

## **COMM 386-202 (2830) Advertising/PR Capstone Seminar**

**Loyola University Chicago, Spring 2017 (Tuesday 7:00-9:30, SOC 010)**

**Dr. Pamela Morris** (Office hours: Tue./Thur. 11:30-12:45 and by appointment, Lewis Tower #904, pmorris1@luc.edu)

### **Course Description and Learning Objectives**

Advertising and public relations students are required to take in their senior year a directed study course that provides practical experience with research and applications in a specific professional practice area of their choice in advertising or public relations. Examples might include political campaigns, crisis communication, virtual community, employee communication, branding, special events, advertising strategies, health care public relations, social media, creative copywriting, sports marketing, or environmental advocacy.

### **By the end of the semester, you will be able to:**

1. Find, analyze, and synthesize information about a specific advertising or public relations practice area that you have the greatest interest in.
2. Describe the professional practices and significant issues in your chosen field.
3. Establish a relationship with professionals who are currently working in the area in which you want to develop a career.
4. Develop a communication product that demonstrates a synthesis of the knowledge, competencies learned in the major, and practical application that reflects responsible professional practices.

### **IDEA Learning Objectives**

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning to *apply* course material (to improve thinking, problem solving and decisions).
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

### **Overview**

Students complete appropriate background research, solicit feedback and meet individually with professionals to explore the specialized practice area, issues, and ethical implications for organizations and professional practitioners. Interviews might include professionals working in an advertising agency, public relations firm, corporation, nonprofit or community organization in that industry, or an expert scholar or researcher.

The student creates a communication plan and representative materials related to the practice area. This may include integrated campaign materials, information packet, brochures, video, advertisements, radio program, or website. The student makes a poster presentation based on background research, interviews and communication plan to demonstrate specialized skills in advertising or public relations.

During the semester, each student meets with the capstone director individually, as well as with the full class to share progress on their projects, discuss critical issues, and participate in a dialogue about some of the trends, opportunities, and challenges in the transition from classroom to career. Students must attend all full group sessions and meet with the instructor at assigned times twice during the semester.

### **Recommended Books**

*Publication manual of the American Psychological Association*, 6<sup>th</sup> ed. (2010).

Marsh, C., Guth, D.W., Short, B.P. (2009). *Strategic writing: Multimedia writing for public relations, advertising and more*, 2<sup>nd</sup> ed.

## How you will be evaluated

You take responsibility for your learning in this course. The focus of your research, interviews, and communication product is based on *your* interests and choices. You are expected to fulfill the requirements as indicated on the syllabus.

Meet all deadlines and take a professional approach to your research, project work, and participation.

**Performance in the Capstone should represent your highest level of knowledge and skills, integrating what you have learned and illustrating your current academic and professional competencies.**

### Class Participation and Other Exercises

An overall grade for class participation will be given and will consider how actively involved students are in all discussions and work. Participation is valued and expected. In order to do well students should come to class prepared.

**Procedures and Deadlines** – All work is due at the beginning of class on assigned dates unless noted.

**Assignments cannot be accepted by email. Hard copies must be submitted.** Any work turned in after the deadline will receive a one letter grade reduction for each week it is late, even if by one day. No work will be accepted two weeks after the due date.

**Attendance** – Regular and on time attendance is essential for the educational process to work. Loyola University Chicago expects all students to attend every scheduled class on time. Exceptions may be made for University sponsored or work-related activities, illness, or valid emergency situations – documentation is required. Any unexcused absences will result in a lower participation grade.

**Spelling and Grammar** – Assignments must be typed (unless otherwise directed) and free of spelling/grammar errors. Allow time for proofreading, editing, and revision. As communication students, you have a responsibility to pay attention to spelling/grammar and if your work contains blatant errors, expect a reduced grade.

**Plagiarism and Academic Integrity** – Any use in whole or in part of another person’s work or ideas constitutes plagiarism and will result in an automatic failure in this course. Students are expected to understand and follow the policy that can be found at: <http://www.luc.edu/media/lucedu/soc/pdfs/resourceforms/School%20of%20Communication%20Statement%20on%20Academic%20Integrity.pdf> Remember, integrity is one of the most important traits for success. You control your own honor and integrity.

**Special Needs** – Please give me written notice in the first week of class about any medical or other conditions that may interfere with your individual performance. Documentation may be required. Information about Services for Students with Disabilities (SSWD) can be found at <http://www.luc.edu/sswd/index.shtml>

**Wellness Center** – Students are urged to contact the Wellness Center for any physical or mental health issues. Visit <http://www.luc.edu/wellness> if you have issues or concerns about you or someone you know.

## Performance Evaluation and Grading

The grading policy is subject to change during the semester, but it will be based upon these guidelines:

10%	Initial Annotated Bibliography (at least 10 sources)		
10%	Research Report Outline Sections I-IV Draft	100-95% = A	76-73% = C
20%	Research Report VERY TIGHT Draft	94-90% = A-	72-70% = C-
10%	Interview Questions and Plan	89-87% = B+	69-67% = D+
5%	Two Individual Meetings (2.5% each)	86-83% = B	66-63% = D
5%	Participation at Full Group Meetings	82-80% = B-	62-60% = D
40%	Final Project (15% Research Report with Finished Annotated Bibliography – Sections I-V; 5% Professional Associations; 5% Interview Summary; 10% Portfolio Materials and Resume; 5% Poster Presentation)	79-77% = C+	59% > = F
100%			

**COMM 386 Advertising/PR Capstone Seminar Spring 2017 Tentative Schedule\* SOC 010**

<b>Wk</b>	<b>Date</b>	<b>Meeting Instructions</b>	<b>Assignments DUE</b>	<b>Topics**</b>
1	Jan 17	<b>Full Group Session</b>		Introductions, review syllabus/schedule, expectations, grading, <b>signup for 2 individual progress report appointments</b> Provide semester project outline and <u>summary and professional associations list.</u>
2	Jan 24	<b>Full Group Session</b>		Libraries demonstration - review research guidelines. <u>Provide annotated bibliography (due 2/21) and outline (due 2/28) assignment directions.</u>
3	Jan 31	Individual Meetings #1**		Meet with up to 10 students (10-12 min. each) during the day.
4	Feb 7	Individual Meetings #1**		Meet with up to 10 students (10-12 min. each).
5	Feb 14	Individual Meetings by Appointment #1**		Meet with up to 10 students (10-12 min. each).
6	Feb 21	Work Day - Time for individual meetings if needed	<b>Annotated Bibliography Due</b> (10 sources, drop off your document in my office by 8:00 pm.)	
7	Feb 28	<b>Full Group Session</b>	<b>Research Report Outline Sections I-IV Draft Due</b>	Be prepared to discuss topics. Return annotated bibliography. <u>Provide interview guidelines and plan assignment directions (due 3/14).</u> <u>Introduce tight draft assignment (due 3/28).</u>
8	Mar 7	<b>Spring Break – No CLASS</b>		
9	Mar 14	<b>Full Group Session</b>	<b>Interview Plan, Questions and List of 5 Planned Interviews Due</b>	Be prepared to discuss interview progress. Return outlines. <u>Provide final project directions.</u>
10	Mar 21	Work Day		Interview plan ready for pick up.
11	Mar 28	<b>Full Group Session</b>	<b>Research Report VERY TIGHT Draft Due</b>	<u>Provide poster presentation directions.</u> Return interview plan.
12	Apr 4	Individual Meetings #2**		Tight draft ready for pick up. Meet with up to 10 students (10-12 min. each)
13	Apr 11	Individual Meetings #2**		Meet with up to 10 students (10-12 min. each)
14	Apr 18	Individual Meetings #2**		Meet with up to 10 students (10-12 min. each)
15	Apr 25	Work Day		
16	May 2 7:00-9:00	<b>Full Group Session</b>	<b>Poster Presentations, Final Document Due</b>	<b>Poster Presentations</b>

\*Schedule may change based on class interests, understanding, needs, and unforeseen events.

\*\*Student meetings will be scheduled every 15 minutes: 6:45, 7:00, 7:15, 7:30, 7:45, 8:00, 8:15, 8:30, 8:45, 9:00, and 9:15. **Student meetings scheduled during (or close to) regular class time will be held in the classroom, student meetings scheduled outside of class time will be held in Lewis Towers #904.**