

Communication 431 - Public Relations Campaigns
5:00-7:50 Wednesday
Room 239 (CAC)

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Office Hours: Weds 1:00-3:00pm and by appointment

Course Overview:

This is the final course in the Public Relations track, and you are expected to apply the skills and knowledge acquired in your classes to date. Successful students will be adept at synthesizing concepts in a way that ultimately benefits a local client.

Each element of the course has been designed to enhance your ability to not just land a job in public relations, but excel at it. This requires a balance between theory and application. The two required textbooks should prove to be valuable resources in this class and beyond. Other required readings will be made available online, and those lend additional perspectives on the field.

By the end of the semester, you should have multiple pieces of work to add to your portfolio. More importantly, you will have the opportunity to set yourself up for success beyond graduation. Make good use of the time you have.

Required Texts:

Avery & Yount (2016) Advertising Campaign Planning: Developing an Advertising-Based Marketing Plan (5th edition).

David Meerman Scott (2015) The New Rules of Marketing & PR (5th edition).

Additional required readings will be made available online.

Attendance Policy

Attendance is mandatory. Treat this class as you would a job.

On occasion, an absence is unavoidable. As a general rule, it is always better to notify someone before you will be absent, rather than after. Because much of this course involves in-class group work, it is advisable that you notify group members of your absence in advance and cc me on the email.

If an explanation is reasonable and the absence is rare, the course grade will not be affected. Excessive tardiness and/or absences will result in reductions in your professionalism grade.

Course Requirements

ASSIGNMENT	POINTS
Online Presence	20
News Release	20
Revised Release Pitch	20
Branding Activity	20
Resume / Cover Letter	20
Service Learning Project	100
Historical Campaign	50
Final Campaign	150
Campaign Reflection	50
Professionalism	50
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TOTAL	500

Grading

Assignments will be graded against a publication standard.

An "A" is Outstanding. This grade rewards work that is of a professional caliber. The writing is clear, well organized and precise, and requires virtually no editing. Any edits are relatively cosmetic and subjective. In short, the work would not require changes prior to being submitted to a client or editor.

A "B" is Good. This grade reflects work that could be raised to professional standards without extensive editing. The work needs minor revisions in terms of reorganizing, rewriting and/or reformatting. A "B" doesn't necessarily have anything wrong, but there are identifiable areas for improvement.

A "C" is Adequate. This work indicates a relatively significant problem in at least one area, such as research, analysis, grammar, strategy, or formatting. It does not measure up to professional quality but might be saved with extensive revisions. This is work that a boss might consider a first draft.

A "D" is Unacceptable. This work is substandard, even for a classroom setting. The research and analysis may be unprofessional, the writing may be unclear, and/or ungrammatical. The work may contain factual errors and/or critical omissions, or may show little concept of basic strategic judgment.

An "F" is Failing. This grade reflects completely unacceptable work, and conveys the impression that the student did not take the assignment seriously.

Late Work

Deadlines matter in the workplace, and there are consequences if you fail to deliver. Work submitted after the deadline has passed will receive a 20 percent deduction. For each subsequent 24-hour period that elapses, an additional 5 percent will be deducted until the assignment is turned in.

Plagiarism and Academic Misconduct

You are expected to do original work. Recycling work you have previously done is known as self-plagiarism. When you use information or images that you did not create, you need to indicate that.

Section 14.03 of the UWSP code defines academic misconduct as occurring when a student takes any of the following actions:

- ◇ Seeks to claim credit for the work or efforts of another without authorization or citation;
- ◇ Uses unauthorized materials or fabricated data in any academic exercise;
- ◇ Forges or falsifies academic documents or records;
- ◇ Intentionally impedes or damages the academic work of others;
- ◇ Engages in conduct aimed at making false representation of a student's academic performance; or
- ◇ Assists other students in any of these acts.

The potential consequences of academic misconduct include failing the class, being placed on disciplinary probation, being suspended, or being expelled from UWSP.

The stakes are far too high to take risks in this area. Let me know if you need clarification.

Beyond the ethical considerations, part of the fun in this class and in the field is playing with ideas. It is far more rewarding to be inspired and find your own voice than it is to steal someone else's effort and hope you don't get caught. It's a better way to live; as Mark Twain put it, "If you tell the truth, you don't have to remember anything."

Additional Resources

The [Mary K. Croft Tutoring-Learning Center](#) offers assistance with writing, technology, and study skills. It is located in room 018 of the Learning Resource Center (in the basement of the library), and you can set up an appointment by stopping by or calling 715-346-3568.

Any student who anticipates they may need an accommodation based on the impact of a disability (including mental health, chronic or temporary medical conditions) should contact me privately to discuss specific needs.

The [Disability and Assistive Technology Center](#) offers assistance and documentation for students with disabilities. It is located in room 609 of the Learning Resource

Center. You can contact them at 715-346-3365 or via email at datctr@uwsp.edu. Students registered with the DATC may provide their Notice of Accommodation letter (yellow forms) during office hours, via email, or after class.

The [UWSP Counseling Center](#) is available to help you deal with the stresses of college life. There are licensed mental health professionals who can help. It is located on the 3rd floor of Delzell Hall at 910 Fremont Street. Contact them at 715-346-3553, or via email at counsel@uwsp.edu.

SCHEDULE

Subject to change. Students are responsible for noting changes announced during class.

- *Readings listed on a particular date should be completed before class begins.
- *Assignment denotes something that will be discussed & assigned (but due later).
- *Due indicates an assignment is due before class begins that day.
- *In-Class designates an assignment that will be done in class & due that day.

Week 1 - Sept. 7 - Course Overview

Syllabus
Introductions
Looking Ahead to Next Week

Week 2 - Sept. 14 - The State of P.R.

***Readings:**

1. Scott, *New Rules*
Introduction (pp. 1-12)
2. *Available Online* - Brian Solis, Engage (2011)
Chapter 12: Brand Personality, Discovery, and Promise (pp. 97-106)
3. *Available Online* - Ed Zitron - This is How You Pitch (2013)
Chapter Two: The First Year Sucks (pp. 23-45)
Chapter Four: Pitching (pp. 77-99)

***Assignment:** Online Presence Assessment

Week 3 - Sept. 21 - Breaking Through the Noise

***Due: Online Presence Assessment**

***Readings:**

1. Avery & Yount
Planning Point Three: Writing Style (pp. 23-28).
2. Scott, *New Rules*
Chapter 13: How to Write for Your Buyers (pp. 235-244)
3. *Available Online* - Kessler/McDonald - When Words Collide: A Media Writer's Guide to Grammar and Style (2004), Chapter One - 10 Secrets to Writing Well (pp. 1-9)
4. *Available Online* - The AP Guide to News Writing (1999)
Chapter One: Language: Pompous, Pedantic and Plain (pp. 1-4)
Chapter 10: Pseudo-Color: Clichés & Other Trespasses (pp. 85-94)

***In-Class News Release due at End of Class**

Week 4 - Sept. 28 - News Releases

***Readings:**

1. Scott, *New Rules*
Chapter 10: You Are What You Publish (pp. 161-193)
Chapter 19: Use News Releases to Reach Buyers Directly (pp. 337-350)
Chapter 20: Your Newsroom (pp. 351-365)
Chapter 21: New Rules for Reaching the Media (pp. 366-378)
Chapter 22: Newsjacking Your Way Into the Media (pp. 379-394).

***In-Class Revised Release due at End of Class**

Week 5 - Oct. 5 - Branding

***Readings:**

1. *Available Online*: Debbie Millman, Brand Thinking (2013)
Foreword & Introduction: vii-5
2. *Available Online*: Marty Neumeier, The Brand Gap (2006)
Introduction: 1-19
Take-Home Lessons: 149-157

***In-class Branding Activity due at End of Class**

***Assignment: Service Learning Project**

Week 6 - Oct. 12 - Strategy, Creativity & Ethics

(Possible Guest Visitor)

***Readings:**

1. Avery & Yount
Chapter Six, Marketing Strategy (pp. 132-159)
Chapter 7 + Notes A, B (pp. 160-183)
Chapter 10 (Only Part C - pp. 242-244)
2. *Available Online* - Austin Kleon, Steal Like an Artist (2012),
Chapter 1 - Steal Like an Artist (pp. 1-23)
Chapter 10 - Creativity is Subtraction (pp. 134-140)

***Due: Resume and Cover Letter.**

Week 7 - Oct. 19 - Service Learning Support Group

***In-Class: Determine Groups for Final Project**

- Small Group Debriefs (work in same groups as you will in your final project)
- Address questions for one another - get best practices
- > First part of group time will be to review your own service learning project & ideas ... Second part will be looking at your group client.
- Present an update to the class (as a group). Use this time as a Q&A to generate ideas.

Week 8 - Oct. 26 - Research & Evaluative Metrics

***Readings:**

1. Avery & Yount
The Planning Document, Chapter Two: Research (pp. 78-104)
Chapter 8, Note D: Traditional Media (p. 225)
Chapter 9, Social Media Marketing (pp. 226-234)
2. *Available Online* - Brian Solis, Engage (2011)
Chapter 26, The New Media Scorecard (pp. 271-293)

Week 9 - Nov. 2 - Service Learning Project Presentations

***Readings:**

1. Avery & Yount
Chapter 13, The Presentation (pp. 261-272)
2. *Available Online* - Pete Barry, The Advertising Concept Book (2012),
Chapter 14 - Presenting and Selling Your Work, 269-273

***Due: Service Learning Project Assignment**

***Assignment: Historical Campaign**

Week 10 - Nov. 9 - Group Work, Timeline and Status Update

***Group Work**

- Historical Campaign Assignment
- Final Project - Status update by the end of the class
- Final Project - Timeline/checklist with responsibilities by the end of class

Week 11 - Nov. 16 - Historical Campaign Presentation

***Due: Historical Campaign Presentation and Paper**

Week 12 - Nov. 23: NO CLASS - THANKSGIVING

Week 13 - Nov. 30 - Final Project Details/In-Class Work Period

*Email me items/ideas for review before midnight on Sunday so we have something to discuss on 12/7.

Week 14 - Dec. 7 - NO CLASS - Set up a time to meet with me as a group.

Week 15 - Dec. 14 - Final Presentations

***Due: Final Presentation**

Week 16 - FINALS WEEK DEC. 21

***Due: Final Reflection - Details to follow.**

Let me know if you have questions - I'm here to help!

-nathan