

Public Relations Campaigns -- PUR 4800 section 1544

Spring 2014 | Weimer 1076 | MWF | Period 4

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(The best way to reach me is by email.)

Office Hours: Mondays and Wednesdays, period 3 (or by appointment)

Course Website: <http://lss.at.ufl.edu> (Sakai)

Required Texts:

Smith, R. D. (2009). *Strategic planning for public relations* (3rd ed.). New York: Routledge.

Heath, C., & Heath, D. (2007). *Made to stick: Why some ideas survive and others die*. New York: Random House.

Additional Readings (available on Sakai or the Internet):

Arthur W. Page Society. (2012). *Building belief: A new model for activating corporate character and authentic advocacy*. Available from <http://www.awpagesociety.com/insights/building-belief/>

Coalition for Public Relations Research Standards (2013). Gainesville, FL: Institute for Public Relations Research.

Kelly, K. S. (2001). Stewardship: The fifth step in the public relations process. In R. L. Heath (Ed.), *Handbook of public relations* (pp. 279-289). Thousand Oaks, CA: Sage.

Lindenmann, W. K. (2006). Public relations research for planning and evaluation. Gainesville, FL: Institute for Public Relations Research.

Rawlins, B. L. (2006). *Prioritizing stakeholders for public relations*. Gainesville, FL: Institute for Public Relations.

Tucker, K., Derelien, D., & Rouner, D. (1997a). An issue-driven approach to public relations planning. In *Public relations writing: An issue-driven behavioral approach* (3rd ed.) (pp. 9-38). Upper Saddle River, NJ: Prentice Hall.

Tucker, K., Derelien, D., & Rouner, D. (1997b). Applying behavioral principles in public relations writing. In *Public relations writing: An issue-driven behavioral approach* (3rd ed.) (pp. 39-64). Upper Saddle River, NJ: Prentice Hall.

Course Description: This course is designed to help develop and refine critical thinking on the part of the student in selecting, creating and applying tools, techniques and principles of public relations to a variety of managerial cases and problem situations. Use of real-life cases studies, tracking of current public relations issues, and creation of a full-scale public relations plan for an actual “client” are planned. This course is for those students close to graduation, who have mastered most or all of the skills courses and are ready to apply themselves to a genuine public relations problem. Students will be utilizing the principles and techniques of public relations to analyze case studies, track current public relations issues, and create public relations campaigns.

Prerequisite Knowledge and Skills: Minimum grade of C in PUR 3000, PUR 3801, PUR 4100 and PUR 4103; senior standing in the College of Journalism and Communications.

Course Credit: 3 credits

Course Format: This course uses a combination of lecture and laboratory formats. Approximately one-third of the class periods will be used for lectures and discussions and two-thirds will be reserved for team meetings and work sessions. At the beginning of the semester, the class will be organized into six teams of five or six members each. Students will apply and be selected for a specific team assignment. The team project will be as rigorous and demanding as students' future jobs in public relations. A high degree of student interaction is expected.

Course Goals: PUR 4800 is an applied undergraduate course designed to provide students in public relations with a capstone experience. As such, it draws heavily on students' previous training in public relations principles, research, strategy, writing, and visual communication to develop a public relations campaign for an actual organizational client. The course's major goals are:

- To increase students' understanding of the components of a successful strategic communications plan.
- To enable students to work with a client in a way that demonstrates confidence, professionalism, expertise, and trustworthiness.
- To allow students to develop account management and planning skills.
- To encourage students to think strategically *and* creatively on behalf of a client.
- To develop an actual campaign as a member of a public relations management team.

In addition, this course specifically supports 8 of the 12 professional values and competencies required of graduates by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC):

- Demonstrate an understanding of the diversity of groups in a global society in relationship to public relations;

- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles, and work ethically;
- Think critically, creatively and independently;
- Conduct research and evaluate information by appropriate methods;
- Write correctly and clearly in forms and styles appropriate for the public relations profession;
- Apply basic numerical and statistical concepts;
- Apply current tools and technologies appropriate for the public relations profession, and to understand the digital world.

Course Policies

Attendance Policy: Your attendance in class is extremely important. Class discussion, team meetings, and team meetings with the instructor are integral components of this class. If you miss a class period, you will miss out on explanations and insights that will improve your understanding of the public relations principles we will cover that day. Additionally, since you will soon enter the job market, I expect everyone to act like professionals. When you get a job or an internship, you are expected to be there. You can't just decide you don't feel like going to work. Unless you have a legitimate excuse, I expect you to arrive on time for every class period.

If you need to miss class for a legitimate reason please send me an email before the start of class to let me know that you will not be attending and the reason for missing class. Remember, *it is your responsibility* to let me know that you will not be in class. This is professional courtesy. If you make a habit of missing work without telling your boss, you won't last long on the job. The University of Florida defines the following as acceptable reasons for absence from class:

- Illness
- Serious family emergencies
- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Court-imposed legal obligations (e.g., jury duty or subpoena)

Because life can be unpredictable, you will be allowed two unexcused absences for the semester. Unexcused absences beyond two will result in a reduction of your course grade by two percentage points for each unexcused absence.

If you miss class or team meetings, you are responsible for learning about class/team discussions or class lectures from your classmates. Assignments and due dates are listed

in the “Weekly Course Plan” at the end of this syllabus. Missing class or a team meeting, even when excused, is not an excuse for missing a deadline.

Make-up Policy: Dates for assignments, exams, and presentations have been announced in advance in the “Weekly Course Plan” so you can schedule other activities around these deadlines. You are expected to meet these deadlines. Period. I will not accept late work.

Professionalism: This course marks your transition from student to professional. That means I expect you to behave like professionals in your interactions with me, with your teammates, and with the client. While we are in class together, please show respect and courtesy to me and your classmates by turning off your cell phone ringer and abstaining from texting, surfing the Web, or catching up with friends on social media. We only have one hour together every class period, and your engagement during that hour is necessary for the success of the class as a whole. This is also good practice for future internships, jobs, and interactions in other professional settings.

UF Policies

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: All work completed for this course is expected to be your own original work. There is a zero-tolerance policy for plagiarism. Academic honesty and integrity are fundamental values of the University community and they are fundamental values of this course. Please be sure that you that you understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. I expect that you will do your own work in this class (i.e., no plagiarism, no cheating, no “double dipping” on assignments, etc.) and observe the University of Florida’s policy on academic honesty in fulfilling all course requirements. I will take violations of this policy will seriously. If you are found to be in violation of the UF Student Honor code, the following sanctions from the code will be implemented at my discretion: 1) Assignment grade penalty: The student is assigned a grade penalty on an assignment including but not limited to a zero. 2) Course grade penalty: The student is assigned a grade penalty in the entire course including but limited to an “E”. 3) Formal hearings and sanctions from the university.

Getting Help

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail 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

Course Grading Policies

General Notes on Grading

Each assignment will be graded on a 100-point scale and weighted accordingly. I will first grade for content, and then subtract points for grammatical and factual errors. Each grammar or spelling error will cost you five points. Factual errors, including misspellings of client names or misuse or core terms associated with the field in which your client works, will count for 20 points off. I will award points based on your demonstrated understanding of the assignment, the level of creativity and risk taking, and your ability to write compelling, accurate and precise copy that demonstrates a clear understanding of the strategic planning process.

Assignment	Percentage
<i>Individual Assignments</i>	
Class Participation	5%
PRSSA Speaker Event	5%
Semester Exam	25%
<i>Subtotal</i>	35%
<i>Team Assignments</i>	
Campaign Preparation Assignments	20%
Final Strategic Plan and Presentation	40%
Client Assessment of Your Plan	5%
<i>Subtotal</i>	65%
TOTAL	100%

Grading for the course follows current UF grading policies for assigning grade points (see <http://handbook.aa.ufl.edu/policies.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-, 60-69 = D, 59 or less = E.

Class Participation

5 percent

Class participation counts toward 5 percent of your final course grade. You must be present during class, contribute to discussions and demonstrate through your comments that you have read and understood assigned readings and benefited from previous class discussions.

PRSSA Speaker Event

5 percent

Students will attend one PRSSA Speaker Event during the semester and submit a one-page, double-spaced, typed summary of the featured speaker's presentation, which will account for 5% of the course grade. UF's Alpha Chapter of PRSSA sponsors a total of approximately five speaker events on Wednesday evenings from January through April (see "Events" at <http://ufprssa.com/>). To verify attendance, students will submit a second sheet containing the student's name, date of the meeting, and the signature of one Alpha Chapter officer stapled to the summary. This assignment is due on April 16, but can be turned in any time before that.

Semester Examination

25 percent

A semester examination will be given on April 16 (15th week of the semester). It will measure students' mastery of content covered in the lectures/discussions and of the systematic steps followed in the team project.

Campaign Preparation Assignments

20 percent

You will complete a series of four graded assignments as a team as you develop your campaign. Each of these assignments should be prepared as if you were presenting them to the client for review. 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 of the client's name or misuse of terms associated with relevant content or research. The grade received for each of these assignments is not necessarily the grade individual team members will receive. Utilizing confidential forms, team members will evaluate each other's contributions. In addition, your team will make a presentation about each of these assignments to the CEO (i.e., instructor). This is not an informal presentation. Prepare as if you were reporting to the CEO of one of the large public relations agencies. You should know and understand your material, produce visual aids (e.g., Powerpoint or Prezi) and handouts, and be ready to answer critical questions about your work. You should also dress appropriately. You should plan to present for 15 minutes. Each member of your team should participate in the presentation in some manner. Additionally, each team member should be able to answer any question about the campaign regardless of that person's role on the team. Peer evaluations will weigh heavily in determining individual grades for each assignment (see separate handout, "Team Evaluation Form").

Final Strategic Communications Plan and Presentation

40 percent

Working in teams of five or six, students will develop a comprehensive, public relations campaign plan for the University of Florida (UF). The plan will support the university's initiative further internationalize the undergraduate learning experience at UF. Students will meet with senior university administrators during the third week of class for an in-depth briefing on the university and campaign.

Teams will be organized as follows: All students will submit anonymous résumés and cover letters seeking two of the four positions of Account Executive, Research Director, Director of Creative Services, or Copywriting & Media Director (see separate handout, "Job Descriptions"). Based on the submitted documents, the instructor will select an Account Executive (AE) to head each team, and the AEs will then select members to fill the four or five remaining positions on their teams. Although addressing the same client problem, the teams will work independently of each other for the semester, except for a joint research study.

Each team will develop a public relations campaign and will submit two copies of a written campaign plan book, in addition to making an oral presentation to the client. Approximately one-third of the public relations techniques recommended in each plan must be produced as prototypes (e.g., audio recordings of a series of PSAs). The criteria on which the team grade will be based are outlined and weighted in the separate handout, "Team Project Judging Criteria." The grade received for a team's project is not necessarily the grade individual team members will receive. Utilizing confidential forms, team members will evaluate each other's contributions. Peer evaluations will weigh heavily in determining individual grades for the project (see separate handout, "Team Evaluation Form").

As in real life, team members will be dependent on each other to complete the project successfully. The AE will serve as the supervisor of the team, and the instructor will take the role of CEO, from whom teams seek counsel and approval. AEs hire and, with permission of the CEO, can fire members of their teams. Team members can file complaints against their AE if — and only if — two or more members seek redress from the CEO. Students who are fired must complete the team project alone. As CEO, the instructor will hold intensive meetings with each team during the semester, at which time members will formally report their progress on completing the five steps of the public relations process of ROPES: research, objectives, programming, evaluation, and stewardship.

During the last week of class, teams will conduct a dress-rehearsal presentation with the instructor who will offer advice and criticism on each campaign presentation. During the week of final exams, the student teams will make formal oral presentations and turn in written plans to the client's representatives and the instructor.

Client Assessment of Your Plan

5 percent

Your client's representatives will complete an assessment of your plan, the extent to which it meets their needs and the value it contributes to the organization. This will constitute five percent of your final course grade.

Additional Course Information

Reading Assignments

Chapters from the text are assigned in the “Weekly Course Plan” of this syllabus. Additional assigned readings also are listed. They will be handed out in class or will be available online. All readings must be read in advance of the class dates for which they are listed in the "Weekly Course Plan." 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.

Supplies

Teams are responsible for materials and expenses related to producing two copies of a written campaign plan and an oral presentation of professional quality.

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

WEEKLY COURSE SCHEDULE			
WEEK	DATE	TOPIC	ASSIGN/DUE/READ
<i>Week 1</i>	Jan. 6 (M)	Course Overview Review Syllabus Agency Role Descriptions	Assign: Cover letters and résumés for team roles
	Jan. 8 (W)	Effective Work Group and Teams Description of Team Project Hand Out All Course Assignments Review Campaign Books	Due: Cover letters and résumés
	Jan. 10 (F)	ROPES Model of the Public Relations Process Create Agencies/Teams	Read: Kelly (2001); Kelly ROPES handout. Meet: AEs meet with Prof. Wilson to select team members Assign: Begin reviewing literature and secondary research on organization, situation, and preliminary publics.
<i>Week 2</i>	Jan. 13 (M)	Client Briefing – Meet with University of Florida QEP representatives	
	Jan. 15 (W)	Research: The First and Most Important Step in the Problem-Solving Process Secondary Research Resources	Read: Smith (2009) Phase 1 Steps 1, 2, & 3; Lindenmann (2006).
	Jan. 17 (F)	Research on the Situation Force Field Analysis	Read: Tucker et al. (1997a)
Step One: Research			
<i>Week 3</i>	Jan. 20 (M)	NO CLASS - MARTIN LUTHER KING, JR. DAY	

	Jan. 22 (W)	Prioritizing Stakeholders and Publics	Read: Rawlins (2006); Situational theory of publics handout
	Jan. 24(F)	Research Methods: Focus Groups and Surveys	Review: Kelly research methods handout & the textbook you used in your research class.
Week 4	Jan. 27 (M)	CEO Meetings with Teams	Due: Secondary research report and presentation. Focus group guide and draft questionnaire. Due: Peer Evaluation #1 Assign: Begin working on primary research
	Jan. 29 (W)	CEO Meetings with Teams	Due: Secondary research report and presentation. Focus group guide and draft questionnaire. Due: Peer Evaluation #1
	Jan. 31 (F)	CEO Meetings with Teams	Due: Secondary research report and presentation. Focus group guide and draft questionnaire. Due: Peer Evaluation #1 Meet: AEs and Research Directors meet with prof. Wilson to coordinate primary research.
Week 5	Feb. 3 (M)	PRIMARY RESEARCH/DATA COLLECTION	
	Feb. 5 (W)	PRIMARY RESEARCH/DATA COLLECTION	
	Feb. 7 (F)	PRIMARY RESEARCH/DATA COLLECTION	
Week 6	Feb. 10 (M)	DATA ANALYSIS/FINAL RESEARCH REPORT	
	Feb. 12 (W)	DATA ANALYSIS/FINAL RESEARCH REPORT	
	Feb. 14 (F)	DATA ANALYSIS/FINAL RESEARCH REPORT	
Week 7	Feb. 17 (M)	CEO Meetings with Teams	Due: Final Research Report & Situation Analysis Due: Peer Evaluation #2
	Feb. 19 (W)	CEO Meetings with Teams	Due: Final Research Report & Situation Analysis Due: Peer Evaluation #2
	Feb. 21 (F)	CEO Meetings with Teams	Due: Final Research Report & Situation Analysis Due: Peer Evaluation #2
Step Two: Objectives			
Week 8	Feb. 24 (M)	Setting Goals and Measureable Objectives Hierarchy of Communication Effects	Read: Smith (2009) Phase 2 Step 4; Kelly objectives

			handout.
	Feb. 26 (W)	Setting Goals and Measureable Objectives, cont.	Read: CPRRS (2013) Assign: Start reading Heath & Heath (2007), <i>Made to Stick</i> .
	Feb. 28 (F)	<i>PRSA Webinar: Creativity</i> http://www.prsa.org/MyPRSA/WebinarLibrary/display/5742/Creativity	
Step Three: Programming			
Week 9	Mar. 3 to 7	<i>Spring Break – No Class</i>	
Week 10	Mar. 10 (M)	Creating Message Strategy	Read: Smith (2009) Phase 2 Step 6; Heath & Heath (2007); Tucker et al. (1997b)
	Mar. 12 (W)	Developing Strategies and Tactics	Read: Smith (2009) Phase 3 Step 7; Kelly Tactics Handout; Arthur W. Page Society (2012)
	Mar. 14 (F)	Budgets and Timelines	Read: Smith (2009) Phase 3 Step 8
Week 11	Mar. 17 (M)	CEO Meetings with Teams	Due: Report on goals, objectives & message strategy. Due: Peer Evaluation #3
	Mar. 19 (W)	CEO Meetings with Teams	Due: Report on goals, objectives & message strategy. Due: Peer Evaluation #3
	Mar. 21 (F)	CEO Meetings with Teams	Due: Report on goals, objectives & message strategy. Due: Peer Evaluation #3
Steps Four and Five: Evaluation and Stewardship			
Week 12	Mar. 24 (M)	<i>Guest lecture: Visual communication and your final campaign book</i>	
	Mar. 26 (W)	Evaluation	Read: Smith (2009) Phase 4 Step 9; CPRRS (2013).
	Mar. 28 (F)	WORK ON DRAFT CAMPAIGN BOOK	
Week 13	Mar. 31 (M)	Stewardship	Read: Kelly (2001)
	Apr. 2 (W)	WORK ON DRAFT CAMPAIGN BOOK	
	Apr. 4 (F)	WORK ON DRAFT CAMPAIGN BOOK	
Week 14	Apr. 7 (M)	CEO Meetings with Teams	Due: Draft campaign presentation , including budget, timeline, evaluation, and stewardship
	Apr. 9 (W)	CEO Meetings with Teams	Due: Draft campaign presentation , including budget, timeline,

			evaluation, and stewardship
	Apr. 11 (F)	CEO Meetings with Teams	Due: Draft campaign presentation , including budget, timeline, evaluation, and stewardship
Final Presentation			
Week 15	Apr. 14 (M)	Review for Semester Examination	
	Apr. 16 (W)	Semester Examination	Exam: Semester Exam Due: PRSSA Speaker Event
	Apr. 18 (F)	Presentation Dress Rehearsal: Team 1 & 2	
Week 16	Apr. 21 (M)	Presentation Dress Rehearsal: Team 3 & 4	
	Apr. 23 (W)	Presentation Dress Rehearsal: Team 5 & 6	
Week 17 FINAL	TBD	FINAL PRESENTATIONS TO CLIENT	Due: Final campaign books Due: Peer Evaluation #4