

J453: Strategic Planning and Cases



Through a combination of case studies and lectures, you will build upon your knowledge to learn how to make strategic public relations recommendations to executives based on diverse scenarios. Specifically, you will learn from case studies, critique case studies, write a public relations plan, write a simplified crisis plan, and polish your presentation skills. A significant amount of work in this class is team-based. After this class, you will be ready to write a plan and implement at least part of it as part of a team in J454: Public Relations Campaigns, the capstone course of the public relations major.



Four credits

Pre-requisite: J352

Restricted to public relations majors

Required book:
Strategic Planning for
Public Relations by
Ronald D. Smith,
Fourth Edition

Learning outcomes

Every J453 course has the following learning outcomes:

- Critically analyze cases to evaluate their strengths and weaknesses and write clear, concise critiques of them
- Budget and administer campaigns, including the use of spreadsheets and calendaring software
- Write plans that address a variety of opportunities and issues, including crises
- Integrate persuasion theory and research into planning
- Choose appropriate communication channels/technologies for diverse local and global publics
- Demonstrate creativity in addressing issues
- Effectively craft messages for diverse issues and publics
- Articulate ethical, best practices in practice
- Present clearly, in an engaging manner, both verbally and visually
- Demonstrate ROI, outlining how the plan will be evaluated

Office hours and contact information

Fridays, 10 a.m. to 1 p.m., Allen 233, with a few exceptions (see course schedule or me). Available during other times by appointment if you have a conflict with my office hours.
Cell phone: 541-543-0955, Email: derville@uoregon.edu

Let's connect!

[#J453](#)

[@Gallicano](#)

<https://www.linkedin.com/in/gallicano>

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Course Grade

Nearly half of your grade is based on your individual performance; the remainder is based on teamwork. The case study analyses, quizzes, class engagement score, and reading reactions determine 45% of your grade. In addition, grades for the presentations will have an individual performance component in terms of your delivery skills, and your team grades could be adjusted by up to 10% based on your contribution to your teams.

Two to three case study analyses: 20%

You will write two to three case study analyses based on public relations cases you identify, preferably in an industry that interests you. There will not be a graded revision opportunity; however, Canvas will drop your lowest case study score if you complete all three, and the remaining two scores will be averaged.

There are three sections of the analysis:

1. Summary: The public relations challenge or opportunity, the organization's strategies and tactics, and the perceived outcomes of the organization's actions.
2. Analysis: Your assessment of the organization's actions – what did the organization do well/not well? This section will include a SWOT analysis, which we will discuss in class.
3. Recommendations: Your counsel about what the organization should do at this point.

Each case study will be completed individually and will not exceed two single-spaced pages.

Two quizzes: 10%

I have built two quizzes into our schedule to help you memorize key information. On the first quiz (worth 5%), I'll ask you to demonstrate your knowledge of how to write the following sections of a plan: goal, objectives, strategies, tactics, and evaluation. The second quiz (worth 5%) is focused on theories.

Public relations plan, section one: 10%

There will be one graded revision opportunity for each section of the public relations plan; the original and revised grades will be averaged. For all of the plan components, the format should be single-spaced with 1" margins, a line of space between paragraphs, no indentation, and stapled. References should be in APA style. Footnotes are welcome. Formatting problems related to these issues or other basic issues will result in a 5-10% deduction, depending on the severity of the issue(s).

You will submit the following materials for section one:

Cover page: Case title, an image that corresponds to the case, your team name, and the date. You can write your individual names on the cover sheet in pen. Your bios will be included later.

Background: An overview of the organization and its environment.

- Organization background and history: The most relevant secondary research that is specific to the organization and its parent company (one to two pages).
- Operational environment: Secondary research specific to the context, such as information about environmentally conscious customers (no more than two pages).

Public relations plan, section one (continued)

Situation analysis: Summary of the challenges (two to four paragraphs).

SWOT analysis: Analysis of strengths, weaknesses, opportunities and threats based on the background research and the situation analysis (no more than a page).

Public relations plan, section two: 5%

You will submit your original graded work for the first part of the plan with the revision for it when you submit section two of the plan. Section two will include the following components:

Publics: Based on your work in section one, especially guided by your SWOT analysis, whom are you going to target? A chart is welcome. This section should be about a page or two:

- a. Summary of your rationale regarding the publics you have chosen.
- b. Demographics, psychographics and technographics (with good sources cited).

Goals: Based on all of the material you have written, especially guided by your SWOT and focused by your chosen publics, what are your goals? Avoid measurements.

Objectives: How will you measure that you have achieved your goals? Objectives need to be specific to publics, measurable, deadline-oriented, singular, challenging, and attainable.

Public relations plan, section three: 5%

You will submit your original graded work for the second part of the plan with the revision for it when you submit section three of the plan. Also include the polished first section of the plan when you print the document. Section three will include the following components:

Messaging: Primary and secondary messages for each public.

Strategy: High-level descriptions of the approaches reflected by your tactics (e.g., social media strategy, media relations strategy, face-to-face communication). Avoid mentioning specific tactics. Include any relevant theories that are reflected by the strategies.

Tactics: Description of the communication actions. If relevant, include who is sending the message (e.g., an op-ed written by the CEO), who is receiving the message, what the vehicle is for the message (e.g., infographic), and how the public will hear about the message (e.g., how the infographic will be distributed).

Evaluation: Plans for evaluating success based on the objectives. If relevant, include the details for implementing the evaluation; for example, a survey would require details about how people are recruited, incentives for participation, and the goal for how many people will complete the survey.

Public relations plan, section four: 5%

You will submit your original graded work for the third part of the plan with the revision for it when you submit section four of the plan. Also include the polished first and second sections of the plan when you print the document. Section four will include the following components:

Timeline: Written as a calendar or Gantt chart.

Public relations plan, section four (continued from page three)

Budget: Up to \$100,000, organized by public and then by strategy. Spreadsheet will include each tactic, the amount, the cost per item, and the total projected for each item.

Team bios: Pictures, resume-related qualifications and a creative tie-in with the client.

Appendices: Samples of tactics. Each team member should produce at least one tactic.

Table of contents: This page should appear after the cover page.

Executive summary: This page should appear after the table of contents. It should summarize the entire plan. It can be a paragraph to a page long.

Public relations plan presentation, 5%

This grade is based on the quality of content and slides (a team grade), as well as your delivery (an individual grade).

Crisis plan: 15%

In teams that are organized by your career interest area, you will choose an organization and write a plan for a crisis that has not been written about in previous J453 classes. Your team liaison will submit your proposed organization and crisis topic to me via email for approval. There will be one graded revision opportunity for this plan. All components are due at the same time.

Cover page: Case title, an image that corresponds to the case, your team name, and the date.

Background: An overview of the organization and its environment. Use good sources and cite them.

- Organization background and history: The most relevant secondary research that is specific to the organization (one to two pages).
- Operational environment: Secondary research that is specific to the context, such as information about competitors who have undergone particular crises and any results of environmental scanning (no more than three pages).

Possible crises: List possible crises and rank them by their likelihood of occurring on a scale of 1-5 (1 = not very likely, 5 = highly likely). Also, rank the crises based on their severity (1 = very minimal harm, 5 = serious long-term damage to the organization).

Crisis summary: Explain the crisis chosen for this plan and include your rationale.

Crisis response: This section will include the following information:

- What will the organization do? Position the organization's response in terms of theory.
- Which groups will find out about the crisis, in what order, and how?
- What are your key messages?
- What are your follow-up steps?

Appendix: Include a frequently asked questions document for the crisis and tactics. Distribute the work evenly among your team, so each team member produces at least one tactic or the FAQ.

Case study presentation: 10%

In teams, you will choose an in-depth case study from the list below and lead the class through exploring and analyzing the case:

- Branding: Tyra Banks, Bankable Productions, personal branding and promotion*
- Branding: Men's Wearhouse faces an identity crisis
- Branding: Unilever's conflicting Dove and Axe campaigns
- Arts promotion: Jazz at Lincoln Center and building the audience for jazz music*
- Nonprofit management and crisis management: Susan G. Komen for the Cure and donations to Planned Parenthood
- Nonprofit management and crisis management: Canada's largest cancer charity battles claims of mismanaging donations
- Corporate response to activists: The Calgary Stampede and its animal-welfare activists
- Corporate response to activists: Walmart, activists and CSR
- Customer relations: Harley-Davidson, relationship building with pockets of conflicting customers and the posse rides*
- Corporate crisis management: Carnival Corporation: The Costa Concordia Crisis (two-part case)
- Corporate crisis management: Mattel and product recalls
- Corporate crisis management: Hackers and the Sony PlayStation network crash (two-part case)
- Corporate issues management: Coca-Cola and obesity
- Corporate issues management: McDonald's and obesity
- Corporate issues management: Four Loko – a controversial drink (alcohol + caffeine)
- Organizational management: The naked organization and radical transparency at Bridgewater Associates*
- Whole Foods' attempt to merge with Wild Oats
- Google's decision to censor search results in China based on input from the Chinese government
- Investor relations and Groupon's exploration of becoming a publicly traded company
- Sports management: The NFL's response to research about football-related concussions
- Government agency PR: The U.S. Department of Veterans Affairs and veterans' fatal wait for care

*This case involves a \$8 fee per team member through Harvard Business Publishing.

Class engagement: 10%

This score is based on the following criteria:

- Quality of preparation for class
- Performance on in-class activities (including the coursework archives)
- Attendance
- Professionalism, including adherence to our class technology policy (see page eight)

This score starts at an 85% (equaling good performance) and can go higher for a standout performance or lower based on the criteria listed above. Every unexcused absence results in a deduction of 5 points from this score. Unexcused late attendance or unexcused early departure results in a 2-point deduction per class.

Reading reactions on Canvas: 5%

For assigned reading, I will ask you to submit reading reactions by 8 p.m. on Canvas prior to the subsequent class. This will give me sufficient time to read your reactions and integrate the major themes into our class plan.

For each due date, please submit three reading reactions. Listed below are prompts to inspire you:

- Was there a concept you did not understand? Please be specific, so I can talk about it in class.
- Was there a case study in the reading that you have strong opinions about? Share your reaction.
- Was there a concept that you liked and you might be wondering about its real-world application?
- Is there a fictional or real-world case you can think of that ties in well with part of the reading?
- What information surprised you?
- What was one of the most important things you learned from the chapter (something important that you did not already know)?

You do not need to respond to other people's posts; however, doing so will be considered toward your class engagement score. Reading reactions will be graded on a complete/incomplete basis; however, particularly strong contributions that are made frequently will stand out in my mind and carry over to the class engagement grade.

Workload

With regard to how the university defines workload and credit hours, this course requires approximately 120 hours of work over the 11-week period, including approximately 80 hours of class time. Consequently, you should set aside about three hours a week of out-of-class time for this class. Some weeks will be heavier and others will be lighter, depending on the course schedule. This class includes lab time, so there will be some time for in-class work.

General grading criteria for written work

Half of your grade for written work will be based on the content and half will be based on the writing quality. Below is a general guide:

Content

The content score is influenced by the following criteria:

- Quality of ideas
- Strategic thinking
- Quality of argumentation
- Creativity
- Application of insights presented in class and insights from the assigned reading

A Outstanding professional quality.

B Good professional quality – there could be minor issues.

C The quality does not meet professional standards.

D The content, writing or both need major work.

F The content, writing or both suggest that you are not prepared for the rigor of this course.

General grading criteria for written work (continued)

Writing quality

The writing quality score is influenced by the following criteria:

- Grammar and spelling
- Active voice
- Transitions
- Brevity
- Clarity
- AP style (for all writing except the references)
- APA style (for references only)

In addition, I use a rubric for consistent grading and to communicate expectations clearly:

A 0-3 minor issues (such as a comma error), no major issues (such as a typo).

B 4-7 minor issues, no major issues.

C 8-11 minor issues, including up to one major problem.

D 9-11 minor issues, including up to two major problems.

F 12+ minor issues, including three or more major problems.

The conversion of your class percentage to your course grade

A+	96.5 to 100 percent	D+	66.5 to 69.4 percent
A	92.5 to 96.4 percent	D	62.5 to 66.4 percent
A-	89.5 to 92.4 percent	D-	59.5 to 62.4 percent
B+	86.5 to 89.4 percent	F	59.4 and lower
B	82.5 to 86.4 percent		
B-	79.5 to 82.4 percent		
C+	76.5 to 79.4 percent		
C	72.5 to 76.4 percent		
C-	69.5 to 72.4 percent		



Course Policies

Technology Policy

I am committed to your learning. This is a rigorous course; it requires your full attention. I have created course policies to keep our learning environment focused. The use of technology in our class will be deliberate.

Based on my experience and research about the use of devices in the classroom, I have set a policy that prohibits the use of electronic technology with the exception of designated class times, where devices can be used to enhance learning.

Cell phones should be turned off or silenced during class and must be put away (e.g., in bag, pocket). Using your cell phone (this includes texting) is not allowed during class unless you have a special circumstance (in this case, see me to let me know). If I see your cell phone after class has started, your class engagement score will be lowered by a percentage point per incidence (with the exception of designated Twitter intervals).

Laptops and tablets will only be allowed during specified class activities. They are prohibited during lectures and when other students are presenting. When laptops are in use, they should only be used for class work (e.g., no Facebook, solitaire, Internet surfing). If you are seen using your laptop for anything other than course-related work, your class engagement score will be lowered by a percentage point per incidence.

Late assignments

Late assignments will not be accepted. This will help you get used to the real world of public relations. This might mean that you have to submit work that is not in its best form rather than submitting it late. Getting used to this tension will help you in your career.

Class announcements

I will make all out-of-class announcements, including the possibility of a cancellation, via Canvas.

Incomplete policy

You are eligible for an incomplete if you are passing class, if you have completed most of the work in class and if you need to miss several classes for a university-approved reason. An "I" for "incomplete" would be your temporary grade. You would be responsible for completing the remaining assignments within one year, or the "I" would be changed to an "F" or "N" on your transcript. You are responsible for contacting me within the year to schedule the remaining assignments.

Illness

If you are sick, be courteous to your classmates and me by not coming to class until you feel better. If you have a fever, wait to come to class and office hours until you have been well for 24 hours without the use of fever-reducing medication. You can Skype into class or get the notes from a classmate and see me if you have additional questions.

If your absence is excused, you can email me your work via email by the start of class on our class day to avoid a late penalty and bring a printed copy to the next class you attend. If you are too sick to complete your assignment on time and send it via email, please let me know before class begins via email.

Conflict resolution

Please report problems to me. If the problem is not resolved, you may contact the undergraduate associate dean of the School of Journalism and Communication, Tom Bivins. If the problem is still not resolved, you may contact Dean Julie Newton. Outside of the School of Journalism and Communication, you may contact the University of Oregon bias response team at (541) 346-1139, Conflict Resolution Services at (541) 346-0617, or Affirmative Action and Equal Opportunity at (541) 346-3123.

You may **appeal** decisions pertaining to certain aspects of programs, performance evaluation, and program retention and completion. See <http://aaeo.uoregon.edu/booklet.htm#student>.

Diversity

The university stands for the well-being of all members and rejects discrimination of any kind; respects the dignity and essential worth of all people; promotes a culture of respect and diversity of opinions; respects everyone's privacy, property and freedom; and expects personal and academic integrity.

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws; regulations; and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 474 Oregon Hall, University of Oregon, Eugene, OR 97403, (541) 346-3123, (541) 346-0852.

Sexual Violence and Survivor Support

The university is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (e.g., intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking), know that you are not alone. The university has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that I am a required reporter. This means that if you tell me about a situation, I will have to report the information to the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Accessibility

If you have a disability, please let me know privately during office hours, regardless of whether you need accommodations, so I can see if there are ways that I can help you that are compatible with your learning style.

The University of Oregon is working to create inclusive learning environments. For more information or assistance, you are also encouraged to contact the Accessible Education Center, 164 Oregon Hall, 346-1155, website: <http://aec.uoregon.edu/>.

Cheating

Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise. Examples include copying from another student's test paper, computer program, project, product or performance, collaborating without authority or allowing another student to copy one's work, and resubmitting substantially the same work that was produced for another assignment without my knowledge and permission.

Plagiarism includes the inclusion of someone else's product, words, ideas or data as your own work. When you submit work for credit that includes the product, words, ideas or data of others, the source must be acknowledged by the use of complete, accurate references. By placing your name on work submitted for credit, you certify the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks.

You can avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever you do any of the following things:

- * quote another person's actual words or replicate all or part of another's product,
- * use another person's ideas, opinions, work, data or theories, or
- * borrow facts, statistics or other illustrative materials – unless the information is clearly common knowledge.

Unauthorized collaboration with others on homework can inadvertently lead to a charge of plagiarism. If in doubt, check with me or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, submitting as your own any academic exercise (e.g., written work, design work) prepared totally or in part by another is considered plagiarism.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

Fabrication is the intentional use of information that you have invented when you state or imply otherwise; it also includes the falsification of research or other findings with the intent to deceive.

Listed below are fabrication examples:

- * citing information not taken from the source indicated,
- * listing sources in a reference not used in the academic exercise, and
- * inventing data or source information for research or other academic exercises.

The University Student Conduct Code (available at conduct.uoregon.edu) defines **academic misconduct**. You are prohibited from committing or attempting to commit any act that constitutes academic misconduct. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with me before committing or attempting to commit the act.

Course Grade

Nearly half of your grade is based on your individual performance; the remainder is based on teamwork. The case study analyses, quizzes, class engagement score, and reading reactions determine 45% of your grade. In addition, grades for the presentations will have an individual performance component in terms of your delivery skills, and your team grades could be adjusted by up to 10% based on your contribution to your teams.

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There are three sections of the analysis:

1. Summary: The public relations challenge or opportunity, the organization's strategies and tactics, and the perceived outcomes of the organization's actions.
2. Analysis: Your assessment of the organization's actions – what did the organization do well/not well? This section will include a SWOT analysis, which we will discuss in class.
3. Recommendations: Your counsel about what the organization should do at this point.

Each case study will be completed individually and will not exceed two single-spaced pages.

Two quizzes: 10%

I have built two quizzes into our schedule to help you memorize key information. On the first quiz (worth 5%), I'll ask you to demonstrate your knowledge of how to write the following sections of a plan: goal, objectives, strategies, tactics, and evaluation. The second quiz (worth 5%) is focused on theories.

Public relations plan, section one: 10%

There will be one graded revision opportunity for each section of the public relations plan; the original and revised grades will be averaged. For all of the plan components, the format should be single-spaced with 1" margins, a line of space between paragraphs, no indentation, and stapled. References should be in APA style. Footnotes are welcome. Formatting problems related to these issues or other basic issues will result in a 5-10% deduction, depending on the severity of the issue(s).

You will submit the following materials for section one:

Cover page: Case title, an image that corresponds to the case, your team name, and the date. You can write your individual names on the cover sheet in pen. Your bios will be included later.

Background: An overview of the organization and its environment.

- Organization background and history: The most relevant secondary research that is specific to the organization and its parent company (one to two pages).
- Operational environment: Secondary research specific to the context, such as information about environmentally conscious customers (no more than two pages).

Public relations plan, section one (continued)

Situation analysis: Summary of the challenges (two to four paragraphs).

SWOT analysis: Analysis of strengths, weaknesses, opportunities and threats based on the background research and the situation analysis (no more than a page).

Public relations plan, section two: 5%

You will submit your original graded work for the first part of the plan with the revision for it when you submit section two of the plan. Section two will include the following components:

Publics: Based on your work in section one, especially guided by your SWOT analysis, whom are you going to target? A chart is welcome. This section should be about a page or two:

- a. Summary of your rationale regarding the publics you have chosen.
- b. Demographics, psychographics and technographics (with good sources cited).

Goals: Based on all of the material you have written, especially guided by your SWOT and focused by your chosen publics, what are your goals? Avoid measurements.

Objectives: How will you measure that you have achieved your goals? Objectives need to be specific to publics, measurable, deadline-oriented, singular, challenging, and attainable.

Public relations plan, section three: 5%

You will submit your original graded work for the second part of the plan with the revision for it when you submit section three of the plan. Also include the polished first section of the plan when you print the document. Section three will include the following components:

Messaging: Primary and secondary messages for each public.

Strategy: High-level descriptions of the approaches reflected by your tactics (e.g., social media strategy, media relations strategy, face-to-face communication). Avoid mentioning specific tactics. Include any relevant theories that are reflected by the strategies.

Tactics: Description of the communication actions. If relevant, include who is sending the message (e.g., an op-ed written by the CEO), who is receiving the message, what the vehicle is for the message (e.g., infographic), and how the public will hear about the message (e.g., how the infographic will be distributed).

Evaluation: Plans for evaluating success based on the objectives. If relevant, include the details for implementing the evaluation; for example, a survey would require details about how people are recruited, incentives for participation, and the goal for how many people will complete the survey.

Public relations plan, section four: 5%

You will submit your original graded work for the third part of the plan with the revision for it when you submit section four of the plan. Also include the polished first and second sections of the plan when you print the document. Section four will include the following components:

Timeline: Written as a calendar or Gantt chart.

Public relations plan, section four (continued from page three)

Budget: Up to \$100,000, organized by public and then by strategy. Spreadsheet will include each tactic, the amount, the cost per item, and the total projected for each item.

Team bios: Pictures, resume-related qualifications and a creative tie-in with the client.

Appendices: Samples of tactics. Each team member should produce at least one tactic.

Table of contents: This page should appear after the cover page.

Executive summary: This page should appear after the table of contents. It should summarize the entire plan. It can be a paragraph to a page long.

Public relations plan presentation, 5%

This grade is based on the quality of content and slides (a team grade), as well as your delivery (an individual grade).

Crisis plan: 15%

In teams that are organized by your career interest area, you will choose an organization and write a plan for a crisis that has not been written about in previous J453 classes. Your team liaison will submit your proposed organization and crisis topic to me via email for approval. There will be one graded revision opportunity for this plan. All components are due at the same time.

Cover page: Case title, an image that corresponds to the case, your team name, and the date.

Background: An overview of the organization and its environment. Use good sources and cite them.

- Organization background and history: The most relevant secondary research that is specific to the organization (one to two pages).
- Operational environment: Secondary research that is specific to the context, such as information about competitors who have undergone particular crises and any results of environmental scanning (no more than three pages).

Possible crises: List possible crises and rank them by their likelihood of occurring on a scale of 1-5 (1 = not very likely, 5 = highly likely). Also, rank the crises based on their severity (1 = very minimal harm, 5 = serious long-term damage to the organization).

Crisis summary: Explain the crisis chosen for this plan and include your rationale.

Crisis response: This section will include the following information:

- What will the organization do? Position the organization's response in terms of theory.
- Which groups will find out about the crisis, in what order, and how?
- What are your key messages?
- What are your follow-up steps?

Appendix: Include a frequently asked questions document for the crisis and tactics. Distribute the work evenly among your team, so each team member produces at least one tactic or the FAQ.

Case study presentation: 10%

In teams, you will choose an in-depth case study from the list below and lead the class through exploring and analyzing the case:

- Branding: Tyra Banks, Bankable Productions, personal branding and promotion*
- Branding: Men's Wearhouse faces an identity crisis
- Branding: Unilever's conflicting Dove and Axe campaigns
- Arts promotion: Jazz at Lincoln Center and building the audience for jazz music*
- Nonprofit management and crisis management: Susan G. Komen for the Cure and donations to Planned Parenthood
- Nonprofit management and crisis management: Canada's largest cancer charity battles claims of mismanaging donations
- Corporate response to activists: The Calgary Stampede and its animal-welfare activists
- Corporate response to activists: Walmart, activists and CSR
- Customer relations: Harley-Davidson, relationship building with pockets of conflicting customers and the posse rides*
- Corporate crisis management: Carnival Corporation: The Costa Concordia Crisis (two-part case)
- Corporate crisis management: Mattel and product recalls
- Corporate crisis management: Hackers and the Sony PlayStation network crash (two-part case)
- Corporate issues management: Coca-Cola and obesity
- Corporate issues management: McDonald's and obesity
- Corporate issues management: Four Loko – a controversial drink (alcohol + caffeine)
- Organizational management: The naked organization and radical transparency at Bridgewater Associates*
- Whole Foods' attempt to merge with Wild Oats
- Google's decision to censor search results in China based on input from the Chinese government
- Investor relations and Groupon's exploration of becoming a publicly traded company
- Sports management: The NFL's response to research about football-related concussions
- Government agency PR: The U.S. Department of Veterans Affairs and veterans' fatal wait for care

*This case involves a \$8 fee per team member through Harvard Business Publishing.

Class engagement: 10%

This score is based on the following criteria:

- Quality of preparation for class
- Performance on in-class activities (including the coursework archives)
- Attendance
- Professionalism, including adherence to our class technology policy (see page eight)

This score starts at an 85% (equaling good performance) and can go higher for a standout performance or lower based on the criteria listed above. Every unexcused absence results in a deduction of 5 points from this score. Unexcused late attendance or unexcused early departure results in a 2-point deduction per class.

Reading reactions on Canvas: 5%

For assigned reading, I will ask you to submit reading reactions by 8 p.m. on Canvas prior to the subsequent class. This will give me sufficient time to read your reactions and integrate the major themes into our class plan.

For each due date, please submit three reading reactions. Listed below are prompts to inspire you:

- Was there a concept you did not understand? Please be specific, so I can talk about it in class.
- Was there a case study in the reading that you have strong opinions about? Share your reaction.
- Was there a concept that you liked and you might be wondering about its real-world application?
- Is there a fictional or real-world case you can think of that ties in well with part of the reading?
- What information surprised you?
- What was one of the most important things you learned from the chapter (something important that you did not already know)?

You do not need to respond to other people's posts; however, doing so will be considered toward your class engagement score. Reading reactions will be graded on a complete/incomplete basis; however, particularly strong contributions that are made frequently will stand out in my mind and carry over to the class engagement grade.

Workload

With regard to how the university defines workload and credit hours, this course requires approximately 120 hours of work over the 11-week period, including approximately 80 hours of class time. Consequently, you should set aside about three hours a week of out-of-class time for this class. Some weeks will be heavier and others will be lighter, depending on the course schedule. This class includes lab time, so there will be some time for in-class work.

General grading criteria for written work

Half of your grade for written work will be based on the content and half will be based on the writing quality. Below is a general guide:

Content

The content score is influenced by the following criteria:

- Quality of ideas
- Strategic thinking
- Quality of argumentation
- Creativity
- Application of insights presented in class and insights from the assigned reading

A Outstanding professional quality.

B Good professional quality – there could be minor issues.

C The quality does not meet professional standards.

D The content, writing or both need major work.

F The content, writing or both suggest that you are not prepared for the rigor of this course.

General grading criteria for written work (continued)

Writing quality

The writing quality score is influenced by the following criteria:

- Grammar and spelling
- Active voice
- Transitions
- Brevity
- Clarity
- AP style (for all writing except the references)
- APA style (for references only)

In addition, I use a rubric for consistent grading and to communicate expectations clearly:

A 0-3 minor issues (such as a comma error), no major issues (such as a typo).

B 4-7 minor issues, no major issues.

C 8-11 minor issues, including up to one major problem.

D 9-11 minor issues, including up to two major problems.

F 12+ minor issues, including three or more major problems.

The conversion of your class percentage to your course grade

A+	96.5 to 100 percent	D+	66.5 to 69.4 percent
A	92.5 to 96.4 percent	D	62.5 to 66.4 percent
A-	89.5 to 92.4 percent	D-	59.5 to 62.4 percent
B+	86.5 to 89.4 percent	F	59.4 and lower
B	82.5 to 86.4 percent		
B-	79.5 to 82.4 percent		
C+	76.5 to 79.4 percent		
C	72.5 to 76.4 percent		
C-	69.5 to 72.4 percent		



Course Policies

Technology Policy

I am committed to your learning. This is a rigorous course; it requires your full attention. I have created course policies to keep our learning environment focused. The use of technology in our class will be deliberate.

Based on my experience and research about the use of devices in the classroom, I have set a policy that prohibits the use of electronic technology with the exception of designated class times, where devices can be used to enhance learning.

Cell phones should be turned off or silenced during class and must be put away (e.g., in bag, pocket). Using your cell phone (this includes texting) is not allowed during class unless you have a special circumstance (in this case, see me to let me know). If I see your cell phone after class has started, your class engagement score will be lowered by a percentage point per incidence (with the exception of designated Twitter intervals).

Laptops and tablets will only be allowed during specified class activities. They are prohibited during lectures and when other students are presenting. When laptops are in use, they should only be used for class work (e.g., no Facebook, solitaire, Internet surfing). If you are seen using your laptop for anything other than course-related work, your class engagement score will be lowered by a percentage point per incidence.

Late assignments

Late assignments will not be accepted. This will help you get used to the real world of public relations. This might mean that you have to submit work that is not in its best form rather than submitting it late. Getting used to this tension will help you in your career.

Class announcements

I will make all out-of-class announcements, including the possibility of a cancellation, via Canvas.

Incomplete policy

You are eligible for an incomplete if you are passing class, if you have completed most of the work in class and if you need to miss several classes for a university-approved reason. An "I" for "incomplete" would be your temporary grade. You would be responsible for completing the remaining assignments within one year, or the "I" would be changed to an "F" or "N" on your transcript. You are responsible for contacting me within the year to schedule the remaining assignments.

Illness

If you are sick, be courteous to your classmates and me by not coming to class until you feel better. If you have a fever, wait to come to class and office hours until you have been well for 24 hours without the use of fever-reducing medication. You can Skype into class or get the notes from a classmate and see me if you have additional questions.

If your absence is excused, you can email me your work via email by the start of class on our class day to avoid a late penalty and bring a printed copy to the next class you attend. If you are too sick to complete your assignment on time and send it via email, please let me know before class begins via email.

Conflict resolution

Please report problems to me. If the problem is not resolved, you may contact the undergraduate associate dean of the School of Journalism and Communication, Tom Bivins. If the problem is still not resolved, you may contact Dean Julie Newton. Outside of the School of Journalism and Communication, you may contact the University of Oregon bias response team at (541) 346-1139, Conflict Resolution Services at (541) 346-0617, or Affirmative Action and Equal Opportunity at (541) 346-3123.

You may **appeal** decisions pertaining to certain aspects of programs, performance evaluation, and program retention and completion. See <http://aaeo.uoregon.edu/booklet.htm#student>.

Diversity

The university stands for the well-being of all members and rejects discrimination of any kind; respects the dignity and essential worth of all people; promotes a culture of respect and diversity of opinions; respects everyone's privacy, property and freedom; and expects personal and academic integrity.

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws; regulations; and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 474 Oregon Hall, University of Oregon, Eugene, OR 97403, (541) 346-3123, (541) 346-0852.

Sexual Violence and Survivor Support

The university is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (e.g., intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking), know that you are not alone. The university has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that I am a required reporter. This means that if you tell me about a situation, I will have to report the information to the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Accessibility

If you have a disability, please let me know privately during office hours, regardless of whether you need accommodations, so I can see if there are ways that I can help you that are compatible with your learning style.

The University of Oregon is working to create inclusive learning environments. For more information or assistance, you are also encouraged to contact the Accessible Education Center, 164 Oregon Hall, 346-1155, website: <http://aec.uoregon.edu/>.

Cheating

Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise. Examples include copying from another student's test paper, computer program, project, product or performance, collaborating without authority or allowing another student to copy one's work, and resubmitting substantially the same work that was produced for another assignment without my knowledge and permission.

Plagiarism includes the inclusion of someone else's product, words, ideas or data as your own work. When you submit work for credit that includes the product, words, ideas or data of others, the source must be acknowledged by the use of complete, accurate references. By placing your name on work submitted for credit, you certify the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks.

You can avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever you do any of the following things:

- * quote another person's actual words or replicate all or part of another's product,
- * use another person's ideas, opinions, work, data or theories, or
- * borrow facts, statistics or other illustrative materials – unless the information is clearly common knowledge.

Unauthorized collaboration with others on homework can inadvertently lead to a charge of plagiarism. If in doubt, check with me or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, submitting as your own any academic exercise (e.g., written work, design work) prepared totally or in part by another is considered plagiarism.






Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

Fabrication is the intentional use of information that you have invented when you state or imply otherwise; it also includes the falsification of research or other findings with the intent to deceive.

Listed below are fabrication examples:

- * citing information not taken from the source indicated,
- * listing sources in a reference not used in the academic exercise, and
- * inventing data or source information for research or other academic exercises.

The University Student Conduct Code (available at conduct.uoregon.edu) defines **academic misconduct**. You are prohibited from committing or attempting to commit any act that constitutes academic misconduct. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with me before committing or attempting to commit the act.


-  = Reading due at the beginning of class for that day
 = Reading reaction due by 8 p.m. the night before class on Canvas
 = Class engagement assignment due
 = Graded assignment due at the beginning of class for that day
 = Special note


J453 Course Schedule for Week One

This is a tentative schedule. It is subject to change based on our class needs. Also, at some point, Alan Nierob, co-president of Rogers & Cowan (a leading entertainment PR and marketing agency in Los Angeles), will speak in our class.


Week one

Tuesday, Jan. 5: Introduction, team organization for PR plan, effective leadership


 During class, I will ask you to list your top 10 cases in order of your interest (1 = most interested, 10 = least interested) based on your personal interest in the topic and its relevance to your career interests. I will also ask you to list (in order) the types of organizations that interest you (e.g., companies, nonprofits, government organizations).

 At the end of class, you will write a tweet about an insight about effective leadership, or you can complete the alternative, which is to submit the content on paper. Interacting with each other's tweets is encouraged.


Thursday, Jan. 7: Strategic communication, the value of teamwork, and case study analysis teams


 Textbook introduction, particularly focusing on the following areas:

- The subhead titled "Strategic Communication"
- The two cases described in the box "Public Relations in the Public Interest" (Find Brittany, Free Silva)
- The box titled "Attributes of a Strategic Communication Program"
- The subhead titled "Strategic Public Relations" through the end of the chapter

 Reading reaction due by 8 p.m. on Jan. 6 on Canvas.

 During class, we will complete a teamwork exercise.

 Please submit a printed copy of your resume. I will hold onto it during the quarter. It will help me get to know your background.

 My office hours are canceled tomorrow (Jan. 8). I would be happy to meet with you today if you have questions. I can also talk on the phone Friday afternoon.

Week two

Tuesday, Jan. 12: Documentary and case study team work session

📖 Read your team case study and be prepared to brainstorm ideas with your team.

🌀 I will not be able to be in class today. Teri Del Rosso will show a documentary in class about our client for the public relations plan. You can use the documentary as source material for the background section. You will work in your case study presentation teams after watching the documentary.

Thursday, Jan. 14: How to write section one of the PR plan and work time for the PR plan teams and the case study/crisis teams

📖 Textbook, phase one, formative research, steps one and two: “Analyzing the Situation” and “Analyzing the Organization”

👏 PR plan team: During class, you will think through the plan as a team, and you will choose which parts of the plan you will be responsible for writing based on your team discussion.

Pick one of the following items:

Background: Organization background and history

Background: Operational environment

Situation analysis

Publics (note: this person will not be writing the case study materials due the timing of due dates)

Cover page, table of contents, executive summary

Note for the team of four: Split up the last item on the list above. The team member who does not take two items on the first list can choose two items from the list below to complete (the rest of the team will take one item from the list below).

Pick one of the following items:

Evaluation

Timeline

Budget

Presentation slides

SWOT, goals, objectives, messaging, strategy, tactics (description of tactics only)

👉 Crisis and case study team: During class, you will organize responsibilities for the case study and crisis plan:

Two people*: Case study materials (slides, handouts) and organizing the entire crisis plan document, including appendices; keep in mind that this person will not have the publics section of the PR plan

Organization background and history (crisis plan)

Operational environment (crisis plan)

Cover page, possible crises, crisis summary and crisis response (crisis plan)

Each person will also take a tactic or the FAQ for the crisis plan (see me for any exceptions you want to make)

**Note to the team of four: You will have one person who organizes the case study presentation materials and the person who writes the third item on the list above will take responsibility for organizing the entire crisis plan.*

☞ My office hours end at 11:30 a.m. tomorrow because I will be a featured speaker on a new faculty panel for the University of Oregon. I am happy to meet with you in the afternoon (just let me know), or we can chat on the phone over the weekend.

Week three

Tuesday, Jan. 19: Linkages, SWOT analysis, how to write the publics section of the PR plan, work time for section one of the PR plan, followed by work time for the case study teams

📖 Textbook, phase one, formative research, step three: "Analyzing the Publics"

📅 Reading reaction due by 8 p.m. on Jan. 18 on Canvas.

👉 Come to class with a rough draft of the cover page, background and situation analysis. This class engagement assignment will be checked for participation. Bring copies for each team member to proof. The copies will also be useful for the SWOT brainstorm during class.

Thursday, Jan. 21: How to write the case study team memo for your presentation, how to write the individual case study analyses, work time for the case study teams, including a pitch to me about your plans

✍️ Public relations plan, section one

Week four

Tuesday, Jan. 26: Goals and Objectives

📖 Textbook, phase two, strategy, step four: “Establishing Goals and Objectives”

📖 Reading reaction due by 8 p.m. on Jan. 25 on Canvas.

✍️ Case study team memo for your presentation is due, along with any materials you will use during the presentation and requests for handout copies (e.g., slide deck, handouts).

✍️ *Case study analysis No. 1 (individual, worth 10% of your grade) due for only the person who is drafting the publics section for Thursday. This person will only have a proofing role for the case study team memo and class materials.*

Thursday, Jan. 28: Strategy discussion, discussion of your case study analyses, preparation for the conceptual quiz next week, work time for developing section two of the PR plan and to finalize the team case study presentation based on my feedback

📖 Textbook, phase two, strategy, step five: “Formulating Action and Response Strategies”

📖 Reading reaction due by 8 p.m. on Jan. 27 on Canvas.

👋 Come to class with a rough draft of the publics section. This class engagement assignment will be checked for participation. Bring copies for each team member to proof. The copies will also be useful for the development of your goals and objectives during class.

✍️ Case study analysis No. 1 (individual, worth 10% of your grade) due for everyone who did not submit this on Tuesday.

Week five

Tuesday, Feb. 2: Conceptual quiz, how to write the crisis plan, time for your crisis team to pick a crisis, message strategy discussion and work time for the messaging section of the PR plan

👋 Come to class with any crisis ideas you would like to pitch.

📖 Textbook, phase three, strategy, step six: "Developing the Message Strategy"

📖 Reading reaction due by 8 p.m. on Feb. 1 on Canvas.

✍️ Study for the conceptual quiz (worth 5% of your overall grade).

✍️ 12 p.m. class: Dove, Axe, Unilever team case study presentation

✍️ 2 p.m. class: Sony PlayStation team case study presentation

Thursday, Feb. 4: Crisis theory, work time for the strategy and tactics sections of the PR plan

📖 Textbook, phase three, tactics, step seven: "Selecting Communication Tactics"

📖 Reading reaction due by 8 p.m. on Feb. 3 on Canvas.

✍️ Public relations plan, section two

👋 My office hours are canceled tomorrow (Feb. 5) due to a mandatory personnel meeting for tenured faculty. I would be happy to meet with you today if you have questions. I can also talk with you on the phone Saturday morning.

Week six

Tuesday, Feb. 9: Team case study presentation, PR plan evaluation, work time for the section two revision and the evaluation section of the PR plan

📖 Textbook, phase four, evaluative research, step nine: “Evaluating the Strategic Plan”

📖 Reading reaction due by 8 p.m. on Feb. 8 on Canvas.

👋 Have a representative of your PR plan team send me an email with a list of the sample tactics you will develop for the PR plan. I will discuss these tactics during class on Thursday (Feb. 11).

✍️ Crisis plan

✍️ Komen Pink Politics team case study presentation

Thursday, Feb. 11: Planning quiz and discussion of tactics

✍️ Study for the PR planning quiz (worth 5% of your overall grade) if you need to review how to write the goals, objectives, strategies, tactics and evaluation sections of a PR plan.

🌀 My office hours are canceled tomorrow (Feb. 12) due to another mandatory personnel meeting for tenured faculty. I would be happy to meet with you today if you have questions. I can also talk with you on the phone Saturday morning.

Week seven

Tuesday, Feb. 16: Nonprofit communication, team time for crisis plan revision

Courtney Munther, SOJC instructor, seven years of experience in healthcare/nonprofit PR

Thursday, Feb. 18: Developing the budget and timeline, class work time to discuss the timeline and budget items

📖 Textbook, phase three, tactics, step eight: “Implementing the Strategic Plan”

📖 Reading reaction due by 8 p.m. on Feb. 8 on Canvas.

✍️ Public relations plan, section three

Week eight

Tuesday, Feb. 23: Team case study presentation, class work time for the budget, timeline, team bios and executive summary

👉 Come to class with a rough draft of the budget, timeline, team bios and executive summary. This class engagement assignment will be checked for participation. Bring copies for each team member to proof.

- ✍ 12 p.m. class: Groupon team case study presentation
- ✍ 2 p.m. class: Calgary Stampede team case study presentation

- ✍ Case study analysis No. 2 (individual, worth 10% of your grade)

Thursday, Feb. 25: Team case study presentation, PR plan presentation discussion and class work time for the sample tactics

👉 Come to class with a rough draft of the tactics (one per team member unless you get approval from me to do this differently). This class engagement assignment will be checked for participation. Bring copies for each team member to proof.

- ✍ NFL team case study presentation

Week nine

Tuesday, March 1: Team case study presentation

- ✍ Public relations plan, section four

- ✍ Coke team case study presentation

Thursday, March 3: Team case study presentation, slide feedback with teams during class, distribution of team member evaluation forms for PR plan and crisis plan/case study

👉 The presentation slides are due for ungraded feedback. They must be complete and show strong effort to receive credit.

- 👉 Vote on the best case study presentation

- ✍ Carnival team case study presentation

Week 10

Tuesday, March 8: PR plan presentation rehearsal

Noon class

12-12:15 p.m. Group 1
12:15-12:30 p.m. Group 2
12:30-12:45 p.m. Group 3
12:45-1 p.m. Group 4
1-1:15 p.m. Group 5
1:15-1:30 p.m. Group 6

2 p.m. class

2-2:15 p.m.
2:15-2:30 p.m.
2:30-2:45 p.m.
2:45-3 p.m.
3-3:15 p.m.
3:15-3:30 p.m.

👉 Please bring your revised slides on a jump drive or email them to me as a PowerPoint or Keynote file (not as a PDF).

✍ Crisis plan revision with the original graded copy (ask a team liaison to submit these materials).

Thursday, March 10: PR plan presentations and coursework archives review

✍ PR Plan Presentations and Slides

12-12:15 p.m. Group 1
12:15-12:30 p.m. Group 2
12:30-12:45 p.m. Group 3
12:45-1 p.m. Group 4
1-1:15 p.m. Group 5
1:15-1:30 p.m. Group 6

You will attend the presentation of the two teams that present before you. Groups five and six will attend group one's presentation.

👉 My office hours may be canceled tomorrow (March 11), depending on when I am scheduled to review portfolios for the campaigns class. I will confirm my office hours for tomorrow in class. I would be happy to meet with you today if you have questions. I can also talk with you on the phone Saturday morning.

Final exam week

✍ Optional case study analysis No. 3 (this score would replace your lowest case study analysis grade if it is the lowest score; otherwise, this score will not count.)

✍ Submit the revised PR plan, section four, with the graded original (for section four) and the entire plan on Tuesday, March 15, between noon and 4 p.m. to my office, Allen 233. If you want to drop it off before then, you can place it under my door.

✍ **Submit your evaluations for your PR plan team and your crisis/case study team.**

✍ Submit a link to your coursework archive to me via email (derville@uoregon.edu), which should contain the work from all of your public relations classes to date and any other relevant classes from the SOJC. From our class, include the following items:

- Public relations plan revision, including the budget and timeline
- Crisis plan revision
- At least two case studies (from your individual work)
- Materials from your team case study presentation

Note about the coursework archives: If you have not done so already, give access to us for accreditation by going to “settings” and then “reading.” Choose the radio button for “I would like my site to be private, visible only to myself and users I choose.” Below this button, select the button titled “invite viewers to your blog.” Enter “SOJCPR.” Then, press the “send invitation” button at the bottom of the screen.