

# Public Relations Campaign

## PUR 4800 Section 33A#

**Time: T (12:50PM to 3:50PM), MCCAG186/Zoom Conference**

<b>Instructor:</b>	Moon J. Lee, Ph.D.	<b>Phone:</b>	Office: 352-273-1699  **Cell: 509-432-3267
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<b>Website:</b>	E-learning Site	<b>Handouts:</b>	Available on E-learning & See <a href="#">Project Calendar</a> *

### Course Description

Public Relations Campaigns is a **capstone course** that introduces students to the process of **campaign development, management, and evaluation** using the principles and strategies of public relations and agency management. Recreating real-world professional settings, this course marks your transition from student to professional.

The aim of this course is to help you master the elements of a strategic communication campaign through direct experience as a practitioner. The course is designed from a professional perspective and makes use of extensive real-life examples. **You will be working with a client**, which implies that I expect you to conduct yourself like professionals in your interaction with me, your teammates, and your client. This also means that you will be evaluated on the quality, creativity, and professionalism of your work product.

Working in teams, you will develop a robust, strategic, measurable, and actionable campaign plan for a client assigned to you by the instructor. Your team will write a proposal and prepare a client pitch before you begin working with a client.

This is an exciting opportunity to apply your public relations skills and knowledge that you have acquired through your coursework in this program (research methods, writing, strategy, and visual communications) as well as your practical and professional experience during internships or jobs. This course is centered on you and your learning needs, with ample time and opportunity for hands-on learning.

While you will be working in teams, this course will provide you with a platform to showcase your individual creative talents and knowledge of communication programs, strategy, and tactics. Emphasis in the course is on the development of various campaign components. The major assignment is preparation of a professional-style communication campaign plan. Other important aspects of the course include team participation and development of presentation skills.

This course will add another notch to your undergraduate portfolio. Done well, your campaign will be an accomplishment to show prospective employers.

*\*A (tentative) course schedule is provided at the end of the syllabus (also on our E-learning site). It includes assigned readings and due dates. I will do my best to keep to the course schedule, but if ever I need to make a change to the schedule, I will notify you as soon as possible, using the E-learning email.*

## **Course Objectives**

**This course will help you:**

1. To develop skills in strategic public relations management based on an analysis of current and historical case studies
2. To understand the role and importance of research in responding to potential or emerging public relations problems or utilizing potential opportunities.
3. To obtain a keen knowledge of effective communication campaign and to demonstrate the application of students' previously acquired skills and knowledge in public relations through a group project.
4. To develop, execute, and evaluate an effective public relations campaign.
5. To learn how to work as a group effectively and efficiently.
6. To provide you with an experience in workplace competition, offering a "real working world" lesson in pitching clients and afterwards, learning from comparing campaigns.
7. To encourage students to view themselves as public relations strategists and to acquire the necessary skills to fulfill this role.

**These objectives will be achieved by hands-on experience with a project for a client. You will produce a high-quality report as professional (but pro-bono) consultants.**

## **Course Instruction, Management and Communication:**

Requirements include reading assigned materials, participating in class discussions, executing and evaluating a campaign project, and presenting your project to a client.

- Reading Assigned Materials: Students are responsible for all assigned readings and material covered in class. You should read appropriate materials **BEFORE** the assigned class session so you can contribute to our discourse in a manner that can benefit everyone in class.

### **Recommended Reading:**

Austin, E. W. & Pinkleton, B. E. (2006), Strategic public relations management: Planning and managing effective communication programs, Lawrence Erlbaum Associates, Mahwah, NJ.

### **Additional Readings:**

Bobbitt, W. R., & Sullivan, R. (2009). Developing the public relations campaign: A team-based approach. Boston, MA: Pearson/Allyn and Bacon.

Smith R. D. (2017). Strategic Planning for Public Relations (5th ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Please note that additional recommended supplementary readings may be provided at a later time during the semester. The supplementary readings will be available on our E-learning site.

- Class Participation: You will be expected to participate in class discussions. Your input in class will be greatly valued.

- **Research Projects:** You will be asked to conduct small scale formative research to design your campaign plan. Your project work will be done in teams. Expect to devote considerable out-of-class time to the projects.
- **Mid-Term Report:** The mid-term report counts for 30 percent of your grade.
- **Final Presentation:** During the final week of the course, each team will make a formal presentation of their campaign project to the client as well as the class.

**Deadline:** Failure to meet group project deadlines will result in a lowered grade for the entire project team per day.

**Grading:**

<b>Grading Items</b>	<b>Date</b>	<b>Points</b>
Situation Analysis with SWOT Analysis	Feb. 16	20
Campaign Plan	March 16	20
Final Campaign Book (with Campaign Materials and Evaluation Plan)	April 20	20
Final Presentation	April 20	10
Final Reflection Paper: Final Individual Evaluation of Individual Performance by Instructor (Overall Professionalism and Competency)	April 20	20
Peer Evaluations	To be weighed in the team project scores	
Class Participation & Attendance		10
<b>Total Points</b>		<b>100</b>

**Campaign Project & Final Report**

**The Campaign Team**

Depending upon the number of students enrolled, the class will be divided into teams of five to six people, each group simulating a full-service agency responsible for developing a complete public relations campaign for an actual organization. Generally, each agency will encompass all of the positions discussed below (it’s possible that some students in smaller groups may need to assume more than one responsibility, depending on client needs and the particular campaign. Team make-up, position assignments, campaign choices and other details will be discussed as the course progresses. Traditional team positions and general responsibilities:

- **Account executive:** Responsible for overall performance of the group. (Note: AE may be required to meet with the instructor outside of class on scheduled times during the semester and/or to maintain ongoing communications with the professor. Expect to spend extra time managing your team).
- **Public relations director:** Directs public communications strategies and works with the AE to plan programs of mutual understanding between client and various publics.

- **Research director:** Responsible for secondary and primary research, using focus groups, interviews, surveys, or other techniques necessary to determine target publics, attitudes, and opinions.
- **Copy writing director:** Responsible for all copy/content including style, grammar, references and in-text citations.
- **Creative services director:** Responsible for all art, including visuals for all presentations.
- **Media director:** Develops media strategy, including selecting major media for the campaign and determining research, frequency, and continuity.

Your team is responsible to plan, execute, and/or evaluate a campaign project.

- You are responsible for gathering background information for the topic you chose.
- The procedure and structure of the campaign project will be chosen based on your group consent.
- In the report, you should justify why and how you used the particular tactics.
- You should implement your communication campaign plan and evaluate its success.
- Writing should be clear.
- Everyone in your group is equally responsible for producing the final project. This means that the project will be graded as a group project.

### **Campaign Project Components (70 Percent)**

**Agency memos:** Your agency will need to meet at least once each week, usually twice and sometimes more, depending on deadlines. At each meeting, the group needs to designate an account executive who will note attendance, keep track of decisions made, tasks assigned, deadlines set and major problems or questions facing the group. I should receive at least one memo from each group each week, preferably via **an email message copied to all agency members**. I'll save these (and you should, too) for assessing your individual and agency's performances.

Please consider the following three options for the remaining semester for your group project:

1. Expanding your current plan with a specific evaluation plan for your client to implement once the crisis is over.
2. Creating a new plan to help the community/employees in need in the time of this health public crisis and assist your client until April 17.
3. Revising your plan to implement it online-This particular option should be implemented with caution. In a crisis like this, any planned campaign should be implemented with caution. Otherwise, your campaign could backfire since people might consider your messages/activities insensitive to the current situation.

1. **Situation Analysis:** You have to analyze a situation, including the summary of your agency's background research and SWOT analysis. Your campaign plan must include campaign goals, objectives, strategies and tactics. You also need to include a budget and timelines.
2. **Formative/Summative Research Plan/Report:** After the agency follows through with its either formative/summative research plan, you should submit a report summarizing what you found if appropriate. The report should comprehensively document what you have done and found.
3. **Final Campaign Book:** This report is the summary of your semester's worth of work. - this is the document you will present to your client. Included will be summaries of all previous components, including formative/summative research findings, conclusion, and recommendation sections for the entire project. All the campaign materials you produced for the project should be included in your final book.

### **Final Presentation (10 Percent)**

During the final week of the course, each agency will make a formal presentation of their campaign implementation and evaluation to their client and the class.

- Appropriate visual aids such as tables and graphics are required for presenting your final report.

- The explanation and justification of your campaign should be comprehensive.
- The explanation of main findings from your evaluative research should be clear and precise.
- The limitations of the project and the suggestions for further directions should be included in the final report and the presentation.
- You must include scientific measures to show your campaign success based on summative research findings.

### **Group Members/Self Evaluation**

Three peer- & self-evaluations will be required during the semester. Each person on a team must determine a confidential numerical score. Specific questions that detail the character of the work undertaken during the preceding time frame will be asked and students will be required to indicate specifically which tasks were completed by which team members (including themselves). The evaluation form can be found on E-Learning (Please submit a hardcopy to me directly!).

*\*\*Important: Students who receive a majority of highly unfavorable reports in Report Periods one and two – reflecting interpersonal or participatory problems – will be notified by the instructor of their precarious situation and the need for a frank and open discussion among the team’s members. If the problem persists, the individual, based on a group decision, **may be fired** from the group. The decision should be made carefully and you should consult with me before the final decision. Final approval of a firing will be up to me. The person, who is subject to it, will not receive any points for group projects. Group projects account for 70% of the final grade, meaning automatic failure.*

*\*\*Be aware that members in your agency may not get the same grade. Rather, your grades on the group projects (including your final report) will be weighed by agency/self-evaluations. For example, if your group scores a 92% on the campaign project, but your average score from the self/agency evaluations is 80%, then the grade you receive for the group campaign project would be 74% (80% \* 92%). If your average score is a 91%, you would get the group project grade of 92%. The purpose of this complicated procedure is to reduce the likelihood that someone in the group will slack off and still receive the full benefit of the others' work.*

### **Class Participation and Attendance (10 percent)**

Attendance and class participation counts for 10% of your final grade. Unexcused absences will be counted against class participation scores. **Each unexcused absence will be 2.5 points, out of 10 possible class participation points.\*\***

*\*\* Students arriving after the class roll has been taken will be marked as late. Two “late” marks count as one absence.*

*\*\* Excused absences must have either a doctor’s note or note from the faculty adviser of a university sanctioned organization/event. Please provide the doctor’s/teacher’s notes to me.*

*\*\* You are excused for March 10, 2020. However, this attendance policy will be in effect until the end of this semester.*

### **Instructor Evaluation & Final Reflection Paper: Overall Agency Professionalism and Competency (20 percent)\*\***

Your performance during this semester will be evaluated by your instructor based your contribution to your campaign success and professionalism throughout the semester in and out of class.

Your group’s overall campaign plan development, execution, and/or success will be evaluated at the end of this semester in terms of your professionalism and competency reflected in your final reflection paper. The campaign plan/ execution will be measured by how professional you were throughout the semester or how professional your plan was designed.

**Final Reflection Paper: This is an individual assignment, not a group assignment.** You are expected to write as a professional who's worked in the agency. Please write about what you've learned from the process of effective campaign design and implementation during this entire semester. Also, describe what you recommend your client(s) to consider in order to garner the successful campaign you proposed. This should be no more than 3 pages.

### **Academic Honesty**

**Academic Honesty:** All students are expected to be honest in all their academic work. Failure to uphold the standards of honesty will result in the appropriate disciplinary action by the University of Florida. As a result of completing the registration form at the University of Florida, every student has signed the following statement:

*"I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the university."*

It is your responsibility to be familiar with the academic student code. You can review the honor code and sanctions for violations to the code in the following link: <http://www.dso.ufl.edu/judicial/procedures/studenthonorcode.php>

#### **Academic Student 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."*

**Plagiarism will not be tolerated!** If you use information from a publication, you must attribute a source to it.

**University Statement:** 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. [Click here to read the Honor Code.](#) Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Class Etiquette**

- Turn on your video and participate in class/agency discussion if we meet through Zoom.
- Reading other unrelated materials during class is not permitted.
- No cell phone uses are permitted during class.
- Minimize potential distractions in your surrounding during class.

### **Instructor Notes to Everyone**

- I will make every effort to adhere to this syllabus and grading system, but reserve the right to make necessary changes.
- This class is challenging, but it will be rewarding and help you prepare for internships/job market in the end. If you feel yourself having trouble, please talk to me immediately.

- I will make every attempt to make the class diverse, multicultural and non-discriminatory. Should I ever fail to meet this goal, please let me know immediately.
- I will be available to assist students during office hours, by appointment, or via email.
- You 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](#). You will be notified when the evaluation period opens, and can complete evaluations through the email you receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/).

### **Required Practice for Face to Face Class Meetings (Only for Those who Registered for F-to-F Class Components)**

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 utilize 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 ([Click here for 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](#).

### **Seeking Help**

If you need individual assistance beyond the help you receive in class, you can see me during office hours or set up an appointment for another time. If you have any special concerns for your instructor to know in order to ensure your academic success in class, please inform me as soon as possible, so I can assist you accordingly. Please, see me if you have any problems! I consider my student's failure to learn as my own failure to teach effectively. We are going to work together to provide a high quality academic environment for our learning.

### **Students Who Need Accommodation/Help**

I am committed to helping students with special challenges overcome difficulties with comprehending the subject matter, while abiding by the standard code of confidentiality. In order to address academic needs, I must be informed of the student's circumstance at the beginning of the semester, *before* performance becomes a factor. This is not to imply that standards of fairness will not be generally applied when evaluating student work; only that reasonable and appropriate measures will be taken to ensure that officially recognized challenges do not become a hindrance to a student's ability to succeed in this course.

Students requesting classroom accommodation must first register with the Dean of Students Office (Disability Research Center – 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor or teaching assistant when

requesting accommodation. Students with challenges should follow this procedure as early as possible in the semester.

Phone number and contact site for university counseling services and mental health services: 392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>

University Police Department: 392-1111 or 9-1-1 for emergencies.

**Special Assistance:** "Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Disability Resource Center (DRC) in Administration Annex 206 (Tel. 335-1566)."

### Campus Resources

#### Health and Wellness

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto: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, Gainesville, FL 32608; [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](mailto: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.](#)

*This is a tentative schedule and is subject to change (modified on March 16, 2020).*

<b>Course Calendar</b>	
<b>INTRODUCTION -- COURSE OVERVIEW</b>	<b>Project Calendar</b>
<b>Week 1: Jan. 12 (ZOOM CONFERENCE)</b>  1. Course Objectives and Requirements	Get to know each other  1) Review Syllabus/Team Formation
<b>Campaign Planning Phase</b>	
<b>Week 2: Jan. 19</b>  1. Defining PR and PR Management <a href="#">Handout1</a> 2. Management by Objectives <a href="#">Handout2</a> 3. Client/Issue Choice  Content: Mission, Situation Analysis, Problem Statement  ** Recommended Reading: Austin & Pinkleton: Chapter 1 & 2  E-learning Lectures: Week2 & Week2.1	Review the previous situation analysis and research report!  2) Should be meeting to get organized!  <a href="#">Guidelines for Working in Agencies (Memo 1)</a>  3) Gathering client info.
<b>Week 3: Jan. 26</b>  1. MBO <a href="#">Handout3</a> 2. Setting Goals and Objectives 3 Developing Strategies and Tactics  ** Recommended Reading: Austin & Pinkleton, Chapter 3 & 16.  E-learning Lecture: Week3	<a href="#">First Assignment</a>  4) Lexis/Nexis, Internet, and library research  5) Develop a communication campaign plan based on existing background information.  6) <b>Agencies should be conducting background research.</b> ( <a href="#">Additional Guidelines: Part1</a> ).
<b>Week 4: Feb. 2</b>  Why Research is Important for Making Informed Decisions: Formative vs. Summative Research	

<p>** Recommended Reading: Chapter 5 &amp; 7 <a href="#">Handout4</a> E-learning Lecture: Week 4</p>	
<p><b>Week 5: Feb. 9</b> <b>Situation Analysis:</b> Problem Statement and SWOT Analysis E-learning Lecture: Week 5</p>	<p>7) Formulate a Problem Statement and SWOT analysis</p>
<p><b>Campaign Design Phase</b></p>	
<p><b>Week 6: Feb. 16</b> <b>Preparation for Campaign Design</b> E-learning Lecture: Week 6</p>	<p><b>8) Feb. 16: A situation analysis due on 5:00PM</b></p>
<p><b>Week 7: Feb. 23</b> <b>Campaign Design (Goals and Objectives)</b></p>	<p><b>9) Campaign Design</b> <a href="#">Project Guidelines: Part2</a> (for Campaign Plan)</p>
<p><b>Week 8: March 2</b> <b>Campaign Design (Strategies and Tactics)</b></p>	
<p><b>Week 9: March 9</b> <b>Campaign Design (Budget and Timelines)</b></p>	
<p><b>Week 10: March 16</b> <b>Campaign Implementation &amp; Develop Evaluative Research Plan</b> <b>Crisis Communication Management</b> E-learning Lecture: Week 10</p>	<p><b>10) Campaign Plan Due on March 16 at 5:00PM</b>  <b>** Agencies should be developing a summative research plan including instruments.</b></p>
<p><b>Week 11: March 23</b> <b>Revisiting the Original Plan or Implementing the Revised Plan</b></p>	<p><a href="#">Project Guidelines: Part 4</a>  <b>** Agencies should prepare to implement their campaign plan.</b></p>

<p><b>Working on an Evaluative Research Plan</b></p> <p><b>Theoretical Approach: Social Marketing Theory</b></p> <p><b>E-learning Lecture: Week 11 &amp; Week 11.1</b></p>	
<p><b>Week 12: March 30</b></p> <p><b>Campaign Implementation: Things to Remember</b></p> <p>Theory-Application.ppt</p> <p>** Reading: Chapter 15 &amp; Appendix C</p> <p><b>E-learning Lecture: Week 12</b></p>	<p><b>** Agencies should be developing a summative research plan including instruments.</b></p> <p><b>11) Designing Summative Research Plan</b></p>
<p><b>Campaign Implementation/Evaluation Phase</b></p>	
<p><b>Week 13: April 6</b></p> <p><b>Campaign Evaluation (Summative Research)</b></p> <p>1. Discussion of Effective Campaign Execution and Evaluation (Lessons Learned!) and Writing the Final Report Continues.</p> <p>2. Preparing for the Presentation.</p> <p>3. Send out an invitation to your client(s) for your final presentation.</p> <p>** Reading: Chapter 16** Reading: Chapter 13</p>	<p>12) Writing a Summative Research Report (if appropriate).</p>
<p><b>Week 14: Apr. 13</b></p> <p><b>Evaluative Research Plan</b></p> <p><b>Writing and Presenting Tips</b></p> <p>Step-by-Step.ppt</p> <p>** Reading: Chapter 14 &amp; E-learning Lecture: Week 14</p>	<p><b>13) Design a summative research plan (if appropriate)</b></p> <p>14) Prepare for presentation <a href="#">Evaluation Sheet for the Presentation</a></p> <p><a href="#">Project Guidelines: Part5</a> (For the Presentation)</p> <p>15) Agencies should prepare for a summative/evaluation research report if available. <a href="#">Project Guidelines: Part 3</a></p>
<p><b>Final Presentation Reflection Phase</b></p>	

**Week 15: Apr. 20**

**Final Presentation to Your Clients**

Final Reflection Paper

Write about what you've learned from your campaign design/implementation during this entire semester. Please describe what you recommend your client(s) to consider in order to garner the successful campaign you proposed – This is an individual assignment, not a group assignment.

**Have a wonderful break!**

**\*\*Evaluation Sheets for Campaign Book is available on E-learning.**

**16) Final Presentations: 30 Minutes Formal Presentation Per Group.**

17) Class Evaluations on **April 20th** (Please bring a laptop/ electronic device for class evaluations)

**18) April 20: Submit Final Campaign Book to Your Client and Instructor by 5:00PM (No Exception).**

19) Final Reflection and Self/Peer Evaluation 3 due on April 23, 5:00PM (by email)!

20) Final Reflection Paper Due April 23 5:00PM (by email)