



# HUSSMAN SCHOOL OF JOURNALISM AND MEDIA

## Fall 2022 – MEJO 634.2: Public Relations Campaigns Tuesday & Thursday – 2:00pm - 3:15pm

**Instructor:** Livis James Freeman, Jr

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**Office:** Carroll 226

**Office Hours:** By appointment only

**Classroom:** Carroll 143

**Zoom room info (when applicable):**

<https://unc.zoom.us/j/9193893486?pwd=SlpFanQwN0pkbjhkZW5GVDFnZm5jUT09>

**Meeting ID:** 919 389 3486

**Passcode:** 12272021

***Fall 2022 Course Delivery:** As long as it is possible to do so safely, we will meet in person this semester. I understand the ongoing COVID-19 pandemic may require changes to this plan and will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness, I will announce this via email and the course Sakai site.*

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### **Syllabus Changes**

*As your professor, I reserve the right to make changes to this syllabus, including project due dates and test dates. These changes will be announced as early as possible.*

### **COURSE OVERVIEW**

This course is the capstone for students in the public relations track for our 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, various public relations educational models 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 communicating effectively with your group and our client all 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 campaign planning
- (3) Use research results, a diversity-first approach, critical thinking, team input and creative problem-solving techniques to construct messaging for your campaign
- (4) Learn how to implement traditional, social and digital media into your campaign plan using the PESO Model
- (5) Develop a realistic campaign budget, timeline and evaluation plan
- (6) Produce polished campaign materials, hone your presentation/public speaking skills and make a professional campaign pitch that meets 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 Jordan Brand, the NBA, MLB, NASCAR, the Carolina



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Hurricanes, Chick-fil-A, GM (General Motors), the Nashville Predators, UNC/NBA legend - Antawn Jamison, former UNC and NBA player – Danny Green, Rameses - UNC's Animal Mascot, UNC's Kenan-Flagler Business School, UNC's Eshelman School of Pharmacy, UNC's School of Dentistry, Chapel Hill's Ronald McDonald House, the Jordan Institute for Families, Camp Corral, Tar Heel legend and women's pro tennis player – Jamie Loeb, TROSA, Piedmont Health, the 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 (5<sup>th</sup> Edition). You can purchase copies of the book at UNC Student Stores or online ([like the paperback version HERE on Amazon](#)). 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 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:

Attendance for 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.

### University Policy:

**No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences** (<https://uaao.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).

### Class Policy:

I will take attendance for every class. *It is your responsibility to communicate with me in a timely manner (within 24 hours) if you are experiencing issues that fall outside of university guidelines that might cause you to miss a class.*



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**Unexcused absences will result in your final grade being lowered.** The more classes you miss, the lower your grade will be. If you must miss class, excused or unexcused, it is also 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.

## 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).

## HONOR CODE:

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). 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. If you have any questions about your responsibility or your instructor’s responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

## ARS

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu).



## **Counseling and Psychological Services**

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

## **TITLE IX**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

## **POLICY ON NON-DISCRIMINATION**

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at [safe.unc.edu](http://safe.unc.edu)) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

## **DIVERSITY STATEMENT**

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). In summary, 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. 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.

## **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)

### Research Report and In-Class Case Study Presentation– (25% of total grade)

Your group will perform research for a month and submit a detailed report. The research will be a combination of performing interviews, a SWOT Analysis, a PEST Analysis, a literature review, a focus group and a survey. 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.

Each group will also be responsible for presenting a case study in class that stimulates a discussion on a current PR event or issue related to the client. This presentation should not reveal anything about your final campaign ideas but should be helpful for the entire class. The presentations must be last at least 15 minutes with another 10 minutes of Q&A. The entire presentation should last no more than 30 minutes. **Each group must submit 6 questions from their presentation to be included on the midterm exam BEFORE the following class.**

### 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. It will be about 80-100 questions that are a combination of multiple choice and T/F.

### Final campaign and presentation – (35% of total grade)

You will submit an 8–10-page final campaign document and present your campaigns to the client (either in person or via a recorded presentation) with a separate set of slides. **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 research reports, final campaign, presentation, and slides.

### Peer Evaluation – (10% 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 submit 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.

## TOTAL SEMESTER GRADING BREAKDOWN

Case Study Presentation/Research Reports – 25%

Midterm – 20%

Final Campaign - 35%

Client's Grade – 10%

Peer Evaluations – 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](#) for the Spring 2022 schedule.

\*\* Subject to change due to COVID-19

### August

16 - Class intro; assignments breakdown; client intro – **read Chapters 1-2**

18 - Intro to PR campaigns basics (lecture on Chapters 1-2); class groups are announced - groups meet to work on group names, plans for headshots and creating bios; **read Chapter 3 and Strategic Planning document posted in the Announcements section of Sakai**

23 – Group names are due and announced at the start of class – Lecture will be on PR in Context (Chapter 3) and Understanding client relationship management; Preparing for first client visit; **Create Group Bios**

25 – **FIRST CLIENT VISIT/Group bios are due and submitted to client; Read Chapter 4**

30 – Unpack client visit; Starting the process and Strategic Planning (lecture on Chapter 4); **Read Chapter 5**

### September

1 - Research and Analysis (lecture on Chapter 5); groups meet to plan research/in-class presentation, create overall research questions and work on survey/interview/focus group questions

**6 – NO CLASS – WELLNESS DAY**

**8 - Park Librarian Visit**; groups should be working on in-class presentations and executing research project – focus groups, interviews, literature review; **surveys should be live by Friday, September 9th**

13 – Group Research Work Day

**15 – Groups 1 presents**

**20 – Group 2 presents**

**22 – Group 3 presents; Research Report Update**

**27 - Group 4 presents**

29 – Group Research Work Day to Complete Focus Groups/Interviews

### October

4 - Lecture on the Importance of a Diversity First Approach and Introducing the PESO Model; **Read Chapters 6 & 7 all research results should be in and you should be working on reports**

6 – Communication Theories and Setting Aims and Objectives (lecture on Chapter 6); **read Chapter 8 Research Reports (20%) due (Friday, October 7)**

11 – Knowing the Stakeholders and Content (lecture on Chapter 7); **read Chapter 9**

13 – Breakdown of final campaigns/Strategy and Tactics (lecture on Chapter 8); **start working on final campaign ideas; read Chapter 10;**



18 – Timescales and Resources/ Evaluation and Review (lecture on Chapters 9-10); **final campaign ideas should be solidified and planning begun**

**20 - FALL BREAK – NO CLASS**

25 – Groups meet to prepare for client check-in; midterm study guide provided

**27 – CLIENT CHECK-IN; final campaign ideas should be solidified and planning begun**

### **November**

**1- MIDTERM (20%)**

**3 – Careers in PR - Guest Speaker: PR Professional from Agency or Brand;** groups continue final campaign planning

8 - 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.**

10 – Out-of-Class Group Work Day

15 – Group consultations

17 - Groups Shoot videos for final presentations; final campaign reports should be completed

**22 - DUE: FINAL CAMPAIGNS, SLIDES AND PRESENTATIONS (30%)**

**24 –THANKSGIVING HOLIDAY**

29 – LDOC: Groups watch each other’s final campaign presentations; **Peer Evaluations (7%) due**

### **FINAL EXAM SESSION – TBD**

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](#) to check rescheduling options.