**Fall 2014 - JOMC 434.002: Public Relations Campaigns**

Tuesdays & Thursdays 8-9:15 a.m., Carroll 143

## Instructor Office Hours

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## Course Prerequisites

This is the PR capstone course, this should be the last course you take in the public relations sequence. The prerequisites are Public Relations Principles (JOMC 137), Public Relations Writing (JOMC 232), and Case Studies in Public Relations (JOMC 431). Advertising and Public Relations Research (JOMC 279) is strongly recommended as background for this course, which places a great deal of emphasis on research. If you have not taken 279 yet, you should consider taking it first, or taking it at the same time as PR Campaigns if your schedule permits.

## Course Overview and Goals

Public Relations Campaigns is designed to help you integrate what you’ve learned in prior classes and apply those skills and knowledge to develop a public relations campaign for a real-world 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 situation into a serious, polished campaign plan that you can include in your portfolio. This is an advanced course; therefore, 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, integrated strategies and tactics, and assessed by a pre-established evaluation plan. By the end of the semester, you will:

* Think critically about campaigns produced in a variety of domains.
* Understand the complexities of public relations campaign planning through individual and group work.
* Experience the challenges and rewards of creating a PR campaign plan for a real client.
* Strengthen your management and teamwork skills by participating effectively in your team.
* Engage effectively with the client to gain insight, direction and support.
* Design and carry out appropriate research 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 the recommended strategy and that will enhance your professional portfolio.
* Hone your presentation skills by pitching your campaign to the client.

**We are an accredited program through Accrediting Council on Education in Journalism and Mass Communications.** ACEJMChas developed a series of professional values and competencies students should demonstrate by the time of graduation. No single course could possibly give you a solid grasp of all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address several of the values and competencies, with special emphasis on:

* Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
* Understand concepts and apply theories in the use and presentation of images and information;
* 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;
* Apply basic numerical and statistical concepts;
* Apply tools and technologies appropriate for the communications professions in which they work.

Other ACEJMC values and competencies include:

* Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
* Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
* Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

## Required Materials

The text is *Strategic Communications Planning for Effective Public Relations and Marketing*, Fifth Edition: Wilson, Ogden. The instructor will typically not repeat information from the reading during class, but will instead expect you to be ready to discuss and apply key learning from the assigned readings during class. Other readings will be posted on Sakai, as outlined in the course schedule. In addition to the assigned readings, we will spend the first 15 minutes of class sharing current industry issues. You must read *The News & Observer,* appropriate online news sources and public relations resources to keep abreast of implications on this region and our profession.

## Other Requirements

* A working e-mail account that is listed with the university and that you check regularly
* Knowledge of Sakai and a commitment to check it regularly.
* A command of basic technological skills, a willingness to learn new skills if needed, and the willingness to collaborate with peers who possess more advanced skills in certain areas (e.g., photo or video editing) than you.
* Patience, a refusal to give up, and a commitment to producing high-quality work individually and in collaboration with peers.
* A willingness to explore and use the many campus resources provided to you, if you need them.
* An ability to work well with others and to contribute effectively to the efforts of the group.

## Communication Policy

You are encouraged to e-mail me with any questions or comments you have throughout the semester. Include JOMC 434 in the subject line of your emails. I will do my best to answer within 24-36 hours**. If your e-mail relates to your group project,** **please copy your group members on the e-mail.** It is your responsibility to check your e-mail and Sakai regularly for messages and updates.

## Professionalism

As the capstone course in a professional school, you are expected to approach your obligations to this course as you would a job. Please act professionally in the classroom. 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. If you show a consistent pattern of disengagement or disrespect, this will be addressed with verbal and/or written warnings and will negatively influence your grade.

## 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.

## Confidentiality

Client information is confidential. You are expected to perform your duties while keeping the confidences of the client.

## Attendance

Regular, timely class attendance is a student’s obligation, and each student is responsible for all work within class and group meetings. No right or privilege exists that permits a student to be absent from any given number of class or group meetings. Your benchmark is this: **More than one absence will count against your final grade.** Rest assured, if your absences from class (or group meetings) mount then your grade will reflect it. Bring it to my attention ahead of class if you need to miss any class.

## 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.

**Honor Code**

You areexpected to conduct yourself within the guidelines of the university honor system ([http://studentconduct.unc.edu/](https://outlook.unc.edu/owa/redir.aspx?C=OxjFBPDBbkKZSIA74JvtcWTD_Va1eNEI5ekYLVKc8egyi0aGgmva0Ke3JMMsRrpCNEV8l06fMeY.&URL=http%3a%2f%2fstudentconduct.unc.edu%2f" \t "_blank)). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class, which includes outside writing assignments. Use of former students’ writing assignments constitutes a breach of the honor code and will be dealt with accordingly. If you have any questions about your responsibility or your instructor’s responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean Chris Roush, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

**Diversity**

The University’s policy statements on Equal Employment Opportunity and Nondiscrimination are outlined at [http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf](https://outlook.unc.edu/owa/redir.aspx?C=OxjFBPDBbkKZSIA74JvtcWTD_Va1eNEI5ekYLVKc8egyi0aGgmva0Ke3JMMsRrpCNEV8l06fMeY.&URL=http%3a%2f%2fpolicy.sites.unc.edu%2ffiles%2f2013%2f04%2fnondiscrim.pdf" \t "_blank). In summary, UNC does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran’s status, sexual orientation, gender identity, or gender expression or disabilities.

**Harassment**

UNC does not tolerate harassment based on gender, race, religion, sexual orientation, culture, disability, or for any other reason. It is also a violation of the Honor Code and Title VII of the Civil Rights Act (1964) and Title IX of the Educational Amendments. If you need assistance with a harassment issue or problem, bring it to my attention or The Office of the Dean of Students, [dos@unc.edu](https://outlook.unc.edu/owa/redir.aspx?C=OxjFBPDBbkKZSIA74JvtcWTD_Va1eNEI5ekYLVKc8egyi0aGgmva0Ke3JMMsRrpCNEV8l06fMeY.&URL=mailto%3ados%40unc.edu" \t "_blank) or 919.966.4042.

**Seeking Help**

If you need individual assistance, it is your responsibility to meet with the instructor during office hours or to set up an appointment for another time. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

## Use of Laptops and Other Technology

You are permitted to use laptops for note-taking, research, and other work as assigned in class. However, to minimize distractions to your classmates and to me, please minimize use of your laptop for non-class purposes. It’s particularly important to limit use of technology when we have visiting clients and guest speakers, because they have made a special effort to visit with us and deserve our undivided attention. During these visits, limit laptop use to obvious note-taking, and do not text.

## Grading

In the public relations profession, you must convince your client (external or internal) that your ideas are viable and add will add value. In this course, ultimately, you must sell the client on your team’s plan. This means your deliverables need to be innovative and thorough and responsive to the client’s situation. 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 earned as a percentage of total points possible.

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| Grade Scale\* | |
| A | = 100-90 |
| B | = 89-80 |
| C | = 79-70 |
| D | = 69-60 |
| F | = Below 60 |

## \*Note: + or – grades will be assigned, as appropriate, at the sole discretion of the instructor.

## Work handed in by students is expected to be of professional quality. This includes both the presentation of ideas (grammar, spelling, editing, formatting, organization, etc.) and the quality of ideas. Your work will be graded accordingly, with heavy points taken off for poorly written content. Error-filled work submitted to clients reflects poorly on the team and can cost your firm dearly in loss of money and clients. This class offers an opportunity to practice where all that’s at stake is your grade. Typos and other proofing errors in your final campaign plan will result in a maximum grade of “B” for that element of course.

## How group work will be graded

For the client work, you are expected to work in a group, as a team (co-workers), as a public relations firm. You’ll identify meeting times outside of class and you will determine your own agency rules and expectations of one another. You are responsible for doing your share of work in the group. This means you should be doing as much as anyone else in the group, but you shouldn’t be trying to do the entire project by yourself according to your own vision. The instructor is always available to give you advice on how to work better as a group, and the instructor will hold everyone accountable for their participation in the course as a whole. In general, though, as in the professional world, groups are expected to self-govern and resolve conflict, and the best way to do this is being proactive, preventative, and communicative. If conflicts are justifiably escalated to the instructor, who serves as the head of the firm, all issues with particular group members and attempts at reconciliation should be thoroughly documented.

## Assignments

### Assignments should be completed before the start of the class session on which they are due, unless otherwise noted. Written assignment should be typed in a 12-point font with 1-inch margins. Late assignments will receive a reduced grade, unless you have a valid reason and have made prior arrangements with me. Details for specific assignments will be discussed in class and/or posted on Sakai.

### Final campaign plan – 30 percent

Each team will provide both the client and the instructor with a comprehensive strategic campaign plan that represents your team’s recommendations to best meet the client’s needs. Specific guidelines and elements of the plan will be discussed throughout the course and will include: a summary of the current situation; key findings from your research; target audience(s) for the campaign; specific objectives, strategies, tactics and action plans; proposed budget; recommended timeline; evaluation plan; ready-to-use pieces (e.g., news releases, social media content, web copy, brochures/flyers, etc.). The client’s feedback on the campaign plan will factor into the grade.

### Final campaign presentation– 20 percent

Your team will present its final campaign proposal at the end of the semester as a 20- to 30-minute “pitch” to the client. This will be a rehearsed, professional presentation, and Q&A from the client, the instructor, and possibly others, will follow. You should also dress professionally for this presentation and use visual aids effectively. A copy of the presentation should be provided to both the client and instructor. The client’s feedback on the presentation will factor into the grade.

### Research proposal, report and presentation – 20 percent

Prior to conducting research, each team will submit a research proposal/plan (5 percent). Once the plan is approved by me, primary research can begin. After the research is completed, you will present to the class (5 percent) and submit a written report (10 percent) of the research findings. At this point, you should be prepared to discuss preliminary campaign ideas that are suggested by research findings. Specific guidelines will be provided in class. Peer evaluations will be part of the grade.

### Personal brand presentation – 10 percent

Preparing to compete on the job market is analogous to planning a campaign for a client – except YOU are the client, and enhancing and promoting your personal brand are the campaign goals. To put campaign-planning principles to work, you will give a two-minute personal brand story that you could use as a response to the standard interview question, “So tell us about yourself.” These presentations will take place in the second half of the semester.

### Campaign starters and participation – 10 percent

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 Sakai, the instructor will expect you to be fully prepared for class and engaged at all times. In addition, each person in the class will contribute by signing up to lead a campaign starter during the first 10-15 minutes of class on designated days throughout the semester. The goal is to lead a session that contributes to our learning about PR campaigns or exposes us to information that may be relevant to the challenges the client is facing. You will determine the specific content.

## Peer evaluations – 10 percent

At two key points during the semester, you will provide candid feedback on each of your group members according to a prescribed format. Feedback will only be read by the instructor, and the collective feedback from your peers will determine one part of your grade for this class. This is a measure of your ability to be a team player and contribute quality ideas and products to the group’s efforts. You will evaluate the performance of each team member after you have completed your research report and at the end of the semester after you have turned in your final campaign plan. Peer evaluation forms will be available on Sakai under Assignments.

NO EXAMS!Consider your campaign plan and presentation your final exam. Your ability to develop a well-founded, creative, and feasible plan will be the ultimate test of your mastery of the course material.

## 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/or through e-mail.*

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| **Date (Day)** | **Topic for class** | **Before class you should** |
| Aug. 19 (T ) | Introductions and course overview | READ syllabus on Sakai |
| Aug. 21 (Th) | Introduce the client; getting started | READ Chapters 1 & 2  COMPLETE Student information sheet  PREPARE Questions on course/syllabus |
| Aug. 26 (T) | Background research on client; sign up for campaign starters; groups assigned | READ Chapter 3  READ client materials posted on Sakai  CONDUCT background review of client  PREPARE key learnings from background review |
| Aug. 28 (Th) | SWOT analysis | READ Chapter 4 of text  READ Stacks Chapter 4 on Sakai  PREPARE preliminary thoughts on SWOT for client  DISCUSS ground rules/expectations for your group |
| Sept. 2 (T) | Meet the client | PREPARE background research and come with questions to ask the client |
| Sept. 4 (Th) | Research planning; target audiences | READ Chapter 4 and pp 84-88  READ Stacks, Chapter 2 on Sakai  IDENTIFY needs to be addressed by research plan  PREPARE ground rules/expectations for group members |
| Sept. 9 (T) | Personal branding; campaign starters begin  Guest lecture on research | READ Branding chapter on Sakai  PREPARE research proposal  DEFINE target audiences |
| Sept. 11 (Th) | Feedback on research plans; research design | READ Stacks Chapters 5 & 7 on Sakai |
| Sept. 16 (T) | Research design; group consultations | PREPARE research updates to discuss with professor |
| Sept. 18 (Th) | Work day | CONDUCT primary research |
| Sept. 23 (T) | Setting objectives and strategy | READ Chapter 5 |
| Sept. 25 (Th) | Moving from objectives and strategies to tactics | READ Chapter 7  READ materials on SMART goals on Sakai |
| Sept. 30 (T) | Finalizing research reports | DRAFT research reports |
| Oct. 2 (Th) | Finalizing research presentations | DRAFT research presentations |
| Oct. 7 (T) | Research presentations – client invited | PREPARE and REHEARSE research presentation  PREPARE final research report |
| Oct. 9 (Th) | Developing messages for key audiences | READ Chapter 6  COMPLETE peer feedback forms  COMPLETE time sheet |
| Oct. 14 (T) | Developing your “big idea”; role of social media | READ materials posted on Sakai |
| Oct. 16 (Th) | Fall break – No classes! |  |
| Oct. 21 (T) | Personal brand presentations | PREPARE your personal brand presentation |
| Oct. 23 (Th) | Group consultations | DRAFT your “big idea” and messages for key audiences |
| Oct. 28 (T) | Strategy briefs | READ materials posted on Sakai |
| Oct. 30 (Th) | Developing budgets | READ Chapter 8 |
| Nov. 4 (T) | Developing timelines | READ Chapter 9 |
| Nov. 6 (Th) | Evaluation | READ Chapter 10  READ Stacks Chapters 3 & 10 on Sakai |
| Nov. 11 (T) | Developing ready-to-use collateral pieces for the campaign | REVIEW Appendix B |
| Nov. 13 (Th) | Putting together your final plan | READ Chapters 11 & 12 |
| Nov. 18 (T) | Work day | DRAFT your final plan |
| Nov. 20 (Th) | Presentation guidelines |  |
| Nov. 25 (T) | Group consultations | BE PREPARED to walk through your plan and show examples of collateral  DRAFT presentation |
| Nov. 27 (Th) | Thanksgiving – No classes! |  |
| Dec. 2 (T) | Rehearsal; course evaluations; wrap up | PREPARE presentation |