

## COMM 5580 PR Cases & Campaigns – Section 301

Fall / 2021

Class location: CANVAS

Tue./Thur. 9:00–10:20 am

Instructor: Dr. Sejin Kim [Office: U 726, Email: sejin.kim@utah.edu]

Office Hours: Can be arranged via Zoom or by appointment

- A Zoom link will be sent to you via Canvas message right before each class meeting time

*Please note this syllabus is subject to change by announcement.*

*All persons, including students in the class, are prohibited from distributing the course materials.*

### **CLASS OVERVIEW**

PR campaigns play a critical role in the success of an organization; however, not all campaigns have been strategically designed and executed. This course offers students a theoretical overview on how to plan and evaluate PR campaigns. Students will plan their own PR campaigns and evaluate various PR cases, applying theories and concepts learned from the course.

In this course, students will have an opportunity to learn from various organizations -- both for-profit and/or non-profit organizations -- through projects that will enable them to apply classroom knowledge and theoretical principles of public relations.

### **GOAL OF COURSE**

By the end of this course, students will be able to:

- (1) Understand the role of public relations in organizations;
- (2) Identify key components involved with the design, implementation, and evaluation of PR campaigns;
- (3) Critically evaluate existing PR campaigns;
- (4) Apply a variety of research methodologies, including surveys, focus groups, and other informal research methods, to inform a PR campaign proposal;
- (5) Apply theories to justify and develop campaign messages that are likely to be effective in reaching campaign objectives among targeted audiences;
- (6) Synthesize information gained through situational analysis, theories, and original research to develop an original PR campaign proposal.

### **FORMAT**

This class meets twice a week on Tue. and Thur. On most Tuesdays, students learn relevant concepts/theories and apply them to their own campaign proposal. On most Thursdays, students learn how to communicate with important publics and present relevant PR cases.

### **COURSE REQUIREMENTS**

***Class Attendance / Participation.*** Participating in class is an important part of the learning experience. With appropriate notice to the instructor, the following absences will be excused: participation in university-sanctioned activities (please refer to “make-up exam policy” section for more examples). Students who miss a class should notify the instructor and their group members. Coming to class late and leaving class early without notifying the instructor can count as absences.

**PR Case Study Presentation.** Over the semester, each student will present two PR case studies. Starting in Week 4, about five students will present case studies mostly on Thursdays. For the case study, each student should pick one PR case relevant to the topic of the day (see topics for each week in the course schedule) from [Case Studies \(nextpr.com\)](http://nextpr.com) or any other source you discover.

(**Tip:** If possible, select a PR case that has publicly available information about the execution, messages, or approach).

Students who are unable to find a case should reach out to the instructor ASAP.

Presentations should include (1) a summary of the case, (2) an analysis and a critique of the case, and (3) students' conclusions. Each presentation will take about 10 minutes and a brief Q&A session will follow.

While scheduling presentations later in the semester will allow students more time to prepare, the expectation is that these presentations will be of higher quality. Keep in mind that you will be busy with your group project later in the semester.

Students should post their case at CANVAS (under Discussion) at latest five days prior to their scheduled presentation. Because each student should select a different case, if more than one student wants the same one, the first student who posts the case will have it.

Please note that students who do not present their case study on the assigned day will receive a 5-point deduction as a penalty. If any emergency occurs, please contact the instructor ASAP.

If students wish, the instructor will review their presentation slides before their presentation. Please send slides to the instructor 3 days prior to the presentation.

**PR Campaign: Individual Work.** Each student will work on a problem statement, situational analysis, tentative goals/objectives/strategies/tactics, and research needs. Although students can discuss them with others, each student should submit them individually.

**PR Campaign: Group Project.** The group project is the most heavily weighted portion of this class. The group project will give students hands-on experience with planning a PR campaign. Each student will be a member of a group that researches, plans, and produces a proposal for a PR campaign for a client organization. Starting in Week 7, students are required to meet with their group and work on the project. Timelines for each project stage are noted on the class schedule.

**Research.** Each group will conduct either focus group interview or survey.

**Group Project Presentations.** At the end of the semester, each group will present their campaign proposal. I expect each presentation to take about 15 minutes with a 5-minute Q&A session to follow. Students will receive feedback from the instructor and classmates, which they will use to produce the final version of their proposal. If students wish, the instructor will review their presentation slides before their presentation. Please send slides to the instructor 3 days prior to the presentation.

**Written Group Project Proposal.** After their final presentation, each group can revise their proposals based on the feedback and then submit their proposal.

**Group Member Evaluation.** After submitting the written project, each group member will evaluate group members' performance and contribution. Your score on the group project will be calculated based on group member evaluations.

\*Details of the PR campaign assignment will be discussed in class.

**Reflection.** This course is designed for Community Engaged Learning. “Community Engaged Learning is a credit-bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.” (Bringle & Hatcher, 1996). Over the semester, we will have discussion sections to reflect on how well we work with our potential client and connect our course content to the service for the client. We will also assess the quality of the service.

**TEXTBOOK**

***Required Textbook***

Austin, E. W. & Pinkleton, B. E. (2015). *Strategic public relations management: Planning and managing effective communication programs* (3rd ed.). New York: Routledge. ISBN: 978-0415517690

**GRADING**

Attendance & Participation	10%
Case Study Presentation 15% X 2	30%
Planning Campaign: Individual work Problem statement & Situational analysis (5%) Goals, objectives, strategies, and tactics (5%)	10%
Planning Campaign: Final group project Research (5%) Data Collection (5%) Final Presentation (15%) Written Proposal (25%)	50%
<hr/> TOTAL	<hr/> 100%

Grades will be based on the following percentages:

A 100-93	B- 83-81	D+ 71-69
A- 92-90	C+ 80-78	D- 68-66
B+ 89-87	C 77-75	D 65-61
B 86-84	C- 74-72	E 60 and below

**Note:** Course grade percentages are rounded up from .5-.9%, and rounded down from .0-.4%.

## **LATE WORK POLICY**

Late assignments will be accepted at a 20% reduction in points each day. In other words, if you turn in an assignment a day late the highest percentage of points you can receive is 80%; two days late would be 60% and so on. If you do not post your case study topic one week prior to their scheduled presentation, the same rule will be applied.

**Writing Center (U732):** By appointment (<https://utahasia.mywconline.com/>). You are encouraged to visit the Writing Center to discuss your writing assignments. You can go to the Writing Center during any stage in the writing process. Typically, the earlier in the process you come, the better. You should bring any materials you have completed with you to the Writing Center such as an outline, an initial draft, a complete draft, the assignment handout, and/or even just preliminary notes. The Writing Center is not an “Editing Center,” which means that it is not there to “correct” or “fix” your papers. Rather, the Writing Center can help you develop your ideas for your paper, identify strategies and resources to help you with your grammar, identify strategies for organizing your papers, among other writing-related support.

## **UNIVERSITY AND COURSE POLICIES**

1. ***The Americans with Disabilities Act.*** The University of Utah Asia Campus seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the UAC Office of the Dean of Students – [randy.mccrillis@utah.edu](mailto:randy.mccrillis@utah.edu). The UAC Office of the Dean of Students will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the UAC Office of the Dean of Students.
2. ***Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the UAC Office of the Dean of Students – [randy.mccrillis@utah.edu](mailto:randy.mccrillis@utah.edu). For support and confidential consultation, contact the UAC Mental Health Counseling, 3052 Multi-complex Building, 032-626-6142.
3. ***Student Code of Conduct.*** All students are expected to maintain professional behavior in the classroom setting as outlined in the Code of Student Rights and Responsibilities, Policy 6-400 of the University Regulations Library (<http://www.regulations.utah.edu/academics/6-400.html>).
4. ***Wellness Statement.*** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah Asia Campus. For helpful resources, contact the UAC Mental Health Counseling Center; [asiacampus.utah.edu/mental-health-counseling-center/](http://asiacampus.utah.edu/mental-health-counseling-center/); 0326266142. You can make an appointment using this link: <https://appointmentwithjan.as.me/schedule.php>.
5. ***Language Policy.*** The University of Utah Asia campus is committed to providing and fostering an environment that is safe and free from prohibited discrimination. The following language policy applies to all academic and administrative units of the University and to all members of the University community, including faculty, staff, and students. English is recognized as the official language of instruction, assessment, and curriculum. In addition, English is the official language for all administrative and business related matters of the University.

## **Academic Misconduct**

Academic Misconduct includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

1. "Cheating" involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.
2. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.
3. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
4. "Fabrication" or "falsification" includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results. Please refer to the University of Utah Student Handbook and University of Utah online catalog (<http://www.regulations.utah.edu/academics/6-400.html>) regarding policies and procedures for grading, attendance, course incompletes, and academic honesty.

## **Make-up Exam Policy**

There will be no make-up exams, except in rare pre-approved situations and last-minute emergencies, both of which **require documentation**.

In order for a student to receive an official excused absence, they must complete a request form in the Office of the Assistant Dean of Students ([kevin.darco@utah.edu](mailto:kevin.darco@utah.edu)) and provide any accompanying documentation with the request. If their request is approved, the Assistant Dean of Students will email all appropriate faculty with this notification.

If a student will be absent from an exam, they must email the Assistant Dean of Students at [kevin.darco@utah.edu](mailto:kevin.darco@utah.edu) prior to the exam.

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For any hospitalization, you must contact Dr. Kim **before** the exam is scheduled to begin.

Not feeling well on the day of the exam, including having a headache, stomach ache, or a cold is **NOT** sufficient to be allowed a make-up exam. In order to be excused from an exam due to medical condition, a student's illness must be severe and require hospitalization. In addition, a scheduled or unscheduled doctor appointment is **NOT** an excused absence. A note from the IGC medical clinic does not qualify a student for an excused absence.

*Official Excused Absences* – if you have COVID-19 symptoms, including fever or respiratory symptoms such as cough, phlegm, sore throat, and nasal congestion, you should notify your instructor immediately and stay home for three days. You can return to class if you are clear from COVID-19 symptoms. In order to be excused from your courses, you will need an official medical certification.

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### *Zoom Session Statements*

If this course must host Zoom sessions, the University of Utah Asia Campus requires that all students turn on their cameras during the entire course and post their full name in English. We ask that students try to locate a quiet space that will allow for ample social distancing and that students not wear a mask if possible. If a student has financial difficulty obtaining the appropriate equipment for online courses, the UAC can help provide resources.

It is recommended that Zoom sessions be conducted synchronously. Faculty are not required to record their zoom sessions; this is an individual faculty decision.

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If you have COVID-19 symptoms, including fever or respiratory symptoms such as cough, phlegm, sore throat, and nasal congestion, you should notify your instructor immediately, call the KCDC for testing guidance, and stay home based on the KCDC's directive. You can return to class if you are clear from COVID-19 symptoms. In order to be excused from your courses, you will need an official medical certification.

### *Self-quarantine Statement*

The University of Utah Asia Campus expects regular attendance at all class meetings. Given the current situation with COVID-19, we have created the following guidelines.

1. If a student has completed less than 50% of the course and is required to self-quarantine, we suggest that the student withdraw from the course. In this situation, all tuition will be refunded with appropriate medical documentation
2. If a student has completed 50-75% of the course and is required to self-quarantine, the Assistant Dean of Students Office will work with the faculty and student to determine the best scenario. If the decision is to withdraw from a course, all tuition will be refunded with appropriate medical documentation.
3. If a student has completed over 75% of the course and is required to self-quarantine, the student and faculty will work together to ensure that the student is able to complete the course. If the student is unable to finish all coursework during the course, a student may receive the mark "I" (incomplete) and work to complete all remaining coursework in consultation with the instructor.

## COURSE SCHEDULE

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Expected Progress</i>	
<b>1</b>	8/31	Course and Syllabus Overview			
<b>2</b>	9/2	What is Public Relations? & Planning a Campaign Proposal	Chapter 1		
	9/7	Identifying and introducing your potential clients		Reflection	
<b>3</b>	9/9	Constructing a Situational Analysis	Chapter 2	Problem statement & situational analysis	
	9/14	Elements of Campaign	Chapter 3	Goals, objectives, strategies, tactics (GOST)	Scheduling case study presentations
<b>4</b>	9/16	Determining Research Needs	Chapter 4, 5, 7, 9	Revise problem statement, situational analysis, GOST	(Note there will be <b>No Class on 9/21:</b> Chuseok Holiday)
	9/23	Case Study I: Media Relations			
<b>5</b>	9/28	Research Methods: FGI / Interview	Chapter 8	Identify research needs	
	9/30	Case Study II: Social Media 1			
<b>6</b>	10/5	Research Methods: Surveys	Chapter 10, 11	Research needs	Group organization
	10/7	Case Study III: Social Media 2			
<b>7</b>	10/12	Research Design Lab		Research plan & Conduct research	
	10/14	Case Study IV: Campaign Strategy 1			
<b>8</b>	10/19	Using Theory for Guidance: Campaign Audiences and Messages	Chapters 13, 14, 15	Conduct research (continued)	
	10/21	Case Study V: Campaign Strategy 2			
<b>9</b>	10/26	Data Analysis Lab		Chapter 11	Questionnaire
	10/28	Case Study VI: Customer Acquisition			
<b>10</b>	11/2	Using Theory for Guidance: Message Design	Chapters 12, 14, 15	Revise situational analysis	Data Collection
	11/4	Case Study VII: Brand Building			
<b>11</b>	11/9	Unintended Campaign Effects	Cho & Salmon (2007)	Goals, objectives, strategies and tactic	Analyze data & Reflection

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Expected Progress</i>	
	11/11	Case Study VIII: Mergers & Acquisitions (M&As)			
<b>12</b>	11/16	Press Releases, Timelines, Budgets & Campaign Evaluation		Press releases, timelines, budgets, & evaluation plan	
	11/18	Case Study IX: Company Rebrand			
<b>13</b>	11/23	Case Study X: COVID-19			
	11/25	<b>No Class</b> (U.S. Thanksgiving)			
<b>14</b>	11/30	Guideline for Presentation	Chapter 16	Reflection and Preparation for Wk 15	
	12/2	Group Project Presentations			
<b>15</b>	12/7	Group Project Presentations			
	12/9	Group Project Presentations and Debriefing			
<b>Final Period</b>	12/17	Written Proposal Due		Final project due	

Cho, H. Y., & Salmon, C. T. (2007). Unintended effects of health communication campaigns. *Journal of Communication, 57*(2), 293-317. doi: 10.1111/j.1460-2466.2007.00344.x