PUR 4800-2318 Public Relations Campaigns

Fall 2017 Tuesdays 11:45AM – 12:35PM, Thursdays 11:45AM – 1:40PM
Weimer 1076

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Office Hours: T 12:45-1:45 pm, R 2:00-3:00 pm, and by appointment. (Feel free to stop by anytime my office door is open! ☺)

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Office Hours: R 10:00-11:30am, F 1:30-3:00pm.

COURSE DESCRIPTION:

PUR 4800 is the capstone course for the undergraduate program in public relations. As such, it draws heavily on students' previous training in principles, techniques, writing, and research methods to develop and partially implement a public relations campaign for an *actual organizational client*. Students will use the principles and techniques of public relations to analyze case studies, track current public relations issues, create various communication campaigns, and solve real-world problems. The additional advanced learning will come not so much from the instructor or the materials but in the application—the creation of comprehensive communication campaigns that truly communicate.

COURSE FORMAT:

Class time will be dedicated to lectures/discussions and/or time reserved for team meetings and work sessions. Students should prepare to dedicate ample time outside of classroom hours to complete their campaign projects. 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.

LEARNING OUTCOMES:

By the end of this course, you should be able to:

- Discuss the basic principles of public relations campaign management, including applied research, planning, communication, evaluation, and stakeholder relationship management
- Develop a standard of excellence by analyzing "real life," award-winning campaigns
- Apply strategic, creative thinking in the development of a public relations campaign and collateral materials
- Determine, analyze, and, develop communication programs to solve real-world problems
- Consult and advise an actual client on strategic public relations campaign development

RECOMMENDED TEXT:

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

ADDITIONAL TEXT:

Smith R. D. (2009). *Strategic Planning for Public Relations* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

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, *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) and PRSA (www.prsa.org).

ABSENCES AND PUNCTUALITY:

Attendance is required for each scheduled class meeting. 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, a doctor's office, or an employer) and 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.

OTHER CLASS POLICIES:

- The University of Florida Honor Code applies to all activities associated with this class.
- Class members are expected to read the assigned readings (if any) before class and participate actively in class discussion.

- Although you may use computers in class, internet messaging and surfing are disruptive and, if caught, you may forfeit computer use in the class.
- All work will be judged by professional standards. All out-of-class work must be well written, typed and visually appealing, with no spelling or grammatical errors.

SPECIAL NOTES:

- *Disability Accommodations*: Students needing academic accommodations for a disability must first contact Disability Resource Center (352-392-8565) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.
- *Religious Observance*: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.
- *Excused Absences for University Extracurricular Activities*: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up any graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

GRADING:

Grades are *earned* via five modes: (1) Assignments/exercises; (2) Case presentation; (3) Semester exam; (4) A final campaign project and presentation [group]; and (5) Class participation

Area	**Percent of Grade**
Assignments	10%
Case Study	10%
Semester Exam	25%
Campaign Project	40%
Class Participation	15%
	100%

Grading scale: 100-93 A; 92-90 A-; 89-87 B+; 86-84 B; 83-80 B-; 79-77 C+; 76-74 C; 73-70 C-; 69-67 D+; 66-64 D; 63-60 D-; 59 and below E

- **Assignments** include individual writing assignments and multiple in-class case study assignments that will require you to apply the principles, techniques, and skills you've learned to real-world scenarios and solve various problems. Some writing assignments may be related to your team project.

- For **case presentation,** each team of three 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. Each team will be required to read through all the cases of the year and select the best one for analysis and present to the class. **Alternatively,** you may find a casebook of public relations campaigns (approved by the professor). Read through all the cases in the book and select the best one for analysis and presentation. Detailed guidelines for case presentations can be found on page 9.

- There will be one closed-book, comprehensive **semester exam** on **November 2.** 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.

- **The final campaign project** requires students to work in teams to research and propose a public relations campaign for an actual client selected by the instructor. A written campaign proposal will be turned in and students will present their campaign designs to the client, who will provide oral debriefing. Detailed instructions on the team campaign project are included in this syllabus.

  The Team Project grade is comprised of a Team Grade (75%) and an Individual Grade (25%). Individual grade will be based on peer evaluations. Utilizing confidential forms, team members will evaluate each others' contributions. Team Grade will be based on the quality of the campaign plan book (75%) as well as the final oral presentation (25%).

  Notes: Teams will be responsible for providing supplies and other materials, such as presentation binders and prototypes, which are necessary for producing two copies of a written campaign plan and an oral presentation of professional quality. Cost of the production (up to $200) will be reimbursed by the client organization.

- **Participation** points can be earned via the following in-class exercises. NOTE: None of the following in-class exercises may be made-up.
  – Five-Minute "In the News": Every student is encouraged to bring in a PR case from CURRENT events every week for a five-minute informal discussion and critique. Such cases can be found in the news, PR trade publications, the PRSA Website, etc.
  – In-Class Reports: "What points are most clear to you?" and "What do you still not understand?"
  – Q&As/Class Discussions: Your level of engagement and participation in class discussions and work attitude throughout the semester.

COURSE SCHEDULE:

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

Date	Topic	Recommended Readings
Week 1 (Aug 22, 24)	Syllabus Handed Out 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 Aug 31)**
- **Students sign up for case presentations**

Week 2 (Aug 29, 31)

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 in Thursday class (Aug 31): Assignment #1**
- **Assignment #2: Brand Platform (Due Sept 7)**

Week 3 (Sept 5, 7)

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 in Thursday class (Sept 7): Assignment # 2**

Week 4 (Sept 12, 14)

Strategic Planning: Goals and Objectives — B & S: Chapter 5

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

- **Client Meeting (9/12)**
- **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 the campaign issues/challenges.**

- ✓ **Research directors draft a research plan to coincide with the agreed upon brand platform and campaign issues/challenges to be addressed. This draft includes proposed methodologies, description of respondents, timeline, and instruments (i.e., focus group discussion guide, survey) to be reviewed with the client.**

- ❖ **The agreed upon—brand platform, a list of campaign issues, research plan, and instrument drafts are due to Dr. Men by email by 11:45am, Sept 26.**
  Note: Please indicate clearly team contributions to each part of the research plan in your submission.

Week 5 (Sept 19, 21) — Strategic Planning: Target Audiences
Teamwork

[The concepts of target population, publics, and audiences are discussed. Different theoretical approaches to segment publics are introduced.

Week 6 (Sept 26, 28) — Implementation: Messages and Strategies — Handouts
Creative Thinking Techniques

[Different types of messaging strategies are discussed. The creative thinking process and techniques are examined.]

- ❖ **Team Project:**
- ✓ **DUE via email by 11:00am on Tuesday (Sept 26): Agreed upon brand platform, a list of campaign issues, research plan, and instruments.**
- ✓ **Feedback on your research materials will be provided to you on Sep 28.**
- ✓ **Finalize the research plan by the end of this week**

Week 7 (Oct 3, 5) — Implementation: Media Channels — B &S: Chapters 6 & 8

- ✓ **Tentative Client Meeting (Oct 3, TBD)**
- ❖ **Team Project:**
- ✓ **AEs/CEO meet (or e-meet) with client to validate and finalize brand platform, issues/challenges, and research plan for Team Project on Oct 3.**
- ✓ **Primary research (focus group and survey) data collection begins.**
- ✓ **Progress report on research step due by Oct 19 team meeting; formal research report and campaign objectives are due on Oct 24.**

Week 8 (<u>Oct 10, 12</u>) — <u>Field Research Week</u>

- ❖ **Team Project:**
- ✓ **Data collection and analysis cont'd**

Week 9 (<u>Oct 17</u>, 19) — <u>Field Research, Campaign Team Meetings, and Progress Report</u>

- ❖ **Team Project**
- ✓ **Individual team meetings with Dr. Men/TA on Oct 19**
- ✓ **AEs bring meeting materials (including the draft research report if available, SPSS survey analysis results, and objective portion) to the meeting on Thursday, Oct 19. <u>All meeting materials should be emailed to the TA and Dr. Men by 11:00am on Oct 19</u>. Revise based on feedback. Formal research report and campaign objectives due on Oct 24.**

Week 10 (Oct 24, 26) — <u>Logistics, Evaluation, and Measurement</u> — 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 and outcomes are discussed.]

- ❖ **Team Project**
- ✓ **Research report and campaign objectives due in class on Tuesday, Oct 24**
- ✓ **Validate campaign objectives with client**
- ✓ **Start working on Programming**
- ✓ **Draft of programming portion for campaign plan book DUE via hard copy to Dr. Men on Nov 9**

Week 11 — <u>Review and Semester Exam</u>
(Oct 31, **Nov 2**) Exam scheduled on **Nov 2**

Week 12 (<u>Nov 7</u>, 9) — <u>Guest Speakers/Teamwork</u>

- ❖ **Team Project**
- ✓ **Teams meet on their own on Nov 7 to prepare for the draft of programing**
- ✓ **DUE Thursday (Nov 9): Draft of programming portion for campaign plan book. Email the draft to Dr. Men and TA by 11:00am on Nov 9.**

Week 13 (Nov 14, 16) — <u>Campaign Plan Production</u>

- ❖ **Team Project**
- ✓ **Continue working on programming; Start working on evaluation**
- ✓ **Teams compile a complete draft of the campaign plan book and prototypes for CEO review on Nov 28 (book will be returned to team that day).**

  Note: Dr. Men will be attending the Annual Convention of the National Communication Association on Nov 16.

Week 14 (Nov 21) — Campaign Plan Production Cont'd

Happy Thanksgiving! ☺

- ❖ **Team Project**
- ✓ **Teams meet on their own to work on stewardship and complete the draft of the campaign book on Nov 21.**

Week 15 (Nov 28, 30) — Plan Review, Revision, and Finalization

- ❖ **Team Project**
- ❖ **Campaign plan draft review with Dr. Men and Q & A on Nov 28**
- ✓ **Teams meet on their own on Nov 30 for campaign plan book revision, finalization, and presentation PPT drafting.**

Week 16 (Dec 5) — Semester Wrap-up, Celebration, and Presentation Rehearsal

- ❖ **Team Project**
- ✓ Bring the finalized electronic copy of the campaign plan book for Dr. Men's final approval.
- ✓ Draft/outline of the PPT review.

FINAL PRESENTATION & HARD COPY CAMPAIGN PLAN BOOK DUE:
Dec 15 (Friday), 10:00am-12:00pm

APPENDIX: INSTRUCTIONS ON ASSIGNMENTS AND PROJECTS

ASSIGNMENTS:

Assignment #1: Resumes & Cover Letters **DUE: Aug 31**

- Write resume and cover letter applying for 2 team positions of your preference. The particular layout is of the student's choosing but should include the following elements at a minimum.

- Resumes and cover letters (6 sets) are due in class on August 31.

- ***** Only 2 cover letter/resume sets should include full name and contact information.** This set is to be turned in with 4 additional **"blind"** sets in which name and contact information are omitted from the resume and the cover letter. i.e., a total of 6 sets will be turned in; resume paper is not required.

RESUME (1 PAGE):

Full name and contact information*******
- address, phone, e-mail

College education
- university, anticipated month/year of graduation, major/minor degree, GPA (optional)

List of courses taken that are applicable to positions sought

Work experience
- title, location, main responsibilities, length of time in job

Activities, offices held, honors, volunteerism/community service

Computer skills

Language fluency (if other than English)

COVER LETTER (1 PAGE):

Full name and contact information*******
- address, phone, e-mail

Business letter format

2 positions of interest (i.e., **<u>do NOT write a separate letter for each position sought</u>**)

Brief description of qualifications for positions sought

Refer to attached resume for further review

Express appreciation for consideration

Assignment #2: Brand Platform **DUE: Sept 7**

- Conduct literature review and secondary research (e.g., website, blogs, news coverage, etc.) on our client organizations.
- Based on information gathered, draft Vision, Values, and Purpose sections of the brand platform.
- The draft brand platform (Vision, Values, and Purpose sections only) is due in class on Thursday, Sept 8 (also bring a copy to the client meeting, date to be announced).

GUIDELINES FOR CASE PRESENTATION:

A typical case study presentation lasts approximately **15** minutes. **Be prepared to defend your presentation as the instructor/TA 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/Situation Analysis:
  a. Describe the situation that called for the campaign, including any important background information (i.e., situation 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?
  b. Describe whether they conducted primary or secondary research and whether it was qualitative or quantitative.
  c. Is the research that the planners conducted considered to be formal or informal research?

- Target public(s):
  a. Outline the target audiences/publics for the campaign. Who was the primary public?
  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 or outcome (impact) 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?

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

- Tactics/Channels:
  a. Describe how were the messages communicated. Be specific.
  b. Did planners rely on controlled media, uncontrolled media, or both? Be sure to indicate which is which.
  c. Indicate whether these were communication or action/event-driven tactics.

- Evaluation: Discuss how the campaign was evaluated, and whether it achieved its stated objectives. What were the results of the campaign?

- Stewardship: Discuss how planners maintained existing relationships with stakeholders throughout the campaign.

- Opinion: On this last slide, explain whether this was a campaign you would have enjoyed planning and executing. Why/why not?

Use your own words. 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.

TEAM CAMPAIGN PROJECT GUIDELINE:

For the Fall 2017 semester, class teams will be working with *Media Effects and Technology Lab (METL)* at the University of Florida. Students will meet with the client during the fourth week of classes to discuss various public relations issues/challenges and design their research and campaigns accordingly. Likewise, class teams will base their work on an agreed upon brand platform for the client, which will be discussed in further detail in the second week of the semester. Each team will create its own agency name.

Teams will be organized as follows: All students will submit resumes and cover letters (two sets with student name and 4 blind sets —see attached for submittal requirements) seeking two of the five positions of Account Executive (AE), Research Director, Director of Creative Services, Copywriting Director, or Media Director (see attached for job descriptions). Based on the submitted material, the professor, acting as CEO, 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 CEO. If any team exceeds five members, its 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 true if the AE needs to combine two positions to accommodate fewer 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**.

All the teams are required to conduct two focus groups. Subsequently, the joint research project must yield a combined *minimum* total of 200 usable surveys. Please note: Focus group participants CANNOT be included in the survey portion of the research.

Each team will develop and partially implement a public relations campaign and will submit TWO copies of a written campaign plan book in addition to making an oral presentation to the client (see attached for details). 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 both hard copy and electronic format (e.g., finished brochure). In addition, an electronic copy of the team's final PowerPoint presentation must be provided to the client.

As in professional practice, team members will be highly dependent on each other to complete the project successfully. *Under no circumstances will a student be allowed to complete a campaign project on his/her own.* AEs are expected to be the first line of contact to resolve any team problems. Should additional assistance be required, the CEO should be consulted in a timely manner. Unresolved team problems are <u>not</u> an excuse for diminished quality work product or failure to meet the requirements of this course.

As CEO, the professor will conduct multiple in-depth meetings with each team during the semester, at which time members will formally report on their progress in completing the five steps of the public relations process of ROPES: research, objectives, programming, evaluation, and stewardship (see attached for required progress report format) and rehearse their client presentation with the CEO who will provide advice and criticism for each team.

On Dec 15, teams will make their formal oral presentations to the client. Business attire (i.e., suits for ladies and gentlemen) is required.

Campaign Plan Book Format Requirements:

Two (2) hard copies of the campaign plan book are 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, Evaluation, and Stewardship. 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 elements described below.

Brand Platform
This section includes a copy of the completed brand platform, including Vision, Values, Purpose, and Brand Positioning Statement. It should be accompanied by a one-page summary explaining each of the four parts of the platform. This section of the book is the same for each team and should be written collaboratively.

Executive Summary
This section is a one- to two-page, high-level summary of the issues/challenges addressed and a brief description of work done and conclusions reached/recommendations made in each of the ROPES steps. Someone should be able to read only this section and have a working understanding of the overall scope of the team's campaign. This section is different for each team in that it focuses on the team's unique contribution to the overall project.

Research
This section includes a description of and rationale for the methodologies employed, subsequent findings, and conclusions drawn from the team's research. The format should be in keeping with an academic research report (i.e., *include in-text references and a References page*), written for an audience who has no knowledge of social science research methods, and include blank copies of any research instruments used. One research section will be jointly written, and each team will include the same research section in the campaign books. *Note: Originals of the completed research instruments, any records of research findings, and SPSS files must be provided to the CEO before the client presentation.*

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

Programming
This section includes recommendations (in specific, actionable terms), budget (delineated costs of implementing each recommendation, including *source, date, and contact info* for estimates provided), and *at least three* prototypes created by the team for the client's use. That said, the programming section differs for each team. Electronic files of prototypes and the final PowerPoint presentation must be included in the campaign book to aid the client in future replication, editing, etc.

Evaluation

This section, which differs for each team, explains how the client can evaluate the effectiveness/success of *objectives* presented in the campaign plan – both *during* (process evaluation) *and after* (outcome evaluation) campaign implementation. Evaluation methods will be discussed in class.

Stewardship
This section, which differs for each team, explains how the client can steward the *relationships* established during the campaign process. Stewardship elements will be discussed in class.

Job Descriptions for Team Project:

Account Executive (AE):
Team leader. Has overall and ultimate responsibility for successful coordination, completion, presentation, and delivery of the team's campaign plan. Additional responsibilities include management of team's work schedule, deadlines, budget, and proper alignment of campaign plan with agreed upon brand platform. Primary point of contact for CEO and client. Reports to CEO.

Copywriting Director:
Lead responsibility for writing copy for all campaign materials, assuring grammatical and spelling accuracy, consistency, clarity, and effectiveness in key messages communicated to target audience(s). Reports to AE.

Director of Creative Services:
Lead responsibility for "look and feel" of all campaign materials, including prototype creation of at least three public relations techniques/programs recommended by team. Reports to AE.

Director of Research:
Lead responsibility for strategy, implementation, and compilation of research on client organization and applicable publics. Reports to AE.

Media Director:
Lead responsibility for investigation, cost assessment, and recommendation of appropriate media channels through which campaign plan programming can be implemented. Reports to AE.

Client Presentation Format Requirements:

On Friday, Dec 15, each team will have **20** minutes to present a summary of their work, recommendations, and at least 3 prototypes related to their proposed campaign plan. Please note: Prototypes must 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 20-minute time limit, as it will be strictly enforced. The format of the client presentations is as follows; order of individual team presentations will be determined by the CEO. **Business suits required.** See pg. 20 for the presentation score sheet.

- CEO provides opening remarks.

- Research directors from each team jointly present the research findings.

- Each team present their own campaign plan. All the team members should take part in the presentation. Allocation of topics is to be decided by the team, but goals/objectives, programming (with prototypes), evaluation, and stewardship must be included. Use of PowerPoint or similar presentation software is required.

- AE closes, invites any additional questions (please note questions may come up during the presentation, so be prepared to respond).

- Questions should be answered by the team member with primary responsibility for the area of inquiry. If needed, the AE can step in to assist and/or arrange for follow-up after the client meeting. Given time constraints, some items may need to be tabled for follow-up discussion, and the AE is responsible for recording these items and ensuring follow-up is completed.

- **Please note:** Dr. Men reserves the right to give an AE a grade of "I" (Incomplete) if the client is not provided with all the campaign 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 converted to an actual grade that reflects the AE's overall performance in the class.

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.

GRADING RUBRIC FOR WRITING ASSIGNMENTS

A fixed grading scale allows you to earn a 0, 70, 80, 90 or 100 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 essay exceeds the expectations of the instructions provided. Required elements are not only covered, but also enhanced by additional	No errors in grammar, punctuation, spelling, and/or word choice.	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

the grade of **100** if <u>each</u> of the following occurs:	content drawn from class discussions and well-informed insights.	Writing style is advanced yet highly readable and engaging.	exceeds expectations.

GRADING RUBRIC FOR CASE STUDY

	Superior 100	Excellent 90	Good 80	Fair 70	Poor 0
Completeness	All required components incorporated into submission	Only one 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)	Very clear that readings were understood and incorporated well	Clear that readings were understood and incorporated well	Somewhat unclear that readings were understood	Submission has questionable relationship to reading material	No evidence that readings 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

Criteria	Excellent >90	Proficient 80-89	Basic 70-79	Inadequate <70
Format /Mechanics	• Typed • Cover page, references & page numbers • Well-constructed sentences • No grammar or typing/spelling errors • Outstanding design/layout/neatness	• Typed • Cover page, most references included & page numbers • Mostly well-constructed sentences • Relatively free of grammar and spelling/typing errors • Good design/layout/neatness	• Typed • 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

Reviewer: **Team:**

On a scale of 1-20 (1= "poor," 20= "excellent"), please rate the team's performance on each of the following aspect using the criteria listed.

1. **Use of strategic planning _____**

④ Each recommendation is supported by primary or secondary research.
④ Goals are connected to objectives and supported by strategies and tactics.
④ There is a clear statement of who the audience is and what we want them to do.
④ There is a plan for using what has been learned from evaluation to drive lasting change within the organization.

2. **Visual Communication _____**

④ Slides use images that provide clarity and underscore key points.
④ The presenters use appropriate visual language in their presentation.
④ Images are cited properly.
④ There is a cohesive look to the presentation.

3. **Presentation _____**

④ There is a strong overview that explains the problem/opportunities and context of the project.
④ There is a strong conclusion with recommendations that are well-supported by research.
④ Each team member makes contributions to the content.
④ The presentation includes stories, and stories contribute to the overarching message.

4. **Recommendations _____**

④ Recommendations are relevant to the problem outlined in the opening statement.
④ Recommendations are actionable and practical.
④ Recommendations are likely to be effective.
④ Recommendations are supported by research.

5. **Overall performance _____**

④ There is a cohesive vision for the presentation.
④ The presentation is polished, professional and articulate.
④ Q and A is handled adeptly, questions are given clear, specific answers or "I don't know."
④ Q and A is followed by a strong closing statement.

Additional comments:

Score: /100

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. Good luck! ☺