

# **COMM 386 Advertising/PR Capstone Syllabus, Spring 2019**

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**Office hours Wednesdays 5:30-7, Lewis Tower, 9<sup>th</sup> floor**

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This course, Advertising/PR Capstone, is all about developing a deeply informed point of view, creating materials supporting and promoting that point of view, and making the acquaintance of professionals you respect. As it so happens, those are all extremely valuable things if you're going to enter the fields of advertising or public relations. Actually any field. So it's great you're here.

The other reason it's great you're here (and why I'm going to expect a lot out of you) is that your project is entirely of your own choosing. It's going to go deep into something you feel passionate about, in an area of expertise and industry you care about. This project should represent your highest level of knowledge and skills. Given all that, I fully expect your work to be kickass.

## **Overview:**

You'll conduct research, solicit feedback, and meet individually with professionals to prepare your project. What professionals, you ask? Think people working in ad agencies, PR firms, corporations, nonprofits or community organizations in that industry, or scholars or researchers. How do you find these people? The same way you do in the real world: networking and connecting. LinkedIn is your friend. So are industry publications that tell you who's doing what. Reach out to them. Hint: flattery works. I can help with some contacts as well.

With your research and interviews as your building blocks, you'll then create a white paper on your subject, and a communications plan where you put your research to work creatively.

We'll meet as a class several times, and you'll meet with me individually twice during the semester. Full-class sessions will be spent sharing progress on projects, discussing those projects, probing critical issues, and talking about trends, opportunities, and challenges in the transition from classroom to career. Full-class meetings and the two individual talks with me are mandatory.

## **How we'll work:**

I have a full-time job separate from teaching this course (see "About Me" below), so I don't have daily Loyola office hours. I do have Loyola office hours from 5:30-7 every Wednesday. So for our individual consultations, meeting during office hours is preferable, but I can also meet at CK where I work, or at a place somewhere in between. Or we can talk via email or phone. I'm confident we'll figure it out.

## **Personal standards:**

While your project is obviously the most important thing in this class, participation is important too, because I believe that by talking about each other's ideas we can make them better. I understand that some people are more introverted, or better process information internally, but I expect verbal participation because you'll need that in the advertising/PR field.

Full-class gatherings will be phone down and laptop-screen down. I am serious about this. I and your classmates deserve your full attention.

Assignments are due on Sakai by the posted time and date. Late assignments will get a zero. If you truly have a personal or family emergency, your welfare comes first. But nothing short of that will have any traction with me.

## **By the end of this course, you will have:**

Found, analyzed and synthesized information in the service of preparing an academic research-style paper about a specific advertising or public relations practice and industry that you have the greatest interest in.

Identified significant issues in your chosen field.

Started relationships with professionals in the field in which you want to pursue a career.

Created a portfolio piece which demonstrates all of the above.

## **The particulars:**

### **WHITE PAPER, 15 PAGES MAXIMUM, DOUBLE SPACED**

Your white paper will be the foundation of your capstone project. Your first step will be outlining major concepts and supporting materials (sections I – IV). This will structure and organize your paper and focus your research. After you complete your interviews, you can add additional quotes and insights to your paper.

The following is a suggested sequence for research and writing. In individual meetings we'll review and adjust the outline based on your project.

### **SECTIONS I-IV**

#### **I. Introduction to your topic and practice area (1-2 pages)**

Lay out your topic and define the scope of your thinking. Also include the focus and objective of your research.

#### **II. Current context and issues (3-4 pages)**

Describe relevant industry trends, activities, demographics, market factors, and current communication issues. Be sure to cite your sources and include quotes.

#### **III. Best practices (3-4 pages)**

Describe the best practices of three specific organizations, corporations, nonprofits or marketing organizations. Each campaign or activity selected for best practices should also provide some lessons for success.

#### **IV. Future challenges/opportunities & conclusions (3-4 pages)**

What are your conclusions? What gaps might be filled? Where are the creative opportunities? What are the challenges? What's the white space? Your thinking here may provide ideas for your final creative communication product/portfolio.

### **SECTIONS V-VII (APPENDIX)**

## V. Bibliography

Use APA style guide (include the details of all resources you have quoted or paraphrased in your assignment).

## VI. Professional associations and resources (1 page)

Create a section that identifies major professional associations, government sectors and other resources available in your specialized area which serve this field.

## VII. Interview summaries (5 pages—1 page for each interview)

Interview objectives include:

- Asking insightful, thought-provoking questions
- Gaining a deep understanding of professional practices in a specialized area
- Making contacts with working professionals and beginning career networking

Include interviewees' contact name, title, organization, date of interview and key questions.

Summarize key points from each interview and include quotes. Limit yourself to a single-page recap for each interviewee.

## **SECTIONS VIII-X (CREATIVE WORK, PRESENTATION AND PERSONAL MATERIALS)**

### VIII. Communication product/portfolio material/campaign

This is where you put your research to work. The objectives of the creative work product are:

- To apply knowledge gained through the research and interviews
- To demonstrate communication skills
- To develop creative communication materials in a real context dealing with a current issue, organization, product, service, or program
- To create relevant portfolio materials

This section likely includes two sections:

- 1) Relevant background information, analysis and a strategic plan
- 2) Creative solutions: such as a communication plan or campaign materials which might include press releases, features, PSAs, storyboards, concept ideas, media kit, media list, pitch letter, print ads, brochure, newsletter, website, social media, blog, or other relevant materials, maybe even a business plan. It all depends on your topic. Include four creative element samples in detail.

### IX. Presentation

Include a copy of the PowerPoint presentation you'll give for your final.

### X. Resume

Include a copy of your up-to-date resume.

## Schedule:

Please note, this is subject to change, for any number of reasons: my availability, your availability, the path the class and your project take. But we'll stick with it as best we can.

Wk	Date	Meeting Instructions*	Assignments Due	Topics
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1	1/15	Full group session		Introductions, review syllabus, expectations, grading, sign up for individual meetings, annotated bibliography assignment
2	1/22	Full group session	Turn in capstone topic statement (10 words or less)	Share topic with class, discuss topics as a group
3	1/29	Individual meetings by appointment #1		Capstone progress
4	2/5	Individual meetings by appointment #1	Annotated bibliography due	Capstone progress
5	2/12	Individual meetings by appointment #1		Capstone progress
6	2/19	Individual meetings by appointment #1	Initial research outline sections 1-4 due	Capstone progress, review tight-draft expectations
7	2/26	Full group session	Interviewee list and questions due	Interview plan discussion

8	3/4	No class, fall break		
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9	3/11	Full group session	White paper tight draft due	Discuss white papers, challenges going forward
10	3/18	Individual meetings by appointment #2		Capstone progress
11	3/25	Individual meetings by appointment #2		Capstone progress
12	4/1	Individual meetings by appointment #2	Creative support materials due	Capstone progress
13	4/8	Individual work day		
14	4/15	Full group session	Project presentations (8 minutes)	Final presentations (half of class)
15	4/22	Full group session	Project presentations (8 minutes) Projects Due	Final presentations (half of class)
16	4/29	Finals week	Projects returned	

## Performance evaluation and grading:

5% initial annotated bibliography (at least 10 sources)	100-95% = A	76-73% = C
5% white paper outline	94-90% = A-	72-70% = C-
20% white paper (tight draft)	89-87% = B+	69-67% = D+
10% interview plan and questions	86-83% = B	66-63% = D
20% participation at full group meetings	82-80% = B-	62-60% = D
40% final project	79-77% = C+	59% > = F

### About me:

I'm a Group Creative Director/Senior Vice President at Cramer Krasselt, the second-largest independent agency in the US. There I work on Porsche, Edward Jones Investments and the Alzheimer's Association. Before CK I was an Executive Creative Director at Leo Burnett, where I was creative lead on McDonald's, Kellogg's and Morgan Stanley. My work has been recognized by the One Show, Communication Arts, the Webbys, the Effies and the London International Film Festival, and that's just in the last few years. I co-host the internationally acclaimed podcast "So There!", and have an unhinged pug dog named Lou.

### Cheating and plagiarism:

The short answer: don't. It won't end well for you.

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

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents.

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

Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;

Providing information to another student during an examination;

Obtaining information from another student or any other person during an examination;  
Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;

Attempting to change answers after the examination has been submitted;

Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;

Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or

Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

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

Submitting as one's own material copied from a published source, such as Internet, print, audio, video, etc.;

Submitting as one's own another person's unpublished work or examination material;

Allowing another or paying another to write or research a paper for one's own benefit; or purchasing, acquiring, and using for course credit a pre-written paper.

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

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

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

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

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

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

(The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)

### **Sexual Harassment and Discrimination Policy**

Loyola University Chicago is committed to maintaining an environment which respects the dignity of all individuals. Accordingly, Loyola University will not tolerate sexual harassment by or of its students, faculty, or employees. To the extent practicable, Loyola University will attempt to protect the Loyola community from sexual harassment by vendors, consultants, and other third parties who interact with the Loyola community. Loyola University is promulgating this policy to reaffirm its opposition to sexual harassment and to emphasize that learning opportunities and employment opportunities must not be interfered with by sexual harassment. deal with individuals found to have engaged in harassment, discrimination and/or retaliation in violation of this policy. For more information on this policy please visit:  
[http://www.luc.edu/hr/policies/policy\\_sexualharassment.shtml](http://www.luc.edu/hr/policies/policy_sexualharassment.shtml)