ADVERTISING CAPSTONE:
AD CAMPAIGNS
CMMN A414
Section 001
LORA 11317
C/M 324

PUBLIC RELATIONS CAPSTONE:
PR CAMPAIGNS
CMMN A418
Section 001
LORA 11312
STUDIO A

SPRING 2016
Wednesday
3:30-6:15 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) and accreditation by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) and the only university in Louisiana to have both accolades.

SPRING 2016
Service Learning Community Partner
COUNCIL ON ALCOHOL
AND DRUG ABUSE
FOR GREATER NEW ORLEANS

Instructor

VALERIE J. ANDREWS
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 2016 OFFICE HOURS
Monday 1:30-5:00
Tuesday 3:30-5:00
Wednesday 1:30-3:30
Thursday 3:30-5:00

Other hours by appointment
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### Ad Campaigns Spring 2016 • BLACKBOARD RESOURCES*

#### SYLLABUS
- Syllabus
- Research project

#### COURSE MATERIAL
- AE REPORT FORMS
  - Surveys
    - Appendix A survey 1 - BHGH
    - Mardi Gras survey BHGH
    - General public survey BHGH
  - Budgets
    - BIBB after school budget
    - BSA smores budget
    - Myra budget
  - Other campaigns’ information
    - Bricks
    - CASA
  - Media materials
    - Backgrounder
    - Biography
    - Fact sheet
  - CLIENT INFORMATION
    - CADA program
    - CADA Carnivale invite
    - CADA Carnivale flyer
    - CADA brochure
    - CADA annual report
    - CADA RFP
  - FORMS
    - Individual envelope form
    - Team envelope form
    - Peer eval forms
    - 2016 bio sheets

- Archives
  - SMC campaign materials
    - SMC ch. 1
    - SMC ch. 2
    - SMC ch. 3
    - SMC ch. 4
    - SMC ch. 5
    - SMC compiled appendix
    - SMC gala invitation
    - SMC gala sponsorship letter
  - Sample brochures
    - Athlos brochure
    - Emma brochure
    - PAC brochure
  - BSA materials
    - BSA CBH fact sheet
    - BSA DAD’s Day flyer
  - Sample plasma screens
    - Endeavor
    - GOTR Crescent Associates
    - PacknPR
    - Team A majec
    - Sherwood

- Syllabus agreement
- AE report forms
- Presentation evals by students

- RESEARCH
  - Individual research project
  - IRB
    - Informed consent form - Endeavor
    - IRB protocol document - Endeavor
    - Brown & Andrews approval memo

- RESOURCES
  - The Big Picture
  - How to write a plans book
  - Advocacy

- PR and Communication Resource Packet

* as of Jan. 20, 2016; to be updated periodically
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.
<table>
<thead>
<tr>
<th>Organization name</th>
<th>COUNCIL ON ALCOHOL &amp; DRUG ABUSE FOR GNO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester liaison/cell</td>
<td>Joyce Bracey, M.Ed., LPC, executive director  504-352-4374</td>
</tr>
<tr>
<td>Address</td>
<td>2640 Canal St., 4th Floor, New Orleans, La. 70119</td>
</tr>
<tr>
<td>Phone(s)</td>
<td>504-821-2232</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:jbracey@cadagno.org">jbracey@cadagno.org</a></td>
</tr>
<tr>
<td>Organization’s mission</td>
<td>CADA’s mission is to prevent the abuse of alcohol, drugs, and other addictive substances and to promote healthy and safe individuals, families, and communities. Working with K-12 schools, community-based organizations, courts, employers, and others, CADA provides a wide range of substance abuse prevention, early intervention, assessment, and referral services for both youth and adults. CADA serves Orleans, Jefferson, Plaquemines, St. Bernard, and St. Charles parishes.</td>
</tr>
<tr>
<td>Organization’s business goals</td>
<td>To achieve long-term sustainability by strengthening three existing funding streams; 1. Individual, Corporate and Foundation Donations; 2. Fee for Service Programs; and 3. State and Federal Support for Programming; while working to prevent substance abuse in our community.</td>
</tr>
<tr>
<td>Brief description of current challenge/opportunity</td>
<td>The Council on Alcohol and Drug Abuse (CADA) has a long history of helping members of the New Orleans community. We work with over 30 schools to deliver the prevention curriculum, “Too Good for Drugs” to over 3,000 kids per year. We work with hundreds of inmates and newly released citizens each year to offer them hope for a new life, giving them concrete support to accomplish their goals. We are passionate about second-chances, and are committed to treating all of our clients with dignity and respect. We are also the place where people go when they get into trouble. If a person in New Orleans gets a DWI, they are court ordered to come to us for assessments, and to take our classes. Our name – Council on Alcohol and Drug Abuse – slides right in line with the perception that we are an authoritarian place that you don’t want to go. Not only does this make it harder for us to expand our community recognition, and achieve a favorable public image, but it makes it harder to fund raise as well. We have come to be known as CADA, which is a benefit for us. I believe that if we keep the acronym, but come up with a new name made with more compassionate sounding words beginning with those letters--- it would open new doors for us. We have a fairly new logo that does embody our spirit of prevention and helping, but our name needs an upgrade as well. In addition to updating the name, we need a campaign to introduce it to the public, along with media and social media plans to improve brand recognition.</td>
</tr>
<tr>
<td>Project will focus on</td>
<td>media relations (including social media)</td>
</tr>
<tr>
<td>Target audience(s)</td>
<td>General Public</td>
</tr>
<tr>
<td>Estimated project implementation budget</td>
<td>$5500</td>
</tr>
<tr>
<td>Project timeline</td>
<td>plan to implement them in the summer of 2016</td>
</tr>
<tr>
<td>Summary statement that describes your organization’s strategic plan</td>
<td>We created a new strategic plan in 2013. We are continually updating the steps in the plan, which outlines goals in 4 areas: sustainability, program expansion/enhancement, public awareness, and staff/board development.</td>
</tr>
</tbody>
</table>
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, A260, A310, A311, A313, A326 and A334 and junior standing. 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 the 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. See SERVICE LEARNING later in this syllabus.
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, A260, A316, A317, A326 and A334 and junior standing. 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. See SERVICE LEARNING later in this syllabus.
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 Action 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 you have a disability and wish to receive accommodations, please contact Disability Services at 504-865-2990. If you wish to receive test accommodations (e.g., extended test time), you 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

[It 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).
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.

Objective: The service learning objective of this course is to facilitate increased awareness of the nonprofit partner’s mission in the larger community through communication tactics, aiding in development of greater volunteerism and donations.

More information on service learning is available at: www.loyo.edu/engage/service-learning-vs-community-service

WRITING REFLECTION PAPERS

“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.loyo.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/Capstone teach you about the need for drug and alcohol-related healthcare solutions in the New Orleans area? Did you learn something new?
• What do you see are the underlying social issues related to drug and alcohol abuse?
• How did this experience make you feel/think differently about drug and alcohol abuse? 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.

Due MAY 11 - worth 25 points

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).
It is YOUR responsibility

- to read this syllabus and to be familiar with its contents

- to stay current with your email and Blackboard announcements, as well as materials posted on Blackboard (which are updated frequently)

- to be familiar with the contents of the PR and Communication Resources Packet, posted on Blackboard, containing notes on and examples of materials
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.

If you are turning in a late project – any project not submitted at the beginning of class on the due date – you must either hand it to me personally or leave it in the SMC office (C/M 332) to be put in my mailbox. DO NOT slide any submissions under my office door.

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 regular check and respond to these emails.

If you email me, be sure to include your full name; many Loyno email addresses are hard to decipher.

Be sure you write a complete and accurate subject line. Make sure any attached documents have your name and the contents in the file name. Lost files due to incomplete file names are not my responsibility.

If you email attachments, they must be Word, PDF or JPG formats only.

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.

I will not discuss grades in class, in the hallway or over the phone. Any student with a question about grades must see me in my 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.
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 2016 • PRELIMINARY CALENDAR**

**MANDATORY** deadlines are noted in **BLUE CAPS**. All other deadlines are suggested deadlines to keep you on an efficient timeline. Your submissions are **DUE BY 3:30 P.M.**

You will set other deadlines as needed. Class meets from 3:30 to 6:15 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>20</td>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>21</td>
<td>(THURSDAY AT 5:00 p.m.) INDIVIDUAL RESEARCH REPORTS</td>
</tr>
<tr>
<td>27</td>
<td>CLIENT MEETING Questions for client</td>
</tr>
</tbody>
</table>

### FEBRUARY

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>3</td>
<td>PRIMARY RESEARCH CH. 1: CLIENT BACKGROUND</td>
</tr>
<tr>
<td>10</td>
<td>MARDI GRAS HOLIDAYS</td>
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<tr>
<td>17</td>
<td>RESEARCH ANALYSIS Research plan due</td>
</tr>
<tr>
<td>24</td>
<td>SWOT Preliminary research findings due</td>
</tr>
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### MARCH

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>2</td>
<td>CHALLENGE/NEED/OPPORTUNITY Review: SWOT analysis PLASMA SCREENS DUE</td>
</tr>
<tr>
<td>9</td>
<td>STRATEGY Setting objectives, target audiences, key messages CH. 2A: RESEARCH SECTION</td>
</tr>
<tr>
<td>16</td>
<td>TARGET AUDIENCES CH. 2B: SWOT ANALYSIS, CHALLENGE/NEED/OPPORTUNITY</td>
</tr>
<tr>
<td>23</td>
<td>EASTER HOLIDAYS</td>
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</tbody>
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### APRIL

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>30</td>
<td>TACTICS PR matrix, advertising creative brief MIDTERM PEER EVALUATIONS</td>
</tr>
</tbody>
</table>

### MAY

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>4</td>
<td>PRESENTATION SKILLS FINAL PLANS BOOK (no extensions)</td>
</tr>
<tr>
<td>11</td>
<td>LAST DAY OF CLASS INDIVIDUAL REFLECTION PAPERS TEAM: Written presentation outline due</td>
</tr>
<tr>
<td>18</td>
<td>FINAL TEAM PRESENTATIONS FOR CLIENT 7-9 p.m. Studio A FINAL PEER EVALUATIONS</td>
</tr>
</tbody>
</table>

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)
INDIVIDUAL RESEARCH PROJECT
DUE THURSDAY, JAN. 21 AT 5 P.M.
See research requirements (later in this syllabus).

PEER EVALUATIONS - MARCH 30, MAY 18
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.

You must include a typed, double-spaced report (stapled to this form) in an appropriate typeface that provides 1-2 paragraphs of assessment of EACH team member’s work on the campaign. FAILURE to submit the report or the form by the deadline will result in your receiving a grade of ZERO on this evaluation, regardless of your colleagues’ evaluation scores for you.

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 20
25 points

Write a media release (hometowner) 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 hometowner via a media pitch to a specific person at your hometown newspaper (or wherever you intend to submit your hometowner) pitching your hometowner 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 hometowner, but make sure you give the recipient a reason to read the hometowner and publish it. Be sure to include your rationale for writing the hometowner – local person doing good work. SUBMIT VIA EMAIL and cc me on the submission. This assignment will not be submitted on paper.

REFLECTION PAPERS - MAY 11
25 points

See SERVICE LEARNING in this syllabus for details.

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.)
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 during a live presentation to the client.

The client was identified through an RFP application process that helped us identify potential partners. Review panels and interviews aided the faculty in identifying the final community partner. The client has agreed to participate in the service-learning project and will receive all the products of the class, regardless of what agency is “hired” by the client.

Read HOW TO WRITE A PLANS BOOK FOR AD/PR CAMPAIGNS (HTWAPB) available on Blackboard. The plans book is divided into five major “chapters.” The first three chapters will be submitted in parts (see below) 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.

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

CHAPTER 1 - February 3

Each of the individual chapters should be submitted in a 3-ring binder that you will use throughout the semester to submit your work-in-progress. (Do not submit the final project in a 3-ring binder.)

Read HTWAPB for information on what to include in this chapter.

PLASMA SCREEN - March 2

Each agency will create a plasma screen to promote the 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 are on Blackboard/Syllabus/Plasma Signs.

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

This is an pass/fail grade. Your agency will either receive 50 points or none.

CHAPTER 2A - March 9

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 this will be placed in the appendix.)

Each agency will be required to conduct at least one focus group. See RESEARCH REQUIREMENTS for more details.
FOCUS GROUPS
The SMC has received a Board of Regents grant that will allow us to do more formal focus group research with recording capabilities. The equipment will be initially set up in the Shawn M. Donnelley Center for Non-profit Communications and will be available for Campaigns/Capstone teams to use for primary research.

Each agency will be required to conduct at least one focus group as part of your research. It may be on information-gathering earlier in the semester, or it may be to get feedback on potential creative strategy or executions.

Each Account Executive will be required to complete a training session with Robert Racine (rmracine@loyno.edu), SMC technology coordinator, before each agency’s focus group sessions begin.

More information will be shared as it becomes available.

HUMAN SUBJECTS RESEARCH APPROVAL
“Before conducting research that involves human subjects in any capacity, you should contact the Institutional Review Board (IRB), a body which is independent from the grants office. The IRB office is the appropriate body to determine whether the research requires its review or is exempt the federal regulations and university policies requiring it.

The Loyola University New Orleans IRB is chaired by George Capowich, capowich@loyno.edu, 504-865-3126. As faculty and staff often look to the grants office for IRB-related information, we will provide a link to the IRB website once it becomes available. In the meantime, please address all questions regarding the oversight of Human Subjects research to Dr. Capowich.”

http://academicaffairs.loyno.edu/grants-research/human-subjects-research

INDIVIDUAL RESEARCH PROJECT
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.

You have an initial research requirement, due Thursday, Jan. 21 at 5 p.m. see RESEARCH ASSIGNMENT in this syllabus for details.

RESEARCH CERTIFICATION
All students must have a Certificate of Completion from the National Institutes of Health (NIH) Office of Extramural Research.
INDIVIDUAL RESEARCH REPORT - THURSDAY, JAN. 21 at 5:00 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 CADA via their own sources of information, do the following:

Part I. Media information
Look for information about CADA on news and media sites that contain stories ABOUT the client. Conduct a Lexis-Nexis search to identify where CADA has been discussed in the past.
Assignment: Create an annotated list of articles from the last 10 years about CADA. Write 1-2 sentences of synopsis about each article. Use APA Style (not to be confused with AP Style) to cite each article.

Part II. Competition
You need to understand the environment in which CADA exists and works, the demands on the same resources that it needs and claims any competitors make that might deprive CADA 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 CADA 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 of CADA. 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.

Part III. 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 case study includes a stated problem/challenge, an objective/strategy, a course of tactics/actions and stated results/evaluation.
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 one case study that relate to rebranding a nonprofit or projects that deal with organizations similar to CADA. 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 study. Do not use the print-friendly version if you’re printing Web articles. Include the source (publication or URL), author, publication date.
• Write a 1-page report on how this is relevant to CADA.

Part IV. Client Information
In addition to what you learn from media information, look at other sources of information about CADA, including the information they provide about themselves.
Assignment: Include a brief history of CADA 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.

SUBMISSION
Your report should follow standard process: double space, single side, appropriate typeface and margins.
You will have four sections. STAPLE each section to a cover sheet with the part number on it and your name. Include all supporting materials for each section.
Do not use sheet protectors.
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
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
  - Times
  - Unacceptable 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.
  - 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

<table>
<thead>
<tr>
<th>grade</th>
<th>percentage</th>
<th>points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>837-900</td>
</tr>
<tr>
<td>B</td>
<td>83-92</td>
<td>747-836</td>
</tr>
<tr>
<td>C</td>
<td>73-82</td>
<td>657-746</td>
</tr>
<tr>
<td>D</td>
<td>63-72</td>
<td>567-656</td>
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<tr>
<td>F</td>
<td>&lt; 63%</td>
<td>fewer than 567 points</td>
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By March 17, you will receive written feedback on your performance in this class.
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 – will be named for each agency; other responsibilities will be determined within the group and titles assigned.

One of your early tasks will be to give each team member a designated responsibility/title within the team. That person will be “in charge” of that area; however, all team members will work on any tasks that are needed throughout the semester.

Don’t get stuck on titles. Make sure someone is the go-to person for each area; you may create different or additional titles. Get the work done. Do good work.

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) if designated**

**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**

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**

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

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