

PUR6934 Strategy and Messaging

Spring 2020

Instructor

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Contact

You can email me at 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 olehavy@jou.ufl.edu 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.
 - *You can also purchase the 2017 edition, although please be aware that I will be teaching from the 2015 edition. The 2017 edition has many of the same chapters with updated examples, and the author has added a few new chapters as well. Please note: Page and chapter numbers may differ.*
- 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. Two 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 use Adobe Spark for these assignments.

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 Wednesdays the week assigned
- Quizzes 11:59 PM EST Fridays the week assigned
- Writing assignments 11:59 PM EST Sundays at 11:59 pm the week assigned
- Strategic Plan
 - Proposal 11:59 PM EST Sunday, week 2
 - Part 1 11:59 PM EST Sunday, week 3
 - Part 2 11:59 PM EST Sunday, week 7
 - Final 11:59 PM EST Sunday, April 26

Grading:

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

| Course Work Item | Percentage |
|---|------------|
| Peer review (5 total) | 15% |
| Quizzes (4 total) | 15% |
| Writing assignments (5 total) <ul style="list-style-type: none">• Draft for peer review• Final | 10% 30% |
| Final: Strategic plan (1 total) <ul style="list-style-type: none">• 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% |
| E | < 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 4 quizzes on the Canvas site, due on Fridays during weeks 4, 8, 12 and 16 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 Sundays of the assigned week: Proposal – week 2; Part 1 – week 3; Part 2 – week 7. The Final strategic plan is due on Sunday, April 26th. The Messaging writing assignment follows the assignments' due dates schedule.

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

FINAL Strategic Plan – 30%

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 your 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. You will receive a complete or incomplete on parts 1 and 2, and I will deduct 5 points from your final strategic plan project per part not submitted.

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 five total writing assignments during the semester: 1. Messaging; 2. Conflict management mini plan; 3. Internet and social media kit; 3. Mass media kit; and 4. Student choice: Video and podcasting kit or 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). To cite sources, online writing assignments should use embedded links to sources within the body of the writing.

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.
- **Peer Review:** Review classmate's written work (see Peer Review below).
- **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.

The writing assignments include:

- **Messaging:** Use the following six questions, lecture week 4 on messaging, 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 Sunday, week 4
- **Peer Review:** due Wednesday, week 5
- **Final assignment:** due Sunday, week 5

- **Conflict management mini plan**

For this assignment, you will identify a possible crisis for your company or organization and develop a mini plan to manage the potential crisis.

- Step 1: Identify a possible company-driven crisis (for example: faulty technology, illegal activities, etc.). A natural disaster does not count as a company-driven crisis. You may use news reports, social media, and corporate information such as website or news releases to explore possible scenarios, and I provide examples in the lecture.
- Step 2: Briefly describe the crisis, why it may occur, and how your PR team and company should handle the crisis using Coombs best practices article. Ultimately, your goal is to help your company manage its reputation among its key constituents.
- The plan should include: 1. Situation (as described in step 2); 2. Expected PR outcome/goal; 3. Members of the crisis management team (job titles or positions, not names) and potential external partners/stakeholders; 4. Pre-drafted key messages; 5. Distribution plan with rationale for selected communications channels (social media, press release, website? etc.) 6. Post-crisis plan. You can find details for this assignment, including resources, under the Assignments tab on Canvas.

Due dates:

- **First draft:** due Sunday, week 8
- **Peer Review:** due Wednesday, week 9
- **Final assignment:** due Sunday, week 9

- **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 Sunday, week 10
- **Peer Review:** due Wednesday, week 11
- **Final assignment:** due Sunday, week 11

- **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 Sunday, week 12
- **Peer Review:** due Wednesday, week 13
- **Final assignment:** due Sunday, week 13

- **Student choice: Choose one of the following kits for your final writing assignment –**
 - Video and podcasting kit
 - Meetings and events

Video and podcasting kit: Students will create an outline and a script for a 2-minute video; a 30-second promotion for a list of 3 appropriate podcast shows to air their promotion. A 3-minute video script is 300 words, and a 30-second promotion is 75 words.

Meetings and events kit: Students will write a 500-word executive speech on behalf of a CEO or president and one complementary PowerPoint presentation (5 slides). You may also use [Adobe Spark](#) for this assignment, which is a more current communications tool than PowerPoint. It's okay if you go a little over the 500 words, but please do not surpass 750.

- **First draft:** due Friday, week 14
- **Peer Review:** due Wednesday, week 15
- **Final assignment:** due Friday, week 15

Important: If you choose the **meetings and events kit, do the work in week #15 and then week #14.*

Writing Assignment Rubric

100-point scale

| | Excellent | Good | Needs improvement |
|----------------------------------|--|--|---|
| 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 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 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. Conflict management mini plan; 3. Internet and social media kit; 4. Mass media kit; and 5. Student choice: video and podcasting kit OR 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 Wednesdays of the week assigned (see above). 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 is impeccable, few if any errors. | Grammar, punctuation, and spelling errors. | Improper use of grammar, punctuation and spelling makes |

| | | | |
|--|--|--|---------------------------|
| | | | writing incomprehensible. |
|--|--|--|---------------------------|

Peer Review Instructor Rubric

15-point scale

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

| | Excellent | Good | Needs Improvement |
|----------------------------|--|--|---|
| 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 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 Monday, January 6, 2020, and the course ends on Sunday, April 26, 2020. The final strategic plan is due on XX.

Weekly module dates:

- **Week 1** January 6 – January 12
- **Week 2** January 13 – January 19
- **Week 3** January 20 – January 26
- **Week 4** January 27 – February 2
- **Week 5** February 3 – February 9
- **Week 6** February 10 – February 16
- **Week 7** February 17 – February 23
- **Week 8** February 24 – March 1
- **Week 9** March 2 – March 8
- **Week 10** March 9 – March 15
- **Week 11** March 16 – March 22
- **Week 12** March 23 – March 29
- **Week 13** March 30 – April 5
- **Week 14** April 6 – April 12
- **Week 15** April 13 – April 19
- **Week 16** April 20 – April 26

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:

- 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.
- 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'

Required Readings:

- 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:

- 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 and messaging

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 lecture: 'Messaging'

Required Readings:

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

Other readings:

- (March 14, 2014). [How to Write Key Messages](#). Publication Coach & Gray-Grant Communications.
- Examples of weak and strong key messages: <https://www.inc.com/geoffrey-james/7-components-of-a-brilliant-marketing-message.html>

Assignments:

- Quiz 1 (covers material from weeks 1, 2, 3, and 4);
- Writing assignment #1: Messaging - Submit first draft 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:

- Chapter 8: Wilcox D., Cameron, G., and Reber, B. (2014). Public Relations: Strategies and Tactics, 11th Edition. Pearson.
- Pages 2 – 10: Stacks, et al. (May 2011). [Charting Your PR Measurement Strategy](#). Institute of Public Relations.

Assignments:

- Writing assignment #1: Messaging - Complete peer review;
- Writing assignment #1: Messaging - Submit final 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:

- Video Lecture: 'Public opinion and persuasion'

Required Readings:

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

Assignments:

- 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:

- 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: Conflict management

Learning Objectives

- Understand the role of public relations in managing conflict;
- Describe basic principles of strategic conflict management;
- Identify the four phases of the conflict management life cycle;
- Demonstrate understanding of the issues management process;
- Identify important steps to handle a crisis as it occurs;
- Define reputation and the role public relations plays in image repair.

Watch

- Video lecture: 'Conflict management'

Required Reading

- Chapter 10: Wilcox D., Cameron, G., and Reber, B. (2014). Public Relations: Strategies and Tactics, 11th Edition. Pearson.
- Dr. Coombs, Timothy. (September 23, 2014). [Crisis management and communications \(updated September 2014\)](#). Institute of PR.

Assignments:

- Quiz 2 (covers material from weeks 5, 6, 7, and 8)
- Writing assignment #2: Conflict management mini plan - Submit first draft for peer review

Week Nine: Thought leadership and storytelling

Learning Objectives

- Understand the process for developing thought leadership content;
- Identify the forms of thought leadership content;
- Learn how to identify and leverage thought leaders outside of your organization;
- Learn the process for storytelling as a means for engaging target audience members;
- Identify the forms of storytelling content;
- Learn how to leverage storytelling to call audience members to action.

Watch

- Video lecture: 'Thought leadership and storytelling'

Required Reading

- Chapter 12: The New Rules of Marketing and PR
- Decker, Allie. [The Ultimate Guide to Storytelling](#). HubSpot.
- Demere, N. [Data Storytelling 101: Helpful Tools for Gathering Ideas, Designing Content & More](#). HubSpot.

Assignments

- Writing assignment #2: Conflict management – Submit draft for peer review
- Writing assignment #2: Conflict management mini plan – Submit final

Week Ten: 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'

Required Readings:

- Chapter 13: Wilcox D., Cameron, G., and Reber, B. (2014). [Public Relations: Strategies and Tactics, 11th Edition](#). Pearson.
- Chapter 8: 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:

- Baker, Kristen. [Social Media Marketing: The Ultimate Guide](#). HubSpot Blog.
- Romo, Alex. [How to Create a Social Media Strategy That's Actually Sustainable](#). HubSpot Blog.
- Lua, Alfred. (February 2017). [20 Creative Ways to Use Social Media for Storytelling](#). Buffer.com

Assignments:

- Writing assignment #3: Internet and social media kit - Submit draft for Peer Review.

Week Eleven: Tactics – Websites, blogs, and social media (part 2)

Learning Objectives:

- Learn tactics and tools to reach audiences directly
- 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: 'More on online strategy'

Required Readings:

- Chapters 15, 16 and 23: 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:

- Writing assignment #3: Internet and Social Media Kit – Submit draft for Peer Review;
- Writing assignment #3: Internet and social Media Kit - Submit Final.

Week Twelve: 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'

Required Readings:

- 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:

- Quiz #3 (covers material from weeks 9, 10, 11, and 12)
- Writing assignment #4: Mass media kit – Submit draft for Peer Review.

Week Thirteen: 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'

Required Readings:

- Chapter 15: Wilcox D., Cameron, G., and Reber, B. (2014). Public Relations: Strategies and Tactics, 11th Edition. Pearson.

Assignments:

- Writing assignment #4: Mass media kit – Complete peer review;
- Writing assignment #4: Mass media kit – Submit final

Week Fourteen: Tactics – video and podcasting

Learning Objectives:

- Learn best practices for leveraging video and podcasting to reach target audiences;
- Identify PR strategies for video and podcasting;
- Learn the process for creating your own video or podcast.

Watch:

- Video Lecture: 'Tactics – video and podcasting'

Required Readings:

- Chapters 6, 18: The New Rules of Marketing and PR

Other readings:

- Bernazzani, Sophia. [How to Write a Video Script \[Template + Video\]](#). HubSpot.
- Bump, Pamela. [How to Advertise on a Podcast \[+Tips from a HubSpot Podcaster\]](#). HubSpot.
- [How to Write a PSA \(Public Service Announcement\)](#). MediaTrack Communications.
- Covington, Krystal. (Aug 8, 2017). [Why Podcast 'Guesting' Is A Growing PR Platform \(And How To Take Advantage\) \(Links to an external site.\)](#). Forbes Communications Council.

Assignments:

- Writing assignment #5: Student choice - Meeting and events kit OR Video and podcasting kit – Submit first draft for peer review

Week Fifteen: 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:

- 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 #5: Student choice - Meeting and events kit OR Video and podcasting kit – Complete peer review
- Writing assignment #5: Student choice - Meeting and events kit OR Video and podcasting kit – Submit final.

Week Sixteen: Newsjacking, disruptive PR, and going viral

Learning Objectives:

- Review tips and best practices for successful campaigns
- Understand the terms newsjacking and disruptive PR and how these strategies can be utilized to increase ROI on campaigns
- Identify commonalities between campaigns that go viral.

Watch:

- Lecture: 'Newsjacking, disruptive PR, and going viral'

Required Readings:

- Chapters 7, 22: 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.
- Bradley, Diana. (June 13, 2018). ['We had to crack the code by being disruptive': Behind the 'IHOB' rebranding](#). PR Week.

Assignments:

- Quiz #4 (covers material from weeks 13, 14, 15, and 16)
- Final Strategic Plan and Presentation to CEO