

## **SYLLABUS**

### **PUR 3801 (6286)—PUBLIC RELATIONS STRATEGY**

#### **Instructor**

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#### **Office Hours:**

TR – Period 9 (4:05–4:55 p.m.)

W – Period E-1 (7:20–8:10 p.m.)

Or by Appointment

#### **COURSE DESCRIPTION:**

The development of skills in strategic public relations management based on an analysis of current and historical case studies. Prerequisites: minimum grade of C in PUR 3000 and PUR 3500.

#### **COURSE FORMAT:**

This course uses a combination of lecture and seminar formats. Several guest speakers will join the class to demonstrate how scholarly principles are related to the professional practice of public relations. A high degree of student interaction is expected.

#### **COURSE PURPOSE & LEARNING OUTCOMES:**

This course is designed to educate students in the strategic management of public relations through a systematic problem-solving process based on theory and research. Through readings, lectures, exercises, handouts, and discussions, students will study in-depth the essential steps of the process: research, objectives, programming, evaluation, and stewardship. Using case studies, students will analyze and evaluate actual public relations campaigns related to the various sub-functions of public relations, such as media relations and employee relations. As a result of the course, students should be able to:

- Demonstrate an understanding of the purpose of public relations and the process through which it is practiced strategically;
- Apply the problem-solving process of ROPES to diverse organizations and situations;
- Identify and discuss concepts and theories relevant to effective public relations practice;
- Compose fundamental components of a public relations campaign plan, including objectives and budget;
- Define publics appropriate for specific campaigns and appreciate differences that affect programming;
- Recognize the importance of formative and evaluative research in public relations practice; and
- Demonstrate proficiency in written and oral communication.
- Think critically, creatively and independently about public relations problems;

#### **COURSE TEXTS:**

**Required:** Smith, R. D. (2013). *Strategic planning for public relations* (4<sup>th</sup> ed.). New York: Routledge.

Chapters from the texts are assigned in the “Weekly Course Plan” of this syllabus. Additional assigned readings also are listed. They will be handed out in class, are available online, or will be e-mailed to you. All readings must be **read in advance** of the class dates for which they are listed. Students also are expected to monitor trade publications and the mass media for local, national, and international news related to public relations, which will be used in class discussions. Additional course materials and grades will be available on Canvas for download.

### TESTS AND GRADE DISTRIBUTION:

The course grade will be determined on a 100-point scale as follows:

Class Participation	5%
Individual Case Analysis	15%
Exam #1	25%
Exam #2	25%
Team Campaign Analysis	30%

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

Grading Scale: 91-100 = A, 89-90 = A-, 88 = B+, 82-87 = B, 80-81 = B-, 78-79 = C+, 72-77 = C, 70-71 = C-, 68-69 = D+, 62-67 = D, 60-61 = D-, 59 or less = E.

**Class Participation** will account for 5% of the course grade, as determined by such efforts as discussion of assigned readings, performance in ungraded in-class exercises, and participation in raising timely and relevant issues to the attention of the class.

Students will produce an **Individual Case Analysis** of a public relations campaign case study. Case will be selected by the instructor from PRSA Silver Anvil Award entries, published on PRSA website. The written analysis will be four to five pages in length, double-spaced and typed. It will account for 15% of the course grade. Details of this first major assignment are given in the handout, "Individual Case Analysis Packet," which will be distributed during the second week of class.

A **Team Campaign Analysis** accounts for 30% of the course grade. Students will be assigned to groups of (max.) 5 members (may change according to class enrollment). Each team will produce a strategic public relations campaign plan for a local organization/company in Gainesville. The team will compose a written report of approximately 25 pages and a 25-minute oral presentation. The grade received for a team's analysis is not necessarily the grade individual team members will earn. Utilizing confidential forms, team members will evaluate each other's contributions. Peer evaluations will weigh heavily in determining individual grades for the project. As in real life, team members will be dependent on each other to complete the project successfully. A detailed assignment packet, which includes the "Team Evaluation Form," will be distributed during the eighth week of class.

**Two Exams** will account for a total of 55% of the course grade. Both exams will measure students' mastery of content covered in the handouts, readings, lectures, and discussions.

### ABSENCES:

Attendance is mandatory. Two excused absences are allowed, providing necessary supporting documents, e.g. doctoral notes. Students are responsible for all class work missed. They should consult with classmates, rather than the instructor, to obtain information on lectures, assignments, and other matters.

### MAKEUPS, LATE ASSIGNMENTS, AND EXTRA CREDIT:

Policy of the course is that there will be no make-up exams or extensions of deadlines. Dates have been announced in advance in the "Weekly Course Plan" so that students can schedule other activities around these deadlines. Exceptions will be rare and made only in cases of extraordinary, documented circumstances, as determined by the instructor. Any make-up exams administered or late assignments accepted will be graded lower than work turned in on time. No extra credit will be given for additional work.

### ACADEMIC HONESTY:

Students are expected to observe the University of Florida's policy on academic honesty in fulfilling all course requirements. The penalty for violation of academic honesty is an "E" for the course, at minimum.

Academic dishonesty includes the following: use of materials from another author without citation or attribution, extensive use of verbatim materials from another author *with* citation and attribution, and extensive use of one's own writing from past assignments or from assignments in other, current classes (called "double dipping").

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, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

Furthermore, students are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

For more information about the student honor code, violations, and sanctions, go to the Dean of Students Office website at (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>). If you have any questions or concerns, please consult with the instructor.

### **INTELLECTUAL PROPERTY PROTECTION:**

Lectures given in this course, including handouts and PowerPoint® presentations, are the property of the instructor and the University of Florida. Class lectures may not be recorded in any form without prior permission from the instructor and any guest lecturers that may speak to this class. Recordings, including class notes, may not be used for commercial purposes.

### **CLASSROOM CONDUCT:**

The College of Journalism and Communications is a professional school and professional decorum is expected at all times. This means the instructor and students adhere to workplace norms for collegial and respectful interaction. Students are expected to arrive on time and not leave the classroom until announced breaks or the end of the class.

#### **Diversity:**

All discussions will be ruled by mutual respect – for people and their opinions. Effective public relations practice is dependent on gathering and understanding diverse viewpoints. Furthermore, professionalism requires an appreciation for the multicultural society and global economy in which students plan to work. Effectiveness in both practice and scholarship relies on an ability to recognize and embrace diversity in all its forms. Throughout the course, students will have opportunities to learn from the information and ideas shared by their classmates.

#### **Other Rules:**

- Cell phones must be turned off during class.
- Photos and other recordings are prohibited unless approved in advance by the instructor.
- Laptops and electronic tablets may **only** be used to take notes in class. Browsing webpages, checking social media, and online shopping are strictly forbidden.
- Students may only leave the classroom during official breaks (notify the instructor of emergencies).
- Reading unrelated material or talking while others are speaking is prohibited.
- Anyone violating these rules or disrupting class in other ways will be asked to leave the classroom.
- Students are urged to meet in-person with the instructor if they have questions or are having problems. Office hours are listed on p. 1 of the syllabus. Short conversations immediately following class are welcomed.
- E-mail inquiries to the instructor should be limited to questions that are not answered elsewhere (e.g., the syllabus). Formal composition and clear and concise writing are required.
- Telephone calls are encouraged for quick questions (when leaving a voice-mail message, slowly state your name, telephone number, and reason for calling; repeat phone number).

### **ONLINE COURSE EVALUATION**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online and typically are conducted during the last two weeks of the semester. Time has been allocated in the “Weekly Course Plan” for students to complete their evaluations. Summary results of assessments are available to students at <https://evaluations.ufl.edu/results>.

**STUDENTS WITH DISABILITIES:**

Students requesting classroom accommodation must first register with the Dean of Students Office, which will provide documentation to the student, who must then provide the documentation to the instructor when requesting accommodation. Requests should be made at a private meeting during the instructor's office hours.

**UF RESOURCES:**

- University counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx> or 392-1575
- University Police Department: 392-1111 or 911 for emergencies.

**FINAL CAVEAT:**

This syllabus is subject to change, as the instructor deems appropriate and necessary.

**WEEKLY COURSE PLAN:**

		<b>Topic</b>	<b>Reading Assignment</b>
Week #1	Jan. 7 Jan. 9	Introduction to the course. Overview of Requirement Historical Overview of the Evolution of Public Relations Public Relations Management in 21 <sup>st</sup> century	- Smith (2013), Introduction (pp. 1-18); - Smith's "Modern History of Public Relations" handout.
Week #2	Jan. 12 Jan. 14&16	Comparison of Process Models Ropes model, System theory	- ROPES model handout - Smith's Teaching Notes on "system theory" handout.
Week #3	Jan. 19 Jan. 21&23	No class: Martin Luther King Holiday Formative Research: Analyzing organization	- Smith (2013), phase one (pp.19-20); Step 2 (pp. 41-56).
Week #4	Jan. 26&28 Jan. 30	Formative Research: Analyzing situation Individual Case analysis announcement Formative Research: Analyzing publics	-Smith (2013), phase one, step 1 (pp.21-40), step 3 (pp. 57-92).
Week #5	Feb. 2 Feb. 4&6	Formative Research: Analyzing publics cont. Objective: Goals and Objectives	-Smith (2013), phase two, step 4 (pp.95-122).
Week #6	Feb. 9 Feb. 11  Feb. 13	Communication Tactics Hierarchy Exercise: How to write an objective?  Group campaign assignment Q&A Exercise: Case analysis	- Smith (2013), step 5 (pp. 113-171). - Due: Individual case analysis
Week #7	Feb. 16 Feb. 18 Feb. 20	Programming: Action & Response strategy Programming: Message strategy Study guide for EXAM #1	-Smith (2013), step 6 (pp.172-224).
Week #8	Feb. 23&25 Feb. 27	Exam #1 Exam #1 results: comment and review Team strategic communication campaign announcement; forming groups	
Week #9	Mar. 2, 4&6	Spring Break	- Work on team campaign proposal
Week #10	Mar. 9 Mar. 11 Mar. 13	Programming: Tactics (traditional & digital) Social media in public relations campaign No class: each group meet individually to finalize campaign proposal	-Smith (2013), phase one, step 7 (pp.227-263).
Week #11	Mar. 15 Mar. 18&20	No class: individual group meeting with instructor Programming: Implementing schedule and budget	- Team campaign proposal due on Mar. 12 <sup>th</sup> . - Smith (2013), step 8 (pp. 304-328).
Week #12	Mar. 23&25 Mar. 27	Evaluation: evaluative research Stewardship Guest speaker: Dr. Kathleen Kelly (TBC)	- Smith (2013), phase four, Step 9 (pp. 329-358). - Kelly (2001), "Stewardship: The Fifth Step in the Public Relations Process"
Week #13	Mar. 30 Apr. 1&3	Review for Exam #2 Exam #2	

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Week #14	Apr. 6 Apr. 8 Apr. 10	Exam #2 results: comment and review Strategic Public Relations in practice Guest speaker- TBA (Ann Christiano) Individual team meeting with instructor	
Week #15	Apr. 13&15 Apr. 17	Individual team meeting with instructor Course evaluation Peer evaluation for team project	- Team strategic communication campaign written report due on Apr. 17.
Week #16	Apr. 20&22	Team presentations, wrap up	

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