

MCOM 4365 – Public Relations Campaigns

T/Th 9:30 – 10:50

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Course Description: Capstone Course. MCOM 4365 Public Relations and Advertising Campaigns focuses on planning, budgeting, and managing public relations and advertising campaigns in five primary areas: government, non-profit, corporate, political, and product. Prerequisites: MCOM 2306, MCOM 2313, MCOM 2340 or MCOM 2375, MCOM 3395, and MCOM 4363 (all must be passed with a grade of “C” or higher).

Spring 2022 Covid-19 Information

Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Student Learning Outcomes

By the end of this course, students will be able to:

1. Write correctly and clearly using the formats and compelling storytelling styles appropriate for the audiences and purposes for public relations/integrated communication or multimedia journalism. (Competency: Writing/Storytelling)
 - a) Produce appropriate tools, materials, and stories for various media, which includes writing public relations and advertising materials that adhere to the purpose of the campaign or strategic message, focus on target publics, diplomacy, organization, grammar, and style.
 - b) Add to his/her professional portfolio blog by offering opportunities to complete campaign proposals for real clients.
2. Demonstrate an understanding of the history and roles of professionals and institutions in shaping the field of mass and mediated communication. (Competency: Diversity/Human Relations)

3. Students will be able to conduct research and evaluate information using methods appropriate to public relations/integrated communication or multimedia journalism professions. (Competency: Analysis & Systematic Inquiry)
 - a) Demonstrate understanding of theories that inform and apply to public relations and advertising campaigns.
 - b) Display and strengthen critical and creative thinking abilities.
4. Students will demonstrate an understanding of and be able to apply the First Amendment and other legal principles for public relations/integrated communication and/or multimedia journalism. (Competency: Analysis & Systematic Inquiry)
5. Students will demonstrate an understanding of professional ethical principles and issues for public relations/integrated communication and/or multimedia journalism. (Competency: Analysis & Systematic Inquiry)
6. Students will understand and apply concepts and theories in the use and presentation of images and information using tools and technologies appropriate for public relations/integrated communication or mediated journalism. (Competency: Mediated Presentation)
7. Students will be able to construct a persuasive message, adapted to the audience, purpose, and context of the situation. (Competency: Argument)
8. Students will be able to demonstrate an understanding of the role of communication within organizations. (Competency: Complex Organizations)

Course Requirements

- A. Required Texts – You should already have all of these books.
 1. Gilliland, R., & Hagley, T.R. (2018). *Writing Winning Proposals: PR Cases, 3rd Edition*. San Diego, CA: Cognella. (ISBN: 978-1-5165-1636-0)
 2. Marsh, C., Guth, D.W., & Short, B.P. (2009). *Strategic Writing: Multimedia Writing for Public Relations, Advertising, Sales and Marketing, and Business Communication 2nd Edition*. Boston, MA: Pearson.
 - a) First edition is okay if you already own it or the book you used in MCOM 3395 Writing for PR/Advertising
 3. Associated Press Stylebook and Libel Manual.
 4. Recommended Texts:
 - a) Strunk Jr., W., & White, E.B. (2000). *The Elements of Style 4th Edition*, New York: Longman.
 5. A good dictionary
- B. Technology/Software
 1. Access to design software such as Adobe Photoshop, Illustrator, etc.
 2. Access to Microsoft Word or a word processor that can submit Word compatible files (.doc, .docx, etc.)
- C. Additional
 1. Two bound versions and one loose version of your final plans book will need to be submitted at the end of the semester. This requires students to pay for printing and binding of the books.

Evaluation and Grade Calculation

Group	Percent
Individual Grade (10% each - peer evaluation, course participation, course assignments, and copy assignments)	40%
Overall group grade - Group reports (5%) - Oral presentation (15%) - Written plan (40%)	60%
	Total = 100%

Assignments Overview

You must also be present for all final presentations, or you will lose points from your final project grade.

- A. **Peer Evaluation:** Team members will complete a short survey several times throughout the semester evaluating the other team members of their group. The survey will use a Likert scale. Students carrying their fair share of the workload and attending all group meetings should have no problems with peer evaluations.
- B. **Course Participation:** This is based on the professor’s assessment of your performance in this course. Generally, this grade will be the same or lower than your peer evaluation score. Attendance, participation at lectures and group meetings make up a large part of this grade.
- C. **Course Assignments:** These assignments will be given throughout the semester. Examples include speaker questions, research proposals, case studies, etc. Some work will be completed during class time, and some will be completed as homework. You must be present to receive credit for in-class work.
- D. **Copy Assignments:** You must produce copy for the final Plans Book. This camera-ready copy will be completed during the programming phase of the class. Copy includes news releases, pitch letters, storyboards, slide shows, scripts, PSAs, VNRs, brochures, newsletters, video/audio/photo productions, etc. Copy work may be revised and used in the final Plans Book.
- E. **Group Reports:** These reports will be prepared throughout the semester and turned in on scheduled dates. All reports must be typed. Some reports will also be presented orally.
- F. **Oral Presentation:** Each group will make a 10–15-minute presentation to the client, professor, and judges at the end of the semester. There will be a five-minute Q&A after the presentation. All group members must participate in the oral presentation. This grade will be rank-ordered and based on the following criteria:
 1. Adherence to time limit
 2. Organization and flow of presentation
 3. Style (eye contact, not overly relying on notes, etc.)
 4. Knowledge of content
 5. Maintaining audience attention
 6. Use of AV support

7. Response to questions

- G. **Written Plan:** Two bound copies and one unbound copy of the final plan should be given to the professor **the due date listed on the schedule. The digital plan book is uploaded to Canvas and is also due by this date, as well. Your group will receive an automatic “F” for the plan if it is turned in late. No excuses.** See the information set forth in the syllabus for plan content requirements.

Individual Assignments:

- A. **Course Participation Assignments:** Several assignments will be completed during lecture meetings, while others will be completed as homework.
- B. **Copy Requirement:** You will write copy during the planning phase of the course. Examples of copy that will go toward the copy requirement include: news releases, newsletters, brochure copy, VNRs, PSAs, pitch letters, etc.
- C. **The professor and the client prior to release must approve all copy that will go out to client/real world.** Pay attention to deadlines, to be sure you have time to make changes to the copy if the professor or the client do not approve of the copy. You'll have to get the revised copy approved before the deadline, too (and there's always the chance the professor or the client won't approve of the revised copy either).
- D. **DO NOT ACTIVATE OR MAKE PUBLIC ANY WEB OR SOCIAL MEDIA SITES OR POST ANY VIDEOS OR OTHER MEDIA ONLINE THAT YOU MAY DEVELOP FOR THE CLIENT PRESENTATION.**

Team/Group Assignments:

- A. The professor will divide the class into campaign teams of 3 - 6 members, which will function as the Patriots Public Relations & Advertising Agency. The professor is president and team supervisor and will evaluate not only your work, but your work habits and professional demeanor. Each team will have an account executive, research director, creative director, production/communication director, and production/schedule & budget director. Each position has certain primary responsibilities, **ALL TEAM MEMBERS ARE REQUIRED TO WORK TOWARD THE COMPLETION OF EACH SECTION OF THE CAMPAIGN BOOK.**

1. **Job Descriptions:**

a. Account Executive

- i. Coordinates with client and primary target publics
- ii. Uses leadership skills to coordinate teamwork and resolve issues/problems among team members.
- iii. Consults with team and reviews team research and, using this information, determines the team's goals and objectives and the strategies and tactics to reach these goals.
- iv. Consults with professor as needed to make sure the team conducts its work within the guidelines set for the campaign project.

b. Research Director:

- i. Determines the basic research needs for the project.

- ii. Oversees completion of research.
 - iii. Develops and guides secondary research on source materials.
 - iv. Creates the research book for the team, which organizes the research findings so that information may be found quickly and the sources for the information are clearly identified. The research book is uploaded to Canvas by noon Monday, May 2, 2016.
 - v. Supervises the team's research activities. Consults professor as needed.
- c. Creative Director –
(Depending on number of students/teams, may be divided into Creative Director – Print/Graphics and Creative Director – Multimedia):
- i. Creative Director (Both Print/Graphics and Multimedia)
 - 1. Consults with team and professor to determine strategies and tactics to achieve campaign objectives – develops tone, themes/slogans, and overall approach for tactics.
 - 2. Plans, prepares, and coordinates production of materials.
 - 3. May assign jobs to other team members for assistance to complete print/graphics and multimedia tools.
 - ii. Creative Director – Print/Graphics:
 - 1. Consults with team and professor to determine strategies and tactics to achieve campaign objectives – develops tone, themes/slogans, and overall approach for tactics.
 - 2. Plans, prepares, and coordinates production of materials.
 - 3. May assign jobs to other team members for assistance to complete print/graphics tools.
 - iii. Creative Director – Multimedia:
 - 1. Consults with team and professor to determine strategies and tactics to achieve campaign objectives – develops tone, themes/slogans, and overall approach for tactics.
 - 2. Plans, prepares, and coordinates production of materials.
 - 3. May assign jobs to other team members for assistance to complete multimedia tools.
- d. Production/Communication Director:
- i. Responsible for all copy for final Plans Book and all communication tools within or accompanying the Plans Book.
 - ii. Oversees all copy for oral presentation to client and judges.
 - iii. Works closely with Creative Director on media planning.
 - iv. Works closely with Creative Director to establish the production schedule and budget.
 - v. Maintains time and resource budgets – makes sure team is on schedule and within budget
 - vi. Determines printer/production requirements for each print piece and communicates these requirements to team members.

vii. Consults with professor as needed.

Group Assignments:

- A. Group Reports: Each team is responsible for preparing a weekly group report in advance of group meetings with the professor. These reports are the foundations for the plans books.
- B. Campaign: Each team will create a communication plan and make an oral presentation of this plan to the client, professor, and judges. This plan must be easy for the client to understand and implement. The plan will include:
 - a. Focus on the four parts of the communication process:
 - i. Research
 - ii. Objectives
 - iii. Strategies/Tactics
 - iv. Evaluation
 - b. The plan will also include:
 - i. Cover page
 - ii. Letter to client
 - iii. Table of contents
 - iv. Research and Communication plans
 - v. List of references
 - vi. Appendix items (samples of work to be produced)
 - vii. Evaluation criteria include: organization, layout, original thinking, creativity, grammar, and thoroughness
 - viii. Two bound copies and one unbound copy (may be black & white) of the plan are **due by the due date listed in the schedule**. One copy and the unbound copy are for submission to the professor and the second is for the client. You have the option to make bound copies of the plan for each team member.
 - ix. Oral presentation of the plan is scheduled for the finals week of class

Firing Team Members: This is the culmination course for mass communication majors with an emphasis in public relations/advertising. You will incorporate all of the skills and knowledge you have gained from this course and all of the other journalism courses you have taken as part of this major. All students are expected to give their best efforts to this class. If a team member is not contributing his or her fair share to the project, the Account Executive and other team members should contact the professor immediately. The team member may be fired from the agency at any point during the semester. The fired team member will receive 0% for course evaluation grades and will most likely be asked to repeat the course.

Each assignment will be graded on

1. **Content:** Does the message and its execution clearly, gracefully, and diplomatically fulfill the purpose? Does the message address the values of the client as well as those of the target audience? Is it factually correct?
2. **Organization:** Does organization enhance content? Does each part of the message lead logically and gracefully to the next?
3. **Grammar:** Is the message free, for the most part, of unintended grammatical, spelling, punctuation, and style errors?

4. **Format:** Does the execution of the message look the way it should? Are unique requirements, such as headings in a business letter, correct and correctly placed?
5. Spelling, grammar, punctuation, style, and diction count. Deductions for each error are:
 - a) -5 AP error
 - b) -5 punctuation
 - c) -5 grammar
 - d) -5 misspelled word
 - e) -10 factual error
 - f) -50 misspelled names

A = Outstanding. This grade is for work of clearly professional quality (publishable or broadcast ready). The writing is clear and well-organized; it requires virtually no editing. The reporting is complete and leaves no significant questions unanswered. The work is turned in by or before deadline, needing no changes before submission to clients or editors. These strategic messages get results, win awards and, when appropriate, feature creative concepts; they are executed with comprehensive research, interesting presentation and nearly flawless writing.

B = Good. This grade is for work that could be raised to professional standards without extensive editing. Writing is grammatically correct but may lack the sparkle and fine organization of "A" work. The reporting answers the main questions but may miss the proper emphasis or the best sources. The work is turned in by deadline with little or no prompting and needs only minor revisions in such areas as reorganizing, rewriting, reformatting or providing more or better sources. "B" work doesn't necessarily have any errors, but it could be better, often with a stronger topic or subject, a more artistic presentation, better information or improved writing. "B" work demonstrates basic broadcast or print style.

C = Adequate. This grade is for work that indicates a problem in at least one area, such as grammar, diplomacy or strategy. It does not measure up to professional quality but could be saved by revision. Work is incomplete by deadline and/or needs more than minor revision before submission to a client or supervisor. These messages have weak ideas, concepts or presentation. They draw attention because they don't quite do the job. In summary, the work is an adequate first draft but isn't yet ready to show a client or supervisor.

D = Unacceptable performance. This grade is for work that is clearly unacceptable even in a classroom setting. The writing is confused and/or ungrammatical. The reporting is flawed and may contain major factual errors and/or omissions or may show little concept of basic strategic judgment. Work may miss the deadline.

F = Failing. This grade is for work that is not completed in a professional, timely way. For whatever reason, it suggests that the student did not take the assignment seriously. Such performance is often the result of personal or time-management problems that extend beyond a lack of skills or understanding of the research, writing or production processes.

Grading Assumptions

1. The grading process starts with the assumption that the work is "good," which earns a grade of "B." (See "good" definition above.)
2. You may write a story with no errors that earns a "B."
3. Strong and (when appropriate) clever leads, exceptional storytelling, effective and appropriate use of traditional literary devices such as alliteration, metaphors and parallel constructions help boost stories to the "A" category. In addition, exceptional reporting, diplomacy and adherence to strategy can boost stories to the "A" category.
4. Fact errors, poor organization, grammar/spelling/usage errors, weak verbs, weak leads, unsound strategic judgment, bad diplomacy, missed deadlines and/or failure to follow proper style and format will lower an assignment's grade.

Class Policies and Expectations

1. Classroom Policies and Expectations

- A. Work hard - learning requires constant reading, researching, thinking, discussing, and working with your classmates and me. Everyone has something important to contribute. My job is to present new information and prepare a climate in which you can contribute your own special knowledge. Your job is to be prepared to contribute.
- B. Participate – you must be an active part of the course to succeed. You will also have to give effort outside of class.
- C. Treat each other with respect and display common classroom courtesies.
 1. You are responsible for your attitude and how you treat others. I will not tolerate name calling, fighting, students belittling each other for differing opinions, etc. I expect you to act like adults, show each other respect, and to challenge yourself and each other to learn/understand opinions you may not agree with. If you are not treating individuals with respect or are causing a distraction, you will be asked to leave the classroom.
- D. Grading – The grading process begins with the assumption that the work is good, which earns a grade within the range of a "B." To earn an A, you must show exceptional understanding of the material, utilizing additional sources, examples, and original thought. This means going beyond stating the obvious, the simple answer, or what Google says. Additionally, poor organization, not following assignment instructions, grammar/spelling, lack of depth and thought, failing to illustrate an understanding of the material, etc. will result in your grade being lowered.
- E. The use of cellphones, tablets, or other device use during class times is not allowed unless the need is specified by me (i.e. during an activity). You are not permitted to use cellphones for note taking, check social media, view/work on material for another course, or simply browse the internet during class times.
 1. I understand emergencies and the need to take a call or text. If this must happen, be discreet, do not disturb others, do not let it get in the way of your learning, and DO NOT abuse this.

2. If the only device you have to take notes on is your phone, I will provide you with a notebook to take notes during class.
- F. I use Canvas and email to communicate, post assignments and readings, present feedback and provide a space for you to communicate with your classmates. I expect you to check both daily and stay aware of what is coming up.
1. It is highly recommended that you download the Canvas application and adjust your settings to allow for notifications.
- G. Communicate - If you have a problem with anything throughout the semester... getting an assignment in on time, needing to be absent from a class, getting your book, checking out equipment, or anything I'm doing as a professor... talk to me about it. I cannot help you or fix the problem if I am unaware of it.
- H. Hold me to the same standards and expectations that I hold you to.

Attendance Policy

- A. This course is a combination lecture and fieldwork. The class is set up as a public relations/advertising agency. As such, you are expected to be at work on time each day. Your attendance grade will be adversely affected should you miss a scheduled class or group meeting.
- B. Tardiness will also adversely affect your grade. You are also expected to attend all team meetings scheduled outside of class time. Failure to attend these meetings will adversely affect your peer evaluation grade.
- C. Teams should set up a meeting schedule for the entire semester and adhere to it. Plan your outside work schedules around the team-meeting schedule, if necessary. You should plan to spend between 60-80 hours outside of class time working on assignments for the course.

Assignment Policies

- A. Assignments do have deadlines and these deadlines need to be met. It is your responsibility to utilize time outside of class in an effective manner so you can ensure that you submit each assignment before the due date and time.
- B. No late assignments will be accepted and a failure to submit an assignment on time will result in a zero.
- C. Assignments and due dates may be changed at the instructor's discretion with fair notice to students.
- D. Merely completing all assignments does not guarantee that you will pass the course. You must put forth effort and show an understanding of the material to earn a satisfactory grade.
- E. Spelling, grammar, and neatness count and you will lose points on assignments if your submissions are not edited.
- F. You are required to utilize APA format for any assignment that requires the utilization of outside sources.
- G. Unless otherwise indicated, all assignments must be typed, formatted to be a .DOC or .DOCX (Pages, Google Drive, and other online word processors must be exported to this specific format), and submitted via Canvas.

- H. Assignments will be discussed in class, students will be given a course schedule and an assignment list, Canvas includes a syllabus function that outlines upcoming due dates, due dates can be seen listed on each assignment under the assignment tab in Canvas, and each due date will be listed in the course modules. There are SEVERAL ways to determine what is coming up due in class. It is your responsibility to be aware of what is coming up due and to stay on top of your assignments.
- I. Students will adhere to the highest standards of academic honesty. Plagiarism and cheating will not be tolerated. A student who is caught doing either will earn a “0” for that assignment and will be subject to academic and disciplinary action. If a student is caught a second time, they will automatically fail the course.
- a. Plagiarism/cheating includes the use of papers or other materials previously submitted in my classes or other professor’s classes, as well as video and audio recordings. I expect you to submit work created specifically for this class during this semester.

Course Schedule

Date	Topic	Assign in Class	Due today
Week One			
T 1/11	Course Introduction <ul style="list-style-type: none"> • Syllabus and schedule overview • Organize into teams • Announce positions 	Read <ul style="list-style-type: none"> • G&H – Ch. 1 parts 1 – 6 Individual Assignment <ul style="list-style-type: none"> • Individual research on client #1 (due 1/14) • Individual questions for client (due 1/14) 	
Th 1/13	Lecture/review <ul style="list-style-type: none"> • Campaign process • Organize for client visit 	Read <ul style="list-style-type: none"> • G&H – Ch. 2 parts 1 – 8 Team Assignment <ul style="list-style-type: none"> • Research report #1 – compiled and presented by research director (due 1/18) 	
Friday 1/14			Individual Assignment <ul style="list-style-type: none"> • Individual research on client #1 • Individual questions for client
Week Two			
T 1/18	Research Directors <ul style="list-style-type: none"> • Oral reports Lecture/review <ul style="list-style-type: none"> • Analyze the situation 		Team Assignment <ul style="list-style-type: none"> • Research report #1 – compiled and presented by research director

Th 1/20	<p>Client meeting</p> <ul style="list-style-type: none"> • Client presentation • Discussion • Questions for client 	<p>Read</p> <ul style="list-style-type: none"> • G&H – Ch. 3 parts 1 – 4 <p>Individual Assignment</p> <ul style="list-style-type: none"> • Individual research on client #2 (due 1/28) • Analyze the situation (due 1/28) 	
Week Three			
T 1/25	<p>Lecture/review</p> <ul style="list-style-type: none"> • Introductory statement & situation analysis 		
Th 1/27	<p>Group work</p> <ul style="list-style-type: none"> • Analysis of the organization 	<p>Individual Assignment</p> <ul style="list-style-type: none"> • Analyze the organization (due 2/4) <p>Team Assignment</p> <ul style="list-style-type: none"> • Research report #2 – compiled and presented by research director (due 2/1) 	
Fri 1/28			<p>Individual Assignment</p> <ul style="list-style-type: none"> • Individual research on client #2 • Analyze the situation
Week Four			
T 2/1	<p>Research Directors</p> <ul style="list-style-type: none"> • Oral reports <p>Group work (in-class)</p> <ul style="list-style-type: none"> • Client specific PR – situation, analyze the organization, analyze publics 	<p>Individual Assignment</p> <ul style="list-style-type: none"> • Analyze the Publics (due 2/11) • Individual research on client #3 (due 2/11) <p>Team Assignment</p> <ul style="list-style-type: none"> • Introductory statement & situation analysis draft (due 2/8) 	<p>Team Assignment</p> <ul style="list-style-type: none"> • Research report #2 – compiled and presented by research director
Th 2/3	<p>No formal meeting</p> <ul style="list-style-type: none"> • Teams meet separately 		
F 2/4			<p>Individual Assignment</p> <ul style="list-style-type: none"> • Analyze the organization
Week Five			

T 2/8	Teams meet with Anita <ul style="list-style-type: none"> • Team 1 9:30 – 10:00 • Team 2 10:15 – 10:45 	Read <ul style="list-style-type: none"> • G&H: Ch. 3 parts 5 – 7 Team Assignment <ul style="list-style-type: none"> • Introductory statement & situation analysis revisions (due 2/15) • Goal and publics (due 2/15) • Research report #3 – compiled and presented by research director (due 2/15) 	Team Assignment <ul style="list-style-type: none"> • Introductory statement & situation analysis draft
Th 2/10	No formal meeting <ul style="list-style-type: none"> • Teams meet separately 		
F 2/11			Individual Assignment <ul style="list-style-type: none"> • Analyze the Publics • Individual research on client #3
Week Six			
T 2/15	Research Director <ul style="list-style-type: none"> • Oral reports Lecture/Review <ul style="list-style-type: none"> • Objectives, strategies, and activities 	Team Assignment <ul style="list-style-type: none"> • Intro statement, situation analysis, goal, and publics revision (due 3/1 by start of class) 	Team Assignment <ul style="list-style-type: none"> • Research report #3 – compiled and presented by research director • Introductory statement & situation analysis revisions • Goal and publics
Th 2/17	Group work (in-class) <ul style="list-style-type: none"> • Focus publics and objectives 	Read <ul style="list-style-type: none"> • G&H: Ch. 3 parts 8 – 10 	
Week Seven			

T 2/22	Group work (in class) <ul style="list-style-type: none"> Objectives and plan outline 	Individual Assignment <ul style="list-style-type: none"> Copy 1 & 2 (due 3/15) Peer assessment #1 (due 3/1) Team Assignment <ul style="list-style-type: none"> Objectives, strategies, activities, and plan outline (due 3/1) 	
Th 2/24	Group work (in class) <ul style="list-style-type: none"> Objectives and plan outline 		
Week Eight			
T 3/1	Teams meet with Anita <ul style="list-style-type: none"> Team 2 9:30 – 10:00 Team 1 10:15 – 10:45 	Individual Assignment <ul style="list-style-type: none"> Copy 3 & 4 (due 3/22) Team Assignment <ul style="list-style-type: none"> Intro statement, situation analysis, goal, and publics revision, objectives, strategies, activities, and plan outline revisions (due 3/15) 	Team Assignment <ul style="list-style-type: none"> Intro statement, situation analysis, goal, and publics revision Objectives, strategies, activities, and plan outline Individual Assignment <ul style="list-style-type: none"> Peer assessment #1
Th 3/3	No formal meeting <ul style="list-style-type: none"> Teams meet separately 		
Week Nine			
Spring Break Tuesday 3/8 and Thursday 3/10 No class meetings			
Week Ten			
T 3/15	Teams meet with Anita <ul style="list-style-type: none"> Team 1 9:30 – 10:00 Team 2 10:15 – 10:45 	Individual Assignment <ul style="list-style-type: none"> Copy 1 & 2 revisions (due 3/22) Team Assignment <ul style="list-style-type: none"> Plans book draft (due 4/1) 	Individual Assignment <ul style="list-style-type: none"> Copy 1 & 2 Team Assignment <ul style="list-style-type: none"> Intro statement, situation analysis, goal, and publics, objectives, strategies, activities, and plan outline revisions

Th 3/17	No formal meeting • Teams meet separately		
Week Eleven			
T 3/22	Teams meet with Anita • Team 2 9:30 – 10:00 • Team 1 10:15 – 10:45	Individual Assignment • Team 1 - Copy 3 & 4 revisions (due 3/29)	Individual Assignment • Copy 3 & 4 • Copy 1 & 2 revisions
Th 3/24	No formal meeting • Teams meet separately		
Week Twelve			
T 3/29	Lecture • Plan presentation		Individual Assignment • Copy 3 & 4 revisions
Th 3/31	No formal meeting • Teams meet separately		
F 4/1			Team Assignment • Plans book draft
Week Thirteen			
T 4/5	Teams meet with Anita • Team 1 9:30 – 10:00 • Team 2 10:15 – 10:45	Team Assignment • Final plans book (due 4/26) • Completed research book (due 4/26)	
Th 4/7	No formal meeting • Teams meet separately		
Week Fourteen			

T 4/12	Teams meet with Anita <ul style="list-style-type: none"> • Team 2 9:30 – 10:00 • Team 1 10:15 – 10:45 		
Th 4/14	No formal meeting <ul style="list-style-type: none"> • Teams meet separately 		
Week Fifteen			
T 4/19	No formal meeting <ul style="list-style-type: none"> • Teams meet separately 		
Th 4/21	Mock Presentations <ul style="list-style-type: none"> • Team 1 9:30 – 10:05 • Team 2 10:15 – 10:50 	Individual Assignment <ul style="list-style-type: none"> • Peer assessment #2 (due 4/28) 	
Week Sixteen			
T 4/26	No class meeting		Team Assignment <ul style="list-style-type: none"> • Final plans book (due 4/26) • Completed research book (due 4/26)
Th 4/28	Final client presentations		Individual Assignment <ul style="list-style-type: none"> • Peer assessment #2