PR 4412.S03: PUBLIC RELATIONS CAMPAIGNS

Spring 2018 Syllabus

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Office hours: Monday, 2pm to 3:30pm & Thursday, 9am to 10:30am (or by appointment)

Class meets: Section S01 (ours) meets T/R, 11am-12:20pm (MCOM 253)

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. The course requires students 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 common to completed and implemented communication (public relations) campaigns. Each campaign team will pitch their campaign to the client at the end of the semester and produce a final campaign book.

PR 4412 also has the designation as a service-learning course. This means that you will complete the course learning objectives while contributing to community service efforts. 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. The experience affords students opportunities to think critically about their experiences as they engage with the client and members of the community (i.e., the campaign’s public[s]). The course assignments and approach ask students 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.
### STUDENT 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</td>
<td>Students will be required to construct a communication campaign for a client.</td>
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<tr>
<td>communication scenario and devise a successful plan of action to promote the organization</td>
<td></td>
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<tr>
<td>and/or its products.</td>
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<tr>
<td>Students will demonstrate the ability to conduct research that can, in turn, direct</td>
<td>Students will be required to design a research instrument, draw a research sample, collect data from</td>
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<tr>
<td>communication efforts.</td>
<td>that sample, analyze the data collected and devise a means of communicating findings to a client.</td>
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<tr>
<td>Students will demonstrate the ability to communicate successfully and recommended</td>
<td>Students will be required to write a multi-chapter communication plan that will serve as a guideline for</td>
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<td>public relations activities through a written document.</td>
<td>a client. The client and the instructor will evaluate quality of written plans.</td>
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<tr>
<td>Students will demonstrate the ability to communicate a plan of action to a client orally in</td>
<td>Students will be required to pitch a campaign plan to a client audience. The client and instructor will</td>
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<td>a boardroom setting.</td>
<td>evaluate quality of oral presentation.</td>
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<tr>
<td>Students will demonstrate the ability to manage time, people and money in solving a</td>
<td>Students will develop a timeline, list of activities and a budget that will guide campaign activities.</td>
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<td>communication problem.</td>
<td></td>
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<td>Students will demonstrate knowledge of proper application and use of PR collateral material</td>
<td>Students will create news releases, pitch letters, brochures, advertising copy, web sites, fliers and/or</td>
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<td>in achieving communication goals.</td>
<td>other appropriate tactics employed in communication efforts.</td>
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<tr>
<td>Students will demonstrate the ability to reflect upon individual and social aspects of</td>
<td>Per service learning requirements, students will construct an essay on the value of philanthropic activity</td>
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<td>life to understand ways to serve as a responsible member of society.</td>
<td>and giving of oneself to improve society.</td>
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**PR Campaigns Syllabus – Spring 2018 (King)**
METHOD OF INSTRUCTION

This course guides 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 and class participation factors 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. I expect all students to read assigned material carefully 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. Some material you read may not be covered or explained in class. If you need further explanation or clarification, please take advantage of my office hours.

COURSE MATERIALS

I will use e-mail and Blackboard to make announcements and distribute course material (e.g., PowerPoint files, client material, additional readings, evaluation forms, assignment guidelines, etc.). Please check your TTU e-mail accounts and Blackboard for announcements—this is the primary method of communication between the instructor and students outside of class. If needed, I will provide additional required readings not listed in the syllabus as the semester progresses. There will also be additional material distributed in-class at various times during the semester. Students are responsible for keeping up with oral and written components, instructions, and/or assignments disseminated during class not listed in this syllabus. I will also use Blackboard to distribute course material and post grades.

Required Text:

  - I highly recommend you purchase this book—it will be useful to you throughout your strategic communication career. I am not requiring you buy the book, because it is available via the library (online, even!) and I’ll post a few key chapters. Please see me if you need help accessing the book.
## COURSE EVALUATION

Course evaluation of students focuses both on individual and group assignments. Full details are available in the course pack and on Blackboard.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</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>
</tr>
<tr>
<td>Research Proposal &amp; Instruments</td>
<td>0*</td>
</tr>
<tr>
<td>Research Findings Report</td>
<td>10</td>
</tr>
<tr>
<td>Campaign Plan</td>
<td>10</td>
</tr>
<tr>
<td>Final Campaign Book (including Tactics)</td>
<td>30</td>
</tr>
<tr>
<td>Final Client Presentation</td>
<td>10</td>
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<tr>
<td><strong>Individual Assignments (30%)</strong></td>
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<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>
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</table>

**Total** 100

*The Research Proposal & Instrument assignment is not graded, but failure to turn it in by the due date will result in a penalty of -5 points on the Research Findings Report assignment.

**Class participation includes participation in class discussions, account team meetings with instructor, pop quizzes, in-class activities, peer evaluations for individual group assignments, e-mail with the instructor, etc.

### Final Grade Penalties

- Each missing/late peer evaluation -5 points
- Each missing/late progress report -2 points
- Every absence after third -10 points
- Class misconduct Instructor’s discretion

### Grading Scale

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<tr>
<th>Grade</th>
<th>Scale</th>
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<tr>
<td>A</td>
<td>90–100 Excellent; professional quality or near professional quality work</td>
</tr>
<tr>
<td>B</td>
<td>80–89  Good; goes beyond minimum expectations; near professional quality work</td>
</tr>
<tr>
<td>C</td>
<td>70–79  Average; meets or slightly exceeds minimum expectations</td>
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<tr>
<td>D</td>
<td>60–69  Fair; does not meet minimum expectations for a capstone course</td>
</tr>
<tr>
<td>F</td>
<td>0–59   Poor; falls well below minimum expectations for a capstone course</td>
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### Grading Policies

- Extra credit is available only via procedures outlined within this syllabus.
- No rounding. Your point total is your point total.
- There is no “curve.”
Discussing Grades
I’m happy to discuss grades with you, including specific assignments, feedback provided, etc. These discussions can happen in class or during my office hours. Please note that I will not email about specific grade questions, as those are confidential matters about which I have limited email disclosure ability, but I am happy to have those discussions in person (and with your groups). The only rule for discussing grades is that after I hand back an assignment I’ll gladly clarify comments, but won’t discuss overall grades until 24 hours after you’ve received back any respective assignments.

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. Grammar, punctuation and professional presentation techniques also matter. Any graded assignment (group or individual) will lose points for spelling, citation and other errors. I will also count off for inaccuracies and incomplete information. Unless otherwise noted, use a consistent and professional style (i.e., AP style), Times New Roman font, 12-point 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. (this is unlikely, by the way, but possible). In short, please proofread your work before submitting it.

Peer Evaluation
I will monitor your participation in your account team’s efforts closely through peer evaluation. Be aware that your 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 a group assignment depending on the quality of their contribution to the team effort. For example, your team receives a B (8/10) 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 eight—as low as a zero if warranted (again, unlikely, but possible).

You will submit peer evaluations 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, I will calculate peer evaluation scores 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 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 evaluate their teammates honestly in a professional, timely manner. Peer evaluations submitted to the instructor after the deadline will result in a -5 points 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.

**NOTE:** 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.

**In summary,** 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 likely delay your graduation. That is a possible outcome of this course. I do not want that outcome for you, just as I imagine you do not want that outcome for you. Given the guidelines above, though, I hope you have clarity that this outcome is fully in YOUR control (not mine or your other group members’ control).

**Late Assignments**
Deadlines matter for public relations professionals. You cannot 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 is a group assignment, the entire group will receive a 0/F). The default expectation is that you will submit a hard copy of your work, as well as an electronic copy. Hard copies of assignments should be stapled or otherwise bound. If the deliverable submitted is sloppy and unprofessionally formatted, 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 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 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. for any content creation. If I find any work submitted is the work of others, the group will receive a grade of 0/F for that portion of the respective assignment.

**Progress Reports**
Once the class designates account team assignments, each team will be responsible for submitting a signed progress report at the beginning of each week (that is, the start of each week’s first class). Progress reports turned in after the deadline will incur a penalty of two points taken away from the final grade of all students in the group.
**Class Participation/Activities**

The class requires expect students to engage in class discussions regularly, participate in account team meetings dutifully, 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.).

I use notes from throughout the semester to determine participation grades at the end of the semester. You can ask about my estimation of your participation grade at any one point in time, but understand that this grade represents the totality of your participation and attendance (and, thus, could change quickly in any given week).

**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. You can use these journals 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 (1 credit) is worth 1 point added to your final average in the class, up to 2 points (2 credits in the online system) of extra credit maximum. You can also earn all 2 points if you complete all events with a PR Showdown team.
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. You must complete research participation by the end of the day on “dead day” (the study day between the semester and finals). I will not incorporate any credits earned and/or assigned to other classes.

You can direct questions about study participation or earning credits to Dr. Glenn Cummins, Associate Dean for Research, College of Media and Communication (glenn.cummins@ttu.edu), or Ms. Kristina McCravey, Center for Communication Research Lab Manager, (kristina.mccravey@ttu.edu).

**STUDENT CONDUCT**

The [Student Code of Conduct](#) applies to all work related to this class. The Department of Public Relations and course requires expect all students to be honorable and observe standards of conduct appropriate to a university community. Please reference [OP 34.12](#) regarding Academic Integrity.

**Attendance**

Responsibility for class attendance rests with the student (that’s you!). I expect regular and punctual attendance at all scheduled classes (whether discussion sessions or account team meetings). The university reserves the right to deal at any time with individual cases of non-attendance. I expect you to attend every class, arrive on time, stay for the entire class, and participate in class discussions, account meetings, and other in-class activities. I will take note of students late to class—even a few minutes—and mark them as tardy. Three instances of tardiness will equal one absence. I will mark students more than 30 minutes late to class as absent. I will mark students who leave early without prior instructor permission as absent.

I will use the following course policy for penalizing attendance: you will lose four points (-4 points) off your final grade for every absence after the third. For example, a student who has a 72/C, but has four absences would receive a 68/D for the semester and would need to retake the course. Meanwhile, a student with 88/B for the class with five absences would end up with a final grade of 80/B (so, losing points, but not changing your grade). In addition, students missing class will receive no credit for participation for any given day (see above). There are no exceptions to this policy.

There are no excused absences, except for religious holidays, officially approved TTU trips greater than 40 miles from campus (with advanced notification), and 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, unless I use PowerPoint slides (in which case I will post those slides on Blackboard). Attendance at your account team’s final presentation to the client is mandatory. If you miss your team’s pitch, you (not your group) 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, vacations, etc. do not count). As is the case for all course policies, any exceptions will be considered on a case-by-case basis by the instructor.
Expectations for Class Conduct
Students will assist in maintaining a classroom environment that is professional, respectful and conducive to learning. The goal is to ensure that all students can learn from time spent in class and working on the project. Be civil.

Technology Use Policy
You will soon enter a full-time 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 if it relates to the course and the day’s activities. You may also use technology during account team meetings and other in-class workdays, although you must again be using the technology as it relates to course activities. Use of technology for non-class purposes will affect your class participation grade and your overall grade. Please refrain from using laptops and other electronic devices during class to explore your social media accounts, read news, 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).

Department of Public Relations Official Statement Regarding Professionalism
Public relations majors will enter a full-time world of professionals soon. This is a world where deadlines, standards, results, and conduct matter. To prepare students for this transition, the Department of Public Relations expects all public relations majors 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
I will not release identifying information such as rank in class, personal conduct, grade point average, academic progress, etc. to non-authorized personnel without the written consent of the student. This includes your 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.

**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 (please be aware that I do call the doctor’s office to confirm that office attended to your medical needs). 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. You can find other information related to illness in the Student Handbook and OP 34.04.

**Observance of Religious Holy Days**
"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. 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 from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

**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: (1) TTU Student Counseling Center, 806-742-3674, https://www.depts.ttu.edu/sec/ (Provides confidential support on campus); (2) 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); (3) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence); (4) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, rise.ttu.edu (Provides a range of resources and support options focused on prevention education and student wellness); and (5) Texas Tech Police Department, 806-742-3931, http://www.depts.ttu.edu/tpd/ (To report criminal activity that occurs on or near Texas Tech campus)

**Academic Integrity**
Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then
must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University (“University”) Quality Enhancement Plan, Academic Integrity Task Force, 2010]

**Civility in the Classroom**

I expect students to assist in maintaining a classroom environment that is conducive to learning. To assure that all students can gain from time spent in class, unless otherwise approved by the instructor students should not engage 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.
COURSE SCHEDULE
See Blackboard for full schedule.