

# School of Advertising and Public Relations Undergraduate Teaching Guidelines

## University of Tennessee, Knoxville

<b>Overview.....</b>	<b>3</b>
<b>Checklist of Core Items to Include on Syllabi.....</b>	<b>4</b>
<b>Basic Information .....</b>	<b>4</b>
<b>Course Description.....</b>	<b>4</b>
<b>Materials .....</b>	<b>4</b>
<b>Requirements .....</b>	<b>4</b>
<b>Course Policies.....</b>	<b>4</b>
<b>University/College/School Resources and Policies .....</b>	<b>5</b>
UNIVERSITY CIVILITY STATEMENT – <a href="http://civility.utk.edu/">http://civility.utk.edu/</a> .....	5
CCI DIVERSITY STATEMENT – <a href="https://cci.utk.edu/diversity">https://cci.utk.edu/diversity</a> .....	5
EMERGENCY ALERT SYSTEM – <a href="http://safety.utk.edu">http://safety.utk.edu</a> .....	5
ACADEMIC INTEGRITY .....	5
YOUR ROLE IN IMPROVING THE COURSE THROUGH ASSESSMENT .....	5
STUDENTS WITH DISABILITIES – <a href="http://sds.utk.edu">http://sds.utk.edu</a> .....	6
ACCESSIBILITY – <a href="http://accessibility.utk.edu/">http://accessibility.utk.edu/</a> .....	6
WELLNESS – .....	6
ADVERTISING AND PUBLIC RELATIONS GRADING POLICY .....	6
<b>SCHEDULE .....</b>	<b>6</b>
<b>ACEJMC Learning Outcomes .....</b>	<b>7</b>
<b>Incorporating Diversity into the Advertising and Public Relations Curricula .....</b>	<b>8</b>
<b>ADPR Class.....</b>	<b>9</b>
<b>ADPR 3XX – Social Media Literacy .....</b>	<b>9</b>
<b>Advertising Classes .....</b>	<b>11</b>
<b>ADVT 250 – Advertising Principles .....</b>	<b>11</b>
<b>ADVT 310 – Advertising Design.....</b>	<b>13</b>
<b>ADVT 340R – Advertising Research Methods.....</b>	<b>15</b>
<b>ADVT 350 – Creative Strategy .....</b>	<b>16</b>
<b>ADVT 360 – Advertising Media Strategy .....</b>	<b>18</b>
<b>ADVT 380 – Advertising Professional Seminar .....</b>	<b>20</b>
<b>ADVT 450 – Advertising Management .....</b>	<b>22</b>

<b>ADVT 460 – Account Planning.....</b>	<b>25</b>
<b>ADVT 470 – Advertising Campaigns .....</b>	<b>26</b>
<b>ADVT 480 – Advertising Issues.....</b>	<b>28</b>
<b>ADVT 490 – Special Topics (Portfolio) .....</b>	<b>30</b>
<b>ADVT 492 – Advertising Internship .....</b>	<b>32</b>
<b><i>Public Relations Classes .....</i></b>	<b>33</b>
<b>PBRL 270 – Public Relations Principles.....</b>	<b>33</b>
<b>PBRL 310 – Advertising and Public Relations Design.....</b>	<b>36</b>
<b>PBRL 320 – Public Relations Writing .....</b>	<b>38</b>
<b>PBRL 340R – Advertising and Public Relations Research Methods.....</b>	<b>41</b>
<b>PBRL 370 – Public Relations Cases .....</b>	<b>43</b>
<b>PBRL 380 – Public Relations Professional Seminar.....</b>	<b>46</b>
<b>PBRL 400 – Public Relations Law and Ethics.....</b>	<b>48</b>
<b>PBRL 420 – Advanced Public Relations Writing.....</b>	<b>50</b>
<b>PBRL 470S – Public Relations Campaigns .....</b>	<b>53</b>
<b>PBRL 492 – Public Relations Internships .....</b>	<b>55</b>

APPROVED BY THE FACULTY ON: 11 March 2020

## Overview

The following guidelines represent a consensus among faculty of the School of Advertising and Public Relations about the core content and sequencing of courses in the advertising and public relations majors. These guidelines represent a **minimum of material to be covered**, and instructors are encouraged to introduce course material beyond that indicated in the guidelines. Adherence to the guidelines is important because it insures that:

1. All students who receive credit for a course have been exposed to the same core material regardless of the instructor or the semester in which the student took the course.
2. As students move through the majors, teachers of higher-level course can be confident that students have learned certain material in earlier courses.

Prior to starting upper division courses, it is ideal for students in both majors to complete lower division courses that will be pre-requisites for upper-division classes. in particular, they should take:

- CCI 150 Communication in an Information Age
- ADVT 250 Advertising Principles
- PBRL 270 Public Relations Principles
- Additionally, public relations majors should complete JREM 200 (Multimedia Writing)

Students need to take a statistics class either before or concurrently with ADVT 340R or PBRL 340R. those who plan to take the business minor, should take STAT 201 (Introduction to Statistics). Other students may choose either STAT 201 or MATH 115 (Statistical Reasoning).

The following lists of required courses assume that all pre-requisites for listed courses have been completed prior to beginning the course. While it is possible to start taking some upper-division ADVT and PBRL classes prior to the junior year, the sequencing here is ideal and will allow students to finish the majors in four semesters. Students may also take additional elective classes once they have earned the pre-requisites for those courses.

<b>Semester</b>	<b>Advertising</b>	<b>Public Relations</b>
One	ADVT 310 Advertising Design ADVT 340R Advertising Research Methods ADVT 380 Advertising Professional Seminar	PBRL 310 Advertising and Public Relations Design PBRL 340R Advertising and Public Relations Research Methods PBRL 380 Public Relations Professional Seminar
Two	ADVT 350 Creative Strategy ADVT 360 Advertising Media Strategy	PBRL 320 Public Relations Writing PBRL 370 Public Relations Cases
Three	ADVT 450 Advertising Management ADVT 480 Advertising Issues	PBRL 420 Advanced Public Relations Writing PBRL 400 Public Relations Law and Ethics
Four	ADVT 470 Advertising Campaigns	PBRL 470S Public Relations Campaigns

## Checklist of Core Items to Include on Syllabi

### Basic Information

- Name of university, semester, year
- Course title, number, credit hours, room, or online schedule
- Instructor, GTA names
- Contact information (e.g., UTK email only, phone, office address, etc.)
- Office hours
- Instructor Web page URL (if applicable)
- Course Web page URL (if other than Online@UTK)

### Course Description

- Prerequisites, co-requisites
- Course description (overall goal or purpose)
- Course learning objectives/student learning outcomes (i.e., general competencies/skills/knowledge)
- Class environment (methods of instruction; role of the student, role of the faculty member)
- How can a student be successful in this course (e.g., estimated amount of time to spend on preparation, assignments, participation in class discussion, use of supplemental teaching materials, etc.)?

### Materials

- Required reading (textbooks, articles, etc.)
- Supplemental reading
- Websites and links
- Other material (e.g., labs equipment, art supplies, software)
- Resources (library resources, online/technology support)

### Requirements

- Exams and quizzes (how many, what kind, dates, final exam period, etc.)
- Assignments/problem sets/projects/reports/research papers (general info, assessment criteria, format for submitting work – online or hardcopy, steps in conducting research, milestones leading to larger project)
- Other assignments (e.g., posting comments to discussion board)

### Course Policies

- Policy for incompletes, withdrawals
- Attendance and tardiness
- Class participation
- Missed exams/makeup exams
- Late or missed assignments
- Extra credit opportunity or not available

## University/College/School Resources and Policies

### UNIVERSITY CIVILITY STATEMENT – <http://civility.utk.edu/>

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus.”

### CCI DIVERSITY STATEMENT – <https://cci.utk.edu/diversity>

CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community.

### EMERGENCY ALERT SYSTEM – <http://safety.utk.edu>

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for [UT Alerts](#). Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

### ACADEMIC INTEGRITY

Each student is responsible for his/her personal integrity in academic life and for adhering to UT’s Honor Statement. The Honor Statement reads: “An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

### YOUR ROLE IN IMPROVING THE COURSE THROUGH ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

STUDENTS WITH DISABILITIES – <http://sds.utk.edu>

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Student Disability Services (SDS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. Student Disability Services will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

ACCESSIBILITY – <http://accessibility.utk.edu/>

UT values accessibility for everyone in our community and has expressed this value in system-wide policy. All communications, learning material, and technology at UT should be accessible. For more information about accessibility including the full policy and opportunities for training, visit the UT accessibility webpage.

WELLNESS – <http://counselingcenter.utk.edu/> and <http://wellness.utk.edu/>

The Student Counseling Center is the university’s primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services.

The Center for Health Education and Wellness manages *974-HELP*, the distressed student protocol, case management, the *Sexual Assault Response Team*, and the *Threat Assessment Task Force*.

#### ADVERTISING AND PUBLIC RELATIONS GRADING POLICY

Undergraduate courses in advertising and public relations use the following grading scale:

A	93-100	Superior
A-	90-92	Excellent
B+	87-89	Very Good
B	83-86	Good
B-	80-82	Satisfactory
C+	77-79	Fair
C	73-76	Average
C-	70-72	Below Average
D	60-69	Unsatisfactory
F/WF	59 and below	Failure/Withdrawn Failing

Students must earn a grade of C- or better in each of the following courses: ADVT 310, ADVT 340R, ADVT 350, ADVT 360, ADVT 380, ADVT 450, ADVT 470, ADVT 480, PBRL 310, PBRL 320, PBRL 340R, PBRL 370, PBRL 380, PBRL 420, PBRL 470.

#### SCHEDULE

- Tentative calendar of topics and assignments, dates for exams and due dates, special events

## ACEJMC Learning Outcomes

1. Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances (Law);
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications (History);
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 (Diversity);
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society (International);
5. Understand concepts and apply theories in the use and presentation of images and information (Visual);
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity (Ethics);
7. Think critically, creatively and independently (Think);
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work (Research);
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve (Write);
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness (Edit);
11. Apply basic numerical and statistical concepts (Numbers);
12. Apply current tools and technologies appropriate for the communications professions in which they work and to understand the digital world (Apply).

<b>Outcome</b>	<b>ADVT course numbers</b>	<b>PBRL course numbers</b>
1. Law	250, 380, 480	270, 320, 400, 420
2. History	250, 350, 360, 450, 461, 480	270, 320, 380, 400, 461
3. Diversity	250, 360, 380, 450, 460, 461, 480	270, 320, 370, 400, 420, 461, 470
4. International	250, 380, 450, 460, 461, 480	270, 370, 400, 420, 461, 470
5. Visual	250, 310, 340R, 350, 450, 461, 470	270, 310, 320, 340R, 370, 380, 420, 461, 470
6. Ethics	250, 340R, 360, 380, 450, 460, 461, 470, 480	270, 320, 340R, 370, 380, 400, 420, 461, 470
7. Think	250, 310, 340R, 350, 360, 380, 450, 460, 461, 470, 480, 492	270, 310, 320, 340R, 370, 380, 400, 420, 461, 470, 492
8. Research	250, 340R, 360, 450, 460, 461, 470	270, 340R, 370, 380, 461, 470
9. Write	310, 340R, 350, 360, 380, 450, 460, 461, 470, 480	310, 320, 340R, 370, 380, 420, 461, 470
10. Edit	310, 340R, 350, 360, 380, 450, 460, 461, 470, 480, 492	310, 320, 340R, 370, 420, 461, 470, 492
11. Numbers	340R, 360, 450, 470	340R, 470
12. Apply	310, 340R, 350, 360, 380, 450, 461, 470	310, 320, 340R, 370, 380, 420, 470

## **Incorporating Diversity into the Advertising and Public Relations Curricula**

The School of Advertising and Public Relations seeks to communicate and to instill in our students an appreciation for the diversity of people, curricula, scholarship, research and creative activities in our disciplines. The faculty seeks ways to introduce discussions about diversity into the curriculum. These include but are not limited to:

1. Discussions in the introductory classes (ADVT 250, PBRL 270) about the practices of advertising and public relations in various countries and cultures to develop an understanding and appreciation that advertising and public relations practices are culturally determined and often bound within national boundaries.
2. Discussions in the research and media strategy classes (ADVT 340, PBRL 340, ADVT 360) that increase sensitivity to and understanding of groups of people -- including minority populations such as African-American, Latinx, Asian, Gay, Lesbian, Transgender, Bisexual, differently abled, and economically disadvantaged persons -- is a critical component of conducting research and implementing advertising and public relations programs.
3. Discussions in the design and writing classes (ADVT 310, ADVT 350, PBRL 310, PBRL 320, PBRL 420) that preferences for diverse designs, writing styles, message vehicles, forms of communication and information itself are often culturally determined and that communication programs must take these preferences into consideration.
4. Discussions in professional seminar classes (ADVT 380, PBRL 380) that the contributions of minority groups to the advancement of the profession have not always been recognized and should be included in class discussions and that solutions to problems in the workplace are sometimes culturally based.
5. Discussions in the management and cases classes (ADVT 450, PBRL 370) that solutions to problems for one group of people are not necessarily the best or even an appropriate solution to similar problems in other cultures.
6. Discussions in the issues and communications law classes (ADVT 480, PBRL 400) that advertising and public relations wield great influence in society and students should be cognizant of the cultural roots and implications of how minority groups are portrayed; that commercial speech is protected but not immune to criticism and controversy concerning the content of messages.
7. Discussions in the campaign classes (ADVT, PBRL 470 and PBRL 470S) of the needs of minority groups in developing and implementing communications campaigns; that unique approaches for some groups are warranted in order to identify the relevance of products, services, and experiences in their lives.

## **ADPR Class**

The following proposed class would replace ADVT 461 and PBRL 461. A separate online course is being developed that will replace the 500-level social media class.

ADPR 3XX – Social Media Literacy

### **Catalog Description**

3 Credit Hours

Overview of the role of social media marketing communication from both a personal and organizational perspective. This course will provide students with practical knowledge and analytical skills necessary to evaluate and understand social media campaigns.

*No prerequisites.*

### **Nature of the Course**

This course will provide students with practical knowledge and analytical skills necessary to evaluate and understand social media, including social media campaigns. ADPR 3XX will be comprised of lectures, case studies, assignments, and engaged analysis activities that will help serve as the foundation for a strong social media skill set which is important for career success.

### **Instructional/Learning Objectives**

1. To provide insight about and experience with social media tools and digital technologies.
2. To emphasize both the importance of managing one's online personal reputation and a business/organization's identity through social media platforms.
3. To make students aware of ethical, legal, and privacy issues when using social media outlets.
4. To understand the history, ownership, and revenue structures of major social media platforms.
5. To understand the uses and motivations for individual social media users.
6. To keep students up to date on the latest in digital and social media channels used in social media communication

### **Assignments**

Students will participate in a variety of in-class and out-of-class exercises, assignments, and group work.

Assignments may include

1. The creation of and maintenance of a personal web space (blog, twitter presence, etc.)
2. A social media analysis of one's own online brand
3. Several case studies which will highlight the successes and failures of brands on social media, including key takeaways
4. A detailed analysis of the strengths, weaknesses, biases, ownership, and effects of main social media platforms.

### **Performance Measurement**

Student competency of course material should be measured by performance on quizzes, assignments (both out-of-class and in-class exercises), written work (analyses and case studies) and attendance/participation.

### **Unique Aspects**

Class content (lectures, readings, some assignments) changes each semester as social media technologies continue to evolve. The relatively brief history of each platform will be covered early on to give a broader perspective. Students should also recognize the importance of reading social media news on a daily basis to be better informed for lectures. Class will cover social media from “both sides,” attempting to understand what brands and individuals want from social media, and what they do in pursuit of those goals.

### **Texts & Resources** (*As with the nature of the class/topic, texts can/will change often.*)

- Deckers, Erik & Lacy, Kyle. *Branding Yourself: How to Use Social Media to Invent or Reinvent Yourself*.
- Kerpen, Dave. *Likeable Social Media (Third Edition): How To Delight Your Customers, Create an Irresistible Brand, & Be Generally Amazing On All Social Networks That Matter*
- Daily readings from [www.mashable.com](http://www.mashable.com)
- Subscribe to [www.emarketer.com](http://www.emarketer.com)
- Subscribe to SmartBrief on Social Media

## Advertising Classes

ADVT 250 – Advertising Principles

### Catalog Description

3 Credit Hours

Survey of the role of advertising in American business and society. Relationship between advertising and marketing; functional components of the advertising process – research, media, creative, and management.

*No prerequisites.*

### Nature of the Course

Advertising 250 is the introductory advertising course for students at the University of Tennessee. Large lecture sections (100 -200+ students) are typically taught face to face with smaller sections of the class provided online. Students enrolled have varied majors, backgrounds, and interests. The course should expose students to the structure of the advertising industry, the role of advertising in a marketing organization, the social, legal, and economic consequences of advertising, and the strategy and tactics involved in an advertising campaign. Students should emerge from the course with both a broad understanding of the process of advertising and its place in business and society and specific understanding of advertising. As of fall 2020, ADVT 250 will be part of the Social Sciences category of the Volunteer Core general education courses offered at the University of Tennessee, Knoxville.

### Instructional/Learning Objectives

1. Students should understand why advertising exists.
2. Students should understand the intended and unintended consequences of advertising and be exposed to ethical and legal considerations with regard to advertising practice and its impact on society.
3. Students should understand what advertising can and cannot do.
4. Students should gain an appreciation for what it's like to plan an advertising campaign.
5. Students should gain an understanding of how new communication platforms are changing how people consume media and implications of those changes for advertising.
6. Students should gain an understanding of branding fundamentals, such as brand definition and brand stewardship, and the relationship between great advertising and building a strong brand over the long term.
7. Students should gain an awareness of the differences and similarities of advertising, its development, and its implementation across national and cultural borders through the studying and understanding of advertising from different countries.
8. Students should understand that in order to develop an effective communication campaign it is critical to have consumer insight, to understand consumers' wants and needs, to know how they process information etc. Introducing students to the basics of consumer psychology is an important part of the class.

### Assignments

The nature of the assignments will vary with the size of the section being taught. Generally, assignments should include the following:

1. Tests. Four to five major exams and several quizzes. Questions should be drawn from the reading materials and/or lecture and should tap the students' ability to comprehend and identify broad course topics.
2. Writing Assignment(s). One major writing assignment is required. This writing assignment will address advertising and societal issues per VOL Core requirements. Students can choose a topic to write about from a list of topics such as:
  - Advertising of Controversial Products
  - Advertising to Vulnerable Groups
  - Advertising Regulations (FTC, self-regulation)
  - Privacy Issues in Advertising
  - Advertising and Diversity
  - Disability Inclusion in Advertising

### **Performance Measurements**

Student competency of the material should be reflected in acceptable performance on the major exams and the optional writing assignments if used. For VOL Core metrics, exams and written assignments should be filed for a duration of five year to use for assessment purposes.

### **Unique Aspects**

Strong brand orientation to the class where students understand that good advertising is not an end unto itself but a means to building strong brands.

National and international examples are seamlessly woven in the instruction so that this is an assumptive part of the class. Brands without borders.

The introductory course serves as an important means of recruiting to the major. Course instructors are encouraged to integrate opportunities for students to be exposed to other AD faculty, suggest membership in Ad Club, showcase upper division course content, and actively encourage students to consider the advertising major.

### **Texts and Source Material**

1. A custom textbook for the University of Tennessee was created in summer 2019 is available online at <https://he.kendallhunt.com/Childers>.
2. Students should become familiar with advertising data sources available at UTK and online.

### **Catalog Description**

3 Credit Hours

Study, use, and application of design, color, type, and layout styles as they affect concept development in the creation of promotional materials. Analysis of organizational goals and how they mold strategic and conceptual development. Application of relevant computer software for creation of promotional material.

*(RE) Prerequisite(s): 250 or Public Relations 270.*

*Registration Restrictions: Advertising majors or permission only.*

### **Nature of the Course**

This course introduces students to the study, use, and application of design principles, color, type, and layout and design techniques, as they affect concept development and printing and production on the computer using Creative Cloud. This course serves and is required for advertising majors.

### **Instructional/Learning Objectives**

1. Demonstrate knowledge of the design process from written word through thumbnails and roughs to supercomps created on the computer.
2. Understand how concepts are conveyed through type selection, layout style, color, and paper choice.
3. Understand how to use type as a creative medium as well as an informative one.
4. Understand various visual options available for communicating a concept.
5. Demonstrate competency on the software programs used in the industry (e.g., Illustrator, Photoshop, InDesign).
6. Identify and anticipate problems associated with visual production including incompatibilities among standard software programs.
7. Understand the interrelationships between visual and verbal elements in concept development.

### **Assignments**

1. Quizzes. At least five quizzes, which may be either matching or short answer, should be given. These should cover terms and software use.
2. Design. Students are required to complete a variety of in-class and out-of-class assignments for a traditionally held course. Each student should be able to execute ideas via thumbnails, roughs and supercomps. Competencies should cover overall idea generation, use of type, layout, and visual/verbal relationships. Each student should have numerous examples of varied design skills.
3. Computer. Students should be able to complete several projects from material learned in class. Proficiencies in the use of InDesign, Illustrator and Photoshop should be highlighted.
4. Online Courses. For courses delivered electronically through Canvas, all lectures, quizzes and assignments are the same as a traditionally delivered course with the exception of thumbnails. Thumbnails will be delivered to the instructor in person for a critique before moving on to final roughs and supercomps.

**Performance Measurement**

Student competency of course material should be measured by performance on quizzes, out-of-class assignments, and design and computer skills.

**Unique Aspects**

Emphasis will be placed on how to take a project from conception to production. Students who fear design will learn how simple design and production techniques can bring an idea to life. Instructors should be prepared to give one-on-one instruction concerning both design and computer skills whether the class is delivered online or traditionally.

**Texts and Resources**

Blakeman, Robyn, [The Bare Bones of Advertising Print Design](#)

Weinmann & Loureka, [Visual Quickstart Photoshop](#)

Weinmann & Loureka, [Visual Quickstart Illustrator](#)

Weinmann & Loureka, [Visual Quickstart InDesign](#)

## ADVT 340R – Advertising Research Methods

### **Course Description**

3 Credit Hours

Secondary data and primary research techniques for advertising and public relations decisions.

*(RE) Prerequisite(s): 250 or Public Relations 270.*

*(RE) Corequisite(s): Math 115 OR Statistics 201 OR Statistics 207*

*Registration Restriction(s): Advertising major*

### **Nature of the Course**

Research provides information that can be used in the decision-making process of media, creative and managerial problems. Students will learn the fundamentals of primary and secondary research. This course serves and is required of advertising majors.

### **Instructional/Learning Objectives**

Upon completion of this course students should be able to:

1. Understand the various types of research used in advertising
2. Locate and organize relevant secondary information including that related to social media assessment. Actual sources may vary depending on specific objectives of a particular class. See suggested sources. At a minimum, students are expected to be able to read and interpret:
  - a) Simmons OneView printouts (ideally students will learn to generate Simmons reports)
  - b) Industry Reports including, but not limited to: IBISWorld, Mintel, MarketResearch.com  
Packaged facts
  - c) Databases including, but not limited to: BusinessSource Complete, Factiva
3. Understand how and when primary research tools are used in advertising. Students will gain primary research experience collecting data in both a quantitative (i.e., surveys) and a qualitative (e.g., focus groups, in-depth interviewing, direct observation) research project.
4. Develop a primary research project that includes the following steps:
  - a) Develop research objectives
  - b) Understand sampling techniques
  - c) Collect data
  - d) Analyze data – descriptives and significance testing
  - e) Interpret data for advertising and marketing communications decision-making
5. Use a statistical software package to analyze and visualize data. (e.g. Excel, SPSS)
6. Report secondary and primary research results in an organized and understandable fashion.

### **Catalog Description**

3 Credit Hours

Basic concepts of creative strategy with intensive practice in developing creative strategy statement, writing and designing advertisements, and judging creative work.

*(RE) Prerequisite(s): 250 and 310.*

*Registration Restriction(s): Advertising majors or permission only.*

### **Nature of the Course**

Advertising 350 is designed to introduce the role creative strategy plays in both the marketing and creative process. Students will understand how creative output relates directly back to decisions made within the creative strategy. Topics covered should include: how to develop a creative brief, copy and layout development that strategically represents the creative brief, and how to apply the business of advertising creative to varied media.

### **Instructional/Learning Objectives**

1. Students will be able to define creative strategy.
2. Students will be able to create a viable strategy for use in multiple media.
3. Students will be able to develop a creative business brief.
4. Students will be able to develop creative and unique concepts/ideas.
5. Students will learn to develop the needed abilities to think visual and to shepherd work from preliminary idea to finished supercomps that conform to specified media and business characteristics.
6. Students will learn to develop a multitude of both visual and verbal ideas under various deadlines.
7. Students will be able to use a concept consistently across multiple media.
8. Students will be able to develop creative copy based on information found within the creative business brief.
9. Students will understand the values of writing and rewriting, and the careful need for checking and proofreading copy.
10. Students will learn to judge their creative work and how to accept critical appraisal of their own work.
11. Students will know their role in the creative process whether their area of interest is research, media, account service, creative or production.

### **Assignments**

1. Tests. Tests may be objective, essay, or hands-on. Tests should cover assigned readings and class materials.
2. Assignments Students are required to complete a variety of out-of-class assignments. Though most work is completed individually, some group work can also be assigned. Each student should complete numerous graded assignments. Ads may be developed in thumbnail form, before completing the final supercomp. Students should be required to complete four to five finished ads for various media. These may be based on class assignments for which creative platforms have been completed. These supercomps should adhere to class standards for finished work.

### **Performance Measurement**

Student competency of course material should be measured by performance on the tests, assignments (including creative platforms, ads for various media, group exercises) and attendance/participation.

### **Unique Aspects**

Students should find this to be a labor-intensive class that taps many skills. The emphasis is on the development of strategic thinking, solid writing skills, and the ability to execute strategy creatively. Attendance and participation are also important in the course as the exchange of constructive criticism among students helps them to refine their work.

### **Text and Resources**

Blakeman, Integrated Marketing Communication: Creative Strategy from Idea to Implementation, Third Edition.

When multiple sections are offered, the required text should be the same across all sections.

Numerous other resources may be helpful. Among them:

- Blakeman, The Bare Bones of Advertising Print Design
- Jeweler and Drewniany, Creative Strategy in Advertising (current edition) or another text approved by the faculty.
- Communication Arts: <http://www.commarts.com>
- Advertising Age: <http://www.adage.com>
- Outdoor Advertising Association: <http://www.oaaa.org/>
- The One Club: <http://www.oneclub.org>
- The American Advertising Federation: <http://www.aaf.org/>

## ADVT 360 – Advertising Media Strategy

### **Catalog Description**

3 Credit Hours

Assessment of markets, vehicles, audiences, and mathematical techniques for advertising planning. Instruction in media planning, buying, and evaluation.

*(RE) Prerequisite(s): 250 and 340R*

*(RE) Corequisite(s): 380*

*Registration Restriction(s): Advertising or public relations major*

### **Nature of the Course**

This course is designed to help students develop marketing and communication oriented approaches for selecting media channels through an understanding of the fundamentals of media planning. Students in this course will focus on analyzing media problems and making media decisions. Although emphasis is on media calculations, concepts and decision-making, attention is also given to the current status of and recent changes in the media industry.

### **Instructional/Learning Objectives**

1. Understand the relationships among marketing, advertising and media objectives. Be able to plan and write advertising and media objectives.
2. Calculate and articulate the importance of various audience analysis measures (such as impressions, ratings, reach, frequency, etc.) and cost analysis measures (such as CPM and CPP, etc.).
4. Understand the process of media and vehicle selection and scheduling.
5. Understand the rate structure of each major medium and how the medium measures its audience.
6. Prepare a competitive expenditure analysis and analyze the competitive marketplace as a basis for media strategy recommendations.
7. Understand media planning tools to evaluate a media plan.
8. Prepare a media plan.

### **Assignments**

1. Tests. At least two or three quizzes and at least two examinations.
2. Writing assignments. Various written analyses and the development of a comprehensive media plan.

### **Performance Measurements**

Student competency of the material should be reflected in acceptable performance on the major exams and on the media plan assignment(s).

### **Unique Aspects**

Most students approach this course with a high level of math anxiety. Instructors should be prepared to give additional help to students.

## **Texts and Resources**

In addition to the secondary sources, students should become familiar with tools such as:

- Simulation Software (e.g. Media Flight Plan)
- AdSpender or other competitive expenditure sources.
- Kantar Media's Standard Rate and Data Service
- Simmons Insights

## ADVT 380 – Advertising Professional Seminar

### **Catalog Description**

1 Credit Hours

Exploration of career choices in mass communications. Resume and letter writing, interviewing, and portfolio preparation.

*(RE) Corequisite(s) 340R.*

*Registration Restriction(s): Advertising or public relations major.*

### **Nature of the Course**

This one credit-hour course is designed to allow students to explore career choices in communications. Emphasis is placed on developing skills and techniques for both obtaining employment and advancing early career potential. Guest speakers from the advertising industry and organized field trips can be part of the course.

### **Instructional/Learning Objectives**

1. To make students familiar with the wide range of career opportunities available, to make them familiar with various job titles and the necessary preparation for each, and to encourage them to make decisions about their own careers.
2. To teach students how to prepare cover letters and resumes.
3. To make students familiar with how they can use the Internet and other Interactive services to research the market, learn about organizations, and identify job opportunities.
4. To assist students in preparing portfolios or other relevant material for job interviews.
5. To discuss issues in advertising as a profession: ethics, gender, turnover, job security and income.
6. Teach students how to create and manage their personal professional reputation in interpersonal, group and on-line environments.

### **Assignments**

1. Resumes and Cover Letters. Students should be required to prepare a final resume and cover letter for a job or practicum opportunity.
2. AAF Smartbrief. It is suggested that students are required to register with AAF Smartbrief, a daily compilation of top industry stories; these stories can be integrated into class discussions and quizzes
3. Students are required to develop their own personal professional LinkedIn profile.

### **Performance Measurement**

Students should produce an acceptable resume and cover letter and materials for interviews such as writing samples or portfolios as needed.

### **Unique Aspects**

Student background and interest are likely to vary greatly, and many students will remain uncertain about a career choice. The course should provide a forum for students to explore career issues. Students should be aware that Center for Career Development is not the optimal resource for advertising students. However, Center representatives do guest speak in the class.

**Text and Source Material** - No formal text has been adopted.

### **Catalog Description**

3 Credit Hours

Case-study approach to advertising decisions. Data analysis and interpretation, generating alternative strategies, oral and written presentation of recommendations.

*(RE) Prerequisite(s): 350 and 360*

*Registration Restriction(s): Advertising or public relations major.*

### **Nature of the Course**

The course should give students an opportunity to integrate what they have learned in previous advertising courses and should enhance their ability to analyze situations and to develop and present solutions. The cases assigned should cover a variety of decision-making areas (e.g. positioning, budgeting, objective-setting, media strategy, message strategy, evaluation, etc.) and should deal with a variety of product categories (e.g. consumer goods, industrial, non-profit, services, etc.). Students should be held responsible for conducting quantitative and qualitative analyses on each case assigned. Students should also be introduced to business skills that will assist them in the transition from academia to their business careers.

### **Instructional/Learning Objectives**

1. Students should develop enhanced analysis and presentation skills.
2. Students should develop a broad experience base from which to draw in the future.
3. Students should improve their ability to see similarities/dissimilarities between different marketing situations and draw appropriate conclusions.
4. Students should learn to articulate and defend position statements or decisions.
5. Students should learn to make decisions and/or recommendations about advertising and marketing communication strategies based on research information provided to them.
6. Students should learn to recognize when additional information is needed to effectively solve problems and should develop skills in finding information that will facilitate problem solving.
7. Students should learn how to effectively prepare for and respond to questions following presentations.
8. Students should learn to evaluate and provide constructive feedback on the work of others.

### **Applied Oral Communication Outcomes**

1. Students demonstrate the ability to communicate clearly and effectively within a disciplinary area or profession.
2. Students demonstrate the ability to locate and use relevant, credible evidence to support ideas in accordance with disciplinary or professional standards.
3. Students demonstrate the ability to effectively analyze potential audiences to shape message, organization, language choices, and delivery techniques in accord with disciplinary or professional purpose.
4. Students engage in communication consistent with the ethical responsibilities of communicators within their respective disciplinary or professional contexts.
5. Students model respect for diversity and cross-cultural verbal and nonverbal communication practices when interacting with targeted audiences.

## Assignments

The case assigned may vary from semester to semester, but the general goal of diversity should be kept in mind. Generally, classroom activities should include the following:

1. Several Cases. Enough time should be allowed on each case for a thorough analysis of the information presented. Classes should include a discussion/lecture of theories or analysis tools relevant to the case followed by discussion of the case within the context of the theories/tools covered and/or formal presentations of case solutions. A minimum of 6 to 8 cases or similar exercises should be assigned.
2. Group work. Students should work some of the cases in groups of 4-6 students.
3. Individual work. Students should work some of the cases and/or projects individually.
4. Written analyses. Students should be expected to turn in written versions of their case analyses. Emphasis should be placed on quality and not quantity. To encourage students to think visually in communicating their ideas, the use of exhibits and graphs should be stressed.
5. Formal presentations. The presentation portion of each case is worth 5% of the total grade. Thus, the graded applied oral communication work in the class totals 25% of the class grade. In addition to this graded work, students also fine-tune their group communication skills. While this work is not graded, there is specific instruction in helping students fine-tune their ability to communicate effectively in small groups that are focused on professional tasks.

## Applied Oral Communication Assessment

The fourth group case will be used for assessment of AOC outcomes. Each student team uploads each presentation to Canvas. We will download and save collected presentations. The instructor will assess the presentation using the AOC Vol-Core approved rubric. There are typically from 4-6 teams in each section of ADVT 450. Therefore, every team will be assessed every semester. These rubrics will be stored on a departmental web site and are separate from the rubrics used for course grading.

## Applied Oral Communication (AOC) Rubric AOC

	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
AOC Outcome 1: Students demonstrate the ability to communicate clearly and effectively within a disciplinary area or profession.				
AOC Outcome 2: Students demonstrate the ability to locate and use relevant, credible evidence to support ideas in accordance with disciplinary or professional standards.				
AOC Outcome 3: Students demonstrate the ability to effectively analyze potential audiences to shape message, organization, language choices, and delivery techniques in accord with disciplinary or professional purpose				

AOC Outcome 4: Students engage in communication consistent with the ethical responsibilities of communicators within their respective disciplinary or professional contexts.				
AOC Outcome 5: Students model respect for diversity and cross-cultural verbal and nonverbal communication practices when interacting with targeted audiences.				

**Text**

Cases are compiled by the teacher from industry sources. Cases should be supplemented with related readings drawn from appropriate online and offline sources. No textbook is assigned.

### **Catalog Description**

3 Credit Hours

Account Planning focuses on the development of advertising strategy based on insight-oriented research. Emphasis on the use of qualitative research in advertising strategy development; secondary and quantitative data are also used.

*(RE) Prerequisite(s): 340*

### **Nature of the Course**

Account Planning focuses on the development of advertising strategy based on insight-oriented research. The class emphasizes the use of qualitative research in advertising strategy development, but secondary and quantitative data may also be used.

### **Instructional/Learning Objectives**

1. To develop an understanding of the origins and function of planning in contemporary advertising.
2. To further develop students' ability to develop insightful brand strategy.
3. To develop an appreciation for and expertise in designing primary research from which to generate brand strategy.
4. To become familiar with the philosophy and practice of qualitative research.
5. To make students aware of ethical issues (e. g., covert observations, skulking, privacy, informed consent) that may arise when conducting qualitative research

### **Assignments**

Various assignments should be given that require students to design and collect primary qualitative research data, mine that data for strategic insights, and translate that knowledge into actionable creative briefs. Other assignments such as “trend spotting,” brand strategy decoding, and planning case analysis could be useful. A mix of individual and team work is recommended.

Some suggested assignments are:

1. An analysis of the assumptions of qualitative research and account planning practice
2. Several long consumer interviews with data analysis and a written report
3. An evaluation of several Jay Chiat Award cases
4. A written and 15-minute presentation of a consumer profile using three research methods (interview, accompanied shopping, and in-home inventory)
5. Primary and secondary research leading to a written creative brief and presentation on an assigned product

### **Text**

Recommended Texts:

1. Morrison, Haley, Sheehan and Taylor, Using Qualitative Research in Advertising: Strategies, Techniques and Applications., 2nd Edition
2. Jay Chiat cases available online

## ADVT 470 – Advertising Campaigns

### **Catalog Description**

3 Credit Hours

Group-based development, execution, and evaluation of an advertising campaign for a regional or national client.

*(RE) Prerequisite(s): 450 and Public Relation 270.*

*Registration Restriction(s): Advertising or public relations major.*

### **Nature of the Course**

Advertising 470 is typically taken in the student's last semester as an undergraduate student. Teaching the course is very much a "reactive experience" because the instructor is called upon to react to a series of student-team recommendations as they develop during the semester. Instructors should expect students to draw upon knowledge gained from all other courses in the curriculum but should plan to review basic requirements for campaign planning and review material where student knowledge is lacking: research, creative, channel management, budgeting, planning, and assessment. Some attention should be given to the dynamics of group work.

### **Instructional/Learning Objectives**

1. To sharpen students' perceptions and understanding about the interrelationships among various elements of a marketing and communication mix.
2. To further students' understanding that all decisions regarding marketing and advertising are made under conditions of uncertainty.
3. To develop further students' abilities to organize, write, and present advertising recommendations.
4. To develop further students' abilities to locate available data, conduct primary research, prepare media plans, write creative platforms, write copy and design ads, engage in pre-testing of creative material, allocate budgets, and plan for the assessment of advertising performance.
6. To improve students' abilities to make persuasive oral arguments about advertising recommendations and their abilities to prepare visual materials for presentation use.
7. To emphasize the value and necessity of teamwork and to sharpen students' abilities to judge creative, research, media, and marketing recommendations.
8. To improve students' abilities to revise and rewrite material under the stress imposed by deadlines.

### **Assignments**

Campaign development should be assigned to student teams of 4-8 members. Teams should periodically submit parts of the campaign as it is developed. A workable schedule involves brief content review and integration as students meet these interim deadlines across the semester

**Performance Measurement**

The main test of performance should be the evaluation of the student team's written document (“plans book”) and presentation. A panel of judges should be called upon to evaluate the work of student teams. Faculty, and when appropriate practitioners, will serve on the panel. Peer evaluation, taken periodically during the course, should play a major role in assigning course grades to individual students. Team and individual grades should reflect the ranking and quality of the product produced by the team.

**Unique Aspects**

How student teams are formed is an important decision and is the instructor's option. Some instructors allow students to form their own teams; others assign the teams based on student interest and ability.

### **Catalog Description**

3 Credit Hours

Examination of the role of advertising in society and controversies surrounding economic, social, cultural, and ethical aspects of advertising. Emphasis on written and oral exposition of different viewpoints.

*(RE) Prerequisite(s): 360*

*Registration Restriction(s): Advertising or public relations major.*

### **Nature of the Course**

Advertising Issues encourages students to develop an informed perspective on the role of advertising in our society and, in turn, the influence of society on the practice of advertising. Emphasis should be placed on encouraging student discourse—both verbally and in writing. Given the broad range of topics this course encompasses, the instructor should have a good deal of freedom in choosing material for the course. Certain general areas seem especially deserving of inclusion and are presented below.

### **Instructional/Learning Objectives**

1. Instructors should seriously consider issues that involve the historical and institutional aspects of advertising, the influence of sociodemographic changes on advertising, regulatory trends and current conditions, the function of advertising in economic terms, and questions of ethics.
2. Students should be exposed to a wide range of opinions throughout the course. In the process, they will also become familiar with a variety of approaches to the study of advertising as a social, cultural, and economic force.
3. Since it's likely that students will have differing, yet valid opinions, emphasis should be placed on the articulation of logical and informed opinions rather than mere rote memorization of material.
4. Class discussion should be encouraged through the use of a Socratic method of teaching or by requiring students to participate in class exercises and debates.

### **Instructional/Learning Objectives**

Upon completion of ADVT 480, students should:

1. Understand what it means to regard advertising as an institution, have read the classic articles dealing with advertising as an institution and be able to articulate the positions advocated by such authors as Sandage, Carey, Norris, and Potter.
2. Understand the cultural belief system(s) that provide support for advertising.
3. Be familiar with and able to explain positions held by writers advocating radical reform or revision of advertising as an institution.

4. Be familiar with the rhetoric of recurring issues in advertising, recognize that such issues reach points of settlement, and then arise again. Students should be able to connect logically the "current issues" to their historical precedents. Such issues include but are not limited to:
  - a) Advertising directed to vulnerable groups
  - b) Advertising for controversial products and/or services
  - c) Relationships between advertising and media content
  - d) Truth in advertising
  - e) Ethical codes
  - f) Relevant communication views and theories
  - g) Advertising and issues relating to diversity
5. Be familiar with the First Amendment and able to trace the development of the commercial speech doctrine in the U.S. Courts.
6. Be familiar with the major regulatory bodies and be able to explain how the Federal Trade Commission, the NARB/NAD, and other regulatory groups function.
7. Have had the opportunity to express their views about advertising in open discussion and in position papers written for class.

### **Grading**

The majority of a student's grade should be determined by the ability to express ideas. This may include quizzes and tests as well as reports and presentations. There should be a mix of group and individual opportunities for exhibiting competence.

### **Possible Texts and Resources**

Depending on the instructor's choice of material, certain texts could be required, or a selection of readings could be made available to the class.

### **Catalog Description**

3 Credit Hours

Detailed study of specialized area of advertising. Topics vary by semester and include advanced media strategy, advanced creative strategy, direct marketing, and multicultural advertising.

*(RE) Prerequisite(s): 360*

*Registration Restriction(s): Advertising or public relations major.*

### **Nature of the Course**

The objective of this class is to create a final portfolio based on a sound business strategy. Students will effectively execute that strategy via thumbnails and super comps. This is not a design class, nor is it a computer class, it is an execution class. Students will be asked to use the skills learned in previous classes to execute their assignments. Emphasis will be on developing solid creative visual and verbal concepts for multiple vehicles, including alternative media options.

### **Instructional/Learning Objectives**

1. Students will be able to develop three sets of individualized campaigns.
2. Students will know how to write a viable creative business brief for each campaign.
3. Students will know how to write copy and develop a campaign based off the brief.
4. Students will know how to create a presentation for their final campaigns.
5. Students will know how to create a website for displaying their final campaign solutions.

### **Assignments**

1. Assignments. Students will be asked to choose three brands. For each brand they will be asked to create a campaign with at least five diverse mediums. Each campaign will include: a creative brief, thumbs and supercomps. A typical campaign could have upwards of 25 or more pieces. Students must shoot or design all visual elements within their portfolio. Nothing can be downloaded from the Internet.
2. Presentation. Students will present their final portfolio to a public audience. They will use either a presentation program or their online website.

### **Performance Measurement**

Student competency of course material should be measured by performance on briefs, visual and verbal solutions, final supercomps, and no late work.

### **Unique Aspects**

Students should find this to be a labor-intensive class that taps many skills. The emphasis is on the development of strategic thinking, solid writing skills, and the ability to execute visual and verbal designs from a creative brief across multiple mediums. Students will work one-on-one with the instructor to help solidify direction for both copy, layout, and computer options.

**Text and Resources**

Blakeman, [The Bare Bones of Advertising Print Design](#)

Numerous other resources may be helpful based on campaign direction.

## ADVT 492 – Advertising Internship

### **Catalog Description**

1-4 Credit Hours

Experience in a functional area of advertising.

*Grading Restriction: Satisfactory/No Credit grading only.*

*Repeatability: May be repeated. Maximum 4 hours.*

*Registration Restriction(s): Permission of instructor.*

*(RE) Prerequisite(s): Advertising 340R*

### **Nature of the Course**

Advertising 492 gives students the opportunity to earn academic credit for professional work experience. One hour of academic credit is awarded for each 150 hours of supervised work by the on-site supervisor. Students may earn from one four credits. Grading is on a S/NC basis.

### **Instructional/Learning Objectives**

1. To give students an opportunity to combine classroom instruction and textbook reading with on-the-job training.
2. To assist students in crossing the bridge between academic life and professional life.
3. To allow students to gain knowledge and experience in fields not necessarily covered in depth in the curriculum.
4. To allow students to create additional materials for portfolio presentation and to build relevant experience for their resumes.
5. To provide critique and feedback for students' first professional experience.
6. To identify problem areas and weaknesses in skills and knowledge for individual students and to help them find ways to overcome those weaknesses.
7. Through work experience, to help students determine reasonable career objectives.

### **Assignments**

Students are assigned to a practicum supervisor at the beginning of the term and work out the nature of their tasks and responsibilities, work hours, and other matters. Students file a one-page written report periodically with the faculty supervisor and discuss via e-mail or face-to-face meetings with the faculty supervisor experiences, problems, accomplishments, and concerns throughout the term.

### **Performance Measurements**

Student performance should be measured by evaluation of the written reports and through a written evaluation completed by the on-the-job supervisor.

### **Unique Aspects**

Facilitate student ability and practicum position needs requires careful attention. Because the course is graded S/NC, some students are lax in turning in reports and communicating with the faculty instructor. Students should be encouraged as much as possible to "find" their own practicum positions, using the faculty supervisor's guidance, and knowledge from classes such as Advertising 380.

**Text.** No text is used in the course

## Public Relations Classes

PBRL 270 – Public Relations Principles

### **Catalog Description:**

3 Credit Hours

Theories and principles of public relations. Overview of public relations in management of business, government, institution and organizations. Brief case studies and public relations projects.

*No prerequisites.*

### **Nature of the Course**

Public Relations Principles is the introductory course in the public relations sequence at the University of Tennessee. Class sections are typically large (80–200 students), and the class is taught using a lecture format. The composition of the class is: (1) public relations majors; (2) students in the College of Communication and Information taking the class as a communications elective (most are advertising, journalism, and communications studies majors); (3) undecided students considering the major; and (4) students from other colleges taking the course as an elective. Public Relations Principles provides an overview of the practice of public relations as well as an introduction to the major. The course covers the ethics, history, persuasion, philosophy, process, and theories that guide the practice of public relations. Students are also introduced to and encouraged to become involved in professional societies such as PRSSA.

Course instructors are encouraged to integrate opportunities for students to be exposed to other public relations faculty, upper division course content (e.g. campaigns books, case studies, media kits), and to actively encourage students to consider the public relations major.

### **Catalog Course Description**

Theories and principles of public relations. Overview of public relations in management of business, government, institutions, and organizations. Brief case studies and public relations projects.

### **Instructional and Learning Objectives**

1. Familiarize students with the history of the public relations profession as well as an assortment of key figures in the development of the field.
2. Help students to understand the historical progression of the field from technicians and content creators of one-way messages, to two-way communication models, dialogue, management, and organizational counseling.
3. Ethics should be integrated throughout the course. Students should be exposed to ethical issues, practices, professional codes of ethics, ethical standards of the profession, and the laws that affect the practice of public relations.
4. Familiarize students with key aspects of the major definitions of public relations including “the management of communication between an organization and its publics,” “the use of communication to negotiate relationships among stakeholders and publics,” “public relations is a communication function of management” and others.
5. Expose students to the various criticisms and faulty perceptions of public relations as well as the key ethical and behavioral principles considered to be central tenets of the profession.

6. Help students understand how public relations is a process that can be applied to a variety of organizations and organizational settings and serves a variety of communication goals.
7. Familiarize students with the basic four-part public relations process (research, action planning, communication, and evaluation) as well as how the basic four-part public relations process is applied to a variety of settings and audiences including mass media, social media, interpersonal, and group settings.
8. Students should understand the increasingly diverse nature of public relations audiences and be prepared to work in multi-cultural environment. They should also understand the importance of communicating with a global audience.
9. Help students to understand the different types of organizations (public, private, and non-profit sectors) as well as the various types of occupational settings (corporate, agency, governmental, etc.) while exposing them to the various types of public relations activities (CSR, Risk, Crisis, etc.).
10. Expose students to basic campaign terminology and principles including: mission, vision, situation, goals, objectives, strategies, and tactics, and understand the basics of how a public relations campaign is developed. Students should also be introduced to a variety of tactics: spoken, written, visual, and digital.
11. Students should also be exposed to Associated Press (AP) style and become proficient in basic AP writing principles.

### **Nature of Assignments**

The nature of assignments varies according to the size of the class:

1. All classes will include the use of a standard introductory public relations text.
2. Exams will vary by instructor, but will generally involve an assortment of multiple choice exams or short answer questions. Exam and quiz methodologies will be determined by individual instructors.
3. The use of “pop” quizzes and discussion questions may be used to facilitate class discussion or encourage students to come to class prepared.
4. Students should complete at least one small writing assignment that gives them a sense of the nature of writing in the industry. For example, they may be asked to write an abbreviated campaign plan or to create several written components for a media or informational kit.

### **Performance Measures**

Students’ understanding of the basic concepts should be reflected by their performance on three major exams given during the semester.

### **Unique Aspects**

The course must simultaneously serve as an introduction to the practice of public relations for non-majors and as a foundation for future course work for majors. Such courses are necessarily “a mile wide and an inch deep.”

### **Suggested Text(s) and Source Material**

- Wilcox, D. L., & Cameron, G. T. (e-book). *Public relations: Strategies and tactics* (11<sup>th</sup> edition). Boston, MA: Allyn & Bacon.

- Web sites such as [www.prsa.org](http://www.prsa.org) and [www.prssa.org](http://www.prssa.org), and other professional materials such as industry white papers selected by the instructor.

### **Catalog Description**

3 Credit Hours

Study, use, and application of design, color, type, and layout styles as they affect concept development in the creation of promotional materials. Analysis of organizational goals and how they mold strategic and conceptual development. Application of relevant computer software for creation of promotional material.

*(RE) Prerequisite(s): 270 or Advertising 250.*

*Registration Restriction(s): Public relations major.*

### **Nature of the Course**

This course examines design principles and layout and production techniques as they relate to public relations. Topics include layout and design techniques and the stages of design as well as type, layout styles, color and design, printing, and production on the computer. Tutorials are given for relevant software programs.

### **Catalog Course Description**

Study, use, and application of design, color, type, and layout styles as they affect concept development in the creation of promotional materials. Analysis of organizational goals and how they mold strategic and conceptual development. Application of relevant computer software for creation of promotional material.

### **Instructional objectives**

1. Understand the relationship between promotional objectives and concept development.
2. Understand graphic design as a *strategic* part of a public relations campaign, considering objective, audience, and tone in each design/layout.
3. Understand how to develop a “brand” through visual communication that is appropriate for diverse audiences.
4. Understand how concepts are conveyed through type selection, layout style, art, color, and paper choice.
5. Understand how to use type as a creative medium as well as an informative one.
6. Understand various visual options available for communicating a concept.
7. Demonstrate competency on the software programs used in the industry (e.g., Photoshop and InDesign).
8. Identify and anticipate problems associated with visual production including incompatibilities among standard software programs.
9. Understand the interrelationships between visual and verbal elements in concept development.

### **Assignments**

1. Quizzes or Exams. At least four quizzes or exams, which may be either matching or short answer, should be given. These should cover terms and software use.
2. Design. Students are required to complete a variety of in-class and out-of-class assignments. Competencies should cover overall idea generation, use of type, layout, and visual/verbal relationships. Each student should have numerous examples of varied design skills.
3. Computer. Students should be able to complete several projects from material learned in class. Proficiencies in the use of InDesign and Photoshop should be highlighted.

**Performance Measurement**

Student competency of course material should be measured by performance on quizzes/exams, in and out-of-class assignments, and design and computer skills. At the end of the semester, students turn in a design portfolio for a client with materials such as newsletters, brochures, advertisements, magazine covers, etc.

**Unique Aspects**

Emphasis will be placed on how to take a project from conception to production. Students who are intimidated by the design process will learn how simple design and production techniques can bring an idea to life.

Instructors should be prepared to give one-on-one instruction concerning both design and computer skills.

**Suggested Texts and Resources**

Weinmann & Loureka, [Visual Quickstart Photoshop](#) Weinmann & Loureka, [Visual Quickstart InDesign](#)  
LinkedIn Learning online tutorials

### **Catalog Description**

3 Credit Hours

Mechanics of effective writing for various media to achieve organizational goals. Overview of governing communication and persuasion theories. Focus on implementation of research-based, planned, and managed techniques in a lab setting.

*(RE) Prerequisite(s): Public Relations 270; Public Relations 310; Journalism and Electronic Media 200*

*(RE) Corequisite(s): 380.*

*Registration Restriction(s): Public relations major*

### **Nature of the Course**

Public Relations Writing is an intensive writing course where students learn to create a variety of public relations messages in varying formats for differing organizational objectives.

### **Instructional and Learning Objectives**

Upon completion of the course, students should:

1. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications, including through the news media and directly with audiences.
2. Understand and value how to write correctly, clearly and concisely in forms and styles and on multiple platforms appropriate for the communications professions, audiences and purposes they serve.
3. Be familiar with current tools and technologies, including digital ones, appropriate for public relations writing.
4. Learn to critically evaluate and revise their own public relations messages and those of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
5. Understand the importance and value of the Associated Press Stylebook.
6. Be able to select appropriate message tactics and tools based on clients' needs to carry out organizational strategies. Students should understand why a tactic is used as well as how to write it.
7. Understand the resources used for the distribution of public relations materials, including wire services and media directories.
8. Understand how gender, race, ethnicity, sexual orientation and other forms of diversity of peoples and cultures influence public relations communication, including in a global society.
9. Be familiar with concepts and apply communication theories and practices in the use and presentation of images and information in public relations writing and messages.
10. Demonstrate an understanding of professional ethical principles related to public relations writing and messages in pursuit of truth, accuracy, fairness and diversity.

### **Nature of Assignments**

Instructors may assign students to work for a client of the instructor's choosing, to work from fact sheets provided by the instructor, or, for the most capable students, to work for a client of the student's choosing; nonprofit organization who will use the materials are especially encouraged as client choices. Students must produce at a minimum the following items:

- Press/news releases for both traditional and digital media
- Fact sheet
- Feature story
- Social media content calendar
- Formal letter

In addition, the instructor may assign any or all of the following or other items:

- Scripted speeches
- Media pitches
- Public service announcements
- Radio news releases
- Newsletters
- Memos
- Website content
- Social media release (and other social media tactics)

Near the end of the term, students should be required to submit a portfolio of their work, which must be suitable for review at a job or field experience interview. Work containing poor grammar, spelling errors, poor writing, or not prepared to stated specifications must be rejected.

The final class project is an information kit (a media kit) for a selected company or an appropriate comprehensive project. Each student will select or be assigned, roughly two months before the end of the semester, a client to write about for the final media kit. The client and resulting tactics will be different for each individual assignment and the final media kit. (This is not to be confused with an internship or field experience; the student will write *about* the organization, not *for* the organization.) The class is designed to prepare students for successful field experience in working with organizations.

Each student will:

- Submit a situation statement
- Audit previous content produced by the client
- Outline appropriate goals, objectives and strategies
- Produce the following media kit items (may be from this list or others, as appropriate):
  - Pitch letter
  - Fact sheet
  - Feature story
  - News release
  - Radio PSAs
  - Flyer
  - Brochure
- Recommendations in action plan/memo outline format for website design and content

### **Unique Aspects**

Opportunity to use experiential learning and build hands-on public relations writings skills as a fundamental element of public relations education. Solid writing skills are a fundamental component to success in the field of public relations.

### **Suggested Text(s) and Source Material**

- Kent, M. L. (2011). *Public relations writing: A rhetorical approach*. Boston: Allyn & Bacon.
- Smith, R. D. (2007). *Becoming a public relations writer: A writing process workbook for the profession*. Mahwah, NJ: Lawrence Erlbaum.
- Wilcox, D. L., & Reber, B. H. (2013). *Public relations writing and media techniques*. (7<sup>th</sup> ed.) Boston: Pearson.
- Most recent *AP Stylebook*
- Strunk, W., & White, E. B. (1999). *The Elements of Style*. New York: Allyn & Bacon.

### **Catalog Description**

3 Credit Hours

Secondary data and primary research techniques for advertising and public relations decisions.

*(RE) Prerequisite(s): 250 or Public Relations 270.*

*(RE) Corequisite(s): Math 115 OR Statistics 201 OR Statistics 207*

*Registration Restriction(s): Public Relations major.*

### **Nature of the Course**

Advertising and Public Relations Research Methods is designed to develop students' critical thinking skills in strategic public relations management by analyzing the effectiveness of research, planning, implementation, and evaluation in organizational cases. Text, lecture, and supplemental materials provide the basis for in-class discussions and presentations as well as a variety of out-of-class assignments. Teamwork skills are emphasized and are incorporated into assignments. The class is designed to improve communication, and professional, team, and problem-solving skills.

### **Instructional/Learning Objectives**

Upon completion of this course students should be able to:

1. Understand the role of scientific research methods that are commonly used in public relations and strategic communication.
2. Display sensitivity to ethical concerns in conducting research.
3. Understand secondary research and find relevant secondary information.
4. Understand how primary research tools are used in public relations. Students will gain primary research experience collecting data in both a quantitative (i.e., surveys) and a qualitative (e.g., focus groups, in-depth interviewing, direct observation) research project.
5. Develop a primary research project that includes the following steps:
  - a. Develop research objectives while understanding the ethical implications of strategic decisions
  - b. Understand sampling techniques
  - c. Collect data
  - d. Analyze data
  - e. Interpret data for public relations decision-making
6. Apply research methods to specific situations and execute various forms of original public relations research.
7. Use a statistical software package to analyze data.
8. Develop an understanding of how to read, interpret,
9. and critically analyze secondary and primary research in relationship to organizational decision-making
10. Report secondary and primary research results in an organized and understandable fashion.
11. Write persuasive research reports and deliver the results successfully in a professional oral presentation

## **Assignments**

1. Assessment of Individual Performance: Tests/quizzes/homework/individual research.
2. Assessment of Group Performance: Students will work in teams on major research projects. Assessment of performance will be at the professor's discretion.
3. Writing Assignments: Students, either individually or in teams, will have at least two major written reports in the course of the semester:
  - a. A situation analysis drawn from secondary research sources
  - b. A report based on primary research

## **Performance Measurements**

Student competency of course material should be reflected in acceptable performance on the major exams and on the writing assignments.

## **Unique Aspects**

1. Moderate level of math anxiety among students.
2. Lack of experience in group work.
3. High level of usage of on-line data bases/secondary sources.
4. Lack of discernment in the quality of on-line secondary sources.
5. Lack of experience in technical and business writing.
6. Limited exposure to the fundamentals of marketing.

## **Suggested Texts and Source Material**

Secondary sources which may be covered in this course (depending on the nature of the assignment):

- Wimmer, R. D., & Dominick, J. R. (2014). Mass media research: An introduction (10th Edition) Australia: Cengage- Wadsworth.
- Stacks, D. W. (2011). Primer of public relations research (2nd ed.). New York: Guilford Press.
- Austin, E. W., & Pinkleton, B. E. (2006). Strategic public relations management: Planning and managing effective communication programs (2nd ed.). Lawrence Erlbaum.
- Dictionary of Public Relations Measurement & Research <http://www.instituteforpr.org/wp-content/uploads/Dictionary-of-Public-Relations-Measurement-and-Research-3rd- Edition1.pdf>
- Nielsen Consumer Research
- Pew Research Center
- U.S. Bureau of Census Information
- Institute for Public Relations (IPR)' Social Media Research Center <http://www.instituteforpr.org/social-media-research/>

### **Catalog Description**

3 Credit Hours

Oral and written analysis of current and classic case studies in public relation. Ethics, professional organizations, publications, research, and forms of public relation. Methods of communication and persuasion.

*(RE) Prerequisite(s): Public Relations 340R*

*Registration Restriction(s): Public relation major.*

### **Nature of the Course**

Public Relations Cases uses a case-study method to teach students critical thinking skills in strategic public relations management, and theoretical and applied principles of public relations campaign management. Students examine successful and unsuccessful examples of public relations in order to learn how to plan better campaigns, and how to critique and evaluate completed campaigns. As part of the course, students learn to be more critical of the role played by culture, the media, opinion leaders, the Internet and social media, and dealing with multiple stakeholders and publics in the public relations process. Text, lecture, and supplemental materials provide the basis for in-class discussions and presentations as well as a variety of out- of-class assignments. Group communication and problem-solving skills are also emphasized and incorporated into class assignments.

### **Catalog Course Description**

Oral and written analysis of case studies in public relations. Topics include: ethics, professional organizations, research, forms of public relations, methods of communication, and persuasion.

### **Instructional and Learning Objectives**

After completion of the class, participants should:

1. Be able to assess the effectiveness of public relations research, analysis/planning, communication/implementation, and evaluation, in written and oral analysis of cases.
2. Be able to assess components of public relations campaigns, including publics, statement of problem, situation, goals, objectives, strategies, and tactics for all types of organizations including private sector, public, and non-profits.
3. Understand the importance of ethics and standards of the profession, including the PRSA and other codes of ethics (e.g., IABC, Arthur Page, Johnson & Johnson Credo, etc.), and role of public relations in society.
4. Be able to articulate the components of professionalism related to public relations, including the body of knowledge, fiduciary responsibility, academic programs, and professional organizations such as the PRSA, IABC, etc.
5. Be able to identify and analyze ethical issues and apply ethical codes and values in order to make effective management decisions.
6. Be able to work effectively in group settings, understand the importance of group work and teamwork, and be able to explain the criteria of effective group work.
7. Learn from successful/unsuccessful organizations in order to benchmark performance and develop strategic evaluation/planning skills.
8. Be able to understand how to conduct the research necessary to develop a strategic plan.

9. Continue to hone public relations writing skills and to become more critical message producers.

### **Nature of Assignments**

1. Class preparation, preparedness, and participation.
2. Group participation and presentations.
3. Preparation of supporting materials and visual aids.
4. Case related briefs and detailed studies written individually and in small groups.
5. Research and written works including case research, essays, individual and group analyses, etc.
6. Exams and/or quizzes as determined by the instructor.

### **Performance Measures**

Student competency of the material should be reflected in performance on exams and group and individual assignments.

### **Unique Aspects**

1. Real time case study analysis of current business, social, advertising and public relations issues and campaigns.
2. Coaching on group skills and conflict management.
3. Requirement of effective performance at both individual and group level.
4. Suggested Text(s) and Source Materials
  - a. Websites such as: PRSA, PRSSA, IABC, Arthur Page, etc.
  - b. Supplementary materials such as industry white papers, Silver Anvil cases, book chapters, and scholarly articles.

## **Suggested Format for Public Relations Case Analysis**

The analysis should cover each of the four steps of the public relations process—research, planning, implementation, and evaluation. It should include discussion of mission, goals, objectives, strategies, and tactics. The planning phase includes development of objectives and selection of strategies to be implemented.

### Case Analysis

#### 1. Goal

Business goal:

Campaign goal:

#### 2. Audiences

Brief paragraphs about which audiences were chosen and why.

#### 3. Strategies

- Bullet list

#### 4. Tactics

- Bullet list

#### 5. Evaluation

How were outputs evaluated? How were outcomes evaluated? (Be sure to discuss both).

#### 6. Overall critique of the case

Don't summarize the case. Provide an analysis of why the things worked well were successful, what was less successful, what you might have done differently.

### **Catalog Description**

1 Credit Hours

Exploration of career choices in mass communication. Resume and letter writing, interviewing, and portfolio preparation.

*(RE) Prerequisite(s): 270*

*Registration Restriction(s): Public relations major*

### **Nature of the Course**

This one credit-hour course is designed to allow students to explore career choices in communications. Emphasis is placed on developing skills and techniques for both obtaining employment and advancing early career potential. Guest speakers from the public relations profession and organized field trips may be part of the course.

### **Instructional and Learning Objectives**

1. To provide students with knowledge of the wide range of career opportunities available, to make them familiar with various job titles and the necessary preparation for each, and to encourage them to make decisions about their own careers.
2. To teach students how to prepare cover letters and resumes.
3. To provide students with a familiarity of how they can use the Internet and other interactive services to research the market, learn about organizations, and identify job opportunities.
4. To assist students in preparing portfolios or other relevant material for job interviews.
5. To familiarize students with the UT Center for Career Development, to have them participate in the Center's resume writing and interviewing workshops, job fairs and, depending on student classification, to register for interviews through the Center.
6. To discuss issues in public relations as a profession: ethics, gender, turnover, job security and income.
7. To provide students with an awareness of information they do not legally have to provide on their resume or during a personal interview and effect negotiation.
8. To make students aware of issues relevant to inquire about during the career-seeking process, including salary requirements, medical benefits, flex-benefits, and to learn how to create and maintain a professional online presence.

### **Nature of Assignments**

1. Resumes and Cover Letters. Students will be required to prepare a final resume and cover letter for a job or practicum opportunity.
2. Students should generate a portfolio and create a LinkedIn or similar professional networking account.
3. Individual self-assessments. Students will identify personal professional skills and characteristics that serve as their strengths and weaknesses and be able to use this information for their interviewing process.
4. Industry interviews. Students will be required to interview professionals in the industry so they can obtain key information necessary to do well in their field of choice. In addition to informational interviews, students may get experience with job interviews in a mock interview exercise.

**Performance Measures**

Students should produce an acceptable resume and cover letter as well as materials for interviews

**Unique Aspects**

Student backgrounds and interests are likely to vary greatly, and many students will remain uncertain about a career choice. The course should provide a forum for students to explore career issues. This is the only one-credit course in the major. Professors must indicate to students in advance how long the course will last in the semester.

**Suggested Text(s) and Source Material**

- Web sites such as [www.prsa.org](http://www.prsa.org) and [www.prssa.org](http://www.prssa.org), and other professional materials such as industry white papers selected by the instructor.
- Students will also be expected to read trade publications such as *PR Week*, *PR Tactics*, *PR Strategist*, and *PR Quarterly*. Students will be encouraged to follow organizations and publications on social media channels such as Twitter.
- Levit, A. (2014). *They don't teach corporate in college: A twenty-something's guide to the business world* (3<sup>rd</sup> ed.). Career Press: Franklin, NJ.

### **Catalog Description**

3 Credit Hours

Exploring legal and ethical issues that affect the practice of public relations.

*Repeatability: Not repeatable.*

*Registration Restriction(s): None.*

*(RE) Prerequisite(s): None.*

### **Nature of the Course**

This course examines the law governing public relations and the ethics that guide personal and institutional decision-making in mass communication. However, because there is so much material to be covered in the course, the legal complexities of the media and the American court systems, and how these legal precedents impact organizational goals, objectives, strategies, and tactics will predominate.

A central theme that we will focus on is the First Amendment guarantees of freedom of speech and freedom of the press, and specifically how that applies to Public Relations practitioners. Students are encouraged to think critically and creatively about the course topics and to seriously consider perspectives and viewpoints that may differ from their own. While some of media law involves history, our focus will be legal analysis and reasoning, which we will apply to current events when and where applicable.

### **Instructional/Learning Objectives**

All media, including social media, operate within the framework of specific constitutional systems of freedom of speech and expression. Public Relations practitioners in the United States operate under the First and the 14<sup>th</sup> Amendments. Students who successfully complete this course should be able to:

1. Understand the scope of the First Amendment freedom of speech and expression regime of the United States in real space and cyberspace.
2. Understand how media law and public relations ethics intersect in a professional environment.
3. Be prepared to enter the workplace with a grasp of ethical practice, ethical behavior, and ethics understanding.
4. Grasp the meaning and importance of being an ethical public relations practitioner, and the consequences of falling short of those ethical standards.
5. Know the specific rights guaranteed by the First Amendment, and how they apply to Public Relations.
6. Know the hierarchy of freedom of speech in the United States.
7. Know the hierarchy of Public Relations media protection in the United States.
8. Appreciate the American constitutional and judicial system, as well as how judicial decision-making has defined and shaped traditional and networked online media under the First Amendment.
9. Appreciate how the First Amendment and media law are transferred from traditional Public Relations media in real space to the realities of cyberspace.
10. Know and critically examine how issues of freedom of expression – prior restraint, libel, individual privacy, intellectual property, political and commercial speech, obscenity, indecency and pornography, symbolic and online activities are regulated as “speech” and expression under the First Amendment.

## **Assignments**

The following assignments can be utilized to test student understanding and retention:

1. Multiple choice exams: A total of three multiple choice exams should be administered throughout the semester. The first will cover rule of law, the first amendment and public relations, as well as speech distinctions within public relations. The second exam should test knowledge of libel, intentional infliction of emotional distress and also the protection of individual and corporate privacy. A final exam should be comprehensive. These exams test retention, but also include application questions that present specific scenarios to students and ask them to choose the correct outcome given the set of circumstances.
2. Group case studies: Depending on the size of the class and if a TA/GA is available, group papers that are roughly 10-15 pages can be assigned that call for students to analyze specific case studies that deal with the intersection between law and ethics and public relations practice.
3. Short quizzes: Short quizzes can be distributed in class that test student retention of lectures and readings.
4. Participation points and in-class discussions: To engage students and stimulate interest in law and ethics, students should be presented with thoughtful questions that ask students to apply certain legal standards to the formation of different public relations tactics and campaign implementations. At least one question should promote discussions during each lecture.

## **Performance Measurements**

Student competency of course material should be measured by performance on multiple choice exams, quizzes, case study analyses, and in-class participation and discussions.

## **Unique Aspects**

1. A majority of media law precedent is set in journalistic contexts, which can present a challenge for public relations practitioners. This course will apply media law cases in the context of public relations messaging and organizational goals, objectives, and strategies.
2. While this course will be most applicable to public relations majors, it will also provide foundational aspects of media law and ethics for students in a variety of other disciplines, such as marketing, accounting, and advertising.
3. The course will foster controversial discussion about things like free speech, hate speech and libel, which will provide a safe space for students to challenge existing legal precedent, while also debating the ethics that surround public relations practice.

## **Suggested Text(s) and Source Material**

A textbook that pulls from different business and corporate law titles is currently being constructed and will be available upon course adoption.

### **Catalog Description**

3 Credit Hours

Advanced mechanics of effective writing for various media to achieve organizational goals and produce professional-quality public relations material. Advanced understanding of governing communication and persuasion theories. Focus on implementation of research-based, planned, strategic, and managed techniques in a lab setting.

*(RE) Prerequisite(s): 320*

*Comment(s): Students will receive credit for the course with a D, but they must have a C or better to use it toward major requirements.*

### **Nature of the Course**

This advanced writing course emphasizes experiential learning and uses Public Relations 320 as the foundation to learn how to strategically produce quality public relations materials for organizations. It is designed to teach advanced mechanics of effective writing for various media to achieve organizational goals and produce professional-quality public relations materials. Students will practice designing and implementing research-based, planned, strategic, and managed techniques in a lab setting.

### **Catalog Course Description**

Advanced mechanics of effective writing for various media to achieve organizational goals and produce professional-quality public relations materials. Advanced understanding of theories governing communication and persuasion. Focus on implementation of research-based, planned, strategic, and managed techniques in a lab setting.

### **Instructional and Learning Objectives**

Upon completion of the course, students should:

1. Have a better understanding of the social, legal, economic, cultural, and ethical issues – including historical – facing the public relations profession. Apply professional ethical principles related to public relations writing in pursuit of truth, accuracy, fairness and diversity.
2. Demonstrate an understanding of the role of various institutions such as media and professional associations in shaping communications.
3. Deepen their understanding and appreciation of how gender, race, ethnicity, sexual orientation and other forms of diversity of peoples and cultures influence public relations communication and creative activities, both domestically and globally.
4. Be able to select appropriate message tactics and tools based on research and clients' needs to carry out organizational strategies. Students should understand why a tactic is used as well as how to write it.
5. Understand the resources used for the distribution of public relations materials, including media relations, among multiple media platforms.
6. Be able to apply communication theories in creating persuasive images and information in public relations writing and messages.
7. Strengthen their ability to write correctly, clearly and concisely in forms and styles and on multiple platforms appropriate for the communications professions, audiences and purposes they serve.

8. Strengthen their applied understanding of current tools and technologies, including digital ones, appropriate for public relations writing
9. Improve their ability to critically evaluate and revise their own public relations messages and that of others for accuracy and fairness, clarity, style and grammatical correctness.

### **Nature of Assignments**

Instructors may assign students to work for a client of the instructor's choosing, to work from fact sheets provided by the instructor, or, for the most capable students, to work for a client of the student's choosing; nonprofit organizations who will use the materials are especially encouraged as client choices. Students must produce at a minimum the following items:

- News coverage analysis report and recommendations
- Media target list and pitch ideas
- News releases for print and electronic media
- Multimedia content
- Social/digital media content (e.g., blog post, text for platforms, multimedia posts for platforms)

In addition, the instructor may assign any or all of the following or other items depending on the nature of the client or prompt:

- Feature story
- Scripted speech
- Talking point/key message document
- Public service announcement
- Newsletter
- Direct mail piece
- Brochure and flier
- Website content
- Social media release
- Media alert
- Fact sheet
- Op-ed
- Position paper
- White paper
- Issue backgrounder

The class encourages experiential learning to apply the skills learned by working with a client throughout the semester. The first part of the course includes helping with traditional media relations news analysis, research-based recommendations and sample written tactics. The second half focuses on digital and social media analysis, research-based recommendations, and sample content. Students sometimes work in teams while other assignments are done individually.

Near the end of the term, students also submit an online portfolio of their work, which must be suitable for review at a job or field experience interview. Work containing poor grammar, spelling errors, poor writing, or not prepared to stated specifications must be rejected.

**Unique Aspects**

Students will have the opportunities to apply hands-on public relations writings skills to a client's communication needs, to gain a deeper understanding and appreciation of media relations, to write effectively for social and digital platforms, and to develop an online professional portfolio.

**Suggested Text(s) and Source Material**

- Past public relations writing textbooks
- Research and trade publication articles
- Most recent *AP Stylebook*
- Suggest using commercial or publicly available media monitoring software such as CisionPoint or Social Studio

### **Catalog Description**

3 Credit Hours

Research, planning, and communication and evaluation of major public relations campaigns. Oral and written presentation of a public relations project from inception to completion. Requires extensive out-of-class work.

*(RE) Prerequisite(s): 320 and 370 and Advertising 250.*

*Registration Restriction(s): Public relations major*

### **Nature of the Course**

Public Relations Campaigns is a senior level (capstone) course for students at the University of Tennessee. The instructor serves as both an educator and a manager in this course and is called upon to react to a series of student-team concerns particular to the client's needs as they develop throughout the semester. This course enables students to synthesize the information they have learned during their public relations program. They are responsible for developing a public relations campaign proposal from inception to completion. Students should emerge from the course with an in-depth understanding of the entire public relations process, including conducting primary and secondary research, developing a strategic action plan with complementary, research-based strategies and communication tactics, and determining which kinds of evaluation methods are most appropriate for measuring the success and overall performance of the campaign. Campaigns are developed for real clients in a service-learning environment.

### **Instructional and Learning Objectives**

- Sharpen students' perceptions and understanding about the interrelationships among the various elements of communication campaign development within a public relations context.
- Enhance students' understanding of decision-making issues and circumstances.
- Strengthen students' abilities to organize, write, and present public relations recommendations.
- Develop students' communication skills as they relate to working with real clients on real problems and opportunities that serve the community.
- Reinforce students' abilities to conduct primary research, locate secondary data, develop obtainable goals and measurable objectives, define creative action-oriented strategies, recommend appropriate communication tactics using an integrated communication approach (e.g., public relations, advertising, marketing, promotions, etc.), allocate budgets, and determine methods for effective measuring the overall success of the campaign.
- Encourage students to "think outside the box" when developing a public relations strategy for solving problems.
- Teach the value and necessity of teamwork and collaboration.
- Refine students' critical thinking and interpersonal motivational skills.
- Improve students' abilities to revise and rewrite material under stringent deadline stress.
- Learn to apply communication theories to strategy and message development.
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and other publics, and, as appropriate, other forms of diversity as it relates to communication campaign development.
- Illustrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity as it relates to the client and developing the campaign proposal.

- Think critically, creatively and independently.
- Conduct research and evaluation information by methods appropriate for the client and the assigned project; apply basic numerical and statistical concepts.
- Apply current tools and technologies including social media that are appropriate for the client.
- Write correctly and clearly in forms and styles appropriate for the targeted public and audiences the client serves.
- Evaluate their own work and those of their team members for accuracy, fairness, clarity, appropriate style and grammatical correctness.

### **Nature of Assignments**

1. Campaign development should be assigned to student teams of 4-6 members. Teams will all be assigned to the same client. Teams should periodically submit parts of the campaign for review/recommendations as it is developed. At the end of the semester students are required to present their campaign proposal to the client, other managers within the organization, board members, and other key constituents the client deems appropriate. Faculty members from throughout the College of Communication and Information are also encouraged to attend these presentations.
2. Other assignments throughout the semester may include theoretical analyses relevant to the assigned client and corresponding problem/opportunity, a thorough situation analysis, and other short assignments that further complement the course material.

### **Performance Measures**

The main test of performance should be the evaluation of the student team's written document (the PR campaign proposal) and the end-of-semester formal presentation. Clients should be required to attend the final presentations and they should be encouraged to bring other key constituents (e.g., board members, members of the organization's management team, key volunteers, and other community officials). Other assignments/exams are included as deemed appropriate by the instructor.

### **Unique Aspects**

Teamwork plays the key role in this course. Hence, students need to understand that this course is composed of extensive outside-the-class team effort and energy. Instructors should encourage students to use their own talents, resources, and college facilities as much as possible. Also, students should be encouraged to use their individual strengths when contributing to the overall campaign development.

Experiential and service learning also serve as the framework for this course. Students will develop a communication campaign proposal that positively influences, impacts, and serves the community and the publics that the client serves. Also, students will receive hands-on training and have the opportunity to apply what they have learned in their public relations courses to a real project in a service-learning environment.

### **Suggested Text(s) and Source Material**

- Wilson, L., & Ogden, J. (2015). 6<sup>th</sup> Ed. *Strategic communications: Planning for public relations and marketing*. Kendall/Hunt.
- Web sites such as [www.prsa.org](http://www.prsa.org) and [www.prssa.org](http://www.prssa.org), and other professional materials such as industry white papers selected by the instructor.

## PBRL 492 – Public Relations Internships

### **Catalog Description**

1-4 Credit Hours

Approved internships and other supervised practice in public relations.

*Grading restrictions: Satisfactory/No Credit grading only.*

*Repeatability: May be repeated. Maximum 4 hours.*

*Registration Restriction(s): Permission of instructor.*

*(RE) Prerequisite(s): Public Relations 340R*

**Nature of the Course:** The public relations internship has a twofold purpose: (1) to give students "real world" experience in a supervised setting with a practitioner and (2) to give students the opportunity to prepare a portfolio of work samples to demonstrate their public relations skills to a potential employer. Unlike other courses, this course takes place in the field (e.g., an agency, a corporation, a nonprofit, governmental organization, etc.). Students receive hands-on learning under the supervision of a public relations professional. Students are responsible for finding their own internship sites. Potential internship opportunities are available via Career Service's "Handshake" service.

The internship must be pre-approved by the internship coordinator, the required forms must be turned in on time, and all requirements must be completed before the student can earn formal academic credit for the internship. Students can only earn credit for participating in an internship during the semester in which they are enrolled in PBRL 492. Students can not earn retroactive credit for previous internship experience. Students are required to complete a total of 150 hours worked by the end of the semester for which he/she is enrolled for each internship credit.

Students turn in materials at the end of the semester to document their experiences such as thought pieces about the experience and what was learned, timesheets with hours worked along with tasks, and updated LinkedIn profiles with examples of work.