



**PR 508: Public Relations and Advertising
Fundamentals and Strategy
3 units**

Fall 2021 – Tuesdays – 6:30-9 p.m.

Section: 21495D

Location: ANN 413

Instructor: Paul A. Gomez

Office: Classroom (when permitted) or Zoom/phone

Office Hours: Tuesdays, 5-6:30 p.m., or at mutually convenient time during the week. Please email for appointment.

Contact Info: paulagom@usc.edu

Course Description

This course explores the contemporary practice of public relations, advertising and its expanding role in a broader strategic communication and digital context. Emphasis is on strategy, critical thinking and problem-solving as these relate to communication challenges and opportunities. Students will also examine ethical, legal and theoretical concepts and frameworks related to persuasive communication and its practice today.

Student Learning Outcomes

By course end, the student should be able to:

- Explain modern-day public relations and advertising concepts and practices
- Practice critical thinking, strategy and campaign planning and integration in a communication context
- Demonstrate the capacity to extract actionable and defensible insights from research and information
- Apply an ethical reasoning method to public relations and advertising campaigns
- Explain why stakeholders, uncontrolled external factors and ethics are critical elements in campaign development
- Demonstrate the ability to strategically identify and address opportunities, challenges and key constituencies for a communication campaign
- Deconstruct and present a campaign analysis using the course integrated strategic planning model
- Develop and present an original, integrated campaign plan based on research, strategy and actionable insights

Description and Assessment of Assignments

Participation in Class Discussions

You are expected to regularly attend and actively participate in classes, complete all required readings before each class session, and contribute to class discussions with comments and questions, both in live sessions and in asynchronous discussions. Classes begin promptly, so please arrive on time. If you are unable to attend class for some reason, please notify the instructor as soon as possible, and assume personal responsibility for gathering notes from other classmates. 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 discussion
- Contribution to class discussion; answering questions, asking relevant questions
- Consistent attendance in class in order to participate in and contribute to class discussions
- Demonstration of respect for fellow classmates, guest speakers and the instructor (including appropriate use of personal technologies during classroom time)
- Mature classroom behavior that supports learning

Case of the Week

During the semester each student will present a Case of the Week (COW) and lead a class discussion on the topic. This involves quick identification and analysis of any current PR and/or advertising-related issue in the news. A sample Case of the Week format will be discussed the first day of class, at which time students will sign up for a presentation time slot. Note that your Case of the Week on your assigned date is due to the instructor via email no later than the Monday, 6 p.m. A detailed prompt will be provided on Blackboard – 20 points

Writing Assignments

Throughout the semester students will complete various writing assignments for the point values specified below. Detailed prompts for each writing assignment will be provided on Blackboard.

- Paper: Role of strategy in public relations and advertising (2-3 pages) – 10 points
- Case Deconstruction, part 1 (6-8 pages) – 20 points
- Case Deconstruction, part; continuation of first assignment. (6-8 pages) – 20 points
- Paper: Crisis – PESO Strategy in Response to Crisis Case (2-3 pages) – 10 points
- Paper: Ethics / Case analysis using the Potter Box (2-3 pages) – 10 points

LinkedIn Learning

To stay current on digital skills, students will be required to take three instructor-approved courses on LinkedIn Learning at different times during the semester, each worth five points. Students will select sessions based on the list of approved session topics provided by the instructor.

Midterm deconstructive individual project

Select from recent history (i.e. the last two years) an event or situation having significant public relations or brand implications for an organization. Dissect and analyze your topic by writing an 10-12 page case study in which you follow the Strategic Integrated Planning Model (excluding Evaluation, Timeline and Budget), indicating: (1) how the organization appears to have addressed each step of the process; (2) your own analysis and commentary on each step of their approach; and (3) possible alternatives to that approach.

Apply critical thinking to hypothesize in those instances where insufficient data are available to you, making certain that your hypotheses make sound intellectual and strategic sense. Be sure to cite your research sources and indicate those areas in which you are hypothesizing. Bear in mind that this is a *deconstructive*, rather than constructive, exercise. You are analyzing a program that has *already taken place*, not creating a new one (except to the extent that you offer suggested alternative approaches as part of your analysis).

You may use a case from an online source provided that: (1) the source document does not provide the majority of the information you present; (2) you cite the source document; (3) you carry the analysis well beyond the level of the source document; and (4) you attach a printed version of the source document to your paper. You *may not* use a case on which you have based a prior assignment.

Final Group Project

As groups, develop a 15-20 page, one-year integrated communications plan for a real brand, company, non-profit or organization of your choice (pending instructor approval), based on all elements of the Strategic Integrated Planning Model. This is a multi-week project in which each group will create proof-of-concept work in areas such as research, and prototypes of the actual campaign elements. Students are expected to utilize current, professional media and methods for their presentations.

Grading

a. Breakdown of Grade

Assignment	Points	% of Grade
Participation in class discussion	25	12.5%
Case of the Week	20	10%
Strategy Paper	10	5%

Deconstruction paper 1	20	10%
Deconstruction paper 2	20	10%
Midterm project	30	15%
Assignment: PESO & Crisis Communication	10	5%
Assignment: Ethics/ Potter Box	10	5%
LinkedIn Learning (3)	15	7.5%
Final Group Project	40	20%
TOTAL	200	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. A grade of F also will be assigned for any plagiarized and/or fabricated material that is submitted.

d. Grading Timeline

Unless otherwise specified, the instructor will grade and return assignments by the next class session.

Assignment Rubrics

Assignment rubrics will be included in each individual assignment prompts, which will be posted on Blackboard.

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 uploaded to Blackboard/Turnitin.
- C. All papers must be footnoted as appropriate, with a source page at the end.

Required Readings and Supplementary Materials

- A. Articles, Videos, Audio—Please refer to the *Course Schedule: A Weekly Breakdown* section below. Assigned articles will be available via the course’s Blackboard page or available by link in the *Weekly Breakdown*.
- B. Other Materials—Students need to closely follow current events, news, lifestyle and digital communication trends. Students need to read general interest and business publications, and are expected to bring to class stories relevant to what we are studying and discussing.

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.

Add/Drop Dates for Session 001 (15 weeks: 8/23/21 – 12/3/21)

Link: <https://classes.usc.edu/term-20213/calendar/>

Friday, September 10: Last day to register and add classes for Session 001

Friday, September 10: Last day to change enrollment option to Pass/No Pass or Audit for Session 001

Friday, September 10: Last day to purchase or waive tuition refund insurance for fall

Tuesday, September 14: Last day to add or drop a Monday-only class without a mark of “W” and receive a refund or change to Pass/No Pass or Audit for Session 001

Friday, October 8: Last day to drop a course without a mark of “W” on the transcript for Session 001. 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 (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, October 8: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, November 12: Last day to drop a class with a mark of “W” for Session 001

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 Date: 8/24	Course Overview Introductions & syllabus review. What is strategy? Intro to the Strategic Integrated Planning (SIP) Model Intro to Cases of the Week		
Week 2 Date: 8/31	PR & Advertising: Historical context and evolution of PR and advertising disciplines. Differences and convergence of disciplines, past and present; contemporary practices.	Lukaszewski J. (1998). <i>How to Develop the Mind of a Strategist</i> Cutlip and Center's Effective Public Relations (11th Edition) – Chapter 1	DUE: 2-3-page paper Role of strategy in communications, importance, current examples of smart strategy (either personal or in the news)

	Agency vs. in house. Functions and teams. Structures & working environments. SIP Model Concepts.	E-book: The Evolving PR and Marketing Relationship, June 2020 Tenderich, B.: "The Strategic Integrated Planning Model" explained Watch: The Century of the Self - Part 1: "Happiness Machines" video Watch: Art & Copy film	
Week 3 Date: 9/7	Understanding Brands: What is a brand? How is it different than a company? Storytelling, fiction, and the role of brands in marketing communication. Brand characteristics: voice, tone, personality, values. Brand strategy/positioning class exercise SIP Model Concepts	<i>How Brands Grow</i> , Byron Sharp, Chapters 1- 2 <i>Positioning, Ries & Trout</i> , Chapters 1-9 (optional) <i>Watch: guest lecture on history of advertising.</i> <i>Watch: guest lecture on branding & positioning</i>	[Labor Day: Monday, September 6]
Week 4 Date: 9/14	Critical thinking strategies and processes. Agenda setting. Framing. (SIP) Model Concepts.	Facione, P. (2010) Critical Thinking: What It Is and Why It Counts. <i>Insight Assessment (2010 Update) The Insight. The Most Important Part of the Brief</i> , Edward Boches, Sept. 2015	DUE: 6-8-page paper Deconstructive case analysis assignment using SIP (Part 1)
Week 5 Date: 9/21	PESO (Part I) <ul style="list-style-type: none"> • What is PESO? • Earned media • Shared media/social media • The importance of messaging • SIP Model Concepts 	"Lines Blur Between Ads and News," Los Angeles Times, March 18, 2016 Burghardt Tenderich. <i>Content Creation in Public Relations</i> . Kim, Carolyn (ed.). <i>Public Relations. Competencies and Practice</i> . 2019; Chapter 7 PR Week: <i>Breaking Down Fauci's Media Relations Strategy</i> , April 24, 2020 Watch: Guest lecture on ad Strategy, Insights & 4 Cs	DUE: Complete LinkedIn Learning workshop: <i>Learning Adobe Spark</i>
Week 6 Date: 9/28	PESO (Part II) <ul style="list-style-type: none"> • Paid media • Owned media Media planning & buying: strategy, audience formation & analysis, negotiation, spending, purchase Discuss midterm topics	<i>Making Sense of Owned Media</i> , Mark Bonchek, Harvard Business Review, Oct. 2014 Watch: Guest lecture on media planning & buying	DUE: 6-8 page paper Deconstructive case analysis assignment using SIP (Part 2) DUE: Midterm topics due

Week 7 Date: 10/5	<p>Campaign Integration</p> <ul style="list-style-type: none"> • Overarching strategy considerations and creative synergy • Campaign measurement and evaluation • Campaign budgeting 	<p>Measuring PR's Impact: The Framework for Digital PR (CISION, 2019)</p> <p>5 Companies Who Are Doing Integrated Marketing Right in 2018 (Lonely Brands)</p> <p>Watch: Guest lecture on strategic social media marketing</p>	<p>Work on midterm case analysis</p>
Week 8 Date: 10/12	<p>Midterm Presentations</p>		<p>DUE: Midterm papers and presentations due [Fall Recess: Thursday, October 14, and Friday, October 15]</p>
Week 9 Date: 10/19	<p>Communicating with Main Street – Consumers & Key Stakeholders. Consumer PR/Advertising. Corporate Communication. B2B PR Public education and issue campaigns</p>	<p>Corporate Communication Management. A Management Approach, Roxana-Lucia Mihai, Valahian Journal of Economic Studies</p>	
Week 10 Date: 10/26	<p>Crisis Communication Open and closed system communication theory. Crisis types and characteristics. Crisis communication strategy and preparation – case studies Final project groups assigned</p>	<p>Janis Page & Lawrence Parnell. Issues Management and Crisis Communication. <i>Introduction to Strategic Public Relations</i>. 2018; Chapter 12, 300 – 324 Cutlip & Broom – Chapter 7, Systems Theory; Open and Closed Systems</p>	<p>DUE: Complete LinkedIn Learning Workshop: <i>Learning Web Analytics</i></p>
Week 11 Date: 11/2	<p>Ethics & ethical decision making Exploring personal values – what's important to you? How organizational values impact cultures and PR practices Ethical decision-making models; Potter Box Model of Reasoning</p>	<p>Fitzpatrick, Kathy. Baseline for Ethical Advocacy in the "Marketplace for Ideas" Fitzpatrick, Kathy and Bronstein, Carolyn (ed.). (2006). Ethics in Public Relations – Responsible Advocacy. 2006; Chapter 1, 1 – 17 Backus, N. & Ferraris, C.: Theory Meets Practice: "Using the Potter Box to Teach Business Communications Ethics," <i>Proceedings of the 2004 Association for Business Communication Annual Convention</i>, 222 - 229</p>	<p>DUE: 2-3 page paper PESO strategy in response to current crisis communication situation</p> <p>DUE: Final group project topics. Submit to instructor for approval.</p>

Week 12 Date: 11/9	Case discussions - ethics guidelines and practices. PR/advertising: legal considerations	Karla Gower. Legal Considerations in Public Relations. Kim, Carolyn (ed.). Public Relations. Competencies and Practice. 2019; Chapter 8, 97 – 114	DUE: 2-3 page paper Ethics case analysis using the Potter Box Model of Reasoning Work on final group project
Week 13 Date: 11/16	Corporate Social Issue Engagement and Advocacy <ul style="list-style-type: none"> • Permission, strategy, levels of involvement • Building a “Heat Map” class exercise Diversity, equity & inclusion (DEI) in PR/advertising	Tom Linebarger - Framework for CEO activism Public Affairs Council – A Strategic Guide to Social Issue Engagement. PR Week: Unilever: brands must avoid “opportunistic” behaviour during tragedy, June 4, 2020 Los Angeles Times: Brands under pressure to denounce racism, June 10, 2020 A Guide to DEI in Communications, Oct. 2020 (Forbes 2020)	Work on final group project
Week 14 Date: 11/23	Communicating with Wall Street & K Street <ul style="list-style-type: none"> • Business and legal principles • SEC and regulatory environment • Top 10 legal “watch outs” in PR & Communication Government and public affairs	Janis Page & Lawrence Parnell. Public Affairs, Government Relations and Public Diplomacy. <i>Introduction to Strategic Public Relations</i> . 2018; Chapter 15, 380 - 401 Janis Page & Lawrence Parnell. International Public Relations and Public Diplomacy. <i>Introduction to Strategic Public Relations</i> . 2018; Chapter 16, 402-426	[Thanksgiving Recess: Wednesday, November 24, to Sunday, November 28]
Week 15 Date: 11/30	PR & Advertising Careers <ul style="list-style-type: none"> • Function and roles • Preparing for your career & internships • Compensation Guest speaker: graduate of USC Annenberg PR program Course evaluation	WARC – <i>The Future of Strategy</i> (WARC 2018)	Complete LinkedIn Learning Workshop. Work on final group projects
FINAL EXAM PERIOD Date: 12/14, 6:30-9 p.m.	Final group presentations		

Policies and Procedures

Communication

Students should feel free if needed to email or phone the instructor outside of class to ask questions, get assignment clarifications or to arrange a one-on-one meeting if not convenient during the instructor's normal office hours. Student inquiries will be responded to within 24-48 hours.

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.symplcity.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

uscса.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.

About Your Instructor

Over the past seventeen years, Paul A. Gómez has worked in both the public and private sector and with community leaders and elected officials on a wide number of issues, including education, immigration and telecom. Gómez has extensive experience in public relations, government, multicultural and public affairs.

Gómez is an experienced vice president of corporate communications with a demonstrated history of working in the financial services industry. Gómez currently leads corporate communications and D&I project management strategy for the Chief People Officer at Aon. He has a proven record as a strong media and communication professional with responsibilities in reputation management, crisis management, executive communications, internal and external communications, media relations and social media strategy, corporate social responsibility and grassroots organizing.

Gómez has led, consulted for and been a part of several diversity and inclusion teams at Fortune 500 companies, including Walmart, Comcast/NBCUniversal and Microsoft. Gomez has experience and a proven track record in establishing and enhancing a company's brand in the marketplace and community by leveraging and maximizing existing resources, while helping to drive key business priorities. At Walmart he served as Director of Corporate Affairs, leading the company's national efforts within the Hispanic community and assisting with the creation and implementation of the overall strategy of all national minority communities. With experience developing strategic plans and managing Employee Resource Groups.

He is active in the non-profit community and currently serves on several boards including Public Media Group of Southern California (PBS SoCal/KCET), YMCA Urban Board, CSUN College of Journalism Advisory Board, Queens Care – Charitable Division Board and formerly served on several of the national Hispanic non-profit advisory boards and liaison to the White House Initiative on Educational Excellence for Hispanics.