

PR 450: Advanced Strategic Public Relations 4 Units

Fall 2020 – Tuesdays – 6-9:20 p.m.

Section: 21268

Location: Online

Instructor: Kirk Stewart

Office Hours: Appointments for any times available as needed; please contact the instructor:

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 knowledge to bear on case analyses and campaign development; puts that material in a strategic context and strengthens the students' abilities to apply those skills to elements of the campaign development process. It also includes a sophisticated critical thinking element, the purpose of which is to strengthen students' critical thinking skills and bring them to bear on your career – and life – preparation experience. Lastly, it features detailed counseling on job searching, résumé preparation and interviewing skills. In short, we are preparing you to enter the world of work.

II. Student Learning Outcomes

This professionally oriented, interactive seminar will utilize a real-life PR issue and critical thinking tools to:

- Assure that students are well prepared to obtain – and succeed in – professionally satisfying post-graduation positions;
- Equip students with the skills and attributes needed for rapid career progression by optimizing their:
 - Critical thinking skills;
 - Strategic point of view;
 - Ability to work effectively in teams;
 - Ability to develop strategic public relations plans;
 - Explain the role of PR in various types of organizations and industries;
 - Explain how campaigns evolve;
 - Oral presentation skills; and
 - Problem-solving ability
- Hone students' abilities to apply critical thinking skills to assess an organization's strengths and weaknesses, thereby enhancing their abilities to assess career options;
- Close any remaining gaps in the students' knowledge of PR theory and practice; and
- Fully integrate all of the PR-related learning they have acquired during their studies here.

III. Course Notes/Online Instruction Guidelines

The course will be taught online. All class information, lecture slides, guest presentations and student generated content will be posted on Blackboard on the day following class. The class also will be recorded for viewing by students unable to participate in the class because of time zone differences.

Attendance

To get the most out of the class, students are encouraged to make every effort to attend class online in real time. It is recognized that personal circumstances will arise which preclude class attendance such as time zone differences. In such circumstances, the student is responsible for obtaining and reviewing the materials presented in missed classes and for making up missed assignments. All classes will be recorded and posted on Blackboard.

Class Participation

Real time participation is an important component of this class. There are a variety of ways to participate, including asking/answering questions of the speakers, offering opinions on case discussions and engaging in discussions with fellow students and the instructor. If you are unable to participate in class in real time, the instructor will offer students the ability to earn participation points by taking quizzes on the material presented in class. If you are unable to attend class in real time for some reason, please notify the instructor as soon as possible.

Zoom Participation

Students are encouraged to turn on and leave on their camera during each class. It is helpful to be able to see each other, just as in an in-person class. However, we do recognize that if you have limited internet bandwidth or no webcam, it may not be possible to participate via video, in which case you may participate by audio only. If you are unable to find an environment without a lot of visual distractions, it's OK to turn off your video, but would encourage you to create a virtual Zoom background. Please mute your microphone when you are not talking. This helps eliminate background noise. Use a headset when possible. This will improve audio quality. If you are not able to find a quiet, distraction free spot where you can use your microphone, use the chat window for questions and comments relevant to the class.

IV. Description and Assessment of Assignments

In this course, you will be working in teams with your classmates to respond to a real-life case posed by a real company. The client will be visiting us via Zoom to provide insight and guidance. It's possible that you will be given confidential information and asked to sign a non-disclosure agreement in which you agree not to discuss details of the assignment outside of the classroom. We expect you to behave in a mature and thoughtful manner throughout the process and to enjoy this unique opportunity to tackle real-world problems and issues.

Class Participation

At the end of the semester, you will be graded and awarded points based upon:

- Consistent demonstration that you have read the material for scheduled class discussions
- Contribution to class discussion; answering questions, asking relevant questions
- Demonstrating respect for fellow classmates, guest speakers and the instructor, including appropriate use of personal technologies during classroom time
- Mature online behavior that supports learning

Papers

Students will be assigned two, five-page maximum written papers; the first focusing on your proposed career plan and path; the second analyzing the reputation of an organization you select using one of the key drivers of reputation.

Case Studies

In teams of three, students will be asked to analyze one real-life case and lead a class discussion on that case.

In-Class Exercises

During six classes throughout the semester, students will be divided into groups to analyze and report out to the class your group's response to a specific problem around a particular aspect of the Strategic Planning Model.

Midterm

Students will be asked to critically analyze a specific communications campaign in a take home midterm.

Final Project: PR Plan Development

Working in three teams of 5 with your classmates, you will develop and present a PR plan/campaign for a client. Throughout the semester, you will be learning – and applying – the components of the Strategic Planning Model, then applying them to the client’s needs. Each team will present their campaign to the actual client on the same night at the end of the semester. Our client this semester is Hyundai Motor America! We will meet with the client representative during Week 2 to learn more. A client brief will be provided in advance of that meeting.

V. Grading

a. Breakdown of Grade

Assignment	% of Grade
In-Class Exercises	5%
Class Participation	10%
Case Studies	10%
Paper #1	15%
Paper #2	15%
Midterm	15%
Final Presentation	30%
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

“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.

“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.

“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.

“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.

“F” projects are not rewritable, late or not turned in.

d. Grading Timeline

Students will receive grades on assignments the week following their due date.

VI. Assignment Submission Policy

- A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will receive a full grade deduction for each day they are late.
- B. Assignments must be handed in as hardcopy AND must be uploaded to Blackboard/Turnitin before beginning of class on the day the assignment is due in a pdf, Word or PowerPoint format.
- C. All papers must be APA format with notes in bibliography page.

VII. Required Readings and Supplementary Materials

There is no required textbook for this course *but* there will be required readings noted on the syllabus and on Blackboard. To better prepare you for our client work, I’ve identified cases that will help you gain insight into the transportation and manufacturing realm. These are noted throughout the Schedule of Classes.

VIII. 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 Digital Lounge](#) for more information. To connect to USC’s Secure Wireless network, please visit USC’s [Information Technology Services](#) website.

IX. Add/Drop Dates for Session 001 (13 weeks: 8/17/20 – 11/13/20)

Friday, September 4: Last day to register and add classes for Session 001

Friday, September 4: Last day to change enrollment option to Pass/No Pass or Audit for Session 001

Friday, September 4: Last day to drop a class and receive a refund to avoid a mark of “W” on student record and STARS report

Friday, September 4: Last day to purchase or waive tuition refund insurance for fall

Friday, October 2: Last day to drop a course without a mark of “W” on the transcript only. Mark of “W” will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

Friday, October 2: Last day to change a Pass/No Pass course to letter grade

Friday, November 6: Last day to drop a class with a mark of “W” for Session 001

X. 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 8/18	<p>Getting Started: Syllabus overview; getting acquainted</p> <p>Overview of Final Project: Discussion of our client</p> <p>Overview: Strategic Planning Model (SPM)</p>	<p>Review final project client brief; prepare questions</p> <p>Overview of the Strategic Planning Model (SPM)</p>	Forward a copy of your latest resume to Professor Stewart by COB 8/28
Week 2 8/25	<p>Client Project: Meet the client: our client team will be in attendance to review the details of the final project. Introduction to the SPM. Guest speaker: Michael Stewart, Senior Group Manager, Hyundai Motor America</p>	Assign Case Study #1	
Week 3 9/1	<p>Client Project: Recap of client meeting. Statement of problem/opportunity; in-class exercise</p> <p>Career Prep: Overview of the job search and career planning process. Guest speaker: Samantha Stewart, VP, Human Resources, Los Angeles Lakers</p> <p>Profession: Client vs. agency</p>		Case Study #1 class discussion In-class exercise
Week 4 9/8	<p>Client Project: Research Guest speaker: Dr. Tina McCorkindale, President and CEO, Institute for Public Relations</p>	Assign Case Study #2	

	<p>Career Prep: Resumes</p> <p>Profession: The Influence 100</p>		
<p>Week 5 9/15</p>	<p>Client Project: Situation analysis/competitive analysis; in-class exercise</p> <p>Career Prep: Job search</p> <p>Profession: Role of the CCO</p>	Assign Paper #1	Case Study #2 class discussion In-class exercise
<p>Week 6 9/22</p>	<p>Client Project: Goals and objectives; in-class exercise</p> <p>Career Prep: Best Places to Work</p> <p>Profession: Agency landscape</p>	Assign Case Study #3	Paper #1 due In-class exercise
<p>Week 7 9/29</p>	<p>Client Project: Strategy and insights Guest speaker: Angela Fernandez, SVP, Director of Creative and Strategic Planning, Ketchum</p> <p>Career Prep: Salary survey</p> <p>Profession: Why Reputation Matters</p>		Case Study #3 class discussion
<p>Week 8 10/6</p>	<p>Client Project: Key audiences and messages; in-class exercise</p> <p>Career: Work/life balance</p> <p>Profession: Edelman Trust Barometer</p>	Assign Midterm	In-class exercise
<p>Week 9</p>	<p>Client Project:</p>	Assign Case Study #4	Midterm due

<p>10/13</p>	<p>Tactical plan/brainstorming Guest speaker: Howard Pulchin, Global Creative Director, APCO Worldwide</p> <p>Career: Interviewing</p> <p>Profession: Professional associations</p>		
<p>Week 10 10/20</p>	<p>Client Project: Measurement and evaluation; in-class exercise</p> <p>Career: Mock interviews</p>		<p>Case Study #4 class discussion In-class exercise</p>
<p>Week 11 10/27</p>	<p>Client Project: Timeline/Budget; in-class exercise</p> <p>Career: Analyzing a job offer</p> <p>Profession: RepTrak and corporate reputation</p>	<p>Assign Paper #2</p>	<p>In-class exercise</p>
<p>Week 12 11/3</p>	<p>Client Project: Presentation tips</p> <p>Career: Owing your career</p> <p>Profession: Principles of Reputation Management</p>	<p>Assign Case Study #5</p>	<p>Paper #2 due</p>
<p>Week 13 11/10</p>	<p>Client Project: Working session on final group project</p> <p>Career: Alumni panel</p>		<p>Case Study #5 class discussion</p>
<p>Final Exam Period 11/17, 7-9 p.m.</p>	<p>Client Project: Final group presentations</p>		

XI. Policies and Procedures

Internships

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism or public relations class.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

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 Part B, Section 11, “Behavior Violating University Standards” 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, 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

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.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

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 and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

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

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by 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. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

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

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

uscsa.usc.edu

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

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, 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

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.

XII. About Your Instructor

Kirk Stewart is the founder and CEO of KTStewart, a firm focused on enhancing value for 21st century organizations through integrated corporate communications campaigns. The firm offers clients a full-range of communications services including corporate reputation programs, crisis and issues management, corporate citizenship, change management, and content creation.

Kirk has more than 40 years of experience in both corporate and agency public relations having served as global chief communications officer at Nike, chairman and CEO of Manning, Selvage & Lee (now MSLGroup) and executive director at APCO Worldwide.

At APCO, Kirk played a leading role in serving the firm’s corporate clients and helping broaden and expand the firm’s corporate communications and CSR practice, including work for GE, Microsoft, BlackBerry and OfficeMax/Office Depot. In addition, he served as a member of APCO’s global executive committee, a member of the firm’s International Advisory Council and managed the firm’s global client management organization.

Prior to joining APCO he served as global vice president of corporate communications for Nike, Inc. During his eight years with Nike, Kirk was responsible for corporate media relations, brand communication, crisis and issues management, internal communication, community affairs and corporate philanthropy, sustainable development, and stakeholder engagement. He also co-led the global corporate responsibility team that helped Nike become recognized as a leading corporate citizen.

Previously, Kirk spent 16-years with the global public relations firm Manning, Selvage & Lee, the last four-and-a-half years as its chairman and chief executive officer.

Kirk was named an agency management all-star by INSIDE PR, recognized as one of the 15 most influential leaders in public relations by PRWeek and received the distinguished journalism alumni award from the University of Southern California’s School of Journalism.

He is a member of the Public Relations Society of America, the board of advisors for the USC Center for Public Relations, a trustee of the Institute for Public Relations, and a Senior Fellow, Marketing and Communications Center of The Conference Board. He is a frequent speaker and lecturer on corporate reputation, CSR strategy and communications, and social reporting.

Kirk received his BA degree in political science and his MA in public relations and journalism from the University of Southern California, where he was an instructor in then School of Journalism from 1979 to 1985, returning to teaching at USC in the Fall of 2018.

SPONSORED STUDENT CLASS PROJECT NOTICE

This course permits you, the student, to participate in a class project that has been sponsored by a private entity. The University encourages and supports your participation in this practical learning experience, but your participation in the course does not require you to participate in a sponsored class project. Prior to your participation in a sponsored class project, we would like you to carefully consider that your participation requires you to meet these conditions:

First, under USC's Intellectual Property policy, you will not retain any Project Intellectual Property rights because the unit (School of Journalism) has already agreed to assign all Project Intellectual Property rights to the sponsor.

Second, your intellectual property rights with respect to the project will be assigned to USC.

Third, you may be subject to confidentiality requirements accompanied by personal liability should you fail to comply.

Fourth, if for any reason, you are not willing to be subject to these conditions, you may opt out of the sponsored class project before the project begins. The course instructor will provide an alternative project for you that does not require you to give up intellectual property rights.