

**PUR 4800 Section 01C4 – Public Relations Campaigns  
Course Syllabus – Summer A 2014**

Time: MW (Periods 2 & 3: 9:30 a.m. – 12:15 p.m.) and F (Period 2: 9:30 a.m. – 10:45 a.m.)

Location: RNK 210 (Inside the M.E. Rinker, Sr. School of Building Construction)

Instructor: Weiting Tao, Department of Public Relations

Email: [tweiting@ufl.edu](mailto:tweiting@ufl.edu) (The best way to reach me is by email.)

Office: Weimer Hall, Room 2039B; Office Phone: (352) 273-1638

Office Hours: Wednesday, 12: 15 p.m. – 1:15 p.m. (or by appointment)

Course Website: <http://lss.at.ufl.edu> (E-Learning)

**Required Textbook**

Smith, R. D. (2013). *Strategic planning for public relations* (4th ed.). New York: Routledge.

**Recommended Textbook**

Heath, C., & Heath, D. (2007). *Made to stick: Why some ideas survive and others die*. New York: Random House.

**Additional Required Readings (available on E-Learning or the Internet)**

Coalition for Public Relations Research Standards (2013). Gainesville, FL: Institute for Public Relations Research. [**CPRRS hereafter**]

Hallahan, K. (2011) Organizing a Communications Campaign. Retrieved from <http://lamar.colostate.edu/~pr/OrganizerAtaGlance083111.pdf>

Kelly, K. S. (2001). Stewardship: The fifth step in the public relations process. In R. L. Heath (Ed.), *Handbook of public relations* (pp. 279-289). Thousand Oaks, CA: Sage.

Lindenmann, W. K. (2006). Public relations research for planning and evaluation. Gainesville, FL: Institute for Public Relations Research.

Rawlins, B. L. (2006). *Prioritizing stakeholders for public relations*. Gainesville, FL: Institute for Public Relations.

Tucker, K., Derelien, D., & Rouner, D. (1997a). An issue-driven approach to public relations planning. In *Public relations writing: An issue-driven behavioral approach* (3rd ed.) (pp. 9-38). Upper Saddle River, NJ: Prentice Hall. [**Force Field Analysis**]

Tucker, K., Derelien, D., & Rouner, D. (1997b). Applying behavioral principles in public relations writing. In *Public relations writing: An issue-driven behavioral approach* (3rd ed.) (pp. 39-64). Upper Saddle River, NJ: Prentice Hall.

## **Prerequisite**

Minimum grade of C in PUR 3000, PUR 3801, PUR 4100 and PUR 4103; senior standing in the College of Journalism and Communications.

## **Course Overview**

In this course, you will master the elements of a strategic communications campaign through direct experience. I will teach this course from the perspective of a practitioner and make use of extensive real-life examples. As much as is possible in a classroom environment, I will try to recreate the experience of earning and working with a real-world client.

This course marks your transition from student to professional. That means that I will expect you to behave like professionals in your interaction with me, with your team mates and with your client. That also means that you will be assessed based on the quality, creativity and professionalism of your work product.

You will work with a team on behalf of a client to develop a robust, strategic, measurable and actionable strategic communications plan. You will have the opportunity to work with a client who I will identify for you.

This course represents an opportunity to bring together everything you've learned through your coursework as a student of public relations, including research methods, writing, strategy and visual communications. This course is centered on you and your learning needs, with ample time and opportunity for hands-on learning.

All work completed for this course is expected to be your own *original* work. I have a zero-tolerance policy for plagiarism, and I expect that you are familiar with the University's policy on academic honesty and will follow that policy without exception. Factual and grammatical errors will not be tolerated, and will count against your grade for the given assignment. These include mathematical errors, misspellings of the client's name or misuse of terms associated with relevant content or research.

## **Course Objectives**

PUR 4800 is an applied undergraduate course designed to provide students in public relations with a capstone experience. As such, it draws heavily on your previous training in public relations principles, research, strategy, writing, and visual communication to develop a public relations campaign for an actual organizational client. The course's major objectives are:

1. You will understand and be able to complete the components of a successful strategic communications plan.
2. You will understand how to earn and work with a client in a way that demonstrates confidence, professionalism, an ability to learn relevant content quickly and an ability to earn your client's trust.
3. You will develop the skill of working effectively with an account management team on behalf of a client.
4. You will develop project management skills.
5. You will learn to think strategically and courageously on behalf of a client or cause.
6. You will develop client communication skills, including an ability to listen to, understand and respond to client expectations, and how to persuade your client to change their approach should research and strategy suggest it.
7. You will learn to represent yourself as a knowledgeable, competent and confident professional.

## Course Professionalism

The College of Journalism and Communications is a professional school and professional decorum is expected at all times. Therefore, both the instructor and students adhere to workplace norms for collegial and respectful interaction. **The instructor reserves the right to penalize any students who do not follow the following guidelines and who disrupt the class (via a 5-point final grade deduction for each occurrence).**

- Students are expected to attend every class, arrive on time, not leave early unless prior permission is granted, and wait for the class to end before packing to leave.
- Students are expected to attend every team meeting as well as every meeting with the client and the instructor. Again, arrive on time and do not leave early.
- Cell phones, iPods, and other devices must be turned off completely during class and client meetings; manner mode or vibrate is not considered off.
- Laptops and tablets may be used only as note-taking devices. Surfing the Internet, checking email, playing games, using social media, and doing other activities unrelated to class are strictly prohibited. Anyone who engages in these activities will be requested to leave his/her devices in the instructor's care. The instructor will prohibit students' in-class use of laptop if necessary.
- Students are expected to conduct themselves in an honest, ethical, and courteous manner – with classmates, the instructor, and the client. Eating, drinking, and privately chatting do NOT demonstrate professional behavior. Talking while the instructor, the client, or another student is talking is unacceptable. Such actions can result in being asked to leave the classroom and will result in a lowering of your final grade.
- Students will be responsible for all material and procedures related to this course.
- Students will be responsible for completing all the assigned readings *prior* to the class period during which these readings will be discussed.
- Students are not permitted to bring guests to class unless special arrangements have been made with the instructor prior to class. Students are not allowed to record class lectures or place class materials (esp. online) without the instructor's permission.
- Any evidence of plagiarism or cheating will result in an "E" for the course and possible disciplinary action.
- Do not submit the same work to more than one class. Do not adapt work from another class for this class. Do not adapt someone else's work and submit it as your own. This course requires original work, created at this time, for this purpose.

## Deadlines and Critical Dates

Major deadlines for course work such as assignments, meetings, and presentations are stated in the syllabus and/or course schedule. **You are expected to meet these deadlines. Period. I will NOT accept late work and will NOT consider makeup work. Failure to complete and submit any work by deadlines will result in a grade of ZERO.**

However, I may allow negotiations *only if* the problem you face falls into the legitimate reasons listed in UF's attendance policy (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). If you become aware of a serious problem that will prevent you from taking an exam, giving presentations, being at class, or attending class-related meetings, you must inform the instructor of this via email ahead of time, as early as possible. You must promptly submit documentation of the reason for your delay, no later than three days following the missed deadline. You are responsible for catching up with class/team discussions and obtaining notes from your classmates. Missing class or a team/client meeting is not an excuse for missing a deadline.

## A Few Notes about Writing for this Course

I expect that you will demonstrate excellent writing throughout this course. I will grade written assignments with great care, and expect that you will write with the same care and precision you applied to your writing classes. **You will use AP style when writing the prototypes of media tactics and APA Style for the rest assignments.** I will subtract points for factual errors and misspellings of names, organizations or other terms. Everything you write for this course must be grammatically correct, coherent, logical, and carefully edited. Misspellings, syntax and grammatical errors are unacceptable in upper-level college writing, particularly writing by public relations students.

## General Notes on Grading

Each assignment will be graded on a 100-point scale and weighted accordingly. I will first grade for content, and then subtract points for errors in grammar and factual errors. Each grammatical or spelling error will count for **five points off**. Factual errors, including misspellings of client names or misuse or core terms associated with the field in which your client works, will count for **20 points off**. I will award points based on your demonstrated understanding of the assignment, the level of creativity and risk taking, and your ability to write compelling, accurate and precise copy that demonstrates a clear understanding of the strategic planning process.

Part 1: Individual Assignments (25% in total)	
Class Attendance and Participation	5%
Three 20-Minute Exams	20%
Part 2: Team Assignments (75% in total)	
Client Call Agendas and Notes (Three Sets)	10%
Campaign Preparation Assignments	20%
Final Strategic Communications Plan and Presentation	30%
Client Assessment of Your Plan	5%
Peer Evaluation	10%

**Grading Scale:** 92-100 = A, 90-91 = A-, 87-89 = B+, 82-86 = B, 80-81 = B-, 77-79 = C+, 72-76 = C, 70-71 = C-, 67-69 = D+, 62-66 = D, 60-61 = D-, Below 60 = E.

I do NOT round grades up or provide extra credit other than participation in designated research opportunities. If you are concerned about a grade received on a given exam or assignment, please prepare a short paragraph outlining your position; submit that paragraph to me for review. You will receive a response within five days. I will be available for a follow up discussion during regular office hours, if needed. For UF grading policy, please see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Specific Grading Items

### **1. Class Attendance and Participation (5%)**

Prompt attendance at ALL class meetings is mandatory. Absence is NOT an option in this summer class. Each day of class, you are responsible for signing the attendance sheet. If you forget to sign the sheet, even though you did attend the class, your attendance grade will be deducted. Signing a friend's name to the sheet is academic dishonesty and will result in the loss of your ENTIRE attendance grade for the term, as well as other appropriate ramifications related to academic dishonesty.

For each absence, late arrival, or early leave, you will incur a **5-point deduction** off your final course grade. After due warning, the instructor may prohibit further attendance and subsequently assign a lower or failing grade. If you miss class for any legitimate reasons listed in UF's attendance policy

(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>), you must email the instructor before class meets and, then, provide documentation of the reason for your absence within three days following the missed class. If you fail to notify me promptly of your absence and provide me with documentations, your attendance grade will also be deducted. Students are responsible for any class/class work missed. They should consult with classmates, rather than the instructor, to obtain information on lectures, assignments, and other matters.

In short, I expect you to be fully present during class, contribute to discussions, and demonstrate through your comments that you have read and understood assigned readings and benefited from previous class discussions. Attendance and participation grades will be posted on E-learning at the end of the semester.

## 2. Three 20-Minute Exams (20%)

Exams will be held at the beginning of the class. If you arrive late to an exam, you will NOT be permitted to take it and will receive a grade of zero. **No makeup exams.** Exams come in a variety of forms (e.g., true/false, multiple choices, fill in blanks, short essay questions, etc.).

## 3. Client Call Agenda and Notes – Three Sets (10%)

There will be at least THREE meetings that I require you to hold with your client (face-to-face, conference calls, or emails). Face-to-face meetings are preferred (if possible). The 1<sup>st</sup> meeting should be held during the week of May 12; the 2<sup>nd</sup> during the week of May 19; the 3<sup>rd</sup> during the week of May 26.

For each client meeting, your team will prepare an agenda and **email it to me 24 hours prior to the meeting.** Your team will also capture the proceedings of each meeting in a call note. A call note concisely summarizes the meeting's purpose and its results (conclusions and decisions reached/unreached during the meeting). It also introduces next steps to be taken by both the client and the team. **Email the call note to me within 24 hours after your client meeting. At the same time, provide your client with a copy of the call note.** Specific instructions on each call agenda and note are available on E-learning. You can also find them in the distributed campaign package.

## 4. Four Campaign Preparation Assignments (20%)

You will complete a series of FOUR graded assignments as a team as you develop your campaign. Each of these assignments should be prepared as if you were presenting them to the client for review. That means they should reflect professionalism in presentation and content. As noted earlier, factual and grammatical errors will not be tolerated, and will count against your grade for the given assignment. These include mathematical errors, misspellings of the client's name or misuse of terms associated with relevant content or research. I will evaluate and comment on each of these four assignments. **You should revise your work according to my comments and integrate your revisions to the final strategic communications plan.** I will distribute explicit instructions for each assignment (also available on E-Learning).

**Peer Evaluation for EACH assignment:** Utilizing confidential forms, team members will evaluate each other's contributions for each of the four assignments. I will factor the peer evaluation into your course grade. See the Peer Evaluation form on E-Learning.

## 5. Final Strategic Communications Plan and Presentation (30%)

Your team's final campaign plan and presentation is the MOST important part of your grade. You will submit a highly detailed written plan as a team, and present the plan as a team. I expect each member

of the team to contribute equally and substantially to each. I will distribute explicit instructions for this project (also available on E-Learning).

When you present your strategic campaign plan, you are welcome to use PowerPoint or Prezi if there are specific points that will be amplified using visual aids—for example, charts, photographs, compelling quotes or images associated with your client’s topic.

Teams are responsible for materials and expenses related to producing two copies of a written campaign plan and an oral presentation of professional quality.

**Peer Evaluation for the final plan and presentation:** Utilizing confidential forms, team members will evaluate each other’s contributions. See the Peer Evaluation form on E-Learning.

### 6. Client Assessment of Your Plan (5%)

Your client’s representatives will complete an assessment of your plan, the extent to which it meets their needs and the value it contributes to the organization.

### 7. Peer Evaluation (10%)

Team members will evaluate each other’s contributions to the campaign throughout the semester. Use the peer evaluation form on E-Learning for each of the four campaign prep assignments as well as the final campaign plan and presentation. I will carefully review your peers’ assessments of your commitment and contribution to arrive at the evaluation grade. You will receive credit for their assessments only if you complete your assessments of your peers.

**Emailing format:** All e-mails sent to me should have the following subject line. I will NOT read your emails if they indicate a lack of professionalism and formality starting from your subject line.

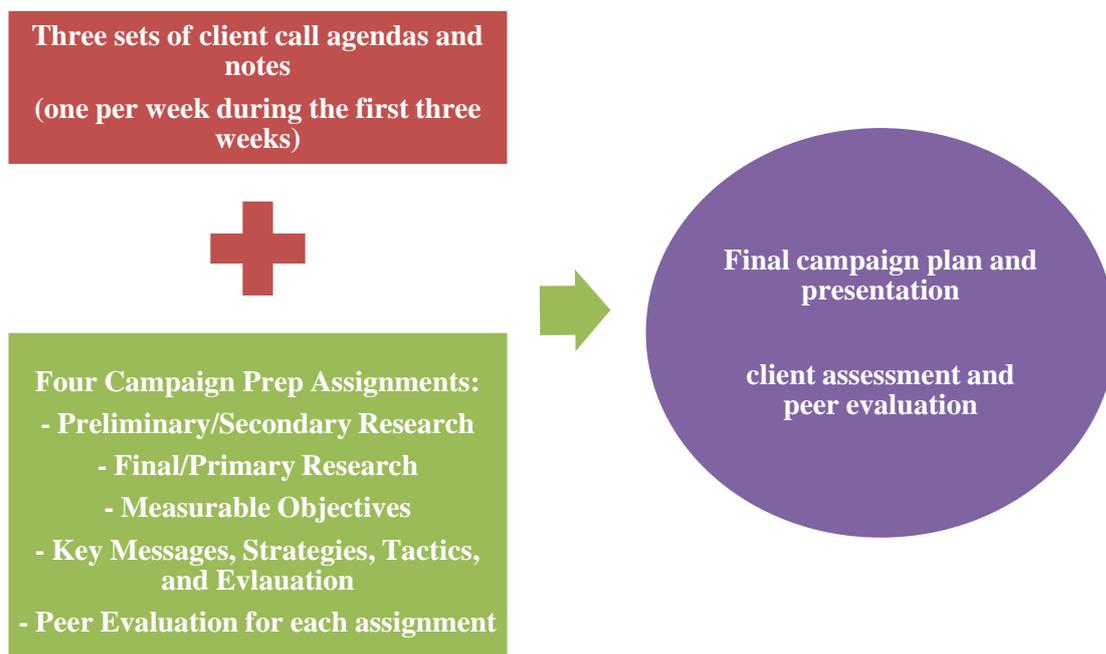
#### [Agency Name] – Topic

[News Communications] – Call agenda #1

[AHA Public Relations] – Campaign prep assignment #1

[Primary Communications] – Final Strategic Communications Plan

#### Recap



***Mentality of Being a Professional:*** I expect you to think, speak, and act as a competent public relations professional. You should NOT position yourself as a student team member who wishes to get instructions and wait for decisions from me. I will be a moderator in the process and encourage you to figure out things on your own. I will NOT micromanage problems for you. It is your responsibility to take risks, identify solutions, and make decisions. You should be assertive when offering recommendations to the client and you should be able to persuade the client why you make certain decision, why the decision is appropriate, etc. Your client is looking for explanations and justifications of those recommendations. Neither the client nor the instructor will act as the problem solver for you.

### **Academic Honesty**

**The work you submit must be your own work and it must be original for this class.** You must not use direct or paraphrased material from any other source, including web sites, without attribution. You cannot submit anything that a peer wrote for this class, you wrote for another class, at an internship, as a volunteer or in another academic or professional setting. The instructor will handle any incident of academic dishonesty in accordance with the University of Florida policy, such as the UF Honor Code and the Academic Honesty Guidelines that have examples of cheating, plagiarism, bribery, misrepresentation, conspiracy and fabrication. Plagiarism (literary or artistic theft), copying someone else's work or other forms of dishonesty will not be tolerated. Any case of academic dishonesty will be considered grounds for an automatic failing grade in the course. University guidelines will be followed for any offenses. Having someone else do your work for you is considered academic dishonesty. When completing any of your written assignments for this class, it is important to clearly attribute where you obtained your information, whether it's from a web site or from an organization's internal or external document. To clarify, you cannot copy anything word for word from any source without putting quotes around it, even if it is given to you from the organization that is your client. This includes web site copy, mission statements, etc. In these situations, you must paraphrase and cite the source as you write or simply quote it. The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. For the specifics of the Honor Code, see <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

### **Diversity Statement**

Effective public relations practice relies on the ability to recognize and embrace diversity in all its forms, including viewpoints. Throughout the class, students will have opportunities to see how different cultural perspectives influence public relations. You are encouraged to take advantage of these opportunities in your own work and to learn from the information and ideas shared by other students.

### **Students with Special Needs**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must provide a documentation letter to the instructor when requesting accommodation. Please notify the instructor at the beginning of the semester and schedule an appointment to deliver the documentation letter and to discuss requests for special provisions. In addition, phone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx> 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

## Tentative Course Schedule

All course materials and requirements, as well as the following schedule, are subject to change as the instructor deems appropriate and necessary. Students are responsible for keeping themselves informed of any changes, and should **complete reading assignments prior to class**.

\* Email the client and me your call note by 11 p.m. on designated dates (latest). Email me the call agenda 24 hours **prior to your client meeting**.

\*\* Bring a one-page agenda to every meeting with me. Report your agency's progress and issues that need to be addressed in the agenda.

DATE	TOPIC	READING	DUE/EXAM
<b>WEEK 1 (CAMPAIGN &amp; CLIENT INTRO)</b>			
May 12 (M)	<p>Syllabus overview</p> <p><b>Campaign assignment overview:</b></p> <ul style="list-style-type: none"> <li>– Describe campaign project</li> <li>– Review handouts for four campaign prep assignments</li> <li>– Review handout for final campaign plan and presentation</li> <li>– Review samples of campaign plan</li> <li>– Review handout for client call agendas and notes</li> <li>– Brief client's RFP</li> <li>– Describe agency roles and call for application</li> </ul> <p>Lecture:</p> <ul style="list-style-type: none"> <li>– ROPES model</li> <li>– Research on the org.</li> </ul>	<p>Course package Smith (2013) step 1 Hallahan (2011)</p>	<p>Cover letters and r ésum é s for agency role application by 11 p.m. via email</p>
May 14 (W)	<p><b>Client Briefing</b></p> <p>Agency Creation:</p> <ul style="list-style-type: none"> <li>– Finalize agency roles and lists</li> <li>– Finalize agency names</li> <li>– Finalize schedules of agency meetings with the instructor</li> </ul> <p>Lecture:</p> <ul style="list-style-type: none"> <li>– Research on the situation</li> <li>– Force Field Analysis</li> </ul>	<p>Smith (2013) Step 2 Tucker et al. (1997a)</p>	<p>Provide me with agency names at the end of today's class</p> <p><b>Exam #1</b> on today's readings and May 12's readings. Please carefully review class syllabus, all campaign assignments distributed, and client's RFP for the exam as well.</p>

May 16 (F)	Lecture: – Research on the publics – Prioritizing publics – Analyzing key publics – Survey and in-depth interview as primary research methods	Smith (2013) Step 3 Rawlins (2006) Lindenmann (2006) CPRRS (2013)	E-copy by 11 p.m.: * <b>Client call #1</b> (agenda and note)  <b>Exam #2</b> on today's readings
<b>WEEK 2 (SECONDARY RESEARCH)</b>			
May 19 (M)	Agency work time: Work on preliminary research report		
May 21 (W)	Agencies meet with the instructor to: – Report progress on secondary research – Discuss primary research plan – Q & A		**Bring today's meeting agenda & an outline of your primary research plan to the instructor
May 23 (F)	Agency work time: Work on preliminary research report		E-copy by 11 p.m.: – <b>Campaign prep assign #1</b> (preliminary research report) – <b>Peer evaluation #1 &amp;</b> – <b>Client call #2</b> (agenda and note)
<b>WEEK 3 (PRIMARY RESEARCH)</b>			
May 26 (M)	No class (Holiday)		
May 28 (W)	Agencies meet with the instructor to: – Report progress on primary research – Q & A		Bring today's meeting agenda to the instructor
May 30 (F)	Agency work time: Work on final research report	Optional: start to read Heath & Heath (2007)	E-copy by 11 p.m. on <b>Sunday, Jun 1</b> : – <b>Campaign prep assign #2</b> (final research report) – <b>Peer evaluation #2</b> – <b>Client call #3</b> (agenda and note)
<b>WEEK 4 (OBJECTIVE &amp; PROGRAMING &amp; EVAL)</b>			
Jun 2 (M)	Lecture: – Goals and objectives – Theories and Message strategies – Tactics Start to work on measurable objectives for campaign plan	Smith (2013) Steps 4 & 6 & 7 Tucker et al. (1997b) Optional: Heath & Heath (2007)	<b>Exam #3</b> on today's readings

Jun 4 (W)	Lecture: – Evaluation – Stewardship – Timeline and budget	Smith (2013) Steps 8 & 9 CPRRS (2013) Kelly (2001) Stewardship	E-copy by 9:30 a.m.: – <b>Campaign prep assign #3</b> (measurable objectives) – <b>Peer evaluation #3</b>
Jun 6 (F)	Agency work time: Work on key messages, strategies, tactics, and evaluation		
<b>WEEK 5 (FINAL PLAN &amp; PRESENTATION)</b>			
Jun 9 (M)	Agency work time: work on final campaign plan and presentation		E-copy by 9: 30 a.m.: – <b>Campaign prep assign #4</b> (key messages, strategies, tactics, and evaluation) – <b>Peer evaluation #4</b>
Jun 11 (W)	Agency work time: work on final campaign plan and presentation		
Jun 13 (F)	Agencies meet with the instructor to: – Report progress on final campaign plan and presentation – Review your draft of final campaign plan – Q & A		Bring today’s meeting agenda and your most recent draft of the final campaign plan to the instructor
<b>WEEK 6 (FINAL PLAN &amp; PRESENTATION)</b>			
Jun 16 (M)	Agencies meet with the instructor in classroom for <b>presentation dress rehearsal</b> Work on final campaign plan and presentation		<b>Online course evaluation</b>
Jun 18 (W)	Final presentation		<b>Final Campaign Plan:</b> two hard copies & one e-copy by 9:30 a.m.  <b>Final presentation visuals:</b> two hard copies & one e-copy by 9:30 a.m.  <b>Final peer evaluation:</b> one e-copy by 9:30 a.m.
Jun 20 (F)	(TBD) Final presentation or office hours		

