

Public Relations Campaigns

JOUR 4440/6440-01

Spring 2011

Monday & Wednesday; 2:20 p.m. – 3:45 p.m.

MJ 112

Prof. B. White

Office: Meeman 330

Office Hours Monday –Thursday 1:00 p.m. - 2 p.m.; also available by appointment

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COURSE-SPECIFIC REQUIREMENTS

CATALOGUE/COURSE DESCRIPTION:

Application of theory, research data, and problem-solving techniques in the development of comprehensive public relations strategies.

PROFESSIONAL VALUES AND COMPETENCIES FOR PR WRITING:

Students will be able to:

- Demonstrate an understanding of the diversity of people and cultures and of the significance and impact of mass communication 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 profession in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Clearly evaluate their own work and that of others for accuracy and fairness, clarity and appropriate style and grammatical correctness;
- Clearly evaluate their own work and that of others for accuracy and fairness, clarity and appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts.

PREREQUISITE:

JOUR 3400, 3421, 3410, JOUR 4420 recommended, or permission of instructor.

TEXTBOOKS:

- Wilson, Laurie J. & Joseph D. Ogden. (2008). *A Matrix Approach to Public Relations and Marketing*, 3rd ed. Sandy, UT: University Press, Brigham Young University
- Solis, Brian & Deirdre Breckenridge. (2009). *Putting the Public Back in Public Relations. How Social Media is Reinventing the Aging Business of PR*. Upper Saddle River, NJ: Pearson Education, Inc. ISBN: 978-0-715-13-715069-4
- Bhargava, Rohit. (2008). *Personality Not Included*. New York, NY: McGraw Hill
- ISBN: 978-0-13-715069-4
- Philips, Robbin, et. al. (2010) *Brains on Fire: Igniting Powerful, Sustainable Word of Mouth Movements* Hoboken, NJ: John Wiley & Sons ISBN: 978-0470-614181

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive Objectives To Be Mastered (Ability To Explain, Analyze, Understand, Think Critically):

- Students will conceptualize the structure of a public relations campaign.
- Students will differentiate campaigns from other activities.
- Students will describe different approaches to campaigns used by current practitioners.
- Students will describe how social science/ communication theory can be applied in support of organizational objectives.
- Understand the role they play in achieving success or failure in group and deadline-sensitive projects.

Performance Standards To Be Met (Demonstrable Skills, Abilities, Techniques, Applied Competencies):

- Students will apply social science and communication theory to solve problems.
- Students will apply the public relations process – research, planning, execution and evaluation – to solve problems for a client.
- Students will plan and budget a public relations campaign.
- Students will work as a member of a public relations team or work group.
- Students will use group processes to produce decision options.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR PUBLIC RELATIONS CAMPAIGNS:

This capstone public relations course is designed to develop and test students' abilities to apply their knowledge and skills to solve public relations problems in a group setting. Students will draw upon and apply all of their coursework to succeed.

- Students will incorporate audience segmentation principles in developing campaign research, planning, implementation and evaluation.
- Students will produce campaign materials suitable for clients and incorporate in final reports.
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- Students will produce a unique and creative campaign to solve the PR problem for local nonprofit.
- Students will conduct research when no primary research is available. Students design research, create research tools, and interpret results in the final report.
- Students produce the written report of their findings and present an oral summary to the clients and class.
- Students contribute to and produce campaign: generate content, copy edit, print, produce supplementary material, print.
- Where appropriate, students input survey data into PASW, run statistics and interpret data for final report.

CLASSROOM FORMAT:

- Seminar / discussion / evaluation/problem solving/presentation
- Students will work in teams to develop problem statements, identify publics, analyze their interests and conduct research.
- Students will present their work and will be critiqued during class.
- Students will work in teams to complete a campaign project book and presentation for evaluation. Students will submit a hard copy, as well as a digital format of the report. *An outline of the project book and presentation are distributed on the first day of class and electronically to all students on the class via Google docs.*

GRADING:

Your grade in PR Campaigns will be calculated as follows:

Participation (peer evaluations/classroom participation)	20 %
Presentation to client/class (practice round & final presentation)	25%
Ongoing quizzes on readings*	20%
Campaign project book	35 %

Project Grading:

Projects are graded holistically. I will consider the difficulty of the project, the way research and planning are integrated for the client, the way you communicate (writing) your work and the overall appearance of the report. Here’s how you can understand the grade:

91 - 100 **Outstanding.** *Exceptional* performance that shows a combination of breadth and scope of understanding the topic and client’s needs, high level of creativity in solving the problem and demonstrating superior skill. Exceptional team involvement.

81 - 90.99 **Above average.** Performance that shows competency in the subject, as well as breadth, depth or innovation beyond the level of a third year journalism student. Above average team involvement.

71 – 80.99 **Satisfactory.** Meets minimum performance expected of a senior journalism student. Performance is adequate. Satisfactory team involvement.

65 – 70.99 **Poor.** Performance is below that of a competent senior journalism student. Work would not be acceptable in public relations practice. Poor team involvement.

64.99 and below. **Unacceptable.** Work shows major deficiencies in one or more areas.

About Class and Group Participation:

This capstone course involves seminar/lecture/discussion in which you are expected to come to class having read the assigned materials and prepared to offer your input to the discussion. Additionally, this course emphasizes teamwork and making a commitment to your peers to support a group effort to achieve the best results.

You will be assessed on both your class and team participation. It is critical that you perform to the best of your abilities in both areas. It is guaranteed that coming to class unprepared, not contributing to discussions and showing a lack of support for your team will garner exceptionally poor participation and peer review grades that account for 20% of your overall grade. Those who sit quietly, zone out, text, tweet, check FB status or otherwise disengage will note the results in their

grades at the end of the term. So read the material, intelligently participate in class and do your part to support your team.

Quizzes:

Quizzes that cover the assigned reading will be regularly administered using the Tentative Timetable (p. 5). Quizzes are given to encourage students to read the material. Therefore, students are often given advance notice about quizzes.

Quizzes may be administered in class, using Ecourseware or using other electronic processes. Students will receive notice regarding the method of quiz distribution. Most quizzes are open book.

GRADUATE STUDENTS:

Graduate students will be held to a higher standard than undergraduates. You will be expected to take the lead in class discussions. That doesn't mean talking all the time – that means encouraging peers to discuss, as well. Graduate students may also have additional responsibilities with the campaign such as serving as the main point of contact with the client. Other projects for graduate students are determined on a case-by-case basis.

Mondays: Class meetings.

Wednesdays: Group meetings

Attendance is taken everyday – on days class meeting and group meeting days, as well.

Check in to class every day – even on days that are scheduled for group meetings.

DAY	COURSEWORK	OTHER DEADLINES
Jan. 17 (M)	Martin Luther King, Jr. Holiday	
Jan. 19 (W)	Welcome. Form teams. Campaign process.	Team names, roles & responsibilities due by end of class.
Jan. 24	<i>Matrix Approach to PR and Marketing, Matrix quiz; Follow up on teams</i> <i>Guidelines for client interactions</i>	Proposed mandate due
Jan. 26	Group Meetings: CLIENT meetings	Client name, contact info., follow-up meeting, date/time and general campaign purpose Revised mandate (if needed) due by end of class
Jan 31	<i>Matrix Approach to Public Relations and Marketing: discussion/quiz</i>	Research overview/plans and research questions due. For those coming from JOUR 3410: Is research okay? Is additional research needed? For all else: What research methods will you use? Why? BATEMAN TEAM begins to implement plan through Feb. 28
Feb. 2	Group Meetings	Team roles/responsibilities update due: are roles the same? Have changes been made? Submit an update.
Feb. 7	<i>Review Matrix Approach to Public Relations and Marketing: Intro. to Personality not Included: discussion/quiz</i>	
Feb. 9	Group Meetings	Team leader meeting with Prof. White first 15 min. of class.
Feb. 14	<i>Personality not Included: discussion/quiz</i>	Draft of goal(s) due.
Feb. 16	Group Meetings	
Feb. 21	<i>Personality not Included: discussion/quiz</i>	Draft of (stakeholders) key publics due.
Feb. 23	Group Meetings	
Feb. 28	<i>Personality not Included: discussion/quiz</i>	Draft of situation analysis due.
Mar. 2	Group Meetings	
Mar. 7	Spring Break	----- -----

Mar. 9	Spring Break	
Mar. 14	<i>Public Back in PR: discussion/quiz</i>	----- -----
Mar. 16	Group Meetings	
Mar. 21	<i>Public Back in PR: discussion/quiz</i>	Draft of goal(s), publics, objectives, strategies & tactics due.
Mar. 23	Group Meetings	Team leader meeting with Prof. White
Mar. 28	<i>Public Back in PR: discussion/quiz</i>	FINISH BOOK & CREATING PRESENTATION BATEMAN ENTRIES DUE TO NY
Mar. 30	Group Meetings	
April 4	<i>Brains on Fire: discussion/quiz</i>	FINISH BOOK & CREATING, & REHEARSING PRESENTATION
April 6	Group Meetings	FINISH BOOK & CREATING, & REHEARSING PRESENTATION
April 11	<i>Brains on Fire: discussion/quiz</i>	FINISH BOOK & CREATING, & REHEARSING PRESENTATION
April 13	Group Meetings	FINISH BOOK & CREATING, & REHEARSING PRESENTATION
April 18	<i>Brains on Fire: discussion/quiz</i>	REVISE PRESENTATIONS, if needed.
April 20	Presentations – Practice	Team member meetings with Prof. White
April 25	Presentations – Practice	Team Members’ Evaluations Due
April 27	Presentation to Client	Team Leaders’ Evaluations Due. Presentation due. Book due.
Final Exam – TBD		

NOTES: All dates are subject to change. Avoid grade reductions grade by submitting all surveys, questionnaires, etc. for review and approval by your professor and client before implementing.

DEPARTMENT POLICIES

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

CELLPHONES:

You must turn them off during class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UID and email password; click on the gray "Student" tab; complete an evaluation for each course listed and hit the "Submit" button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at (901) 678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

EXIT EXAM FOR ALL JOURNALISM MAJORS:

All Journalism majors are required to take the Journalism Exit Exam their last semester before graduation. Please contact the Journalism office staff anytime during the semester to sign up. You may take the test anytime there are open lab hours during the semester. You will not be certified to graduate until you have completed the test.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- 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.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- Awareness: familiarity with specific information, including facts, concepts, theories, laws

- and regulations, processes and effects.
- Understanding: assimilation and comprehension of information, concepts, theories and ideas.
 - Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.