

MEJO 634: PR Campaigns

Instructor: Paige Ladisic

Meeting Times: 2 p.m. to 3:15 p.m.

Classroom: Carroll Hall 142

Email: ladisic@email.unc.edu

Phone: 910-448-2003 (this is my cell; texting is encouraged!)

Office hours and location: By appointment only. Text or email to set up a time to chat!

Final Exam: May 8 at 4 p.m.

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 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!

TEXTBOOK

We have TWO textbooks for this course:

- [*Creating Signature Stories* by David Aaker](#)

- [Planning and Managing Public Relations Campaigns. A Strategic Approach by Anne Gregory \(5th Edition\)](#)

Additional readings will come from several different sources including Public Relations Campaigns 2e, An Integrated Approach by Regina Lutrell and will be available on Canvas.

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>.

COURSE POLICIES

Attendance & Classroom Policies

- **Make good decisions:** You're an adult, and you can decide to come to class (or not). I won't dock your grade for missing class. However, throughout the semester, we will have in-class activities, quizzes and "lab work" (some of which will not be announced beforehand!) and this will contribute to 10% of your overall grade.
- **COVID & general sickness:** Please don't come to class sick! If you have COVID symptoms or just feel under the weather, err on the side of staying home – but let me know, so I can work with you to make up any assignments you might miss.
- **Missed work:** No, I won't let you make up an in-class assignment if you missed class, *unless* it was pre-approved or a UNC approved absence.
- **Zoom recordings:** I will record class and share recordings and slides on Canvas, but generally, this will be a synchronous course and conducted via live lecture each day.
- **Technology:** Make good decisions when it comes to distractions during lectures. We all get distracted, but do your best not to distract others if you really want to distract yourself.
- **Diversity and Inclusion:** I am fully committed to fostering a safe environment for all students at the Hussman School and enforcing all University policies for diversity and inclusion.

Communication

- **Contact information:** Email me at ladisic@email.unc.edu with *non-urgent needs*. If you have an *urgent* need (or want a faster response time!) please send me a text at 910-448-2003. This is the best way to get in touch with me.
- **Office hours:** By appointment only. Send me a text in order to set up an office hour appointment.
- **Class updates:** I will use Canvas and email to communicate changes and updates to the entire class. Assignments, due dates and lecture plans are always subject to change.

Assignments and Grading Policies

- **Submission guidelines:** Work should be submitted in PDF form on Canvas or via email. No other specifications.
- **Client-ready work:** All assignments should be submitted as if your *paying client* was going to view them. I will take points off for work that is sloppy or contains careless formatting, spelling, grammar or AP style errors.
- **Late work:** Late assignments will lose 10 points right off the bat, with an additional 2 points subtracted for every additional day it is late. HOWEVER, it is better to be late than to earn a 0!
- **Group work:** A majority of the projects in this class will be completed in groups. You will have time to work with your group on almost all projects in class, but sometimes, you may need to meet outside of class. Do your fair share of work, and don't ride on anyone's coattails. If you feel a group member isn't pulling their weight, come and talk to me early.
- **Grading:** Your grade is subjective to my expectations and standards. My expectations are high, and I expect you to think critically and go above and beyond. If you did not produce excellent work, you will not receive an A.
- **Grade concerns and questions:** 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. 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 in person (online or by phone) so we can discuss the grade.
- **Extra credit:** 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.

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.

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), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at 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) 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 AND GRADING

Research Report – (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
- Aa 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.

In-Class Case Study Presentation – (10% of total grade)

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.

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. After the research portion and 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.

Misc. Assignments – (10% of total grade)

Throughout the semester we will have various assignments to make sure you're keeping up with the tasks required of your final campaign. This might include in-class or out-of-class work.

Summary of Grading

Research Reports	25%
Case Study Presentations	10%
Final Campaign	35%
Client's Grade	10%
Peer Evaluations	10%
Misc. Assignments (Class participation, in-class assignments, etc.)	10%
Total	100%

Grading Scale

PERCENT	GRADE	DESCRIPTION
93-100	A	Outstanding. Mastery attainment.
90-92.99	A-	
88-89.99	B+	
83-87.99	B	Strong performance; Solid attainment
80-82.99	B-	
78-79.99	C+	Average performance; Basic attainment of the subject has been demonstrated
73-77.99	C	
70-72.99	C-	
68-69.99	D+	
60-67.99	D	Passing performance; Marginal attainment
<59.99	F	Failed performance; Unacceptable attainment

Note: I do not round up.

DAILY CLASS PLAN

DATE	PLAN FOR TODAY	ASSIGNMENTS AND READINGS
Day 1 Tuesday, January 10	Welcome to MEJO 634! <ul style="list-style-type: none"> • Class expectations • Prepare for client visit 	
Day 2 Thursday, January 12	Client Visit	Gregory, Ch. 1-3
Day 3 Tuesday, January 17	Lecture <ul style="list-style-type: none"> • Intro to PR campaigns • PR in context • Unpack client visit • Meet with class groups 	
Day 4	Work Day	Due at 11:59 p.m.: Group Bios

Thursday, January 19	<ul style="list-style-type: none"> • Work on group names, bios, in-class presentation topics with groups. 	
Day 5 Tuesday, January 24	Lecture <ul style="list-style-type: none"> • Groups announce names • Starting the process • Strategic planning • Client relationship management 	Gregory, Ch. 4
Day 6 Thursday, January 26	Lecture <ul style="list-style-type: none"> • Research and analysis • Prepare for in-class presentations <i>Introduction to research report.</i>	Gregory, Ch. 5
Day 7 Tuesday, January 31	Guest Speaker: Park Librarian Visit	
Day 8 Thursday, February 2	Work Day <ul style="list-style-type: none"> • Work on in-class presentations and executing on research project – focus groups, interviews, literature review, survey. <i>Survey should be live by Friday, February 3.</i>	Due at 11:59 p.m.: Survey draft
Day 9 Tuesday, February 7	Presentations	
Day 10 Thursday, February 9	Presentations	
Tuesday, February 14	WELLNESS DAY - NO CLASS	
Day 11 Thursday, February 16	Lecture <ul style="list-style-type: none"> • The Importance of a Diversity First Approach <i>All research results should be in.</i>	Gregory, Ch. 6–7
Day 12	Work Day <ul style="list-style-type: none"> • Complete research reports 	

Tuesday, February 21		
Day 13 Thursday, February 23	Lecture <ul style="list-style-type: none"> Introducing the PESO Model 	Gregory, Ch. 6-7
Day 14 Tuesday, February 28	Lecture <ul style="list-style-type: none"> Communication theories Setting aims and objectives 	Gregory, Ch. 8 Due at 11:59 p.m.: Research reports
Day 15 Thursday, March 2	Lecture <ul style="list-style-type: none"> Knowing the stakeholders Content 	Gregory, Ch. 9
Day 16 Tuesday, March 7	Lecture <ul style="list-style-type: none"> Final campaigns breakdown Strategies and tactics <p><i>Start working on final campaign ideas.</i></p>	Gregory, Ch. 10
Day 17 Thursday, March 9	Lecture <ul style="list-style-type: none"> Timescales and Resources Evaluation and Review <p><i>Final campaign ideas should be solidified, planning should begin.</i></p>	
March 14 & 16	SPRING BREAK	
Day 18 Tuesday, March 21	Lecture <ul style="list-style-type: none"> What are signature stories? Components of a signature story 	Aaker, Ch. 1-2
Day 19 Thursday, March 23	Client Check-in <i>Final ideas should be solidified and planning begun.</i>	
Day 20 Tuesday, March 28	Guest Speaker in PR (TBD) <i>Groups should continue final campaign planning.</i>	
Day 21	Lecture	Aaker, Ch. 3-5

Thursday, March 30	<ul style="list-style-type: none"> • What are signature stories? • How do you tell a signature story? <p><i>Final campaign planning should be in full force – working on the programming, presentation ideas, final materials, etc.</i></p>	
Day 22 Tuesday, April 4	Lecture <ul style="list-style-type: none"> • Making the killer campaign presentation • Understanding how to separate your group from the competition • Winning campaign examples 	
Thursday, April 6	WELLNESS DAY - NO CLASS	
Day 23 Tuesday, April 11	Lecture <ul style="list-style-type: none"> • Signature story audiences • Sourcing signature stories 	Aaker, Ch. 6-7
Day 24 Thursday, April 13	Work Day <ul style="list-style-type: none"> • Continue working on final campaign planning. 	
Day 25 Tuesday, April 18	Group Consultations with Paige	
Day 26 Thursday, April 20	Work Day <ul style="list-style-type: none"> • Groups shoot videos for final presentations. • Final campaign reports should be completed. 	
Day 27 Tuesday, April 25	Work Day <ul style="list-style-type: none"> • This is your final chance to work as a group and gather feedback from Paige if needed. 	Due at 11:59 p.m.: Final campaigns, slides and presentations
Day 28 Thursday, April 27	Groups meet to watch each other's final campaign presentations.	Due at 11:59 p.m.: Peer evaluations
FINAL EXAM Monday, May 8 at 4 p.m.	Final Exam – meet in our regular classroom on May 8 at 4 p.m.	