



PUBLIC RELATIONS CAMPAIGNS (PUR4800) | FALL 2022

INSTRUCTOR

Mickey G. Nall, APR,
Fellow PRSA
Canvas mail or
mickey.nall@jou.ufl.edu
Office hours by appointment
Office: Weimer 2084

CLASS TIME

Tues: Periods 8-9
(3:00 – 4:55 p.m.)
Thurs: Period 8
(3:00 – 3:50 p.m.)
Room: Weimer 3020
Section: NALL;
Class #: 17735

** This syllabus is subject to change as appropriate and necessary.*

COURSE DESCRIPTION

PUR4800 is the capstone course for the undergraduate program in public relations. As such, it draws heavily on students' previous training in principles, techniques, writing and research methods to develop and partially implement a public relations campaign for an actual organizational client. Students will use the principles and techniques of public relations to analyze case studies, track current public relations issues, create various communication campaigns and solve real-world problems.

Emphasis in the course is on the development of various campaign components. The major assignment is preparation of a professional-style communications campaign and plan book. 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 — and will be used by your client.

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. Students are expected to be professional in all dealings associated with this class, including treating our client with the utmost respect.

How does it work? – Class members will be assigned to a team that will develop a public relations campaign plan as the major portion of the course. Clients are assigned to student teams, and the instructor will hold several individual team meetings throughout the semester to ensure proper guidance and direction in the campaign development process. Clients are expected to be present at our final class for campaign presentations and evaluations.

COURSE OBJECTIVES

PUR4800 is an applied undergraduate course designed to provide students in public relations with a capstone experience. By the end of this course, you will:

- Discuss the basic principles of public relations campaign management, including applied research, planning, communication, evaluation, and stakeholder relationship management.
- Plan and develop a successful strategic communication campaign to solve real-world problems.
- Work effectively with an account management team on behalf of a client.
- Practice thinking strategically and courageously on behalf of a client or cause.
- Learn to represent yourself as a knowledgeable, competent and confident professional.
- Understand the role and importance of research in responding to potential or emerging public relations problems or potential opportunities.
- Apply strategic, creative thinking in the development of a public relations campaign and collateral materials.

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:

- apply the principles and laws of freedom of speech and press, in a global context, and

- for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
 - demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
 - present images and information effectively and creatively, using appropriate tools and technologies;
 - write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
 - demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
 - apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
 - effectively and correctly apply basic numerical and statistical concepts;
 - critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
 - apply tools and technologies appropriate for the communications professions in which they 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.

REQUIRED TEXT

Bobbit, R., & Sullivan, R. (2013). *Developing the public relations campaign: A team-based approach* (3rd ed.). Pearson.

ADDITIONAL 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, *Journal of Public Relations Research*, *Public Relations Review*, *Public Relations Journal* (prjournal.instituteforpr.org) and *PRism* (prismjournal.org). Other helpful practitioner-based resources include the Institute for Public Relations (instituteforpr.com), Public Relations Society of America (prsa.org), PRWeek (prweek.com/us) and PRNEWS (prnewsonline.com).

CLASS POLICIES

Honor Code: The University of Florida Honor Code applies to all activities associated with this class.

Student Expectations: Class members are expected to read assigned readings, listen to any lectures, and participate actively during live class discussion.

Team Meetings & Structure: Because a major part of this course involves working on an actual campaign, team participation and attitudes toward team members will be evaluated. A professional attitude means doing your share of the assignments on time, dressing and deporting yourself in class and in team meetings in an appropriate professional manner, attending all scheduled meetings (or working out attendance problems with teammates and the instructor in advance), working out disagreements in a professional manner, and expressing collegiality. You should treat this class as a professional working experience: a job, in other words.

Some team members may have difficulty meeting outside of class due to work schedules, school or other obligations. Therefore, portions of most classes will be set aside for such meetings; however, there should be no excuse for all team members not to be able to meet at least once a week. To excel in this class, you must require regular team meetings and cooperation among team members.

Writing: Good writing is vital to a career in integrated communications, regardless of whether you're specializing in public relations or advertising. Thus, all papers, reports, and tests written outside of the classroom – regardless of length – will first be graded for content. Following that, the paper will be reviewed for writing. We will use AP style (Associated Press), which is the standard style of professional communicators. While the first two “errors” will not impact the grade, any paper containing 3-5 errors will automatically lose 10 points (based on 100), any paper containing 6-8 errors will automatically lose 20 points, any paper containing 9-11 errors will automatically lose 30 points, etc.

What is an Error? An error is a mistake in punctuation, spelling, word choice, or any standard grammar construction. Your clients (and your professor) are experts in the use of language and will fault you for every grammatical mistake. Careless errors cost jobs!

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-related Notifications: Please log into Canvas 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](#).

SPECIAL NOTES

COVID-19 Practices: In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- In-Class If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - 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.
 - Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161. 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.
- If you are withheld from campus by the Department of Health you are not permitted to use any on campus facilities. Students attempting to

- attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

For all students, I completely understand that learning during a pandemic is challenging. If you are having trouble, please reach out to me. I will work with you and do my best to ensure that you have a positive experience in this course!

Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Client Confidentiality: Because we are working for a real client that may provide proprietary information to you, our class discussions and materials may be related to client issues and challenges. As such, all client-related discussions or materials for this class must be kept confidential.

Academic Honesty: You are required to abide by the Student Honor Code. Any violation of the academic integrity expected of you will result in a minimum academic sanction of a

failing grade on the assignment or assessment. Any alleged violations of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution. Please review the Student Honor Code and Student Conduct Code at sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

Disability Accommodations: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center.](#) It is important for students to share their accommodation letter with the instructor and discuss their access needs as early as possible in the semester.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify the professor in writing at the beginning of the semester and should discuss with them in advance acceptable ways of making up any work missed because of the absence.

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled university extracurricular activity will be given the opportunity to make up any graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

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. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>.

GRADING

Grades are *earned* via five modes: (1) Assignments; (2) Class Participation and Attendance; (3) Exam; (4) Case Presentation; and (5) Final Campaign Project and Presentation.

Mode	Percentage of Grade
Assignments	5% - 25 points
Class Attendance and Participation	10% - 50 points
Exam	25% - 125 points
Discussions (10)	20%- 100 points
Campaign Project and Presentation	40% - 200 points

Grading for the course follows current UF grading policies for assigning grade points (see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>).

The grading scale for the course is as follows:

A 92-100%	C 72-77%
A- 90-91%	C- 70-71%
B+ 88-89%	D+ 68-69%
B 82-87%	D 62-67%
B- 80-81%	D- 60-61%
C+ 78-79%	E below 60%

Letter grades for this course will be based on the total points earned over the term. For further information about grades and grading policy, please consult:

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

Assignments (5%)

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. That means they should reflect professionalism in presentation and content. As noted earlier, factual and grammatical errors will not be tolerated and will count against your grade for the given assignment. These include mathematical errors, misspellings or misuse of terms. I will evaluate and comment on each of these assignments.

Class Attendance and Participation (10%)

Attendance is **required** for each scheduled class meeting and will be taken each class. Each student is allowed one unexcused absence for the semester. Class participation, discussion, various presentations and peer evaluation will all be crucial portions of your grade. Your final grade may be lowered by one letter grade (e.g., B- to C-) for each unexcused absence beyond one. An excused absence is one supported by documentation (e.g., from UF or a doctor's office) or specially approved by the professor prior to the absence. Regardless of the reason for your absence, you are responsible for all class work missed, and a missed class is not an excuse for missing a deadline. Late arrivals and/or early departures from class (without prior approval from the professor) or multitasking during class (including turning off your camera for an extended period of time) will count as unexcused absences.

Participation points are earned by:

- Attending class.
- Answering questions in class.
- Contributing to and participating in discussions in class.
- Participating in online discussion boards.

Exam (25%)

There will be one closed-book, comprehensive semester exam that will consist of content from class readings, lectures and discussions. Honorlock will proctor this exam.

Discussions (20%)

Over a ten-week timeframe this semester you will participate via CANVAS in a discussion in the form a question (from the lectures, text, readings, presentations) from the course up to that week. You will be given 24 hours to participate and post your answer.

Final Campaign Project and Presentation (40%)

As the main project for this class, students will work in teams to conduct research and propose a public relations campaign for an actual client selected by the instructor. Students are required to provide an electronic written campaign book and an accompanying recorded PowerPoint presentation. Specific directions regarding the campaign book and presentation are provided in Canvas.

Part of the students' final grade will be based on their peer evaluations. 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. Details about peer evaluations scores are provided in Canvas.

LATE WORK POLICY

Deadlines are imperative in the public relations profession. Therefore, all assignments must be submitted on time. You will have 24 hours after the due date to turn in your assignment for a 10% grade reduction. A grade of ZERO will be assigned after those 24 hours.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](#)

CAMPUS 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, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

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](#).

COURSE SCHEDULE

Note: As the semester progresses, this schedule may change to reflect the progress and needs of the class. Students are responsible for checking Canvas announcements and email notifications.

<u>Date</u>	<u>Topic</u>	<u>Required Readings (Before Class) & Due Dates</u>
WEEK 1 (Aug 25)	<p>Course & Syllabus Overview</p> <p>Overview of Strategic Communications & Persuasive Campaigns</p>	<p>Read: B & S: Chapter 1</p> <p>To do: Prepare a resume and cover letter for team assignments. (Due 9/1 by 11:59 p.m. via Canvas)</p>
WEEK 2 (Aug 30, Sept. 1)	<p>Overview of the Public Relations Campaign Management Process</p> <p>[The public relations campaign process. Focus is on the ROPES model. Brand platform is also discussed.]</p>	<p>Read: B & S: Chapter 2</p> <p>In-class: Students assigned teams next week.</p> <p>To do: Work on client questions. (Due 9/8 before class via Canvas)</p> <p>Due: Resumes/cover letters via Canvas by 9/1 at 11:59 p.m.</p>
WEEK 3 (Sept 6/8)	<p>Research</p> <p>[How to identify communication problems based on research findings. The primary methods (surveys, in-depth interviews and focus groups) are examined. Related issues such as measurement development and data analysis techniques are discussed.]</p>	<p>Read: B & S: Chapter 3, 4</p> <p>To do: Teams assigned and meet; begin work on brand platforms;</p> <p>Begin working on research plans/survey instruments.</p> <p>Due 9/8: Discussion 1 via CANVAS</p>

<p>WEEK 4 (Sep 13/15)</p>	<p>Strategic Planning: Goals and Objectives</p> <p>[How to develop goals and objectives based on environmental analysis. Planning and management techniques are introduced.]</p>	<p>Read: B&S Chapter 5;</p> <p>In-class: Continue working on research plans/survey instruments.</p> <p>To do: Finalize and submit brand platforms and research plans with instructor approval. (Due 9/22 by 11:59 p.m. via Canvas)</p> <p>Due: Questions for client by 9/15 before class via Canvas.</p> <p>Discussion 2 (9/15) via CANVAS</p>
<p>WEEK 5 (Sep 20/22)</p>	<p>Strategic Planning: Target Audiences</p> <p>[The concepts of target population, publics and audiences are discussed. Theoretical approaches to segmenting publics are introduced.]</p>	<p>In-class: Begin working on campaign goals.</p> <p>To do: Peer Review #1 (Due 9/20 by 11:59 p.m. via Canvas)</p> <p>Due: Brand platforms and research plan/survey instruments via Canvas by 9/22 at 11:59 p.m.</p> <p>Discussion 3 (9/22) via CANVAS</p>
<p>WEEK 6 (Sep 27/29)</p>	<p>Implementation: Messages and Strategies</p> <p>[Different types of messaging strategies are discussed. The creative thinking process and techniques are examined.]</p>	<p>In-class: TBD: Meet with client to review the brand platform and research plan.</p> <p>To do: Revise brand platform and research plan/survey instruments based on client feedback. (Due 10/4 by 11:59 p.m. via Canvas)</p> <p>Due: Peer Review #1 via Canvas by 9/29 at 11:59 p.m.</p> <p>Discussion 4 (9/29) via CANVAS</p>
<p>WEEK 7 (Oct 4/6)</p>	<p>Implementation: Media Channels</p> <p>[How to incorporate traditional and digital media into a campaign, as well as how to do media outreach.]</p>	<p>Read: B & S: Chapters 6 & 8</p> <p>To do: Continue working on campaign goals; Begin data collection.</p> <p>Due: Revised brand platforms and research plan/survey instruments via Canvas by 10/6 at 11:59 p.m.</p> <p>Discussion 5 (10/6) via CANVAS</p>

<p>WEEK 8 (Oct 11/13)</p>	<p>NO CLASS – FIELD RESEARCH WEEK</p>	<p>To do: Continue data collection and begin analysis; Progress report on research. (Due 10/20 by 11:59 p.m. via Canvas)</p>
<p>WEEK 9 (Oct 18/20)</p>	<p>Discussion of Research Findings/Insights</p>	<p>In-class: Schedule individual team meetings with instructor, if needed.</p> <p>To do: Draft a formal research report and document containing campaign objectives, strategies and tactics. (Due 10/27 by 11:59 p.m. via Canvas); Peer Review #2 (Due 10/27 by 11:59 p.m. via Canvas)</p> <p>Due: Progress report on research via Canvas by 10/18 at 11:59 p.m. Discussion 6 (10/20) via CANVAS</p>
<p>WEEK 10 (Oct 25/27)</p>	<p>Research, Team Meetings, Progress Reports</p>	<p>In-class: Individual team meetings</p> <p>To do: Continue working on research report and document containing campaign objectives, strategies and tactics.</p> <p>Due: Draft of formal research report and campaign objectives, strategies and tactics via Canvas by 10/27 at 11:59 p.m.; Peer Review #2 via Canvas by 10/27 at 11:59 p.m. Discussion 7 (10/27) via CANVAS</p>
<p>WEEK 11 (Nov 1/3)</p>	<p>Logistics, Evaluation and Measurement</p> <p>[Staffing, budgeting and timing issues related to public relations programming. Introducing the role of measurement in public relations evaluation and why it is important for program success. Differences between outputs and outcomes are discussed.]</p>	<p>Read: B&S Chapter 10</p> <p>In-class: Begin working on programming and preparing evaluation plans. (Due 11/8 by 11:59 p.m.)</p> <p>To do: Validate campaign objectives, strategies, and tactics with client.</p> <p>Due: Final research report and campaign objectives, strategies and tactics via Canvas by 11/3 at 11:59 p.m. Discussion 8 ((11/3) via CANVAS</p>

<p>WEEK 12 (Nov 8/10)</p>	<p>Exam Prep</p>	<p>Read: Go back over readings, lectures, and other materials.</p> <p>In-class: Review for the exam.</p> <p>To do: Begin draft of complete books, including programming, evaluation sections and stewardship recommendations. (Due 11/22 by 11:59 p.m. via Canvas)</p> <p>Due: Draft of programming and evaluation plans via Canvas by 11/8 at 11:59 p.m. Discussion 9 (11/10) via CANVAS</p>
<p>WEEK 13 (Nov 15/17)</p>	<p>NO CLASS – EXAM on Nov. 17 via CANVAS</p>	<p>To do: Teams continue working on complete books, including programming, evaluation sections and stewardship recommendations; Revise programming and evaluation plans based on instructor feedback.</p>
<p>Week 14 (Nov 22) <u>*No Class on</u> <u>Nov 24 for</u> <u>Thanksgiving</u> <u>Break</u></p>	<p>Campaign Plan Production</p>	<p>In-class: Schedule individual team meetings with instructor, if needed.</p> <p>To do: Teams continue working on complete books, final PowerPoint presentations, and begin rehearsals.</p> <p>Due: Draft of complete books, including programming, evaluation sections and stewardship recommendations via Canvas by 11/29 at 11:59 p.m. Discussion 10 (11/22) via CANVAS</p>
<p>WEEK 15 (Nov 29/Dec 1)</p>	<p>Campaign Reviews and Revisions</p> <p>[Teams meet to finalize content for all sections of the campaign plan book. Teams finish drafting their PowerPoint presentation for the client.]</p>	<p>In-class: Individual team meetings in class on 12/1.</p> <p>To do: Revise books based on feedback. (Due 12/8 by 11:59 p.m. via Canvas); Peer Review #3 (Due 12/8 by 11:59 p.m. via Canvas)</p>
<p>WEEK 16 (Dec 6/8)</p>	<p>CAMPAIGN BOOKS AND PRESENTATIONS DUE</p> <p>[Final presentations to clients in-class]</p>	<p>Due: Final campaign books submitted via Canvas by 12/8 at 11:59 p.m.; Peer Review #3 via Canvas by 12/8 at 11:59 p.m.</p>

APPENDIX

TEAM CAMPAIGN PROJECT GUIDELINES

For the Fall 2022 semester, students will meet with the client during the beginning of the semester to discuss various public relations issues/challenges and design their research and campaigns accordingly. Each team will create its own agency name.

Depending upon the number of students enrolled, the class will be divided into teams of four to five people, each group simulating a full-service agency responsible for developing a complete integrated public relations campaign for an actual organization. Generally, each agency will encompass all of the positions discussed below (it's possible that some people 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.

Each team will develop and partially implement a public relations campaign and will submit a written campaign plan book (as a PDF document) in addition to making an oral presentation to the client both due by 11:59 p.m. on Wednesday, December 8 (See below for details.) At least three of the public relations programming techniques (tactics) recommended in each plan must be produced as professional-level prototypes and provided to the client in electronic format (e.g., finished brochure).

“TRADITIONAL” TEAM POSITIONS AND GENERAL RESPONSIBILITIES

Account Executive (AE): Team leader. Responsible for overall performance of the group and for successful completion, presentation and delivery of the team's campaign plan. Must be aware of all aspects of the campaign and assure all members of the team are fulfilling their responsibilities. Responsible for organizing and writing the executive summary and situation analysis. Additional responsibilities include management of team's work schedule, deadlines, budget and proper alignment of campaign plan with agreed upon brand platform. The Account Executive is the primary contact between team members and the instructor.

NOTE: Account Executives will be required to meet with the instructor outside of class on scheduled times during the semester and/or to maintain ongoing communication with the instructor. Expect to spend extra time managing your team.

Research Director: Responsible for secondary and primary research, using focus groups, interviews, surveys or other techniques necessary to identify problems/issues/opportunities and determine target audiences, attitudes and opinions; integral to proper direction of the campaign. Also responsible for evaluation section of the campaign book. Research Director also elicits assistance from other team members in fielding research. Reports to AE.

Creative Director: Lead responsibility for "look and feel" of all campaign materials, including prototype creation of at least three public relations techniques/programs recommended by

team and design of the book. Creative Director's function is about guiding creativity, rather than dictating it, and Creative Directors are most effective when everyone in the agency contributes creatively. Reports to AE.

Copywriting Director: Responsible for all writing copy including style, content, grammar, spelling, etc. Works with Media Director on written communications; works with team members on formulating creative strategy. Responsible, along with the Media Director, for the review of all written work, specifically the final written campaign book. Reports to AE.

Media Director: Directs public relations strategies. Oversees and/or directs written communications. Works with team members on formulating creative strategy; works with the Copywriting Director in the review of all written work, specifically the final written book. Develops the media strategy, including selecting major media for the campaign and determining reach, frequency and continuity. Reports to AE.

Public relations is a teamwork/collaborative business. In this class, all team members will be highly dependent on each other to complete the project. Under no circumstances will a student be allowed to complete a campaign project on his/her own. AEs are expected to be the "team leads" to resolve any team problems. Should additional assistance be required, the instructor should be consulted in a timely manner. Unresolved team problems are not an excuse for diminished quality work product or failure to meet the requirements of this course.

The instructor will have multiple meetings with each team throughout the semester at which time members will formally report on their progress in completing the five steps of the public relations process of ROPE: research, objectives, programming, and evaluation.

CAMPAIGN BOOK FORMAT REQUIREMENTS

An electronic copy of the campaign plan book (PDF) is required for successful completion of the team project. Keep in mind that the campaign plan book is a standalone document; that is, it must be self-explanatory and comprehensive. Furthermore, its design and layout should be reflective of professional, not amateur, quality. That is, the campaign book should not look like "student" work.

Be cautious of using acronyms, such as ROPE, without first clearly defining them, and avoid use of public relations jargon potentially unfamiliar to the client (e.g., publics) without an accompanying explanation. Everything covered in the client presentation must be included in the campaign book, and the campaign book is expected to include details, such as budgets, that are not thoroughly reviewed in the client presentation.

The campaign plan book is to be divided into sections for Executive Summary, Brand Platform, Primary Research, Goals and Objectives, Programming (Key Messages, Strategies, Tactics, Budget, Timeline), Evaluation and Stewardship. The overall look and feel, layout and format of the campaign plan book are at the team's discretion, but books must include, at a minimum, the following elements:

1. Title Page, Author Page/Acknowledgements, Table of Contents

2. Executive Summary

This is a two-page, high-level summary of the entire plan describing the issues/challenges identified for the proposed campaign, the process undertaken to conduct the research and brief reference to select recommendations. Anyone should be able to read only this section and have a working understanding of the overall scope of the team's campaign plan. This section is usually the last item to be prepared but the first item in the book.

3. Brand Platform

This section consists of:

- Client's Mission, Vision, Values, Purpose Statements
- Secondary Research on Client
 - Organization background information and history (Who is the client? What do they do? Who do they do it for? Why do they do it?); the organization and the industry/sector/environment; past marketing and communications efforts; first/second-tier stakeholders and audiences/customers; potential competitors and partners
 - Client media analysis (What does news coverage say about them?) + analyze all of their social media platforms
- Description of the Specific Product/Program Your Team is Assigned (Team-Specific*)
- Situation Analysis (SWOT)
 - Summarizes internal strengths and weaknesses of the organization/company and its products or services plus the external opportunities and threats facing the organization, the industry and/or the environment
- Client's Overall Problem Statement
 - This may not be a "problem" but simply the situation the client is facing and needs to address.

4. Primary Research

This section includes a description of and rationale for the methodologies employed, subsequent findings and conclusions drawn from the research. The format should be in keeping with an academic research report, written for an audience that has no knowledge of social science research methods and include blank copies of any research instruments used. Charts and graphs from the research and accompanying descriptions and insights regarding the research findings should be included. Also include a list of key takeaways from the primary research conducted.

5. Goals and Objectives

This section describes the team's goals and objectives for the campaign and how each relates to

the research findings. (Objectives = what the communication campaign seeks to achieve with each target public/audience to accomplish the campaign goals.)

6. Programming

- Recommended **strategies and tactics** to achieve the outcomes stated in the objectives (What specifically must be delivered or achieved and using what means? Include message content that can be directly used if the campaign is implemented and the target public(s)/audience(s) of these messages.)
- **Three prototypes/mockups** of tactics (e.g., completed news releases, social media posts, electronic brochures, media lists, letters, etc.)
- **Budget** (all projected campaign costs to be included here, including sources for estimates provided)
- **Timeline** (implementation schedule that includes a week-by-week or month-by-month schedule for ALL public relations strategies and tactics for the length of the campaign)

7. Evaluation

- Explain how the client will be able to evaluate the effectiveness/success of the proposed campaign both during (ongoing evaluation) and after (outcome evaluation) the campaign process.
- NOTE: It is helpful to restate each objective and how you plan to measure each objective.

*Please note that in addition to the content specified above, your campaign book must be packaged in a **clear, coherent, readable and professional** manner. It should list the names and titles of team members, and it should be sectioned and bound in a manner that makes it easy to find individual parts of your plan. Excessive packaging will lose you points.

CLIENT PRESENTATION FORMAT REQUIREMENTS

By December 6th, each team will have **20 minutes** to present a summary of their work, recommendations and at least three (3) prototypes related to their proposed campaign plan. Teams are advised to repeatedly practice their presentations within the 20-minute time limit as it will be strictly enforced. The format of the client presentations is as follows. Business attire required. Also see the presentation score sheet on Canvas.

- AE provides opening remarks.
- Each team presents their own campaign plan. All the team members should take part in the presentation. **Allocation of topics is to be decided by the team, but**

goals/objectives, programming (with prototypes) and evaluation must be included.
Use of PowerPoint or similar presentation software is required.

Please note: Professor Nall reserves the right to give an AE a grade of "I" (Incomplete) if the client is not provided with all the campaign book elements described herein. 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.

RESUME & COVER LETTER

[Submit electronic copies of Resume and Cover Letter]

You will be asked to write a resume and a cover letter applying for a **team position** of your preference. The particular layout is of the student's choosing but should include the following elements at a minimum.

Resume Format Requirements

- One-page, single space, professional formatting and looking.
- [ONLY in one resume—] Full name and contact information (address, phone, e-mail) [Do NOT include this information in the other two blind copies].
- College education: university, anticipated month/year of graduation, major/minor degree.
- List of courses taken that are applicable to positions sought.
- Work experience: title, location, main responsibilities, length of time in job.
- Activities, offices held, honors, volunteerism/community service.
- Computer skills
- Language skills (Other than English)

Cover Letter Format Requirements

- [ONLY in one letter—] Full name and contact information (address, phone, e-mail).
- Business letter format.
- Position of interest and why.
- Brief description of qualifications for positions sought.
- Refer to your attached resume for further review.
- Express appreciation for consideration.