Instructor: Dr. Trent Seltzer, Ph.D.
Associate Professor, Public Relations
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trent.seltzer@ttu.edu

Office hours: Wednesdays 2-5 or by appointment (Note: Tues. & Thurs. are reserved for research)

Class meets: Section S02 meets MWF, 11:00 – 11:50 (MCOM 361)

CATALOG DESCRIPTION

4412—Public Relations Campaigns (4). Prerequisites: C or better in PR 3308, PR 3312 and PR 4380. Public relations campaign planning, preparation, and presentation in problem-solving mode. Setting objectives; executing research projects; evaluating creative media promotion; and preparing public relations plans, messages, budgets. (Writing Intensive)

COURSE DESCRIPTION & PURPOSE

PR 4412 is the capstone course required of all undergraduate public relations students. It is designed to apply the skills and knowledge that students have acquired in their previous coursework to create a public relations campaign for a real client.

Working in teams, students will conduct original research, construct a comprehensive campaign plan, and produce public relations collateral material that could be used to implement their campaign. Each campaign team will pitch their campaign to the client at the end of the semester and produce a final campaign book.

PR 4412 is also designated as a service learning course. This means that the course learning objectives will be fulfilled while making a contribution of service to the community. This engagement allows students to apply academic concepts to a “real-world” setting with an actual client while also promoting civic leadership, social responsibility, teamwork, and critical thinking skills. Opportunities will be provided for students to think critically about their experiences as they engage with the client and members of the community. Students will be asked to identify, articulate, and reflect critically on issues in personal, professional, and/or civic life from their own perspective as well as that of others.
## Expected Learning Outcomes & Assessment

<table>
<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>Students will demonstrate the ability to critically analyze a real-world organization’s communication scenario and devise a successful plan of action to promote the organization and/or its products.</td>
<td>Students will be required to construct a communication campaign for a client.</td>
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<tr>
<td>Students will demonstrate the ability to conduct research that is capable of directing communication efforts.</td>
<td>Students will be required to design a research instrument, draw a research sample, collect data from that sample, analyze the data collected and devise a means of communicating findings to a client.</td>
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<td>Students will demonstrate the ability to successfully communicate recommended public relations activities through a written document.</td>
<td>Students will be required to write a multi-chapter communication plan that will serve as a guideline for a client. Quality of written plans will be evaluated by the clients and the instructor.</td>
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<tr>
<td>Students will demonstrate the ability to orally communicate a plan of action to a client in a boardroom setting.</td>
<td>Students will be required to pitch a campaign plan to a client audience. Quality of oral presentation will be evaluated by the clients and the instructor.</td>
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<tr>
<td>Students will demonstrate the ability to manage time, people and money in solving a communication problem.</td>
<td>Students will develop a timeline, list of activities and a budget that will guide campaign activities.</td>
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<td>Students will demonstrate a knowledge of proper application and use of PR collateral material in achieving communication goals.</td>
<td>Students will create news releases, pitch letters, brochures, advertising copy, web sites, fliers and/or other appropriate tactics that can be employed in communication efforts.</td>
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<tr>
<td>Students will demonstrate the ability to reflect upon individual and social aspects of life in order to understand ways to serve as a responsible member of society.</td>
<td>Per service learning requirements, students will construct an essay on the value of philanthropic activity and giving of oneself to achieve a more perfect society.</td>
</tr>
</tbody>
</table>

## Method of Instruction

This course is taught by guiding students through the process of developing a public relations campaign for a real client. The class includes both in-class account team meetings with the instructor and instructor-led discussion seminars. The campaign process is unpredictable at times, so anticipate and watch for schedule changes.

Your participation is required, with class participation factoring heavily into your final grade. The quality of your participation in class discussions, activities, and account team meetings and assignments will affect your grade; therefore, attendance and active participation are crucial. All students are expected to have carefully read the assigned material for each class and come ready to participate in the discussion sessions, account team meetings and other activities.

Students may fall behind quickly and therefore are strongly encouraged to keep up with readings and other assignments. Failure to keep up will not only adversely affect your own performance, but will also affect your account team. Not all of the material that you read will be discussed or explained in class. If you need further explanation or clarification, please take advantage of the posted office hours.
E-mail will be used to make announcements and distribute some course material (e.g., PowerPoint files, client material, additional readings, evaluation forms, assignment guidelines, etc.). Please check your TTU e-mail accounts for announcements – this is the primary method of communication between the instructor and students outside of class. Additional required readings may be disseminated as the semester progresses. There will also be additional material distributed in-class at various times during the semester. Students are also responsible for keeping up with oral and written components, instructions, and/or assignments disseminated during class that are not listed in this syllabus. I will also use Blackboard to distribute course material and post grades.

**Required Text:**


**Useful Texts:**

- Current AP Stylebook

**COURSE EVALUATION**

The evaluation of students will be based on their performance in group and individual assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% Value</th>
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<tbody>
<tr>
<td><strong>Group Assignments (70%)</strong></td>
<td></td>
</tr>
<tr>
<td>Situation Analysis</td>
<td>10%</td>
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<tr>
<td>Research Proposal &amp; Instruments</td>
<td>0% *</td>
</tr>
<tr>
<td>Research Findings Report</td>
<td>10%</td>
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<tr>
<td>Campaign Plan</td>
<td>10%</td>
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<tr>
<td>Final Campaign Book (including Tactics)</td>
<td>30%</td>
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<tr>
<td>Final Client Presentation</td>
<td>10%</td>
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<tr>
<td><strong>Individual Assignments (30%)</strong></td>
<td></td>
</tr>
<tr>
<td>Service Learning Reflection Essay</td>
<td>5%</td>
</tr>
<tr>
<td>Class Participation/Activities **</td>
<td>15%</td>
</tr>
<tr>
<td>Peer Evaluation – Overall Semester</td>
<td>10%</td>
</tr>
</tbody>
</table>

100%

* The Research Proposal & Instrument assignment is not graded, but failure to turn it in by the due date will result in -20 penalty on the Research Findings Report assignment.

** Class participation includes participation in class discussions, account team meetings with instructor, pop quizzes, in-class activities, etc.
Final Grade Penalties:

- Each missing/late peer evaluation: -5
- Each missing/late progress report: -5
- Missing/late acknowledgement form: -10 per day
- Every absence after third: -10
- Class misconduct: Instructor’s discretion

Grading Scale:

- A = 90 - 100%: Excellent; professional quality or near professional quality work
- B = 80 - 89.9%: Good; goes beyond minimum expectations, but not professional quality work
- C = 70 - 79.9%: Average; meets or slightly exceeds minimum expectations
- D = 60 - 69.9%: Fair; does not meet minimum expectations for senior-level capstone course
- F = 0 - 59.9%: Poor; falls well below minimum expectations for senior-level capstone course

Grading Policies:

- No extra credit is available except for research study participation.
- Grades are not rounded up.
- There is no “curve.”

Discussing Grades:

I use the “24/7 Rule” for discussions regarding grades. Students (or account teams) must wait a minimum of 24 hours after they receive a graded assignment before contacting the instructor to discuss the grade. After the initial 24 hours, students have one week to meet with the instructor to discuss the grade. If the student does not meet with the instructor within a week, then the matter is closed.

All discussions regarding grades are conducted in person, in my office. I do not discuss individual or team grades during class time (including in-class team meetings).

Written Work:

Your writing will be evaluated based on content, clarity, grammar, spelling, punctuation, syntax, and most importantly, by how effectively written assignments address the client’s public relations goals and objectives and reflect sound campaign strategy.

Spelling counts. So does grammar, punctuation and professional presentation techniques. Any graded assignment (group or individual) will lose points for spelling, citation and other errors. I will also count off for fact errors (-20 each). Unless otherwise noted, use AP style, Times Roman font, 12-pt. type, and 1” margins for all assignments. Use APA or another accepted citation style for references and in-text source attribution.

It is possible to turn in an assignment that would have initially earned a 100/A, but receives a failing grade due to poor spelling, etc. In short, please proofread your work before submitting it.
Peer Evaluation:

Your participation in your account team’s effort will be closely monitored through peer evaluation. Be aware that investing comparable time and effort in campaign development and implementation will affect your account team’s performance and your individual grade. The members of an account team may receive a different grade for each group assignment depending on the quality of their contribution to the team effort. For example, your team receives an 85/B on a group assignment, but the peer evaluations indicate that you contributed little or nothing to the effort. In this case, you would receive substantially lower than an 85 – as low as a 0/F if warranted.

Peer evaluations will be submitted after each group assignment: (1) the situation analysis, (2) the research findings report, (3) the campaign plan, (4) the final book, and (5) the pitch. For each assignment, peer evaluation scores are calculated for each team member. The instructor will use this information along with personal observations/assessment, a review of the progress reports and follow up questioning of account team members (if necessary) to adjust a student’s individual grade on each assignment to reflect their contributions (or lack thereof).

A sixth and final peer evaluation will be used to assess your overall contribution for the entire course. Your grade on the final peer evaluation will count toward 10% of your final grade in the course.

Due to the importance of the peer evaluations, it is every student’s responsibility to honestly evaluate their teammates in a professional, timely manner. Peer evaluations submitted to the instructor after the deadline will result in a -5 penalty on the submitting student’s final grade in the course.

In addition to the peer evaluations, students will have their contributions tracked via the weekly progress reports. Thus, there are multiple mechanisms in place to monitor an individual student’s contributions to the overall effort of the account team and to hold students accountable. Students who participate and perform at a high level will receive credit; students who attempt to ride the coattails of their teammates will not.

In extreme circumstances (as determined by the instructor) you may be “fired” (i.e., removed) from the group if the other group members petition me and I approve. In this case, you will have to complete the remainder of the campaign on your own. You will also be solely responsible for producing any remaining group assignments, producing your copy of the final book, and pitching the client.

To sum up: Although your team may produce an outstanding campaign plan, a lack of individual effort and/or failure to demonstrate mastery of public relations concepts from the course and major may result in you receiving a D or an F in PR 4412. This would require you to retake the course – and potentially delay your graduation.

Late Assignments:

This is a business where deadlines count. You can’t make excuses to your boss or client if your work is late. Therefore, I will not accept assignments turned in after deadline. An assignment turned in past the deadline will receive a grade of 0/F (if it’s a group assignment, the entire group will receive a 0/F). No work is accepted via e-mail unless the instructor indicates that this is acceptable. If hardcopy submission is requested, submit clean, bound hardcopies. If the deliverable is submitted in a sloppy, unprofessional format, I will return it to you or your group and you will receive a zero for the assignment.
Original Work:

Any evidence of plagiarism or cheating will result in an “F” for the assignment and potentially the course; it will also lead to disciplinary action at the college and university level. Do not submit the same work to more than one class. This course requires original work, created at this time, for this purpose.

Student account teams need to produce all of the work on their own, including the graphic design and production elements of the final book and tactics for implementation. Account teams may not solicit outside assistance of any kind from other students, instructors, personal and/or professional contacts, etc.

Early in the semester, the instructor will set up a Turnitin account and require students to submit both individual and team assignments via the dashboard. Additional information regarding the use of Turnitin is provided in the course pack.

Progress Reports:

Once the account teams are formed, each team will be responsible for submitting a signed progress report at the beginning of each week. Progress reports turned in after the deadline will incur a -5 penalty on the final grade of all students in the group.

Class Participation/Activities:

Students are expected to engage in class discussions, participate in account team meetings, participate in in-class activities and contribute meaningfully to group assignments. Adequate class participation includes coming prepared to class discussions, asking meaningful questions, answering questions thoughtfully, responding thoughtfully to other students’ questions and comments, initiating relevant discussions, and active participation and engagement in all facets of the course.

The instructor will assign students a daily participation grade using the following rubric:

- **70-100%**: Student attended class and constructively participated in discussion, in-class activities, and/or team meeting with instructor. Student was attentive, was engaged in the course, and was not disruptive.

- **40-69%**: Student attended class, but did not adequately contribute to discussion, in-class activities, and/or team meeting with instructor. Student may have been inattentive and/or distracting the instructor or other students via inappropriate technology use, engaging in side talk, etc.

- **0-39%**: Student (a) missed class, (b) attended class but was not engaged (e.g., sleeping, talking to friends, texting or using mobile devices, reading *DT*, etc.), and/or (c) was a disruptive influence due to their attitude and behavior (e.g., arguing with instructor or other students, loud abusive behavior, threatening behavior, etc.).

Daily participation grades are averaged at the end of the semester along with any pop quiz grades and used in determining the student’s final class participation grade.
Service Learning Reflection Assignment:

Because this is a service learning course, you will be responsible for writing an individual essay or producing a video testimonial critically reflecting on your experience in the course, focusing on: (a) your interaction with the community, as facilitated by the project, (b) how your project addresses community and societal needs, and (c) the overall service-learning experience. We will discuss this assignment in more detail later in the semester. A handout for this assignment is included at the end of the course pack.

Once we begin actively working on the campaign, I recommend that students keep a daily or weekly journal of their activities and observations as they pertain to the service learning experience. This can be used as a resource when completing this assignment at the end of the semester.

Extra Credit and Research Participation:

You may earn extra course credit by participating in approved research projects within the College of Media & Communication. Each hour of study participation is worth 1 point added to your final average in the class, up to 2 points of extra credit maximum.

To sign up for available studies, please go to http://ttucomc.sona-systems.com. For questions on how to create accounts, sign up for studies, and manage your studies, please see the “Sona 101” guide located outside of room 061 in the basement of the Media and Communication Building.

All research credits must be earned by the end of the business day on Thursday, December 8. Credits earned and/or assigned to a class after that date will not be incorporated into your grade.

Questions about study participation or earning credits may be directed to Dr. Glenn Cummins, Associate Dean for Research in the College of Media and Communication, at glenn.cummins@ttu.edu, or Ms. Kristina McCravey, Center for Communication Research Lab Manager, at kristina.mccravey@ttu.edu.

STUDENT CONDUCT

The Student Code of Conduct applies to all work related to this class. All students are expected to be honorable and to observe standards of conduct appropriate to a community of scholars and professionals. Please reference OP 34.12 regarding Academic Integrity.

Attendance:

Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes (whether discussion sessions or account team meetings) is expected. The university reserves the right to deal at any time with individual cases of non-attendance. Students are expected to attend every class, arrive on time, stay for the entire class, and participate in class discussions, account meetings, and other in-class activities. Students who are late will be noted as tardy. Three tardies will equal one absence. Students more than 15 minutes late to class will be noted as absent. Students who leave early without prior instructor permission will be noted as absent.

A letter grade will be deducted from the student’s final grade for every absence after the third absence. For example, a student who has a 75/C average but has four absences would receive a 65/D for the semester and have to retake the course. In addition, students missing class will receive a zero for that day’s class participation grade (see above). There are no exceptions to this policy.
There are no excused absences, except for religious holidays, for officially approved TTU trips greater than 40 miles from campus (with advanced notification), and for documented medical reasons (as outlined in the university policy on illness below).

Attendance is required and necessary for your success in the course. You are responsible for all material covered in class, including readings, class discussions, special presentations and any other material. Students missing class must obtain class notes from another student; notes are not available from the instructor. Attendance at your account team’s final presentation to the client is mandatory. If you miss your team’s pitch, you will receive a zero for that assignment. Students will not be allowed to make up any pop quizzes or other missed assignments except in the case of excused absences as outlined above (i.e., weddings, family vacations, interviews, etc. don’t count).

Expectations for Class Conduct:

Students are expected to assist in maintaining a classroom environment that is professional, respectful and conducive to learning. The goal is to ensure that all students have the opportunity to learn from time spent in class and working on the project.

Technology Use Policy:

Students are reminded that they are entering a world of professionals – act like it. Please be respectful of your instructor and the other students in the class. You may use technology during class as long as its use is related to the course and the day’s activities. You may also use technology during account team meetings and other in-class work days.

Use of technology for non-class purposes will affect your class participation grade. Please refrain from using laptops and other electronic devices during class to work on social media accounts, surf the internet, watch videos, listen to music, text friends, complete assignments for other classes, etc. Students engaging in these or similar activities will have points deducted from their final grades (exactly how many points are deducted is at the instructor’s discretion depending on type, magnitude, and frequency of misconduct).

If it is excessive or distracting, then I will ask you to stop. If you continue to allow your technology misuse to affect your performance in class and/or distract others, I will ask you to leave class until you can use the technology in an appropriate, professional manner befitting an educational setting.

Department of Public Relations Official Statement Regarding Professionalism:

Public relations majors will enter a world of professionals. This is a world where deadlines, standards, results, and conduct matter. To prepare students for this transition, all public relations majors are expected to adhere to the highest levels of professionalism while enrolled in our program. This includes:

- Demonstrating courtesy toward and respect for their instructors, peers, clients, client stakeholders, media professionals, communities, and classroom guests

- Ensuring that they are aware of, understand, and follow all classroom policies, both those stated in the instructor’s syllabus and those presented verbally in class

- Acknowledging that instructors have a responsibility to be fair and to maintain the integrity of the learning process; this means that instructors are unable to make exceptions to policies (attendance, grading, etc.) for individual students
• Wearing appropriate professional attire when meeting with clients and other community stakeholders as part of class projects or student organization events

• Refraining from the use of mobile devices for non-class related activities or engaging in side talk unrelated to class discussion during class time

TTU POLICIES

Access to Student Records:

Personally identifiable information such as rank in class, personal conduct, grade point average, academic progress, etc., shall not be released to non-authorized personnel without the written consent of the student. This includes parents. Please see the Student Affairs Handbook for more information.

ADA Statement:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806.742.2405. Please reference OP 34.22 for additional information.

Reporting Illness:

In case of class absences because of a brief illness, the student should inform the instructor directly and provide a signed doctor’s note. In case of an illness that will require absence from class for more than one week, the student should notify his or her academic dean. The dean’s office will inform the student’s instructors through the appropriate departmental office. Other information related to illness can be found in the Student Handbook and OP 34.04.

Observance of Religious Holy Days:

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent for the observance of a religious holy day shall be allowed to take an exam or complete an assignment scheduled for that day within a reasonable time after the absence. Please reference OP 34.19 for additional information.

Title IX Statement:

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University.

Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students.
Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are:

- TTU Student Counseling Center, 806-742-3674, [https://www.depts.ttu.edu/scc/](https://www.depts.ttu.edu/scc/) (Provides confidential support on campus)
- TTU Student Counseling Center 24-hour Helpline, 806-742-5555 (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor)
- Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, [voiceofhopelubbock.org](http://voiceofhopelubbock.org) (24-hour hotline that provides support for survivors of sexual violence)
- The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, [rise.ttu.edu](http://rise.ttu.edu) (Provides a range of resources and support options focused on prevention education and student wellness)
- Texas Tech Police Department, 806-742-3931, [http://www.depts.ttu.edu/ttpd/](http://www.depts.ttu.edu/ttpd/) (To report criminal activity that occurs on or near Texas Tech campus)

**Academic Integrity:**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offence and renders the offenders liable to serious consequences, possibly suspension. “Scholastic Dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. See [OP 34.12](#) for more information.

**Civility in The Classroom:**

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. See the [Student Handbook](#) for more information.

**OTHER NOTES & DISCLAIMERS**

- The instructor reserves the right to make changes to the syllabus, assignments, etc.
- Students may not consume food or beverages in the classroom.
- Students may not bring guests to class without instructor consent.
- Only students enrolled in this course may attend (and receive credit for) this class.
COURSE SCHEDULE

Dates and topics subject to change by instructor – check official TTU e-mail daily for updates. Key dates are in **bold**. Suggested account team activities are in *italics*.

| Week 1 | Mon., 8/29 | Discussion: Introduction to course, review 1st assignment, working with account teams & clients, client overview  
Activity: Dr. Seltzer meet with potential account managers  
*Start collecting background information on client/situation*
| Wed., 8/31 | **Due:** Resumes, Cover Letters, Portfolios, & Info Sheets  
Activity: In-class ‘job fair’ with potential account managers (bring resume, cover letter, portfolio material, & information sheet; have ‘elevator pitch’ prepped)
| Fri., 9/2 | **Client Briefing**  
Activity: Q&A with Client; conduct preliminary background research on client; have questions prepared  
*Read:* Client information posted on Blackboard  
*Work on situation analysis*

| Week 2 | Mon., 9/5 | **Labor Day Holiday – No Class**
| Wed., 9/7 | Discussion: Campaign process; strategic public relations management  
*Bring:* Assignment guidelines & evaluation form for situation analysis  
*Read:* Chapters 1-3  
*Work on situation analysis*
| Fri., 9/9 | **Meet with teams:** Discuss situation analysis  
*Work on situation analysis*

| Week 3 | Mon., 9/12 | **Due:** Progress Report #1  
Discussion: Research for PR Campaigns, Part 1  
*Read:* Chapters 4-8  
*Bring:* Assignment guidelines & evaluation for research proposal & instrument  
*Work on situation analysis*
| Wed., 9/14 & Fri., 9/16 | **Meet with teams:** Discuss situation analysis  
*Work on situation analysis*

| Week 4 | Mon., 9/19 | **Due:** Situation Analysis, Peer Eval #1 & Progress Report #2  
Discussion: Research for PR Campaigns, Part 2  
*Read:* Chapters 9-11  
*Work on research proposal & instrument*
| Wed., 9/21 & Fri., 9/23 | **Meet with teams:** Review situation analysis & discuss proposals  
*Work on research proposal & instrument*
| Week 5 | Mon., 9/26 | **Due:** Research Proposal, Instruments & Progress Report #3
Discussion: Research for PR Campaigns, Part 3  
*Finalize instruments & assignments*  
Wed., 9/28 & Fri., 9/30 | Meet with teams: Discuss data collection  
*Data collection*  
Wed., 9/26 |
| Week 6 | Mon., 10/3 | **Due:** Progress Report #4  
Discussion: Reporting data  
Read: Chapter 12  
Bring: Assignment guidelines & evaluation for research findings report  
*Data collection*  
Wed., 10/5 & Fri., 10/7 | Meet with teams: Discuss data collection; analysis  
*Data collection*  
Wed., 10/3 |
| Week 7 | Mon., 10/10 | **Due:** Progress Report #5  
Discussion: Campaign plan overview  
Read: Cases and readings on Blackboard  
Bring: Assignment guidelines & evaluation for campaign plan  
*Data collection*  
Wed., 10/12 & Fri., 10/14 | Meet with teams: Discuss analysis & interpretation  
*Data collection*  
Wed., 10/10 |
| Week 8 | Mon., 10/17 | **Due:** Progress Report #6  
Discussion: PR Campaigns Strategies & Tactics, Part 1  
Read: Chapters 13-15  
*Analysis & interpretation*  
Wed., 10/19 & Fri., 10/21 | Meet with teams: Discuss analysis & interpretation  
*Analysis & interpretation*  
Wed., 10/17 |
| Week 9 | Mon., 10/24 | **Due:** Research Report, Peer Eval #2, & Progress Report #7  
Discussion: PR Campaigns Strategies & Tactics, Pt. 2  
*Campaign planning*  
Wed., 10/26 & Fri., 10/28 | Meet with teams: Review Findings Reports; discuss campaign plans  
*Campaign planning*  
Wed., 10/24 |
| Week 10 | Mon., 10/31 | **Due:** Progress Report #8  
Discussion: Final Book Overview  
Read: Review Sample Campaign Books on Blackboard  
Bring: Evaluation form for final campaign book; Service Learning Reflection Essay assignment guidelines  
*Campaign planning*  
Wed., 10/31 & Fri., 10/31 |
<table>
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| Wed., 11/2 & Fri., 11/4 | Meet with teams: Review plans; discuss tactics; discuss final book  
|               | Campaign planning                                                      |
| **Week 11**  | Mon., 11/7                                                            |
|              | **Due:** Campaign Plan, Peer Eval #3, & Progress Report #9           |
|              | Work on tactics & final book                                           |
|              | Meet with teams: Discuss tactics; discuss final book                  |
|              | Work on tactics & final book                                           |
|              | Wed., 11/9 & Fri., 11/11                                              |
|              | Meet with teams: Discuss tactics; discuss final book                  |
|              | Work on tactics & final book                                           |
| **Week 12**  | Mon., 11/14                                                           |
|              | **Due:** Progress Report #10                                          |
|              | Discussion: Presentations & Pitches                                   |
|              | Read: Chapter 16                                                      |
|              | Bring: Presentation outline & evaluation for final client presentation|
|              | Work on tactics & final book                                           |
|              | Wed., 11/16 & Fri., 11/18                                             |
|              | Meet with teams: Discuss tactics; discuss final book                  |
|              | Work on tactics & final book                                           |
| **Week 13**  | Mon., 11/21                                                           |
|              | **Due:** Progress Report #11                                          |
|              | Discussion: TBD/Catch Up                                              |
|              | Work on tactics & final book                                           |
|              | Wed., 11/23 & Fri., 11/25                                             |
|              | **No Class – Thanksgiving Vacation**                                  |
| **Week 14**  | Mon., 11/28                                                           |
|              | **Due:** Final Book, Peer Eval #4, & Progress Report #12              |
|              | Meet with teams: Discuss final presentations                          |
|              | Work on final presentations                                           |
|              | Wed., 11/30 & Fri., 12/2                                              |
|              | Meet with teams: Pitch Rehearsals                                     |
| **Week 15**  | Mon., 12/5 & Wed. 12/7                                                |
|              | Meet with teams: Pitch Rehearsals                                     |
|              | Thurs., 12/8                                                          |
|              | Last day to earn and/or assign extra credit for research study        |
|              | participation                                                         |
| **Finals**   | Fri., 12/9, 1:30 to 4:00                                              |
|              | **Due:** Client Pitch, Peer Eval #5, & Peer Eval #6                  |
|              | Mon., 12/12                                                           |
|              | **Due:** Last day to submit Reflection Assignment (by noon)           |
|              | Thurs., 12/15                                                         |
|              | Final grades submitted for graduating seniors (by noon)               |
|              | Sat., 12/17                                                           |
|              | Commencement; Begin Rest of Life                                      |
PR 4412: Public Relations Campaigns  
Resume, Cover Letter, & Portfolio Assignment

Due: In Class, Wed., 8/31

DIRECTIONS: In addition to the student information sheet, I need three other items from you before placing you into an account team. I will not place you in a team until I receive all of these materials.

1. An up-to-date, professionally formatted resume on plain white paper (you don’t need to bust out the fancy resume paper for this).

2. A well-written cover letter applying for the account team position that you list as your first preference on the student information sheet. Be sure to clearly connect your experience to the requirements of the position for which you are applying. You can address the letter to me.

3. A mini-portfolio of your work. These items can come from either professional or academic sources. Please include copies of:
   a. A media release
   b. Another short writing sample (e.g., pitch letter, backgrounder, etc.)
   c. A piece that demonstrates your graphic design/content creation skills

Please limit the mini-portfolio to these three items. Copies are fine; I can return originals to you if necessary. If any of these items were used in a “real-world” context, please attach a note describing how they were used.

Please do not create any new pieces for this assignment.

You do not need to put all of these items in a fancy folder – just staple everything together with the information sheet on top, followed by the cover letter and resume, and then the work samples.

IMPORTANT:

Students who want to apply for an account manager position need to meet with me and email me a copy of your resume as soon as possible.

All students should print extra copies of your resumes to bring to the “job fair” with the account managers on Wed. 8/31.
PR 4412: Public Relations Campaigns
Student Information Sheet

Due: In Class, Wed., 8/31

Name:
Employer:
Position:
Work Phone:
Work Schedule:

Previous PR Coursework:

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<th>Course</th>
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Please rate your interest in the following account team positions by ranking them from 1 to 5 with 1 being your first preference.

___ Account Manager
___ Research Director
___ Copywriting Director
___ Creative Director
___ Media Director