

# **FALL 2013 – JOMC 434.001: PUBLIC RELATIONS CAMPAIGNS**

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Course: JOMC 434.001 Wednesday 6:00 – 8:45 p.m.

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## **COURSE OVERVIEW**

As the capstone course in the public relations sequence, this class provides students with an opportunity to work in teams to plan and present a comprehensive public relations campaign for the University's Summer School. This high-profile initiative is expected to increase understanding and awareness of the opportunities presented by summer academic programs.

Creation of this campaign has been green-lighted by members of the Dean of the Summer School. Students will have the opportunity to learn all aspects of establishing a unique brand identity and comprehensive awareness campaign that includes public relations, advertising, social media and other forms of marketing communications. The teams will have the opportunity to present their recommendations to the dean for budget approval.

This is a high-profile project that offers a unique and fulfilling learning experience. It is the perfect laboratory for those eager to understand how public initiatives are conceived, planned and executed.

## **COURSE OBJECTIVES**

Public Relations Campaigns is designed to build on what you have learned to date and to prepare you to think strategically as you enter the profession. You will examine public relations from a management perspective and gain practical experience. You will become better thinkers and improve your writing and presentation skills. And you will have the opportunity to further develop self-responsibility and team participation skills. Course objectives include:

- Engage effectively with the client to gain insight, direction and support.
- Define the overall objectives for communications.
- Design and carry out an appropriate research strategy for the campaign.
- Establish a creative strategy brief to define the intended direction.
- Write a communications plan that incorporates this research.
- Develop communications strategies that address the client's challenges.
- Present creative communications tactics that are realistic and specifically address those strategies.
- Recommend a realistic campaign budget, media sponsorships and timeline for implementation.
- Sell the client on the campaign through a presentation.
- Participate effectively on a team as a simulated public relations agency.

## **INSTRUCTOR BACKGROUND**

Your professor for the semester, Scott Misner, has plenty of stories to share with you as you continue to learn the fine art of public relations. As a kid, he grew up on KISS, wore a rainbow collection of Sears Toughskin jeans, and sported the very first edition of Nike's Air Jordans. At an early age, he recognized the importance of unique brands.

Raised in Fort Wayne, Ind., Scott's formative years featured heavy experience in television broadcasting. He studied advertising and public relations at Purdue University and received his master's degree in public relations from this very Journalism School. Scott is now an experienced communicator, author and instructor with 20 years of experience. He is

president of Misner & Associates Public Relations, a Raleigh-based idea factory that provides counsel to North Carolina organizations. For the past 11 years, Scott has taught “Public Relations Campaigns” as an instructor here at UNC.

Scott has extensive experience educating audiences on diverse topics, including: poverty and social justice, health initiatives, commercial real estate, consumer retail, the environment, and so forth. Recent efforts include managing public relations for Durham Performing Arts Center, National Children’s Study, Harley-Davidson, among others. In his free time Scott’s a yogi, cyclist, swimmer and runner, among other things. He listens to unpopular music, likes animals and does not eat them. He lives/works in downtown Raleigh with Sister Maya, his 9 year-old Husky-German Shepherd.

## CAMPAIGNS IN PREVIOUS YEARS

Many students in this course have gone on to a wide variety of careers in the Triangle, New York, Atlanta, Hawai’i and elsewhere, and quite a few have gone on to law school and graduate school. A common trait over the years shows this course enables students to not only learn how to build a public relations campaign, it teaches self-responsibility.

Some past clients include:

- City of Durham youth anti-violence initiative
- City of Raleigh anti-speeding initiative
- Historic Durham Athletic Park
- Carolinas Farm Stewardship Association
- North Carolina Center for Voter Education
- Fleet Feet, Inc., nationwide running stores
- Holiday Tours, Inc., motorcoach company
- Historic “Durham: A Self-Portrait” documentary

## PREREQUISITES

As the capstone course, Campaigns should be the last course you take in the public relations sequence. If you’re a student in any school outside of JOMC, please introduce yourself to me. This includes those with double majors. You need to have already completed (some exceptions apply):

- JOMC 237: Principles of Adv. and Public Relations
- JOMC 279: Adv. and Public Relations Research
- JOMC 232: Public Relations Writing
- JOMC 431: Case Studies in Public Relations

## READING MATERIALS

Your textbook for the semester is available in Student Stores and on Amazon.com:

Strategic Communications Planning for Effective Public Relations and Marketing, Fifth Edition: Wilson, Ogden.

Throughout the semester I assign readings that can help you understand public relations planning. Frequently I assign articles with a link on our worksite. You’re expected to complete them before class. Keep in mind we spend the first 15 minutes of class sharing current industry issues. You must read *The News & Observer* for its implications on this region.

Also on our worksite, I’m including some chapters from past semesters (available in PDF). These aren’t required, but as the semester draws to a close – and panic sets in – they supplement your textbook in explaining campaign planning.

### **Bobbitt & Sullivan --**

Chapter 3: Overview of the Public Relations Campaign  
Chapter 4: Background Research  
Chapter 5: Primary Research  
Chapter 6: Goals, Objectives, Messages ... Strategies  
Chapter 7: Media Channels  
Chapter 8: Non-media Channels  
Chapter 9: Logistics

### **Stacks --**

Chapter 2: Management of Research in Public Relations  
Chapter 6: Informal Methods of Observing People  
Chapter 10: Survey and Poll Methods  
Chapter 15: Final Research Report

## 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 for grandma's 100<sup>th</sup> birthday, funerals, job interviews, and such.

## EXAMINATIONS

There are no exams in this course. You're welcome. However, I do reserve the right to conduct pop quizzes on readings and other topics we discuss in class. Your "Final" is the campaign plan you produce and present to the client.

## COMMUNICATION

I use our worksite on Sakai to update you with class developments. It's also used to post interesting articles, all lecture notes, and changes to the syllabus/class schedule. With so few classes, we will always meet in class. Make sure you check the site for key information, and any last minute changes. Each team will have a group page for internal communications. Remember that you're always welcome to contact me via phone or e-mail on an individual basis

## HONOR CODE

It is expected that each student will conduct her/himself as a professional. All academic work should be done with the highest level of honesty and integrity that this University demands. It is the responsibility of each student to abide by the University of North Carolina Honor Code and Campus Code. For questions, please see: <http://honor.unc.edu/>.

## GRADING

In the public relations profession, you must convince your client (or internal team) to buy into the viability of your ideas. In this class, you must be able to sell the client on your recommendations. Here is the breakdown of how we establish your final grade for this class.

| Course Activity     | %   |
|---------------------|-----|
| Plan                | 50% |
| Presentation        | 25% |
| Peer evaluations    | 10% |
| Class participation | 10% |
| Self evaluation     | 5%  |

I certainly understand the dynamics of group projects, both in school and at work. I know certain 'issues' can develop. Believe me, I've seen and heard it all. That said, I'm sure we'll experience something new this semester.

You're expected to work as teammates (i.e., co-workers) to create your own public relations firm. You'll identify meeting times outside of class and determine your own agency rules. Use me as your "boss" for guidance on handling any group issues.

Work handed in by students is expected to be of professional quality. This includes both the presentation of ideas (grammar, spelling, editing, formatting, etc.) as well as the quality of ideas. Your work will be graded accordingly, with heavy points taken off for poor written content. Typos and other lazy proofing errors in your final campaign plan will result in a maximum grade of B. You've been warned.

Error-filled work submitted to clients reflects poorly on the presenter and can cost his/her company hundreds of thousands of dollars. This class is your practice round where all it costs is your grade.

| Grade Scale |          |
|-------------|----------|
| A           | = 100-93 |
| A-          | = 92-90  |
| B+          | = 89-87  |
| B           | = 86-83  |
| B-          | = 82-80  |
| C+          | = 79-77  |
| C           | = 76-73  |
| C-          | = 72-70  |
| D+          | = 69-67  |
| D           | = 66-63  |
| D-          | = 62-60  |
| F           | Below 59 |

## COURSE SCHEDULE (UPDATED PERIODICALLY)

|                | CLASS DISCUSSION  | ASSIGNMENT FOR THIS DATE   |
|----------------|---|--|
| <b>AUG 21</b>  | Meet 'n greet. Current experience. Assign skills assessment and favorite public awareness campaign.                                 | Show up. Qs about course.  |
|                | Questions about course expectations. Discuss favorite public awareness campaigns. Discuss brands and how they relate to PR.         | <b>TURN IN SKILLS ASSESSMENT – AUG 22</b>  |
| <b>AUG 28</b>  | Assign teams. Discuss timesheets, team participation. Discuss Brands.   | Have read Brand articles.  |
|                | Discuss client background research report. Planning outline. How to develop a creative strategy.                                    | <b>Wilson Ch. 1 - 2<br/>TURN IN BACKGROUND RESEARCH - SEP 2</b>                          |
| <b>SEPT 4</b>  | Client visit, Q&A in class  | <b>Wilson Ch. 3;</b> (Additional helpful readings: Stacks Ch. 2)                         |
|                | Establishing objectives for client primary research.  |  |
| <b>SEPT 11</b> | Branding, positioning and the creative strategy brief.  | <b>BENCHMARK 1: Meet client outside class.<br/>TURN IN RESEARCH STRATEGY - SEP 11</b>    |
|                | Getting started with primary research: Focus groups, surveys and interviews. Survey creation.                                       | <b>Wilson Ch. 4.</b><br>(B&S Ch. 5; Stacks Ch. 6; Stacks Ch. 10)                         |
| <b>SEPT 18</b> | More on planning primary research. Research activity.   |  |
|                | Conduct primary research.   |  |
| <b>SEPT 25</b> | Discuss using your research to establish: Brand positioning, Goals, Objectives, Strategies, Tactics.                                | <b>Wilson Ch. 5</b>  |
|                | Conduct primary research.   |  |
| <b>OCT 2</b>   | Strategic planning: From objectives to strategies to tactics.   | <b>Wilson Ch. 6 – 7.</b> (Stacks Ch.15)  |
|                |   |  |
| <b>OCT 9</b>   | Primary research completed. Discuss finalizing creative strategy brief to begin plan development.                                   | <b>BENCH. 2: Primary research complete.<br/>Wilson Ch. 8</b>                             |
|                | Strategic planning: From objectives to key publics to message development to creative tactics.                                      |  |
| <b>OCT 16</b>  | <b>NO CLASS – FALL BREAK</b>  |  |
| <b>OCT 23</b>  | Reconvene and review planning outline. Strategic planning, using your objectives to establish creative ideas and develop messaging. | <b>Wilson Ch. 8</b>  |
|                | Strategies organized by key publics.  |  |
| <b>OCT 30</b>  | Group plan development.   | <b>Wilson Ch. 9</b>  |
|                | Timelines and budgets. Creativity in developing tactics. Meet in groups.  | <b>BENCH. 3: Turn in final creative strategy brief.</b>                                  |
| <b>NOV 6</b>   | Communications confirmation.  | <b>Wilson Ch. 10</b>   |
|                | Strategic planning check-in.  |  |
| <b>NOV 13</b>  | Discuss your planning.  | <b>Wilson Ch. 11<br/>BENCH. 4: Strategic planning complete.</b>                          |
|                | Good presentations.   |  |
| <b>NOV 20</b>  | Evaluating your campaign. Final checklist.  | <b>Wilson Ch. 12</b>   |
|                | Pulling it all together. Meet in groups.  |  |
| <b>NOV 27</b>  | <b>NO CLASS – THANKSGIVING BREAK</b>  |  |
| <b>DEC 4</b>   | <b>Last class of semester.</b> Final checklist reminder.  |  |
|                | Meet in groups.   |  |
| <b>DEC 9</b>   | <b>DATE FOR CAMPAIGN PRESENTATIONS</b><br>(Assigned final exam date)  | <b>7pm-9pm<br/>CLIENT PRESENTATION<br/>TURN IN CAMPAIGN<br/>TURN IN PEER EVALUATIONS</b> |