



**College of Journalism and Communications – Department of Public Relations
Spring 2014 – PUR 4800, Section 7818 — Public Relations Campaigns**

<u>Instructor:</u>	Sarab Kochhar Doctoral Candidate, Department of Public Relations
Office:	2039 D Weimer Hall – sarabkochhar@gmail.com
Class meets:	Tuesday (5 th and 6 th period) & Thursday (5 th period)
Class location:	Weimer Hall 1094
Office hours:	Tuesday: 9.30 am to 11.30 am (Appointments are best); other times by appointment

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

Course description: This is the capstone course for the public relations (PR) sequence. You will synthesize all that you have learned in the School to develop a PR campaign for an actual client. This is a hands-on, “learn by doing” challenge, and you will walk away from this course having translated a client’s real needs and real situation into a serious, polished campaign proposal that you can include in your portfolio. This is an advanced course, and you are expected to go above and beyond the expectations of the instructor and the client.

For most of you, this is the last semester before you graduate and hopefully secure professional employment or start a graduate program. To better prepare you for these opportunities, you will also develop a personal branding campaign for yourself in this course. Thus, you will apply the basic principles of good campaign planning for an agency campaign proposal for the client.

By the end of this course, you will be prepared to think strategically when managing a public relations campaign. “Strategically” means thinking in terms of the big picture. This will require using research and theory to develop a set of coherent, measurable objectives for your client that are supported by effective strategies and materials.

Course objectives: Upon successful completion of this course, students should accomplish the following:

- Experience the challenges and rewards of creating a PR campaign plan for a real client.
- Strengthen your management and teamwork skills by functioning as a “mini agency.”
- Understand the complexities of PR campaign planning.
- Design and carry out an appropriate research strategy for your campaign.
- Use research findings, critical thinking, and creative problem solving to develop your campaign.
- Develop a realistic campaign budget, timeline, and evaluation plan.
- Produce polished PR materials for your client that are consistent with strategy and that will enhance your professional portfolio.
- Hone your skills in “pitching” your campaign to the client.

Prerequisites: 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

Required Texts:

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

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.

Method of instruction: This learner-centered course will primarily use class discussions, applied research exercises and final project, presentations, and hands-on instructions to engage in the learning process. We will rarely simply recount what is stated in the readings, but rather use them as a springboard for expanded discussion. We will emphasize *interactivity* and *collaboration* and classes will move in a seminar format much like the collaborations that operate in the professional world. It is essential that you keep up with the reading schedule and come to class with the assigned reading's concepts in your memory and in your written notes. Not all of the materials that you read will be discussed or explained in class, therefore, if you need further explanations or clarifications please take advantage of the posted office hours. If you have a problem, see the instructor sooner, not later.

Course Policies

Attendance Policy: Attendance is mandatory. Absences count from the first class meeting. After due warning, I may prohibit further attendance and subsequently assign a lower or failing grade for excessive absences; more than two absences during the semester will be considered "excessive absences." You are responsible for signing the attendance sheet every class period as well as notifying me of the cause of your absence for a class meeting (for further information on attendance policy, please consult: <http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html>).

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. 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. **LAPTOPS ARE NOT ALLOWED DURING CLASS.**

Other important notes:

- The professor reserves the right to make changes, if necessary, to the grading system, schedule, or other matters pertaining to the class.
- The professor may also be reached via e-mail, but please be aware that the professor will not be able to respond immediately to your communication. As a rule, allow up to 48 hours for a response.
- If you notice yourself having trouble in the course, it is crucial that you see me immediately. Please feel free to approach me about any concerns or comments you might have about this class. I will be happy to meet with you during my office hours, or by appointment.
- You are expected to arrive promptly for class, fully prepared to discuss the assigned readings. While I understand the problems created by a large campus, it is your responsibility to arrive in class in a timely manner. Therefore my good nature extends only 10 minutes. Anyone arriving more than 10 minutes late for class will be noted as absent, and his or her class participation grade will suffer as a result.
- Any evidence of plagiarism or cheating will result in an “E” for the course and possible disciplinary action.
- Spelling counts. So does grammar, punctuation and professional presentation techniques.
- In addition to the required and recommended readings, you are expected to maintain comprehensive class notes because class lectures often contain information that is not contained in the readings. You will be tested on this information on examinations.

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

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.

Semester Examination

30 percent

A semester examination will be given in the 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. 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 second 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 positions for 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 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.

Total: 100%

Grading for the course follows current UF grading policies for assigning grade points (see <http://handbook.a.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.

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:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

TENTATIVE COURSE SCHEDULE AND READINGS

Week 1	DATE	TOPIC	ASSIGN/DUE/READ
Introduction	Jan. 7 (T)	Course Overview Review Syllabus Description of Team Project	Assign: Cover letters and résumés for team roles
	Jan. 9 (TR)	Research: The First and Most Important Step in the Problem-Solving Process	Read: Smith (2009) Phase 1 Steps 1, 2, & 3; Lindenmann (2006).
Week 2 Step 1: Research	Jan. 14 (T)	Client Briefing – Meet with University of Florida QEP representatives Assign teams	Due: Cover letters and résumés Assign: Begin reviewing literature and secondary research on organization, situation, and preliminary publics.
	Jan. 16 (TR)	Prioritizing Stakeholders and Publics	Read: Tucker et al. (1997a); Rawlins (2006)
Week 3	Jan. 21 (T)	Agency Work Time	
	Jan. 23 (TR)	Agency Work Time	
Week 4	Jan. 28 (T)	Primary Research Due: Assignment 1 Secondary Research Report	Due: Peer Evaluation #1 Assign: Begin working on primary research
	Jan. 30 (TR)	Agency Work Time	
Week 5	Feb. 4 (T)	Instructor Meetings with Teams	
	Feb.6 (TR)	Agency Work Time	
Week 6	Feb. 11 (T)	Agency Work Time	
	Feb. 13 (TR)	Agency Work Time	
Week 7	Feb. 18 (T)	Instructor Meetings with Teams Due: Assignment 2 Final Research Report and Situation Analysis	Due: Peer Evaluation #2

	Feb. 20 (TR)	Agency Work Time	
Week 8 Step 2: Objectives	Feb. 25 (T)	Setting Goals and Measureable Objectives Hierarchy of Communication Effects	Read: Smith (2009) Phase 2 Step 4.
	Feb. 27 (TR)	Agency Work Time	
Week 9 NO CLASSES	Mar. 3 to 7	<i>Spring Break - No Class</i>	
Week 10 Step 3: Programming	Mar. 11 (T)	Creating Message Strategy Developing Strategies and Tactics Budgets and Timelines	Read: Smith (2009) Phase 2 Step 6; Tucker et al. (1997b) Smith (2009) Phase 3 Step 7; Arthur W. Page Society (2012) Read: Smith (2009) Phase 3 Step 8
	Mar. 13 (TR)	Agency Work Time	
Week 11	Mar. 18 (T)	Instructor Meetings with Teams Due: Assignment 3 Report on goals, objectives & message strategy.	Due: Peer Evaluation #3
	Mar. 20 (TR)	Agency Work Time	
Week 12 Steps 4 and 5: Evaluation and Stewardship	Mar. 25 (T)	<i>Guest lecture on Visual Communication</i>	
	Mar. 27 (TR)	Agency Work Time	
Week 13	April 1 (T)	Evaluation and Stewardship of PR	Read: Smith (2009) Phase 4 Step 9; CPRRS (2013); Kelly (2001)
	April 3 (TR)	Agency Work Time	
Week 14	April 8 (T)	Agency Work Time	
	April 10 (TR)	Agency Work Time Due: Assignment 4 Draft campaign presentation, including budget, timeline, evaluation, and stewardship	
Week 15	April 15 (T)	Prepare for Semester Examination	
	April 17 (TR)	Semester Examination	Exam: Semester Exam

Week 16	TBD	FINAL PRESENTATIONS TO CLIENT	Due: Final campaign books Due: Peer Evaluation #4
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