

ADVERTISING CAPSTONE:
AD CAMPAIGNS
CMMN A414

TEMPLE RUFF

Section 051 LORA 11574
C/M 324

PUBLIC RELATIONS CAPSTONE:
PR CAMPAIGNS
CMMN A418

VALERIE J. ANDREWS

Section 051 LORA 11575
STUDIO A

SPRING 2015

Wednesday 4:55- 7:25 p.m.

LOYOLA UNIVERSITY NEW ORLEANS
SCHOOL OF MASS COMMUNICATION

Loyola is the only Jesuit institution to hold a **Certification in Education for Public Relations (CEPR)** from the Public Relations Society of America (PRSA), one of two Jesuit universities to have earned accreditation by the **Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)** and the only university in Louisiana to have both accolades.



Semester Community Partner

LUKE'S HOUSE CLINIC
2023 Simon Bolivar Ave.
New Orleans, La. 70113
www.lukeshouseclinic.org

Ad Campaigns Spring 2015 • TABLE OF CONTENTS

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Class policies & house rules	

Ad Campaigns Spring 2015 • BLACKBOARD RESOURCES

SYLLABUS

How to write a plans book
Plasma dimensions
PR & Communication Resources packet
Sample hometown
Syllabus

COURSE MATERIAL

AP/PR 2015 Forms
Budgets
Campaigns archives
Measurement/evaluation
Nonprofits
Resources
Social media
Strategy
Timelines

VALERIE J. ANDREWS, M.J.

Assistant Professor
Director, Shawn M. Donnelley Center
for Nonprofit Communications

Office: Communications/Music 310
Email: vandrews@loyno.edu
Cell: 478-45-6728
Twitter: @VAndrewsSMC
Facebook: valerie.andrews.900

SPRING 2015 OFFICE HOURS

Monday 2:00-6:00
Tuesday 2:00-3:30
Wednesday 1:45-4:45
Thursday 2:00-3:30

Other hours by appointment

Valerie Andrews returned to Loyola in 2007, having taught in the Dept. of Communications from 1998 to 2000. She currently teaches advertising, public relations and event planning courses and directs the Shawn M. Donnelley Center for Nonprofit Communications, a student-run agency that gives students real-world experience in public relations, design, advertising, event and strategic planning by working with nonprofits to create communication solutions.

She holds a bachelor's degree in journalism/public relations from Northwestern State University and a master of journalism degree from LSU. She has worked in PR and advertising for industries ranging from manufacturing and food service to publishing and the non-profit arena.

Valerie is a member of the Public Relations Association of Louisiana.

TEMPLE RUFF

Director of Account Service, CPR + Partners

Email: ltruff@loyno.edu
Cell: 504-451-3397

SPRING 2015 OFFICE HOURS

by request

Temple Ruff first joined the SMC team as a part-time professor in Fall 2008, and most recently, taught this previous Spring's Research in Advertising and Public Relations course. She is the acting Director of Account Service at CPR + Partners, a New Orleans-based advertising firm.

Prior to her current position, Temple worked at both Mudbug Media and Trumpet in NOLA, as well as Element 79 in Chicago. While a brand strategist by training, she has also serves in the client management and media planning/buying capacities. Temple has a B.A. in Classical Civilizations from the College of William and Mary and a M.S. in Communications Strategy from the Brandcenter at Virginia Commonwealth University.

Spanning both academic and personal interests, Temple is a member of The Information Architecture Institute and AIGA, as well as Krewe of Muses and the Junior League of New Orleans.

10 Common Campaigns Mistakes

- 1. Assuming “it’ll get done” – usually by someone else.**

It has to get done. As they say in Nikeland: *Just do it!*
- 2. Treating this course like any other.**

It’s not. This is your capstone, and it is the single most important class you will take in college.
- 3. Saying “it’s not my job.”**

Each person gets a job title, but the work has to get done, regardless of who does it and who has what title.
- 4. Underestimating the importance of research.**

It’s the research that leads you to your campaign. If you don’t do it – or do a crappy job of it – you’ll pay in the long run.
- 5. Not using your resources.**

Blackboard and other sources of information provide useful insight and background. Read! And read regularly.
- 6. Not meeting regularly.**

Your group must have a standing meeting time each week with required attendance, assignments, discussions and noted progress.
- 7. Not making this class a priority.**

It has to be. It will take more time and attention than anything else you do for the next four months.
- 8. Not working as a team.**

As Quincy Jones said at the recording of “We Are The World,” *Check your egos at the door!* Leave your individual likes, dislikes and personal animosities at home. Within the class, you’re a team member and a member of the class.
- 9. Not reading the syllabus.**

You’re responsible for everything in it. Read, learn, use.
- 10. Not keeping up-to-date on your client and the world.**

Things happen every day that have a short- or long-term or a close- or long-range effect on your client. Whether it’s government and politics, society and culture, entertainment, gossip or business, it may change the way the public sees your client. You should know about it.

RFP Application for SMC partnerships for SPRING 2015



Organization name	Luke's House Clinic	
Address	2023 Simon Bolivar Ave	
Phone(s)	504-444-7879	
Email	llynde@lukeshouseclinic.org	
Organization's mission	Luke's House Mission is to be a place of medical and spiritual hope, health and healing for the people of greater New Orleans; and a doorway to long-term healthcare solutions.	
Organization's business goals	To provide free medical and mental healthcare to the uninsured and underinsured	
Brief description of current comm challenge/opportunity	<p>In the Latino community access to health care is a great challenge. Undocumented workers often fear traditional health care providers. Some Latinos face barriers with inadequate language services and culturally competent service provision. Luke's House, since its inception, has provided translators, but recognizing the unmet need, has now expanded their service to the Latino community by establishing a dedicated night (Thursday) where we not only provide translators, but physicians, nurses and medical students who speak Spanish. Luke's House Clinic's Thursday night clinic is also offered one hour later than the Tuesday clinic to allow greater access for Latino workers, who often end their work shifts at 7pm. Our challenge has been how best to promote the clinic within the Spanish speaking community, taking into account extremely low literacy rates within this particular Latino population. Many of our potential patients have only basic reading comprehension. We have revised our flyer multiple times to accommodate this low literacy, but we are still not entirely sure those in need are being reached, or that those who receive our flyer are understanding it. We seek a full marketing campaign to promote our Thursday night clinic, both in print and possibly on Spanish language radio, in a way that is simple to understand and culturally sensitive.</p>	
What project will focus on	promotional materials (e.g., brochures, PSAs, fact sheets)	
Semester liaison/cell	Lisa Lynde, executive director	504-638-0088
Target audience(s)	Latino/Spanish Speaking	
Estimated project implementation budget	\$2500-\$3000	
Project timeline	Summer 2015	
Any project your organization has worked on with SMC:	partnered with other Loyola class/student(s) for service learning, partnered with other Loyola class/student(s) for other project(s)	
• If you've worked with Loyola SMC students in the past, when ?	worked with Loyola students/classes between 2010 and 2014, currently working with worked with Loyola students/classes , plan to work with other Loyola students/classes in the coming semester (semester this application applies to)	
• Worked with Loyola students currently/in the past/soon?		
Write a summary statement that describes your organization's strategic plan	We currently only promote the clinic with a basic flyer and with speakers at Spanish language churches. We have been doing this since February 2014 and have had good results but believe we could do more to reach those in need. Outside of this basic outreach, we have no specific marketing plan but would implement that plan upon receipt - beginning in the summer of 2015.	

Ad Campaigns Spring 2015 • COURSE INFORMATION

A414 CATALOG DESCRIPTION

This is a practical application of advertising theories in assigned projects.

A414 COURSE DESCRIPTION

This course is the culmination of the advertising curriculum and brings together all of the elements learned in the prerequisite courses, including strategic planning, media buying and planning, advertising writing and much more. This course will specifically cover research and development of a total advertising campaign, client relations, time management, evaluation and professional presentation skills.

As near as possible, this course will expose the student to the experience of working on a major advertising account in an advertising agency environment. Each advertising student should leave this course with portfolio material and hands-on experience in the field of advertising.

In addition, this course will be combined with CMMN A418 PR Capstone: PR Campaigns to work on a collaborative campaign.

A414 COURSE VALUES AND COMPETENCIES

EXPECTED STUDENT LEARNING OUTCOMES

In accordance with ACEJMC accreditation values and competencies, upon completion of this course, students should be able to:

- #3 demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- #5 understand concepts and apply theories in the use and presentation of images and information
- #6 demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- #7 think critically, creatively and independently
- #8 conduct research and evaluate information by methods appropriate to the communications professions in which they work
- #9 write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- #10 critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- #12 apply tools and technologies appropriate for the communications professions in which they work.

A414 COURSE ELIGIBILITY

This course is open to mass communication majors who have completed CMMN A100, A101, A201, A310, A311, 326 and 334. There are no exceptions. **You must have a C or better in each of these prerequisite courses. There are no exceptions.**

COURSE TEXT

Students will use the *Public Relations and Communication Resources Packet*, available on Blackboard, in class each day, as well as other supplementary texts. There is no additional textbook; however, students will need an AP Stylebook every day. Additional materials are available on Blackboard, including exercises and examples that will be used in class.

COURSE STRUCTURE

This course is a self-directed, real-world class with a real client and definitive goals and objectives. Each student will be assigned to an agency (team), given an agency job with a title and responsibilities and will work to create a designated portion of their agency's campaign. Working with the other agency members, students will effectively create (and on occasion) execute a PR/advertising campaign. It is important that students understand and fulfill their individual and agency responsibilities.

SERVICE LEARNING COMPONENT

This is a service learning course with a real client, generally a 501(c)(3) nonprofit organization. Details on the organization and assignments for them will be made available in class and through Blackboard. Materials created during the semester will be given to the client for their use at the conclusion of the semester.

Students will be given access to contact information on the client and allowed to contact one of their key personnel during the semester for information needed for assignments. All contact with the client should be professional, ethical and related to the project.

PR Campaigns Spring 2015 • COURSE INFORMATION

A418 CATALOG DESCRIPTION

This course examines case studies and typical public relations problems culminating in development of specialized communications materials to gain reaction and support from target groups.

A418 COURSE DESCRIPTION

This course is the culmination of the public relations curriculum and brings together all of the elements learned in the prerequisite courses, including strategic planning, media relations, special events planning, PR writing, crisis management and much more. It is based on the RACE model: research, action, communication and evaluation. This course will specifically cover research and development of a total PR campaign, client relations, time management, evaluation and professional presentation skills. As a result of this course, students will be able to create and execute a complete public relations campaign and provide a service for a community partner/client through teamwork and course requirements. In addition, this course be combined with CMMN 414 Advertising Campaigns to work on a collaborative campaign.

A418 COURSE OBJECTIVES

The objectives of the course are to develop the skills to create and implement real-world strategic public relations campaigns, more specifically to develop skills:

- research and development of a strategic public relations campaign, including creation of appropriate informative and persuasive messages for intended audiences and media
- use of media-specific formats and requirements
- media relations
- client relations
- time management
- evaluation processes
- professional presentation skills

A418 COURSE VALUES AND COMPETENCIES

EXPECTED STUDENT LEARNING OUTCOMES

In accordance with ACEJMC accreditation values and competencies, upon completion of this course, students should be able to:

- #3 demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
- #5 understand concepts and apply theories in the use and presentation of images and information
- #6 demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- #7 think critically, creatively and independently
- #8 conduct research and evaluate information by methods appropriate to the communications professions in which they work

#9 write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve

#10 critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

#11 apply basic numerical and statistical concepts

#12 apply tools and technologies appropriate for the communications professions in which they work

A418 COURSE ELIGIBILITY

This course is open to mass communication majors who have completed CMMN A100, A101, A201, A250, A316, A317, A326 and A334 and **have a minimum of C for all CMMN prerequisite courses. There are no exceptions.**

COURSE TEXT

Students will use the *Public Relations and Communication Resources Packet*, available on Blackboard, in class each day, as well as other supplementary texts. There is no additional textbook; however, students will need an AP Stylebook every day. Additional materials are available on Blackboard, including exercises and examples that will be used in class.

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Students will be given access to contact information on the client and allowed to contact one of their key personnel during the semester for information needed for assignments. All contact with the client should be professional, ethical and related to the project.

PLAGIARISM

All academic work will be done by the student to whom it is assigned without unauthorized data or help of any kind. A student who supplies another with such data or help is considered deserving of the same sanctions as the recipient. Specifically, cheating, plagiarism, and misrepresentation are prohibited. Plagiarism is defined by Alexander Lindley as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Plagiarism and Originality)...

A student who engages in cheating, plagiarism, or misrepresentation on term papers, seminar papers, quizzes, laboratory reports, and such may receive a sanction of a failing grade in the course. A second offense may be cause for exclusion or dismissal from the university. Faculty members are required to report immediately to the dean of the student’s college any case of cheating, plagiarism, or misrepresentation which he or she has encountered and, later, the manner in which it was resolved.

http://2009bulletin.loyno.edu/undergraduate/academic_regs/contents.php

TUTORIAL SERVICES

The Academic Resource Center provides course-related tutoring across the curriculum. Subject areas include Communications. For more information, see www.loyno.edu/arc/

UNIVERSITY POLICY ON SAFETY AND EMERGENCY PREPAREDNESS

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following **during the first week of classes:**

1. practice signing on for each course through Blackboard.
2. provide regular and alternative email address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:

3. pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension.
4. keep up with course work during the evacuation/suspension as specified on course syllabi and online Blackboard courses.
5. complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available,

6. log on to university Web site within 48 hours of an evacuation/suspension.

7. monitor the main university site (www.loyno.edu) for general information.

8. log on to each course through Blackboard or email within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.

9. complete Blackboard and/or other online assignments posted by professors. (Students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)

10. contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site:

<http://academicaffairs.loyno.edu/students-emergency-responsibilities>

UNIVERSITY POLICY FOR STUDENTS WITH DISABILITIES

Loyola University is committed to ensuring equal access and reasonable accommodations for students with disabilities under Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act (ADA) and to providing support services which assist qualified students with disabilities in all areas of the university. Disability Services was created to ensure the careful implementation of this policy by faculty and staff and to assist students with disabilities in meeting the demands of university policy.

http://bulletin.loyno.edu/2006undergraduate/special_programs/content.html#disability

If a student has a disability and wish to receive accommodations, they must contact Richelle Voelker, director of Disability Services, at 504-865-3265. If a student wishes to receive test accommodations (e.g., extended test time), he/she will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.

UNIVERSITY REGULATIONS

[I]t is ultimately the student’s responsibility to comply with the regulations and completion of requirements for his or her chosen program of study.

http://bulletin.loyno.edu/2006undergraduate/academic_regs/contents.html

WRITING CENTER

The Writing Center (WAC Lab) “offers a free, informal opportunity to improve writing skills.” The Center is located in Bobet 100 and is open six days a week (closed Saturdays).

It is **YOUR** responsibility to read this syllabus and to be familiar with its contents. It is also your responsibility to stay current with your email and Blackboard announcements, as well as materials posted on Blackboard (which are updated frequently). You should also be familiar with the contents of the PR and Communication Resources Packet, posted on Blackboard, containing notes on and examples of materials.

Ad/PR Campaigns Spring 2015 • CLASS POLICIES & HOUSE RULES

Each student must read the complete **CLASS POLICIES AND HOUSE RULES**, (*Blackboard/Syllabus*).

AGENCY HIERARCHY

All agency members must contribute equally in order to successfully complete this campaign and this course. All internal issues, including personnel problems, should be dealt with within the agency first before bringing them to me.

ASSIGNMENT SUBMISSIONS

Individual assignments must be submitted in 10"x13" catalog envelopes with the appropriate form attached. Information on assignments is noted in the *Calendar, Project Specifications* and *Grade Sheets*.

Agency assignments – chapters – should be submitted in a 3-ring binder. That binder should include all of your printed materials and serve as a backup to any electronic files.

Other agency assignments may be submitted in the usual 10"x13" catalog envelopes with the appropriate form attached.

Forms for the envelopes are on Blackboard.

Do not put individual and agency assignments in the same folder.

Late assignments receive a 50 percent point reduction off the top.

BLACKBOARD

Information on and for this course – including the complete CLASS POLICIES AND HOUSE RULES – is posted on Blackboard. Any student who doesn't have access to this course on Blackboard should notify their faculty member immediately via e-mail.

CLASS FORMAT

This is a **self-directed** class. Working in conjunction with other agency members, students will create – and possibly execute parts of – their team's campaign.

CLASS OBLIGATIONS

Out-of-class work will require **15-20 hours each week**. It is each student's individual responsibility to get the work done, particularly agency work that requires meetings outside of class.

CLIENT CONTACT

All contact with the client will be made by the agency's AE. No other agency member should directly contact the client.

COMPUTER LAB USE

Everyone must have a backup drive with current and constantly updated files. Everyone should have all agency files on their drive. Additionally, cloud or virtual storage is recommended.

Food and drink (including gum and water) are strictly prohibited in the computer labs in the SMC.

DEADLINES, ABSENCES

While each group as an agency will set many of your deadlines, each student must adhere to them. Class attendance is mandatory.

EMAIL

The university's official channel of communication is Loyno email. Students will receive information via Blackboard and Loyno email. IT IS EACH STUDENT'S RESPONSIBILITY to regularly check and respond to these emails.

GRADING

Grading is covered in *Grading Policies, Project Specifications* and elsewhere on Blackboard. All projects have written specifications. Specifications are noted in the syllabus, as well as on the grade sheets for each project.

Faculty will not discuss grades in class, in the hallway or over the phone. Any student with a question about grades must see their faculty member in their office for any discussion about grades. Requests for points-to-date must be sent via email.

MEDIA AND PHONE USE

Because this class is organized like an agency staff meeting, students will frequently need to send and/or receive e-mail and make phone calls during class. This is not an opportunity to catch up with friends, family members or peers. Media use will be monitored; students will not be allowed to use class time for personal communications.

NOTIFICATION OF COURSE CHANGES

Any changes to the structure of the course will be sent to class members in writing, generally through Blackboard announcements and e-mails.

Ad/PR Campaigns Spring 2015 • COURSE EXPECTATIONS

Each class member will be assigned to a team/agency no later than the first day of class. Each agency is led by an account executive (AE). Each agency member will take assignments in areas of major responsibility, depending on the needs of their agency. (*See descriptions, Agency Duties.*) Other assignments may be added as the campaign develops.

There will be NO reassignments to other teams for any reason.

STUDENTS:

You are expected to:

• FULLY PARTICIPATE IN THIS CLASS

You must make this class your number one priority this semester. It is the most important course you will take in your college career. You cannot use the excuse of other courses, internships, jobs or outside social activities to prevent your FULL PARTICIPATION.

• KEEP UP WITH INFORMATION ABOUT AND FOR THIS CLASS

Information on and for this course – including the complete CLASS POLICIES AND HOUSE RULES – is posted on Blackboard. If you don't have access to this course on Blackboard, you must notify me immediately via e-mail.

Multiple resources are posted on Blackboard each week. It is your responsibility to read the articles and documents and to keep up with new posts.

Emails about the class, the client and other relevant information are sent daily. You must read all of them. You are responsible for their content.

Any changes to the structure of the course will be sent to class members in writing, generally through Blackboard announcements and e-mails.

• FULLY PARTICIPATE IN YOUR TEAM/AGENCY

All agency members must contribute equally in order to successfully complete this campaign and this course. All internal issues, including personnel problems, should be dealt with within the agency first before bringing them to me.

Out-of-class work will require a **minimum of 15-20 hours each week.** It is your individual responsibility to get the work done, particularly agency work that requires meetings outside of class.

Your agency will be required to meet outside of class at least one time per week for 2-3 hours. As an agency you will set up a day and time, and each member is required to attend these meetings. Attendance at these meetings is **not optional.**

Because you – as a team – set your out-of-class meetings times and work hours, it is your responsibility to show up for these meetings and to avoid planning activities that conflict with these meetings.

• BE RESPONSIBLE FOR YOUR WORK

It is **imperative** that you and your agency set up a common storage location and process that provides backup for and all-agency access to all agency materials. Crashed hard drives and lost jump drives are no excuse for lack of availability of materials.

Assignments must be submitted in 10"x13" catalog envelopes with the appropriate form attached. Information on assignments is noted in the *Calendar, Project Specifications* and *Grade Sheets*. **Late assignments receive a 50 percent point reduction off the top.**

• BE RESPONSIBLE TO YOUR COMMUNITY PARTNER/CLIENT

You should be aware of the communications from and about the partner/client. Monitor those through Google alerts, web copy and social media contacts. Follow/like them. Read materials provided by the liaison. Read emails from the partner/client.

All contact with the client will be made by the agency's AE. No other agency member should directly contact the client.

Ad/PR Campaigns Spring 2015 • PRELIMINARY CALENDAR

This calendar is for your use in planning deadlines and assignments. Mandatory deadlines are noted in **MAROON CAPS**. All submissions are **DUE BY 5 P.M.** You will set other deadlines as needed. All class meetings are from 4:55 to 7:25 p.m. We will meet for the entire class time. Do not make plans to leave early on any class day. You will set your own schedules for out-of-class meetings.

JANUARY

7 INTRODUCTION

**8 (THURSDAY AT p.m.)
INDIVIDUAL RESEARCH REPORTS**

14 CLIENT MEETING
Questions for client

21 PRIMARY RESEARCH
CH. 1: CLIENT BACKGROUND

28 RESEARCH ANALYSIS
Research plan due

FEBRUARY

4 SWOT
Preliminary research findings due

11 CHALLENGE/NEED/OPPORTUNITY
Review: SWOT analysis

18 MARDI GRAS HOLIDAYS

25 STRATEGY
Review: setting objectives, target audiences,
key messages
CH. 2A: RESEARCH SECTION

MARCH

4 TARGET AUDIENCES
**CH. 2B: SWOT ANALYSIS,
CHALLENGE/NEED/OPPORTUNITY**

11 TACTICS
Review: PR matrix, advertising creative brief
MIDTERM PEER EVALUATIONS

18 TIMELINES
**CH. 3: STRATEGY STATEMENT
(including benchmarks, quantifiable
objectives, target audience, key
messages)**

25 BUDGETS
Matrix completed
Timeline draft completed

APRIL

1 EASTER HOLIDAYS

8 EVALUATION
Budget draft
HOMETOWNER SUBMISSIONS

15 REFLECTION
Evaluation draft

22 PRESENTATION SKILLS
FINAL PLANS BOOK (no extensions)

29 LAST DAY OF CLASS
INDIVIDUAL REFLECTION PAPERS
TEAM: Written presentation outline due

MAY

6 **FINAL TEAM PRESENTATIONS
FOR CLIENT**
7-9 p.m. Studio A
FINAL PEER EVALUATIONS

AEs must submit weekly assignment sheets at the end of class each week. Failure by the AE to submit assignments on time will receive a 50 percent penalty for ALL agency members on the late assignments.

“Following directions is an important skill to learn in life. Not only does it prepare you for the unpredictable, but you have a better sense of the task at hand. If you stray away from the instructions given, you may suffer the consequences...”

(from the Lucas Insurance Services Dec. 3, 2012 blog)

Ad/PR Campaigns Spring 2015 • AGENCY PROJECT SPECIFICATIONS

Each agency will develop a comprehensive strategic communication campaign. The campaign will be provided to the client through a final plans book that explains research, strategy and materials developed for the campaign. Each team will also pitch their campaign proposal through a live presentation to the client.

The plans book is divided into five major “chapters.” The first three chapters will be submitted in parts (see calendar) before they are compiled, along with the remaining chapters, into the final plans book. After each chapter is graded, it can be included – with changes and corrections – in the final plans book.

Specifications for this assignment are posted on Blackboard. You must also read **HOW TO WRITE A PLANS BOOK FOR AD/PR CAMPAIGNS** (Blackboard).

The grade sheets for all chapter assignments, the final plans book and the live presentation are posted on Blackboard. All agency members receive the same grade on all agency assignments.

CHAPTER 1 - JAN. 21

50 points

Each of the individual chapters should be submitted in a 3-ring binder.

Information on what should be included in this chapter is available on Blackboard in *How to Write a Plans Book for Ad/PR Campaigns*.

CHAPTER 2A - FEB. 25

50 points

Chapter 2, Part A is your research findings. It should be very thorough and include copies of your primary research surveys, interviews and responses. (In the final plans book, much of that will be placed in the appendix.)

Information on what should be included in this chapter is available on Blackboard in *How to Write a Plans Book for Ad/PR Campaigns*.

CHAPTER 2B - MARCH 4

50 points

Chapter 2, Part B is the analysis of the research findings and the determination of the challenge, need or opportunity that your campaign will address. In this part of the chapter you will devise a SWOT diagram and perform a SWOT analysis.

There are NO tactics in this chapter.

Information on what should be included in this chapter is available on Blackboard in *How to Write a Plans Book for Ad/PR Campaigns*.

CHAPTER 3 - MARCH 18

50 points

Chapter 3 is the beginnings of your professional and creative approach to your campaign. Based on the CNO

you determine, you will develop your strategic approach to “solving the problem.”

Information on what should be included in this chapter is available on Blackboard in *How to Write a Plans Book for Ad/PR Campaigns*.

FINAL PLANS BOOK - APRIL 22

150 points

The major written project created by each agency is a final plans book. All agency members receive the same grade on the book.

This book should be appropriately bound, with all related materials bound into the book. You will submit two copies of the book: one for me, one for the client. The books should be identical. Each book should include a CD with all live and PDF files included.

Specifications for this assignment are posted on Blackboard/Syllabus (Proposal/Plans Book Specs). You must also read **HOW TO WRITE A PLANS BOOK FOR AD/PR CAMPAIGNS** (Blackboard).

The plans book grade sheet is posted on Blackboard under Syllabus/Grading.

CLIENT PRESENTATION - MAY 6

100 points

At the conclusion of the semester, each agency will make a formal presentation to the client. All agency members are required to participate. All members of the agency receive the same grade.

The presentation should run approximately 20 minutes and include the major aspects of the campaign.

The plans book grade sheet is posted on Blackboard under Syllabus/Grading.

PLASMA SCREEN (no specific deadline)

50 points

Your agency will create a plasma screen that promotes your client. It may also include your agency name. The purpose of this assignment is to create content for an additional medium and to communicate your service learning mission to other students in the SMC.

Specifications for plasma screen submissions (also posted on Blackboard) include:

- must be JPG format
- must be 56 picas x 31.6 picas in size
- should have at least 1/2” margin between overall size and print area; bleeds should extend 1/2” beyond overall size

Email your finished design to vandrews@loyno.edu to be uploaded.

This is an “all or nothing” grade. Your agency will either receive 50 points or none.

Ad/PR Campaigns Spring 2015 • INDIVIDUAL ASSIGNMENTS

INDIVIDUAL RESEARCH REPORT -

JAN. 8 at 5 p.m.

100 points

You need to have a very detailed understanding of the client before you begin creating a campaign. Learn as much as you can about the client **without contacting the client directly**. Go beyond what is available at their Web site.

Avoid using Wikipedia and reader-contribution sites. Blogs are acceptable if they give you insight into the public's perceptions of the client.

In addition to reading up on **LHC** via their own sources of information, do the following:

Media information

Look for information about **LHC** on other sites than their own, particularly seeking out news and media sites that contain stories ABOUT the client.

Assignment: Find **at minimum** two (2) substantive articles *about LHC*. Print out or make copies of the articles, information or news stories about them. Be sure all citations include the source, date and author.

Competition

You need to understand the environment in which **LHC** exists and works, the demands on the same resources that it needs and claims any competitors make that might deprive **LHC** of those resources. The more you know about the competition, the easier it is to offset competitive claims and to find a central message that will strategically and effectively position **LHC** in the minds of the target audience.

Assignment: Create an **annotated** list of competitive programs or organizations that vie for the attention of existing or potential donors, volunteers, participants or media space/time. Your annotations must include some description of the mission of the competing organizations and why they are competition. There is no maximum, but you must have **at least 10** competitors.

Case studies

Case studies provide critical analysis of previously-executed campaigns and an opportunity to learn from others' mistakes – and successes.

Do not confuse opinion pieces, feature stories, news releases or news stories with case studies. These studies should be from professional publications or Web sites and be in-depth in their coverage of the case. A good place to begin your search is Communication and Mass Media Complete, a database available through the Monroe Library Web site.

Assignment: Find **at least two (2)** case studies that relate to raising awareness for nonprofits or projects

that deal with organizations similar to **LHC**. These case studies should come from reputable (professional) sources and provide an overview of the actual "event" or "challenge" the organization faced, as well as the tactics employed to resolve the challenge or take advantage of the opportunity and conclude with an evaluation and/or analysis of the campaign.

Print/copy the case studies. **Do not** use the print-friendly version if you're printing Web articles. Include the source (publication or URL), author, publication date.

THE REPORT

Synthesize what you learn through your research into a thorough, complete background/history (**4-5 page document**). Do not include endnotes or footnotes with this section. Include your references within the narrative (e.g., According to an article entitled "Local charities work with storm victims" on Sept.2, 2006 on nola.com, ECS is the only....).

Assignment: Include a brief history of **LHC** and any "parent" organization under which it might fall. Include their organizational structure. Identify the key players, both internally and externally, by name. Be especially aware of their funding sources and partnerships.

Cover what they do to promote themselves and how other people write about them in media (traditional and social). Note the kinds of media materials they have available. Provides examples with your assignment.

Talk about their competitive environment without regurgitating the competition list you created.

Discuss the case studies and how they apply to this campaign.

SUBMISSION

Your report should follow standard process: double space, single side, appropriate typeface and margins. STAPLE the paper together. Make sure your name is on the front page. Do not use sheet protectors.

Add the supporting materials you've found, as required in the preliminary parts of this assignment specification.

Submit in the appropriate 10"x13" catalog envelope with the correct, completed form glued or taped (not stapled) to the envelope.

GRADING

- CONTENT - 50 percent
- SUBMISSION - 10 percent
- GRAMMAR, SPELLING, PUNCTUATION, AP STYLE - 20 percent
- PR/ADVERTISING ACUITY AND INSTINCT - 15 percent
- OTHER/MISCELLANEOUS - 5 percent

PEER EVALUATIONS - MARCH 11, MAY 6

2@100 points each

Each agency member will evaluate your colleagues. Scores will be totalled and averaged to determine the grade, based on a 100-point scale.

Grading: Evaluations are due at midterm and on the last day of the semester, usually at the presentation. (See *Peer Evaluation Form* on Blackboard.)

Submission: Peer evals must be submitted in catalog envelopes (10"x13"). Do not use bubble wrap or padded mailers. Envelopes must have a current, appropriate, completed submission form glued – not taped or stapled – to the front. (See *Envelope Form* on Blackboard.) **No assignment will be accepted without an appropriate envelope** (correct size with form).

HOMETOWNER - APRIL 8

25 points

Write a media release (hometown) about your work for the client. It should be for submission to your hometown newspaper. Samples are included in the PR and Communication Resource packet.

Promote the client, as well as yourself; **you** are the news hook. Include information about the class project; promote Loyola and the SMC too! Include a client boilerplate you've written. Hometowners are always double spaced.

Grading: This is a pass-fail assignment. You will receive 25 points for your submission.

Submission: Submit the hometown via a media pitch to a specific person at your hometown newspaper (or wherever you intend to submit your hometown) pitching your hometown as a possible feature. The pitch should be individualized to the medium you're pitching. Show you chose them for a specific reason. Do not regurgitate the hometown, but make sure you give the recipient a reason to read the hometown and publish it. Be sure to include your rationale for writing the hometown – local person doing good work. **SUBMIT VIA EMAIL** and cc me on the submission. This assignment will not be submitted on paper.

REFLECTION PAPERS - APRIL 29

25 points

"Service learning emphasizes mutuality. All participants in service learning should benefit, learn and grow from the experience. Service learning also emphasizes critical reflection on conditions which create the need for various types of community service. In Jesuit terminology, service learning emphasize the unity of charity and justice."

www.loyno.edu/engage/service-learning-vs-community-service

Part of service learning involves a reflection on the experience of serving while learning. Your reflection

paper should be a short essay that allows you to analyze your S/L experience in the areas of service and learning.

Be sure to answer the following questions:

- What objective did your team meet that will effectively improve your community partner's work within the community?
- What did Campaigns teach you about the need for long-term healthcare solutions in the New Orleans area? Did you learn something new?
- How did this experience make you feel/think differently about health care? about the target audiences you were challenged to work for?
- What type of service could you do in the future to apply what you learned?
- Why do you feel this was an important part of your Jesuit education?

Grading: This reflection piece will be submitted to OCELTs and may be published on their website. This is a pass-fail assignment. You will receive 25 points for your submission.

Submission: Write this essay style (double spaced, with appropriate typeface and margins). Reflections must be submitted in catalog envelopes (10"x13"). Do not use bubble wrap or padded mailers. Envelopes must have a current, appropriate, completed submission form glued – not taped or stapled – to the front. (See *Envelope Form* on Blackboard.) **No assignment will be accepted without an appropriate envelope** (correct size with form).

FACULTY ASSESSMENT OF INDIVIDUAL STUDENT PERFORMANCE

50 points

Each student will receive a final teacher evaluation. (See *Faculty Assessment Form* under *Grade Sheets* on Blackboard for specifications.)

Ad/PR Campaigns Spring 2015 • GRADING POLICIES

See also *Class Policies and House Rules*, *Grade Sheets*, *Project Specifications* and *Calendar*, as well as other resources on Blackboard.

GENERAL GRADING POLICIES

- Final grades are determined by adding all the semester's points together. Points will not be averaged, nor will they be curved.
- Plagiarism will not be tolerated. Any student caught plagiarizing will receive a grade of ZERO on the project and will be dealt with through the proper university channels.

DATES & DEADLINES

- Late assignments receive a **50 percent point reduction** off the top. While this course has one major project (the final plans book), interim assignments are very important and must be turned in on time to receive full credit.

SUBMISSION REQUIREMENTS

- All assignments should reflect comprehension of the topic and a clear understanding of the instructions.
- Specifications noted elsewhere in the syllabus or on handouts must be followed. Failure to follow directions will result in a lower grade.
- ANY projects – individual or agency – turned in after the deadline will receive a 50 percent penalty for the individual agency member.
- Do NOT submit anything under office doors. You must turn it in during class or put in the appropriate SMC mailbox.
- Chapters should be submitted in 3-ring binders. DO NOT use plastic page protectors unless specifically approved.
- Assignments must be typed unless otherwise specified.
- Materials must be double spaced, unless specifically stated otherwise.
- Body copy type in written reports – including chapters – must be between 10 and 12 points in an appropriate serif font. Acceptable typefaces for body copy, usually serif and Roman typefaces, include:
 - Garamond
 - Georgia
 - Palatino
 - TimesUnacceptable typefaces, which include all sans serif and most decorative typefaces, include:
 - Arial
 - Noteworthy
 - Futura
 - Helvetica
- Papers should be submitted on white 20# bond, one sided, with margins no larger than 1" and no smaller than 1/2".
- Handwritten assignments must be submitted in blue or black ink. No other color(s) will be accepted.
- Presentation counts. Be neat.
- Include your agency and/or individual name on

everything you turn in.

- Staple multi-page assignments. DO NOT USE PAPER CLIPS.

WRITING

- Grammar, spelling and punctuation must be accurate and reflect professional standards.
- We follow **AP Style**, unless otherwise specified. Failure to use AP Style will result in a lower grade. AP Stylebooks are available in the bookstore.
- Bad writing – spelling, grammar, punctuation, style – is unprofessional and unacceptable.
examples:
 - Do not use "etc." as it is sloppy and shows lazy thinking.
 - There is no "s" at the end of School of Mass Communication.
 - "Amongst" and "amidst" are not appropriate.
 - We use double quotation marks, except within other sets of quotation marks. We are not British; we don't use single quotes as the default.

ASSIGNMENT GRADE VALUES

Individual: 400 points

Individual Research Reports	100
Peer evaluations (2@100)	200
Hometowners	25
Teacher evaluation	50
Reflection paper	25

Team: 500 points

Chapter 1	50
Chapter 2, part A	50
Chapter 2, part B	50
Chapter 3	50
Plasma screen	50
Final plans book	150
Final client presentation	100

TOTAL: 900 points

GRADING SCALE

<i>grade</i>	<i>percentage</i>	<i>points</i>
A	93-100	837-900
B	83-92	747-836
C	73-82	657-746
D	63-72	567-656
F	< 63%	fewer than 567 points

By March 17, you will receive written feedback on your performance in this class.

Ad/PR Campaigns Spring 2015 • AGENCY DUTIES & STRUCTURE

Each class member will be assigned to a team/agency no later than the first day of class. Each agency is led by an account executive (AE).

Account management – the AE and assistant AE–will be named for each agency; other responsibilities will be determined within the group and titles assigned.

NOTE: Some assignments and duties may be modified, depending on the needs of the community partner. Regardless of title, all agency members are responsible to the group, the class, the client and the overall campaign.

ACCOUNT MANAGEMENT

Account Executive (AE)

Provides agency leadership to ensure all members work toward a common goal

- oversees agency’s entire campaign
- handles all communication between agency and client
- maintains professional image of agency with client
- facilitates communication among agency members
- coordinates agency assignments in class and outside meetings
- sets up and leads weekly out-of-class agency meetings
- works with any constituency attached to client
- submits weekly reports on agency activities and assignments
- meets regularly with professor to discuss agency issues
- oversees completion of final campaigns book
- oversees agency presentations

Assistant Account Executive (AAE)

Assists AE in leadership role

- works with AE to develop overall strategic approach to campaign
 - meets regularly with professor to discuss agency issues
- Works on various teams as needed*

RESEARCH

Oversees all research elements of campaign

- works with agency members to compile research findings
- leads additional research efforts as needed to provide well-informed foundation for campaign
- assigns additional research duties as needed among agency members

Works on various teams as needed

CREATIVE & MEDIA

Develops communication “products” needed for campaign

- generates all materials needed for campaign, including client video
- creates all advertising, including letters to solicit sponsorships if needed
- works with all teams to ensure materials are professional and accessible
- disseminates information needed to carry out campaign
- coordinates with AE to get client approvals as needed for execution of campaign

Develops and maintains media information and relations

- develops media relationships, including working with Logistics to develop media list
- directs appropriate materials to relevant media in timely fashion
- oversees all social media, including creation and communication

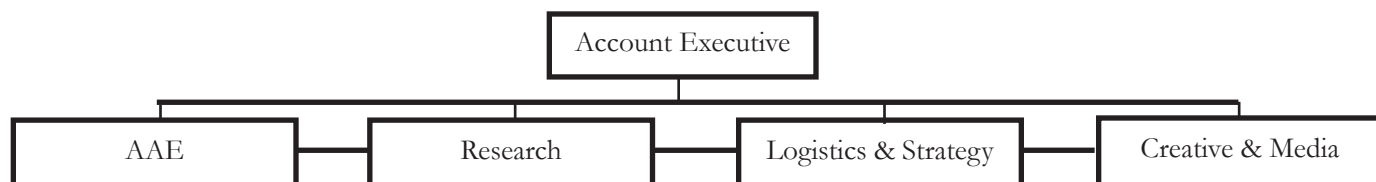
Develops agency communication materials

- creates presentation materials
 - creates materials for final plans book
- Works on various teams as needed*

LOGISTICS & STRATEGY

Oversees physical aspects of campaign

- handles activities or events put on by agency on behalf of client
 - works with Research to develop, oversee and lead focus groups or surveys or other research tactics
 - handles “money” aspect of campaign for fundraisers
 - works with Research to identify external support for campaign
 - develops and oversees any special events or activities
 - identifies and works with venues as needed
 - develops and maintains all timelines and budgets, including creation and execution of RFPs
 - develops media list
 - develops final presentation style and oversees presentation logistics
 - oversees duplication and binding of final plans books
- Works on various teams as needed*



FOOD and **DRINK**
are **STRICTLY**
PROHIBITED in
the computer labs.

You may lose out-of-class computer lab privileges if you do not follow this rule.