

# PUR6934 Strategy and Messaging

Fall 2018

## Instructor

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## Contact

You can email me at [olehavy@jou.ufl.edu](mailto:olehavy@jou.ufl.edu) or via Canvas Inbox. For questions related to course concepts, assignments, policies, and procedures, please use the Questions and Answers discussion forum on the course site. For communications of a personal nature (e.g., course performance, medical emergencies) or if you need to contact me over the weekend, please email me directly at the university account listed above and include "PUR6934" in the subject line. Please be aware that I check my emails in the morning and/or early afternoon.

## Office Hours:

Virtually (such as Skype or FaceTime) or by phone appointment. Please email me in advance to coordinate.

## Instructor Bio:

I joined the University of Florida's College of Journalism and Communications as an adjunct lecturer and course developer in the fall of 2015. I arrived in Gainesville with over twenty years of experience in the field of communications and public relations. The majority of my career has been in the nonprofit sector, working for organizations based in New York, New Jersey, and Tel Aviv. I am currently teaching courses in the global strategic communications and the public relations graduate programs, including: intercultural communications, international public relations, and strategy and messaging. In the summer of 2017, I also developed a success coach initiative for students in the MAMC program and have been providing tips, tools, and support to help students achieve their goals.

Before arriving in Gainesville, I managed the communications program for the CPA Exam at the American Institute of CPAs (AICPA) from 2012 to 2015, was the Director of Marketing and Development for the Jewish Federation in Princeton, New Jersey from 2008 to 2011, and was a communications manager and grants administrator for Foundations, Inc. from 2005 to 2007.

My international experience includes time abroad in Tel Aviv, Israel from 2002 to 2005 working in public relations for two non-profit organizations: The Peres Center for Peace and Essence of Life. Prior to Tel Aviv, I worked for the Consulate General of Israel in New York as Director of Community Relations from 1997 to 1999. I am bilingual in English and Hebrew, and I studied Arabic in Fez, Morocco while a graduate student.

I completed my graduate work in 2001 at Columbia University's Teachers College with a Master's in teaching, after also completing a Master's degree in Middle East Studies from New York University in 1997. I completed my Bachelor's degree in 1994 at Georgetown University majoring in History.

## Course Website and Login

Your course is based in Canvas (UF e-Learning). Go to <http://lss.at.ufl.edu>. Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.

Contact UF Helpdesk <http://helpdesk.ufl.edu/> (352) 392-HELP (4357) if you have any trouble with accessing your course.

## Course Description:

Strategy is the foundation of all the work we do in public relations, and quality writing is lucrative in today's information-filled world. Using strategy to create compelling messaging helps PR professionals reach their audiences, raise an organization's profile, elevate campaigns, and respond to business needs.

In this course, you will learn the intricacies of strategy and messaging in a methodical, hands-on way. We will cover topics such as research, planning, evaluation, messaging, public interest, persuasion, and reaching diverse audiences as you create a strategic communications plan for a campaign. You will create and tailor messaging and choose appropriate tactics to reach audiences directly. This approach will provide you with practical knowledge, skills, and experiences that you can apply to the public relations workplace.

## Course Objectives:

During our term together, we will explore the dimensions of strategy as the foundation for all of the work we do in public relations. The objectives of this course reflect this approach: From setting measurable goals, researching audiences and environmental variables, planning a campaign, writing for various communications channels, and distributing messages effectively through appropriate channels.

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

- Research, write, and edit a strategic communications plan for a campaign, including: executive summary, goals and objectives, target audience analysis, strategy, key messages, tactics, and evaluation.
- Conduct qualitative and quantitative secondary research that informs the campaign plan.
- Determine measurable outcomes and appropriate evaluation for a campaign.
- Demonstrate the differences between traditional and new media tactics and how to apply effectively.
- Identify and explain potential opportunities and challenges that will influence public opinion in chosen campaign, and provide recommendations for the business unit.

- Research, write, and edit key messages for a campaign developed for target audiences.
- Identify communications channels/tactics for reaching various audiences and demonstrate the best practices for creating content for those audiences and channels.
- Research, develop, write, and edit promotional text for a blog and social media posts that demonstrates strategic writing for the Internet and social media.
- Research, develop, write, and edit items a news release, editorial calendar, and media distribution list that demonstrates strategic writing for mass media.
- Research, develop, write, and edit an executive speech with complementary PowerPoint presentation that demonstrates strategic writing for meetings and events.

## Course Expectations:

The course is delivered online via the Canvas platform. You are expected to follow a weekly outline that is found on the Home page of the course. The outline provides materials and opportunities to engage and practice the information learned in sequential steps that ultimately lead to the goals and objectives of the course. Within each week's outline, you will find the week's topic, learning objectives, lecture, readings, and assignments.

### **Course Assignments**

All class assignments submitted for grading should be typed using a standard 8-1/2 x 11 format, double-spaced, and Arial or Calibri font. Students should submit ALL assignments electronically, via the online course site, in a Word or PDF file. Students can find detailed descriptions of the course assignments in Canvas under the Assignments tab in the navigation bar.

### **Course Communication**

You are expected to show respect for the instructor and one another irrespective of language ability, cultural beliefs, age, nationality, sexual orientation, etc. You should give others equal opportunity to formulate and express opinions, experiences, and ideas. All students should be supportive of a cooperative learning environment.

### **Course Preparation**

You are responsible for watching lectures and reading the assigned material before the class assignments are due on that topic. (This includes peer reviews.) You should be prepared to answer questions related to the material, ask questions about issues of interest, AND ask for clarification of concepts introduced during each module when appropriate.

## Ownership Education:

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with me - your instructor - will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same

knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

## Required Text:

- Wilcox D., Cameron, G., and Reber, B. (2014). Public Relations: Strategies and Tactics, 11th Edition. Pearson.
- Scott, David M. (2015). The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly, Fifth Edition. Wiley.
- Additional readings are assigned throughout the term and are available in digital format on the course site in their respective weekly units.

## Recommended readings:

- Associate Press (2015). The Associated Press Stylebook 2015 and Briefing on Media Law, 46th Edition. Basic Books, A Member of the Perseus Books Group, New York.
- Handley, Ann (2014). Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content. Wiley.
- Strunk W. and White, E. B. (2000, 2011) The Elements of Style, Fourth Edition. Pearson.
- Zinsser, William (2006). On Writing Well: The Classic Guide to Writing Nonfiction. Harper Perennial; 30 Anniversary Rep edition (April 5, 2016)

## Prerequisite knowledge and skills:

You will learn how to formulate a communications strategy and perform in an intensive workshop environment. Prior to registration, you are expected to exhibit high quality research, writing, and editing skills. One of the assignments requires you to create a PowerPoint presentation. If you do not have access to the program, let me know at the beginning of the course, and we will discuss alternative options. You may also Adobe Spark for this assignment.

## Teaching Philosophy:

As an educator and as a PR professional, I design with the end in mind. Lessons are progressive and ultimately lead you to the goal(s) and objectives for the course. I reflect and build upon the following questions when designing a course for that reason: What do we want students to understand? What does understanding look like? How will a student get there? What will students be able to do by the end of the course?

Each of us possesses our own set of strengths, interests, skills, and talents – as well as our own areas for growth and improvement. I approach each student as a unique individual and attempt to provide ample opportunities for you to hone your strengths and skills, take ownership over your learning and areas for growth, and explore your interests and perspectives within the framework of the course.

I take as a given that you are here to advance your skills for the workplace. Please let me know if you have additional or different goals, as I am interested in knowing what you hope to gain from the course. This course blends academic and business points of view in a practical way that allows you to practice skills for the PR workplace. You will walk away with a portfolio of strategic writing samples and resources that you can use in your public relations career.

## Course Policies:

### Attendance Policy:

Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day to check for course updates in the announcements and discussion sections of the site.

### Late Work and Make-up Policy:

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for pre-approved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

- Within 24 hours                      10% deducted
- Within 48 hours                      20% deducted
- Within 72 hours                      40% deducted
- More than 72 hours late              Not accepted

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Coursework Submissions:

All assignments, quizzes, etc. will be submitted electronically through Assignments in Canvas.

### Deadlines:

This class, like others, involves many deadlines. Here is a reminder. The new lecture starts on Mondays:

- Peer review                              11:59 PM EST Tuesdays the week assigned
- Quizzes                                      11:59 PM EST Tuesdays the week assigned
- Writing assignments                      11:59 PM EST Thursdays the week assigned

- Strategic Plan
  - Proposal 11:59 PM EST Thursday, week 2
  - Part 1 11:59 PM EST Thursday, week 3
  - Part 2 11:59 PM EST Thursday, week 7
  - Final 11:59 PM EST Sunday, November 11

**Grading:**

Your work will be evaluated according to the following distribution (example):

Course Work Item	Percentage
Peer review (4 total)	15%
Quizzes (3 total)	15%
Writing assignments (4 total)	40%
Final: Strategic plan (1 total) Proposal – complete/incomplete Part 1 – complete/incomplete Part 2 – complete/incomplete Final – 30%; (5 points deducted from total grade per incomplete)	30%

**Grading Scale:**

The final grade will be awarded as follows:

A	100%	to	92.5%
A-	< 92.5%	to	89.5%
B+	< 89.5%	to	86.5%
B	< 86.5%	to	82.5%
B-	< 82.5%	to	79.5%
C+	< 79.5%	to	76.5%
C	< 76.5%	to	72.5%
C-	< 72.5%	to	69.5%
D+	< 69.5%	to	66.5%
D	< 66.5%	to	62.5%
D-	< 62.5%	to	59.5%
F	< 59.5%	to	0%

Current UF grading policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Course and Assignment Details**

You will create a strategic communications plan for a campaign over the course of the semester. The development of the plan is broken down into parts. In addition to the plan, you will complete 4 writing

assignments that support your campaign strategy. Students are also required to take 3 quizzes to assess their comprehension of the lectures and readings.

### Weekly Lectures:

I have posted a lecture video for each of the 12 weeks of the course on Canvas. I also posted an introduction to the course on the Home page. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

As the course progresses, the lectures build upon the knowledge already presented in previous weeks. You are urged to watch the videos on schedule to stay on track with the course material, be able to apply it to assignments and quizzes, and gain the most you can from the course.

### Quiz Details:

Students will take 3 quizzes on the Canvas site, due on Tuesdays during weeks 4, 6, and 8 at 11:59 pm. The quizzes are designed to test the main ideas covered in the lectures and readings. Grades are automatically posted on Canvas. Students receive one attempt to answer 20 questions within 30 minutes.

### Strategic Plan Details:

Students will research, develop, and write a strategic communications plan for a campaign. Students will choose a non-profit organization, NGO, business, or corporation AND propose a campaign to promote a product, service, or mission. Strategic methods, thinking and approaches are taught during the course, and students are expected to develop their plan based on lessons learned in the class.

This is a semester-long project that is broken down into four parts, and you are required to include the messaging writing assignment in your final plan. The breakdown for development of the plan is: Proposal, Part 1, Messaging (see writing assignments), Part 2, and Final. Strategic plan components are due on Thursdays of the assigned week: Proposal – week 2; Part 1 – week 3; Messaging – weeks 4, 5; Part 2 – week 7. The Final strategic plan is due on Sunday, April 1st.

All sources must be cited properly [using MLA and in-form citations](#).

### **FINAL Strategic Plan – 25%**

The FINAL strategic plan should include the components listed below and should not exceed 2,000 words (not including bibliography). Sources must be cited.

- **Summary:** Provide context and background for the reader: Who is the organization or business? What is the campaign? Why are you doing it? Who is it for? When will it be? For how long? What's the history of this campaign? What do you hope to achieve? Conduct an environmental scan (political system, level of economic development, competition, legal system, culture, and media control, access, and diffusion). What opportunities and challenges exist for your campaign?
- **Goals and objectives:** Goals: What is your aim or desired result? Objectives: What do you want to achieve? (should be clear, relevant, and measurable; use one of the objectives theories from the class readings as a foundation.)

- **Target audience:** Who are you trying to reach? Professions? Demographics (age, gender, religion, ethnicity or race, education level, socio-economic status, etc. as relevant to your product or service)? Who are your key stakeholders? What opportunities, challenges, and considerations exist when promoting to this audience? How can you influence public opinion?
- **Strategy:** Why are you implementing your campaign? How?
- **Messaging:** (Writing assignment #1 – include in your final plan) Use the following six questions to write the key messages that describe your product or service or campaign. Key messages should be brief: 3 bullets comprised of two to three sentences. You may segment your key messages per target audience.
  - What need is your product or service fulfilling?
  - What differentiates you from others?
  - Will your audience relate to the content and understand the words used to describe your product or service?
  - Is your messaging focused on the right things? The big picture?
  - Does the product name or service resonate with people?
  - Will the message be perceived as consistent with what people have come to expect from your brand (organization or company)?
- **Tactics:** Which tactics are most appropriate to reach your target audience? Are there creative or out-of-the-box ways to communicate your messages?
- **Evaluation:** How will you define and measure success? Your evaluation should relate back to your objectives.
- **Presentation to management:** Create two PowerPoint slides that you can use to pitch and present your plan to upper management, a CEO, board of directors, executive director, or president, and so on. What do you need them to know? What will success look like? What do you hope to achieve through your campaign?

Final: 100-point scale

## STRATEGIC PLAN COMPONENTS

**Proposal - Complete/Incomplete grade** (5 points deducted from final grade if not completed)

Submit a proposal, not exceeding 350 words, via Canvas on week 2. The purpose is to approach the project methodically; with purpose, quality and timeliness; and from a position of inquiry.

- **WHO:** Who is the organization/business that you will focus on? – (two options in order of preference)
- **WHAT:** What is the campaign topic? What product or service will you promote? What is your goal?
- **WHERE:** Where will you campaign take place?
- **WHEN:** When will your campaign take place? For how long? Are there seasonal factors to consider (holidays, weather)?
- **WHY:** Why did you choose this subject matter?



- HOW: How will you research the information? What sources will you explore? How will you know you are successful?

Proposal: 100-point scale

**Parts 1 and 2 - Complete / Incomplete grade** (*5 points deducted from final grade if not completed*)

You are expected to submit parts 1 and 2 of your final strategic plan at set points during the course. The purpose is to follow a process when developing a strategic plan, and think through strategic planning in a methodical way. This also gives you a chance to write your initial thoughts and receive my feedback before producing your final plan. You will receive your final grade on parts 1 and 2 when you submit your final strategic plan on November 12. You will receive a complete or incomplete on parts 1 and 2, and I will deduct 10 points from your final strategic plan project if you do not submit these parts on time.

**Part 1**

Students should submit the following components for Part 1: Summary, Goals, and Objectives.

- Write one to two pages only for all three components.
- Objectives should be written in bullet form.
- Be sure to separate the three sections of the strategic plan with three distinct headers: Summary, Goals, Objectives.
- As written in Final strategic plan above:
  - **Summary:** Provide context and background for the reader: Who is the organization or business? What is the campaign? Why are you doing it? Who is it for? When will it be? For how long? What's the history of this campaign? What do you hope to achieve? Conduct an environmental scan (political system, level of economic development, competition, legal system, culture, and media control, access, and diffusion). What opportunities and challenges exist for your campaign?
  - **Goals:** What is your aim or desired result?
  - **Objectives:** What do you want to achieve? (should be clear, relevant, and measurable; use one of the objectives theories from the class readings as a foundation.)

**Part 2**

Students should submit the following components for Part 2: Target Audiences, Strategy, Tactics, and Evaluation.

- Length
  - Target audiences – two to three pages
  - Strategy - half to one full page
  - Tactics – bullet form or table, include rationale in either case
  - Evaluation – bullet form or table; the evaluation methods should complement the objectives.
- Be sure to separate the four sections of the strategic plan with four distinct headers: Target Audiences, Strategy, Tactics, Evaluation

- As written in the Final strategic plan above:
  - **Target audience:** Who are you trying to reach? Professions? Demographics (age, gender, religion, ethnicity or race, education level, socio-economic status, etc. as relevant to your product or service)? Who are your key stakeholders? What opportunities, challenges, and considerations exist when promoting to this audience? How can you influence public opinion?
  - **Strategy:** Why are you implementing your campaign? How?
  - **Tactics:** Which tactics are most appropriate to reach your target audience? Are there creative or out-of-the-box ways to communicate your messages?
  - **Evaluation:** How will you define and measure success?

## Messaging

Messaging is one of the writing assignments, and students should include it in their final plan. More details on the Messaging assignment can be found below.

### Final: Strategic Plan Rubric

#### 100-point scale

	Excellent	Good	Needs improvement
Strategic foundation – 20%	Demonstrates clear goals and objectives and process to achieving them. Lessons from course are seamlessly weaved into plan.	Generally, the content appears to lead towards the goals and objectives but there may be some ambiguity. Some lessons from the course are weaved into the plan.	Demonstrates a lack of understanding of how to implement strategy into process.
Research – 20%	All elements of the plan are thoroughly researched using coursework and quality external sources.	Most elements of the plan are researched using coursework.	There is little evidence of research in the plan.
Key messaging – 20%	Singular message and theme superbly articulated throughout campaign	Message appears frequently throughout campaign but at times presents conflicting or differing messages.	Multiple themes presented although with a common thread that loosely ties together varying themes.

Attracts target demo – 20%	Demonstrates a clear understanding of the target audience, rationale for selecting this audience, and the appropriate channels for reaching this audience.	Generally, the content appears to target the appropriate audience but there may be some ambiguity.	Demonstrates a lack of understanding of the target audience.
Writing – 20%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible campaign.	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding.	Syntax is not always clear with grammar, punctuation and spelling errors noticeable.

### Writing Assignment Details:

There are four total writing assignments during the semester: 1. Messaging; 2. Internet and social media kit; 3. Mass media kit; and 4. Meetings and events kit.

Your writing assignments should complement the strategic plan that you are creating. These are your strategic plan’s accompanying materials. Incorporate best practices learned in the course when writing. Grades are based on: strategic foundation; creativity and readability; key messaging; attracts target demo; and writing (grammar, spelling, typos).

Each writing assignment follows a process, broken down into 3 parts: First draft; Peer Review; and Final Assignment.

- **First draft:** Submit to assigned classmate for Peer Review on Canvas. Due on Thursdays of week assigned.
- **Peer Review:** Review classmate’s written work (see Peer Review below). Due on Tuesdays of week assigned.
- **Final Assignment:** Review the feedback you received from your peer and determine what you will implement to create a finished product. After revising, submit to your instructor for grading via Canvas. Due on Thursdays of week assigned.

The writing assignments include:

- **Messaging:** Use the following six questions and PRSA article to write the key messages for your campaign’s strategic communications plan. Key messages should be brief: 3 bullets comprised of two to three sentences. You may segment your key messages per target audience.

Wetherhead, D. (2011). [Key Message Development: Building a Foundation for Effective Communications](#). Public Relations Society of America.

1. What need is your product or service fulfilling?
2. What differentiates you from others?
3. Will your audience relate to the content and understand the words used to describe your product or service?
4. Is your messaging focused on the right things? The big picture?
5. Does the product name or service resonate with people?
6. Will the message be perceived as consistent with what people have come to expect from your brand (organization or company)?

Due dates:

- **First draft:** due Thursday, week 4
  - **Peer Review:** due Tuesday, week 5
  - **Final assignment:** due Thursday, week 5
- **Internet and social media kit:** Students will write 1 blog (500 words) and 3 social media posts based on best practices and campaign's key messages and strategic plan. Students should choose the social media channel that best fits their campaign, and write social media messages for those channels.

Create mock-ups in Facebook using <https://www.facebook.com/ads/creativehub> or on <https://adparlor.com/ad-mockups/>. These create the posts as "ads", but provide a visual, interactive representation for your posts. In PR, you would use your organization's social media handle to inspire conversation and relationship building with your audience.

- **First draft:** due Thursday, week 8
  - **Peer Review:** due Tuesday, week 9
  - **Final assignment:** due Thursday, week 9
- **Mass media kit:** Students will write 1 news release (one page standard or multimedia) and develop an editorial news release calendar and media distribution list (10-20 total recipients) based on best practices and campaign's key messages and strategic plan.

Here are two online articles that you can use to learn how to create an editorial calendar. There are many templates available online. Choose one that fits your company's and campaign's needs:

- <http://contentmarketinginstitute.com/2014/11/content-marketers-checklist-editorial-calendar-essentials/>
- <https://coschedule.com/blog/forbes-editorial-calendar/>

Examples of social media press release and online newsroom:

- Penn, Christopher. (2014). [Social Media Press Release 3.0](#). Shift Communications.
- (Current) [Kellogg's Company Newsroom](#).

- **First draft:** due Thursday, week 9
- **Peer Review:** due Tuesday, week 10
- **Final assignment:** due Thursday, week 10
  
- **Meetings and events kit:** Students will write 1 executive speech (20 minutes) on behalf of a CEO or president and one complementary PowerPoint presentation (10 slides) based on best practices and campaign’s key messages and strategic plan.
  - **First draft:** due Thursday, week 11
  - **Peer Review:** due Tuesday, week 12
  - **Final assignment:** due Thursday, week 12

### Writing Assignment Rubric

#### 100-point scale

	<b>Excellent</b>	<b>Good</b>	<b>Needs improvement</b>
Strategic foundation – 20%	Demonstrates application of campaign’s strategy. Lessons from course are seamlessly weaved into writing.	Generally, the content appears to lead towards the goals and objectives but there may be some ambiguity. Some lessons from the course are weaved into the writing.	Demonstrates a lack of understanding of how the writing will lead the reader to the goals and objectives of the campaign.
Creativity and readability – 20%	Writing is easy-to-read, provides something “new” for readers, and promotes engagement.	Most elements of the plan are readable; contemporary approaches are used.	Difficult to understand; contemporary or “new” ideas are lacking.
Key messaging – 20%	Singular message and theme superbly articulated throughout campaign.	Message appears frequently throughout campaign but at times presents conflicting or differing messages.	Multiple themes presented although with a common thread that loosely ties together varying themes.
Attracts target demo – 20%	Demonstrates a clear understanding of the target audience.	Generally, the content appears to target the appropriate audience	Demonstrates a lack of understanding of the target audience.

		but there may be some ambiguity.	
Writing – 20%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible message.	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding.	Syntax is not always clear with grammar, punctuation and spelling errors noticeable.

### Peer Review Details:

Quality content is imperative in the field of public relations. We are communicators, and many of the relationships we build are through our writing. Reviewing others’ work and receiving feedback helps to ensure that content is of the highest quality. In the classroom, acting as a peer reviewer also provides an opportunity to read others work and learn from your peers.

You are assigned to review the writing assignments for this course, which include: 1. Messaging; 2. Internet and social media kit; 3. Mass media kit; and 4. Meetings and events kit. Peer reviewers will be divided into pairs, and each student in the pair will review their partner’s work. Student pairs will rotate for each assignment.

Peer reviews are submitted via Canvas and are due on the Tuesdays of the week assigned, which are weeks 5, 9, 10, and 12. Students should provide classmates with feedback on: writing and syntax (grammar, spelling, typos) and key messaging. Reviewers are also expected to exhibit a high level of professionalism when providing feedback to their peers.

**A rubric is provided on Canvas and in this syllabus to help guide your review. I have also included the rubric that I will use to grade your peer review.**

### Peer Reviewer Rubric

Peer Reviewers can use the following rubric to guide their feedback:

	Excellent	Good	Needs Improvement
Key messaging	Writer ensures that a singular message is consistent in the writing assignment that reflects brand value and missions.	Messaging does not reflect brand mission or values. Jargon is used or message is too long.	Messaging is difficult to understand and does not reflect best practices.
Writing	Writer’s grammar, punctuation and spelling	Grammar, punctuation, and spelling errors.	Improper use of grammar, punctuation and spelling makes

	is impeccable, few if any errors.		writing incomprehensible.
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## Peer Review Instructor Rubric

### 15-point scale

Reviewers are graded on a 15-point scale using the following criteria:

	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
Professionalism – 5 points	Reviewer provides constructive feedback in a timely manner that improves the final product.	Reviewer provides some feedback in a timely manner but may not address some areas for improvement.	Reviewer does not provide quality feedback.
Key messaging – 5 points	Reviewers ensure that a singular message is consistent in the writing assignment and either let them know how they did it well or provide suggestions to the writer.	Reviewers may mention inconsistent messaging but not provide suggestions or resources to help their classmate.	Reviewers do not address messaging concerns in their feedback.
Writing – 5 points	Reviewer thoroughly addresses syntax and superior usage of grammar, punctuation and spelling.	Reviewer addresses some, but not all, grammar, punctuation, and spelling errors.	Reviewer does not provide revisions for grammar, punctuation and spelling errors.

## University Policies

### University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

### Netiquette: Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### Class Demeanor:

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

### Other Resources:

Other are available at <http://www.distance.ufl.edu/> getting-help for:

- Counseling and Wellness resources
  - <http://www.counseling.ufl.edu/cwc/> 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at [distancesupport@jou.ufl.edu](mailto:distancesupport@jou.ufl.edu) or visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

### Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

### University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:



Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

### Academic Honesty

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

**Plagiarism:** Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

**Cheating:** Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

**Misrepresenting Research Data:** The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

**Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.**

Students are expected to adhere to the University of Florida Code of Conduct

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

# Schedule

The modules start on the Monday of each week and end on Sundays. The first module begins on Wednesday, August 22, 2018, and the course ends on Sunday, November 11. The final is due on Sunday, November 11.

## Weekly module dates:

- **Week 1** August 22 - August 26
- **Week 2** August 27 – Sept 2
- **Week 3** Sept 3 – Sept 9
- **Week 4** Sept 10 – Sept 16
- **Week 5** Sept 17 – Sept 23
- **Week 6** Sep 24 – Sept 30
- **Week 7** Oct 1 – Oct 7
- **Week 8** Oct 8 – Oct 14
- **Week 9** Oct 15 – Oct 21
- **Week 10** Oct 22 – Oct 28
- **Week 11** Oct 29 – Nov 4
- **Week 12** Nov 5 – Nov 11

## Course Schedule:

### Week One: What is strategic public relations?

#### Learning Objectives:

- Demonstrate familiarity with the global scope of the public relations industry
- Explain how public relations is valuable for a business or organization's goals
- Have a good definition of public relations, strategy, and strategic public relations
- Demonstrate understanding the public relations process, steps to becoming strategic, and the necessary skills to perform the function

- Demonstrate knowledge of the difference between traditional and new public relations
- Be able to explain how the Internet and social media have changed public relations

Watch:

- Video lecture: 'What is strategic public relations?'

Required Readings:

**Textbook:**

- Chapter 1: Wilcox D., Cameron, G., and Reber, B. (2014). Public Relations: Strategies and Tactics, 11th Edition. Pearson.
- Chapters 1 and 2: Scott, David M. (2015). The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly, Fifth Edition. Wiley.

Assignments:

- Introduce yourself to the class in the Virtual Class Lounge.
- Research campaign topics for semester-long project. Proposal is due next week.

Week Two: Research and strategic PR

Learning Objectives:

- Demonstrate understanding of the importance of research in public relations planning
- Identify multiple ways that qualitative data is used to inform strategic public relations
- Conduct secondary research for strategic plan
- Demonstrate understanding of how focus groups, survey questionnaires, and focus groups are designed
- Conduct basic Web and social media analytics
- Demonstrate understanding of how environmental variables impact public relations planning: political system, level of economic development, legal system, culture, and media control, access, and diffusion.
- Demonstrate understanding of the ethical questions and impact research has on public relations and marketing

Watch:

- Video lecture: 'Research and strategic PR'
- Gray G. (Dec 2014). [Trust in research – the ethics of knowledge production](#). TEDxVictoria.

Required Readings:

**Textbook:**

- Chapter 5: Wilcox D., Cameron, G., and Reber, B. (2014). Public Relations: Strategies and Tactics, 11th Edition. Pearson.
- Pages 3 – 19: Sriramesh K. and Verčič. (2009). The Global Public Relations Handbook: Theory, Research, and Practice. Routledge.

**Other readings:**

- Explore the Pew Research Center Media and News section: <http://www.journalism.org/>.

Assignments:

- Strategic Plan Proposal submit to instructor

Week Three: Planning – From idea to implementation

Learning Objectives:

- Demonstrate understanding of the value of the planning process
- Identify the elements of a plan
- Describe two approaches to planning
- Provide rationale for including each element of a plan
- Describe the essentials of each element of a plan
- Write the following parts of a strategic communications plan: executive summary, goals and objectives

Watch:

- Video lecture: ‘Planning – From idea to implementation’

Required Readings:

**Textbook:**

- Chapter 6: Wilcox D., Cameron, G., and Reber, B. (2014). Public Relations: Strategies and Tactics, 11th Edition. Pearson.
- Chapter 10: Scott, David M. (2015). The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly, Fifth Edition. Wiley.

**Other readings:**

- Everse, G. (March 7, 2012) [Four Steps to Building a Strategic Communications Capability](#). Harvard Business Review.

Assignments:

- Strategic Plan – Part 1 submit to instructor

## Week Four: Communication

### Learning Objectives:

- Recognize the components of how audiences receive messages and process them
- Demonstrate understanding of the five stages of how individuals adopt a new product or idea
- Demonstrate understanding the role of effective communication in the public relations process
- Identify the characteristics of various media channels
- Apply rules of writing for clarity to campaign messaging
- Write audience-focused key messaging for a campaign; review and edit messaging for writing quality, professionalism, consistency, and clarity.

### Watch:

- Video lecture: 'Communication'
- Video addition: 'Messaging'
- (Published on Sep 9, 2015). [Documentary- The Story of Content: Rise of the New Marketing.](#) Content Marketing Institute.

### Required Readings:

#### **Textbook:**

- Chapter 7: Wilcox D., Cameron, G., and Reber, B. (2014). *Public Relations: Strategies and Tactics*, 11th Edition. Pearson.
- Chapters 3, 13: Scott, David M. (2015). [The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly, Fifth Edition.](#) Wiley.

#### **Other readings:**

- Wetherhead, D. (2011). [Key Message Development: Building a Foundation for Effective Communications.](#) Public Relations Society of America.
- (March 14, 2014). [How to Write Key Messages.](#) Publication Coach & Gray-Grant Communications.

### Assignments:

- Quiz 1;
- Writing assignment – Messaging Draft submit for Peer Review

## Week Five: Evaluation

### Learning Objectives:

- Demonstrate knowledge of the key elements of objectives and how to match measurements to objectives.
- Identify the purpose of evaluation
- Distinguish the measurement of different communication components

- Identify methods to communicate results to non-PR professionals

#### Watch:

- Video lecture: 'Evaluation'

#### Required Readings:

##### **Textbook:**

- Chapter 8: Wilcox D., Cameron, G., and Reber, B. (2014). Public Relations: Strategies and Tactics, 11th Edition. Pearson.

##### **Other readings:**

- Pages 2 – 10: Stacks, et al. (May 2011). [Charting Your PR Measurement Strategy](#). Institute of Public Relations.

#### Assignments:

- Writing assignment – Messaging Peer Review complete and return to classmate;
- Writing assignment – Messaging final submit to instructor

### Week Six: Public opinion and persuasion

#### Learning Objectives:

- Demonstrate understanding of the implications of public opinion for public relations
- Explain the crucial role of opinion leaders in public discourse
- Describe key theories explaining the role of mass media
- Identify the pervasive role of persuasion in modern life
- Enumerate key factors in persuasion
- Identify major considerations in conducting ethical persuasive campaigns

#### Watch:

- Introduction: 'Public opinion and persuasion'
- Dr. Robert Cialdini, author of Influence, and Steve Martin, CMCT, co-author of YES and The Small Big. (May 2012) [Science of Persuasion](#). Influenceatwork.com
- Joe Gebbia, co-founder of Airbnb. (Feb 2016). [Joe Gebbia: How Airbnb Designs for Trust](#). TedTalks

#### Required Readings:

##### **Textbook:**

- Chapter 9: Wilcox D., Cameron, G., and Reber, B. (2014). Public Relations: Strategies and Tactics, 11th Edition. Pearson.

#### Assignments:

- Quiz 2;

- Work on Strategic Plan Part 2 which is due next week.

## Week Seven: Reaching diverse audiences

### Learning Objectives:

- Demonstrate how communications can be directed to specific audiences
- Identify the characteristics of various age and lifestyle groups
- Demonstrate knowledge of the diversity of audiences in the United States and the cultural values of Hispanic, black, and Asian audiences
- Apply knowledge of diverse audiences to target audience section of strategic plan and writing assignments
- Determine the appropriate communications channels for target audiences.

### Watch:

- Video lecture: 'Reaching diverse audiences'

### Required Readings:

#### **Textbook:**

- Chapter 11: Wilcox D., Cameron, G., and Reber, B. (2014). Public Relations: Strategies and Tactics, 11th Edition. Pearson.
- Chapters 4 and 5: Scott, David M. (2015). The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly, Fifth Edition. Wiley.

#### **Other readings:**

- Explore the Pew Research Center's section on Social Trends: <http://www.pewsocialtrends.org/>

### Assignments:

- Strategic Plan Part 2 submit to instructor

## Week Eight: Tactics – Websites, blogs, and social media

### Learning Objectives:

- Explain why the Internet is a communications revolution
- Identify the attributes and characteristics of websites, blogs, and social media and how they can be used to attract target audiences
- Write content for social media: blog and social media posts as a strategic public relations practice
- Apply learning on how social media and the Internet can reach diverse audiences
- Determine which social media channels to use for a select campaign's strategic plan

### Watch:

- Video lecture: 'Tactics – Websites, blogs, and social media'
- Video addition: 'The latest on websites, blogs, and social media'

## Required Readings:

### Textbook:

- Chapter 13: Wilcox D., Cameron, G., and Reber, B. (2014). Public Relations: Strategies and Tactics, 11th Edition. Pearson.
- Chapters 8, 15 and 16: Scott, David M. (2015). The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly, Fifth Edition. Wiley.

### Other readings:

- Sreenivasan, Sree. (November 2017). [How to Use Social Media in Your Career](#). New York Times Business.
- Larsen, U. (April 27, 2017). [A Modern Guide to Social Media Content Marketing, Part 5: Instagram](#). [www.adweek.com](http://www.adweek.com).

## Assignments:

- Quiz 3;
- Writing assignment – Internet and social media kit Draft submit for Peer Review.

## Week Nine: Tactics – Mass media

### Learning Objectives:

- Write a standard or multimedia news release
- Identify the components of a good publicity photo
- Prepare media kits and fact sheets
- Demonstrate understanding of techniques to “pitch” a story to a journalist
- Organize a media distribution list and an editorial calendar for a campaign strategic communications plan

### Watch:

- Video lecture: ‘Tactics – Mass Media’
- Video addition: ‘All about editorial calendars’

## Required Readings:

### Textbook:

- Chapter 14: Wilcox D., Cameron, G., and Reber, B. (2014). Public Relations: Strategies and Tactics, 11th Edition. Pearson.
- Chapters 19, 20, and 21: Scott, David M. (2015). The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly, Fifth Edition. Wiley.

### Other readings:



Editorial calendars:

- <http://contentmarketinginstitute.com/2014/11/content-marketers-checklist-editorial-calendar-essentials/>
- <https://coschedule.com/blog/forbes-editorial-calendar/>

Examples of online newsrooms and social media press release:

- Penn, Christopher. (2014). [Social Media Press Release 3.0](#). Shift Communications.
- (Current). [Kellogg's Company Newsroom](#).

Assignments:

- Writing assignment – Internet and Social Media Kit Peer Review complete and return to classmate;
- Writing assignment – Internet and Social Media kit Final submit to instructor;
- Writing assignment – Mass media kit Draft submit for Peer Review.

## Week Ten: Tactics - TV and radio

Learning Objectives:

- Know the procedure for booking a guest on a talk show
- Understand the strategy of product placement on television shows
- Prepare public service announcements (PSAs) for broadcast
- Understand the components of radio media tours and satellite media tours
- Determine whether TV and radio are tactics for a campaign's strategic plan

Watch:

- Introduction: 'Tactics – TV and radio'
- Video addition: 'Podcasting'

Required Readings:

**Textbook:**

- Chapter 15: Wilcox D., Cameron, G., and Reber, B. (2014). [Public Relations: Strategies and Tactics, 11th Edition](#). Pearson.
- Chapters 6 and 18: Scott, David M. (2015). [The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly, Fifth Edition](#). Wiley.

**Other readings:**

- De Maeyer, Juliette. (May 24, 2017). [Podcasting is the New Talk-Radio](#). The Atlantic.
- Corbett, Rachel. (December 4, 2017). [Podcast Predictions for 2018](#). AdNews.

Assignments:

- Writing assignment – Mass media kit Peer Review complete and return to classmate

- Writing assignment – Mass media kit Final submit to instructor

## Week Eleven: Tactics – Meetings and events

### Learning Objectives:

- Demonstrate understanding of the multiple aspects and logistics of organizing a meeting or event.
- Write speeches and complementary presentation for featured speakers
- Think creatively about how events and presentations at meetings can fit into a campaign strategy

### Watch:

- Introduction: 'Tactics – Meetings and events'
- Video: '[Chris Anderson: TED's secret to great public speaking](#)' TedTalks filmed March 2016

### Required Readings:

#### **Textbook:**

- Chapter 16: Wilcox D., Cameron, G., and Reber, B. (2014). Public Relations: Strategies and Tactics, 11th Edition. Pearson.

#### **Other readings:**

- Public Affairs Council. [Speechwriting 101: Writing an Effective Speech](#).
- Lam, B. (June 2016). [What it was like to write speeches for Apple executives](#). The Atlantic.
- Reynolds, Garr (2016). Presentation Tips: Prepare, Design, Deliver.
  - <http://www.garreynolds.com/preso-tips/prepare/>
  - <http://www.garreynolds.com/preso-tips/design/>
  - <http://www.garreynolds.com/preso-tips/deliver/>

### Assignments:

- Writing assignment – Meetings and Events Kit Draft submit for Peer Review.

## Week Twelve: Success stories / going viral

### Learning Objectives:

- Review successful campaigns and identify how the strategies taught in the course were used to achieve success
- Identify commonalities between campaigns that go viral.

### Watch:

- Introduction: 'Success stories / going viral'
- Video addition: 'Analysis of the #MeToo movement'

### Required Readings:

#### **Textbook:**

- Chapters 7: Scott, David M. (2015). The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly, Fifth Edition. Wiley.

#### Other readings:

- Libert, K. and Tynski, K. (October 2013). [Research: The Emotions that Make Marketing Campaigns Go Viral.](#) Harvard Business Review.
- Current case study: The #MeToo movement
  - Wasserman, Bobbie. (November 7, 2017). [#METOO: FROM CAMPAIGN TO MOVEMENT.](#) American Marketing Association.
  - Gilbert, Sophie. (October 16, 2017). [The Movement of #MeToo: How a hashtag got its power](#)
  - Satterfield, Heather. (October 18, 2017). [#MeToo – How One Tweet Inspired a Movement.](#) Sysomos blog.
- Previous Case study: ALS #IceBucketChallenge
  - Diamond, Dan (Aug 29, 2014). [The ALS Ice Bucket Challenge Has Raised \\$100 Million -- And Counting.](#) Forbes.com.
  - YouTube Spotlight (August 2014). [Most Watched Ice Bucket Challenges](#)
  - Rogers, Katie (July 2016). [The 'Ice Bucket Challenge' Helped Scientists Discover a New Gene Tied to A.L.S.](#) The New York Times.

#### Assignments:

- Writing assignment – Meetings and Events Kit Peer Review complete and return to classmate
- Writing assignment – Meetings and Events Kit Final submit to instructor
- Final Strategic Plan