Intro to Public Relations

PRAD 555 – Section 201 – Winter 2014

Advanced Public Relations

PRAD 391 – Section 503 – Winter 2014

Tuesdays, 5:45-9pm., 14 E. Jackson, Room 1842

Instructor: Jim Motzer

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Office: 14 E. Jackson, Room 1247

Office hours: Tuesday 1-5 pm and by appointment

COURSE OVERVIEW
This course involves studying the theory, history, and practice of public relations in a comprehensive way. I have developed the course content and many of the assignments to meet the needs of an entry-level PR professional. With a mixture of grad and undergrad students, the course is designed to build on student’s PR experience by focusing on the breadth of the field, specific disciplines within the practice of public relations, and putting the public relations planning process into action.

METHODOLOGY AND OBJECTIVES
This cross-listed course will introduce students to many facets of public relations through guest speakers representing the agency and client sides. In addition, classes will be comprised of student presentations, discussions, classroom exercises, and lectures. The course will:

• Introduce students to the public relations profession and the role that it plays in organizational development and advancement.
• Give students a deeper understanding of the many facets of effective public relations programming through critical analysis and evaluation of award-winning campaigns in various areas of specialization.
• Provide an opportunity for students to develop a comprehensive public relations campaign and present it to a PR agency “client.”
• Develop a strong sense of curiosity which is essential to succeed in the public relations profession.
• Teach students how to efficiently and effectively work as a team to accomplish rigorous project goals, tasks and deadlines.

TEXTBOOKS AND READINGS
Textbook chapters and readings posted on D2L are assigned to complement, not replicate the material covered in class lectures and discussion. Students are expected to stay current with the assigned readings which will be part of class discussions. The textbook is:
In addition, public relations professionals need to be aware of current events and cultural topics. You can’t make news if you're not aware of the news. You should also begin browsing public relations trade publications and academic journals such as *The Public Relations Strategist, Public Relations Tactics, PR Week, PR Daily*, Bulldog Reporter’s *Daily Dog* (which has a great list of PR blogs), and key public relations websites (PRSA, IABC, Institute for PR).

**ASSIGNMENTS**

Please see the assessment criteria (distributed in class and posted on D2L) for information on how to submit the assignment. If you are scheduled to present your assignment to class, please bring the document on a “jump” drive. Please use Microsoft Word (11 or 12-point font, 1.5 line spacing) and PowerPoint for assignments.

All assignments are due at the beginning of class on the date indicated in the Course Calendar. Late assignments will be subject to grade penalties of 10% for each day after the due date. After three days, late work will not be accepted. Students are responsible for all assignments given during an absence. Make-up work is not available without prior instructor permission.

I developed the course to build on students’ PR experience so the grading allocation and assignments vary for graduate and undergrad students and are noted below.

1. **Class Attendance and Participation (Undergrad/Grad)**

   Your success in this course will depend on attending class. Students are expected to make every effort to attend every class. Unapproved absences will affect your attendance grade. Approved absences may include severe illness, funeral of an immediate family member, work-related travel, or other event with a non-negotiable date such as an emergency surgery or student athlete competition.

   Students will be treated as you would expect to be treated in the work place. As an adult professional you will be expected to be on the job on-time every day and responsible for your own performance. Students are expected to turn off all cell phones in the classroom and remain in the classroom during each session. Students who leave while the class is in session will be marked absent except in extreme emergency as defined by the instructor.

   Active class participation is important to prepare you for the professional world which expects all employees to voice their thinking. Each class will have significant opportunities for discussion including the assigned reading topics and current news topics with PR implications. Every week each student is expected to make at least one significant contribution to the discussion or ask the guest speaker a thoughtful question.

   Keeping up with the assigned readings is essential for participating in the class discussion. Each week, students are asked to submit by 3 pm the day of class via the dropbox one question about the reading plus a bullet about a reading topic you’d like to research further. Your reading questions will be part of the evening’s class discussion.

   Your weekly attendance and participation grade is worth three points with one point for each of the following

   • Attending class
   • Submitting a question about the reading and a reading topic bullet for further research
• Making a significant contribution to class discussion

2. **Prepared Discussion Briefs (U/G)**
   Several times during the quarter, students will be asked to research a reading-related topic in greater depth to share during class discussion. Per the assignment sheet, students will write a 1-2 page backgrounder on their research.

3. **In-Class Group Graded Activity (U/G)**
   In several classes, student groups (or occasionally individuals) will be asked to develop a brief presentation on a public relations topic and share it with the class.

4. **What’s Going On (G)**
   To encourage grad students to explore a wide range of trade publications, journals, websites, blogs and other materials, each grad student will have 10 minutes to present his or her discovery which will be linked to the focus of each week’s class. Students will prepare a Powerpoint presentation that will include the name of the resource, a brief summary of the resource, and why you found it interesting enough to share.

5. **Media Audit (U/G)**
   Conducting a media audit is a basic assignment for entry-level PR professionals. You will conduct an analysis of news coverage of a specific organization using Cision or Lexis-Nexis. This includes identifying key reporters that cover your organization, the issues they focus on, and key industry opinion leaders quoted in the coverage. You will also examine recent news releases issued by your organization and examine whether the messages in the releases are consistent with the media coverage. In addition, you will evaluate your organization’s social media efforts.

6. **Midterm Assignment (U/G)**
   Grad students will adapt a PRSA-winning plan into the PR campaign format that they will use as a framework for their final PR Campaign project. Undergrad students will select an organization you admire and evaluate the public relations efforts that positively influenced your perception.

7. **Spokesperson Briefing Document (U/G)**
   Prepping spokespeople for media interviews is a cornerstone of the media relations process. Your document will provide background on the reporter, several recent stories as well as outline key messages and provide anticipated Q&A for the interview. Graduate students will also draft a press release as part of the briefing package.

8. **Final Project (U/G)**
   As with the midterm paper, the final project will be different for grad and undergrad students because of your PR experience. Grad students will replicate the agency new business process by competing to develop a PR campaign that best addresses a communication
issue facing a real-world client. The agency will tee up a client-based communications issue and I will randomly divide the grad students into two teams. The “winning” team will be selected by the agency client and instructor. Students will present PR campaigns to agency “clients” during the final exam period. **Undergrad students must attend campaign presentations.**

To keep on track, **student teams will meet with the instructor outside of class three times** to share their progress verbally and in writing (PPT document) with key campaign development tasks. All students in the team must be present at meetings which will last about one hour except for the client questioning session (20 minutes). In addition, students will submit a program PPT draft of formative research and objectives.

Undergrad students will take a deep dive into a public relations specialty area. Students will identify a PR specialty and connect with a PR professional in that area as an advisor. Students will provide a perspective on the agency’s approach to that specialty, outline examples of public relations activities that demonstrate the agency’s approach including social media, and outline tips for succeeding. Students will have 15 minutes to present their analyses.
9. **Extra Credit**
   To ensure you feel as if you have opportunities to succeed, undergrad students may have extra credit opportunities.

**GRADING ALLOCATION**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grading Allocation (%)</th>
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<tbody>
<tr>
<td></td>
<td>Graduate</td>
</tr>
<tr>
<td>1. Attendance, participation, reading question</td>
<td>15</td>
</tr>
<tr>
<td>2. Prepared discussion briefs</td>
<td>10</td>
</tr>
<tr>
<td>3. In-class group graded activities</td>
<td>5</td>
</tr>
<tr>
<td>4. What’s Going On presentations</td>
<td>5</td>
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<tr>
<td>5. Media audit</td>
<td>10</td>
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<tr>
<td>6. Spokesperson briefing document</td>
<td>10</td>
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<tr>
<td>7. Midterm assignment</td>
<td>15</td>
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<tr>
<td>8. Final project presentation</td>
<td>15</td>
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<tr>
<td>• Formative research/objectives PPT</td>
<td>3</td>
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<tr>
<td>• Client questioning session</td>
<td>3</td>
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<tr>
<td>• Formative research, objectives, strategies, messaging &amp; tactics mtg</td>
<td>3</td>
</tr>
<tr>
<td>• Final rehearsal</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>60-66</td>
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</tbody>
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Course schedule on following page.
<table>
<thead>
<tr>
<th>Week/ Date</th>
<th>Book Chap/ Topics</th>
<th>Additional Readings</th>
<th>Prepared Discussion Brief</th>
<th>In-Class Group Activity</th>
<th>Guest Lecturer</th>
<th>Assignment Due/Grad Final Project Mtg Dates</th>
</tr>
</thead>
</table>
| 1 - Jan 7  | 1 & 4             | Richard Edelman 6 am blog posts  
• “PR, Not Communications,” 4/25/2011  
• “PR Firms as Targets,” 8/22/2013  
• Does “Ethical PR” Have to be an Oxymoron?  
• Putin NYT OpEd | -- | -- | * Sonal Moraes – Cision  
* DePaul Alum PR Panel | -- |
| 2 – Jan 14 | 2 & 3             | Passive audience PR campaigns  
• Depend Great American Try-on  
• P&G Olympics Moms  
• Hubby Hubby | Inspirational historical PR person (dropbox) | Ben & Jerry's Hubby Hubby case (p. 65-66) | Mark McGowan – Former attorney, PepsiCo | * Reading question (3 pm dropbox)  
* What's going on (WGO) – Rachel Kuchar |
| 3 – Jan 21 | 5 & 8             | Research/evaluating PR campaigns  
• IKEA Life Improvement Project  
• DuPont Global Food Security  
• Dreyer’s Creates Smiles  
• Breathe Right – 20 Most Congested Cities | Ethical analysis – PR Watch (dropbox) | * Grads — Questionnaire design-  
* Undergrads — University blood drive case (p. 114) | Pauline Draper-Watts – Edelman Berland | * Reading question (3 pm dropbox)  
* WGO – Megan Cauley and Lily Kim (separately) |
| 4 – Jan 28 | 6 & 7             | Strategy PR campaigns  
• Clorox “Bleach it Away”  
• PRSA interview with Clorox’s David Kellis  
• Food Dialogues (2)  
• Gnome Experiment | Press release headline writing | Ketchum strategic planning via Skype | * Reading question (3 pm dropbox)  
* WGO – Nick Ulrich and Chunyu Li (separately)  
* Media audit (dropbox)  
* Formative research/objective PPT due Fri, Jan 31 (grad - dropbox) |
| 5 – Feb 4  | 9 Media Relations | Traditional & social media PR campaigns  
• Beard Wars  
• Life360 Family Locator  
• The Human Do.ing  
• Chevrolet at SXSW | Individual efforts  
• Key messages  
• Media pitch subject line | Ryan Richert and Lauren Schirripa, Edelman media relations | * Reading question (3 pm dropbox)  
* WGO – Rebecca O’Brien  
* Client questionings session done by Fri, Feb 7 (grad) |
<table>
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<tr>
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</thead>
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| 6 – Feb 11 | 12 Consumer & multicultural | **Consumer PR Campaigns**  
  - Hershey’s Simple Pleasures  
  - Doubletree Little Things  
  - California Almonds Multi-Cultural Campaigns  
  - Clorox Gracias Mama  
  - Hispanics Oral Health Care  | **Blogger interaction**  
  **Following reporters on Twitter (dropbox)** | **Recommend ing a celebrity or athlete spokesperso n** | **Antonio Hernandez – Globovoz**  
  **Brian Flad – Olson PR/ MillerCoors account lead** | **Reading question (3 pm dropbox)**  
  **WGO – Luis Sanchez**  
  **Spokesperson briefing doc. (dropbox)** |
| 7 – Feb 18 | 16 Corporate reputation, crisis, global | **Corporate PR Campaigns**  
  - Starbucks Brand Transformation  
  - Citi Every Step of the Way  
  - Hello Hillshire Brands  | **Crisis statement exercise** | **Marjorie Benzkofer – Fleishman-Hillard** |  | **Reading question (3 pm dropbox)**  
  **WGO – Parvane Cruz**  
  **Midterm assignment (dropbox)**  
  **Strategy & tactics mtg by Fri, Feb 21 (grad)** |
| 8 – Feb 25 | 10 & 11 Employee  
  Community relations | **Internal Comm Campaigns**  
  - Bacardi 150th Anniversary  
  - Taco Bell Foundation for Teens  
  - That Guy Community Relations  
  - Pepsi Refresh Project  
  - Duracell Power Forward  
  - Love is Not Abuse (2)  | **Love Is Respect case (pp 254-256)** | **Laura Cain – Director, Internal Communication, McDonald’s Corp.** |  | **Reading question (3 pm dropbox)**  
  **WGO – Lynnae Van Voorhuyzen and Daniel Pope-Davis (separately)** |
| 9 – Mar 4 | 14 & 15 Public Affairs  
  Non-profit PR | **Public Affairs Campaigns**  
  - Free Hobby  
  - Smoke-Free Texas  
  - Jockey – Adopting Change  
  - US Air Force – Solemn View  
  **Non-Profit Campaigns**  
  - U of C Scientific Contributions  
  - Planned Parenthood’s Crisis Response  | **Additional research on a reading topic (dropbox)** |  | **Bill Utter – Fleishman-Hillard**  
  **Sheena Quinn - PCI** | **Reading question (3 pm dropbox)**  
  **WGO – Allison Kuopus**  
  **Final rehearsal mtg by Fri, March 7 (grad)** |
| 10 – Mar 11 |  |  |  |  |  | Undergrad final project presentations |
| Final – Mar 18 |  |  |  |  |  | Grad PR campaign presentations |
Any scheduling changes will be announced in class and reinforced on D2L.
CLASS POLICIES

Technology-Assisted Learning Policy
You are welcome to use computers to take notes in class. If you are seen using your computer in class for another purpose, you will have to take notes by hand for the rest of the course.

Desire to Learn (D2L)
I will use the class D2L site as the primary method of communication with you. On D2L, I will post assessment criteria for all assignments, additional readings, and the Powerpoint slides for all lectures by 10 a.m. on class days. Please become familiar with the site and check it often.

Guest speakers
During the quarter, several guest speakers who are leaders in their fields will share their insights. Please grant them the respect and attention they deserve, which will also reflect well on DePaul. Take full advantage of the opportunity: familiarize yourself with their work before class; take notes during their presentations; ask thoughtful questions; introduce yourself after class and invite them to be part of your professional network.

Writing
Strong writing and grammar skills including accurate spelling and correct punctuation are essential to succeed in the public relations field. Errors undermine the thoughtfulness and credibility of your documents and will have a negative impact on your grade. DePaul students who want to enhance their writing skills have a great resource in the Writing Center which offers free writing assistance. Visit http://www.depaul.edu/writing/.

Academic Integrity Policy
Violations of academic integrity, in any of their forms, are detrimental to the values of DePaul.

Plagiarism is a serious form of violation of this standard. Plagiarism involves the deliberate taking and use of specific words and ideas of others without proper acknowledgement of the sources. For more information on plagiarism and acceptable paraphrasing, visit: http://www.academicexperts.us/dl/Plagiarism.pdf

Plagiarism of academic work will result minimally in the instructor assigning the grade of “F” for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the appropriate persons within the university. Please refer to the DePaul’s Academic Integrity Policy for additional guidelines.

Accommodations
Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss his/her specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, please contact the instructor as early as possible in the quarter (preferably within the first two weeks of the course) and contact the Center for Students with Disabilities (CSD), #370, Student Center, LPC, 773-325-1677, for support and additional services. Please notify the CSD with your request in advance of a particular test, assignment or event.

Dean of Students Office
The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally we have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. We are
committed to your success as a DePaul student. Please feel free to contact the office at http://studentaffairs.depaul.edu/dos/.