**SPRING 2014 - JOMC 434.004: PUBLIC RELATIONS CAMPAIGNS**

Tuesdays & Thursdays 12:30pm-1:45pm | CA 143

## Instructor Office Hours

Diane Francis • Wednesdays 11:00a – 1:00p, and by appointment

Office: Carroll Hall 368

E-mail: [dbfranci@email.unc.edu](mailto:dbfranci@email.unc.edu)

Cell: (910) 273-1710

## Course Prerequisites

This is the PR capstone course. 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 in the development of 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 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. This is an exciting and challenging process, and I look forward to working with you this semester!

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:

* 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, and that meet the client’s needs.
* Strengthen your management and teamwork skills.
* 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 strategy and that will enhance your professional portfolio.
* Hone your skills in presenting your campaign to the client.

## Required Materials

The text is *Strategic Communications Planning for Effective Public Relations and Marketing*, Fifth Edition: Wilson, Ogden. Only specific sections of this text will be required reading, yet you will likely find it beneficial to read the text more thoroughly. 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. We spend the first 15 minutes of class sharing current industry issues. You must read *The News & Observer* for its implications on this region.

## 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 use the many campus resources provided to you if you need them.

## Communication Policy

You are encouraged to e-mail me with any questions or comments you have throughout the semester. Include JOMC 434 either in the subject or body of your emails. I will do my best to answer within 24 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.

## The Honor Code

It is my duty to report any and all suspected Honor Code violations to the Student Attorney General. If you are not familiar with the Honor Code, please review it at http://instrument.unc.edu. 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

## Professionalism

As the capstone course in a professional school, you are expected to approach your obligations to this course as you would a 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.

## 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.

## Attendance

Regular class attendance is a student 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.

## Diversity

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University 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. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University’s nondiscrimination policies.

## 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

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 | = 100-94 |
| A- | = 93-90 |
| B+ | = 89-87 |
| B | = 86-84 |
| B- | = 83-80 |
| C+ | = 79-77 |
| C | = 76-73 |
| C- | = 72-70 |
| D+ | = 69-67 |
| D | = 66-63 |
| D- | = 62-60 |
| F | Below 59 |

## How Group Work is Graded

For the client work, you are expected to work in a group, as a team, as a working 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 account director of sorts), all issues with particular group members and attempts at reconciliation should be thoroughly documented. In PR, you need to convince a client that your ideas are viable. This means your deliverables need to be innovative and thorough and responsive to the client’s situation. It also means your work should be error-free, polished, and sophisticated. Many points will be lost for poor writing and/or organization.

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| **Course Activity** | **Points** |
| Full campaign proposal/presentation | 50 |
| Research report and presentation | 15 |
| Personal branding campaign | 15 |
| Class participation | 10 |
| Peer evaluation | 10 |

## Assignments

### Final campaign plan and presentation – 50 points

You will present your final campaign proposal at the end of the semester as a full-out “pitch” to your client. This will be a slick, 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. The client’s feedback on the presentation will factor into the grade. Peer evaluations will be part of the grade.

### Research report and presentation – 15 points

You will present to the class (5 points) and submit a written report (10 points) of the findings of the research you conducted. 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 branding campaign – 15 points

Preparing to compete on the job market is analogous to planning a campaign for a client – except that YOU are the client, and enhancing and promoting your personal brand are the campaign goals. To put campaign planning principles to work in this capacity, 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 2nd half of the semester. Sign-up is via Google spreadsheet; find link under “Resources” on Sakai.

### Class Participation – 10 points

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 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, and other measures of your involvement with the course material. Some things will be known in advance, other things will be announced on the spot in class.

## Peer evaluations – 10 points

You will evaluate the performance of each group 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 FINAL EXAM!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 through e-mail. All readings can be found on Sakai.*

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| **Wk** |  | **Topic** | **Readings/Assignments due** |
| **1** |  |  |  |
| Jan 9 | Introductions; course policies; course philosophy; refresher on past courses |  |
| **2** | Jan 14 | Discuss the clients; discuss personal branding campaign; discuss campaign processes | **READ:** Syllabus, and come to class with any questions or clarifications  **READ:** Swann’s “The Purpose of PR”  **READ:** Wilson Ch. 1 |
| Jan 16 | Case studies in campaigns | **DUE:** Bio to share with client  **READ:** Stacks’ “Case Studies”  Other links posted on Sakai |
| **3** | Jan 21 | Personal branding, working in teams, team selection, leadership, client interaction, professionalism | **READ:** Healthfield’s “Twelve Tips for Team Building: How to build successful work teams”  **READ:** Farivar’s “How to Run an Effective Meeting”  **READ:** Peter’s The Brand Called You” |
| Jan 23 | Finalize groups, Campaign "recipe”  Researching your client | **READ:** Wilson Ch. 2-3  **READ:** Austin Ch 2-3  **EXPLORE:** Everything you can about the client |
| **4** | Jan 28 | CLIENT VISIT | **READ:** Bobbitt “Goals and objectives, Messages and Themes, Channels and Strategies”  **DUE:** Research the client and come prepared with questions |
| Jan 30 | Unpacking the client visit, Developing the research proposal  Rubrics | **READ:** Wilson Ch. 4  **READ:** Stacks’ “Historical and Secondary Research”  **READ:** Darling’s “Mystery (Loving) Shopper” |
| **5** | Feb 4 | Target audiences, sampling, interviews, focus groups  Begin arranging for interviews | Links posted on Sakai |
| Feb 6 | GUEST SPEAKER – Stephanie Brown | **DUE:** Bring questions about conducting research  **DUE:** Submit copies of instruments and outline of proposed research by end of day |
| **6** | Feb 11 | Surveys, questionnaire design | Links posted on Sakai |
| Feb 13 | Group consultations | **DUE:** Submit revised copies of research materials by end of day- must get approval before use! |
| **7** | Feb 18 | Work day | Conduct primary research |
| Feb 20 | Work day | Conduct primary research |
| **8** | Feb 25 | Analysis and write-up; from objectives to strategies to tactics | **READ:** Wilson Ch. 6-7  **READ:** Stacks Ch 15 posted on Sakai |
| Feb 27 | Work day | Submit draft research report (optional) |
| **9** | Mar 4 | Research presentations (2 groups) | Submit slides |
| Mar 6 | Research presentations (2 groups)  Personal brand pres. guidelines | Submit slides  Submit final research report |
| **10** | Mar 11 | SPRING BREAK |  |
| Mar 13 | SPRING BREAK |  |
| **11** | Mar 18 | Theories of persuasion; Developing your “big idea”; Using your objectives to establish creative ideas and developing messaging | **READ:** Wilson Ch. 8  **READ:** “Big idea” article on Sakai  **READ:** Bobbitt “Goals and objectives, Messages and Themes, Channels and Strategies” |
| Mar 20 | GUEST SPEAKER - TBA |  |
| **12** | Mar 25 | Goals/objectives/strategies/tactics  Strategy brief | **READ:** Wilson Ch. 9  **READ:** Austin Ch 2 (review)  **READ:** Austin Ch 15  Personal brand (4-5 presenters) |
| Mar 27 | Budget, timeline, evaluation  Rubrics for final campaign plan and presentation | **READ:** Wilson Ch. 10  **READ:** Bobbitt Ch 9-10  Personal brand (4-5 presenters) |
| **13** | Apr 1 | Developing portfolio – org identify, communication style | **READ:** Wilson Ch. 11-12  Personal brand (4-5 presenters) |
| Apr 3 | Developing ready-to-use pieces  Putting together the final plan  Campaign examples | Campaign examples posted on Sakai  Personal brand (4-5 presenters) |
| **14** | Apr 8 | Putting together the final plan, examples, presentation guidelines |  |
| Apr 10 | Work day | Write up final plan |
| **15** | Apr 15 | Group Consultations/reality checks | Be ready to walk through your plan and show examples of ready to use pieces. |
| Apr 17 | Work day | Write up final plan  Submit draft campaign plan by Friday noon (optional) |
| **16** | Apr 22 | Practice presentations/ Course evals and wrap-up |  |
| Apr 24 | CLIENT VISIT  Final presentations |  |
|  | May 3 | Backup pres. | FINAL WRITTEN  CAMPAIGN DUE! |

HAPPY GRADUATION AND ALL THE BEST IN YOUR CAREER!