**Spring 2021 – MEJO 634.2: Public Relations Campaigns**Tuesday & Thursday – 2:00pm - 3:15pm|Remote

**Instructor:** Livis James Freeman, Jr  
**Email:** lfreeman@email.unc.edu  
**Phone:** 919.389.3486  
**Office Hours:** Via Zoom by appointment only  
**Remote Learning:** Classes will be held online via Zoom. You can access all classes using this link: [**https://unc.zoom.us/j/6600177704**](https://unc.zoom.us/j/6600177704) (*Meeting ID: 660 017 7704*) and this password: **806191**  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COURSE OVERVIEW**  
This course is the capstone for students in the Public Relations track for our MJ-School and is designed to help integrate what you’ve already learned about public relations in other classes. You will apply those skills in the development of campaigns for real-world clients. I’ve owned/operated a public and community relations company (4ourFans, Inc.) for the past 20 years and executed numerous national campaigns for professional athletes. I will instruct you using a combination of my experience, the ROPE Method and PESO Model, and numerous examples of successful campaigns.

**You will work in groups for the entirety of the course in a challenge against your classmates for the contract of the class client.** This will require being a team-player and using research/theory to develop coherent, measurable client objectives that are supported by effective strategies/tactics. By the end of the semester, you will:

(1) Learn the keys to effective client relationship management  
(2) Execute extensive client and industry research and understand how it relates to planning a campaign  
(3) Use research results, critical thinking, team input and creative problem-solving techniques to construct messaging and develop your campaign   
(4) Learn how to implement traditional, social and digital media into your campaign plan  
(5) Develop a realistic campaign budget, timeline and evaluation plan  
(6) Produce polished campaign materials, hone your presentation/public speaking skills and make a killer campaign pitch that meet your client’s needs and exceed their expectations  
  
This is an advanced and exciting process and I look forward to helping you master it!

**Past Class Clients**  
My past class clients have included FOX SPORTS, Nike’s Prestigious Jordan Brand, the Carolina Hurricanes, the Nashville Predators, Tar Heel and NBA legend - Antawn Jamison, Major League Baseball (MLB), former Tar Heel and NBA player – Danny Green, Rameses - UNC’s Animal Mascot, the Kenan-Flagler’s Business School’s Undergraduate Program, UNC Eshelman School of Pharmacy, the Ronald McDonald House of Chapel Hill, the Jordan Institute for Families, Camp Corral, Tar Heel legend and women’s pro tennis player – Jamie Loeb, TROSA, Piedmont Health, Saving Grace Animal Shelter, Bullies2theRescue, Our Children’s Place and more.  
  
**REQUIRED TEXTBOOK, etc**.  
Planning and Managing Public Relations Campaigns, A Strategic Approach by Anne Gregory (4th Edition). Additional readings will come from several different sources including Public Relations Campaigns 2e, An Integrated Approach by Regina Lutrell and will be available on Sakai.

The class will also use resources from the following library guide created by Hussman’s Stephanie Brown and her wonderful Park Library Staff - <https://guides.lib.unc.edu/mejo634>.

**Staying in the Know!**This is a real-world class in which we’re going to examine various issues and challenges faced by today’s Public Relations professionals. You’ll need to keep up with what’s going on in the world and in your profession, as current events and issues will play a large role in the class. Take some time each week to check out the news in papers, magazines, TV and/or online – a few resources I like are PR Week (<https://www.prweek.com/us/news>), *The Skimm* (<http://www.theskimm.com/>) and Axios (<https://www.axios.com/>). Keep an eye out for PR issues facing professionals in your field and I encourage you to raise topics in class to discuss!

**Sakai/Email:**

Other than this syllabus, important information can be found on Sakai and will also be emailed to you. ***Updates will be frequent, so check the announcements section of Sakai often and your email for important course information.*** You are responsible for any course changes that may be made on Sakai or via email, including changes to the syllabus or assignments. Your grades are posted in Sakai only so that you can stay updated on your progress; overall grades on Sakai are rough approximations of your overall grade in the course.

**COURSE POLICIES**

**Attendance Policy**

Attendance for online classes is **essential**. Just as professionals in the real-world go to work each day, you as students in our professional school are expected to come to class on time and be prepared to work. This is especially important because this course is being taught remotely.

***No right or privilege exists that permits a student to be absent from ANY class meetings, EXCEPT for THESE*** [***University Approved Absences***](https://attendance.unc.edu/)***:***

*1.Authorized University activities*

*2.Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service* and/or the *Equal Opportunity and Compliance Office (EOC)*

*3.Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).*

I will take attendance for every class. **Missing class will result in your final grade being lowered.** If you miss a class, it is your responsibility to meet with your classmates and gather the information on what you missed. Missed in-class assessments and activities cannot be made up unless you were absent due to a University Approved Absence.

**NOTE:** *It is your responsibility to communicate with me in a timely manner (within 24 hours) if you are experiencing any internet, technology or other issues that fall outside of university guidelines that might cause you miss an online session.*

**The “Quality Control” Policy**You are media practitioners, and as such I expect that you will write and present yourself with great professionalism because that is what you have been trained and educated to do. Therefore, your course assignments and presentations will be scrutinized for their vernacular and presentation. **Assignment submissions must be grammatically correct and free from spelling errors.**

**Assignments and Grades Policies**

**Submission Requirements:** *Every assignment you submit to me MUST be typed, double-spaced and submitted as a* ***Word Doc.*** Acceptable citation styles for this course are APA or MLA – if at any point in your work you use information from other sources, you must cite it both in the text and with a properly formatted reference list. Not following these specific instructions will result in a loss of points on the assignment.

**Tests and in-class assignments:** Unless you have a legitimate, documented excuse, there will be no make-ups for in-class assignments or tests and no extra time given if arriving to class late. A make-up assignment or test must be done within the week following the original date and it is your responsibility to set up an appointment with me.   
 **Grade Questions/Challenges:** ​If you have concerns about a grade, please inform me via email. I ask that you wait 24 hours after receiving your grade. Please outline your concerns and provide evidence to support your claim. You have two weeks to challenge a grade after it has been posted on Sakai (this does not apply to grades posted during finals). NOTE: I do not discuss grades over email. So, after you contact me about a grade I will set-up a time to meet with me so we can discuss the grade. I do this to protect your grade information.   
  
**Graduate Students**  
Graduate students enrolled in this course will be held to a higher standard and required to complete at least one additional assignment. **Each graduate student must set up a meeting with me to discuss the assignment.** Grading for graduate students will be done according to the HPLF grading scale (High Pass, Pass, Low Pass, Fail).

**Extra Credit Policy:** It’s unlikely you will receive any extra credit opportunities in this course. In the rare and unlikely event that they occur, they will be class-wide, so please don’t ask for individual extra credit assignments.

**Tips/Expectations for our Online Classes** *Camera Video Policy:* Because this course is so discussion heavy, **HAVING YOUR VIDEO CAMERA TURNED ON IS REQUIRED.** Of course, you can always turn off your video if you need to take bathroom breaks. ***Please know that I will take having your camera off regularly as a sign of disrespect to me as a professor and will also lower your class participation grade significantly.***   
  
***Zoom Profile Photo:*** Please take 2 minutes and upload a photo to be viewed when your video is off. This is much more professional than just having your name appear ***(please do still have YOUR name appear).*** I’d prefer it be a professional looking headshot.***Regarding your location:*** Make sure to be in a quiet, well-lit environment with access to power and stable WIFI.

***Regarding Audio:*** Using a headset is best. A set of earbuds with a microphone also works well and helps with audio. Built-in microphone and speakers are acceptable but not optimal. A telephone can be used as back-up for audio.

***Regarding preparation:*** Be prepared to share your screen **(if I request you to)** and have needed documents easily accessible. Also, be sure to log in 5-10 minutes early to test your audio and video prior to class.

***Getting started:*** Go to unc.zoom.us and sign in using your ONYEN. We’ll likely end up using the same weblink for each class (<https://unc.zoom.us/j/6600177704>), but I’ll let you know if that changes. Each session will be recorded. [Here’s a link to give you some additional pointers for online learning via Zoom!](https://help.unc.edu/sp?id=kb_article_view&sysparm_article=KB0010679&sys_kb_id=60caa6eadb2b0c5070551ffa689619a3)

**Updates and Resources**  
Please reach out to Chris Hill, who’s in charge of our Hussman Triage Hub, if you will need assistance with high-speed internet access, computing, basics on how to receive online instruction, and strategies for being an online student. His contact information is: ([CHJ@unc.edu](mailto:CHJ@unc.edu) or 919-962-0025).  
  
The best source of information about COVID-19 and UNC is the UNC Coronavirus [website](https://unc.us7.list-manage.com/track/click?u=0c240f39418a2baed85c14674&id=32c10e781b&e=362b53f8ba). For health-related concerns, please contact [Campus Health](https://unc.us7.list-manage.com/track/click?u=0c240f39418a2baed85c14674&id=478004e6d9&e=362b53f8ba) or [Counseling and Psychological Services](https://unc.us7.list-manage.com/track/click?u=0c240f39418a2baed85c14674&id=064f43528a&e=362b53f8ba).

**HONOR CODE**  
The Honor Code (<https://catalog.unc.edu/policies-procedures/honor-code/>) forms a bond of trust among students, faculty, and administrators. The University of North Carolina at Chapel Hill operates under a system of self-governance, as students are responsible for governing themselves. As such, our University is transformed into a powerful community of inquiry and learning. The Honor Code embodies the ideals of academic honesty, integrity, and responsible citizenship, and governs the performance of all academic work a student conducts at the University. Acceptance of an offer of admission to Carolina presupposes a commitment to the principles embodied in our century-old tradition of honor and integrity.

**SEEKING HELP**  
If you need individual assistance, it is your responsibility to meet with me or your other instructors. 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.

**DIVERSITY**  
The University’s policy on Prohibiting Harassment and Discrimination is outlined on the Equal Opportunity and Compliance Office’s webpage (<https://eoc.unc.edu/our-policies/ppdhrm/>). 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 on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran’s status, sexual orientation, gender identity, or gender expression.

**SPECIAL ACCOMMODATIONS**  
If you require special accommodations to attend or participate in this course, please let the instructor   
know as soon as possible. If you need information about disabilities visit the Accessibility Resources & Services site at <https://ars.unc.edu/>.

**ACCREDITATION**  
The Hussman School of Journalism and Media’s accrediting body outlines a number of 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: <http://hussman.unc.edu/accreditation>. No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas.  
  
**ASSIGNMENTS (grading rubrics will be provided)**  
**Class Participation – (13% of total grade)**   
Participating regularly in this course is crucial! You are expected to **attend EVERY class**, **be active** in regular class discussions, **contribute** to your group’s **in-class presentation** (details below) and **participate in** guest speaker sessions and other groups’ in-class presentations (asking questions, offering opinions and submitting takeaways).

**EACH GROUP** will be responsible for leading a class discussion on a current PR event, case, campaign, issue related to the client. *Your grade will be determined by the quality of the material, actual presentation (in the form of a Prezi or PowerPoint) and ability to stimulate discussion by questions posed to classmates*. **Each group must submit 6 questions from their presentation to be included on the midterm exam BEFORE the following class.** Half of the questions must be multiple choice and the other half must be True/False **(must provide questions, answer options and indicate the correct answer).** The questions must also be written in complete sentences and free from grammatical/spelling errors.***You will lose 10% of your participation grade if your group’s questions don’t adhere to the above guidelines or are too easy, poorly written, etc.***  
Students who are not presenting must submit a paragraph summarizing three takeaways from each presentation **before the following class.** These must be written in paragraph form and submitted via Sakai. I will **NOT** remind you to do these and will **NOT** accept paragraphs submitted after the start of the next class – **NO EXCEPTIONS.**

Here are the guidelines I follow for determining the participation portion of your grade.

* **A (11-13):** Students participate in most regular class discussions, guest speaker sessions and other groups’ in-class presentations by asking/answering questions and offering opinions. Consistency is important. Must also have submitted all required takeaways from other groups’ presentations and guest speakers. They arrive to class on time and **have NO unexcused absences**.
* **B (8-10):** Students participate in some regular class discussions, guest speaker sessions and other groups’ in-class presentations by asking/answering questions and offering opinions. Consistency is still important. The have submitted most required takeaways from other groups’ presentations and guest speakers (may have missed 1). They arrive to class on time and **have NO unexcused absences**.
* **C (5-7):** Students participate from time to time but mostly prefer to lurk and often keep their cameras off. They may have had some decent things to say but just don’t speak up/contribute too often. They only submitted some of the required takeaways from other groups’ presentations and guest speakers. They may have 0, 1 or 2 absences and/or may be tardy on occasion, without any comment.
* **D and F (<5):** Students have barely had their cameras on or said anything all semester, or even if they have contributed occasionally, they might have too many absences. They are mostly lurkers even if they have fairly good attendance. They tend to respond only when called on. They may or may not have arrived on time to most classes on time. They barely or didn’t submit required takeaways from other groups’ presentations and guest speakers.

**Research Report – (20% of total grade)**  
Your research report will be one of the most critical parts of creating your campaign. It will help you better understand your client, their stakeholders and environment in which they operate. It will also be the guiding light to help your group create the client’s campaign. It will be extremely important for each group member to contribute equally to ensure the report is detailed and comprehensive.  
  
**Midterm Exam - (20% of total grade)**  
The midterm exam will be a test of everything learned from the book, my lectures, guest speakers and in-class group presentations to that point.  
 **Peer Evaluation – (7% of total grade)**Being a good group member in this class is crucial and I expect everyone to contribute equally. At the end of the semester, you will turn in an evaluation for each group member. Should a problem arise with a group member, I expect you to try to solve the problem within the group. If the problem continues, I should be notified in writing. Written documentation of a student’s lack of participation will be factored into a student’s grade. *I will also be evaluating the quality and quantity of your work.* I reserve the right to base your grade on how much I feel you are contributing to the group, regardless of group grades.   
  
**Final campaign and presentation – (30% of total grade)**  
You will create/submit an 8–10-page final campaign document, an 8–10-minute recorded presentation and set of slides at the end of the semester. **Your final campaign must address your client’s objectives, be easy to execute, feasible and guided by your research.** I will instruct and direct you through the process, but it will be up to each group to seek me out for extra guidance.   
 **Client’s Grade – (10% of total grade)**  
The class client will be responsible for 10% of your total semester grade. The client will determine this   
grade by your interactions/communication with them throughout the semester and the quality of your final campaign, presentation and slides.

**TOTAL SEMESTER GRADING BREAKDOWN**  
Class Participation – **13%**  
Research Reports – **20%**  
Midterm – **20%**  
Peer Evaluations – **7%**  
Final Campaign - **30%**Client’s Grade – **10%  
Total = 100%**

**GRADING DETAILS**  
Grading guidelines Dec be found here: <https://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>. Grades follow a typical pattern: A = 94-100, A- = 90-93, B+ = 87-89, B = 84-86, B- = 80-83, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66 and F = below 63.  
 **COURSE SCHEDULE (Subject to change)**\*Please see [UNC academic calendar](https://registrar.unc.edu/academic-calendar/) for the Spring 2021 schedule.   
\*\* Subject to change due to COVID-19  
**January**19 - Class intro; assignments breakdown; client intro – ***read Chapters 1-2***  
21 - Intro to PR campaigns basics (lecture on Chapters 1-2); class groups are announced (create group names) – ***read Chapter 3***  
  
26 - Starting the process (lecture on Chapter 3); Explain In-class Group Presentations; Groups meet in breakout rooms to work on headshots and creating bios –  
28 - Preparing for first client visit; Understanding client relationship management  
  
**February**2 - **FIRST CLIENT VISIT; *read PESO Model document posted in the Resources section of Sakai***  
4 - Unpacking client visit; introducing the PESO Model; ***read Chapter 4***  
  
9 - Understanding the role of research in planning campaigns (lecture on Chapter 4; Preparing for research reports Research talk/Group Meeting time  
11 - ***Park Librarian Visit;*** Groups Meet to Plan Research and work on survey questions  
  
*(Monday, February 15th – groups should be executing research project – focus groups, interviews, literature review)*  
**16 - NO CLASS (WELLNESS DAY)  
18 -** **Client representative visits to talk more about the client/industry; surveys should be live**  
  
**23 -** **Group 1 presents**  
**25 - Group 2 presents  
  
March  
2 - Group 3 presents  
4 -  Group 4 presents; read Chapter 5   
  
9 - Group 5 presents; read Chapter 5; all research results should be in and you should be working on reports11 -** **NO CLASS (WELLNESS DAY)**  
16 - Research report Check-in/Consultations  
18 **-** Groups do final work on research reports  
***Research Report (20%) due (by 10am, Friday, March 19th)***

23 - Planning your final campaigns: Lecture on Chapter 5**; *read Chapter 6***    
25 - Lecture on Chapter 6; ***start working on final campaign ideas; read Chapter 7***   
  
30 - Lecture on Chapter 7; ***read chapters 8-9*April**  
**1 - CLIENT CHECK-IN**  
  
6 - Lecture on Chapters 8-9; **final campaign ideas should be solidified and planning begun  
8 -** ***MIDTERM (20%)***   
  
13 - Making the killer campaign presentation - understanding how to separate your group from the competition***;*** winning campaign examples: titles and strategies; **final campaign planning should be in full force – working on the programming, presentation ideas, final materials, etc.**  
15 - Groups work on final campaigns and prepare for consultations  
  
20 - Group consultations – (I will meet with Groups 1-3 individually via Zoom – groups not meeting with me should be meeting on their own)   
22 -Groups consultations - (I will meet with Groups 4-5 individually via Zoom – groups not meeting with me should be meeting on their own)  
  
**27 - Guest Speaker (TBA); final campaign reports should be completed and first presentation recordings begun**29 - Groups put finishing touches on final campaigns ***FINAL CAMPAIGNS, SLIDE AND PRESENTATIONS (30%) due (by 10am, Friday, April 30th)***

May  
4 - LDOC: Course Review;***Peer Evaluations (7%) due***  
  
**FINAL EXAM SESSION – Final Campaign Winners Announced: *12:00 pm on May 13th***

Final exam times are based on the University final exam schedule. Exams are scheduled according to the day and start time of the first meeting of the course each week and held in the regularly assigned meeting room unless the instructor is otherwise notified.

If you are unable to hold your final at the assigned time, contact [Dr. Tuggle](mailto:catuggle@unc.edu) to check rescheduling options.