**JOMC 434 PUBLIC RELATIONS CAMPAIGNS Fall 2014**

434.003 | Tuesdays and Thursdays 11:00a – 12:15p | CA 340A

**Instructor Office Hours**

Merrill Rose • Wednesday, 10AM-4 PM

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**Overview & Course Goals**

This is the capstone course for public relations. 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 plan 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.

By the end of this course, you will be prepared to think strategically when planning a public relations campaign. 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 tactics. By the end of the semester, you will:

* Experience the challenges and rewards of creating a PR campaign plan for a real client.
* Strengthen your management and teamwork skills
* Understand the complexities of PR campaign planning.
* Design and carry out appropriate research for your campaign.
* Use research findings, critical thinking, and creative problem solving to develop your campaign.
* Produce polished PR materials for your client that are consistent with strategy and that will enhance your professional portfolio.
* Hone your skills in presenting your campaign to the client.

**Useful Materials**

There is no required text for this course, principally because you will be applying learning from your previous classes and related experience. If you would like a reference to consult as needed throughout the course, I recommend *Strategic Communications Planning for Effective Public Relations and Marketing*, Fifth Edition: Wilson, Ogden. This captures the planning process we will be using in class and provides examples that will help illuminate all aspects of the planning process.

**Requirements**

* All prerequisites for this class must be completed successfully prior to enrollment in this course. Only in very rare cases, and only with permission from the advising office and the instructor, may students enroll in this course without having completed the prerequisites. If you do not have a prerequisite or you are taking a prerequisite concurrently with this course, you are still expected to meet the demands of this course, which assumes you are prepared to apply what you have learned in the prerequisites.
* At least one working email account that you check regularly. You will use email to communicate with the instructor, with the client and with classmates with whom you will be collaborating.
* Ability to use or learn to use technology that facilitates teamwork and interaction with the client, the instructor and classmates. This may include gmail and Google+ (for creating and revising documents, conducting and recording meetings, etc.), and telephone conferencing.
* Command of (or willingness to learn from others) basic technological skills and programs you will need to present plans and creative concepts (e.g., graphic design, PPT or Prezi, tools for photo or video editing, etc.)
* Patience, a refusal to give up, and a commitment to producing high quality work individually and in collaboration with peers.
* A willingness to use the many campus resources provided to you if you need them.

**Professionalism**

As the capstone course in a professional school, you are expected to approach your obligations to this course as you would a job. This includes relating to your instructor as you would your supervisor on the job. Attend every class, be on time, turn cell phones off, stay on task with your computer, prepare thoroughly for class, contribute to class discussions appropriately, and treat your colleagues with respect. Interactions with guest speakers and with our course client should always be professional and enthusiastic. Written and designed work must be error-free and reflect the best of your abilities. Expectations for your performance in this class will be based on skills and abilities you should be able to demonstrate in your first professional position after graduation.

**A Respectful Environment**

When contributing to a discussion, make statements that are respectful to other students in the class and different groups of people. Be careful not to personalize your arguments and be aware that not all of your classmates are as comfortable as you may be in presenting ideas in a classroom setting. Everyone is expected to bring their views to the discussion. Do not avoid conflict merely because you feel you will be in the minority in presenting your opinion. You are expected to avoid the use of sexist, racist, homophobic, and other intolerant language in your speech and writing. This is more than an issue of so-called political correctness; this is an issue of professionalism and of excellence in communication, knowing how to be precise and fair and accurate in expression, and understanding that there are diverse stakeholders in any conversation.

**Outside Obligations**

Typically, it is advised that you allot as much as two hours worth of study time for every one credit hour for which you are enrolled. This means that you should plan to spend up to six hours per week reading, writing, and working on this 3-credit course, in addition to the time you spend in class. And that means that if you are enrolled for 12 credit hours this semester, you should expect to spend an additional 24 hours per week preparing for classes. This is why 12 credit hours is considered full-time study. It is entirely **your responsibility** to juggle your school work, outside employment, extracurricular activities, and family and religious obligations. You are also responsible for upholding obligations to your peers for group assignments and for group meetings outside of class.

**The Honor Code**

It is my duty to report any and all suspected Honor Code violations to the Student Attorney General. As a student at UNC-Chapel Hill, you have a duty to fully comply with the University Honor Code. As stated in the Honor Code, “It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic process or University student or academic personnel acting in an official capacity.”

**Students with Disabilities**

If you have a diagnosed or suspected disability that you think might affect your performance in this course, you should contact the Department of Disability Services (DDS) to determine whether and to what extent services or accommodations are available. If you think this might apply to you, please contact the DDS at (919) 962-8300 or visit the DDS’s Web site at <http://disabilityservices.unc.edu>. Please understand that the instructor is not qualified or permitted under University policies to provide any disability-related accommodations without authorization from DDS.

**Expectations**

This class is designed to help you to develop or hone the skills and abilities you should be able to demonstrate in your first professional position after graduation. At the beginning of the semester, the instructor will provide you with a Performance Review Form that describes these skills and abilities so that you can be conscious of them and assess your own performance as you progress through the semester. At the end of the semester, you will have the option to have a one-on-one performance review meeting with the instructor in which you will compare notes on your performance and discuss your goals for the future. Participation in a performance review is strictly voluntary and will not affect your grade in any way.

**Client: *WALTER* Magazine**

*WALTER* is a new magazine published 10 times a year and distributed free of charge to select Wake County residents and by subscription to others. It is owned by *The News & Observer* . As illustrated in this excerpt, its mission statement reflects the magazine’s positioning and editorial focus: *WALTER welcomes the native and newcomer alike with Southern hospitality, humor, zest, and sophistication. An intelligent reflection of the dynamic place we’re proud to call home, WALTER is the life of the party and the soul of the city. WALTER’s pages – from in-depth profiles to party pictures – are unafraid to entertain and surprise. Filled with the folks who make this one of the nation’s best places to live, work, and play, WALTER celebrates them all. Our leaders and doers, artists and athletes, entrepreneurs and entertainers.*

[*http://www.waltermagazine.com*](http://www.waltermagazine.com)

Contact: Liza Roberts, Editor and General Manager

Liza.Roberts@WalterMagazine.com

**Campaign**

We will develop a campaign to increase readership and reader engagement among current and prospective *WALTER* readers outside of Raleigh as well as those in the Raleigh area.

**Grading**

Grading guidelines may be found here: <http://www.unc.edu/ugradbulletin/procedures1.html#grading>.

Grades are earned, not given, and “A” grades are reserved for truly exceptional performance. Final course grades are calculated as the total of points (with a maximum of 1000) earned as a percentage of total points possible. Grades follow a typical pattern: A = 94-100%, A- = 90-93%, B+ = 87-89%, B = 84-86%, B- = 80-83%, and so on. Performance below 60% receives a failing grade (“F”).

**You will be working on the client challenge throughout the semester as you would if you were an agency team assigned to the client. There will be no exams and all assignments will be related to advancing the planning process. The instructor will oversee and facilitate your work and monitor your performance as an individual and as a team member throughout the course. Your grade will be based on four key factors. These factors, and the maximum number of points to be awarded are:**

**Team Feedback: -- 150 points**

You will work in teams to complete most of the work in this course, and the makeup of these teams will change depending on the nature of the assignment. At the end of the semester, you will ask two classmates with whom you have worked on teams to provide feedback on your performance as a team member. Feedback, which will be provided on a standard form, will only be read by the instructor. The collective feedback of your peers will determine the point score you receive.

**Final Campaign Presentation and Handout – 300 points**

You will deliver your final campaign plan at the end of the semester in a special meeting with the client. Teams will provide a written version of the campaign plan and deliver a rehearsed, professional presentation. You will choose to participate on one of three teams responsible for different aspects of the final: 1) producing the document 2)producing and delivering the presentation or 3)producing samples of some of the campaign tactics to bring the ideas to life. A Q&A involving the client, the instructor, and possibly others will follow. You should dress professionally for this meeting. The client’s feedback on the presentation will factor into the score. This score will be a team score, with all those participating on a team receiving the same number of points.

**Kick Start Activities – 150 points**

Early in the semester, you will determine how you will contribute to the Kick Start Activities that will take place during the first 10-15 minutes of class on many class days throughout the semester. You will use this time to lead a class session that contributes to our learning and helps us deal with the challenge we are addressing. For example, you could review an innovative PR tool/tactic being used in campaigns and discuss its relevance to our client, host and moderate a discussion with a guest speaker, or present an analogous campaign and discuss learning. You will determine the days on which you will lead the class session and will then prepare all the materials and for that day in advance. This score will be an individual score, and the total points you earn will be communicated to you following your session.

**Class Engagement – 400 points**

Our client is a collaborator in the planning process, so we will have multiple touch points with them as we develop the campaign plan. The way you prepare for and participate in these client meetings and the responsibilities you volunteer to assume as a team or individual in following up from these meetings will be an important measure of your contribution. Each of the deliverables we present to the client must be of professional quality, attractive, well organized, and full of great ideas or insights. The overall quality of the class and the value both you and the client receive will depend upon the active participation of all class members. Because much of our interaction with the client and our work together will take place in the classroom and outside of class via various communications tools/technology, the instructor will expect you to be fully engaged at all times. This portion of your grade will reflect such factors as your level of contribution to class discussions, your level of preparedness, the responsibilities you volunteer to assume for the team and how you handle those responsibilities. Some opportunities for your engagement will be known in advance, others will be announced on the spot in class.

Your total score will be determined at the end of the semester. You will have a one-on-one feedback meeting with the instructor midway through the semester so that you can assess where you stand and identify any areas that require additional attention for the second half of the semester.

**Course Schedule**

*This schedule is subject to change as the semester unfolds. Any changes or updates to the syllabus will be announced in class and through e-mail.*

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| **Day** | **Date** | **Topic / In-Class** | **Before Class You Should:** |
| T | 8/19 | Introductions, course overview, performance assessment form and expectations, introduce client and its opportunity.  |  |
| TH | 8/21 | Client briefing.  | **PREPARE**: Review client website, basic background. Draft bio to share with client team.  |
| T | 8/26 | Discuss learning from client briefing. Identify background reading/secondary research to review and assign teams for initial research.  | **PREPARE**: Review material provided by client. Revise bios.  |
| TH | 8/28 | Guest from the Park Library at UNC JOMC to discuss library resources that are relevant to the class. Teams determine what additional library resources to consult for SWOT analysis.  | **PREPARE**: Finalize bios. Identify date and topics for Kick Start and add to chart.  |
| T | 9/2 | Prepare SWOT analysis, identify team to summarize analysis and share with client.  | **PREPARE**: Complete background research review, decide what you will contribute to discussion of strengths, weaknesses, opportunities and threats  |
| TH | 9/4 | Review client input on SWOT analysis; identify needs to be addressed with primary research and begin outlining primary research plan.  | **PREPARE:** Designated team to obtain input from client on SWOT analysis and adapt. |
| T | 9/9 | Finish outline of primary research plan, identifying core opportunity, audiences, method and topics to be addressed. Identify team to summarize and share with client.  | **PREPARE**: Input for primary research plan.  |
| TH | 9/11 | Review client feedback on research plan and refine. Identify materials, tools, etc. to be developed and assign teams to develop. Work session for teams to organize tasks.  | **PREPARE**: Designated team to obtain input from client on primary research plan.  |
| T | 9/16 | Work session to develop research materials. Identify team members to share with client.  | **PREPARE:**  Draft survey instruments, guides, etc to be used in primary research.  |
| TH | 9/18 | Meet with client in class to review feedback on research materials and discuss implementation. Follow-up discussion of next steps and assign teams.  | **PREPARE:**  Final draft research materials and plans for implementation.  |
| T | 9/23 | Review process for conducting and reporting on interviews, role play to practice and refine instruments. Identify teams of two for interviews, meet to discuss scheduling.  | **PREPARE:** Revise research materials based on client feedback.Develop and post interview schedule.  |
| TH | 9/25 | Discuss campaign objectives consistent with core opportunities, discuss evaluation  | **PREPARE:** Begin implementing research plans, scheduling interviews |
| T | 9/30 | Discuss process for profiling audiences and their mindsets, identify teams to develop.  | **PREPARE:**  Begin conducting interviews, preparing and uploading reports to Google drive. |
| TH | 10/2 | Review learning from interviews. Work session to refine audiences and their mindsets.  | **PREPARE**: Continue conducting interviews, capturing and posting notes.   |
| T | 10/7 | Review learning from other research. Discussnecessary reports for client and identify teams to produce.  | **PREPARE**: Finish conducting interviews, capturing and posting notes. Summarize other research findings to report to class.  |
| TH | 10/9 | Guest Speaker: Annie Cauthren, Vice President, Ketchum (New York) brainstorming  | **PREPARE:** Draft research report(s) for client. Schedule mid-course check-in appointment with instructor. |
| T | 10/14 | Work session to build Findings, Conclusions and Recommendations Report  | **PREPARE**: Final research report(s). Key insights to incorporate in FC&R Report |
| TH | 10/16 | NO CLASS –Fall Break  |  |
| T | 10/21 | Work session to refine FC&R Report. Plan how to handle meeting with client.  | **PREPARE**: Draft FC&R Report |
| TH | 10/23 | Meet with client in class to present and discuss FC&R Report  | **PREPARE**: Final FC&R Report |
| T | 10/28 | Guest Speaker: Alan Murray, Editor in Chief, *Fortune* magazine | **PREPARE: TBD** |
| TH | 10/30 | Debrief from client meeting, review plan outline to date, refine core opportunity, objectives, strategies, audiences and their mindsets.  | **PREPARE**: Updated plan outline, team roles, action plan. |
| T | 11/04 | Identify tactics to include in final plan, finalize plan outline. Identify teams for final.  | **PREPARE:** Updated plan outline |
| TH | 11/06 | Finalize plan outline, teams meet to review and refine workplans  | **PREPARE**: Team workplan |
| T | 11/11 | Work sessions on handout, presentation and tactics | **PREPARE:** Items identified on team workplan  |
| TH | 11/13 | Work sessions on handout, presentation and tactics | **PREPARE:** Items identified on team workplan |
| T | 11/18 | Work sessions on handout, presentation and tactics. | **PREPARE:** Items identified on team workplan |
| TH | 11/20 | First rehearsal presentation, work sessions on handout, presentation and tactics.  | **PREPARE:** Draft Presentation and Handout, inc. tactics |
| T | 11/25 | Final rehearsal presentation, work sessions on handout, presentation and tactics. | **PREPARE**: Final Presentation and Handout, inc. tactics |
| TH | 11/27 | NO CLASS: Thanksgiving  |  |
| M | 12/1 | OPTIONAL FINAL REVIEW WITH INSTRUCTOR |  |
| T | 12/2 | Final presentation to client  | **PREPARE**: Final Handout |
| TH | 12/4 | Teem Feedback Forms Due  | **PREPARE:** Team Feedback Forms |
| M | 12/8 | OPTIONAL Performance Reviews | **PREPARE:** Self Assessment |
| T | 12/9 | OPTIONAL Performance Reviews | **PREPARE:** Self Assessment |
| W | 12/10 | OPTIONAL Performance Reviews  | **PREPARE:** Self Assessment |

**Core Values and Competencies**

This course is designed to reflect the core values and competencies of The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). Specifically, it will help assure students are able to:

* Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
* Think critically, creatively and independently;
* Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
* Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
* Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; and
* Apply tools and technologies appropriate for the communications professions in which they work.

Student evaluations and grading criteria are designed to assess performance in these areas.