

**PR 450: Advanced Strategic Public Relations**

 **4 Units**

**Fall 2019 – Tuesdays – 6-9:20 p.m.**

**Section:** 21268D

**Location:** ASC 230

**Instructor: Fred Cook, Professor**

**Office:** ASC 221

**Office Hours:**  Tuesdays, 4:30 to 6 p.m.

**Contact Info:**  Fcook@usc.edu; 312.622.8888

**I. Course Description**

PR 450 serves as the “capstone” course for the Bachelor of Arts in Public Relations. It synthesizes all of the material covered in prior courses; brings that material to bear on case analyses and campaign development; puts that material in a strategic context; and strengthens the student’s ability to apply those skills to elements of the campaign development process. It also features a required internship.

**II. Overall Learning Objectives and Assessment**

This course will

1. Assure that students are well prepared to obtain -- and succeed in -- professionally satisfying post-graduation positions by:
	1. Writing a relevant resume
	2. Creating a compelling cover letter
	3. Designing an effective entourage
	4. Making critical connections
	5. Contacting prospective employers
	6. Asking critical questions
	7. Conducting successful negotiations
2. Fully integrate all of the PR-related learning they have acquired during their studies here;
3. Close any remaining gaps in the students’ knowledge of PR theory and practice ;
4. Equip students with the skills and attributes needed for rapid career progression by optimizing their:
5. Critical thinking skills;
6. Strategic point of view;
7. Ability to work effectively in teams;
8. Ability to develop strategic public relations plans;
9. Understanding of the role of PR in various types of organizations and industries; and,
10. Understanding of how campaigns evolve
11. Hone students’ ability to apply critical thinking skills to assess an organization’s strengths and weaknesses, thereby enhancing their ability to assess career options;

**III. Description of Assignments**

This course is divided into two key components: the development of an actual PR plan/campaign for a real client; and learning the skills necessary to land your first job in PR. Each week, you will advance your PR career one step through a proactive networking process and post relevant PR industry news on our FB page. You will chronicle your progress on a private Facebook page created for our class. You will also provide your perspective and comment on others’ posts.

Each week, using our proprietary Strategic Planning Model (SPM), you will also develop a critical part of a PR plan for a real client. The final class assignment will be to present a full PR plan to the client. Along the way, you also will be expected to participate in an array of discussions, both with your classmates and with guest speakers.

**PARTICIPATION IN THE ANNENBERG SENIOR INTERNSHIP**

# Satisfactory completion of a Senior Internship is a requirement for passing this course. The Senior Internship should be thought of as a package consisting of two elements: an eight-week approved internship and satisfactory evaluations from his/her internship supervisor(s).

# **NOTE:** Failure to complete these elements of the Senior Internship is, by itself, grounds for failing the course, irrespective of grades on other course elements.

Students sometimes ask about the need for the Senior Internship, based on their past internship experience, their intention to go into a field other than public relations, and/or the pressure they feel in their final semesters at USC to find full time work. Following are the reasons why the Senior Internship is an essential component of PR 450:

1. The Senior Internship will strengthen students’ ability to compete effectively in the job market by enabling them to:
2. Strengthen and apply their critical thinking skills to an assessment of the strengths and weaknesses of organizations that may seek to hire them;
3. Critically analyze the specific functions of the positions they may consider, and
4. Better understand the role of public relations in all types of organizations.
5. Young PR professionals are often criticized for not understanding the role of communication in the broader organizational context. In other words, they may be great at communication, but they don’t have a clue about the organization as a whole. The Senior Internship attempts to help students adopt a broader organizational point of view.
6. While students may have had several previous internships, it is safe to assume that they have never had the opportunity to directly tie those internships to what they learn in a specific class, in an organized fashion. In PR450 the students’ Senior Internship experience will significantly contribute to classroom discussion, be the focus of the midterm project, and serve as platforms for the strategic assessment of organizational strengths and weaknesses.
7. It is accepted throughout the field of public relations education that to be credible and effective, a PR program must have a course that focuses, at least in part, on students’ internship experiences.
8. While some students may indeed go into other fields after they graduate, it remains a fact that they are enrolled in the PR major and need to meet the requirements of that major to complete their degree work. To argue otherwise is to question the need for them to complete *any* of the requirements of that major, i.e. why should they have to take PR courses at all in order to complete their degrees? In any case one of the purposes of the Senior Internship is to assess the strengths and weaknesses of various types of organizations…a learning that will serve the student well irrespective of his/her ultimate professional goal.

# Senior Internship Element 1: Internship – **By September 17,** each student will secure a public relations position and remain in that working environment for at least 8 weeks. The attached Senior Internship Agreement (which should be considered part of this syllabus and contains complete details) is due at the beginning of class on **September 24**.

# Senior Internship Element 2: Supervisor Evaluation – **By the final session (December 10)**, a written (by his/her supervisor) evaluation of the student’s work, indicating that the student performed satisfactorily, is also required to pass this course. The Senior Internship Agreement at the end of this syllabus contains all the details.

We will also discuss various aspects of the PR profession each week to help you fully understand the nature of the work and the business. Part of that discussion will require reading the PR trades and reporting on industry news each week in class.

**PR PLAN DEVELOPMENT**

Working with your classmates, you will devise and present a PR plan/campaign for a specific client throughout the semester, you will be learning – and applying – the components of a Strategic Planning Model, then applying them to the client’s needs. Every member of the class will play a role in researching, crafting, packaging and presenting the campaign to the client.

**IV. Grading**

1. **Breakdown of Grade (Percentages)**

|  |  |
| --- | --- |
| Class participation  |  15 |
| Weekly written assignments about PR industry news. |  10 |
| Networking news  |  10 |
| Midterm – resume, cover letter, entourage and prospect list |  25 |
| Final Client Project |  40 |
| **TOTAL** |  **100%** |

**b. Grading Scale**

|  |  |  |
| --- | --- | --- |
| 95% to 100%: A | 80% to 83%: B- | 67% to 69%: D+ |
| 90% to 94%: A- | 77% to 79%: C+ | 64% to 66%: D |
| 87% to 89%: B+ | 74% to 76%: C | 60% to 63%: D- |
| 84% to 86%: B | 70% to 73%: C- | 0% to 59%: F |

**c. Grading Standards**

***Written Assignments*“A” projects** have writing near professional quality; one or no mistakes; clearly proofread and edited material. All required elements included (catchy headline, solid lead, varied vocabulary; supporting facts/figures; quotes as required). Excellent organization and flow; original thinking. Showed creativity in packaging/distribution method. High end of scale: publishable today as is. Showed remarkable teamwork in the campaign development.

**“B” projects** have two to five spelling, grammar or AP Style mistakes. One or more required elements missing or poorly displayed (i.e., boring headline; confusing lead, etc.). Shows potential as a good writer. Adhered to inverted pyramid. High end of scale will have at least one extraordinary element such as astonishing lead or little-known facts or pithy quote. Some creativity shown. Publishable with medium editing. Showed good teamwork in the campaign development.

**“C” projects** have more than five errors (spelling, grammar, AP style). Poorly edited and/or proofread. May have adhered to inverted pyramid but strayed at beginning or end. Hackneyed elements such as trite headline or uninteresting lead. Little or no facts/figures included. Passive rather than active verbs become the norm. Little or no creativity shown. Publishable with major editing. Showed fair teamwork in the campaign development phases.

“**D” projects** have more than 10 errors (spelling, grammar). Needs to be completely rewritten. Poorly organized with little or no understanding of journalistic style/standards. Needs to work with writing coach. Showed almost no teamwork in the campaign development.

**“F” projects** are not rewritable, late or not turned in. Did not participate in the campaign development.

***Group Assignments***

Since there are numerous group exercises and the final project is a team effort, separate grading rubrics will be issued for each of the major categories: Tabletop discussions, work product review/commentary, team and overall group performance on the final project.

**V. Assignment Submission Policy**

Assignment due dates are clearly marked on the syllabus; however, it is always a good idea to consult the white board at the beginning of each class session to confirm the nature and due date for each activity. Most assignments will be submitted to the instructor via email or on a private Facebook page but he may also request that you provide a printed version (especially for resume and other career prep materials.)

**VI. Required Readings and Supplementary Materials**

Students will be required to read “Improvise – Unorthodox Career Advice from an Unlikely CEO” by Fred Cook. We will examine specific chapters in class. Students will be expected to read the PR/AD industry trades each week and post one relevant story to a private Facebook page with a one-to-two-paragraph analysis of what it means to the industry, the client, the agency or to them. This should include PR Week, Holmes Report, Ad Age, PRSA Smart Brief, Campaign, PR News, O’Dwyer’s.

**VII. Laptop Policy**

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the [**Annenberg Virtual Commons**](http://vc.uscannenberg.org/) for more information. To connect to USC’s Secure Wireless network, please visit USC’s [Information Technology Services](http://itservices.usc.edu/wireless/support/) website.

**VIII. Course Schedule: A Weekly Breakdown
*Important note to students:*** *Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topics/Daily Activities** | **Readings and Homework** | **Deliverable/Due Dates** |
| **Week 1** August 27 | **Charting the Course**Syllabus overview; getting acquainted; introduction to our client Take a Skills assessment to determine your role on our “agency” team.Discuss our class “agency” structure and how each person fits into it.Discuss the PR landscape and how to navigate it. Distribute Internship forms | Begin researching Client online and post information on our FB pageRead Improvise Chapter 1 Read PR Trades1. PR Week
2. Holmes
3. PRSA
4. Campaign
5. Ad Age
6. PR News
7. O’Dwyer’s

Set up Google search for client industry news |  Actively pursue an internship if you have not yet secured one.Bring a copy of your resume to class next week. |
| **Week 2**September 3 | **Interrogate --Dissecting the brief**Review PR NewsDiscuss where ideas come fromClient executives will meet with us to provide a campaign brief and share product information.We also will break into work teams based on skills assessment to begin the analysis and development of the campaign. | Review all segments of the SPM, which will be discussed each week as we develop our plan.Each team will choose a leader and assign roles for each member.Read Improvise Chapter 2Read posted article on writing an effective resume | PR News – Find a relevant article about the PR industry and post it on our FB page with your analysis. Be prepared to discuss in class. |
| **Week 3**September 10 | **Develop the Roadmap**Review PR newsDiscuss the importance of negotiation.Review resumes in class and discuss cover letter connectionsWe’ll develop the Roadmap for the development of our programReview the components of SPMWe will demo the Client products in class and discuss strengths and weaknesses of each | Create an org chart and a name for your agencywith bios of each team memberShow how each team works together on the various elements of the SPM.Read Improvise Chapter 8Revise ResumeDevelop cover letter email | Turn in your Internship Agreement form no later than September 10. Hard or electronic copy accepted.Post class agency org chart on FacebookPR News – Find a relevant article about the Client’s industry and post it on our FB page with your analysis. Be prepared to discuss in class. |
| **Week 4** September 17 | **Investigate -- Getting to know the client and the competition.** Review PR newsReview and discuss the importance of making a connection in your cover letter We’ll review our client’s needs as a group then analyze the competition. In campaign teams, we’ll examine media coverage, issues etc. | Develop an analysis of the competition and where Client is positioned in their industry.Outline Client’s brand strengths and weaknesses. SWOTRead Improvise Chapter 5Design your Entourage | PR News – Find a relevant article about the PR industry or and post it on our FB page with your analysis. Be prepared to discuss in class. |
| **Week 5** September 24 | **Investigate -- Getting to know the target audience**Review PR newsReview Entourage networks. We will review everything we know about the target audience and determine what else we need to discover**Guest speaker -Recruiter** | Determine what additional research we need to conduct to gain insight into the target audience beyond what the client provides.Develop a prospect list to 10 PR agencies and major corporations in the LA area and beyond, listing their size, focus and contact information for key senior and HR executives. | PR News – Find a relevant article about the client’s industry and post it on our FB page with your analysis. Be prepared to discuss in class. |
| **Week 6**October 1 | **Differentiate - Finding the insight?**Review PR newsReview and refine prospect listsWhat can we tell the Client about the target audience and the brand that they don’t already know? | Conduct consumer survey to gain insights into the target audienceCreate a multimedia description of the target audienceRead Improvise Chapter 4Develop list of five interview questions | PR News – Find a relevant article about the PR industry and post it on our FB page with your analysis. Be prepared to discuss in class. |
| **Week 7**October 8 | **Ideate – What’s the Big Idea?**Review PR newsPractice interview questions in classBased on our insight, we will explore an overall theme for our campaign | Discuss the creative platform and how bring it to life with a compelling video or visual. Read Improvise Chapters 9 and 10Read posted article about conducting an effective phone interview | PR News – Find a relevant article about the Client’s industry and post it on our FB page with your analysis. Be prepared to discuss in class. |
| **Week 8**October 15 | **Midterm** Review PR newsDiscuss how to make your career specialClass presentation of the insight and platform for our Client campaign. | Turn in final:1. resume
2. cover letter
3. entourage
4. prospect list
5. interview questions
 | PR News – Find a relevant article about the PR industry and post it on our FB page with your analysis. Be prepared to discuss in class. |
| **Week 9**October 22 | **Designing a Campaign**Review PR newsWe will review all of the elements of a campaign in class including its look and feel.Guest Speaker – effective presentations | Layout the basic outline of the client plan on PowerPoint in order of the basic elements of the SPM.  | Networking Update – Showcase your latest step in advancing your career through networking on FB and share with the class.PR News – Find a relevant article about the Client’s industry and post it on our FB page with your analysis. Be prepared to discuss in class. |
| **Week 10**October 29 | **Assembling the Narrative**Review PR newsWe will discuss and evaluate our ideas to see what fits and what doesn’t  | Develop goals, strategies and messages for our campaignRead posted article about setting measurable oblectives | Networking Update – Showcase your latest step in advancing your career through networking on FB and share with the class.PR News – Find a relevant article about the PR industry and post it on our FB page with your analysis. Be prepared to discuss in class. |
| **Week 11**November 5 | **Accelerate -- Telling the Story**Review PR newsWe will determine how we are going to reach our target audience with our messages**Guest speaker** | Develop creative tactics for our Client campaign and determine what media channels we will use to reach our audienceReview rough ideas with client to test viability of strategies | Networking Update – Showcase your latest step in advancing your career through networking on FB and share with the class.PR News – Find a relevant article about the Client’s industry and post it on our FB page with your analysis. Be prepared to discuss in class. |
| **Week 12**November 12 | **Activate – Putting it all Together**Review PR newsWe will conduct a tissue session with the client to share our ideas and get their initial input | Revise our program based on client feedback and make necessary revisions to the plan.  | Networking Update – Showcase your latest step in advancing your career through networking on FB and share with the class.PR News – Find a relevant article about the PR industry and post it on our FB page with your analysis. Be prepared to discuss in class. |
| **Week 13**November 19  | **Evaluate --How Will We Prove Success?** Review PR newsHow do agencies charge for their services and how do companies establish PR budgets?  | Determine a fee and out-of-pocket budget for our program. | Networking Update – Showcase your latest step in advancing your career through networking on FB and share with the class.PR News – Find a relevant article about the Client’s industry and post it on our FB page with your analysis. Be prepared to discuss in class. |
| **Week 14**November 26 | **Rehearsal - Presentation Practice** We will conduct a full-scale dress rehearsal, complete with Q & A. | Demonstrate how your program will achieve business results. Develop evaluation criteria for client | Networking Update – Showcase your latest step in advancing your career through networking on FB and share with the class.PR News – Find a relevant article about the PR industry and post it on our FB page with your analysis. Be prepared to discuss in class. |
| **Week 15**December 3 | **Showtime -- Final Project Presentation.** This entire class session is devoted to presenting our campaign to the client | All completed/signed internship forms are due this week. Failure to submit the completed forms will hold up your grade in this course. |  |
| **Final Exam Period** December 17, 7-9 p.m. | Final presentation due.Discussion and review of networking progressEvaluation of client presentation |  |  |

**IX. Policies and Procedures**

**Statement on Academic Conduct and Support Systems**

**a. Academic Conduct**

*Plagiarism*

Presenting someone else’s ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* (<https://policy.usc.edu/scampus-part-b/>). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct (<http://policy.usc.edu/scientific-misconduct/>).

*USC School of Journalism Policy on Academic Integrity*

The following is the USC Annenberg School of Journalism’s policy on academic integrity and repeated in the syllabus for every course in the school:

“Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an ‘F’ on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators.”

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

**b. Support Systems**

*Student Health Counseling Services - (213) 740-7711 – 24/7 on call*

[engemannshc.usc.edu/counseling](https://engemannshc.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call*

[engemannshc.usc.edu/rsvp](https://engemannshc.usc.edu/rsvp/)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) | Title IX - (213) 740-5086*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support - (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support/)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.

*Annenberg Student Success Fund*

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

*Breaking Bread Program [undergraduate students only]*

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

**X. About Your Instructor**

Fred Cook is the Chairman of Golin, where he has worked for more than 30 years. He is also the Director of the USC Center for Public Relations. In addition to these jobs, he has been a cabin boy, doorman and tour guide, which you can read about in his book — *Improvise.*

***USC ANNENBERG PUBLIC RELATIONS STUDIES PROGRAM***

## *PR 450: ADVANCED PUBLIC RELATIONS*

##### *SENIOR INTERNSHIP PROGRAM*

##### *Overview*

Mission -- The Annenberg Senior Internship Program was created specifically to enhance the professional and academic training of seniors enrolled in PR 450 – Advanced Public Relations. As the capstone class (final class required prior to graduation) of the entire Annenberg undergraduate PR Studies Program, it is essential that PR 450 provide students with an advanced learning experience that optimizes their readiness to enter, and succeed in, the highly competitive PR profession.

Therefore, the mission of the Annenberg Senior Internship Program, which is a key part of the PR 450 experience, is to serve as the student’s final opportunity to learn from a professional environment at a more advanced level than his/her prior work experience may have allowed.

GOALS -- The goals of the Senior Internship Program are to:

1. Provide soon-to-graduate seniors with a realistic, stimulating, professional work experience that will significantly benefit them when they enter the work force in a few short months.
2. Provide participating employers with highly competent and motivated junior-level professional staff.
3. Serve as a source of topical enrichment for the academic work simultaneously taking place in the PR 450 classroom.

QUALIFYING CRITERIA -- The following criteria distinguish Senior Internship students from the typical internship experience:

**Criteria to be met by students:**

1. Acceptable completion of the Senior Internship work experience, as validated by the employer’s detailed evaluation of his/her work. (A satisfactory performance for a minimum of 8 weeks is required to pass this course.)
2. Acceptable completion of work-related class assignments.
3. Significant contribution to class discussion relating to his/her work experience.

**Criteria to be met by employers:**

1. Rigorous evaluation of the student’s work, based on the form below, which will contribute significantly to the student’s grade in PR 450. (Note: A satisfactory performance for a minimum of 8 weeks is required to pass this course.)
2. Assignment of clerical and other non-professional work amounting to no more than 20% of the student’s total time on the job.
3. Sufficient supervision and mentoring to assure that students learn beyond the level of their assignments.
4. Making immediate contact with the instructor should any problems arise.
5. In general, providing participating students with a quality work and learning experience that will significantly enhance their preparedness for the job market they are about to enter.

PROCEDURES

1. Each student is to arrange his or her own Senior Internship position, either through personal contact or counseling with the Annenberg Career Advisement department, within the first three weeks of class.
2. Each student must submit to the instructor, by the third class session, a Senior Internship agreement (see below) that has been signed by both the student and her/his supervisor.
3. A position or a paid, full, or part-time job in a field other than public relations (sales, human resources, entertainment management, etc.), or one that is not directly related to PR, does not qualify. A paid job in PR, communication or marketing does qualify. When in doubt, check with the instructor.
4. Any student who encounters difficulty in obtaining such a position should immediately notify the instructor. (NOTE: In the many years in which comparable requirements have been in place, not a single student, of the many hundreds who have graduated, has failed obtain such a position.)
5. The student should spend no less than seven and no more than 20 hours/week on the job.
6. A total of eight consecutive weeks must be spent in the position.

# Participation in the Annenberg Senior PR Associate Program constitutes a professional agreement between the employer, the student and the instructor. It must not be terminated without suitable discussion among the parties and/or immediate notification of the instructor.

1. The student is responsible for having his/her supervisor completing and emailing to the instructor by the specified deadline an evaluation of the student’s work. This evaluation must follow the format shown below.

# Failure to complete the three elements of the Senior Internship Program is, by itself, grounds for failing the course, irrespective of grades on other course elements.

## *PR 450: ADVANCED PUBLIC RELATIONS*

##### *SENIOR INTERNSHIP PROGRAM*

##### *STUDENT AND EMPLOYER AGREEMENT*

*Paper or email copy due no later than Tuesday, September 12*

***IMPORTANT NOTES TO SUPERVISOR:***

***1) Please review the following “criteria to be met by employers” and make sure you agree with them.***

1. Providing formalized evaluation of the student’s work, based on the form below, which will contribute significantly to the student’s grade in PR 450. A satisfactory performance is required to pass this course.
2. Assignment of clerical and other non-professional work amounting to no more than 20% of the student’s total time on the job.
3. Providing sufficient supervision and mentoring to assure that students learn beyond the level of their assignments.
4. Establishing immediate contact with the instructor should any problems arise.
5. In general, providing participating students with a quality work and learning experience that will significantly enhance their preparedness for the job market they are about to enter.

***2) The student is responsible for making certain that a written evaluation of his/her work for your organization, following the format shown below, is compiled by you and emailed to the instructor (***fcook@usc.edu) ***by Tuesday, September 12.***

***Jennifer Floto, Professor and Co-Director of PR Studies, USC Annenberg School for Communication***

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PR 450 Instructor: \_\_\_\_\_\_\_Cook\_\_\_\_\_

Organization Name/Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assigned Work Hours (Weekly): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Work Duties:

I agree to meet the “criteria to be met by employees” as a condition of my organization’s participation in the Annenberg Senior Internship Program

Supervisor’s Name/Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor’s Signature/Date Student’s Signature/Date

*Paper or email copy due no later than Tuesday, September 12*

##### *PR 450 SYLLABUS ATTACHMENT*

***USC ANNENBERG PUBLIC RELATIONS STUDIES PROGRAM***

## *PR 450: ADVANCED PUBLIC RELATIONS SENIOR INTERNSHIP PROGRAM*

##### *EMPLOYER EVALUATION OF STUDENT PERFORMANCE*

***Deadline for submission to the instructor: Tuesday, November 28***

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Organization Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please indicate your evaluation of the student’s performance using a 1-5 scale, where: 1 = Poor; 2 = less than average; 3 = average; 4 = better than average; 5 = Outstanding; NA = Not Applicable

### **I. Work Habits**

1. Attendance (Showed up when planned) \_\_\_\_
2. Punctuality (Timely for meetings, etc.) \_\_\_\_
3. Meets deadlines \_\_\_\_

### **II. Work Style/Attitude**

1. Maturity \_\_\_\_
2. Professionalism \_\_\_\_
3. Teamwork \_\_\_\_
4. Willingness to contribute “above and beyond” \_\_\_\_
5. Respects the contributions of others \_\_\_\_
6. Personal presentation (attire, etc.) \_\_\_\_

### **III. Work skills**

1. Writing \_\_\_\_
2. Organizational skills (attention to details) \_\_\_\_
3. Working with media \_\_\_\_
4. Strategic thinking \_\_\_\_
5. Creativity \_\_\_\_
6. Overall ability \_\_\_\_

### **IV. Overall assessment**

1. On the same scale, what is your overall assessment of the student’s performance? \_\_\_\_
2. Please elaborate on any of the points above where you think additional explanation would be helpful or appropriate.

I certify that the above is a fair and honest evaluation of the student’s performance.

Supervisor’s Name/Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Return this form via email to* fcook@usc.edu *before or by the due date to ensure the student receives credit.*