

## ADPR 4478 A Public Relations IV

Fall, 2018

### Instructor Information

**Instructor:** Dr. Cynthia Irizarry

**Email:** [Cirizarry@suffolk.edu](mailto:Cirizarry@suffolk.edu)

**Office phone number:** 617-305-1783

**Office location:** 73 Tremont Room 1080

**Office Hours:** Monday 12:00pm-1:30pm and Wednesday 4:30pm-5:30pm; Every day by email

### Course Information

**Course Meeting Time:** MW 1:40-2:55pm

**Course Meeting Place:** 73 Tremont, 10<sup>th</sup> floor, Room 1003

**Catalog Description:** Examines typical public relations problems experienced by organizations. Provides students with an opportunity to demonstrate their mastery of the skills, techniques, and knowledge of public relations by creating a comprehensive campaign plan for a community client.

**Prerequisites:** ADPR 2277, ADPR 3376, ADPR 3377, Senior Standing

**Credit Hours:** 04

This course meets the Federal Government's definition of a credit hour:

[https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111-Policy\\_On\\_Credits\\_And\\_Degrees.pdf](https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111-Policy_On_Credits_And_Degrees.pdf)

Student Engagement hours are located at the end of this document

### Additional Course Description:

Please note that this is a service- learning designated course that requires you to engage with a community partner client. Suffolk University defines service- learning as "a pedagogy integrating academically relevant service activities that address human and community needs into a course. Students connect knowledge and theory to practice by combining service with reflection in a structured learning environment."

Our community partner client is the **Boston Debate League**. Address: 54 Canal St, Boston, MA 02114 Phone: (857) 350-4274

**Boston Debate League Mission Statement:** *To integrate argumentation and competitive debate into Boston Public Schools to develop critical thinkers ready for college, career, and engagement with the world around them.*

**Required Text:**

Bobbitt, R., & Sullivan, R. (2009). Developing the Public Relations Campaign: A team-based approach. 2<sup>nd</sup> Ed.

**Strongly recommended text:**

Diggs-Brown, B. (2007). The PR Style Guide: Formats for Public Relations Practice. (2nd ed.) Thomson Wadsworth. (Buy used online)

**Please note that assignment descriptions and course activity forms can be found in the course documents tab in Blackboard. Also in this tab you will find multiple campaign proposals and Powerpoint lecture slides.**

<b>GOALS</b>	<b>OBJECTIVES</b>	<b>ASSESSMENTS</b>
<b>Upon successful completion of this course, students should be able to know/understand:</b>	<b>Upon successful completion of this course, students should be able to:</b>	<b>How the student will be assessed on these learning objectives:</b>
Collaborating with a community partner, students will understand a community need and work to address that need through mutual learning, critical analysis, and reflection	Understand the academic challenges faced by students in underserved schools served by the Boston Debate League  Provide on-the-ground support for the after school debate program and related events in Boston Public Schools (Middle and High Schools) organized by the Boston Debate League  Work in partnership with the Boston Debate League to develop a public relations plan that supports their mission among key stakeholders	Service Learning Essay  Service Reflection Discussion  Campaign Proposal
Know the elements of an effective PR campaign and effectively communicate its benefits	Identify the steps and processes common to communications planning and execution	Campaign Proposal  Proposal Presentation  Exam
Understand the importance of teamwork	Work as a group effectively and efficiently	Group Peer Evaluations
Understand the importance of project management	Plan and organize team activities and assess progress	Weekly team meeting updates

**Assignments** (Also check the course documents folder tab in Blackboard for additional information).

### ACADEMIC ASSIGNMENTS

**Group Peer Evaluations:** You will be responsible for rating the participation of fellow group members at the end of the course. The peer evaluation involves rating group members' attendance, ability to meet group deadlines, fellowship behaviors and work ethic. Peer evaluations are worth 15% of your course grade.

**Exam:** You will also be asked to take one exam that measures your knowledge of PR principles and techniques offered in lecture. The exam is worth 15% of the course grade.

### SERVICE ASSIGNMENTS

ADPR 4477A is a service-learning designated course. As such, it is expected that you will complete both direct and indirect service to the client. It is mandatory that you volunteer 10 hours of direct service to the client. This service may require you volunteer hours on the weekends. Details of the volunteer obligation will be discussed by the instructor. All time spent researching, constructing the campaign proposal and creating creative materials for the client count as indirect service hours. In general, you should expect to expend 40-50 hours in indirect service. The client will visit the class to discuss the details of your service and expectations for the campaign. YOU MUST TAKE NOTES OF THE CLIENT'S VISIT. Based on your successful completion of service activities, you will provide the following assignments.

**Campaign Proposal and Presentation:** Each student work group will prepare an 18-20 page campaign proposal for the client. Your proposal should be based on factual research, posit campaign objectives, provide original actionable materials and specify a means to evaluate the success of the campaign. Your group will summarize the proposal in a stylish oral presentation that uses PowerPoint (NOT PREZI) professional slides. Sample student proposals can be found in Blackboard in the Course Documents tab. The proposal is worth 25% of the course grade and the presentation is worth 10% of the course grade. **Note:** FAILURE TO COMPLETE SCHEDULED DIRECT SERVICE TO THE COMMUNITY PARTNER RESULTS IN AN AUTOMATIC "0" FOR THIS ASSIGNMENT.

**Service Learning Paper:** Write a 5-7 page reflective paper that discusses your experience advancing the cause of your course client. Your paper should focus on: 1) Describe the unique unfairness or injustice the client seeks to address. How did your service help address this issue? 2) Make academic connections to the public relations activities of your client and course

content. What are the unique PR challenges that the client organization experiences and how did you help address them? **3)** Discuss how your service in this course helped shape your personal and professional goals **(20% of course grade)**. **Note:** FAILURE TO COMPLETE SCHEDULED DIRECT SERVICE TO THE COMMUNITY PARTNER RESULTS IN AN AUTOMATIC “0” FOR THIS ASSIGNMENT.

**Service Reflection Discussion:** You will be asked to reflect on your direct service experience through Blackboard discussion post prompts. Prompts will ask you to reflect on what you have learned about diverse perspectives, social justice and civic engagement. Your posts should average 100-150 words. You must respond to other students in a discussion forum to receive full credit **(10% of course grade)**. **Note:** FAILURE TO COMPLETE SCHEDULED DIRECT SERVICE TO THE COMMUNITY PARTNER RESULTS IN AN AUTOMATIC “0” FOR THIS ASSIGNMENT.

**Weekly Meetings:** Teams must meet once a week outside of the course to successfully complete the campaign proposal as part of indirect service. Please use the Weekly Activity form located in the Administrative Assignments folder in Bb Course Documents. The Team Account Manager and Assistant Account Manager are responsible for taking attendance and describing weekly activity updates on this document. Weekly updates must be provided to the instructor on Monday of every week in the course **(5% of course grade)**.

### **Course Grading:**

Students who excel should receive grades that reflect excellent performance and production. A student who does no more than the minimum and performs at an average level is a C student. People who perform beyond this level will earn better grades.

Consider the course a marathon and not a sprint. If you have sprint orientation (pay attention to assignments and work hard in short bursts usually close to the due deadline), you will not perform well in this course. The following scale is used to assess the final weighed grade.

- A 90-100%
- B 89-80%
- C 79-70%
- D 69-60%
- F Below 69% Unacceptable

## Course Policies

### Teamwork

This course adopts a team-based approach to learning and working which is reflective of the actual PR process. In order to facilitate this process you will be asked to complete many assignments as a team composed of 5-7 students. Teams will construct rules that ensure efficient and effective work procedures. *Teams should establish rules that govern where the team will meet outside of class, when the team will meet outside of class on a weekly basis and how the team will deal with member lateness or failure to complete work on time.* Teams will also conduct peer evaluations at the end of the semester that count as a percentage of the overall grade.

### Attendance:

Exceling in this course requires class participation. For this reason, attendance is essential. You are required to attend every class. Nevertheless, circumstances will occur that make attendance impossible. For this reason, **students are allowed no more than 3 absences.**

**Each absence beyond three will result in the lowering of your overall course grade by one letter.** For example, a student with a “B” in the course with 4 absences will receive a “C” on the final grade. If you have a medical or family emergency that results in many absences, you will need to contact the Dean of Students in College of Arts and Sciences to determine your academic status. The Dean’s office can be contacted in the following ways on this web page: <https://www.suffolk.edu/campuslife/25937.php>

### Written Work Policy:

This course places heavy emphasis on your writing skills. The following aspects of your writing are assessed during the grading process:

- a) Grammar, b) Spelling, c) Required length, d) Ability to follow directions, e) PR style guide

Generally, try to make your work look as professional as possible. An assignment with numerous writing errors cannot earn an “A” grade. If the writing style is distracting, the writer can receive no better than a “C” grade. As a general rule, if an assignment doesn’t appear to be

“college quality” it will receive no better than a “D” grade. The inability to cogently construct thoughts in proposal writing will lead to a poor grade. Specifically, you should follow these rules:

1. Unless otherwise instructed, all assignment must be typed. Hand-written assignments will not be accepted and we be given a grade of “0”.
2. You must use APA or MLA style for the reference of secondary research such as in a bibliographic or in-text citation in the campaign proposal.
3. You must use the Associated Press (AP) style book or Digg-Brown book for PR/journalistic writing conventions for PR actionable materials.
4. Your campaign proposal should only use one font style and be no larger than 12 point for paragraphs and 14 point for section headings.
5. You must have 1 ½ inch margins on top and bottom and 1 inch margins on the sides for the campaign proposal.
6. Do not put extra spaces between paragraphs in the campaign proposal.
7. Don’t let your writing detract from your grade.

### **Course Management Policies:**

1. Practice image management and treat your work and your relations with others professionally. Dress professionally and adhere to norms of professionalism and politeness with your community partner, instructor and fellow class members.
2. Materials and assignments missed due to absence must be obtained through a class colleague, not the instructor.
3. Arrive on time. If late, enter the room unobtrusively.
4. Set cell phones on vibrate. Only take emergency calls. Internet surfing and texting for personal reasons is not allowed during course lectures.
6. All assignments are due on the date assigned in the daily schedule below. Please check back to the Backboard syllabus often as due dates may change due to events outside of the instructor’s control (weather, illness, etc.)
7. Always keep an electronic copy of your work.

8. All written assignments must use Microsoft Word. Actionable materials (e.g. brochures, advertisements, newsletters,) must use appropriate design software, preferably the Adobe Creative Suite saved as a PDF doc. Under no circumstances should you hand write or crayon actionable materials.

9. If you are experiencing personal problems or a conflict with teammates, you are strongly advised to consult the instructor before the problem becomes a crisis.

10. This course utilizes Blackboard. Check your Blackboard home page every day for important announcements.

11. If you cannot meet with your student work group, you must inform the group before the absence.

12. **You may not release any materials prepared for the client.**

13. **You may not use Prezi for presentation slides.**

## **University Policies**

### **Participation/Attendance Policy**

Absences and Attendance Policy: <http://www.suffolk.edu/studenthandbook/19864.php>

In the event that the university cancels classes, such as for severe weather, students are expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as an exam or paper, are due at the next class meeting unless other instructions are posted at the course website or communicated via email.

### **Disability Accommodations**

If you determine that you need formal, disability-related accommodations, it is very important that you register with the Office of Disability Services (located at 73 Tremont Street, 7th floor, 617.994.6820, [disabilityservices@suffolk.edu](mailto:disabilityservices@suffolk.edu)) and notify me of your eligibility for reasonable accommodations. We can then plan how best to implement your accommodations. For more information, look here: [www.suffolk.edu/disability](http://www.suffolk.edu/disability)

### **Academic Misconduct Policy**

Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions. Please review these policies in the student handbook:

<http://www.suffolk.edu/studenthandbook/19863.php>

## Academic Grievances

There is a formal process students must follow for grieving a grade; please review the Academic Grievance Policy in the student handbook:

<http://www.suffolk.edu/studenthandbook/67192.php>

## Student Resources

The university provides a range of student services. To learn more, explore:

<http://www.suffolk.edu/explore/54511.php>

## WEEKLY SCHEDULE

The instructor reserves the right to change the scheduling of the syllabus to better meet the needs of the community partner. The schedule, policies, procedures, and assignments in this course are also subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. You really need to read the daily schedule to be organized and prepared for class.

### WEEK 1

**9/6:** Student roll; review of course materials. Student self-introductions. *Email to the instructor a 1 page skills resume including internship experience **by Friday, September 8.***

**Over the weekend, research your client's organization at <http://www.bostondebate.org>**

### WEEK 2

**9/11:** Go to the Administrative Assignments folder in the Course Documents tab in Blackboard. Download and print the Time Management Worksheet and the Agency Team Form. Complete the Time Management Worksheet before you come to class on 9/11.

**Form teams.** Each team must have a minimum of 6 students. Exchange contact information with each other. Complete the Agency Team form and return to instructor at the end of class.

**Create Team Rules.** Talk about the rules and work expectations you have for one another. Write these rules on paper and have each member sign the form and provide a copy to the instructor on the date due in the daily schedule. Each group should consider their own attendance rules for out of class meetings and conflict resolution steps.

**Determine an out of class meeting time.** Use your completed Time Management Form to determine and schedule a weekly meeting time with your group. Meeting physically is preferred but if there are schedule conflicts, you still need to establish a time when the group can phone conference or Facebook chat.

**9/13: Meet client today. Keep notes** of what the client would like you to assist with including dates of events you are expected to attend. Your client has many needs that require PR and marketing assistance. Be prepared to ask your client questions based on their PR mission and goals you gleaned from your review of the organization's website.

Visit <http://www.bostondebate.org/> to sign-up to judge a debate tournament. Consider middle school meets.

### WEEK 3

**9/18: Lecture: PR Models; Read B & S Chapter 1: The nature of persuasive campaigns**

Due: weekly meeting report to Blackboard Assignment Submit as an attachment. Use the Weekly Group Meeting form located in the Administrative Assignment Folder in Blackboard.

**9/20:** Lecture cont. **Read B & S Chapter 2: An Overview of the Public Relations Process**

*Account manager should email group rules to the instructor. See my email address above.*

Review sample PR campaign proposals in Blackboard course documents. Review the Alzheimer's student association, Illumination Foundation for Homelessness and the Power-up Obesity Campaign. This will give you an idea of the sections you need to write for your PR proposal.

### WEEK 4

**9/25:** Lecture: PR campaigns; **Read B & S Chapter 3 Planning: Background Research and Chapter 4: Planning: Primary Research**

Account Managers schedule meeting to discuss campaign objectives with client

**9/27:** Begin researching your client to write a **situation analysis** to determine informed PR goals and objectives.

1. Consider a social media audit including vanity metrics such as "likes", and "comments" on the BDL Facebook page. Go back in the timeline for the past six months to see what type of content is posted by the BDL. Examine their stakeholders including other businesses. Remember that audits are a form of content analysis. You are looking for

repeating themes and key messages across news and social media outlets. Take a six month lookback at their Twitter account and Instagram.

2. Research the history of the National Urban Debate League by starting at their website: <http://urbandebate.org/Who-We-Are>. Read about other Urban Debate Leagues at: <http://urbandebate.org/Who-We-Are/Our-Leagues>. Read general news about Urban Debate Leagues.
3. **Make sure the research is evenly distributed among group members.**

## WEEK 5

10/2-10/4:

Lecture: PR campaigns: Read **B & S Chapter 5: Planning: Goals and Objectives, Messages and Themes, Channels and Strategies**

## WEEK 6

10/9: No class

10/10: Groups meet to share results of research and conduct gap analysis of needed information

**Due:** Service Reflection Discussion. See prompts in Blackboard Discussion Tab

10/11: Groups construct the written situation analysis and write proposal goals and objectives

## WEEK 7

10/16 Read **B & S Chapter 6: Implementation: Traditional Media Channels and Chapter 7: Implementation: The Internet and Social Media and Chapter 8: Implementation: Nonmedia Channels**

10/18: **Due: Full Draft of the Situation Analysis with clearly stated campaign goals and objectives.** Read **B & S Chapter 9: Implementation: Logistics and Chapter 10: Evaluation**

## WEEK 8

10/23-10/25 Lecture Crisis Communication Campaigns

**Due:** Service Reflection Discussion. See prompts in Blackboard Discussion Tab

## WEEK 9

10/30 Lecture: CSR and Community Relations

**11/1:** Groups prepare actionable materials. **Read B & S Chapter 11: Legal and Ethical Considerations.**

**Due:** Service Reflection Discussion. See prompts in Blackboard Discussion Tab

## WEEK 10

**11/6:** Lecture: Crisis Communication

**11/8:** Lecture: CSR and Community Relations

**Due:** Service Reflection Discussion. See prompts in Blackboard Discussion Tab

## WEEK 11

**11/13** Lecture Employee Relations

**11/15 Due: Drafts of actionable materials and proposed tactics**

**Due:** Service Reflection Discussion. See prompts in Blackboard Discussion Tab

## WEEK 12

**11/20:** Exam

**11/22:** Holiday break

## WEEK 13

**11/27:** Groups finalize campaign proposal

**11/29: Due: Campaign Proposals from each group. Read carefully.** In a 1 and ½ binder provide one hard copy of the proposal. Include in the appendix 1). Bibliography of secondary research sources, 2). Copies of research results and 3). Copies of all actionable materials created by the group. Buy a binder with a transparent cover insert. Provide a stylish cover with the name of your agency, title for the proposal and names of group members. Refer to sample campaign proposals for creative designs, layout and organization of the proposal. Include a graphic design for proposal pages.

Also provide a labeled rewritable CD Rom or jump drive of the campaign proposal, appendices and creative work.

## **WEEK 14**

**12/4-12/6: Client Presentation Rehearsals. You must have a prepared Powerpoint show**

## **WEEK 15**

**12/11: Due: Group Evaluations of Peers.** Download the Group Evaluation Form (Administrative Assignment Folder in Blackboard Course Documents) to your desktop and complete a form for EACH member of your group. You may circle the questions with a pen, but you must type your comments. Do not include your name as evaluations of group members are anonymous. **DO NOT EMAIL THESE FORMS. YOU MUST BRING THEM IN HARD COPY FORM TO CLASS THIS DAY. FAILURE TO BRING THESE FORMS WILL RESULT IN A FAILING GRADE FOR THIS ASSIGNMENT. DO NOT COPY DOUBLE-SIDED.**

**Instructor evaluations**

## **WEEK 16**

**12/15: Final Exam Period 11:00am-1:30pm:**

**Presentation to the client.**

**Due: SERVICE PAPER. Upload to Blackboard submit in the Course Content Tab**

## Student Engagement Hours:

<b>Assignment/Activity</b>	<b>Engagement Estimate</b>	<b>Engagement Hours</b>
Course Readings:	650 pages x 6 minutes per page	65
Review Power Points:	112 PP x 12 minutes per PP	22
Exam:	8 hours preparation	8
Proposal Draft:	10 hours preparation	10
Final Proposal	12 hours preparation	12
Course Meeting:	3 hours x 14 weeks	42
Research Collection/analysis:	10-20 hours	10-20
Weekly group meetings:	1-3 hours X 14 weeks	14-39
Volunteer hours:	10-12	10-12
Service reflection paper/ discussion:		7
<b>Total:</b>		<b>200- 237 Hours</b>