PRAD 396 - 502 Senior Capstone Seminar
Winter 2015 — Online Section

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Office Hours: FTF appointments at the Loop or LPC can be scheduled via email.

Required Texts:
Book chapter, journal and periodical articles as specified on the weekly schedule which appears below. All articles are available as PDF fields on the course D2L site.

Course Description: PRAD 396 integrates the knowledge gleaned from the major and the Liberal Studies program in a professional and critical framework tailored to the fields of public relations and advertising. This highly interactive course is offered in the online learning environment as a means of preparing students for today’s team-driven, digitally focused workplace in which employees are often managed by a supervisor in another location.

The course features learning activities that promote student reflection upon and engagement with the following central themes: value consciousness, critical and creative thinking, and a multicultural perspective. For example, students will create a “pecha kucha”—a presentation methodology developed in Tokyo focused on 20 slides each with a maximum of 20 seconds of narration to capture in a concise, fast-paced format their most significant academic insights and influences. Students will also read practical and theoretical articles on public relations and advertising to help fine-tune their ethical and socially responsible decision-making skills. Students will capture key insights about the challenges of the 21st century public relations and advertising professions through targeted writing exercises, critical reflection on readings and video presentations, and participation in discussion boards.

Course Objectives: Students enrolled in PRAD 396 will explore the fields of public relations and advertising, and will gain critical insight into their relationship to these strategic communication practices as citizens, consumers and future practitioners. This class will help students:
• Reflect upon central theories, methods and concepts from the PRAD major and the Liberal Studies program and how that body of knowledge can be applied in contemporary professional settings
• Serve as a socialization agent to help students transition from the academic environment to the professional world of work and to their new roles as engaged global citizens
• Consider the importance of multicultural awareness in global communications settings and the need to create targeted messages that respect differing racial, ethnic, religious, socio-economic and gender identities
• Develop a communication career plan for the critical post-graduation period.

**Course Policies**

1) **Participation:**
   You are expected to participate fully as a member of this class. In the online classroom, it is obvious to everyone if you are participating in the course conversation. It is not as simple as showing up to a face-to-face class where you get credit simply for being in the room. You are expected to contribute to our conversations and to contribute not just by echoing what others have said, but through sharing original ideas and relevant examples that deepen course discussion and advance our collective conversations. **Please note that course participation makes up a substantial part of your course grade. See more about participation below in the Grading Policies section of the syllabus.**

2) **Assignment Deadlines:**
   Late assignments (worth 10 points each) will be marked down one-half point for each day that they are late. Without a documented medical or university excuse, late assignments will be accepted no more than three days past the original due date. If you have a documented medical or university excuse, we will work out a mutually acceptable new due date for any missed assignment. In this instance, please contact the professor as close to the date of the original due date as possible to determine the new due date.

3) **Original Work:** Plagiarism is the appropriation or presentation of someone else’s ideas, language or designs as your own. All student work submitted online is reviewed through a plagiarism filter which includes an exhaustive online database as well as all DePaul student work submitted in the dropbox which means re-purposing previous student work, even if it your own is a violation of the academic integrity policy. You should be aware of the strong university sanctions against plagiarism and other violations of academic integrity as stated in the DePaul University **Student Handbook**, available online at [http://condor.depaul.edu/~tla/html/student_academic_integrity.htm](http://condor.depaul.edu/~tla/html/student_academic_integrity.htm)

   All work turned in for credit in this course including postings to our discussion boards and contributions to our discussions--must be your original work. Anyone caught plagiarizing in this course will be subject to full disciplinary action, including a grade of F in the course. Always ask your professor if you are unsure about how to use and acknowledge source material.

4) **Discussion Etiquette:** While you probably know how to be professional and polite in a face-to-face discussion, there are certain guidelines for online interaction that might be unfamiliar. Here are some tips regarding online etiquette or "netiquette" when interacting with your instructor and fellow students online.
• Re-read and spell check your writing for typos. Consider your tone before posting. In some cases, you will not be able to modify your comments after you post.
• Add your comment in the right place. If you’re responding to Jane Doe’s comment, make sure her comment is the one you see when you click the "reply" button.
• Change the subject line of your post to something that reflects your specific contribution. This will make it easier for people to follow-up on discussions that are of the most interest to them.
• Add something new and justify your position. When responding to others’ comments, don’t just say, "Yeah, I agree." Instead, say, "Yes, but we also need to consider..." Or, “I don’t agree because...”
• Don’t use capital letters to emphasize text. This is equivalent to shouting in person and it can make text difficult to read. To emphasize a word, phrase, or idea, use italics, bolding, or place an asterisk before and after the text.
• Avoid offensive language, off-color jokes, and personal attacks. Make comments about ideas, not people.

5) Sexual Harassment/Discrimination/Incivility
The online classroom environment at DePaul University must be free of discrimination and all forms of sexual and gender harassment which diminish the dignity or impede the academic freedom of any member of the University Community. Sexual harassment includes, but is not limited to, any unwelcome sexual advances, direct or indirect, requests for sexual favors and other verbal or physical conduct of a sexual nature. If you require additional information, please consult the Academic Handbook.

Incivility will not be tolerated. You are expected to conduct discussions in a manner that is respectful towards all class members. Difference of opinion is welcome here, and you may challenge other students’ points of view. However we will do this in the context of debate and discussion, without resorting to insult-trading or name-calling, or any form of personal attack.

6) D2L and your Email Address
The professor will use the D2L program to communicate with all students by email. You are responsible for making sure that the email address that the University has on file for you is current. You are responsible for checking that email account daily to ensure that messages from the professor are received. The professor will send a test message to all students via D2L at the start of the quarter. If you do not receive this message, you are responsible for registering a working email address, such as your depaul.edu address, as your official university email account.

Grading Policies
1) Standards for Written Work
Your writing will be graded not only on content and quality of expression, but also on technical proficiency. Assignments containing errors in spelling, grammar, and/or punctuation will be downgraded. Your written work will be graded using the following general criteria:
A designates work of exceptional quality; reflects thorough and comprehensive analysis of the public relations/advertising question at hand; presents a clear thesis and ideas that are well-supported by examples, argument, and evidence; response includes creative approaches and when appropriate, such supporting materials as relevant images or quotes; mechanics of writing are excellent, without typos or grammatical errors; writing style is clear and cogent.

B designates work of high quality; reflects substantial analysis and development; response to the public relations/advertising question is well-organized and well-supported with thorough development of ideas; includes creative elements and when appropriate, supporting materials; writing style and mechanics are generally solid, although some areas may require improvement.

C designates work that meets the basic requirements set forward in the assignment, but does so in more limited ways; the analysis requires additional development and is not persuasively presented; the organization may be unclear; arguments or main points are presented in simplistic ways that do not satisfy the complexity of the public relations and advertising question at hand; style and mechanics are flawed.

D designates work of poor quality that does not meet minimum requirements set for the assignment; the analysis requires extensive additional work; there is no recognizable thesis or development of main ideas; style and mechanics are poor.

F designates work that does not meet the minimum standards, including incomplete assignments. Students may also receive an F for a late paper (see policies above).

2) Class Participation
The success of this class will depend on the active participation of all students. This is a seminar-style online class where we all contribute to the intellectual climate of the virtual classroom. Class participation includes structured class exercises as well as discussion of your own homework assignments and those of other students.

For Modules 1, 5 and 8, discussion will be the only graded activity for the module and so students will receive a participation grade for each of those three modules based on a combination of quality of posts; frequency of posts; and intellectual engagement. Quality participation includes offering substantive comments on reading and lecture topics, bringing in relevant examples from the advertising and public relations industries, and fostering debate in the online setting by commenting cogently and insightfully on classmates’ observations and peer work.

For all other modules, grades for class participation will be calculated using the above criteria at three separate points in the quarter. At the end of the quarter, the professor averages these three scores to arrive at a participation grade

- Calculation 1 – Modules 3 and 6
- Calculation 2 – Modules 7 and 9
- Calculation 3 – Modules 10 and “watercooler” discussion board
For the “watercooler” discussion board, the instructor and students will post timely public relations and advertising-related content such as trade articles as well as stories and tips about getting an internship or entry-level position in the advertising or public relations fields. During the quarter, students are expected to post at least one content item (by Sunday, January 18) and at least three comments related to another student’s post (or another content item) as part of Calculation 3 (first response post by Sunday, February 8; second response due by Sunday, March 1; third response due by March 15).

Each week for the Winter 2015 quarter begins on Monday and ends on Sunday at 11:59 pm. Unless noted, the expectation for all modules is that the first discussion post is due each week by Thursday at 11:59 pm and a response to another student’s post is due by Sunday at 11:59 pm. Students are encouraged to participate in the discussion several times throughout the week to benefit from a richer, more rewarding exchange.

3) Percentages for Final Grade

Your final grade in PRAD 396 will be determined by the following chart:

<table>
<thead>
<tr>
<th>Module #</th>
<th>Module</th>
<th>% of Course Grade</th>
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<tbody>
<tr>
<td></td>
<td>Class participation – Evaluated three times per quarter</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>Healthy Lifestyle – Wellness, Time Management, Work-Life Balance</td>
<td>5</td>
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<tr>
<td>2</td>
<td>Reflective Reading and Writing</td>
<td>10</td>
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<tr>
<td>3</td>
<td>Business Basics and Responsibilities</td>
<td>5</td>
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<td>4</td>
<td>Perspectives on Ethics in PR and Advertising</td>
<td>15</td>
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<tr>
<td>5</td>
<td>How Teams Work</td>
<td>5</td>
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<tr>
<td>6</td>
<td>My DePaul Experience, My Career</td>
<td>15</td>
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<td>7</td>
<td>Vision and Goal Setting</td>
<td>10</td>
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<td>8</td>
<td>Human Resources</td>
<td>5</td>
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<tr>
<td>9</td>
<td>Developing Your Personal Brand &amp; Promoting It Through Social Media</td>
<td>5</td>
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<tr>
<td>10</td>
<td>Career Planning: How to Get a Job</td>
<td>15</td>
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<td>Total</td>
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Grading Scale:

- A 93-100 C+ 77-79
- A- 90-92 C 73-76
- B+ 87-89 C- 70-72
- B 83-86 D+ 67-69
- B- 80-82 F below 65

Course Schedule

**Note: The professor reserves the right to modify this schedule as needed.** All schedule changes will be announced. Additional readings may be assigned throughout the quarter, especially regarding current events that mirror our subject matter.
Modules 0 and 1: Course Introduction and Healthy Lifestyle – Wellness, Time Management & Work-Life Balance
Week of January 5-11

Module 0: Course Introduction:
• Overview of course
• Review of syllabus and course policies
• Introductions from professor and course participants

Module 1: Healthy Lifestyle – Wellness, Time Management & Work-Life Balance
Readings (articles posted on D2L):
2. “Appreciate the Moment: 7 Ways to Rethink Work-Life Balance”
3. “Good time management: the key to success”
4. “Thriving at Work, Loving Your Life”
5. “Eat Right at Work”
6. “Reducing Workplace Stress”

Video:
• PRAD faculty introductory video
• Jim Motzer welcome video
• Christopher Arterberry, Associate Director, Fitness & Wellness, Ray Meyer Fitness Center

Module 0 and 1 Deliverables:
• View PRAD faculty and instructor welcome videos by Monday, January 5, at 11:59 pm
• Read syllabus by Monday, January 5, at 11:59 pm
• Post a current photo to D2L and an introductory message on the discussion board by Wed, Jan 7, at 11:59 pm. Please return to comment on at least one student’s introductory post by Friday, Jan 9, at 11:59 pm.
• Complete student survey on course expectations by Wednesday, Jan 7, at 11:59 pm
• Schedule an in-person meeting with instructor using the Google document calendar by Wed, Jan 7, at 11:59 pm. Meetings must be completed by Friday, January 23. If an in-person meeting is impractical, please email the instructor for alternative arrangements.
• Participate in online discussion about Six Dimensions in Wellness reading with the first post due by Thursday, Jan 8, at 11:59 pm and at least one response post by Sunday, Jan 11, at 11:59 p.m.
• Complete ungraded D2L quiz on the Six Dimensions of Wellness, Work-life Balance and Strong Time Management by Sunday, January 11, at 11:59 p.m.

Module 2: Reflective Reading/Writing on a Major PR or Advertising Campaign
Week of January 12-18

Readings:
• Basic Reflective Writing: A Basic Introduction. Retrieved May 23, 2012 from, Reflective Writing posted on D2L
• Choose either Georgia Obesity campaign or Old Spice campaign
Module 2 Deliverables:
- Write 2-page reflection analysis on the campaigns due on **Sun, Jan 18, at 11:59 p.m.**
- On the “Watercooler” discussion board, post one piece of content related to the course or the PR or advertising industries by **Sunday, January 18, at 11:59 pm.** This may include a current news story, trade article, or tips for how to secure an internship.

Module 3: Business Basics and Responsibilities
Week of January 19-25

Readings (on D2L):
- Business basics:
- Corporate Social Responsibility:
- View narrated Powerpoint lecture on business basics

Videos:
- Discover Financial Services PR professionals on importance of business basics
- Al Golin, Founder and Chairman, GOLIN, on corporate social responsibility as a business basic
- Warren Buffet, “The Giving Pledge”

Module 3 Deliverables:
- Participate in online discussion on “The Giving Pledge” with first post by **Thursday, Jan 22, at 11:59 pm** and at least one response post by **Sun, Jan 25, at 11:59 pm.**
- Complete graded quiz on Business Basics and Corporate Social Responsibility by **Sun, January 25, at 11:59 pm.**

Module 4: Perspectives on Ethics in PR and Advertising
Week of January 26- February 1

Readings:
- Ethical decision-making process
- Choose one of the following case studies: Beyonce/Pepsi/Let’s Move or Walmart

Module 4 Deliverables:
- Students visit the DePaul Bookstore link posted on D2L to purchase the Myers-Briggs Type Indicator (MBTI) assessment ($14.95) by **Friday, Jan. 30**, and complete the assessment by **Sun, Feb 1, at 11:59 pm.** This assessment measures psychological preferences in how you perceive the world and make decisions. It will provide insights on your preferred work style which will be part of the discussion in the next module: How Teams Work
- Write a two-page analysis of the Beyonce/Pepsi/Let’s Move or Walmart case applying the Potter Box approach to ethical decision-making due **Sunday, Feb 1, at 11:59 p.m.**
Module 5: How Teams Work
Week of February 2-8

Readings:
• Wisdom of Teams abstract
• Lencioni model

Videos:
• Little Miss Sunshine (film – 103 minutes)
• With your MBTI Career Report in hand, view the MBTI results interpretation video with Michael Elias, Assistant Director, Career Specialist, Career Center, DePaul University (five videos totaling about 30 minutes)

Module 5 Deliverables:
• Participate in online discussion group regarding the high-performance qualities and dysfunctional traits of teams with first post by Thurs, February 5, at 11:59 pm and at least one response post by Sunday, February 8, at 11:59 pm.
• Participate in an online discussion reflecting on the results of the MBTI assessment and how it might affect how you prefer to work in teams with first post due by Thurs, Feb 5, at 11:59 pm and at least one response post by Sun, Feb 8, at 11:59 pm.
• On the “Watercooler” discussion board, post a response to another student’s article (or another piece of content) by Sunday, Feb 8, at 11:59 pm.

Module 6: My DePaul Experience, My Career – Pecha Kucha
Week of February 9-15

Readings:
• Presentation Zen: Simple Ideas on Presentation Design and Delivery

Video:
• Daniel Pink Pecha Kucha example on emotionally intelligent directional signs

Module 6 Deliverables:
• Create a Pecha Kucha presentation (20 slides with 20-seconds of narration per slide or about 30 words written as notes in your PPT presentation). Your Pecha Kucha will summarize your DePaul and college experience, including the work in your major and the Liberal Studies program by Sunday, February 15, at 11:59 pm.
• After you post your Pecha Kuchas by Sun, Feb 15, at 11:59 pm, you will participate in an online discussion about what you discovered about yourself and your DePaul and college experience as you developed your Pecha Kucha. The first post is due by Tuesday, Feb 17, at 11:59 pm and at least one response post is due by Friday, Feb 20, at 11:59 p.m. These deadlines are intentionally inconsistent with the traditional Thursday/Sunday schedule for discussion posts so as not to completely overlap the work for Module 7.
Module 7: Vision & Goal Setting
Week of February 16-22

Readings:
• Summary of Steven Covey’s Seven Habits of Highly Effective People on D2L.

Video:
• DePaul Career Center video on outlining career and life goals, strategies and tactics

Module 7 Deliverables:
• Complete the self-scoring quiz about your seven habits and ask two close friends/family members to complete the quiz on how they view you by Thurs, Feb 19, at 11:59 pm.
• Post reflections on the discussion board about at least three of your habits and similarities and differences between how you scored your habits and how others scored you. Your posts on three habits are due by Thurs, Feb 19, at 11:59 pm and at least two response posts are due by Sunday, February 22, at 11:59 pm.
• Vision, and Actionable Goals, Strategies and Tactics timeline
  o Write a brief personal vision statement that outlines your ideal profile three to five years from now in terms of career, accomplishments, lifestyle, and how you want to be viewed by others
  o List 8-10 actionable goals (about 1-2 pages total) to achieve your vision on a timeline of one-week, one-month, three-month, six-month, one-, two-, and three-year goals. Then for each goal, outline the strategies and supporting tactics to achieve your vision.
  o The timeline exercise is due Sunday, February 22, at 11:59 pm.

Module 8: Human Resources
Week of February 23-March 1

Videos:
• Interviews with PR and advertising human resource (HR) professionals discussing the knowledge, skills, and abilities they look for in new hires and how new hires can distinguish themselves to secure an interview
• Interviews with Discover Financial Services PR staff on what they look for in new hires
• Interviews with recent DePaul PRAD grads on how they built their professional networks and secured interview opportunities

Module 8 Deliverables:
• Participate in an online discussion that reflects on the video interviews. First post is due by Thursday, February 26, at 11:59 pm and at least one response post is due by Sunday, March 1, at 11:59 pm.
• On the Watercooler discussion board, post a response to another student’s article (or another piece of content) by Sunday, March 1, at 11:59 pm.
Module 9: Developing Your Personal Brand & Promoting it with Social Media
Week of March 2-8

Readings:
• Chapter 5, Dan Schawbel’s Me 2.0 (D2L)

Videos:
• Sima Dahl, social media networking coach, on promoting your brand through social media

Module 9 Deliverables
• Participate in discussion (after viewing the video) on how to enhance and promote your personal brand through social media. First post is due by Thurs, March 5, at 11:59 pm and at least one response post is due by Sunday, March 8, at 11:59 pm.
• Write a one-page sample cover letter that distinguishes your personal brand due by Sunday, March 8, at 11:59 pm.

Module 10: Business Planning: How to Get a Job and Succeed
Week of March 9-15

Readings:
• Posted D2L articles:
  o Developing an interview checklist and a timeline: Pre-interview Checklist
  o DePaul Career Center tips on preparing for an interview Interview Prep

Videos:
• Interviews with PR and advertising Human Resources professionals on how to showcase your strengths during an interview
• Interviews with recent PRAD grads on how to prepare for a job interview
• Video congratulations from the PRAD faculty

Deliverables:
• Develop an elevator speech and using the D2L voice tool, post your elevator speech to the discussion board by Thursday, March 12, at 11:59 pm
• Participate in a discussion (after listening to classmates’ elevator speeches) about reactions to elevator speeches. First post is due by Thurs, March 12, at 11:59 pm with a response post due by Sunday, March 15 at 11:59 pm.
• Develop an 1-2-page interview question and answer document (due by Sunday, March 15, at 11:59 pm) to prepare for an interview including:
  o Anticipated questions interviewer will ask with answers
  o List of questions the student will ask the interviewer
• On the Watercooler discussion board, post a response to another student’s article (or another piece of content) by Sunday, March 15, at 11:59 pm.