

# MEJO 531.2 – Case Studies in Public Relations: The Spring 2020 Edition

**Classroom:** Carroll 283

**Time:** 9:30-10:45 a.m.

**Instructor:** Lois Boynton

**Office:** 237 Carroll (come visit!!)

**e-mail:** [lboynton@email.unc.edu](mailto:lboynton@email.unc.edu)

**Office phone:** 919/843-8342

**Home phone:** 919/960-6093 (leave message if needed)

**Office hours:** M 10-11:30 a.m. and 2-5 p.m.; TR 1-2:30 p.m.; by appointment; when my office door is open.



<http://www.clouseronbusiness.com/is-hindsight-really-20-20/>

## [ABOUT]

This class will help you think and act as a public relations professional who deals with the demanding, dynamic environment of corporate, government, and nonprofit public relations. You'll examine real-world situations and strategies and discuss factors that affect how we practice public relations, including identifying stakeholders, developing strategies, embracing diversity and recognizing ethical issues.

### Prereq - Just 1

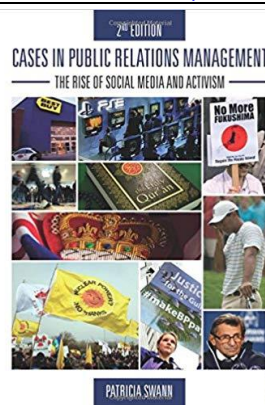
MEJO 137 – Principles of Advertising and Public Relations



## Objectives

By the end of this course, you will be better equipped to:

- ① Critically analyze a wide spectrum of public relations cases and their research, strategies and executions;
- ② Research and examine recent real-world public relations cases and make recommendations; and
- ③ Identify and address today's public relations challenges and opportunities.



### ⚠ Don't buy the book!

Swann, P. (2014). *Cases in public relations management*, 2<sup>nd</sup> ed. available on UNC Library website: Search title at <https://catalog.lib.unc.edu/>

Text website companion: [www.routledge.com/cw/swann](http://www.routledge.com/cw/swann)

readings on [Sakai](#) – Resources Folder

🔗 Full text available via the UNC-Chapel Hill Libraries

➔ All assigned readings should be completed before the appropriate class sessions for which they are assigned to ensure that you're ready to discuss, ask questions, offer opinions, disagree, argue, share knowledge, etc. That's what will make this class fun!



### UNC E-Mail

Check your school email. You are responsible for any course communications I send through email.



### Always Be Curious

This is a real-world class in which we'll examine the challenges of today's public relations professionals. Please keep up with what's going on in the world and in our profession through regular reading/viewing of traditional and evolving media channels.

Some resources:

- [The Skimm](#): sign up for M-F e-blasts
- [Commpro](#) also has daily e-blasts
- [Ragan's PR Daily](#) runs the gamut,
- [O'Dwyer's](#) Inside News of PR & Marketing Communications
- [PR Week](#) – available in [Park Library](#) (2nd floor of Carroll) or online.
- [Public Relations Today](#)
- [The Holmes Report](#) – News, reports, stats, da works!
- [Everything PR](#) – name sez it all!

See something interesting? Bring it to class! You don't have to wait for your PR in the News day.

### Attendance and Participation

This is a discussion-based course. To promote interesting and insightful discussion, you must be present and be prepared. **Effective participation** requires you to arrive on time for class and to be prepared to discuss the assigned readings.

If speaking up hasn't been your thing, consider this a safe environment in which to practice. **Employers don't hire people to sit quietly and nod in agreement. They invest in people who will boldly share ideas, even if those ideas don't ultimately make the cut.**

**Negative participation** includes not paying attention, being late to class, using social media, distracting others, or not treating the course or others with respect. Don't do that.

### Attendance-ing

I consider this a professional environment and you to be the professionals (OK, I'll be professional, too!). In the professional world, there's no such thing as not attending a meeting or workday "just because."

**In short, attendance is expected but not a sufficient condition for an outstanding participation grade.**

In addition to warming a chair twice a week, I expect everyone to be **active** participants in the class.

**Bottom line:** You can't contribute to class discussion if you're not in class.

Therefore, the following **attendance policy** will be in effect this semester. This policy aligns with the [university's class attendance policy](#), which states in part, "No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences" – authorized university activities, religious observances, disability, serious health problem, or emergency approved by dean of students.

You may be absent from class **3 times** (excused or unexcused) before I take points off for missed classes.

**Please note**, however, that you are accountable for any material covered during class, and you will lose credit for any in-class assignment or activity you miss because you did not attend. Plus, in-class work is, as the name suggests, to do in class.

You do **not** have to provide a doctor's note. Use your absences wisely. If you know you need to be absent for university-related activities or other obligations, be sure to factor those into your absences.

**For each class you miss after 3** – whether there is a good reason or not – your final grade will be lowered by 3 points. For example, if your grade average is a B- (81) and you have four absences, your final grade will be C+ (78).

**Chances are EXCELLENT** that you will need all your absences for sick days, other types of emergencies or opportunities. I strongly suggest you save your absences for these purposes.

**DO NOT waste your absences** on "the weather's too nice (or too lousy) to come to class" and then ask for an exception to the attendance policy when you actually get the flu.

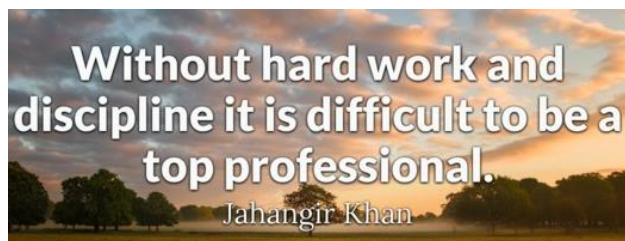


### Timeliness vs. Tardiness

**If you are late;** i.e., more than 5 minutes late, it will count as ½ an absence. 15 minutes late and it will count as a whole absence. Class will start on time, so, even being a minute late will result in participation deductions, even if you are not 5 minutes late.



- ♦ **Syllabus** – you know, this thing you're reading now ...
- ♦ **Resources** – supplemental readings and optional readings
- ♦ **Assignments** – in-class and homework. Any homework assignments announced in class will be posted after that class period.
- ♦ **Gradebook:** I or my TA will post grades. If you have a question about a grade, please bring it to my attention within a week of it being posted (rather than waiting until the semester ends).
- ♦ **Attendance:** Yep... record of your sign-ins.



### Class Preparation

The case study method is the major teaching tool for this course. Group discussion of cases is the heart of the class. You are expected to have read assigned cases and be ready to discuss them critically come class time.

By discussion, I mean voluntarily offering your thoughts or asking questions. I also will call on you and ask you questions about the readings and about your thoughts beyond the readings. So, do the reading and be prepared to answer questions.

NOTE: Class attendance is **essential**. It will be impossible to get an "A" in this course without active and thoughtful participation in the discussion of the cases along with additional research. I will ask students to present case facts, analyze public relations strategies and make additional recommendations related to assigned readings.

### Professionalism of Work

I expect all your work to be correctly edited and professionally presented. Written assignments must be typed using professional guidelines, single-spaced and in a 12-point font. You may turn in assignments on Sakai. Please maintain a copy of each assignment until final grades have been reported at the end of the semester.



**Laptops:** Laptops are for purposes of taking class notes or doing in-class assignments **only**. If you use your computer for other means not related to this class, you may lose the privilege of using it for the rest of the semester.

**Cell Phones:** I reserve the right to answer your calls if your phone rings or vibrates. I'm also good at texting.

### Assignments and Deadlines

All homework assignments are due at the beginning of the designated class period (aka, 9:30 a.m.). Late papers (9:31 a.m. and later) will lose 10 points unless you and I agree before the assignment is due that it can be late. No assignment will be accepted if it is turned in more than 24 hours after its deadline – it'll get ya a zero.

In-class assignments are just that – you'll work on them in class and turn them in when class ends. **Missing an in-class assignment constitutes a zero for that item.**





**Your final grade** will be based upon

*Homework and in-class assignments, quizzes	15%
*Participation and attendance	10%
*Follow a professional on social media	5%
*Research participation	5%
*Midterm case brief	20%
*Final case study	35%
*Final presentation	10%

**Grading Scale:**

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60
(and +/- as appropriate)

❖ **Extra credit opportunities are unusual in this course. In the rare event that they occur, they will be class-wide, so please don't ask for individual extra credit assignments.**



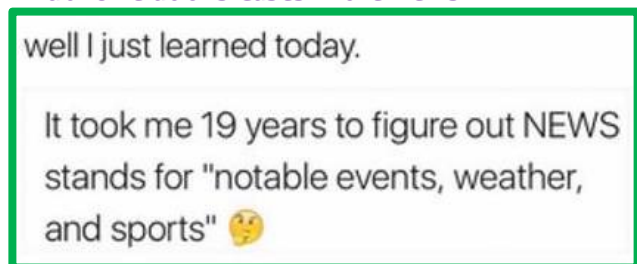
**A Few Words on Grades:** I follow the [University's Grading Standards](#), adopted by the Faculty Council. *Fabulous* reading, I assure you!!

Although grades are not negotiable, I will give every consideration to concerns you have about a grade, IF the concern is identified **promptly**. If you have questions about or dispute a grade, please speak with me within a week of receiving that grade. The only grades I'll discuss at the end of the semester are those assignments you complete at the end of the semester.

### **Where the grades come from:**

Below are *brief descriptions* of the assignments. I will provide full instructions and grading rubrics for each assignment during the course of the semester. You are responsible for following these assignment rubrics and requirements.

### **I – Public Relations Cases in the News**



I hope this will be a fun way to keep up with real-world, current (**in the last 3 months**) and/or ongoing news events that present a public relations issue for an individual, a corporation or a nonprofit organization that you find on your own. These can come from traditional and non-mainstream news outlets, the InterWebs, books, trade publications, magazines, and occasional activities in the Pit.

### **II – Follow a public relations/strategic communications professional**

Learn what the pros think about and do on the job by following one on Twitter, Instagram or LinkedIn. You decide who you'd like to observe. You will submit 2 synopses of what you're learning about your profession through this activity.

### **III – In-class activities and homework assignments**

You'll get to work with concepts through in-class work and homework assignments, some of which I've identified in the syllabus.

### **III – Midterm Case Study**

A written case brief will serve as your midterm test. Case briefs are several pages in length (not including citations), typed in 12-point, and single-spaced. Your brief will have two parts: a synopsis with pertinent facts (30%) and analysis of the organization's effectiveness (70%), based on your growing expertise as a public relations/strategic communications practitioner. You pick the topic!

#### IV – The pièce de resistance! Final Case Study and Presentation

The purpose of this assignment is to act as a capstone of all that you have learned in this course. You will select another case topic that is different from your midterm assignment. This case study is longer, allowing you space to offer a more-critical examination of your topic, based on all the skills and knowledge you've gained this semester. In addition to the written case study, your case study presentation comprises your final exam for this course. Presentations will be made on the scheduled exam day for this course, and, because of the size of the class, additional presentations will be held during class time. We will discuss assigning dates voluntarily, then by lottery if necessary.

**NOTE ON ASSIGNMENTS:** You will find additional instructions and grading rubrics on Sakai to assist you with your assignments; these instructions and rubrics will be the basis of your grade, so make sure to follow them when completing assignments. The information in this syllabus merely acts as a summary of each assignment.



Guess what?! You get to complete 2 hours of research this semester! How, you ask? Allow me to expound:

**Option 1:** Participate in two academic research studies in the Hussman School of Journalism and Media.

Participating in studies is a valuable way for you to receive first-hand experience with public relations and media research.

You will be able to sign up online to participate in these studies – and, double-dipping is allowed if you are taking another class that requires research participation!

**Option 2:** Write article summaries – **due by May 1, noon.** Each summary counts for 1 research hour.

(a) write assessment (2 pages each) of a study topic in [Journalist's Resource](#) with public relations/strategic communications ramifications;

and/or

(b) write two-page summary/critique of an academic research article no older than 2 years. Among the journals to consult: *Journal of Public Relations Research*, *Public Relations Review*, *Public Relations Journal* (online), *Journalism & Mass Communication Quarterly*, *Journal of Advertising Research*, *Journal of Media Ethics*, *Mass Communication and Society*, and *Journal of Broadcasting & Electronic Media*. Others you like? Run it by me!

**Option 3:** Combo! 1 research study and 1 assessment

Need assistance? Set an appointment with Park Library director extraordinaire Stephanie Brown.

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**Class Accommodations:** If you require accommodations to attend or participate in this course, please let me know as soon as possible. If you need information about classroom/building access, please visit the Accessibility Resources & Service Office [website](#), call 919/962-8300, or use NC Relay 711.

If you need **individual assistance**, it's your responsibility to meet with the instructor (that's me!). If you are serious about improving 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.



If you have difficulty affording groceries or accessing sufficient food to eat every day, UNC has a great resource called Carolina Cupboard – <http://carolinacupboard.web.unc.edu/>

**Diversity and Inclusion:** Hussman School's [Diversity and Inclusion](#) efforts may be summed up by our mission:

*To train the next generation of media professionals and ultimately to ignite public conversation. Because meaningful and productive public conversation depends on the inclusion of diverse perspectives, the school is committed to providing an environment for teaching, learning and research that includes individuals from diverse backgrounds and with differing interests, lived experiences and goals; that reflects the diversity of the state of North Carolina and the world beyond; and that supports intellectual inquiry, dialogue and opportunities for lifelong learning and growth necessary to successfully engage in public conversation in a global marketplace of ideas.*

### [Honor Code](#)

You are expected to conduct yourself within the guidelines of the University honor system. 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. You may retrieve the full document, *The instrument of student judicial governance*, [here](#).

The University's Policy on Prohibited Discrimination, Harassment and Related Misconduct is outlined [here](#) and [here](#).



If you need assistance with a harassment issue or problem, bring it to my attention or The Office of the Dean of Students, [odos@unc.edu](mailto:odos@unc.edu) or 919/966-4042.

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.

Discrimination violates the university's [Honor Code](#), Title VII of the Civil Rights Act (1964) and Title IX of the Educational Amendments.

### A few additional reminders:

♦ **Be respectful** – We need to hear what everyone has to say. I hope we have some lively discussions, but we don't all have to agree! So, I request that you be respectful in your disagreement.

♦ **Respectful part 2** – if you must leave the room for a biology break or another significant reason, please limit the disruption.

♦ **Keep the classroom neat and clean** – Please make sure you pick up after yourselves – manners are good!

Your *Beliefs*  
don't make you a  
*better person;*  
your *Behavior*  
does...

♦ **Turn off the ringers** – Please silence your phones/digital toys before class starts.

♦ **Give social media a rest!** Your laptops and other digital tools are for note-taking and assignments for THIS class. Please postpone social chats, shopping, and doing homework for another class. We only meet 75 minutes twice a week. Focus that time on case studies!

BTW, research shows there is a high correlation between cybersurfing and below average course grades [[Education Psychology](#)]. Just sayin'.




**Professional values and competencies:** The Hussman School's accrediting body outlines values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them [here](#). No single course could possibly give you all these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. The values and competencies in bold are most relevant for this course:

- ♦ 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 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;**
- ♦ **Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;**
- ♦ 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.


## Week by Week – MEJO 531.2 / Case Studies in Public Relations: Spring 2020 edition




Please note: this schedule may change if speaker opportunities arise, we have a snowstorm, etc. I will advise.

Readings: textbook and in Sakai's Resources tab  
Assignments: in Sakai's Assignment tab. Due 9:30 p.m.  
Please save/submit assignments in Word or PDF

Date	Topic	Readings and Assignments for this day
Jan. 9	Welcome!  Introductions, remembering those PR foundations...	Whine about winter break being over... ☹️  
Jan. 14	It's déjà vu all over again!  Public relations theories and how to play with case studies	<ul style="list-style-type: none"> <li>Ch. 1 intro and Appendix A, C, D, E</li> <li>PR planning 101: Defining objectives, strategies and tactics</li> </ul> <p><b>Homework:</b> Find public relations example for assigned theories</p>
Jan. 16	<b>e-Visitor!</b>  <b>Alum Sapna Maheshwari</b>  (BA-2009) business reporter for the New York Times, covering retail.	 <ul style="list-style-type: none"> <li>Read about Sapna on her LinkedIn page</li> <li>When is a star not always a star? When it's an online review</li> <li>Peruse <a href="#">Journalist's Toolbox</a> to see issues reporters think about. And, click on the "public relations" tab for other resources</li> </ul> <p><b>Homework 1:</b> Post at least 2 questions you plan to ask Sapna during her e-visit</p>
Monday Jan. 20	<b>Rev. Dr. Martin Luther King Jr. Day</b>	UNC has a number of events scheduled: <a href="https://diversity.unc.edu/programs/mlk/">https://diversity.unc.edu/programs/mlk/</a>
Jan. 21	Ethics and law  	<ul style="list-style-type: none"> <li>Appendix G – PRSA Member Code of Ethics</li> <li>Ch. 2 introduction</li> <li><a href="#">Video news release definition</a></li> <li>Case 3: 'In Washington, I'm Karen Ryan Reporting'</li> </ul> <p><b>Homework:</b> VNR critique</p>
Jan. 23	A bit more ethics	<p><b>PR in the News discussion</b></p> <ul style="list-style-type: none"> <li>Sponsored content: What you need to know</li> <li>Women inmates: Why the male model doesn't work</li> <li>'Patchwriting' is more common than plagiarism</li> </ul>



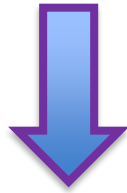
Date	Topic	Readings and Assignments for this day
Jan. 28	Media relations	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Ch. 4 introduction</li> <li>▪ Appendix B</li> <li>▪ Case 8: Face Value</li> <li>▪ When PR becomes a HIPAA problem</li> <li>▪ Case 7: Are you pouring on the pounds?</li> <li>▪ <b>Homework: ID the PR, ad, or strategic communication practitioner you will follow this semester.</b></li> </ul>
Jan. 30	Community relations	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Ch. 9 Introduction</li> <li>▪ Case 27: I'm watching you</li> <li>▪ The benefits of community engagement</li> <li>▪ The job description of a community relations specialist</li> </ul> <b>Homework: Compare the spy-cam case (#27) with the system UNC has used to track student-athlete attendance, written about in the DTH</b>
Feb. 4	Community relations con't	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Case 29: Hallmark writers on tour</li> <li>▪ Hallmark – A card is born</li> <li>▪ Black listed</li> </ul>
Feb. 6	Government public relations  <b>e-visitor! Najuma Thorpe</b>	<ul style="list-style-type: none"> <li>▪ Read about Najuma's journey in the public sector and, recently, the corporate sector, on her LinkedIn page</li> <li>▪ What is the difference in a communications director &amp; a press secretary?</li> </ul> <b>Homework: Post at least 2 questions you plan to ask Najuma during her e-visit</b>
Feb. 11	Government public relations	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Public affairs officer: Captain Kirchoff</li> <li>▪ Coast Guard admiral criticized ahead of hearing on harassment at Academy</li> <li>▪ City of Chula Vista districting</li> </ul>
Feb. 13	Consumer relations	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Ch. 7 Introduction</li> <li>▪ SheaMoisture: A historically black brand in a crisis of reputation</li> </ul>
Feb. 18	Consumer relations con't  Case brief-ing – overview of writing your midterm case	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Case 15: Guitar hero strikes a chord</li> </ul>

Date	Topic	Readings and Assignments for this day
Feb. 20	Consumer relations con't	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Wendy's mixtape: WeBeefin' makes (air) waves</li> </ul> <b>Homework: Midterm case brief outline and 5 citations</b>
Feb. 25	Cultural considerations, diversity and inclusion	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Ch. 10 Introduction</li> <li>▪ Case 30: Quran burning</li> <li>▪ Standpoint theory</li> <li>▪ Hofstede's cultural dimensions: Understanding different countries</li> </ul>
Feb. 27	More diversity and inclusion	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ HP combating unconscious bias</li> <li>▪ Target's transgender bathroom policy: Missing the target or hitting the bullseye?</li> </ul>
March 3	Corporate social responsibility	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Ch. 3 Introduction</li> <li>▪ Powerful CSR examples</li> <li>▪ How Levi's weighed in on gun violence (series of stories)</li> </ul> <b>Homework: Look into the CSR efforts of one of the Top 100 companies with the best CSR reputation</b>
March 5	CSR con't Case brief-ing, part deux	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Case 4: Food for thought: Pig stalls become focal point of animal rights debate</li> </ul>
March 6 <b>noon</b>	<b>Midterm case study due</b>	Early cases gratefully accepted!
<p><b>Spring Break!! 5 p.m. March 6 through March 15. Have LOADS of fun!!</b></p> <div>   </div>		
March 17	Activism and Advocacy  <b>Visitor! Dana Anthony,</b> second-year MA student and giving and donor engagement specialist, DTH	 <ul style="list-style-type: none"> <li>▪ Check out Dana's LinkedIn page</li> <li>▪ Ch. 6 Introduction</li> <li>▪ <b>Homework: Post at least 2 questions you plan to ask Dana during her visit</b></li> </ul>

Date	Topic	Readings and Assignments for this day
March 19	Activism and Advocacy con't	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ 10 fake grassroots movements started by corporations to sway your opinion</li> <li>▪ Going viral: What social media activists need to know</li> <li>▪ Case 16: Break the silence. Make the call</li> <li>▪ Look through The Irina Project website</li> </ul>
March 24	Employee relations/internal communications	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Be Frank: Attracting honest feedback to empower employees and understand engagement</li> <li>▪ Gulfstream's "Be Frank" video</li> <li>▪ Google and the #MeToo Movement</li> </ul> <b>Homework: Peruse 14 compelling internal communication campaigns and ID which 2 speak to you.</b>
March 26	Conflict management	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Appendix F</li> <li>▪ Ch. 5 introduction</li> <li>▪ Case 11: Lean finely textured beef or pink slime</li> </ul> <b>Homework: Research the "side" you're assigned (LFTB or PS)</b>
March 31	Conflict management con't	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Case 12: The politics of pink</li> <li>▪ Nancy Brinker: 5 facts you need to know</li> <li>▪ Who'd create a PR crisis on purpose? (written by Sapna Maheshwari!)</li> </ul> <b>Homework: case study outline and 5 citations</b>
April 2	Conflict management con't	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Case 13: Deepwater Horizon Blowout</li> </ul>
April 7	Financial Communications and Investor Relations	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Ch. 11 Introduction</li> <li>▪ Case 34: Paychex, Inc. See Big Payoff in First Investor Day</li> </ul>
April 9	Financial Communications and Investor Relations con't	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Global communications strategy for Black Rock</li> <li>▪ Why your annual report should be a piece of master storytelling</li> <li>▪ Reading an annual report</li> <li>▪ Who writes annual reports?</li> </ul> <b>Homework: Find the most-recent annual report (probably 2018) for a publicly traded company for an in-class activity</b>

Date	Topic	Readings and Assignments for this day
April 14	Entertainment and leisure	<b>PR in the News discussion</b> <ul style="list-style-type: none"> <li>▪ Ch. 8 Introduction</li> <li>▪ 'We wanted to capture his reaction': How Ancestry told Tom Hanks he's related to Mister Rogers</li> </ul>
April 16	Finish up, case study work day	n/a! Bring stuff to work on, ask questions, etc.
April 21	Final presentations TBD	Presentations by those assigned
April 23 <i>Our LDOC!</i>	Final presentations TBD	Presentations by those assigned
<b>May 1, 8-11 am</b>	Final presentations TBD	Presentations by those assigned – <b>please note date and time!</b>

One more page!





## Why, yes, I have read the syllabus!

By signing below, I acknowledge that I have read the MEJO 531.002 syllabus for Spring 2020 in its entirety. Along with this, I agree to the information and the rules – and consequences – presented in the syllabus.

If any questions should arise, please feel free to talk with me and/or send an email:

[lboynton@email.unc.edu](mailto:lboynton@email.unc.edu)

**\*Please return this by the second day of class.**

Print your name: \_\_\_\_\_

Your autograph: \_\_\_\_\_ Date: \_\_\_\_\_