**MEJO 137.7: Principles of Advertising and Public Relations**

**Spring 2020**

Section 137.7 meets in CA 33.

**Professor:**

 James A. Gray III (adjunct)

 UNC ‘70

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 919-597-1228

**Course Overview**

This course introduces you to the fields of advertising and public relations along with important concepts concerning effective advertising and public relations practices. Taking this course will provide you with a solid foundation for understanding both disciplines, including historical development, issues and controversies, best practices, job opportunities and components of successful advertising and public relations campaigns. Additionally, the course will help you build a foundation in understanding advertising and public relations and provide a solid understanding of their relationship to each other, journalism, marketing and business.

**Course Objectives**

By the end of this course, you will be able to demonstrate the following competencies:

* Determine whether a career in advertising or public relations is right for you.
* Examine the role and function of advertising and public relations in business, nonprofits and government.
* Understand the basic components of advertising and public relations process that include publics, research, planning, goals and objectives, strategies, messages, media, issues management and tactics.
* Explore the foundations of advertising and public relations including each profession's unique role in fueling brand movements, the history and structure of the industry – including career opportunities – and how people respond to strategic communication messages.
* Understand the transformation that has taken place in the strategic communication industry driven by digital and social technology and engagement.

The School of Media and Journalism is an accredited program through the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which requires that, irrespective of their particular specialization, all graduates should be aware of certain competencies and be able to:

* Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
* Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass 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; and
* Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

**Method of Study**

This course will be separated into two separate parts—first PR and then advertising. We will hear from and talk with several guest lecturers wo have vast experience in all aspects of PR and advertising, ranging from agency leaders to reporters to web experts.

My goal is that you will learn as much from your fellow students as from me and our guests lecturers.

You will take several field trips to get out of the university setting into the real world where marketing communications impacts all of us.

We will research a real company with a real product or service—and then propose advertising and PR programs.

**Prerequisites**

There are no prerequisites to take this course.

**Required Books/Textbooks**

* Kocek, C. (2013). *The Practical Pocket Guide to Account Planning*. Yellow Bird Press.
* Sullivan, L. & Boches, E. (2016). *Hey, Whipple, Squeeze this: The Classic Guide to Creating Great Ads*. 5th edition. John Wiley & Sons.
* “Public Relations” (1st edition) by Tom Kelleher, Ph.D. [Rent via Amazon (recommended) $37.97](https://www.amazon.com/Public-Relations-Tom-Kelleher-dp-0190201479/dp/0190201479/ref%3Dmt_paperback?_encoding=UTF8&me=&qid=)

**Suggested Books/Textbooks**

* Chernev, A. (2002) *Strategic Marketing Management.* Cerebellum Press (9th edition).
* New York Times, Wall Street Journal, Raleigh News & Observer.

**Reading**

All reading for the lectures listed on the [schedule](#rjtqt05sv5te) are to be completed before class. There may be some readings posted on Sakai for specific class sessions. Sakai readings and lecture slides will be posted in the “Resources” section.

**Attendance**

###### Attendance is required. Regular, on-time class attendance is a student obligation, and expected. If you have three unexcused absences, your overall grade will be reduced a letter grade (or 10%). As a professional courtesy, let me know when you will miss class.

If you believe your absence should be excused for a relevant event or religious holiday, please send an email *beforehand* detailing the event and why you will miss class. Absences as a result of family death or health issues will be addressed based on the circumstances. Should you miss a prolonged period of the course, you will be directed to the Registrar’s Office or Summer School Office for handling the compensation process.

You may make up work you missed because of an unplanned absence only upon documented proof of a reasonable excused absence. Documented proof includes a doctor’s note, email notification of a delayed or cancelled flight, etc. It is your responsibility to acquire class notes, missed assignments and turn in makeup work. If you have an unplanned excused absence, it is your responsibility to request makeup assignments because of an absence. You are responsible for acquiring notes from classmates; the instructor will not provide notes outside of regular class time. A student is responsible for all work— including tests and written work—for all class meetings.

**Honor Code**

All work submitted for this course must be your work. All sources used for information must be properly cited. Students should adhere to the University’s Honor Code: honor.unc.edu. The ideas and content within your materials must be original and not copied from others. In our industry, we are expected to be original and creative all of the time. All written content submitted for this course will be processed by plagiarism detection software. Our policy is to investigate all documents having greater than 15% of content from other sources as measured by TurnItIn.com. Documents that appear to have content from other than the author will be turned over to the University.

**Diversity and Inclusion**

The School of Media and Journalism adopted Diversity and Inclusion Mission and Vision statements in spring 2016 with accompanying goals: <http://www.mj.unc.edu/diversity-and-inclusion>. UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities based on age, gender, race, color, national origin, religion, creed, disability, veteran’s status, sexual orientation, gender identity, or gender expression.

**Harassment**

We all have the right to our opinions. In the classroom, everyone should feel comfortable expressing his or her opinions. We do not need to agree but we do need to respect others’ thoughts. The University does not tolerate harassment. Please support your classmates’ and others’ right to worship, act, look and think, in their own way. Originality is valued in our industry; we should always appreciate everyone’s originality. Harassment is a violation of the Honor Code, Title VII of the Civil Rights Act (1964), and Title IX. If you are harassed or feel threatened, please bring it to my attention at an appropriate time or contact the Dean of Students (dos@unc.edu, 919-966-4042).

**Special Needs Policy**

If you need accommodations based upon a disability, under the terms of the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act of 1973, please email us your needs by the end of the first week of classes. This includes physical needs as well as less apparent needs such as testing anxiety. If you need information about disabilities, please visit the Learning Center website at http://learningcenter.unc.edu/ldadhd-services/

**Technology Policy**

Please turn off your cell phone and all other communication devices/applications when you are in class. Research demonstrates that your phone distracts you and others. In your internships and jobs, you are expected to put your phones away. The same goes for this classroom. Your use of the technology in the classroom is a privilege and should be used for taking notes and working assignments.

###### Email and Communication

###### For emails to PR Professor: You should treat emails to Mr. Gray as professional correspondence. All communication should include your name, your class, and a professionally worded message.

###### Formatting and Writing Expectations In this class you are held to professional writing standards on all assignments. Professional writing is the correct use of grammar, spelling and punctuation. You must proofread your documents carefully to ensure your writing is professional. As writers in the digital age, we are privileged to technologies that check our spelling and grammar. There is no excuse for any spelling errors in your documents.

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When submitting your assignments, we will tell you on the assignment sheet how we would like you to format the document. Follow the formatting requirements in this table for all draft copy assignments where specific formatting and styling is not provided. Documents not meeting these standards will not be accepted and considered late until corrected.

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| --- | --- | --- | --- | --- | --- | --- |
| **Font** | **Size** | **Page Margins** | **Page Numbers** | **Name** | **Submissions** | **Lines** |
| Times New Roman | 12 | 1 inch all sides | All text pages | Header | Sakai | Double Spaced |

**Computer Supplies:** All work should be saved to the cloud, or a flash/jump drive. Save early and often, we cannot rescue or resurrect lost documents.

**Grading**

This course is based on a total of 1,000 points. See below for relevant ercentages and points given for each.

If you have concerns about a grade, please inform me of this concern via email. We ask that you wait 24 hours after receiving your grade. Please outline your concern(s) and provide evidence to support your claim. You may challenge a grade up to one weeks after it has been posted on Sakai (this does not apply to grades posted during finals).

Your final grade will be calculated using the University’s grading scale: A, B, C, D, F with the plus or minus option for each letter grades A–D. I follow the University’s grading standards. Here are tailored descriptions of the grade levels:

* **A**–Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study. To achieve this grade, students should not miss class; students should read and critically engage ALL the assigned readings (textbook chapters and articles); complete assignments on time with the correct format, appropriate style, and with few grammatical errors; demonstrate their outstanding abilities; and stay informed on current events.
* **B**–Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study. To achieve this grade, students may miss two classes; read the assigned readings (textbook chapters and articles); complete assignments on time with proficient formatting, styling, and editing; and stay informed on current events.
* **C**–A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development. To achieve this grade, students may miss two or three classes; read some of the assigned readings (textbook chapters and articles); complete assignments but not on time with formatting, styling, and editing errors; and follow current events occasionally.
* **D**–A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised to pursue another discipline or try again later. To receive this grade, students miss more than three classes; occasionally read the assigned readings (textbook chapters and articles); does not complete assignments or does so with partially proficient formatting, styling, and editing errors; and does not follow current events.
* **F**–For whatever reasons, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content.

###### Assignments, Deadlines, and Late Work: All assignments must be typed, correctly formatted and turned in on time. For out-of-class assignments, late papers will receive a reduced grade unless you and we agree *before* the assignment is due that it can be late. Late assignments will receive an automatic 10% per day deduction. If you must miss class on a day when a written assignment is due, you must submit your assignment through Sakai on time. You are responsible for bringing the hard copy of an assignment, assignment sheet and support materials when requested. This policy is necessary so we can quickly return graded assignments. I will not accept any assignment one week after the due date. The one-week mark is calculated one week from the beginning of class period (2:00 p.m.) on the date that the assignment is due.

**Sakai:** I encourage you to use the Sakai Discussion Board feature to discuss issues among your peers. This is an effective way to ask questions and share your perspective. Additionally, all other handouts are/will be posted on Sakai for your convenience. Please consult these materials.

**Course Grade Calculation:** I will calculate your final course grade as follows:

(Since the University grading system does not calculate A+, an “A” final course grade requires a 92 or higher.)

**Assignment % Points**

Class participation 20 200

PR pop quiz (1) 5 50 Grading scale: A = 90-100 PR test 15 150 B = 80-89

Field trips 10 100 C = 70-79

Advertising essay 15 150 D = 60-69

Advertising pop quiz 5 50 F = Below 60

Final exam 30 300

**Total 100% 1,000**

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**Quizzes:** there wll be one PR pop quiz and one pop advertsing quiz.

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**Teaching style**

I understand and acknowledge that people learn in different ways. Therefore during our time together, you will learn by reading, through lectures, by viewing examples, by listening to guest lecturers with vast industry experence, by speaking up in class, and by doing.To do well in this class, you need to be engaged with each learning type. **My objective for the course is to make it a positive experience that helps you throughout your life.**

**Out-of-class assignments:** I call them field trips, and they are designed to be both fun and instructional. They will test your ability to observe and your ability to engage others in a conversation about the topic you have been assigned. You will be on your own or in groups for these field trips. I expect that the seriousness and decorum that you display will always reflect the high standards of being a student at the University of North Carolina. The Honor Code applies. Any Honor Code violations or otherwise bad behaviors will be discussed with me and may detract from your grades.

**A Note on the Syllabus:**

It may change as we go through the semester due to the schedules of guest lecturers, the weather, field trip availability, extra time needed on one section before we proceed to the next, etc.

**Public Relations**

DAYDATE LECTURE/TOPIC READINGS

1/8 1 Review definition of public relations, syllabus, course requirements, meeting each other, discussing majors, career goals. Preview of guest lecturers. How much fun can one course be, for Goodness sake? Why is this going to be one of the most important learning experiences of your life?

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| **DATE** | **DAY** | **LECTURE/TOPIC** | **READING(S)** |
| 1/13 | 2  | Public relations pioneers:What did they do, and how did they create the PR industry? | Required reading:Chapter 2: Public Relations Models Through The Ages (Kelleher, 2017, pp. 26–53)  |
| 1/15 | 3 | Research: mostly for PR but same techniques for advertising | Required reading: Chapter 5: Research (Kelleher, 2017, pp. 110–139)Come to class with a 3-question survey for a student “mall intercept.” |
|  |  |  | NO CLASS 1/20 For MLK JR. HOLIDAY |
| 1/22 | 4 | Personal selling: how rain, gut instinct, and an elevator broughtin $3 billion in assets to Morgan. | Guest lecture/Q&A: Ted Moore, Morgan Stanley sales/investment whiz (ret.) |
| 1/27 | 5 | Crises: creeping or explosive.  | Required reading: Chapter 12: Issues and Crises (Kelleher, 2017, pp. 302–330). Pay specialAttention to the VW case pp 309-311 and be prepared to discuss it. Guest: Patrice Sherman, Manager, Global Public Relations and Scientific Communications for Burt’s Bees corporate headquarters.  |
| 1/29 | 6 | Strategic planning: the ready, aim, fire… or loading your brain before shooting off your mouth. | Required reading: Chapter 6: Planning (Kelleher, 2017, pp. 140–167) |
| 2/3 | 7 |  Multimedia and Mobile | Required reading: Chapter 9: Writing for News Media (Kelleher, 2017, pp 231-240)Chapter 10: Multimedia and Mobile (Kelleher, 2017, pp. 249–263)Required reading in class (handout): New York Times 12/17/19 : Michael Bloomberg and Google ads. Guest: Tom Dominick, director of digital communcations, Duke University Development [*Optional Video*: Who Rules The New Media Landscape?](https://youtu.be/mvrNiI8j0BA) |
| 2/5 | 8 | Implementation: running a PR campaign | Required reading: Chapter 7: Implementation (Kelleher, 2017, pp. 168–190) |
| 2/10 | 9 | Ethics | Required reading: (Kelleher, 2017, pp. 13-23)Guest lecture/Q&A: Parr Center for Ethics at UNC, Center of Leadership & Ethics (COLE) at Duke.  |
| 2/12 |  | Evaluation | Required reading: Chapter 8: Evaluation (Kelleher, 2017, pp.191–219) |
| 2/17 | 11 | Careers, Diverse AgenciesGuest: Kent Matlock, founder of Matlock Ad & PR Agency, Atlanta and New York | Required reading: Chapter 14: Careers (Kelleher, 2017, pp. 355–380)  |
| 2/19 | 12 | PR Final Discussion, take-home PR Test |  |

**Advertising**

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| 132/24 |  **INTRODUCTION OF** AD SECTION **WHAT IS ADVERTISING?** Sullivan & Boches, Ch 1. (A Brief History of Why Everybody Hates Advertising, p. 1-16) & Ch. 2 (The Creative Process, p. 17-30) |
| 142/26 | **Ready, Aim, Fire! Guest: Burt’s Bees \_\_\_\_\_\_\_\_\_\_\_\_\_**Sullivan & Bockes, Ch. 3 (Ready Fire! Aim, p. 31-46) **Account planning: the craft if storytelling. How information for the story is gathered from a new client.** Kocek, Part I (What’s in a Name?, Job Description vs. Reality, Who’s Who at the Agency, p. 1-19) & partial Part II (The Kickoff Call, p. 21-26) |
| 153/2 | **Insights from research Group Project: On Franklin Street. What do you think about \_\_\_\_\_\_? Three groups.**Kocek, (Finding Insights, p. 27-57) **Positioning:** Kocek, (Positioning, Brand Architecture, Segmentation Studies, Developing Personas, Consumer Decision Process Maps, p. 100-119) |
| 163/4 | **Will people talk about your ad? How to be stupid and smart. Be different or die.** **Guest Amrita Sahasrabudhe of FastMed urgent care centers**Sullivan & Boches, Ch. 7 (Stupid, Rong, and Viral, p. 121-142) & Ch. 8  |
| 173/16 | **Making advertising for a digital world. . How do people use the web, mobile, and the new technologies?**Sullivan & Boches, Ch. 10 (Digital Isn’t a Medium, It’s a Way of Life, p. 171-182) **Creative Briefs**Kocek, (Creative Briefs, Selling the Idea, p. 59-70) |
| 183/18 | **Writing copy, headlines to make the sale.****Guests Tobias Rose, Kompleks Creative and Creative director from McKinney**Sullivan & Boches, Ch 6. (The Virtues of Simplicity, p. 105-120)“Keep it simple, stupid!”  |
| 193/23 | **Doing the research, writing the creative brief and strategic plan, preparing for the pitch:** **Fieldtrip to a real company: Transenterix (medical devices, NYSE, UNC founder, CEO Todd Pope)****See April 14 “pitches”** |

Sullivan & Boches (The Virtues of Simplicity, p.105-119)

 I-40 Billboards: field trip research.

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| 203/25 |

21 Research by wandering around. What do you see, feel, visit?

3/30 Ad bombardment and consumer response at Streets of Southpoint

22

4/1 Guests: positioning universities: Duke news bureau director Keith Lawrence and Joel Curran, vice chancellor of university communcations for UNC- Chapel Hill.

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23 What are flacks, and how do you cope with them?

4/6 News & Observer education editor Jane Stancil: dealing with PR/public informaition people

24 It ain’t all sexy, cool, wow!

4/8 Guest: “Industrial” (construction company) advertising agency Allieway Marketing, CEO Allie Balling.

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4/13 **Guest: Transenterix for our 2/3 teams’ pitches**

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4/15 Last class: **advertising essay** for grade

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4/20 End discussion ### or -30-

Exam Monday, May 4 at 8:00 a.m.