

## PUR4800: Public Relations Campaigns

3 Credit Hours  
Summer C 2021  
UF Online

### Instructor

Lainey Johnson, MBA

Contact via e-Learning (Canvas message)  
or text/call 630.209.1555  
Office Hours or Zoom conference  
welcomed and by appointment

### Course Website

<https://elearning.ufl.edu>

### Required Textbook

*Public Relations Cases*, Darrell C. Hayes, Jerry A. Hendrix, Pallavi D. Jumar, 9th Edition

### Course Description

Simply put, the purpose of this course is to prepare you to create a PR campaign in the future. Familiarity of how to execute a PR campaign and its elements benefit not only the PR practitioner but the business community. After all, well done PR campaigns have the ability to elect presidents, drive fundraising dollars for lesser known nonprofits, propel YouTubers into stars, and take startups to the mainstream. PR campaigns, when executed well, add business value. That said, executing a campaign today is far different than 10, five, even a couple of years ago. As the lines of traditional and digital media continue to blend and evolve, modern PR practitioners must learn to adapt quickly and play in both spaces. This class uncovers the fundamentals to enacting a modern PR campaign with a lean on how to team cross functionally such as with marketing and internal communications. Taught by a real-life practitioner, you'll learn best-in class and real-world approaches along with marketing principals that will allow you to use PR to help drive demand. We'll explore how data, customer insights, digital, media buying, writing, ethics, disclosure law, traditional media relations, paid media, internal communications, multicultural marketing, opportunistic engagement, sponsorship and more fit into the campaign equation. Ultimately, you'll put your learnings into action via your case analysis and campaign. Teaming is a huge part of this course. At the onset of the course you will be placed into teams. This will require you to quickly mobilize and establish rapport.

### Prerequisite Knowledge and Skills

As a culminating course, PUR4800 will build on the foundational concepts that you have learned in prior courses. These themes include but are not limited to teaming, media outreach, social media content creation

and journalistic writing. You'll apply these principals and new learnings from our lectures, guest speakers, readings and other materials presented to create a holistic and "real world" PR campaign that adds business value to a real client in a team environment. It is assumed that this point you understand basic components of teaming. That is, establishing a meeting cadence, being present at these meetings, communicating with teammates in a timely fashion, etc. If you have any issues with your team please reach out to me before it becomes a problem so we can resolve together as if I was your boss.

## Course Objectives

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

- Discuss the basic principles of public relations campaign planning, including research, objectives setting, strategic planning, traditional and social media tactics, crisis management, evaluation, and more.
- Analyze "real world" campaigns to develop best practice standards.
- Apply high performance teaming experience to a future client or brand.
- Develop a real life strategic public relations campaign to solve a real business opportunity.

## Teaching Philosophy

**Teaming:** Your professor is of the strong opinion that to understand PR, you must immerse yourself in the real-life application of its principals. One of which is high performance teaming in an integrated marketing/communications environment. To that end, at the beginning of the semester, you will be assigned into teams. The ultimate campaign you develop and many assignments along the way in this course will be completed amongst your team. You are expected to team at a high level – dedicating yourself to the team and carrying your own weight. As such, for team assignments the grade the team receives will be the grade received for each teammate unless there are extreme circumstances. This practice is not atypical to the real world of PR where the performance of the campaign is contingent on the collective performance of the team. I encourage you to meet early in the semester and regularly throughout with your team to discuss the lessons learned and potential implications for your campaign. I have baked into the schedule opportunities for you to connect with your team however I encourage you to set up a cadence of regular touch bases and exchange emails/calls. The reason you have received your campaign assignment at the beginning of the course is to help you consider how each lesson could potentially apply to your campaign.

**Hearing from real life practitioners:** In addition, I have arranged for several guests to join the class to reinforce the lessons learned. So, you'll hear from some of my fellow practitioners (and friends - this is a business of relationships after all!) who are in the trenches today testing, learning and discovering new ways to engage customers. I expect you to put the lessons you learn from the guest speakers into practice as you build your own PR campaign.

**Inclusion:** I deeply value a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors and celebrates your identities (including race, gender, class, sexuality, religion, ability, etc.) Please share any ways I can help enable a more inclusive virtual classroom experience for you.

**Case Analysis:** Cases and real life examples that clearly illustrate the principals we discuss in our lectures and from your reading will serve as a foundation for you to apply to your PR campaign.

## Instructional Methods

Our class will combine discussions, lectures, assignments, guest speakers, case analysis and final campaign projects. Many of your assignments will be completed in your assigned team as previously mentioned. All modules will include an intro video. Due to changes to the course, modifications may be announced via update videos modifying language articulated in the intro videos.

### **Attendance Policy**

As this is an online course, you are expected to exhibit a high level of self-discipline. Each module was designed for completion on a week-by-week basis (with few exceptions of assignments from previous modules due in forthcoming module weeks). During week 1, I recommended you peruse each module in e-Learning to familiarize yourself with deliverables, number of lectures and readings. An assignment breakdown follows however if you have a particular way you like to organize your workload, I encourage you to set up these systems of organization in week one so you can keep track of your deliverables. Each module and its respective components have been broken down by week in e-Learning inclusive of assigned readings, lectures, guest lectures and assignments. Please complete all modules within their respective weeks and by their listed deadlines. To be clear, you are expected to complete all assignments by their stated due date. Additionally, I expect you to complete the readings in advance of watching the lectures.

### **Quiz Policy**

There is 1 quiz which will go toward your assignment grade. The case assignment will be treated as your final exam. The rationale behind this is that every lesson should culminate in an understanding of what makes a PR campaign best in class versus what doesn't. Your examination of a real campaign is a good way to assess your understanding of these standards.

### **Make-Up Policy**

Make up assignments or extended deadlines will be assessed on a case-by-case basis. Reach out to me directly if you require such an accommodation. I understand things happen.

### **Assignment Policy**

Assignments are expected to be completed by their respective listed deadlines and in your assigned team unless otherwise stated.

### **Class Participation Policy**

A number of assignments have been aggregated under the class participation category. The intent behind these assignments is largely to assess how engaged you have been in the lectures thus far and get you thinking about the lessons' application to your ultimate campaign. I am also using these assignments as checkpoints. In the event that it becomes clear you are missing the essence of the lesson, I will do my best to intervene and help provide clarity. My goal is to ensure you leave the class informed and ready to team at a high level in the context of an integrated marketing/communications campaign. If your responses along the way suggest otherwise I view these assignments as opportunities to course correct. Generally speaking though, a well thought out, substantive submission inclusive of a meaningful response (submitted on deadline) will receive full credit when it comes to assignments and class participation.

[Click here to read the university attendance policies.](#)

## Online Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semesters, but 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> .

## UF Policies

### Privacy

Our class sessions may be audio visually recorded. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### University Policy on Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc> ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. [Click here to get started with the Disability Resource Center.](#)

### University Policy on Academic Conduct

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 honesty 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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> ) specifies a number of behaviors that are in violation of this code and the possible sanctions. 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.

### Grading

Please click [this link](#) to learn more about the university grades and grading policies.

### Etiquette

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

### Getting Help and Additional Resources

For issues with technical difficulties for e-Learning, please contact the UF Help Desk at:

- <https://helpdesk.ufl.edu>
- (352) 392-HELP (4357)

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

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

- Counseling and Wellness resources
- 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 visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

## **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,

## **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.](#)

## **ACEJMC Objectives:**

### 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.

# Grading

Assignment	Percentage (Points)
Review of Peers	5% (5 points)
Class Participation: <ul style="list-style-type: none"> <li>• Module 1: Introduction Discussion (.5 pts)</li> <li>• Module 1 : Syllabus quiz (1 pts)</li> <li>• Module 2: #LikeAGirl Campaign (2.5 pts)</li> <li>• Module 2: Target Audience Research (5 pts)</li> <li>• Module 2: The Breakfast of Champions Part 2 - Individual Reactions (.5 pts)</li> <li>• Module 4: Silver Anvil Award Winner - Evaluation (2.5 pts)</li> <li>• Module 6: Media Relations and Social Considerations for Campaign (2 pts)</li> <li>• Module 8: PRSA Ethics Quotient Quiz (1 pt)</li> </ul>	15% (15 points)
Assignments: <ul style="list-style-type: none"> <li>• Module 2: Breakfast of Champions (8 pts)</li> <li>• Module 7: Denny's Case Analysis (8 pts)</li> <li>• Module 8: Ethical Decision Making (4 pts)</li> <li>• Google certification (10 pts)</li> </ul>	30% (30 points)
Case Study Analysis	20% (20 points)
Campaign Project	30% (30 points)

See accompanying excel document which breaks down due dates. Should due dates prove needing adjustment, we can discuss together and revise.

## Grading Scale

A	100-93	B-	82-80	D+	69-67
A-	92-90	C+	79-77	D	66-63
B+	89-87	C	76-73	D-	62-60
B	86-83	C-	72-70	F	50