

Instructor: Prof. Nancy M. Hamilton, APR
Classroom: Room 1070 Weimer Hall, Section 7818, T 11:45 a.m.-1:30 p.m., R 11:45 a.m.-12:35 p.m.
Instructor's Office: Room 3059 Adjunct Office, Weimer
Adjunct phone: 352-273-1789
Instructor's e-mail address (only for class purposes): nmhofc@aol.com.
Office Hours: Thursdays, 2:15 p.m. -3:30 p.m. (May be subject to change.)

Required Texts, Required Reading:

Strategic Communications Planning for Effective Public Relations & Marketing (2008). Wilson, L. J., and Ogden, J. D. 5th Ed.
Dubuque, IA: Kendall/Hunt

Developing the Public Relations Campaign: A Team-Based Approach.
Bobbitt, R., and Sullivan, R. (2009). Boston, MA: Pearson. Library reserve

Teamwork! (2012). Hamilton, N.M., and Neundorf, D. Unpublished ms., Port Orange, FL: Hamilton-Bruce. Library reserve

Additional Readings and Handouts as Assigned

Note: Information in this syllabus may be subject to change during the course of the semester.

Objectives: In keeping with the philosophy of this university and the Department of Public Relations, this course blends the theoretical and the applied. Service learning is valued highly and every effort will be made to blend coursework with service to outside institutions. Students will apply theories of how communication campaigns work to a real-world PR campaign, working toward a mastery of public relations research, problem solving, planning, writing, presentation, and evaluation. Simultaneously, students will acquire an appreciation for the social, political, cultural, ethical, and diverse contexts with which campaigns unfold. As a consequence, students will be better prepared to provide professional advice, counsel, and services to their employers or clients. In addition, students will have to develop team management skills such as leadership and followership, compromise and coordination, negotiation, conciliation, discipline, and peer- performance evaluation.

Method of Teaching: Sessions will combine limited lecture with active class and team discussion. For the campaign planning portion, this course will employ the counseling-firm format in which class members form account teams, each team representing its own client, while the instructor serves as account supervisor overseeing the work of each team. Depending on actual enrollment, this class will be comprised of six teams of five members each, each team with four account executives and a senior account executive, each team comprised of members whose skill in art direction/computer graphics, web design and management, writing and editorial, video and broadcasting should complement yours. On the first day of class, students will carefully choose their teammates and a senior account executive, exchanging e-mails and cell phone numbers, setting up the first team meeting time, and making assignments, and investigating a possible client from the broad list attached to the syllabus.

As an Example: A student team at another college developed a strategic communication plan for the Dept. of Psychology to support the effort to establish a campus chapter of Active Minds, a not-for-profit organization dedicated to mental health awareness among college students. The organization's aim is to promote awareness and education regarding mental illness. This was a fairly new national organization, established in 2001. Although that strategic plan focused on the campus, it also was designed to serve as a template for chapters that would form on other campuses.

During the semester, each team will develop an overall strategic public relations plan for the client accompanied by representative materials that support the plan. Each team will meet with its client to coordinate efforts at least four times during the semester. In addition, each team formally will memo the account supervisor *weekly* to update her on progress. Students will not implement the PR plan but will present it to client for possible implementation, that presentation to occur during the final two days of class.

Supplementing limited lectures and team activities, we will conduct active class discussions of assigned case studies as well, using the main textbook and the textbook on reserve as benchmarks for the discussions. Each student will be responsible for researching and leading discussion of one of those assigned PR cases (see attached) and ipso facto, for preparing a written summary report of that discussion.

Summary of Assignments and Grading:

ITEM	DESCRIPTION	DUE DATE(S)	% OF FINAL GRADE
Lead one article discussion and prepare summary	Each student leads a 30-minute discussion of assigned article after having researched it and prepares 4-to5-page summary of discussion. See attached examples.	As assigned	15%
Class Participation	Contribution to class discussion; class participation; contribution to team project; evidence of outside research and assigned reading	Ongoing	15%
Peer Evaluation	Peer evaluation by/of other team members	May 8	10%
Campaign Plan	Team members prepare and present complete PR plan to client and class consisting of all assigned <u>and necessary</u> components.	Ongoing; final grade assigned after formal presentation, 5% of which is client assessment about whether plan meets the organization's needs and contributes value to it.	60% (each draft 10%, final plan 30%)

Notes about writing for this course:

Your instructor is a professional writer and author and will grade your written assignments with great care, downgrading each assignment for failure to follow AP style; for factual errors; errors in syntax, punctuation, and spelling (e.g., the Roar Company for Rohr Company); and grammatical errors. I expect your writing to be well organized, clear, lacking in jargon or generalizations, logical, and well-edited. Anything less is unacceptable.

Special Needs:

Students requesting classroom accommodation must first register with the Dean of Students Office. That office will provide documentation to the student who must then submit a documentation letter to the professor when requesting

accommodation. Please notify me at the beginning of the semester if you would like to discuss requests for special provisions.

Academic Honesty: The work you submit for this course must be your own. It must be original, for *this* course. You may not submit anything that was written for any purpose other than the given assignment, nor may you submit anything written for another class or as a volunteer or an intern or written by someone else. Any incident of academic dishonesty in accordance with the University of Florida policies that address cheating and unethical academic behavior—specifically, the UF Honor Code and the Academic Honesty Guidelines—will be addressed according to university guidelines for that offense and will result in a failing grade for this class. You cannot copy anything from any source word for word and claim it as your own. Instead, you must attribute the source of that information and enclose it in quotes. Words not directly quoted must acknowledge the source of that information, including electronic sources and sources from within an organization, corporation, or company

Details of Strategic Communications Plan and Presentation: This is the most important part of your grade. You and your team will submit a highly detailed PR plan, one that you and your team can justify in terms of client need and budget and the known principles of plan development. Each team member must have contributed equally and substantially to the project on a daily and weekly basis and must have met with other team members regularly. Failure to do so will be reflected in the peer evaluation. In presenting the final plan to class and client, you are welcome to use Power Point but only if you believe that specific points need such visual amplification. Remember that you also may use charts, photographs, compelling quotes, other images associated with the work. Power Point is overuse and is *not a presentation crutch*. Note that there are three (3) major plan assignments associated with the final PR campaign plan—February 5, March 12, and April 2. In addition, each team must develop a one-quarter page approval sheet for signoff of submitted material. The approval sheet will contain the client’s name and organization, account supervisor’s name, and the names individually of team members and titles. At the top of the sheet in smaller letters, place the name and logo of your team, and the main contact number and address for the team. The sheet is routed to each individual on the approval sheet together with submitted material(s); each person checks off that he/she has seen and read it, approving the material, approving it with editing or additions/subtractions, or rejecting it with comments; leave a small space for comments.

ACTIVITIES

ASSIGNMENT (for next week)

Jan, 8, 10 Meet & greet. Discuss syllabus. Teamwork concept & teammate choices. Assign individual PR campaign reports. PR as strategic function: Penn State, Health Care & Retirement Corp.

Read *Teamwork!* (reserve). Read Chs. 1, 6, Wilson & Ogden. Choose PR campaign for class discussion. Choose team member and client.

Jan. 15, 17 Memo due 15th on client & team selection, team assignments. First two campaign reports w/class discussion due. Discussion of RACE model, key publics, goals & objectives, trust & relationship building

Refer to Appendix A. Read Chs. 2, 3,4, Wilson & Ogden.

Jan. 22, 24 Memo due Jan. 22 on team progress and client need. Discussion on persuasion and research. 3d, 4th, 5th, campaign reports due.

Read Ch. 8, calendaring & budgeting, Wilson & Ogden. Prepare and turn in organizational chart showing responsibilities and also Gantt chart. Read Bobbitt & Sullivan, Ch. 8 and pp. 168-170. Confer w/client.

Jan. 29, 31 Memo due on team progress & client conference. 6th & 7th campaign reports to class due. Discussion on calendaring, budgeting, timing, and Appendix A material. More on research.

1st draft of PR plan due. Submit w/cover memo, approvals. Reread Ch. 6, Wilson & Ogden.

Feb. 5, 7 Discussion of **1st PR plan drafts.** Matching message design to key publics. PR strategies (1st), tactics (2d). See Appendix A. 8th, 9th, pres. Due.

Revise PR plan. Read Chs. 6, 7, 8, in Bobbitt & Sullivan (media channels:traditional, interactive,non media). Prepare a short graph on team strategy; submit February 12.

Feb. 12, 14 10th and 11th campaign reports to class due. Memo to act. superv. due. Revised PR draft due w/graph on strategy for client. More on strategies, tactics. Nonmedia channel anecdote: Kids Beating Cancer. Class discussion w/ illustrations: media channels.

Confer w/client re revised PR draft. Report feedback in next class period memo to account supervisor. Read pp. 91-93, Bobbitt & Sullivan. Read PR writing (instr.) and turn in example of a history or background for client.

Feb. 19, 21	12 th and 13 th campaign reports to class due. Memo to act. superv. due. Due also—history or backgrounder. References to Appendix A PR case. Discussion on good PR writing.	Revise history or backgrounder & turn in w/client approval sheet. Research Toyota, Walmart, Susan Rice cases and campaigns (asgn.subj.to change); be prepared to discuss. Submit written news release for client.
Feb. 26-28	News release and revised history or backgrounder due w/approval sheets and <u>memo submitting them</u> . 14 th , 15 th , 16 th campaign reports to class due. Class discussion of assigned cases/campaigns.	Revise news release and submit to client together w/revised history or backgrounder. Prepare for 2d draft of PR plan due Mar. 12.
Mar. 12, 14	Submit 2d draft of PR plan under cover of memo and with attached approval sheet. 17 th , 18 th , 19 th campaign reports due.	Read Ch. 10, Wilson & Ogden. Revise 2d draft & submit.
Mar. 19, 21	Measurement, evaluation, and tools for each. Focus groups, statistics, charts and graphs, social media. Reference Appendix A. 20 th , 21 st , 22 nd , campaign reports due.	Handouts, possible outside reading. Read Ch. 12, Wilson&Ogden; Read Ch. 12, Bobbitt & Sullivan. Confer w/client.
Mar. 26, 28	More on focus groups, etc. Business presentations. Begin discussion on ethics, professionalism, legal issues. Cases: Bernie Madoff, China. 23 rd , 24 th and 25 th campaign reports due.	Read Ch. 11, Wilson & Ogden. Prepare updated bio for client. Prepare well-researched Internet feature story on some aspects of client organization. Prepare to submit 3d draft of PR campaign plan. Arrange w/client to be present in class April 18 or 23 for final presentation.
Apr. 2, 4	Submit 3d and final draft of PR campaign plan . 26 th , 27 th , & 28 th PR campaign reports due. Continuing discussion of ethics (Appendix C) with case histories.	Teams meet during class. Final draft of PR plan revised if necessary and re-submitted to account supervisor if necessary.
Apr. 9, 11	Q & A regarding final team PR plan. 29 th , 30 th , 31 st PR campaign reports due. Additional PR topics as may arise.	Teams confer with client and prepare final PR campaign and presentation w/written copy for client and account supervisor. Accompany client copy with cover letter; accompany account supervisor copy with cover memo
APR. 16, 18, 23	Final PR campaign plan and presentation to client.	

About the Instructor:

An accredited member of the Public Relations Society of America, **Nancy M. Hamilton, APR**, is the former owner and CEO of a public relations agency in the Midwest that provided strategic communications solutions to such Fortune 50 and 100 clients as Owens-Illinois, Inc., Champion Spark Plugs, Health Care and Retirement Corp., and bank holding company ToledoTrustCorp, and to such key not-for-profits as the American Red Cross, Kids Beating Cancer, Inc., and the State of Florida SeaGrant Program. As public relations counsel, she also spearheaded development of the nation's first Alzheimer's special care unit east of the Mississippi. As a former university faculty member in public relations and magazines, she was named Outstanding Faculty Member in Communications by Women In Communications, Inc. She has been listed in several *Who's Who* books and now owns Hamilton-Bruce LLC, Publishers, a modest book-publishing firm currently specializing in business books.

Author of two books on writing—one of them a journalism text—and ghostwriter of several print books and e-books, **Nancy Hamilton** has been a magazine writer, editor, and photographer for several decades, selling to media worldwide. A sampling of publications includes airline inflights and business magazines such as *Florida Trend* and *Glass International*. A graduate of the University of Florida with a master's degree in journalism and communications and a specialization in cross-cultural communication, she began her journalism career as a reporter and feature writer for the *Daytona Beach News-Journal*. In later years, she became an editor at *Audubon* magazine in New York City and took courses in creative writing at the New School in lower Manhattan. Her editorial career includes stints as a book editor, publicist, and reviewer; and as contributing editor for such magazines as *Photographic Business and Product News* and *Today's Viewpoint*. At one time the managing editor and advertising manager of an arts-and-cultural heritage magazine in California, she also has developed and edited several newsletters in the computer software and healthcare fields. In her secondary field of applied anthropology, she is believed to be the first working journalist in the nation to use the terms *ethno-journalism* and *ethno-photojournalism* for her work as writer-photographer in Europe and North America. A former winner of the William Randolph Hearst Award for investigative writing, she has developed several scripts for television and also has a strong background in little theatre and TV sitcom production. Always a learner, Nancy Hamilton is working on a doctorate in China studies through Northcentral University in Arizona and Monash University in Australia.