Public Relations Campaigns
Spring 2021 Syllabus
PUR4800 sections 1544 and 1545
11:45 a.m.-1:40 p.m. Mondays; 11:45 a.m.-12:35 p.m. Wednesdays

Instructor: Angela Bradbery

Office hours/reaching me:

- **In person students:** Given COVID-19, we can't meet in my office. I'm happy to meet outside or in a classroom where we can socially distance. Contact me any time at abradbery@jou.ufl.edu or call my cell, 202-669-6517, to arrange a meeting.
- **In-person and remote students:** I'm available by phone, zoom and email. Contact me any time at abradbery@jou.ufl.edu or call my cell, 202-669-6517. Please allow at least 24 hours for a response during the week and 48 hours on weekends and holidays.

Course description, goals and learning objectives: PUR 4800 is the capstone course for the undergraduate program in public relations. In this course, students apply all they have learned to date – public relations principles, research methods, strategy, writing and visual communications – to develop a public relations campaign for a real organizational client. The course is designed to help you master the elements of a strategic communications campaign through direct experience as a practitioner. Working in teams, you will develop a robust, strategic, measurable and actionable communications plan for a client assigned to you by the instructor. Along the way, you will hone your team building and development presentation skills. By the end of the course, you will have a product that you will be proud to show to prospective employers. In addition, students will use the principles and techniques of public relations to analyze case studies and track current public relations issues.

This course is designed to enable you to:

- Apply strategic, creative thinking to develop a public relations campaign and collateral materials;
- Discuss and apply the basic principles of public relations campaign management, including applied research, planning, communication, evaluation and stakeholder relationship management;
- Develop a standard of excellence by analyzing real-life campaigns;
- Analyze and develop communications programs to solve real-world problems;
- Manage a complex project and meet project deadlines;
- Work effectively in a team;
- Present your work with professionalism and confidence; and
- Consult and advise clients on strategic public relations campaign development.

Course format:
Class time will be dedicated to lectures and discussions, with some time reserved for team meetings and work sessions. Students should prepare to dedicate ample time outside of classroom hours to complete their campaign projects. I recommend that teams set up regular weekly meetings outside

of class as soon as the teams are formed. For the campaign-planning portion, class members will form account teams, representing the same organization client. Students will be expected to meet the same high standards as they would have to meet in their first job in communications.

College of Journalism and Communications Objectives
The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:
• understand and apply the principles and laws of freedom of speech and press for the US
• demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
• demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
• demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
• understand concepts and apply theories in the use and presentation of images and information;
• demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
• think critically, creatively and independently;
• conduct research and evaluate information by methods appropriate to the communications professions in which they work;
• write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
• critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
• apply basic numerical and statistical concepts;
• apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

MUTUAL PLEDGE AND DIVERSITY STATEMENT

Mutual pledge
As your instructor, I pledge to guide you through your capstone project, encourage your creativity and support you as you create a final product that you can be proud to show to prospective employers.

In turn, you must do the work necessary to help me guide you. That means keeping up with assignments, being prepared for class, communicating clearly with your teammates, doing your share of the team work, and putting time, thought and effort into your work.

Diversity statement
Some of the topics we will cover in this class may be difficult and uncomfortable. While I expect rigorous discussion and even disagreement in the course of our class discussions, I ask that you engage in discussion with care and empathy for the other members in the classroom, recognizing that people come from diverse backgrounds and have an array of perspectives. My aim is for

students from all backgrounds to find this course valuable and to view the diversity that students bring to the class as a resource and benefit. I aim to present materials that are respectful of diversity of ethnicity, race, culture, gender, sexuality, disability, age and socioeconomic status. However, I recognize the limitations of the materials and encourage suggestions for additional materials that offer diverse perspectives. Please let me know if you have any ideas as to how to make the course more effective for you and/or other students. If something was said in class (by anyone) that makes you uncomfortable, please talk to me about it. (Anonymous feedback always is an option). If any class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

CLASS LOGISTICS

Deadlines
Public relations work is deadline-oriented. Deadlines must be met. If they are not, you will not receive credit for the assignment. The only exceptions will be for students with medical emergencies (you must have a doctor's note) or other genuine, documented emergencies. Please notify me as soon as possible if you have an emergency that will prevent you from completing an assignment.

If submission of your assignment is delayed because of technical issues with Canvas, please report the problem immediately, receive a ticket number from the UF Computing Help Desk and email it to me immediately. The ticket will document the time and date of your issue.

For technical issues related to Canvas, contact the UF Help Desk at http://helpdesk.ufl.edu or (352) 392-HELP (4357).

Writing for this course
Writing assignments should be free of factual errors and errors in grammar, punctuation, spelling and word choice. Concepts should be presented clearly and concisely. Please use **AP style for writing** and **APA style for citations**.

Course technology
You will need reliable Internet access and a reliable computer with Microsoft Word (or other word processing software that can generate a .doc or .docx file), Adobe flash (for viewing video content) and Adobe PDF reader.

Class attendance
Attendance is required for each class. You will lose points from your participation grade if you are absent. If you have an excused absence, please notify me immediately. An excused absence is one supported by documentation (e.g., from UF or a doctor's office) or specially approved by me prior to the absence. Regardless of the reason for any absence, you are responsible for all class work missed, and a missed class is not an excuse for missing a deadline.

Class-related notifications
Please log into Canvas daily to check for class-related announcements. You may set up alerts to forward messages directly to your UF email address. To adjust your notification settings in Canvas, follow these guidelines.

Grading
Grades are earned via: (1) assignments; (2) a case study presentation; (3) a final team campaign project and team presentation; (4) class participation; and (5) peer review.

Area	Percent of Grade
Assignments	20%
Case study	10%
Campaign project	45%
Participation	15%
Peer review	10%
	100%

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

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

- For **case presentations,** each student will select a case study from the PRSA Silver Anvil website or from an approved casebook of public relations campaigns, analyze it and present it to the class.

- For the **final campaign project**, students will work in teams to research and propose a public relations campaign for an actual client selected by the instructor, with a brand platform, objectives, strategies, tactics, evaluation methods and visuals. Students will meet with the client three times: Once to gather initial information about the communications challenge to be solved, once to present the vision statement and research plan, and a final time to present the campaign.

  Note: Because of the semi-remote learning environment we will be using in the spring, the final campaign books will be in electronic version only. Teams will not have to purchase supplies to produce copies of a written campaign plan for the client.

- **Participation** points are earned by:
  - Attending class.
  - Answering questions in class.
  - Contributing to and participating in discussions in class.
  - Participating in online discussion boards.

- **Peer review.** Using confidential forms, team members will evaluate each other's contributions to the campaign project. Your level of engagement and participation in class discussions and work attitude throughout the semester are part of this review.

Students with special needs
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Course professionalism
Please be on time to class and keep your camera on throughout class. Please do not text, check email or social media unrelated to the class, browse unrelated websites or do other work during class. Please be collegial and respectful in your interactions with your fellow students, and welcome and treat with respect the diverse perspectives of others. Violators will be asked to leave the class.

Academic honesty
UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Read the Honor Code here. You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please ask me.

When referencing materials obtained from other sources, such as organizations' websites, you must attribute them.

In every assignment for this course, you must clearly attribute the source of your information, including information obtained from organizations' web sites or internal documents. You cannot copy anything word for word, regardless of the source, without putting quotes around it and attributing the source.

Course evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

A NOTE ABOUT COVID-19

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please use designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (read this guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

READING MATERIALS

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

Additional required reading:
Hallahan, K. (2017). Organizing a Communications Campaign/Program at a Glance. Retrieved from https://kirkhallahan.files.wordpress.com/2017/02/organizerataglance0217.pdf.

Mundy, D. (2015). Diversity 2.0: How the Public Relations Function Can Take the Lead in a New Generation of Diversity and Inclusion (D&I) Initiative. Retrieved from https://instituteforpr.org/diversity-2-0-public-relations-function-can-take-lead-new-generation-diversity-inclusion-di-initiative/.

Other online reading materials will be provided throughout the course.

Recommended reading:
Smith, A., & Aaker, J. (2010). T*he Dragonfly Effect: Quick, Effective, and Powerful Ways to Use Social Media to Drive Social Change*. Jossey-Bass: A Wiley Imprint.

Continuing reading:
Students are expected to read news periodicals (local, national, and international) and communication-related professional and academic journals regularly. Higher levels of professional competence and authority demand not only awareness of current news events but also an applied understanding of how economic, political and social trends affect the communication profession.

Suggested resources include, but are not limited to, the Journal of Public Relations Research, Public Relations Review, Public Relations Journal (http://www.prsa.org/prjournal/), and PRism (http://www.prismjournal.org). Other helpful practitioner-based resources include The Institute for Public Relations (www.instituteforpr.com), PRSA (www.prsa.org), PRWeek (https://www.prweek.com/us), and PR News (https://www.prnewsonline.com/about).

COURSE SCHEDULE

Note: This schedule may change as the semester progresses to reflect the progress and needs of the class and work groups.

WEEK 1 (Jan. 11 and 13): Welcome! Course overview and review of fundamentals of strategic communications.
We will review the course objectives and assignments and get to know each other. We'll go over the fundamentals of public relations as well as how to write a resume and cover letter that will catch the eye of potential employers.

Reading for Jan. 13: Developing the Public Relations Campaign, Chapter 1.

Writing assignment for week 2: Prepare a resume and cover letter. Please provide two copies: one with your name and one without. Due Jan. 20.

Reading for week 2:
Developing the Public Relations Campaign, Chapter 2.
Hallahan, K. (2017). Organizing a Communications Campaign/Program at a Glance. Retrieved from https://kirkhallahan.files.wordpress.com/2017/02/organizerataglance0217.pdf

Schedule your case presentation.

WEEK 2 (Class only Jan. 20): Overview of the public relations process.
We'll dive into the public relations campaign process, reviewing the array of models for developing communications plans but with a focus on the ROPES model.

Reading for week 3:

Developing the Public Relations Campaign, Chapters 3 and 4.

WEEK 3 (Jan. 25 and 27): Brand platform and research
We'll explore the elements of a vision/values statement (brand platform). We'll also review methods for managing projects and identifying communications problems based on research findings. We'll go over primary and secondary research methods, including measurement development and data analysis techniques. We will form our agency teams. Planning for secondary research should begin.

Reading for week 4:
Developing the Public Relations Campaign, Chapter 5.

WEEK 4 (Feb. 1 and 3): Strategic planning: goals and objectives
We'll review how to develop goals and objectives based on a situational analysis. We meet the client! Teams will meet to draft a brand platform (vision/values/purpose) and outline the major challenges and issues to be addressed for the client. Secondary research should begin.

Writing assignment for week 5: Finalize an agreed-upon-brand platform, a list of campaign issues/challenges, research plan and instrument drafts. Please indicate clearly team contributions to each part of the research plan (including the instruments) in your submission.

Reading for week 5:
Mundy, D. (2015). Diversity 2.0: How the Public Relations Function Can Take the Lead in a New Generation of Diversity and Inclusion (D&I) Initiative. https://instituteforpr.org/diversity-2-0-public-relations-function-can-take-lead-new-generation-diversity-inclusion-di-initiative/

WEEK 5 (Feb. 8 and 10): Programming: Target audiences, messages and messengers
We'll review the importance of target audiences as well as how to craft impactful messages and the importance of having the right messengers. We'll discuss the concepts in the reading assignment. Secondary research continues.

WEEK 6 (Feb. 15 and 17): Programming: strategies, tactics and visuals
We'll discuss types of messaging strategies, review the difference between strategies and tactics, and learn what makes a visual compelling. Secondary research continues.

Reading for week 7:
Developing the Public Relations Campaign, Chapters 6 and 8.

Writing assignment for week 7: Revise the research plan for a client presentation. This must be sent to the client by the end of the week.

WEEK 7 (Feb. 22 and 24): **Media, traditional and digital**
We talk about how to incorporate traditional and digital media into a campaign, as well as how to do media outreach. We meet with the client to review the brand platform and research plan. Primary research data collection begins. Secondary research should be done by now.

WEEK 8 (March 1 and 3): **Field research week**
Teams collect data and begin to analyze it.

WEEK 9 (March 8 and 10): Research overview
We discuss the research findings and insights. Teams draft a research report. Teams meet to develop campaign objectives, strategies and tactics.

Writing assignment for week 10: Draft a research report. Draft a document containing campaign objectives, strategies and tactics.

Reading for week 10:
Developing the Public Relations Campaign, Chapter 10.

WEEK 10 (March 15 and 17): **Research review. Timeline and budget.**
Teams will meet with me to review objectives, strategies and tactics. Teams identify target audiences and messengers. We'll cover how to develop a timeline and budget.

Writing assignment for week 11: Identify target audiences and messengers.

Developing the Public Relations Campaign, Chapter 10.

WEEK 11 (March 22 and 24) Evaluation
We introduce the role of measurement in public relations evaluation and why it is important for program success. I'll provide feedback on teams' target audiences and messengers. Teams draft key messages and develop concepts for visuals and media outreach.

Assignment for week 12: Teams send me key messages, media outreach ideas and ideas for visuals.

WEEK 12 (March 29 and 31): **Campaign plan production**
Teams receive feedback on key messages, media outreach ideas and ideas for visuals.
Teams draft timelines and budgets.

Writing assignment for week 13: Teams send me draft timelines, budgets and prototypes of visuals.
Writing assignment for week 13: Teams compile a draft of the campaign book.

WEEK 13 (April 5 and 7): Campaign plan production
Teams receive feedback on timelines and budgets and refine plans accordingly. Teams draft the evaluation section of their plans. In class, we review the concept and importance of stewardship.

WEEK 14 (April 12 and 14): **Campaign plan review, revision and finalization**
Teams meet to finalize content for all sections of the campaign plan book. Teams start drafting their PowerPoint presentation for the client.

WEEK 15 (April 19 and 21): Final presentations
Final presentations to the client!

ADDITIONAL UF RESOURCES

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road. Visit the UF Health Emergency Room and Trauma Center website.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall*,* 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

DETAILS OF SELECT ASSIGNMENTS

Resume and cover letters
Write a resume and cover letter applying for two team positions of your preference. The layout is of the student's choosing but should include the following elements:

Resume (preferably one page):
- full name and contact information (address, phone, e-mail)
- college education
- university, anticipated month/year of graduation, major/minor degree, GPA (optional)
- list of courses taken that are applicable to positions sought
- work experience (title, location, main responsibilities, length of time in job)
- computer skills (e.g., Microsoft Word, Excel, Adobe Illustrator, html coding)
- relevant activities, offices held, honors, volunteerism/community service
- language fluency (if other than English)

Cover letter (one page, business letter format):
- full name and contact information (address, phone, e-mail)
- the two positions you are interested in filling
- a brief description of qualifications for the positions sought
- appreciation for consideration

NOTE: Please create two versions of your resume and cover letter: One that includes your full name and contact information, and the other that omits it.

Case presentation
Select a case study to analyze and present to class. You can select your case study from the PRSA Silver Anvil website, from an approved casebook of public relations campaigns or from a campaign of your choice, approved by me. Presentations should be about 15 minutes. Be prepared to answer questions.

Information presented should include:

- Title of the campaign:
  a. List who conducted the program and when. If an agency conducted the program, list the agency and the client.
  b. Include your name/date/course information on the title slide.

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

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

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

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

- Key messages:
  a. List the major messages of the campaign.
  b. What did planners want the target audiences to know, remember, think about or do?
  c. Did they develop a campaign theme/slogan to make the messages more memorable?
  d. If there was no clear theme, what would you suggest?

- Strategy:
  a. Identify the strategy or strategies for the campaign.
  a. Identify the overall concepts, approaches or general plans to achieving the goal/s and objectives.

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

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

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

- Opinion:
  a. What are your key takeaways about this campaign?
  b. Explain whether this was a campaign you would have enjoyed planning and executing. Why/why not?

NOTE: Use your own words. Do not lift entire sentences and paragraphs from the case study and place them in your presentation. This is plagiarism and you will receive a zero for the assignment.

Campaign project guidelines
For this capstone project, students will work in teams to research and propose a public relations campaign for an actual client selected by the instructor. The teams will submit a written campaign proposal and present their campaign to the client.

Students will meet with the client three times: Once during the fourth week to gather initial information about the communications challenge to be solved; once to present the vision statement and research plan; and a final time to present the campaign. **The teams will base their work on one agreed-upon brand platform (vision/values statement) and one agreed-upon research plan.**

Team formation: Each team will create its own agency name. All students will submit resumes and cover letters seeking two of the five positions of account executive (AE), research director, director of creative services, copywriting director or media director. Based on the submitted material, the professor will select an AE to head each team, and the AEs, in turn, will select members to fill the four remaining positions on their respective teams. If any team exceeds five members, its AE will determine which position to duplicate for his/her team in order to best meet the particular needs of the team; the same holds true if the AE needs to combine two positions to accommodate fewer than five members.

Although addressing related client issues based on the same brand platform, the teams will work independently of each other. However, the research portion of the study - the results of which all teams will share – will be conducted jointly.

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

Each team will present its campaign plan to the client along with a written copy of a professional-quality campaign book.

At least three (and preferably more) of the public relations programming techniques recommended in each plan must be produced as a professional-level prototype and provided to the client. In addition, an electronic copy of the team's final PowerPoint presentation must be provided to the client.

As in professional practice, team members will be highly dependent on each other to complete the project successfully. Under no circumstances will a student be allowed to complete a campaign project on his/her own. AEs are expected to be the first line of contact to resolve any team problems. Should additional assistance be required, the professor should be consulted in a timely manner.

The professor will conduct multiple in-depth meetings with each team during the semester, at which time members will report on their progress.

Job descriptions for the team project:

Account Executive (AE):
This is the team leader. Has overall and ultimate responsibility for successful coordination, completion, presentation and delivery of the team's campaign plan. Additional responsibilities include management of the team's work schedule, deadlines and budget, and proper alignment of the campaign plan with the agreed-upon brand platform.

Research Director:
Lead person responsible for strategy, implementation and compilation of research on the client organization and applicable audiences. Reports to the AE.

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

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

Media Director:
Lead person responsible for investigation, cost assessment and recommendation of appropriate media channels (including social media) through which campaign plan programming can be implemented. Reports to the AE.

Campaign plan book format requirements:
The campaign plan book is a standalone document; that is, it must be self-explanatory and comprehensive. Everything covered in the client presentation must be included in the campaign book. The overall look and feel, layout and format of the campaign plan book are at the team's discretion, but its design should be of professional quality.

Don't use acronyms, such as ROPES, without first clearly defining them, and avoid the use of public relations jargon potentially unfamiliar to the client without an accompanying explanation.

The campaign plan book should have the following sections:

Brand Platform (Vision/Values/Purpose)
This section includes a copy of the completed brand platform agreed upon by the class. It has the vision, values and purpose statement. It should be accompanied by a one-page summary explaining each of the three parts of the platform. This section of the book is the same for each team and should be written collaboratively.

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

Research
This section includes a description of and rationale for the methodologies employed, subsequent findings and conclusions drawn from the teams' research. The format should be in keeping with an academic research report (i.e., include in-text references and a references page), written for an audience who has no knowledge of social science research methods. This section should include blank copies of any research instruments used. One research section will be jointly written, and each team will include the same research section in the campaign books.

Objectives
This section describes the team's goal(s) and objectives for the campaign and how each relates to the research findings. Target audiences should also be specified. The objectives section differs for each team.

Programming
This section includes recommended strategies and tactics in specific, actionable terms, a list of target audiences, key messages, messengers, media recommendations, prototypes of the visuals, a timeline and a budget (delineated costs of implementing each recommendation, including source, date and contact information for estimates provided). The programming section differs for each team.

Evaluation
This section explains how the client can evaluate the effectiveness/success of objectives presented in the campaign plan.

Stewardship
This section explains how the client can steward the relationships established during the campaign process.

Client Presentation Format Requirements:

At the end of the semester, each team will have 20 minutes to present a summary of their work, recommendations and prototypes. Teams are advised to practice their presentations to ensure they fall within the 20-minute time limit, as it will be enforced.

The format of the client presentations is:

- CEO provides opening remarks.
- Research directors from each team jointly present their methodologies and findings.
- Each remaining member takes part in the team presentation. Allocation of topics is to be decided by the team, but objectives, programming (with prototypes), evaluation and stewardship must be included. Use of PowerPoint or similar presentation software is required.
- AE closes, invites any additional questions (please note questions may come up during the presentation, so be prepared to respond). Questions should be answered by the team member with primary responsibility for the area of inquiry. If needed, the AE can step in to assist and/or arrange for follow-up after the client meeting. Given time constraints, some items may need to be tabled for follow-up discussion, and the AE is responsible for recording these items and ensuring follow-up is completed.

Please note: A team will receive a grade of "I" (Incomplete) if the client is not provided with all the campaign book elements described in this syllabus or if the AE fails to follow through on a commitment made to the client at the final presentation in a timely manner. Only when client commitments have been met will the grade of "I" be converted to an actual grade that reflects the AE's overall performance in the class.

Team Etiquette:
The following tips for successful group work have been developed by many students before you.
- Flexibility in scheduling is a must. Everyone is busy. You will have to make time for this class.
- Be on time for meetings. No one wants to sit around waiting for someone to arrive. Call or text if you're going to be late due to an emergency.
- Have weekly goals and meet them. Complete your assignments ASAP, not just before the next meeting.
- Schedule enough time to complete assignments. Don't come to a meeting and say I didn't have enough time to get it done.
- Come to meetings prepared.
- Be patient with your teammates. They, too, likely are tired and stressed.
- Focus on research in the beginning. Determine problems and opportunities based on the research, and then plan the campaign accordingly so that you can measure in the end.
- Be accountable to each other. There is no excuse for not getting assignments done.