



*Preparing people to lead extraordinary lives*

### **Directed Study: PRSSA Bateman Campaign**

COMM 398 – Section 207 – Spring 2023

Online Wednesdays 4:15 – 6:45 p.m.; Jan. 17 – May 6

**Instructor:** Debra Bethard-Caplick, MS, MBA, APR

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Office hours: By appointment

### **COURSE OVERVIEW**

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Bateman Public Relations Campaign is designed to give students a hands-on opportunity to test their analytical skills and problem-solving ability in developing and implementing a public relations campaign for a real-world client as part of the PRSSA Bateman Competition for PR students. The course focuses on the process of public relations campaign research, planning, implementation, and evaluation. Working with a real-world client issue, students will experience the strategic planning process involved in putting together and coordinating organizational public relations efforts for a real-world business problem/situation.

At the end of the course, students are expected to understand appropriate research methodologies for campaign use; be familiar with planning and implementation variables including budget, tactics, message delivery methods and timelines; and be able to measure campaign results and link them to client business goals as outlined in a campaign brief.

### **METHODOLOGY AND OUTCOMES**

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This course relies heavily on individual and group assignments, and the critique and review of these assignments both by the instructor and peers. Classes will be divided between lecture, class discussion, project implementation and student and client presentations.

Upon successful completion of this course, student will be able to:

- Identify and define various functions of modern practice of public relations
- Conduct formative and evaluative research
- Write SMART objectives
- Apply the four-step public relations process to develop communication strategy for organizations to address a public relations issue/situation
- Select and employ public relations strategies and tactics to achieve organizational objectives.
- Create an evaluation plan
- Develop a campaign plan presentation deck and deliver the presentation to the client and/or a panel of judges

### **TEXTBOOKS AND READINGS**

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- There is no required textbook for this course:
- Although not a required purchase, the current edition of the AP Stylebook is the standard for this course, as it is for the PR profession.

- The Client Brief and other client materials are posted in Sakai and also available on the [PRSSA website here](#).

PR campaign case studies posted in Sakai are assigned to complement, not replicate, the curriculum covered in class lectures and discussion. Students will be required to assume the role of a PRSA award entry judge, and evaluate/analyze a PRSA Silver Anvil Award entry campaign chosen from a list and present the results of that analysis to the class.

## ASSIGNMENTS AND GRADING ALLOCATIONS

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Each assignment will include instructions, and a grading rubric. All assignments will be submitted through Sakai. Please use Microsoft Word (10 or 11-point font) with 1.5 line spacing. On rare occasions, we will have assignments due in PowerPoint or other apps, and those will be noted in class and in the instructions. **Because I use the comment feature in Word in grading your assignments, please do not submit PDF files to the submission folder unless instructed to do so. Assignments submitted incorrectly as a PDF will not be accepted.**

Due to the tight schedule during the first half of the semester, all assignments are due **at the end of the day specified** in the week-by-week table. This is crucial, since we will be discussing them in person the following class, and I will need time to review the files. **Late assignments will receive a 5% grade penalty for each day late for up to three days.** Without a documented medical or university excuse from the Dean of Students Office, **late assignments will be accepted no more than three days past the original due date.** Students are responsible for all assignments given during an absence. Make-up exams and work are not available without prior instructor permission.

### 1. Class Attendance

**Your success in this course will depend on attending class.** Attendance is mandatory and will be taken every class. Because we are working on such a tight, client-dictated timeline students are allowed **one unexcused absence** during the semester. Other absences will affect your attendance grade unless I receive an absence notification from the Dean of Students Office. Students with five or more unexcused absences automatically fail the class.

2. **Active Class Participation** is very important since the learning process not only occurs between instructor and student, but also among students. You will be working as an account team for the client, just as you would in the real world. You will need to be able to interact with your fellow students as if they are professional colleagues in support of your ideas for the client.

### 3. Discussion

To gauge your understanding of the course material, you will work with classmates in the role of awards entry judges to analyze an integrated communication campaign, submitted to PRSA's Silver Anvil Awards identifying its successes and failures, and identifying what makes for a successful public relations campaign.

### Grading

| Grades | Percentage |
|--------|------------|
| A      | 94-100%    |
| A-     | 90-93%     |
| B+     | 88-89%     |
| B      | 83-87%     |
| B-     | 80-82%     |
| C+     | 78-79%     |
| C      | 73-77%     |
| C-     | 70-72%     |
| D+     | 68-69%     |
| D      | 67-63%     |
| D-     | 62-60%     |
| F      | 59-0%      |

Due to the nature of this course, there will be no midterm or final exam. Your completed campaign case study award entry and presentation deck for the client will serve as your final exam, and must be uploaded to the final project submission folder during the final exam time period specified by the university: **Wednesday, May 3<sup>rd</sup>, 4:15 pm – 6:45 pm.**

Letter grades and plus/minus indicators (suffixes) are used by instructors to indicate a student's quality of achievement in a given academic course. The letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F, WF are assigned the following credit points for purposes of grade point average (GPA) calculations

(source:

[https://www.luc.edu/academics/catalog/undergrad/reg\\_gradinsystem.shtml](https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml)):

| Assignment  | Due Date  | Points               |
|---|---|----------------------|
| IRB Training Completion   | 1/24  | NA                   |
| Draft research/survey questions                                       | 1/24  | 10                   |
| Situation analysis & publics identification                           | 1/31  | 15                   |
| Goals, objectives, strategies & tactics                               | 2/7   | 15                   |
| Proposed evaluation methods   | 2/21  | 5                    |
| Preliminary unformatted campaign draft                                | 2/22 in class                                   | 20                   |
| Award entry judging selection   | 3/5   | NA                   |
| Rough draft complete campaign draft                                   | 3/14  | 20                   |
| Formatted complete award entry and supporting materials               | 3/15 in class                                   | 20                   |
| Complete award entry due to PRSSA                                     | 1 pm 3/27                                       | NA                   |
| Draft presentation framework  | 4/4   | 10                   |
| Judging evaluation sheets   | 4/11  | 5 each<br>(10 total) |
| Final presentation deck   | 4/19 in class                                   | 15                   |
| <b>Final submission of campaign award entry and presentation deck</b> | <b>Wednesday May 3 between 4:15 – 6:435 pm.</b> | <b>25</b>            |
|   | <b>Total Points</b>                             | <b>150</b>           |

### Student Diversity, Equity, and Inclusion

As Loyola’s mission statement holds, “We are Chicago’s Jesuit, Catholic University – a diverse community seeking God in all things.” Together, as a community rich in diversity, we are called to “expand knowledge in the service of humanity through learning, justice and faith.”

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

If you have any questions about any of these expectations, please speak to me privately before or after class. All conversations will be confidential.

### Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all students involved or if all student activity is removed from the recording. This means no sharing of any recorded class content to social media, no matter how funny or interesting the cat walking across the laptop is, even more so when a real client is involved. In an actual agency-client relationship, you would be required to sign a non-disclosure agreement. Treat this course as if you were operating under such an agreement. If it’s recorded, it’s private. If you have questions, ask me.

### Course Evaluations

One of your responsibilities as students in this course is to complete an online teaching evaluation for this class through SmartEvals. As you may already know, as instructors, we need to know what we are doing well in the classroom and where we can continue to improve. Evaluations for this course will be available for you to complete during the last weeks of the term. Close to that time, you will receive a notification to this effect via email. Time will be made available in class to complete the evaluation.

## ***Originality, Plagiarism and Proper Citation: School of Communication Statement on Academic Integrity***

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students at Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination or to enable them to copy an assignment;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at:

[https://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml)

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and

documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml).

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

## PROPOSED COURSE SCHEDULE

| Wk | Date | Class Topics   | Readings   | Submission Deadlines  |
|----|------|--|--|---|
| 1  | 1/18 | <p>Introductions &amp; Course overview<br/>Review syllabus &amp; deliverables<br/>Client brief review</p> <p><b>Lecture/discussion topics:</b><br/>What makes a successful PR campaign?<br/>Analyzing publics<br/>Four stages of PR campaign<br/>Status of preliminary research<br/>Brainstorming session<br/>Preliminary timeline<br/>Proposed budget</p> | <p><b>Sakai:</b><br/>PRSA Silver Anvil Judging Guide<br/>IABC Midas Touch<br/>PRSSA 2022 Bateman Competition<br/>Materials:<br/><a href="https://www.prsa.org/prssa/scholarships-awards/bateman-competition">https://www.prsa.org/prssa/scholarships-awards/bateman-competition</a></p> <p><a href="#">PRSay: What Judges Look for When Choosing Silver Anvil Strategic Campaign Award Winners</a></p> | <p>Draft survey questions due: 1/24</p> <p>IRB training due: 1/24</p>   |
| 2  | 1/25 | <p>Research implementation &amp; analyzing the results<br/>Writing the situation analysis<br/>Problem/issue statement<br/>Publics identification</p>   | <p>Research instrument implementation begins</p> <p><b>Sakai:</b><br/>Silver Anvil Winner: Vaccinate WA<br/>Fly Fishing Targets Women as a Source for Growth</p>   | <p>Draft research results due: /1/31</p> <p>Draft situation &amp; publics analysis due: 1/31</p>  |
| 3  | 2/1  | <p><b>Lecture/discussion topics:</b><br/>Research implementation plan<br/>Campaign elements:</p> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Objectives</li> <li>• Strategies</li> <li>• Tactics</li> <li>• Themes</li> <li>• Key messages</li> <li>• Timeline &amp; budget update</li> </ul>  | <p><b>Sakai:</b><br/><a href="#">The Communicator's Guide to Research, Analysis and Evaluation</a> – Institute for PR<br/>Strategic Impact new client onboarding questionnaire</p>   | <p>Draft goals, objectives strategies &amp; tactics assignment due 2/7</p>  |
| 4  | 2/8  | <p><b>Lecture/discussion topics:</b><br/>Integrating elements of a PR campaign<br/>Identification of mid-campaign opportunities<br/>Supporting materials for your campaign</p>   |  | <p><b>Campaign implementation begins 2/6</b></p> <p><b>To accommodate implementation events, class meeting day/times may vary to fit your campaign events</b></p> |
| 5  | 2/15 | <p><b>Lecture/discussion topics:</b><br/>Evaluative research and mid-campaign implementation review</p>  | <p><b>Sakai:</b><br/>Campaign Review Checklist</p>   | <p>Proposed evaluation methods due: 2/21</p>  |
| 6  | 2/22 | <p><b>Lecture/discussion topics:</b><br/>Evaluative research and mid-campaign implementation review</p>  |  | <p>Preliminary draft of campaign entry due <b>in class</b></p>  |

| Wk       | Date       | Class Topics  | Readings   | Submission Deadlines   |
|----------|------------|---|--|--|
| 7        | 3/1        | <b>Lecture/discussion topics:</b><br>Final campaign review – implementation wrap up   | <b>Sakai:</b><br><a href="#">PRSay: What Judges Look for When Choosing Silver Anvil Strategic Campaign Award Winners</a>   | Rough draft complete campaign entry due: 3/14<br><br>Selection of award entries for judging due: 3/5   |
| <b>8</b> | <b>3/8</b> | <b>Spring Break – Class does not meet – BUT – Implementation ends 3/6</b>   |  |  |
| 9        | 3/15       | <b>Lecture/discussion topics:</b><br>Reporting and evaluation<br>Preparing the final award entry<br>Client campaign brief revisited | <a href="https://www.prsa.org/prssa/scholarships-awards/bateman-competition">https://www.prsa.org/prssa/scholarships-awards/bateman-competition</a>  | Formatted complete award entry and supporting materials due: 3/15 in class<br><br><b>Campaign implementation ends 3/6</b><br><br><b>Class meeting schedule returns to normal</b> |
| 10       | 3/22       | <b>Lecture/discussion topics:</b><br>Campaign after-action review<br>Putting on the finishing touches                               |  | <b>Final version complete campaign entry due to PRSSA by 1 PM Central Time: 3/27 at the absolute latest</b>  |
| 11       | 3/29       | <b>Lecture/discussion topics:</b><br>Preparing the client presentation  | <b>Sakai:</b><br><a href="https://www.symanto.com/blog/top-tips-for-creating-and-presenting-your-campaign-analysis-report/">https://www.symanto.com/blog/top-tips-for-creating-and-presenting-your-campaign-analysis-report/</a> | Draft presentation framework due: 4/4  |
| 12       | 4/5        | <b>Lecture/discussion topics:</b><br>PR awards from the other side: judging award entries   | <b>Sakai:</b><br>PRSA Silver Anvil Judging Guide<br>IABC Midas Touch   | Judging sheets due: 4/11   |
| 13       | 4/12       | <b>Lecture/discussion topics:</b><br>Awards judging discussion  |  |  |
| 14       | 4/19       | <b>Lecture/discussion topics:</b>   | Class time to work as a team on campaign plan and client deliverables  | Final presentation deck due: 4/19 in class   |
| 15       | 4/26       | Your first audience: client presentations   | Presentation to client and course review   | Guests judges: TBD<br><br>Final submission of campaign plans, client materials and presentation deck due <b>May 3<sup>rd</sup> between 4:15 – 6:45 pm.</b>                       |

**NOTE: Any necessary scheduling changes will be announced in class and posted in Sakai.**

## CLASS POLICIES

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Students will be treated as you can expect to be treated in the professional workplace. Students are expected to behave professionally and respectfully toward their classmates and the instructor. Both the instructor and students must abide by the following norms:

- **Sign in on time and stay until the end of class.** A fifteen week semester does not give us much margin for error, so your attendance and engagement is critical.
- **Cell phones, and other electronic devices** must be turned off or silent during class; vibrate is not considered off.
- **Absolutely no texting or non-relevant internet browsing during class.** (this includes trying to text under your desks – yes, I can tell). There may be instances where accessing the internet as part of in-class work is necessary, but that is not an excuse for checking your social media – and it IS obvious when you do that.
- **Please don't read material on your laptops, newspapers, magazines, books during class.** It is distracting and disrespectful to your classmates and the instructor. The only time this is allowed is if it is immediately relevant to the point under discussion. This class period is NOT the time or place to do coursework for other classes. Repeated incidents will result in your being asked to drop the course. You are welcome to use computers or tablets to take notes in class. This course is where you begin transitioning to your professional life, so professional behavior is expected.

### Sakai

I will use Zoom meetings and the class site in Sakai site as the primary method of communicating with you about assignments, announcements, assessment criteria, additional readings, and the PowerPoint slides for all lectures prior to class. Please check it often. In an emergency, such as school closing due to inclement weather, I will post information in Sakai and will also send a group email, so be sure your contact information is up to date with the university.

If you have questions for me outside of class, text messages are the best and preferred way to reach me. If you do not hear back from me within an hour, feel free to resend the text, and if I am able, I will answer back as soon as I can. If your question requires a longer explanation, or you need me to look at a document you've emailed me, text me to let me know that you've sent the email.

### Writing

Strong writing and grammar skills including accurate spelling and correct punctuation are essential to succeed in the public relations field, and are a skill you should have acquired by this point in your career. Errors undermine the credibility of your work with clients, and will have a negative impact on your grade for an assignment. If you find your writing skills need assistance, please consider contacting the Loyola Writing Center. Online tutoring is currently available in 30- and 60-minute blocks, either in person (Covid permitting) or online by visiting [www.luc.edu/writing/tutoringservices/#How%20To](http://www.luc.edu/writing/tutoringservices/#How%20To). Schedule an online visit with me during office hours or call to make an appointment if you need specific assistance. DO NOT WAIT until the end of the semester to request assistance if you find you're becoming overwhelmed or falling behind.

### Academic Integrity Policy

Violations of academic integrity, in any form, are detrimental to the values of Loyola and to your future profession. For instance, portions of this course/syllabus are based on the work of my mentor, retired professor DePaul professor and PR executive Jim Motzer, and I credit him for this. Plagiarism is the most obvious example and is a serious violation of this standard. For more information on plagiarism and acceptable paraphrasing, visit: [Academic Integrity: Catalog: Loyola University Chicago \(luc.edu\)](#).

Plagiarism of academic work will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the appropriate persons within the university.

### Guest speakers

During the semester, guest speakers who are leaders in their fields may be invited to share their insights. Please grant them the respect and attention they deserve, which will also reflect on you as a future professional as well as on Loyola. Take full advantage of the opportunity: familiarize yourself with their background before class through LinkedIn and other online resources, ask thoughtful questions; introduce yourself when asking questions or after the presentation and invite them to be part of your professional network.



### **Accommodations**

Students needing special accommodations during exams or class periods should provide documentation from the Student Accessibility Center confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is your responsibility to plan in advance in order to meet their own needs and assignment due dates.

### **Managing Life Crises and Finding Support**

Should you encounter an unexpected crisis during the semester (e.g., securing food, or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.) I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral ([LUC.edu/csaa](http://LUC.edu/csaa)) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: [LUC.edu/dos](http://LUC.edu/dos) or [LUC.edu/csaa](http://LUC.edu/csaa); phone number – 773-508-8840, email – [deanofstudents@luc.edu](mailto:deanofstudents@luc.edu).

### **Student Recommendations**

As part of my commitment to facilitate your success, I am happy to provide professional or academic recommendations for students who earn an A in the course.