience and Why It Matters

> **Creative Challenge In Class Assignment #10: October 10**

> **Creative Challenge In Class Assignment #11: October 12**

READINGS for WEEK 8

• The Elements of User-Experience | Chapter 3 & 4

WEEK 8 | October 17 & 19

Designing Human Centered User Experiences
The Strategy Plan: Product Objectives and User Needs
The Scope Plane: Functional Specifications and Content Requirements
Introduction to Adobe XD: A Tool for Design and Prototyping

> **Creative Challenge In Class Assignment #12: October 17**

> **Creative Challenge In Class Assignment #13: October 19**

READINGS for WEEK 9

• The Elements of User-Experience | Chapters 5 & 6

WEEK 9 | October 24 & 26

The Structure Plane: Interaction Design and Information Architecture
The Skeleton Plane: Interface, Navigation and Information Design

> **Creative Challenge In Class Assignment #14: October 24**

> **Creative Challenge In Class Assignment #15: October 26**

READINGS for WEEK 10

The Elements of User-Experience
Chapters 7 & 8

WEEK 10 | October 31 & November 2

The Surface Plane: Sensory Design
The Elements Applied

> **Creative Challenge In Class Assignment #16: October 31**

> **Creative Challenge In Class Assignment #17: November 2**

READINGS for WEEK 11

• Principles of Mobile App Design: Engage Users and Drive Conversions | think with Google

WEEK 11 | November 7 & 9

Adobe XD CC User Experience Mobile Design Project Introduced
UX Mobile Prototype Design Phase 1: Ideation and Customer Discovery

WEEK 12 | November 14 & 16

UX Mobile Prototype Design Phase 2: Rapid Prototype Build, Test and Iterate

WEEK 13 | November 21 & 23: No Classes Thanksgiving Break

WEEK 14 | November 28 & 30

UX Mobile Prototype Design Phase 2: Rapid Prototype Build, Test and iterate

WEEK 15 | December 5 & 7

UX Mobile Prototype Design Phase 3: Share