PUR 4800 (Section 21D4) Public Relations Campaigns
Fall 2020

Department of Public Relations
College of Journalism and Communications
University of Florida

Class Meeting:
M 1:55-2:45 p.m.
W 12:50-2:45 p.m.
Instructor: April Yue
Email: yuecen@ufl.edu
Zoom drop-in time: M noon -1:55 p.m. or by appointment

*This syllabus is subject to change as the instructor deems appropriate and necessary.

Course Descriptions

Public Relations Campaigns is a capstone course designed to integrate previous public relations courses and internships for the purpose of providing a comprehensive overview of how all the elements of strategic public relations programming are done.

This class is designed to teach public relations seniors the value of strategic communication campaigns. The overall result of the class is to build a detailed campaign for a real client, which will provide all materials necessary for campaign implementation and evaluation. The final result should be a great addition to the students' professional portfolio.

Students are expected to approach this advanced class with enthusiasm and professionalism. The aim is to prepare them for the post-graduation world of public relations practice and/or research where it is essential to think critically and strategically about the development of sophisticated public relations campaigns. This will require the use of sound research, public relations theories, and communications models to develop measurable objectives, a strategic action plan, creative tactics, and clear evaluation metrics.

Course Objectives
Upon successful completion of this course, students should accomplish the following goals to:
   o   Discuss the basic principles of public relations campaign management, including applied research, planning, communication, evaluation, and stakeholder relationship management.
   o   Apply strategic, creative thinking in the development of a public relations campaign and collateral materials.
   o   Determine, analyze, and develop communication programs to solve real-world problems.
   o   Consult and advise an actual client on strategic public relations campaign development.

Learning During A Pandemic

Life absolutely sucks right now. You most likely know people who have lost their jobs, have tested positive for COVID-19, have been hospitalized, or perhaps have even died. You might be caring for extra people, and you are likely facing uncertain job prospects.

I'm fully committed to making sure that you learn everything you were hoping to learn from this class! I will make accommodations, if needed, to help you do well on your projects and learn the class material. If you tell me you're having trouble, I will not judge you or think less of you. I hope you'll extend me the same grace. If you need extra help, **do not suffer in silence**. Talk to me! I will work with you. **I promise**.

I want you to learn lots of things from this class, but I primarily want you to stay healthy, balanced, and grounded during the crisis.

UF College of Journalism and Communications Objectives

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- o Understand and apply the principles and laws of freedom of speech and press for the US
- o Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- o Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- o Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- o Understand concepts and apply theories in the use and presentation of images and information;
- o Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- o Think critically, creatively and independently;
- o Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- o Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- o Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- o Apply basic numerical and statistical concepts;
- o Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Required Textbook:

- o Bobbit, R., & Sullivan, R. (2013). *Developing the Public Relations Campaigns: A Team-Based Approach 3rd ed.* Upper Saddle River: Pearson.

Continuing Reading:

Students are expected to read news periodicals (local, national, and international) and communication-related professional and academic journals regularly. Higher levels of professional competence and authority demand not only awareness of current news events but also an applied understanding of how economic, political, and social trends affect the communication profession. Suggested resources include, but are not limited to, the Journal of Public Relations Research, Public Relations Review, Public Relations Journal (http://www.prsa.org/prjournal/), and PRism (http://www.prismjournal.org). Other helpful practitioner-based resources include The Institute for Public Relations (www.instituteforpr.com), PRSA (www.prsa.org), PRWeek (https://www.prweek.com/us), and PR News (https://www.prnewsonline.com/about).

Course Format & Expectations

We will have live class on Zoom for most of the Wednesday sessions and a few Monday sessions. Everyone will log in to Zoom at our live class sessions. The live class format helps create engagement and foster community in fully online courses like ours. You are expected **to attend each live class and arrive on time** and be committed to learning/studying during class time. Class time will be dedicated to **discussions and time reserved for team meetings and work sessions**. Students should prepare to dedicate ample time outside of classroom hours to **listen to the recorded lectures and complete their campaign projects. Recorded lectures will be posted on Canvas on Monday each week.**

For the campaign-planning portion, this course will employ the counseling-firm format in which class members form account teams, representing the same organization client. The requirements and expectations of the Team Project will be as rigorous and demanding as students' first job in public relations. Students are expected to be professional in all dealings associated with this class. This includes treating our client with the utmost respect and providing them with your full attention, as well as conducting yourself in a professional manner both during and outside of class.

Confidentiality

Because we are working for a real-world client who will provide proprietary information to you, many of the discussions in class and materials provided relate to client issues and challenges. As such, all that is discussed as part of the class as well as with your teams shall be kept confidential.

Academic Honesty

Students must regard academic honesty as a crucial and essential part of your academic life. The instructor treats academic honesty as a serious issue. All your works for this course should be created on your own, and you are required to follow appropriate citation methods and guidelines.

False information (fabrication) also leads to the fail of this course. Please find appropriate information and guideline such as Purdue Owl (http://owl.english.purdue.edu/owl/resource/589/01/) to avoid plagiarism. Your academic dishonesty will be reported to Student Conduct and Conflict Resolution, which might ask you additional penalties. Plagiarism will result in an automatic zero point and The University's guidelines regarding academic honesty can be found at http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

Religious Holy Days

By UF policy, a student who misses classes or other required activities, including examinations, for the observance of a religious holy day must notify me of his or her pending absence prior to the date of a religious holy day, so that arrangements can be made to complete an assignment or activity within a reasonable time after the absence.

Students with Challenges

Students who request accommodation must first register with the Dean of Students Office, Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/). The Dean of Students will provide documentation to the student, who must then **provide this documentation to the instructor** when requesting accommodation **in advance**. You must take action immediately to ensure the requested accommodations can be provided.

Counseling Services

University counseling services and mental health services are available at http://www.counseling.ufl.edu/cwc/Default.aspx; 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://ufl.bluera.com/ufl/

Course Grading

Your evaluation in this course will be based on the following components:

Area	Percent of Grade	
Assignments	100 pts	10%
Case Study	100 pts	10%
Exam	250 pts	25%
Campaign Project	400 pts	40%
Class Participation	150 pts	15%
Total	1000 pts	

Letter grades will be calculated using this formula:

Letter	Course Points	Percentage	Grade Points
A	1000-930	100-93	4.0
A-	929-900	92.9-90	3.7
B+	899-870	89.9-87	3.3
B	869-830	86.9-83	3
B-	829-800	82.9-80	2.7
C+	799-770	79.9-77	2.3
C	769-730	76.9-73	2
C-	729-700	72.9-700	1.7
D+	699-670	69.9-67	1.3
D	669-600	66.9-60	1
F	599-0	59.9-0	0

- o **Individual assignments** include individual writing assignments that require you to apply the principles, techniques, and skills you've learned to real-world scenarios and solve various problems.
- o For **case presentations,** each team of four students will select and sign up for one (1) year of case studies from the PRSA Silver Anvil website (available at http://www.prsa.org/Awards/SilverAnvil/Search). Feel free to use my PRSA account for access (Account no.: 1979367, password: PUR4800FALL). Each team will be required to read through all the cases of the year and select the best one for analysis and present it to the class. Alternatively, you may find a casebook of public relations campaigns (approved by the professor). Read through all the cases of the book and select the best one for analysis and presentation. Detailed guidelines for case presentations can be found in Appendix C.
- o There will be one open book, comprehensive **semester exam held on Zoom** on Nov 9. A study guide will be provided to you prior to the exam. Content of class discussions, required readings, and students' class presentations are subject to inclusion.
- o The **final campaign project** requires students to work in teams to research and propose a public relations campaign for an actual client. A written campaign proposal will be turned in and students will present their campaign designs to the client.
  - The Team Project grade is comprised of a Team Grade (75%, 300 pts) and an Individual Grade (25%, 100 pts). The individual grade will be based on peer evaluations. Utilizing confidential forms, team members will evaluate each other's contributions. Team Grade will be based on the quality of the campaign plan book (75%, 225 pts) as well as the final oral presentation (25%, 75pts).
- o **Participation points** will be based on your class attendance and my evaluation of your level of engagement and participation in class discussions and work attitude throughout the semester.

DETAILED INSTRUCTIONS ON ASSIGNMENTS AND PROJECTS
See Appendix D for the score sheets.

1. Individual Assignments (10%)

The Individual Assignment grade is comprised of Individual Assignment #1 (5%) and Individual Assignment #2 (5%) (See Appendix for more details).

2. Exams (25%)

Throughout the semester there will be **a semester exam** held in **WEEK 11, Nov 9, on Zoom** during the regularly scheduled class period. The exams will be primarily made up of multiple-choice questions and true/false questions.

The exam is designed to test your knowledge and application of the main ideas covered in the textbook, lecture material, and class discussions. **You are responsible for everything covered** in the previously stated areas. A study guide will be provided to you prior to the exam.

NO early exam or make-up opportunities will be offered unless there are extremely exceptional cases officially approved by the university.

3. Campaign Project (40%)

In this class, students will be grouped into small agency-form teams for the purpose of working together on a client public relations campaign, which will be presented to the client at the end of the semester. For the Fall 2020 semester, class teams will be working with *The Smathers Libraries* (https://cms.uflib.ufl.edu/Communications/Libraries_glance) at the University of Florida. Students will meet with the client during the fifth week of class to obtain the necessary information and feedback to design the campaign. Before the first client meeting, the student will have formed agency teams and penned Brand Platform (containing Vision, Values, and Purpose Statements; see Appendix A for details) for the client. At the end of the semester (Dec 9, 12:50PM-2:45PM), teams will make their formal oral presentations to the client. Business attire (i.e., suits for ladies and gentlemen) is required.

Teams will be organized as follows:

- All students will submit resumes and cover letters **(i.e., assignment #1)** (two copies with student name and 4 blind copies — see Appendix A for submittal requirements) seeking two of the five positions of Account Executive (AE), Research Director, Director of Creative Services, Copywriting Director, or Media Director.

- Based on the submitted material, the instructor will select an AE to head each team, and the AEs, in turn, will select members to fill the four remaining positions on their respective teams, subject to final approval by the instructor. If any team has more than five members, the AE will determine which position to duplicate for his/her team in order to best meet the particular needs of the team; the same holds if the AE needs to combine two positions to accommodate if the team has less than five members. Although addressing related client

issues based on the same brand platform, the teams will work independently of each other. **However, the research portion of the study — the results of which all teams will share — will be conducted jointly**.

★★★ For this class, our campaign designs follow the ROPES model, which is a four-step process of research, objectives, programming, and evaluation (see Appendix B for the required campaign plan book format). Teams will work independently of each other for most of the steps. For the research step, however, teams will work jointly to conduct secondary and primary research and share the results and findings. Research Directors will be mainly in charge of the research stage. And Research Directors will report to AEs on each step of research methods finalization.

- On the stage of research, after the secondary research (i.e., background research), each team will first conduct **at least two focus groups** (i.e., qualitative research). Based on the findings, teams then will work together to develop **a survey questionnaire** and collect **a minimum of 200 VALID** samples (approx. 350 samples). Please note: to avoid any sampling bias and to ensure the credible research results, the participants of focus groups WILL NOT BE ALLOWED to take the survey.

- The research results from focus groups and surveys will be analyzed together, merged into one report, and shared to all the teams. However, each team will design their own campaigns thereafter (i.e., objectives, programming, and evaluation).

Team Positions and General Responsibilities

o **Account Executive (AE):** Team leader. Responsible for overall performance of the group and for successful completion, presentation, and delivery of the team's campaign plan. Must be aware of all aspects of the campaign and assure all members of the team are fulfilling their responsibilities. Responsible for organizing and writing the executive summary and situation analysis. Additional responsibilities include management of team's work schedule, deadlines, budget, and proper alignment of campaign plan with agreed upon brand platform. The account executive is the primary contact between team members and the instructor.
(Note: Account executives will be required to meet with the instructor outside of class on scheduled times during the semester and/or to maintain ongoing communications with the instructor (expect to spend extra time managing your team). Reports to instructor.

o **Media Director:** Directs public relations communications strategies. Oversees and/or directs written communications. Works with team members on formulating creative strategy; works with the Copy Director in the review of all written work, specifically the final written book. Develops the media strategy, including selecting major media for the campaign and determining reach, frequency and continuity. Reports to AE.

o **Copy Director:** Responsible for all writing copy including style, content, grammar, spelling, etc. Works with Media Director on written communications; works with team members on formulating creative strategy. Responsible, along with the Media Director, for the review of all written work, specifically the final written plan book. Reports to AE.

o **Research Director:** Responsible for secondary and primary research, using focus groups, interviews, surveys or other techniques necessary to identify problems/issues/opportunities and determine target audiences, attitudes and opinions: integral to proper direction of the

campaign. Also responsible for evaluation section of the campaign book. Research Direct also elicits assistance from other team members in fielding research. Reports to AE.

- o **Creative Director:** Lead responsibility for "look and feel" of all campaign materials, including prototype creation of at least three public relations techniques/programs recommended by team and design of the book. Creative directors function is about guiding creativity, rather than dictating it, and that they are at their most effective when everyone in the agency contributes creatively. Reports to AE.

Public relations is a teamwork/collaborative business. In this class, all team members will be highly dependent on each other to complete the project. *Under no circumstances will a student be allowed to complete a campaign project on his/her own.* AEs are expected to be the "team leads" to resolve any team problems. Should additional assistance be required, the instructor should be consulted in a timely manner. Unresolved team problems are not an excuse for diminished quality work product or failure to meet the requirements of this course.

The instructor will have multiple meetings with each team throughout the semester, at which time members will formally report on their progress in completing the four steps of the public relations process of ROPE: research, objectives, programming, and evaluation.

3.1) Campaign Plan Book

Each team will develop and implement a public relations campaign and will submit a written campaign plan book in addition to making an oral presentation to the client. At least three of the public relations programming techniques recommended in each plan must be produced as a **professional-level** prototype and provided to the client in electronic format (e.g., finished brochure). In addition, an electronic copy of the team's final PowerPoint presentation must be provided to the instructor and the client.

It is critical to make sure that all of the information you gathered, the analysis you did, and the conclusions & recommendations you are making are presented in a logical manner. Your campaign plan book both tells a story and makes a case. Be cautious of using acronyms, such as ROPE, without first clearly defining them, and avoid use of public relations jargon potentially unfamiliar to the client without an accompanying explanation. Everything covered in the client presentation must be included in the campaign plan book, and the campaign plan book is expected to include details (e.g., budgets).

3.2) Final Presentations

On Dec 9, 12:50PM-2:45PM Wednesday, each team will give a 20-minute presentation to the client. At least three prototypes of your proposed messaging content will be provided in the presentation. Prototypes should be presented in a manner that is clearly visible to a large audience—either through PowerPoint or enlarged posters on easels, etc. Teams are advised to repeatedly practice their presentations within the time limit, as it will be strictly enforced. Business suits are required.

3.3) Peer Evaluations

For each group member, ratings from all other members will be averaged. If a member averages less than 80%, they will receive a 20 point deduction. If a member averages less than 70%, they will receive a 40 point deduction. If a member averages less than 60%, they will receive a 60 point deduction. If a member averages less than 50%, they will receive a zero for the evaluation grade.

The Procedure and Requirements of Client Presentation

1) The instructor provides opening remarks.
2) Research directors from each team jointly present their methodologies and findings
3) Each team presents their own campaign plan. All the team members should take part in the presentation. The presentations must cover goals/objectives, programming (with prototypes), evaluation, and stewardship. Use PowerPoint or similar presentation software.
4) AE closes, invites additional questions (Q&A).
5) Questions should be answered by the team member with primary responsibility for the area of inquiry. If needed, the AE can jump to assist with addressing the questions from the audience including the client.

NOTE**:** The instructor reserves the right to give an AE a grade of "I" (Incomplete) if the client is not provided with all the campaign plan book elements described herein or if the AE fails to follow through on a commitment made to the client at the final presentation in a timely manner. Only when client commitments have been met will the grade of "I" be lifted to an actual grade that reflects the AE's overall performance in the class, but, A 30% DEDUCTION OF LATE SUBMISSION PENALTY WILL BE APPLIED.

4. Case Studies (10%)

Please see Appendix C for detailed guideline.

5. Attendance and Class Participation (15%)

Attendance is required for each scheduled class meeting (*Zoom will take attendance automatically*). Each student is allowed **two unexcused absences** for the semester. Your final grade may be lowered by one letter grade (e.g., B- to C-) for each unexcused absence beyond two. An excused absence is one supported by documentation (e.g., from UF or a doctor's office) or specially approved by the professor prior to the absence. Regardless of the reason for your absence, you are responsible for all class work missed, and a missed class is not an excuse for missing a deadline. Late arrivals and/or early departures from class, without prior approval from the professor, will be counted as unexcused absences.

Excused absences include:

o Religious holidays (only the holiday).
o Documented, dated, necessary medical excuse or official documented legal excuse (a dated doctor's note or prescription). The Student Health Center will provide you a specific kind of note that indicates they think you should've missed class or will need to miss additional days.
o University competitive events (that means athletes).

The following is a partial list of the types of situations that are NOT considered excused absences:

o   Social events, meetings, entertaining out-of-town guests, holiday/travel plans, weddings, etc.

In addition to attendance, you will be graded on **how thoughtfully you participate in class discussions**. I will be making this summary judgment—not on how often you talk—but on the quality of that contribution.

6. Extra Credit (3%)

- 1% of extra credits will be offered for research participation through 1) individual research provided by researchers and 2) CJC's SONA research management system (https://ufl-cjc.sona-systems.com). Individual research will be offered based upon requests of UF researchers. Regarding SONA system, please register a SONA account and choose studies to participate in to receive extra credits for this class. Check SONA regularly to see what studies have become available. Typically, the studies will not be available until the third week of the semester. You should NOT wait until the last minute to sign up for participation because people tend to procrastinate, and research opportunities will be limited by the end of the semester. In fact, it will be wise to participate early in the semester when your schedule is most flexible. Please see this video about how to set up your SONA account: https://youtu.be/_1OnT2ZU6QQ

- 1% of extra credits will be granted to everyone if 80% of the class complete the class evaluation. Feedback is taken very seriously, and comments provided are used to improve this course for future semesters. These evaluations are not only read by me but are also read by my department. The department uses these evaluation results to evaluate my teaching.

- The client will pick the winning team for the campaign. The winning team will get 1% of the extra credits.

LATE WORK POLICY

Public relations is a deadline business. All written assignments must be turned in to Canvas prior to the start of class the day the assignment is due. The Canvas will automatically mark assignments as late if they are uploaded even one second after the class period has begun. **You have 24 hours after the due date to turn in your assignment for a 10% grade reduction. A grade of ZERO will be assigned after the initial 24 hours.** It is your responsibility to make sure you properly uploaded your paper, blaming a group member doesn't work as it is the group's joint responsibility. There are no make-ups for exams or in-class activities, for any reason beyond university or religious excused absences.

AGENCY ETIQUETTE

The following tips for successful group work have been developed by many students before you

Flexibility in scheduling is a must. "Everyone is juggling two jobs and lots of classes. You're going to have to make time."

Be on time for meetings. "No one wants to sit around waiting for someone to arrive. Call immediately if you're going to be late due to an emergency."

Have weekly goals and meet them. "Complete your assignments ASAP, not just before the next meeting."

Schedule enough time personally to complete assignments. "Time goes by quicker than you think, so stay on top of deadlines. Don't come to a meeting and say I didn't have enough time to get it done. That just holds us all up."

Come to meetings prepared. "It's amazing how some students will come unprepared to meetings with photocopied material from the library. Who cares? Tell us what it means."

Take all group meetings seriously. "There's lots of work to be done. Often it's done in so many steps. Research. Analyze. Research again. Write. Edit. Write it again."

Be patient. "Everyone is just as tired as you are."

Focus on research in the beginning. "Determine problems and opportunities based on the research, and then plan the campaign accordingly so that you can measure in the end."

Be accountable to each other. "Understand how hard it is for everyone and be there for each other. There is no excuse for not getting assignments done.

Please Note: As the semester progresses, this schedule may change to reflect the progress and needs of the class and work groups.

Date	Topic	Required Readings Before Class
Week 1 (Aug 31, Sep 2)	Syllabus Handed Out (on Canvas) Course Overview and Syllabus Review	
	Review of Fundamentals of Public Relations	B & S: Chapter 1

[An introduction to the course. Fundamentals of public relations are reviewed including definitions and functions of public relations, evolution of public relations, and why public relations is important for organizations' success in the contemporary world.]

- ❖ **Assignment #1: Resumes & Cover Letters (DUE Sep 9 before class)**
- ❖ **Students sign up for case presentation**

Week 2 (Sep 9)	An Overview of the Public Relations Campaign Management Process Brand Platform	
		B & S: Chapter 2 & handout

[The public relations campaign process. Focus is on the ROPES model. Brand platform is also discussed.]

- ❖ **DUE Sep 9 before class: Assignment #1**
- ❖ **Assignment #2: Brand Platform (DUE Sep 16 before class)**

Week 3 (Sep 14, 16)	Research	B & S: Chapter 3, 4

[How to identify communication problems based on research findings. The primary research methods—survey, in-depth interviews, and focus groups— are examined. Related issues such as measurement development and data analysis techniques are discussed]

- ❖ **Campaign Project Team formed**
- ❖ **DUE Sep 16 before class: Assignment # 2**

Week 4 (Sep 21, 23)	Strategic Planning: Goals and Objectives	B & S: Chapter 5

[How to develop goals and objectives based on situational analysis is discussed. Planning and management techniques are introduced.]

- ❖ **First Client Meeting (Sep 23)**
- ❖ **Team Project:**

- ✓ **Each team meets separately to compile one brand platform (Vision, Values, and Purpose sections only) that represents the team's shared input and an outline of the major challenges/issues to address in the Team Project.**
- ✓ **Then, the AEs meet - each bringing their team's brand platform and list of campaign issues/challenges to the meeting - and reach agreement on ONE brand platform (Vision, Values, and Purpose sections only) and list of the campaign issues/challenges** *(note: Compile one uniform copy for the whole class that reflects the best collective efforts and wisdom of all the teams).*

- ✓ **Research directors of all teams collectively draft a research plan to coincide with the agreed upon brand platform and campaign issues/challenges to be addressed. This draft includes research objectives, proposed methodologies, sampling strategies, description of respondents, timeline, and** <u>instruments</u> **(i.e., focus group discussion guide, survey) to be reviewed with the client. Research directors of all teams work together and submit one copy of the research plan for the class. Teams will collaborate in the research design, data collection, and analysis.**

- ✓ **Creative Directors will work on the layout of their team's plan book, providing the proposed framework including the design (send to AEs).**

- ❖ **The agreed upon---brand platform, a list of campaign issue, research plan, and instrument drafts are due by class on Oct 5.** ***Please indicate clearly team contributions to each part of the research plan (including the instruments) in your submission.***

Week 5 (Sep 28, 30)	<u>Strategic Planning: Target Audiences</u> <u>Teamwork</u> <u>Guest lecture on Sep 30 Wedesday</u> (live meeting on zoom) [The concepts of stakeholders, publics, and audiences are discussed. Different theoretical approaches to segmenting publics are introduced.]
Week 6 (Oct 5, 7)	<u>Implementation: Messages and Strategies</u> Handouts <u>Guest lecture on Oct 5 Monday</u> (live meeting on zoom) [Different types of messaging strategies are discussed. The creative thinking process and techniques are examined.]

- ❖ **Team Project:**
- ✓ **DUE by class on Oct 5: Agreed upon brand platform, a list of campaign issues, research plan, and instruments.**
- ✓ **Feedback on your research materials will be provided to you on Oct 7.**

✓ **Revise and finalize the research plan**

Week 7
(Oct 12, 14)   Implementation: Media Channels   B &S: Chapters 6 & 8

✓ **Second Client Meeting (Oct 14, tentative): AEs, representatives of research directors, and the instructor e-meet with the client to validate and finalize brand platform, issues/challenges, and research plan for Team Project.**
✓ **Primary research (focus group and survey) data collection begins.**
✓ **Progress report on research progress due by Oct 28.**
✓ **Formal research report and campaign objectives are due on Nov 11.**

Week 8
(Oct 19, 21)   Field Research Week

❖ **Team Project: Data collection and analysis**

Week 9
(Oct 26, 28)   Field Research, Campaign Team Meetings, and Progress Report

❖ **Team Project: Data collection and analysis**
✓ **Group meetings with the instructor on Oct 28 for research Q&A and progress report.**
  • **Group 1: 12:50pm- 1:20pm; Group 2: 1:20pm-1:50pm; Group 3: 1:50pm-2:20pm; Group 4: 2:20-2:50pm.**
✓ **DUE by class on Oct 28: Progress report**

Week 10
(Nov 2, 4)   Logistics, Evaluation, and Measurement   B & S: Chapter 10

[Staffing, budgeting, and timing issues related to public relations programing. Introducing the role of measurement in public relations evaluation and why it is important for program success. A historical review of public relations evaluation approaches is provided. Differences between outputs, outtakes, and outcomes are discussed.]

✓ **Group meetings with the instructor on Nov 4 for data analysis Q&A**
  • **Group 1: 12:50pm- 1:20pm; Group 2: 1:20pm-1:50pm; Group 3: 1:50pm-2:20pm; Group 4: 2:20-2:50pm.**

Week 11
(Nov 9)   Review and Exam
Exam scheduled on Nov 9 Monday (in class)
❖ **Team Project**
✓ **Research report and team campaign objectives due on Nov 11 before class.**
✓ **Teams meet on their own this week to revise and finalize objectives based on feedback and start working on Programming**

- ✓ **Draft of programming [without prototypes] for campaign plan book DUE on Nov 23.**

Week 12
(Nov 16, 18)

Campaign Plan Production

- ❖ **Team Project**
- ✓ **Meet in class on Nov 16 to continue working on programing; draft ideas review and Q&A with the instructor**
- ✓ **Third Client Meeting (Nov 18, tentative): All team members e-meet with clients to go over programming ideas. Get approval from clients before working on prototypes.**

Week 13
(Nov 23)

Campaign Plan Production

- ❖ **Team Project**
- ✓ **DUE by class on Nov 23: Draft of programming portion for campaign plan book.**

Week 14
(Nov 30, Dec 2)

Campaign Plan Review, Revision, and Finalization

- ❖ **Team Project**
- ✓ **Refine programming based on feedback and add prototypes; start working on evaluation and stewardship**
- ✓ **Teams compile a complete draft of the campaign plan book and prototypes DUE on Dec 7.**
- ✓ **Teams start drafting PowerPoint Slides DUE on Dec 7 by class.**

Week 15
(Dec 7, Dec 9)

Semester Wrap-up, Celebration, and Presentation Rehearsal

- ❖ **Team Project**
- **Dec 7**
  - • **DUE by class: Draft of the Campaign Plan Book & Draft of the PowerPoint Slides for the Final Presentation**
  - • **Campaign plan draft review with the instructor and Q & A**
- **Dec 9**
  - • **Final Presentation on Zoom**
  - • **DUE by class: Final Campaign Plan Book & Final Presentation PowerPoint**

Instructions for Assignment #1 and #2

Individual Assignment #1: Resume & Cover Letter (5%)

DUE: Sept 9 before class

[Submit the electronic copies of Resume and Cover Letter (2 sets of total four copies)]

You will be asked to write a resume and a cover letter applying for **two team positions** of your preference. The particular layout is of the student's choosing but should include the following elements at a minimum.

NOTE: Only one cover letter/resume set should include full name and contact information. This set is to be turned in with **one additional "blind" set** in which name and contact information are deleted from the resume and the cover letter.

Resume Format Requirements

o   One-page, single space, professional formatting and looking.
o   [ONLY in one resume—] Full name and contact information (address, phone, e-mail) [Do NOT include this information in the other two blind copies].
o   College education: university, anticipated month/year of graduation, major/minor degree.
o   List of courses taken that are applicable to positions sought.
o   Work experience: title, location, main responsibilities, length of time in job.
o   Activities, offices held, honors, volunteerism/community service.
o   Computer skills
o   Language skills (Other than English)

Cover Letter Format Requirements

o   [ONLY in one letter—] Full name and contact information (address, phone, e-mail) [Do NOT include this information in the two blind copies].
o   Business letter format.
o   2 positions of interest (do NOT write a separate letter for each position sought).
o   Brief description of qualifications for positions sought.
o   Refer to attached resume for further review.
o   Express appreciation for consideration.

Individual Assignment #2: Brand Platform (5%)

DUE: Sept 16 before class

The initial step in planning any public relations campaign is to conduct background research. The information gathered is then used to determine key audiences and to set research objectives for the primary research to follow. The first background research activities conducted are known as *preliminary fact-finding*, which will include an initial client interview (for our class, you can make use of our first client meeting to ask questions) and archival research, which are then followed by one or more forms of secondary research, using mass media sources, databases, Internet sources, government sources, university and scientific studies. Based on information gathered, draft Vision, Values, and Purpose statements.

Progress Reports
DUE: Oct 28 before class

At certain points throughout the semester, **each team** is required to submit written reports on the team's progress in completing the four steps of ROPE. In the progress reports, you will explain any or all of the following:

o How much of the work is complete?
o What part of the work is currently in progress?
o What work remains to be done?
o What problems or unexpected things, if any, have arisen?
o How is the project going in general?

Campaign Plan Book Format Requirements

Campaign Plan Book (40%)

DUE TO CLIENT (via email) and instructor (via Canvas): Dec 9 before class

An electronic copy of the campaign plan book is required for successful completion of the Team Project and are due immediately prior to the team's client presentation. Keep in mind that the campaign plan book is a standalone document; that is, it must be self-explanatory and comprehensive. Furthermore, its design and layout should be reflective of professional, not amateur quality. That is, the campaign book should **not** look like "student" work.

Be cautious of using acronyms, such as ROPES, without first clearly defining them, and avoid use of public relations jargon potentially unfamiliar to the client (e.g., publics) without an accompanying explanation. Everything covered in the client presentation must be included in the campaign book, and the campaign book is expected to include details, such as budgets, that are not thoroughly reviewed in the client presentation.

The campaign plan book is to be divided into sections for Brand Platform, Executive Summary, Research, Objectives, Programming, and Evaluation. The overall look and feel, layout, and format of the campaign plan book are at the team's discretion, but books must include, at a minimum, the following elements:

1. Title Page, Author Page/Acknowledgements, Table of Contents

2. Brand Platform
This section consists of the Vision, Values, and Purpose Statements. Each student will be firstly required to write the statements independently (i.e., Individual Assignment #2). Then, team members will jointly review and discuss each other's statements in order to come up with an agreed-upon version for the entire team. The agreed-upon brand platform will be used in the final campaign plan book.

3. Executive Summary
This is a one- to two-page, high-level summary of the entire plan, describing the issues/challenges identified for the proposed campaign, the process undertaken to conduct the research, and brief reference to select recommendations. Anyone should be able to read only this section and have a working understanding of the overall scope of the team's campaign plan. This section is usually the last item to be prepared, but the first item in the book.

4. Research (Secondary Research 4.1 & 4.2; Primary Research 4.3 & 4.4) *
This section will be jointly written by all the teams. In other words, each team's book contains the same content for research section. The research section can be organized into the following elements:

4.1 Problem Statement

- Normally, a problem statement contains the basic six elements (what, where, when, who, how, and why) that a problem/issue the client faced and should address.
- It is written in the present tense.
- It describes the situation in specific and measurable terms.
- It should contain concrete measures of the problem situation based on objective research and documentation.
- It describes "what is happening now" – no in the future
- Do not include strategies or tactics (e.g., a solution) in your problem statement.

4.2 Situation Analysis (report findings of preliminary research)

4.2.1) Based on the findings of preliminary research, organize the following elements in a logically coherent way:

Organization background information; the organization and the industry/sector/environment; past marketing and communications efforts; first/second tier stakeholders and audiences/customers; their potential competitors and partners, etc.

4.2.2) SWOT analysis of preliminary findings

Summarizes internal strengths and weaknesses of the organization/company, product or service, and external opportunities and threats facing the organization, the industry, and/or the environment.

4.3 Qualitative Research Report (Focus Group)

4.4 Quantitative Research Report (Survey)

*NOTE: For research step,** be sure to use secondary and primary research. Include research objectives, methodologies, and key findings in chart or graph form with narrative explanations of implications. Footnote all data, listing sources at the end of the campaign book (relevant data/information from secondary and primary research can be included in the appendix.). All the research instruments (i.e., the tools you use to collect the data, such as consent forms, the survey questionnaire, the focus group moderator guides, the interview guides), datasets/raw data, and data analysis outputs must be provided to the instructor as soon as the drafted research section is finished.

5. Goals and Objectives

This section describes the team's goals and objectives for the campaign and how each relates to the research findings.

The listed goals and objectives MUST directly relate to the research findings (Objectives = what must the communications campaign achieve with each target public/audience to accomplish the campaign goal).

6. Programming

Typically includes:

a. Recommended strategies and tactics to achieve the outcomes stated in the objectives (what specifically must be delivered or achieved and using what means? Include message content that can be directly used if the campaign is implemented, and the target public(s)/audience(s) of these messages);

b. Budget (all projected campaign costs to be included here);

c. Timeline (implementation schedule; Include a week-by-week or month-by-month schedule for ALL public relations strategies for the length of the campaign).

NOTE: Electronic files of prototypes must be included in the campaign plan book to aid the client in future replication, editing, etc.

7. Evaluation
Explain how the client will be able to evaluate the effectiveness/success of the proposed campaign both during (ongoing evaluation) and after (outcome evaluation) the campaign process.

8. Appendix
Appendices, footnotes, research, survey questionnaire, summary of responses/data collection, and all other relevant supporting materials.

* Please note that in addition to the content specified above, your campaign book must be packaged in a **clear, logical coherent, readable and professional** manner. It should list the names and titles of team members, and it should be sectioned and bound in a manner that makes it easy to find individual parts of your plan. Excessive packaging will lose points.

APPENDIX C

Guidelines for Case Presentation (10%)

A typical case study presentation lasts approximately **15 minutes**. **Be prepared to defend your presentation as the instructor and the class may ask questions throughout the session.**

Using PowerPoint, create slides with appropriate information for each of the following slides. Be sure to provide answers to ALL of the questions listed here as you'll lose points for every question you fail to answer. You may use more than one slide per section.

§   Title slide:
   a.   List who conducted the program and when. If an agency conducted the program, list the agency and the client.
   b.   Also include your name/date/course information on this slide.

§   Background/Situational Analysis:
   a.   Describe the situation that called for the campaign, including any important background information (i.e., situational analysis).
   b.   What's the issue/problem?

§   Research:
   a.   Describe any research that campaigners conducted to gain insight into the problem/opportunity/audience. Which methods did planners use? How were the findings used to inform campaign planning?
   b.   Describe whether they conducted primary or secondary research, and whether it was qualitative or quantitative.

§   Target public(s):
   a.   Outline the target audiences/publics for the campaign. Who were the primary publics? Any secondary publics?
   b.   How were the publics segmented (e.g., demographically, psychographically, geographically, by reputation, by position, etc.)?
   c.   Who else, in your opinion, should have been considered as a target?

§   Goals/objectives:
   a.   Identify each goal as either awareness, attitudinal, or behavioral.
   b.   Outline the objectives for the campaign and tell whether these were output, outtake or outcome objectives.
   c.   Were the objectives measurable? In other words, did planners quantify each objective (e.g., increase awareness by 40%...)? How could the objectives be re-written to make them more effective?

§   Key messages:
   a.   List the major messages campaigners wished to communicate in the campaign?
   b.   What did planners want the target public(s) to know, remember, think about, or do?
   c.   Did they develop a campaign theme/slogan to make the messages more memorable?
   d.   If there was no clear theme, what would you suggest?

§ <u>Strategy</u>: Identify the strategy or strategies for the campaign. What are the overall concepts, approaches, or general plans to achieve the goal(s) and objectives?

§ <u>Tactics/Channels</u>:
   a. Describe how the messages were communicated. Be specific.
   b. Did planners rely on <u>paid/owned/shared/earned</u> media? Be sure to indicate which is which.
   c. Indicate whether these were communication or action/event-driven tactics.

§ <u>Evaluation</u>: Discuss how the campaign was evaluated, what was evaluated, and whether it achieved its stated objectives. What were the results of the campaign?

§ <u>Stewardship</u>: Discuss how planners maintained/could have maintained existing relationships with stakeholders throughout the campaign following the principles of stewardship.

§ <u>Opinion</u>: On this last slide, explain whether this was a campaign you would have enjoyed planning and executing. Why/why not? Elaborate your key take-aways.

<u>**Use your own words**</u>. **Do NOT "lift" entire sentences and paragraphs from the case study and place them in your presentation. This is plagiarism and you will receive a zero for the assignment.**

APPENDIX D

GRADING RUBRIC FOR WRITING ASSIGNMENTS (two individual assignments: 100 pts)

A fixed grading scale allows you to earn a **0, 70% (35pts), 80%(40pts), 90% (45pts) or 100% (50pts)** on each project, which will be evaluated as follows:

Grade Earned	Following Instructions	Writing Style	Content
An essay will earn the grade of **0** if it is not turned in by the deadline OR <u>any</u> of the following occurs:	The essay is written without any regard for the instructions provided.	Many errors in grammar, punctuation, spelling, and/or word choice render the essay incomprehensible.	The content of the essay suggests the author is "winging it" without any regard for the assignment OR sources *other than class materials* are not properly referenced.
An essay will earn the grade of **70%** if <u>any</u> of the following occurs:	The essay is missing major required elements stated in the instructions.	Three or more errors in grammar, punctuation, spelling, and/or word choice.	The content of the essay suggests the author does not fully comprehend the assignment. Some content is correct but major points are missed.
An essay will earn the grade of **80%** if <u>any</u> of the following occurs:	The essay is missing some required elements stated in the instructions.	Two errors in grammar, punctuation, spelling, and/or word choice. Some writing is not very clear and adequate.	The content of the essay suggests the author does not fully comprehend the assignment. Some content is correct but some points are missed.
An essay will earn the grade of **90%** if <u>each</u> of the following occurs:	The essay meets the expectations of the instructions provided. All required elements are covered.	No more than one error in grammar, punctuation, spelling, and/or word choice. Writing style is basic but clear and adequate.	The content of the essay suggests the author has an accurate and thorough grasp of the assignment.
An essay will earn the grade of **100%** if <u>each</u> of the following occurs:	The essay exceeds the expectations of the instructions provided. Required elements are not only covered, but also enhanced by additional content drawn from class discussions and well-informed insights.	No errors in grammar, punctuation, spelling, and/or word choice. Writing style is advanced yet highly readable and engaging.	The content of the essay suggests the author has an advanced and applied understanding of the assignment. That is, the author incorporates topics covered in class to enhance his/her points in an original way that exceeds expectations.

GRADING RUBRIC FOR CASE STUDY (100 pts)

	Superior 100	Excellent 90	Good 80	Fair 70	Poor 0
Completeness	All required components incorporated into submission	Only 1 component not incorporated	Two or more components not incorporated	Up to half of the required components not incorporated	More than half of the required components not incorporated
Thoroughness	Each topic is treated very thoroughly	Each topic is treated somewhat thoroughly	Only some topics are treated somewhat thoroughly	Some topics are treated somewhat weakly	Each topic is treated only weakly
Readings (Application of case materials and theories)	Very clear that readings and theories were understood and incorporated well	Clear that readings and theories were understood and incorporated well	Somewhat unclear that readings and theories were understood	Submission has questionable relationship to reading material and theories	No evidence that readings or theories were incorporated
Accuracy and/or quality of ideas	Contains well-developed original ideas and/or precisely-worded, accurate information	Contains original ideas and/or accurate information	Contains at least some original ideas and/or some accurate information	Contains few original ideas or some accurate information	Contains only unoriginal ideas and/or inaccurate information
Surface features Surface features (e.g., formatting, correct spelling, grammar, complete sentences, and appropriate citation of sources)	Controls very well for surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Controls well for surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Somewhat lax in control of surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Very lax in control of surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Lacks acceptable control of surface features (i.e., numerous distracting flaws in formatting, spelling, grammar, etc.)

GRADING RUBRIC FOR THE CAMPAIGN PLAN BOOK (225 pts)

Criteria	Excellent >90% (200-225 pts)	Proficient 80-89% (180-199 pts)	Basic 70-79% (160-179 pts)	Inadequate <70% (< 160 pts)
Format /Mechanics	• Typed & double-spaced • Cover page, references & page numbers • Well-constructed sentences • No grammar or typing/spelling errors • Outstanding design/layout/neatness	• Typed & double-spaced • Cover page, most references included & page numbers • Mostly well-constructed sentences • Relatively free of grammar and spelling/typing errors • Good design/layout/neatness	• Typed & double-spaced • No cover page, references or page numbers • Some poorly constructed sentences • Some grammar and spelling/typing errors • Poor Design/layout/neatness	• Format errors or handwritten • No cover page, references or page numbers • Numerous poorly constructed sentences • Multiple grammar and spelling/typing errors • Poor design/layout/neatness
Structure/ Organization	• Well-organized • Clear background, planning, and recommendations • Ideas are developed in a logical way • Relevant and concisely written	• Well-organized • Clear background, planning, and recommendations • Ideas are developed • Some irrelevant or redundant information	• Some problems with organization • Weak background, planning, and recommendations • Ideas are somewhat developed • Lacks precision	• Problems with organization • Insufficient background, planning, and/or recommendations • Ideas are undeveloped
Research	• Sound and appropriate research methods • Sufficient primary and secondary information related to the issue • Every recommendation is supported by research	• Sound and appropriate research methods • Sufficient primary and secondary information related to the issue • Most recommendations are supported by research	• Some problems with research methodology • Some primary and secondary information related to the issue • Some recommendations are supported by research	• Problems with research methodology • Insufficient primary and secondary information related to the issue • Recommendations have little research support
Application	• Evidence of reflection on and incorporation of concepts, models, tactics, and tools from class discussions/texts	• Evidence of concepts, models, tactics, and tools from class discussion/texts	• Minimal evidence of concepts, models, tactics, and tools from class discussion/texts	• No attempt to apply concepts, models, tactics, or tools from readings or class discussions
Creativity	• A unique or creative approach is used • Ideas are original, interesting, and engaging	• A unique or creative approach is used • Ideas are original and interesting	• Lack of uniqueness and creativity • Some ideas are original	• No evidence of uniqueness or creativity • No original ideas
Completeness/Accuracy	• Content beyond what was required • Specific information and examples used to support points	• Did all that was required • Accurately presented facts and concepts	• Did most of what was required • Accurately presented most facts and concepts	• Did not fulfill requirements • Understanding of facts or concepts inconsistent or inaccurate

SCORE SHEET FOR CAMPAIGN PLAN PRESENTATION (75pts)

Judge's Name: _____ **Team #**_____

On a scale of 1-15, where 1 = "poor" and 15 = "excellent," please rate the team on each of the following five criteria.

1. Strategic Planning _____
- ❍ Each recommendation is supported by primary or secondary research.
- ❍ Objectives are connected to goals and supported by strategies and tactics.
- ❍ There are clear statements identifying target audiences and effects desired from each.
- ❍ There is a plan to use evaluation results to drive stewardship and future campaigns.

2. Visual Communication _____
- ❍ Slides use images that provide clarity and underscore key points.
- ❍ Presenters use appropriate visual language in their presentation.
- ❍ Images are cited properly.
- ❍ There is a cohesive look to the presentation.

3. Presentation _____
- ❍ Overview explains the problem/opportunity and context of the project.
- ❍ Conclusion includes appropriate and well thought-out recommendations.
- ❍ Each team member makes a contribution.
- ❍ Presentation includes stories that contribute to the overarching goal.

4. Recommendations _____
- ❍ Recommendations are relevant to the problem/opportunity and research.
- ❍ Recommendations are actionable and practical.
- ❍ Recommendations are likely to be effective.
- ❍ Recommendations demonstrate creative and critical thinking.

5. Overall Performance _____
- ❍ The performance has a cohesive vision.
- ❍ The presentation is polished, professional and articulate.
- ❍ Students work together as a team.
- ❍ Q&A is handled adeptly with clear, specific answers or "we don't know."

Score: _____/75

Comments:

CONCLUSION:

This rigorous course can equip you with the skills you need to attain an internship and entry-level position in public relations. I am looking forward to a great semester together! ☺