

Instructor: Dr. Alan Freitag, APR, Fellow PRSA

Classroom: Colvard 5092; 6-8:50 p.m., Thursday

Instructor's Office: Colvard 5001; phone (704)687-2867; arfreita@unccl.edu

Office Hours: Thursday, 3-5 p.m., and by appointment

Required Texts: Smith, Ronald D. (2005). *Strategic Planning for Public Relations*, 2nd Ed. Lawrence Erlbaum Associates, Mahwah, New Jersey.

Center, Allen H.; Jackson, Patrick; Smith, Stacey; & Stansberry, Frank R. (2008). *Public Relations Practices: Managerial Case Studies and Problems*, 7th Ed. Pearson Prentice Hall, Upper Saddle River, NJ.

Gladwell, Malcolm (2002). *The Tipping Point*. Little, Brown & Co., New York.

Additional Readings as Assigned

NOTE: Information in this syllabus is subject to change during the course of the semester.

Objectives: In keeping with the philosophy of this university and the Communication Studies Department, this course blends the theoretical and the applied. Students will apply theories of how communication campaigns work to a real-world communication campaign. Students will work toward a mastery of public relations research, problem solving, planning, writing, and evaluation, while acquiring an appreciation for the social, political, cultural, ethical and economic contexts within which campaigns unfold. As a consequence, students will be better prepared to provide professional advice and counsel to their employers or clients. Additionally, students will have to develop team management skills such as leadership/followership, coordination, negotiation, conciliation, discipline, and peer performance evaluation.

Method of Teaching: Sessions will combine limited lecture with active discussion. For the campaign planning portion, this course employs the counseling firm format in which class members form account teams, each representing its own client, while the instructor serves as senior account executive overseeing the work of each team. A team may include up to four student members. On the first day of class, each student will indicate his/her preference for one of the client campaigns listed below. To the extent possible, students will be assigned to their first campaign choices. During the semester, each team will develop an overall communication plan for the client along with representative products to support the plan. Students will not implement the plan, but will present it to the client for potential implementation.

Based on registration, there are two clients for this class; students will work together in teams of up to four to develop a communication campaign for either the university's ADVANCE program or Active Minds.

- For the university's ADVANCE program, students will develop a communication plan in support of an effort to attract more women students and faculty into the STEM disciplines (science, technology, engineering, math). This is a national effort under the auspices of the National Science Foundation, and our campus is aiming to take a leading role. To that end, this team will develop a strategic communication plan for the campus but with the added charge to craft the plan so it can become a template for other campuses throughout the United States. Simultaneously with this effort, an undergraduate practicum class, led by Ms Holli Frazier, will be continuing and expanding current communication activities on campus in support of the ADVANCE effort. Consequently, liaison with Ms Frazier and her class will be part of this team's responsibilities. A member of the team will also need to attend the monthly campus

ADVANCE committee meetings. If appropriate, we will submit the plan to the National Science Foundation for its use and distribution.

- For the Department of Psychology, one student team will develop a strategic communication plan to support the effort to establish a campus chapter of Active Minds, a nonprofit organization dedicated to mental health awareness among college students. The organization’s aim is to promote awareness and education regarding mental illness. This is a relatively new national organization, established in 2001. Although this strategic plan will focus on our campus, it should also be designed to serve as a template for chapters on other campuses hoping to establish a chapter. If appropriate, we will submit the plan to the national organization for its use and distribution.

Class sessions will include informal team reports on campaign development progress. The team will prepare, present, and submit sequentially completed plan elements as depicted in the course schedule. The team should develop an image (logo, product “look,” etc., that appropriately reflects client values) that appears in each of its products -- memos, releases, reports, PSAs, etc.

To supplement and reinforce principles applied through campaign development, we will conduct active class discussions of assigned case studies as well.

Each student will also be responsible for leading discussion of one assigned article and for preparing a summary report of that discussion. Assigned articles are listed in Appendix C.

Summary of Assignments and Grading:

ITEM	DESCRIPTION	DUE DATE(S)	% OF FINAL GRADE
Lead one article discussion and prepare summary	Each student leads a 30-minute discussion of an assigned article; also prepares 4- to 5-page summary of discussion; see Appendix C	As assigned	15%
Class participation	Contribution to class discussion; class preparation	Ongoing	15%
Peer evaluation	Students complete a peer evaluation on each other team member	May 8	10%
Campaign plan	Completed written plan and presentation; see Appendix B for details	Sequentially from Feb. 21; final grade assigned after formal presentation	60%

Included with this syllabus is a summary of sessions (Appendix A) for the entire semester; please consult it regularly to aid you in anticipating assignment due dates and to prepare for each session.

Academic Integrity: If you are not familiar with the “Student Guidelines to the UNC-Charlotte Code of Student Academic Integrity,” you can find it at the university’s web site:

<http://www.uncc.edu/unccatty/policystate/ps-105.html>

You’re responsible to know and observe its requirements. The code forbids cheating, fabrication, falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. The instructor will emphasize any special requirements regarding academic integrity in this course as we progress, and his comments in this regard will be binding. Academic evaluation in this course includes the instructor’s judgment that your work is free from academic dishonesty of any type; therefore, your grade will be seriously and adversely affected by academic dishonesty. Violate the code and you can be expelled from UNC-Charlotte. The normal penalty for a first offense is zero credit for the work involved in the infrac-

tion as well as reduction in your course grade. In almost all cases, the course grade becomes an “F.” The instructor will rigorously enforce standards of academic integrity and expect you to report cases of academic dishonesty.

Disabled Students: Students requiring special accommodations with regard to this class because of disabilities should notify me and the Office of Disability Services (230 Fretwell) as soon as possible.

APPENDIX A

SESSION	ACTIVITIES	ASSIGNMENT (for next session)
1: Jan. 10	Review syllabus; discuss PR campaign planning (see Appendix B; introduce client approach	<ul style="list-style-type: none"> ✓ Read Smith text intro, Phase I (steps 1&2) + Appendix B ✓ Read C&J chaps. 1&2
2: Jan. 17	PR History; ethics; initial group reports (informal); IRB; group time.	<ul style="list-style-type: none"> ✓ Read Smith Phase I (step 3), plus focus group info (pp. 276-281) ✓ Read C&J chap. 3 + cases 3-1, 3-3, 3-4; problem 3-A ✓ Prepare team organizational chart w/responsibilities
3: Jan. 24	Discuss focus groups; [video on focus groups available]; C&J cases; group time to begin planning focus group (session #7).	<ul style="list-style-type: none"> ✓ Read Smith Phase II (step 4) ✓ Skim Smith Appendix A
4: Jan. 31	Guest speaker; goals & objectives; team time, then informal report on Smith exercise pp. 80-81.	<ul style="list-style-type: none"> ✓ Read Smith Phase II (step 5) ✓ Read C&J chap. 4 + cases 4-1, 4-3, 4-6; problem 4-A ✓ Read Gladwell part 1 ✓ Read article #1
5: Feb. 7	C&J cases; <i>Tipping Point</i> discussion; instructor demo of article discussion (#1); group time for Smith exercise pp. 115-116.	<ul style="list-style-type: none"> ✓ Read Smith Phase II (step 6) ✓ Read Gladwell part 2 ✓ Read article #2 (Appendix C)
6: Feb. 14	Guest speaker; <i>Tipping Point</i> discussion; article discussion #2; group time for Smith exercise pp. 141-142.	<ul style="list-style-type: none"> ✓ Read C&J chap. 5 + cases 5-1, 5-3, 5-4; problem 5-A ✓ Read Gladwell part 3
7: Feb. 21	Draft Part I of plan due (by e-mail OK); Class will not meet; this evening is set aside for campaign teams to conduct focus group research.	<ul style="list-style-type: none"> ✓ Read article #3
8: Feb. 28	Informal focus group reports; C&J cases; <i>Tipping Point</i> discussion; article presentation #3; Plan Part I assessment.	<ul style="list-style-type: none"> ✓ Read Smith Phase III (step 7) ✓ Read C&J chap. 6 + cases 6-1, 6-2, 6-3; problem 6-C ✓ Read article #4
9: Mar. 13	Draft Part II of plan due; discuss tactics; C&J cases; article presentation #4; group time for Smith exercises pp. 169-171, 179-181, 199-200, 210-211, 216	<ul style="list-style-type: none"> ✓ Read Smith Phase III (step 8) ✓ Read Gladwell part 4 ✓ Read article #5
10: Mar. 20	Guest speaker; <i>Tipping Point</i> discussion; article presentation #5; Plan Part II assessment; group time	<ul style="list-style-type: none"> ✓ Read Smith Phase IV (step 9) ✓ Read C&J chap. 7 + cases 7-1, 7-2, 7-3, 7-5 ✓ Read article #6
11: Mar. 27	Part III of plan due; discuss evaluation/measurement; C&J cases; article presentation #6; group time for Smith exercise pp. 257-258, then informal report	<ul style="list-style-type: none"> ✓ Read C&J chap. 8 + cases 8-2, 8-5, 8-6; problem 8-A ✓ Read Gladwell part 5 ✓ Read article #7
12: Apr. 3	C&J cases; article presentation #7; <i>Tipping Point</i> discussion; Plan Part III assessment.	<ul style="list-style-type: none"> ✓ Read C&J chap. 9 + cases 9-1, 9-2, 9-3 ✓ Read Gladwell part 6 ✓ Read article #8

13: Apr. 10	Part IV of plan due; C&J cases; article presentation #8; group time	✓ Read C&J chap. 10 + cases 10-2, 10-3, 10-4; problem 10-A ✓ Read Gladwell part 7
14: Apr. 17	Guest speaker; C&J cases; <i>Tipping Point</i> discussion; Plan Part IV assessment; group time	✓ Read Gladwell part 8
15: Apr. 24	Practice client presentations.	
16: May 8	6:30-9:15 -- Presentation of communication campaign plan to client (may move to May 4 if all agree)	

Components of Campaign Plan

There are many ways to prepare and format a communication campaign plan and you will have some flexibility in preparing your plan for this class. However, in order to provide a basic structure and sense of direction, your plan should generally include the following elements, due as indicated:

	INCLUDES	DUE
Part I	Descriptive background on the organization -- history, purpose, vision, etc.; analysis of the current situation as it relates to the communication campaign; results of secondary research; identification of needed primary research; a succinctly stated communication challenge; identification and descriptions of segmented target publics (internal and external); specific communication goals and objectives that support organizational goals and objectives; key messages linked to target publics	Feb. 16
Part II	Results of primary research; broad description of potential communication strategies considered for the campaign; identification of strengths and weaknesses of the organization as related to the campaign; a proposed procedure for establishing and maintaining liaison with organizational management, including a plan for campaign plan coordination, approval, and conduct (Parts I and II may be blended and ordered in a variety of ways)	Mar. 16
Part III	Delineation and description of specific strategies and tactics with clear linkage to goals and objectives; detailed timeline for implementation; this is the heart of the plan, but it must flow logically from Parts I and II	Mar. 30
Part IV	Description of evaluation/measurement techniques; budget; plus attached representative products	Apr. 13

There will likely be additional appendices to the plan, such as at least five representative PR products, a survey or other research proposal and the detailed results of the focus group research. The plan must be presented professionally to the client, both as a finished document and as a formal presentation on May 8 (or May 4), the final exam date. The grade for the plan will be based on an overall evaluation of the completed and presented project; except in extraordinary circumstances, account team members will each receive the same grade for their team project.

ARTICLE PRESENTATION SCHEDULE

DATE	STUDENT	ARTICLE
Feb. 7, #1	Instructor Demo	Martinelli, K, & Briggs, W., "Integrating Public Relations and Legal Responses During a Crisis: The case of Odwalla, Inc.," <u>Public Relations Review</u> , 24 (4):443-460 (Winter 1998).
Feb. 14, #2		Tilson, D.J., and Don Stacks, "To Know Us Is To Love Us: The Public Relations Campaign to Sell a 'Business-Tourist-Friendly' Miami," <u>Public Relations Review</u> , 23(2):95-115 (Summer 1997).
Feb. 28, #3		Pauly, John J., and Hutchison, Liese L., "Moral Fables of Public Relations Practice: The Tylenol and Exxon Valdez Cases," <u>Journal of Mass Media Ethics</u> , 20(4):231-249 (2005).
Mar. 13, #4		Coombs, T., & Schmidt, L., "An Empirical Analysis of Image Restoration: Texaco's Racism Crisis," <u>Journal of Public Relations Research</u> 12(2):163-178 (2000).
Mar. 20, #5		Anderson, W.B., "We Can Do It': A Study of the Women's Field Army Public Relations Efforts," <u>Public Relations Review</u> , 30(2):187-196 (June 2004).
Mar. 27, #6		Henderson, Alison, "Activism in 'Paradise': Identity Management in a Public Relations Campaign Against Genetic Engineering," <u>Journal of Public Relations Research</u> , 17(2): 117-137 (2005).
Apr. 3, #7		Werder, Kelly Page, "Responding to Activism: An Experimental Analysis of Public Relations Strategy Influence on Attributes of Publics," <u>Journal of Public Relations Research</u> , 18(4): 335-356 (2006).
Apr. 10, #8		Slater, Michael D., "Integrating Application of Media Effects, Persuasion, and Behavior Change Theories to Communication Campaigns: A Stages-of Change Framework," <u>Health Communication</u> , 11(4): 335-354 (1999).
Apr. 17, #9		Stephenson, Michael T., & Southwell, Brian G., "Sensation Seeking, the Activation Model, and Mass Media Health Campaigns: Current Findings and Future Directions for Cancer Communication," <u>Journal of Communication</u> , 56: 538-556 (2006).
Apr. 24, #10		Lindenmann, W. , "Setting Minimum Standards for Measuring Public Relations Effectiveness," <u>Public Relations Review</u> , 23(4):391-408 (Winter 1997).
#11		Lauzen, M., "Understanding the Relation Between Public Relations and Issues Management," <u>Journal of Public Relations Research</u> 9(1):65-82 (1997).
#12		Park, D., & Berger, B.K., "The Presentation of CEOs in the Press, 1990-2000: Increasing Salience, Positive Valence, and a Focus on Competency and Personal Dimensions of Image," <u>Journal of Public Relations Research</u> 16(1):93-125 (2004).
#13		Hall, M.R., "Corporate Philanthropy and Corporate Community Relations: Measuring Relationship-Building Results," <u>Journal of Public Relations Research</u> 18(1):1-21 (2006).
#14		Van Ruler, B., "The Communication Grid: An Introduction of a Model of Four Communication Strategies," <u>Public Relations Review</u> , 30(2):123-143 (June 2004).
#15		Marra, F., "Crisis Communication Plans: Poor Predictors of Excellent Crisis Public Relations," <u>Public Relations Review</u> , 24(4):461-474 (Winter 1998).
#16		Coombs, W.T., "Impact of Past Crises on Current Crisis Communication," <u>Journal of Business Communication</u> , 41(3):265-289 (July 2004).
#17		Austin, E.W., Pinkleton, B.E., & Dixon, A., "Barriers to Public Relations Program Research," <u>Journal of Public Relations Research</u> 12(3):235-253 (July 2000).
#18		Callison, C., "Do PR Practitioners Have a PR Problem?: The Effect of Associating a Source With Public Relations and Client-negative News on Audience Perception of Credibility," <u>Journal of Public Relations Research</u> 13(3):219-234 (2001),