**CM 701Fall 2014Contemporary Public Relations**

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Meetings: Tuesdays/Thursdays, 12:30-2:00, COM 215 Office Hours: Tuesdays 11:00-12:15, 2:00-3:45; Thursdays, 11:00-12:15, 2:00- 3:45; and by appointment

Required Texts: \* *Public Relations Strategies and Tactics* by Wilcox

*\* Public Relations Cases* by Hendrix

*\* How to Win Friends and Influence People* by Carnegie

\* “Please Don’t Do That!” by Schulz

\* Various Websites (listed on syllabus)

**A KALEIDSCOPIC VIEW OF “PUBLIC RELATIONS”**

*"PR means telling the truth and working ethically--even when all the media want is headlines and all the public wants is scapegoats. Public relations fails when there is no integrity."* - Viv Segal of Sefin Marketing (South Africa)

*"The public is the only critic whose opinion is worth anything at all."* - Mark Twain

*"Propaganda will never die out. Intelligent men (sic) must realize that propaganda is the modern instrument by which they can fight for productive ends and help to bring order out of chaos."* – public relations pioneer [Edward Bernays](http://pr.wikia.com/wiki/Edward_Bernays), *Propaganda*

*"To get something going from nothing, you need the validity that only third-party endorsements can bring"* - Al & Laura Ries, *The Fall of Advertising and the Rise of PR*

*"My view is different. Public relations are a key component of any operation in this day of instant communications and rightly inquisitive citizens."* - Alvin Adams, diplomat, (1804-1877)

*"Some are born great, some achieve greatness, and some hire public relations officers." -* Daniel Boorstin, American historian (1914-2004)

*"An image is not simply a trademark, a design, a slogan or an easily remembered picture. It is a studiously crafted personality profile of an individual, institution, corporation, product or service."* - Daniel Boorstin, American historian (1914-2004)

*"A public relations firm said that rock star David Lee Roth owes them over $110,000. The strange thing is that it's the first time that David Lee Roth has had any publicity in ten years."* - Conan O'Brien, comedian

*"The formulation of a public relations strategy properly begins with listening, not talking."* - Leonard Saffir, author, *Power Public Relations*

 *“Quit counting fans, followers and blog subscribers like bottle caps. Think, instead, about what you’re hoping to achieve with and through the community that actually cares about what you’re doing.”-* Amber Naslund, new media leader

 *“Public relations is about building relationships.”-*Larissa Grunig, Ph.D., public relations scholar and feminist

*“It has been 100 years since the first public relations agency opened in the United States. During the 20th century, the practice of public relations grew from a vague notion to a powerful force in democratic societies. As we begin a new century, the profession has made impressive gains in respect and access to power. Yet, in a very real sense, public relations has a public relations problem. Although its roots date back to the beginning of recorded history, the fact remains that public relations-both as a profession and a discipline-remains largely misunderstood.”-* Guth & Marsh

 *“It’s hard to find the truth in all that.” -* Rich O’Hallaran

*“And the deepest level of communication is not communication, but communion. It is wordless. It is beyond words, and it beyond speech, and is beyond concept. Not that we discover a new unity. We discover an old unity. We discover an older unity. My dear brothers and sisters, we are already one. But we imagine that we are not. And what we have to discover is our original unity. What we have to be is what we are.”*- Thomas Merton, mystic and Catholic priest

**Graduate Study**

This course will provide you with a solid, mature foundation on which to build a “mastery” of the public relations field. Class meetings will use pedagogical approaches characteristic of graduate (as opposed to undergraduate) instruction. For example, more so than a typical undergraduate class this course will:

(1) Draw from social, political, cultural and economic discussions/events past and present.

(2) Reference social scientific data collection and analysis, both qualitative and quantitative.

(3) Discuss theoretical principles (albeit often indirectly) taken primarily from the mass communication and public relations literature, but also from other social sciences such as anthropology, psychology, sociology, political science and economics.

(4) Require you to think about and discuss complex communication management systems, both theoretical and practical, and the multiple variables influencing those systems.

(5) Ask you to think about the “why” of what you’re learning and how that “why” fits into your larger professional/academic goals.

(6) Focus, in part, on teaching you to think like a PR “manager” rather than “technician.”

As you proceed through the course, remember graduate school should not only provide answers but should also generate inquiries. When listening to lectures feel free to ask clarifying questions and to offer constructive or illustrative comment. When reading/viewing required chapters/on-line sources stop often and ask if the authors are accurate in their assessments. When reading about the field’s specialized areas ask if you would be satisfied working in them. Also, throughout the semester, talk to individuals working in the PR field. Especially those with the type of professional positions you think you would enjoy. Find out if their work matches what the instructor, your classmates and your readings/on-line sources claim.

In a graduate course such as this which strive both to “train” and “educate,” things come up over the course of a semester: questions arise, discussions start, current events speak to class topics, students’ backgrounds and experiences generate complimentary or opposing views, the instructor learns--or you learn--something new to share, etc. With this in mind we will, at times, deviate “off course” to explore or to look deeper into a rich area. This flexible approach should be used increasingly as students move through higher education, particularly when they progress from undergraduate to graduate studies.

At the course's conclusion you will have the determining information you need for a successful career in public relations, and knowledge of the wide variety of topics related to the discipline’s/the craft’s study and practice. You will also have new and accurate insights into the field’s latest developments. In your other graduate classes, and while working professionally, you will draw from many of the concepts introduced over our semester together.

**A Broad and Deep Survey of the Art, Business and Science of Public Relations**

To become the best public relations practitioners--and managers--we can our training should be broad and deep. A “broad” training is one through which we learn the practical skills, the tactics and techniques, that illustrate PR in action. A “deep” training, on the other hand, is one through which we learn to think strategically, come to understand the value of time-tested theories that speak to our field, and capture the essence of what it means to be an ethical public relations professional with a vision toward the future.This course will provide you with a survey of several topics, all related to the public relations profession. It will offer you a kaleidoscopic view of PR’s day-to-day practices. And it will--through a combination of lectures, discussions, case studies, a “client” assignment, six short “applied” assignments, and quizzes--teach you the problem-solving and relationship-building roles characteristic of today’s public relations professionals. Moreover, the course will consider the personal, practical and ethical challenges facing PR professionals. Also, you will learn why public relations skills are, at their core many believe, life skills.Additionally, information the course provides will help you to differentiate between public relations’ subspecialties such as media relations, investor relations, government relations and crisis communication. We will also explore the essential professional skills, demands and opportunities associated with practicing public relations in corporations, public relations agencies, governmental organizations and nonprofit entities. The course’s *“broad”* training is built in large part on the wide-ranging collection of chapters in the Wilcox book. Each discusses a fundamental public relations topic. Relative to the other introductory PR books, its chapters capture the substance of the public relations field’s foci in easily understood language without oversimplifying them. The readings in the Hendrix book, through their discussion of “real world” campaigns and the presentation of media-related/promotional tools used in those campaigns, illustrates today’s public relations practices in action. And the assigned on-line sources/links will expand your knowledge base with quick, up-to-date “hits” on PR’s multiple motivations and goals.

The course’s *“deep”* training is built in large part on the more focused, in-class, lectures and discussions. Each takes select topics raised primarily in the readings and current events and, through what transpires in the classroom, expands on/delves into them.

Please note: Numerous “real world” illustrations/anecdotes/stories will be shared during the course’s lectures. Please remember that these are not intended to “fill time.” Rather, they are used to illustrate major PR-related foci and concepts best taught via this pedagogical approach.

The instructor is receptive, from this point forward, to addressing any public relations-related questions or thoughts you develop/have developed. These may have come/may come from classes (both undergraduate and graduate), internships, or the full-time workplace. We may meet during my office hours, over coffee or lunch, or at any mutually available time. I will make every effort to make my availability fit yours.

**COURSE OBJECTIVES**

(1) To understand the fundamental communication, behavioral and organizational principles that serve as the foundation for the practice of contemporary public relations.(2) To develop knowledge of the variety of organizational problems public relations professionals are engaged to solve, the challenges they face, and the solutions they craft to achieve desired outcomes.(3) To examine important public relations management concepts such as those related to “the dominant coalition,” “two-way symmetrical communication,” “advocacy vs. objectivity,” “environmental scanning,” “boundary-spanning,” “PR as a management (vs. technician) function,” et al. (4) To conceptualize the four-step “research-planning-implementation-evaluation” process used for strategic public relations programs and campaigns.(5) To distinguish between public relations as practiced in the private, public and nonprofit sectors, while learning about the challenges, opportunities and publics unique to each. (6) To argue against the claim “public relations ethics” is an oxymoron, suggesting instead effective PR is ethical PR.(7) To examine emerging trends, such as those influenced by on-line/Internet-based communication, including the paradigm-shift toward new/social/alternative/digital media.(8) To introduce techniques for carrying out effective media relations and crisis communications (two topics examined fully in other courses in the PR program).(9) To understand why public relations theory plays an integral role in public relations practice, while learning (primarily through on-line articles) about to the field’s seminal “excellence” study, its four models of PR, etc.

 (10) To learn (largely through Hendrix’s assigned case studies) about practical differences, similarities and opportunities when building relationships with a host of publics such as the media, governments, activists, communities, employees, consumers/customers, et al.(11) To “clean up” common writing errors while learning to synthesize information.(12) To explore multiple opportunities for building a career in public relations.

**OVERVIEW**

**Nature of the Course**Because of an ambitious agenda, the course moves quickly from related topic to related topic--thus giving you a comprehensive view of the public relations field. Therefore, it is important you listen carefully to lectures, participate when appropriate and reflect critically throughout the semester. At the course's conclusion you will have the determining information you need to build a successful career in public relations, and knowledge of the wide variety of topics related to the profession’s/craft’s study and practice--all toward your goal of becoming a “master” of the field. You will also have new and accurate insights into PR’s latest developments. In other COM classes (and elsewhere) you will have the opportunity to learn more about the topics this course, because it is a survey, does not permit us to cover in-depth. **Office Hours and Appointments**I will try to meet with you immediately during my office hours. You may also, as mentioned, set up an appointment with me for any morning or most afternoons. You are my top priority.

**TEACHING FOCUS**

**“Training” and “Educating”**Drawing primarily from the theoretical, conceptual and analytical skills acquired during doctoral training (as well as through master’s and post-master’s courses) the instructor hopes--working with you--to “educate” you. Drawing primarily from the professional, workplace, and practical skills acquired over ten years as a communications professional working in each of the three sectors, as well as a consultant/speaker for many years, the instructor--again working with you--also hopes to “train” you. Further, the instructor hopes your own experiential/knowledge base will augment what you receive from the readings and lectures. You, after all, know many things the instructor does not.

Teaching approaches, particularly for applied fields (such as public relations), must strive continuously to integrate “education’ and “training.” Without taking on the sometimes-tough challenge to combine these, a course such as this poses two risks. First, it risks being so esoteric, so theoretical it offers little tangible knowledge. Or second, it risks being so vocationally focused it lacks intellectual rigor and depth.Thus, neither nebulous pronouncements housed in jargon-filled academic literature intended for scholars speaking to scholars ... nor “neat war stories,” trendy readings, or and abundance of tales of the instructor’s “real world experience”... should dominate the course content. Rather, a strong attempt will be made to let the richness of the public relations industry’s day-to-day operations--combined with judiciously precise information generated from valid and often peer-reviewed social scientific findings--guide our semester.

**TEACHING PHILOSOPHY**

*College and university professors are given great autonomy when designing courses. They determine what topics will be discussed and focused on, manage in-class discussions, choose required readings, select guest speakers, etc. In the process they inevitably, always, and without exception bring biases to instructional choices. The claim any professor is “objective” is a myth; however, the assertion he or she can strive to be fair is accurate. A review of the instructor’s teaching philosophy (below) will inform you of some of the potential biases--despite a sincere effort to provide a fair and inclusive set of instruction--he might bring to this class***.**

**---------------------------------------------------------------------------------------------------------------**

The advanced education provided to students by a professor ought not be intended--for either the professor or student--as a means to acquire control over another, self-promotion, prestige in a community, or an exalted sense of importance. Rather, the power it provides should empower others. Further, higher education’s purpose ought not be to collect or to disseminate knowledge simply for “knowledge sake.” Rather, my undergraduate institution, St. Bonaventure University, I believe had it right. To paraphrase the University’s philosophy: the outcome of an advanced education, when best practiced, is to serve other human beings. Knowledge of economic principles eliminates poverty, law promotes justice, literature and the arts exalt the human spirit, communication promotes understanding, business provides livelihoods, medicine cures diseases..... And the professor facilitates these learning opportunities. Teaching should be an expanding endeavor, extending beyond the classroom, beyond required assignments, beyond office hours. The professor who has taught a student to enjoy a subject--from program planning to public speaking, from statistics to symmetrical communication--has done a commendable job. The educator has given the student a lifetime gift of inquiry, wonder and fulfillment. For life.Foremost in the professor’s mind as he or she “teaches” must be the realization both the professor and student remain shockingly similar. Both lead a full existence outside the protection of the classroom. Both have shortcomings. Both have strengths. Both want success. Both hope to be acknowledged. And, most important, both have unlimited potential to succeed. The professor, acting with both confidence and humility, will realize this. And so will his or her students.Additionally, the professor must recognize education is a process. Leaning is a continuum. A semester is a start. Each class offers the opportunity to begin anew. Francis of Assisi said, “Let us begin now for up to now we’ve done nothing!” As a class begins, these words should be remembered by the professor and shared with his or her students.Finally, the professor must think beyond the status quo and work hard: conducting original research, often for peer/industry review, that adds to a field’s body of knowledge; serving the greater student body, thus enhancing the reputation of the institution his/her students attend; exploring new pedagogical approaches to keep classes fresh and timely; working (particularly when teaching an applied field) with industry professionals; and following industry trends (again when teaching applied fields) to assure students are receiving up-to-date information.And while doing all these things...the professor must encourage each student to realize--then to exceed--his or her potential

**READINGS**

Required readings should be completed for the class meeting on which they are assigned. When possible, read ahead. You will be quizzed on the material from these readings even if this material is not discussed in class. Note too readings are intended primarily to enhance in-class lectures/presentations/discussions--i.e., to be read in partnership with, rather than to regurgitate, information shared during class.

Every effort should be made to attend to the required readings prior to the class meeting for which they are assigned. Doing so will help you to appreciate the synergy between what happens in the readings and what happens in class--thus enhancing your learning. The readings generally address shortcomings in lectures, and vice versa. Working together, the readings and lectures offer the wide, firm knowledge base you will acquire through this course.The course’s foundational readings come from two carefully chosen books: *Public Relations Strategies and Tactics* by Wilcox and *Public Relations Cases* by Hendrix. The former will give you the variegated overview over of the PR field a “master” of public relations should have. The latter will show you “how PR is done” highlighting various publics and various campaigns; it includes photos of elements used in actual PR campaigns (which you will learn how to design/produce in your Media Relations class).

**PLAGERISM POLICY/USE OF RECORDING DEVICES**

Plagiarism is the act of representing someone else’s creative and/or academic work as your own, in full or in part. It can be an act of commission, in which one intentionally appropriates the words, pictures or ideas of another, or it can be an act of omission, in which one fails to acknowledge/document/give credit to the course, creator and/or the copyright owner of those works, pictures or ideas. Any fabrication of materials, quotes or sources, other than that created in a work of fiction, is also plagiarism. Plagiarism is the most serious academic offense that you can commit and can result in probation, suspension or expulsion.

Please note that classroom proceedings for this course might be recorded for purposes including, but not limited to, student illness, religious holidays, disability accommodations, or student course review. Note also that recording devices are

prohibited in the classroom except with the instructor’s permission.

**ASSESSMENT TOOLS**

**1. Quizzes 1-3**Quizzes 1-3 will focus on classroom lectures, assigned readings, handouts and any other material covered in the classroom. They will consist of multiple-choice questions. They will assess your application and problem-solving skills. Because each will cover a substantial amount of material, it is important you begin studying early--and keep up with the course’s readings. The quizzes will draw about half their questions from in-class material and about half from assigned readings.

In regard to the assigned readings portion from both the Wilcox and the Hendrix books, roughly 85% of the questions will come from the areas listed under the syllabus’ “Study Tips” section and 15% from other parts of the readings. For most students, one or two careful reads of the various chapters is all that is required--along with careful preparation of answers to the specific questions from the “study tips” listed for each chapter.

Note: to be sure you capture the multiple foci of the field of public relations, there is a large amount of material to assimilate/work through for each quiz. Keeping up with assigned readings and periodically reviewing lecture notes is preferable to “jamming” in all this information shortly before the course’s three quizzes. If you hastily try to capture, over a short period, all the information covered for a quiz you more likely will: (1) forget the information more quickly; (2) fail to recognize fully the synergy between lectures and readings; (3) enjoy the class less; and/or (4) receive a lower grade on the quiz.

**2. CLIENT PROJECT**

Working in teams of three, for your final project you will be responsible for choosing an organization--preferably in the sector and of the type you/your partners anticipate you would enjoy working in. You will be responsible for analyzing elements of its communication management/public relations functions. Your final analysis will contain small assignments you may show to a future employer (perhaps during an interview) demonstrating you “understand” and can “do” public relations. For this assignment, please complete the following, written in 12-point, Times font, and double-spaced.

1. Analyze the organization’s website based generally on the criteria provided in the syllabus. Assume you would give this document to the organization’s president/CEO/executive director. (Please provide the site’s address.) **(1.5 points)**

2. Write a campaign/program plan conceptualization for the organization based on the criteria and page lengths provided in the syllabus. Assume you would also give this document to the organization’s president/CEO/executive director. **(`2.5 points)**

3. Interview--in person (or with the instructor’s permission, over the phone)--either the organization’s president/CEO/executive director or, if she/he is unavailable, the head of the organization’s public relations/communication management function. Ask this person about:

a how the organization works with new/social/alternative/digital media;

b partnerships the organization has or hopes to have with other organizations (if applicable--and if not, why not);

c. the organization’s strategic plan;

d. why the interviewee made the choice to work in the sector and type of organization in which he/she works; and

g. a few other meaningful questions you develop to round out the interview.

Provide a bulleted list (no more than one page) of any “ahh-haa” moments from the interview **(.5 points)**, and write a one-half age overview of it **(.5 points).**

4. Produce something tangible for the organization (**1.5 points**).

5. Bring a one-page write-up with the following, in the following order, to our December 1st class:

a. the name and title of the person you have interviewed;

b. the name of the organization;

c. why you chose it; and

d. a brief description of the “tangible product/s” your team will produce

6. During last class meeting give a six-eight minute PowerPoint presentation telling us what you discovered from this exercise. While doing so, draw parallels between what you have learned--through the course’s lectures, readings, discussions--that speaks to your study of the organization.

This presentation will be graded on:

a. whether it lasted between six and eight minutes **(.5 points);**

b. whether it was succinctly stated and easy to follow **(.5 points)**;

c. whether the “10-20-30” rule was followed--that is whether there were:

 c1. 10 slides **(.5 points)**;

 b1 no more than 20 words per slide, not including quotes **(.5 points)**;

 c1. 30 point fonts, nothing smaller **(.5 points);** and

d. the degree to which you informed the class, reinforcing or contrasting what we have learned this session **(.5 points).**

Please hand in a folder after your presentation with the following, in the following order:

1. Your critique of the organization’s website

2. The campaign/program plan you conceptualized

3. The “ahh-haa” moments from your interview

4. The one-page overview of your interview

5. What you have produced for the client

6. A copy of your document given to the class on December 1st.

7. A hard copy of your PowerPoint presentation

**3. PORTFOLIO**

You will be asked to design a portfolio to serve as a foundational document highlighting your experiences/skills, to present to future employers, as you proceed through the initial years of your PR career.

**4. PARTICIPATION**

You are encouraged to contribute to the quality of class discussion, sharing what you are learning and thinking by drawing from your readings, other classes, professional experiences, and various observations. Doing so will enhance your participation grade.

**While class is in session, please do not use your laptop computer/mobile device for anything other than taking notes--unless requested to by the instructor**. The instructor will not “police” such activity--but sincerely and respectfully hopes you will abide by this request.

**5. APPLIED ASSIGNMENTS**

General Guidelines

\* All assignments must be no longer or shorter than their required lengths--or you will lose one point.

\* All assignments must be handed in at the beginning of the class on which they are due--or you will not receive credit for them. Your assignment may not be emailed to either the instructor or his graduate assistants. If you choose to skip class the day an assignment is due, someone else may hand it in for you.

\* All assignments must be handed in a folder with your name (and when applicable your partner’s name) written on its tab--or you will lose one point.

\* For all assignments, point deductions will occur if you fail to follow the course’s two sets of writing guidelines--i.e. those in “Writing at the Graduate Level” and “Please Don’t Do That!”

\* Assignment partners will receive identical grades.

Specific Assignments

**Assignment 1 (“writing guidelines quiz”)**

This six-question, multiple choice, quiz will be based on the “Writing at the Graduate Level” guidelines in the syllabus and in “Please Don’t Do That!”. It will have these directions:

*Each of the following sentences may--or may not--contain a violation of the "Writing at the Graduate Level" or the "Please Don’t Do That!" guidelines. If the sentence contains such a violation, indicate how you would fix it according to the guidelines’ recommendations. If not, circle it. (Please do not indicate use of "passive voice" as an error.)*

***This assignment will “catch” common PR-related writing errors (prior to handing in the next five.…and so you won’t make them throughout your career).***

**Assignment 2 (“features versus benefits”)**

“Writing the benefits” will be discussed in class. You may promote anything in this assignment--from your dog, to your sorority, to how to brush your teeth….

\* Length: one page, double-spaced, Times 12-point font

\* Please do this assignment with two partners

\* This document should have (roughly) an average of 15 words per sentence and 75% one-syllable words

***This assignment will get you to “think benefits” when you promote something or someone.***

**Assignment 3 (“pitching yourself”)** 2

An “elevator”/“one-foot” pitch will be discussed in class. You are promoting yourself for an internship or full-time position, assuming you have roughly 45 seconds, speaking with someone who might hire you.

\* Length: about one-third of a page; that is, 30-60 seconds of clearly spoken words--use Times, 12-point font.

\* Please do this assignment by yourself.

***This assignment will prepare you to “pitch” yourself--succinctly, richly, accurately…so you will have something compelling to say when asked questions such as, “What can you being to this organization”? “Why should we hire you?” or “What has graduate school prepared you to do?”***

**Assignment 4 (“liberal” vs. “conservative” bias)**

Please read, over one or two days, accounts of the same news story--albeit in a “liberal” newspaper versus a “conservative” newspaper. Compare and contrast the “political slant” in each paper. Ask yourself what was emphasized in each publication.

For “liberally-biased” newspapers consult either *The New York Times* or *The* *Washington Post*. For “conservatively-biased” newspapers consult either *The New York Post* or *The Washington Times* or (for economic stories only) *The Wall Street Journal*. Do not reference the paper’s editorial pages.

\* Length: one page, double-spaced, Times 12-point font

\* Please do this assignment with two partners

\* This document should have (roughly) an average of 15 words per sentence and 75% one-syllable words

***This assignment will help you recognize political bias in mainstream media.***

**Assignment 5 (“observing the ‘human’”)**

Many PR professionals fail to develop fully their ability to learn vicariously; that is, to note environmental and textual clues, patters and observational themes that emerge, thus giving insight into their audiences. This assignment will encourage you simply to observe a phenomenon (usually some spot or location) over 30-60 minutes, take notes, and report your observations on the environment and the interactions within it.

\* Length: one page, double-spaced, Times 12-point font

\* Please do this assignment on your own

\* This document should have (roughly) an average of 15 words per sentence and 75% one-syllable words

***The assignment’s will help you become aware of what it means to learn vicariously--by doing what few PR professionals take sufficient time to do: observing the human condition.***

**Assignment 6 Portfolio**

You will be responsible for designing a public relations portfolio. The criteria for the portfolio will be discussed in a class lecture. The portfolio must, at minimum, contain the following: resume, references, notations, writing samples, and “additional elements.”

***This assignment will help you prepare a portfolio to promote yourself as you begin (and perhaps as you move through) your career.***

**STUDY TIPS**

**Here are Some Study Tips to Keep in Mind When Reading Wilcox & Cameron:**

*When reading Wilcox & Cameron, Chapter 1 (What is PR?) be sure you:*

\* know the general concepts referenced when defining “public relations”

\* know four reasons why PR is a “global industry”

\* know basic concepts/ideas related to defining “public relations”

\* can recognize negative stereotypes related to public relations

\* understand the concept of RACE

\* can write a paragraph on the rewards of a career in PR

\* can write a paragraph on why PR is valuable

\* can recognize the many elements that make PR diverse in the workplace

\* can articulate the differences (in a sentence) between journalism and PR

\* can articulate the differences (in a sentence) between advertising and PR

\* can articulate the differences (in a sentence) between marketing and PR

\* understand the concept of IMC

\* think about the pull-quote from Grunig and Hunt (p. 7)

*When reading Wilcox & Cameron, Chapter 2 (Evolution of PR) be sure you:*

\* understand why PR has a deep history

\* understand how PR is practiced in a multicultural world

\* can recognize the historical themes of PR over the centuries

\* can synthesize, through a few general examples, why PR is a multicultural craft

\* understand the tie-in between PR and social movements

\* can provide a sentence on the contribution/s of Lee, Bernays, Creel, Sonenberg, Page, Harlow, Baxter, Cowan, Lambert, Davis and Kendrix to the development of PR

\* can write a paragraph on why PR “came of age” between 1950 and 2000

\* can recognize he various current developments in PR

\* can comment on how and why women are overly represented in the field

\* think about the pull-quote from the Center for Media Research (p. 61)

*When reading Wilcox & Cameron, Chapter 3 (PR Ethics) be sure you:*

\* know, in general, what “ethics” is\* know what PRSA, IABC, NCA, AEJMC and IPRA stand for\* can describe, in a couple sentences, why issues of financial information, video news releases, and Internet PR, each has the potential to generate ethical dilemmas for an organization’s PR function

\* can put together a one-sentence argument for, and a one-sentence against, licensing and accreditation

\* can discuss, in a few sentences, the “blurring of ethical lines” in relation to PR and the media

\* think about the pull-quote from Nielsen (p. 68)

*When reading Wilcox & Cameron, Chapter 4 (PR Firms) be sure you:* \* can describe, in one or two sentences, what an “in-house” PR department does\* know the difference between “line” and “staff” functions\* can describe, in one sentence, why the PR department could clash with the legal, HR, advertising, and marketing departments\* can recognize the services PR firms provide

\* know what the concept of “outsourcing” means\* know what, in general, how a PR firm/agency operates

\* can recognize the services PR firms provide\* understand what “communication conglomerates” are and why they influence public relations’ practices \* can state one advantage and one disadvantage of using a PR firm

*When reading Wilcox & Cameron, Chapter 5 (PR Research) be sure you:*

\* can recognize the various ways to use PR research

\* can describe why PR research is more than strictly quantitative measurement

\* understand what secondary research is

\* the role the World Wide Web can play in doing research

\* can describe (in a sentence) the following: content analysis, interviews, focus groups, copy testing, and ethnographic techniques

\* know what random sampling is

\* understand the relevance of a sample’s size

\* understand the different types of surveys

\* think about the pull-quote from Paine (p. 122)

*When reading Wilcox & Cameron, Chapter 6 (PR Planning) be sure you:*

\* can explain what MBO is

\* are familiar with the Wii Fit Gets America Moving case

\* can describe, in a sentence or two, each of the eight elements in a PR plan

\* are familiar with the “Australians Adopt the Four-Minute Shower” section

\* think about he pull-quote from Stalwart (p. 151)

*When reading Wilcox & Cameron, Chapter 7 (Communication) be sure you:*

\* can articulate the goal of communication

\* can recognize what type of communications fall under “pubic media,” “controlled media,” “interactive media,” “events” and “one-on-one”

\* can name the five-stage adoption process

\* can describe, in a paragraph, “other attention-getting concepts”

*When reading Wilcox & Cameron, Chapter 8 (Evaluation) be sure you:*

\* know why objectives are a prerequisite for evaluation

\* can give an example of a measure of production and a message exposure

\* understand what media impressions, systematic tracking and ROI are/is

\* can describe, in a sentence or two, the various types and uses of various measurements and give an example of each

\* understand what a “pilot test” is

\* understand what a “split message” measurement is

*When reading Wilcox & Cameron, Chapter 9 (Public Opinion and Persuasion) be sure you:*

\* can define, in a sentence or two, “public opinion”\* can describe, in a sentence or two, the types of leaders\* can describe, in two sentences, the basic notions of agenda-setting, media dependency, framing, and conflict theories

\* recognize the findings from persuasion research\* can define, in a sentence, “source credibility”

\* can summarize briefly the “Healthcare Reform” case study\* understand problems when using celebrities as sources--recognizing they often know very little about the topics on which they pontificate.\* know what “appealing to self-interest” means\* can recognize the limits to persuasion

\* can recognize potential ethical problems when persuading an audience

*When reading Wilcox & Cameron, Chapter 10 (Conflict Management) be sure you:*

\* can describe, in a sentence or two, the role of PR in managing conflict

\* can summarize the “Classic Cases of Crisis Management” comments

\* can state the “two basic principles” related to assessing threats \* understand how one phase of conflict management leads to the next \* can define “issues management”\* can list some impediments to crisis management\* understand the concept of “reputation management”\* can list the three foundations of reputation

\* can describe in a sentence of two the Classic Cases of Crisis Management (re. Pepsi) case

\* can describe how to restore an image

\* know the five steps in the issues management process

\* think about the photo and caption on p. 245

*When reading Wilcox & Cameron, Chapter 11 (Diverse Audiences) be sure you:*

\* understand, from the perspective of a PR professional, what is meant by a “multicultural nation”

\* can provide a sentence or two related to reaching Hispanics, African Americans and Asian Americans

\* can recognize the groups mentioned in the “Reaching Diverse Age Groups” section

\* can summarize, in a sentence or two, the “Women as a Special Audience” discussion

*When reading Wilcox & Cameron, Chapter 12 (PR and the Law) be sure you:*

\* have reviewed the sampling of legal problems

\* can describe “libel” and “defamation”

\* understand the fair comment defense

\* can write a paragraph on issues related to the invasion of privacy

\* can describe “fair use” and “infringement”

\* know what trademark law is and why understanding it is relevant to PR

\* how/why government agencies’ regulation authority influences PR

\* know what the SEC , FDA and EEOC are

\* can write a paragraph on employee speech in the digital age

\* have reviewed the comments on corporations’ spending on political candidates

\* can describe, in one or two sentences, issues related to employee speech in the digital age

\* know what is meant by attorney/PR relationships

\* think about the quote from Lasky (p. 318)

*When reading Wilcox & Cameron, Chapter 13 (The Internet) be sure you:*

\* can describe, in a sentence or two, how PR professionals use following: webcasts, different types of blogs, MySpace, Facebook, YouTube, Flickr, texting, Twitter, Wikis and podcasts\* can discuss the next generation of “mobile-enabled content”

\* can describe, in a sentence or two, the Phoenix Suns case study

*When reading Wilcox & Cameron, Chapter 14 (Promotional Materials) be sure you:*

\* can describe, in a sentence or two, how PR people use the following: news releases (traditional and multimedia); media kits is (traditional and e-kit); fact sheets; print and broadcast interviews; news conferences (traditional and on-line); media tours; and press parties

\* know the basics for pitching a story (or product or service)

*When reading Wilcox & Cameron, Chapter 15 (Radio and TV) be sure you:*

\* can describe, in a sentence or two, how PR people use the following: audio news releases; PSAs; media tours; video news releases; SMTs; B-Roll

\* can describe in a sentence or two, how to make guest appearances on various types of shows

\* can describe, in a sentence or two, “issues placement"

*When reading Wilcox & Cameron, Chapter 16 (Special Events) be sure you:*

\* can write two or three paragraphs on why attention to detail is essential for effective special event planning

\* have read through and thought about the “how to plan a meeting” sequence and tactics

\* can describe, in a sentence or two, tips for putting on effective banquets, receptions and cocktail parties, open house and plant tours, conventions

\* can describe, in a sentence or two, trade shows and their exhibit booths

\* can describe, in a sentence or two, how to use celebrities to attract attention

\* know how an exhibit booth, a hospitality suite, and a pressroom are used

\* think about the photo and caption on trade shows (p. 431)

*When reading Wilcox & Cameron, Chapter 17 (Corporate PR) be sure you:*

\* can describe, in a sentence or two, the BR Spill case

\* can describe media relations, customer relations, employee relations and investor relations

understand how various groups use consumer activism

\* can describe, in a sentence or two: product publicity, product placement; cause-related marketing; corporate sponsorships, viral marketing

\* can describe, in a sentence or two, marketing communication

\* know why corporations practice corporate philanthropy

\* think about the pull-quote from Brown (p. 441)

*When reading Wilcox & Cameron, Chapter 18 (Entertainment, Sports, Tourism) be sure you:*

\* understand how/why entertainment PR, sports PR, and tourism PR have become pervasive, particularly in the U.S., and what, generally, each entails

\* can describe, in one or two sentences, the public’s fascination with celebrities

\* can describe, in one or two sentences, the cult of celebrity

\* can describe, in a paragraph, what a publicist does

\* can describe the drip-drip-drip technique

\* how the Internet has changed the travel business

\* can describe, in a paragraph or two, the Cruise Ship Passengers Stumble Ashore in Haiti” case

\* know how you would conduct a personality campaign

\* can write a paragraph or two on the business or sports

\* understand why sports is a “business’

\* know what community relations is

\* read the case study on the cruise ship in Haiti (p. 491).

*When reading Wilcox & Cameron, Chapter 19 (Governmental PR) be sure you:*

\* know the basic purposes of governmental PR\* understand the basic PR communication strategies of Congress, the White House, state governments, and local governments as well as for federal agencies

\* are aware of debate related to campaign finance reform

\* know the basics of lobbying and its various forms

\* can write a sentence or two on the “Social Media and the 2008 Election” study

\* understand the role of a congressional press secretary \* understand, in general, the roles of state and city information services

\* think about the pull-quote from the instructor (p. 502)*When reading Wilcox & Cameron, Chapter 20 (International PR) be sure you:*

\* understand, in general, what is meant by ”global public relations”\* know what NGOs are

\* can write two-three paragraphs on how the U.S. tries to influence other countries\* understand why a U.S. firm might choose to work with a foreign government\* have examples of public relations development in Africa, Brazil, Mexico, the Middle East and Thailand

\* know the basics of American public diplomacy

\* are familiar with the opportunities available in international work

\* can recognize the types of work the firms in the “U.S. Firms Represents a Variety of Nations” section

\* think about the quote from Pinkham (p. 534)

\* think about the pull-quote from Pelfry and Molleda (p. 543)

*When reading Wilcox & Cameron, Chapter 21 (Nonprofit PR) be sure you:*

\* can describe, in a paragraph or two, what the nonprofit sector does

\* know the difference between a “trade association” and a “professional association” \* can give examples of advocacy groups and what PR tactics they use

\* can recognize the categories of social agencies

\* can describe, in a paragraph, the role PR plays in health organizations\* know what a foundation does\* know the basics of fund-raising/development\* can summarize, in a few sentences, the “Job in University Relations” section.

\* think about the pull-quote from Nowak (p. 560)

**Here are Some Study Tips to Keep in Mind when Reading Hayes, Hendrix & Kumar**

*When reading Hayes, Hendrix & Kumar, chapter 1 (PR in action) be sure you:*

\* read carefully the first three paragraphs on p. 3

\* read carefully PRSA’s official statement on PR

\* understand how new/social media are influencing/changing PR

*When reading Hayes, Hendrix & Kumar, chapter 2 (PR process) be sure you:*

\* read carefully the first paragraph on p. 12

\* review exhibits a, 2-c, 2-d, 2-e

\* know the different types of objectives

\* review carefully the actions and events on p. 31

\* know the difference between “controlled” and “uncontrolled” media

*When reading Hayes, Hendrix & Kumar, chapter 3 (Media Relations) be sure you;*

\* read carefully the first two paragraphs on p. 49 and the summary on p. 60

\* read carefully the NORDA Tracks Santa case

*When reading Hayes, Hendrix & Kumar, chapter 4 (Social Media) be sure you:*

\* read carefully the first paragraphs on p. 92-95

\* read carefully the Doritos and the Miller High Life cases

*When reading Hayes, Hendrix & Kumar, chapter 5 (Internal Communications) be sure you:*

\* read carefully the first paragraph on p. 132 and the summary on p. 136-137

\* read carefully the Allstate case

*When reading Hayes, Hendrix & Kumar, chapter 6 (Community Relations) be sure you:*

\* read carefully the first paragraph on p. 160 and the summary on p. 165

\* read carefully the Spike & Biscuit case

*When reading Hayes, Hendrix & Kumar, chapter 7 (Public Affairs and Government) be sure you:*

\* read carefully the first two paragraphs on p. 193 and the summary on p. 204

\* review exhibit 7-a

\* review exhibit 7-b

\* read carefully the Stop Oil case

*When reading Hayes, Hendrix & Kumar, chapter 8 (Investor and Financial Relations) be sure you:*

\* read carefully the first paragraph on p. 225 and the summary on p. 229

\* read carefully the Aflac case

*When reading Hayes, Hendrix & Kumar, chapter 9 (Consumer Relations) be sure you*:

\* read carefully the first three paragraphs on p. 256 and the summary on p. 260

\* read carefully the Haagen-Dazs case

*When reading Hayes, Hendrix & Kumar, chapter 10 (International PR) be sure you:*

\* Read carefully the first paragraph on p. 280 and the summary on p. 285

\* review exhibit 10-a

\* read carefully A Woman’s Stand case

*When reading Hayes, Hendrix & Kumar, chapter 11 (Special Publics) be sure you:*

\* read carefully the first paragraph on p. 312 and the summary on p. 316-317

\* read carefully the Changing the Meaning of Organ Donor case

*When reading Hayes, Hendrix, & Kumar, chapter 12 (Crisis) be sure you:*

\* read carefully the first paragraph on p. 345 and the summary on p. 351

\* read carefully the Trouble Brewing case.

**Here are Some Study Tips to Keep in Mind when Reading Carnegie**

*When reading Carnegie be sure you:*

\* read thoroughly, carefully, and only once the entire first and, after, the entire second, half.

\* Do not memorize any lists.

**Here are Some Study Tips to Keep in Mind when Reading/Viewing the On-Line Sources**

*When reading your on-line sources be sure you:*

\* carefully read/view each once and thoroughly

\* unless otherwise indicated, read the site only as far as you are able to scroll down

**ON-LINE READINGS/VIEWINGS**

1. What is PR?

<http://www.prsa.org/AboutPRSA/PublicRelationsDefined>

2. Spin Doctor

[http://www.thefreedictionary.com/spin+doctor](http://www.thefreedictionary.com/spin%2Bdoctor)

3. Flacks and Hacks

<http://pandodaily.com/2013/04/01/a-publicist-calls-out-the-flacks-and-the-hacks/>

4. PR Liars

<http://www.theguardian.com/media/2012/mar/09/public-relations-liars-blog-ethics>

5. The Disservice of PR

<http://www.prdaily.com/Main/Articles/The_disservice_of_PR_hacks_to_our_industry_14954.aspx>

6. Paid Liars (YouTube)

<http://www.youtube.com/watch?v=ZhqiHneJ1AA>

7. PR Respect

<http://www.prdaily.com/Main/Articles/How_can_PR_earn_the_respect_it_deserves__12146.aspx>

8. Importance of PR Research

<http://www.prfriend.com/research-in-public-relations/>

9. The Human Element

<http://lorelle.wordpress.com/2009/12/02/have-you-lost-the-human-element-in-your-blog/>

10. Children and Technology

<http://www.thejewishnews.com/children-and-technology-the-good-the-bad-and-the-dangerous>

11. Technology and Humanity

[http://www.huffingtonpost.com/gil-laroya/does-technology-replace-h\_b\_424073.html\](http://www.huffingtonpost.com/gil-laroya/does-technology-replace-h_b_424073.html%5C)

12. Benefits of Planning

<http://info.sms.uni.edu/blog/bid/124539/7-Benefits-of-Strategic-Planning>

13. PR Planning

<http://www.nku.edu/~turney/prclass/readings/plan.html>

14. Not Planning

<http://smallbusiness.chron.com/not-necessary-write-business-plan-2739.html>

15. PR Pitches (YouTube)

<http://prnc.tv/2013/04/pr-tips-and-tricks-pr-pros-reveal-the-secrets-to-developing-the-perfect-pitch/>

16. Media Relations Ground Rules

<http://www.mrmediatraining.com/2011/05/12/8-ground-rules-when-working-with-reporters/>

17. Lying

<http://pjmedia.com/victordavishanson/lying-in-the-age-of-obama/>

18. Greedy Corporations

<http://freedomthirst.com/2011/02/28/evil-greedy-rich-people-and-nasty-big-corporations/>

19. Unethical Corporations

<http://www.actionforourplanet.com/#/top-10-unethical-companies/4545796858>

20. Nonprofit PR

<http://www.mediabistro.com/prnewser/five-best-practices-for-nonprofit-pr-programs_b38985>

21. News Bias

<http://www.youtube.com/watch?v=2d7TbdT_H6Y> (YouTube)

<http://www.studentnewsdaily.com/archive/example-of-media-bias/> (Peruse Headlines)

22. Agency Life

<http://www.prdaily.com/Main/Articles/The_life_of_a_PR_agency_employee__12330.aspx>

23. Golden Rules of Crisis PR (YouTube)

<http://www.youtube.com/watch?v=qM7liob6DPs>

24. Crisis Case Study (YouTube)

<http://www.youtube.com/watch?v=pHGqqjQFAjA>

25. Celebrity Quotes (click through, peruse all 25)

<http://www.ijreview.com/2013/01/31051-25-dumbest-celebrity-quotes-about-politics/4/>

26. Publicists

<http://prbreakfastclub.com/2010/08/31/reality-being-publicist/#.Ugu1Ybx6O8o>

27. Celebrity PR

<http://newsinfo.iu.edu/web/page/normal/7106.html>

28. International PR (YouTube)

<http://www.youtube.com/watch?v=1NJgw9tOTok>

29. Planning Special Events

<http://www.ourconsumerplace.com/consumer/helpsheet?id=3502>

30. Perception and Reality

<http://www.lifehack.org/articles/lifehack/your-perception-is-your-reality.html>

31. President’s Misstatements

<http://www.westernfreepress.com/2013/10/15/obamas-top-5-healthcare-deceptions/>

32. Young People and Affordable Health Card Act (Jimmy Kimmell YouTube)

<http://newsbusters.org/blogs/noel-sheppard/2014/01/15/jimmy-kimmel-savages-obamacare-and-uninformed-young-people-who-suppor>

33. “Selling” Obmamacare

<http://www.cbsnews.com/news/the-high-and-low-of-selling-obamacare/>

34. Top 10 Corporate Crises

<http://www.holmesreport.com/featurestories-info/11376/The-Top-10-Crises-Of-2011-Part-2.aspx>

35. Why PR is Positive

<http://www.entrepreneur.com/article/65672>

36. PR’s Ethical Dimemna

[http://prethicaldilemma.blogspotm/](http://prethicaldilemma.blogspot.com/)

37 PR’s Best and Worst (read entire article)

<http://www.thejobcrowd.com/careers/advertising-marketing-and-pr/public-relations-0/best-worst>

38. Elements of “good PR”

<http://www.pr-squared.com/index.php/2009/07/the-7-elements-of-good-pr>

39. Models of PR (chart)

http://iml.jou.ufl.edu/projects/fall99/westbrook/models.htm

40. Models of PR (summary) -- (please read entire PDF)

<http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CC4QFjAC&url=http%3A%2F%2Fpr.shisu.edu.cn%2Fpicture%2Farticle%2F19%2F39%2F35%2F3007ad524dc4983acca35edb3d5f%2F8ae39fc9-2c23-4578-9e9d-3f6909e0a01e.pdf&ei=Ln0EVIjqHY2VgwTn4IK4BA&usg=AFQjCNFXAaf98o_GKX4pW_0gW1rGVm48GQ&bvm=bv.74115972,d.eXY>

41. PR: An Art or Science (pt. 1)

<http://www.nku.edu/~turney/prclass/sections/art_science.html>

42. PR: An Art or Science (pt. 2)

<http://www.waxingunlyrical.com/2012/04/05/public-relations-art-or-science/>

43. Situation Theory of PR

<http://sites.psu.edu/haleyburnside/2014/02/11/the-situational-theory-of-publics-paper/>

44. Public Segmentation -- (please read entire PDF)

<http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&ved=0CFUQFjAH&url=http%3A%2F%2Fijbssnet.com%2Fjournals%2FVol_3_No_20_Special_Issue_October_2012%2F13.pdf&ei=lX8EVOCYGsaRgwT7j4KYCA&usg=AFQjCNGYFCb2BlGIQcG_k2nGVjR538MrHA&bvm=bv.74115972,d.eXY>

45. World Class PR

<http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDAQFjAC&url=http%3A%2F%2Fwww.prsa.org%2Fintelligence%2Fprjournal%2Fdocuments%2F2011wakefield.pdf&ei=h4EEVMGtNorygwSL44HYAQ&usg=AFQjCNHbUNuCVR6lRqBQiYu0-AnyCa7NTA&bvm=bv.74115972,d.eXY>

46. PR Ethics Overview

<http://www.instituteforpr.org/ethics-and-public-relations/>

47. PR Research

<http://www.instituteforpr.org/ipr-measurement-commission/>

48. International PR (Putin)

<http://www.nytimes.com/2014/09/01/business/media/pr-firm-for-putins-russia-now-walking-a-fine-line.html?_r=0>

49. PR in Higher Education

<http://www.forbes.com/sites/robertwynne/2013/07/30/lessons-in-higher-education-public-relations/>

50. PR Journals (peruse listings)

<http://en.wikipedia.org/wiki/List_of_public_relations_journals>

51. Jon Stewart vs. Chris Wallace (YouTube)

https://www.youtube.com/watch?v=XV2MxD779c0

52. Academic Bias?

<http://www.nytimes.com/2010/01/18/arts/18liberal.html>

53. *NYT* Bias?

<http://www.aim.org/don-irvine-blog/ny-times-public-editor-admits-paper-has-a-pro-obama-bias/>

**GRADING**

 **Element** **Points (and Percentages)**  Quiz 1 27

 Quiz 2 18

 Quiz 3 25

 Client Project 10

 Assignment 1 (writing guidelines) 3

 Assignment 2 (features versus benefits) 2

 Assignment 3 (pitching yourself) 1

 Assignment 4 (“liberal” versus “conservative” bias) 2

 Assignment 5 (observing the human) 2

 Assignment 6 (portfolio) 4

 Participation 6

 **Total: 100**

**Points**  **Grade** **Points** **Grade**

90-100 A 60-64 C

85-89 A- 55-59 C-

80-84 B+ 50-54 D+75-79 B 45-49 D/D-70-74 B- 40-44 F65-69 C+

**Note**: Final grades will be determined by adding the points from your quizzes, client-project, participation and portfolio. The scale (directly above) will be strictly followed when calculating your final course grade.

**WEBSITE ANALYSIS**

*The criteria below, which were developed by* ***Prof. Joyce Walsh*** *of Boston University’s College of Communication, will be referenced when you do your client-project website analysis. (This latest update addresses the design issues related to smart phones and tablets.)*

**WEB DESIGN STRATEGIES**

DESIGN Effective visual hierarchy communicates primary content make the primary content part of the focal point

Make it a comfortable reading experience Establish visual hierarchy by making titles and subtitles larger and bold: Avoid centered alignment for body copy

Paragraphs with centered type are difficult to read. Line length should be proportional – body copy about 66 characters Use a white background for optimal legibility. Avoid all capital letters in sentences – PEOPLE WILL THINK YOU ARE SHOUTING. Use no more than two typefaces per site – Use color, bold or italics for emphasis.

Simplify Simplify Simplify

CONTENT Communicate your most important info in three seconds People spend less than three seconds on a page

Keep the content current – Your audience will keep coming back.

Update coming events timely and consistently – This establishes and maintains reliability.

Copy should be in short concise paragraphs – Users browse web site content and Expect to see small chunks of info.

Embrace scrolling Chunk information so people know when to slow the scroll Use headings, sub-headings and lists to group information Imply there is additional content by staggering images (avoid “bottom” rows)

NAVIGATION Access the information with as few clicks of the mouse as possible. Segment the information so it is not overwhelming

The navigation menu should be at the top Secondary menus should be at the left or right

Avoid dead-ends – Each page on the web site should have a navigational option, at least to get back to the home page.

IMAGES Images can be visual shortcuts to links – make the content meaningful. jpg Photos or complex illustrations should be compressed into jpg format.

gif Logos and other flat color images can be compressed into gif formats. png This compression format allows for transparent backgrounds.

**PR CAMPAIGN CONCEPTUALIZATION**

*The criteria below, which were developed among various academics and practitioners, will be referenced when you do your client-project campaign plan.*

**Before you begin your conceptualization, please write one sentence--at the top of the page---describing what your campaign is about.**

**RESEARCH**—This section should be three sentences, double-spaced. It should describe how you would go about researching your campaign. It does not require that you do any actual research (collecting data, etc.).“Research saves me time. If I don’t know the opinion climate or environment for a project or program, then I don’t know--first--if I am on target, and--second--if I am starting some place different from where the audience is. So I find that the research step saves me time and almost guarantees--as close as anything can guarantee--that the program we put together is going to end up with the results that we want.”- Anne H. Barkelew, Vice President—Corporate Communications, Dayton–Hudson Corp.  **SITUATION ANALYSIS**—This summarizes your organization's relations with its public/s. It explains why the campaign is needed and points out problems or opportunities related to it. It often comments on social, historical, economic, political or cultural events that influence the campaign. A PR professional might also conduct a S.W.O.T analysis to help himself/herself write an effective situation analysis. This section of your campaign should provide a one or two sentence reference to each of the four “S.W.O.T.” letters.**OBJECTIVES**—Your objectives, which anchor the campaign, explain what you’re trying to accomplish; they describe specific results to be achieved by a specific date, and for specific publics. These can be thought of as “solution statements.” They are often preceded by research. Often, your PR staff/boss/committee will approve a campaign without clear objectives.

How to write objectives: Objectives should begin with the word “to” followed by an action verb. They should specify an outcome; state the magnitude of change or level to be maintained in measurable terms; and set the target date when the outcome will be achieved.Here is an example of a properly written objective (this one, for a nonprofit organization): *To increase donations 25% within two months after starting the fundraising campaign.*

In establishing objectives, you must state exactly what you want the audience to know to or to believe**You cannot set valid objectives without understanding the problem. To understand the problem: (a) discuss it with your PR staff/boss/committee, (b) do your own research, and (c) evaluate your ideas in the broader perspective of your organization's long-term goals.**

“Once you understand the situation, it should be easy to define the objectives. To determine if your stated objective is the right one, ask yourself: (a) Does it really address the problem (or opportunity)? (b) Is it realistic and achievable? and (c) Can the "success of the objective" be measured in terms meaningful to the PR staff/boss/committee.

Your campaign should have two objectives.

**AUDIENCE**—Public relations campaigns (in all three sectors) should be directed toward specific and defined audiences (or publics). If you define the audience as the “general public,” you’re often not doing your homework; some even suggest a “general public”--especially with the tools new media provide--no longer exists.

Your campaign should carefully define your audience as well as explain why you’ve chosen that audience. Be sure to comment on three variables. Namely, the audience’s *demographics* (who they are--age, sex, income, education level, etc.); *psychographics* (what they are like--what they think, how they behave, and what they think about); and *geographics* (where they live or, occasionally, where they work). This section should be one-half page and should reference each of these three variables.

“Identify, as precisely as possible, the group of people to whom you are going to direct your communications. Is this the right group to approach in order to solve the problem or capture the opportunity? If there are several groups, prioritize them according to which are most important for your particular objectives.”**STRATEGY—**A strategy is a broad concept (or broad concepts) on which the campaign will be based. When coming up with a strategy/ies think about each of these four questions: • Where are we now? • How did we get there? • Where do we want to be? • How will we get there?

“The strategy describes how, in concept, the objective is to be achieved. Strategy is a campaign of action that provides guidelines for selecting the communications activity you will employ. There are usually one or more strategies for each target audience. Strategies may be broad or narrow, depending on the objective and the audience.” Write one or two one-sentence strategies or your campaign.

Below those describe in one sentence why your campaign speaks to the audience’s self- interest.

Below that provide a one-sentence slogan for your campaign.

**TACTICS—**Tactics describe the “how to do it” portion of the campaign. The “tactics” section of your campaign should be divided into two parts, each one-quarter page. One (which should be bulleted) will describe tactics unrelated to the media; the other (which also should be bulleted) will describe tactics related to the media. “This is the body of the campaign, which describes, in sequence, the specific communications activities proposed to achieve each objective. In selecting communication tools--news releases, brochures, radio announcements, and so on--ask yourself if the use of each will really reach your priority audience and help you to accomplish your stated objectives.”**CALENDAR**—When writing up your calendar, first describe (in prose) why the campaign will be conducted at its designated time, and second (in bullets) offer a general outline of what will take place when. This section should be between one-quarter and one-half of a page.

**BUDGET**—Your budget should be divided into two categories: “staff time” and “out-of-pocket expenses.” You can do a reasonable job of estimating out-of-pocket expenses by making a few phone calls. You would call a printer, for example, to get an estimate of how much 10,000 copies of a pamphlet would cost.

Each of the two categories in your budget should contain four bulleted items. Also, have a single line below these labeled “contingencies”--that is, unexpected expenses. In general, and for this campaign, allow10% of the budget for this category. Your budget should be presented in columns (not prose).

 “How much will implementation of the campaign cost? Outline in sequence the exact costs of all activities. Make sure you include things such as postage, car mileage and labor to stuff envelopes.”

**EVALUATION**—Your evaluation should be directly related to your stated objectives. It describes the process by which you determine whether you have met your objectives. Your evaluation should be one-two sentences, each relating back to a specific objective. Below this please describe, in two sentences, at least two research techniques (examples are provided below) you will use to evaluate your campaign. Before you begin your campaign, both you and the PR staff/boss/committee, must agree on the criteria you will use to evaluate your success in achieving the objective/s. Research techniques for evaluating the effectiveness of a campaign include: the implementation of small, statistically correct mini-surveys; an 800/888 number to capture responses; use of a database to find/confirm media placement; tracking of “hits” on a Web site; collection and analysis of emails; online surveys; development and collection of response cards; use of students from local colleges to conduct surveys; intercept surveys in the community; and focus groups/roundtable sessions with the intended audience.

Note: Material covered in this synopsis was compiled from the contributions of various authors (Wilcox, 1997, 2012; Howard and Mathews, 2001; Yale, 2001; et al.), as well as from the industry-related experiences of the instructor and his former students.

**PR PORTFOLIO DESIGN**

*The criteria below, which were developed by the instructor and his former students, will be referenced when do your own portfolio.*

A. Overall Impression

B. Required Elements for Portfolio

 1. Resume (note suggestions shared in lecture)

 2. References (use format I will put on the board)

 3. Binder (use solid, conservative color with no writing on it; not too thick)**\***

 4. Notations at bottom of page, right corner**\*** (to describe and “sell”)

 5 Writing samples

 6. Additional elements (unique for each person in the class)

C. Other Elements

 1. Elements from workplace/industry and/or classes are acceptable

 2. Be sure written elements are perfectly written

 3. Think of your “unique selling point/s” and highlight it/those

 4. Brief mention of personal--i.e., non-academic, non-workplace related experiences/skills/accomplishments. (However, not a “scrap book.”)

**\*** For physical portfolios only **CLASS-BY-CLASS TOPICS, READINGS AND ASSIGNMENTS**

**September 2, 4** Foundation Concepts

**September 9, 11** PR Research/Applied Assignments Review/Portfolios

 Wilcox: 1, 2, 5

 Hendrix: 1

 On-line: 1-8, 50

 Read Entire Syllabus

**September 16, 18** New/Social/Alternative Media

 Planning, Implementation, Eval.

 Wilcox: 6, 7, 8, 13, 14,15

 Hendrix: 2, 3, 4, 13

 On-line: 9-17

 PR Portfolios

 **Assignment 1 due September 18**

**September 23, 25** **Quiz 1 given on September 25**

**September 30, October 2** Corporate PR

 Wilcox: 17

 Hendrix: 8, 9

 On-line: 18-19, 34

 **Assignment 2 due on October 2**

**October 7, 9**  Governmental PR/Nonprofit PR

 Wilcox: 19, 21

 Carnegie: first half

 Hendrix: 6,7

 On-line: 20-21, 30-33, 49, 51-53

**October 16** Agency PR

 Wilcox: 4

 Hendrix: N/A

 On-line: 22

 **Assignment 3 due on October 16**

**October 21, 23** **Quiz 2 given on October 23**

**October 28, 30** Crisis PR/PR Theory

 Wilcox: 10

 Hendrix: 12

 On-line: 23-24. 34, 41-44

**November 4, 6** Entertainment/International PR

 Wilcox: 18, 20

 Hendrix:10

 On-line: 25-28, 45, 48

 **Assignment 4 due on November 6**

**November 11, 13** Addl. Publics/Anchoring Adjectives/PR Models

 Wilcox: N/A

 Hendrix: 11

 On-line: 39-40

 **Assignment 5 due on Nov. 13**

**November 18, 20** Special Events/Ethics

 Wilcox: 3, 11, 9, 12, 16

 Hendrix: 5

 On-line: 29, 35-38, 46

 Carnegie: second half

 **Assignment 6 due on Nov. 27**

**December 2, 4** Open/Make-Up Class

 **Quiz 3 given on December 4**

**December 9** Open/Make-Up Class

 **Client Project due on December 9**

**WRITING AT THE GRADUATE LEVEL**

|  |  |  |
| --- | --- | --- |
| Incorrect:  |  | I went to the dance, it was wonderful. |
| Correct:  |  | I went to the dance; it was wonderful. OR |
|  |  | I went to the dance, and it was wonderful. OR |
|  |  | I went to the dance. It was wonderful.  |
| *Comment:*  |  | *The incorrect sentence used a "comma splice." This refers to the practice of separating two sentences from each other by a comma instead of by a period or semicolon.*  |
|  |  |  |
| Incorrect:  |  | I drank twelve glasses of milk this week. |
| Correct:  |  | I drank 12 glasses of milk this week. |
| *Comment:*  |  | *Use numerals for numbers ten and above--except when they begin a sentence.*  |
|  |  |  |
| Incorrect:  |  | 20 people came to the party. |
| Correct:  |  | Twenty people came to the party. |
| *Comment:* |  | *When a sentence begins with a number, spell-out that number.*  |
|  |  |  |
|  |  | NOTE: It's weak writing to begin a sentence with "There are" or "There is."  |
|  |  | Example: "There are 30 dogs in the neighborhood." It's better to begin the sentence by writing out the number. Example: "Thirty dogs are in the neighborhood."  |
|  |  |  |
| Incorrect:  |  | The media was important during the last election. |
| Correct: |  | The media were important during the last election. |
| *Comment:*  |  | *The word "media" is plural; the word "medium" is singular. (Avoid using "mediums" unless you're at a séance.)*  |
|  |  |  |
| Incorrect:  |  | The data was given to the reporter. |
| Correct: |  | The data were given to the reporter. |
| *Comment:* |  | *The word "data" is plural ("datum" is singular).* |
|  |  |  |
| Incorrect: |  | Following is the list of items to bring; shoes, socks, a towel and a radio. |
| Correct: |  | Following is the list of items to bring: shoes, socks, a towel and a radio. |
| *Comment:* |  | *Use a colon, not a semicolon, prior to a list.*  |
|  |  |  |
|  |  |  |
| Incorrect: |  | I want a full time job. |
| Correct: |  | I want a full-time job. |
| *Comment:* |  | *Hyphens help us to avoid ambiguity (e.g., small-business owners, re-covered). They also form compound modifiers--i.e., two or more words expressing a single idea (e.g., well-known, know-it-all).*  |
|  |  |  |
| Incorrect:  |  | Dogs are nice, however, cats are still my favorite. |
| Correct: |  | Dogs are nice; however, cats are still my favorite. |
| *Comment:* |  | *Make use of the above construction (i.e., use a semicolon prior to the conjunctive adverb "however").* |
|  |  |  |
| Incorrect:  |  | John said "I love you." |
| Correct: |  | John said, "I love you." |
| *Comment:* |  | *A comma should precede a complete quote.* |
|  |  |  |
| Incorrect: |  | Before anyone speaks, they should listen. |
| Correct: |  | Before anyone speaks, he or she should listen. OR |
|  |  | Before people speak, they should listen. |
| *Comment:* |  | *It is important your singular(s) and plural(s) agree. The easiest way to assure this is to make your first reference a plural instead of a singular.* |
|  |  |  |
|  |  | NOTE: Most organizations have a policy on how to handle this. Some continue to use "he" to refer to both genders/sexes; some use "they" even though, technically, this is incorrect; one I know of switches "he" and "she" throughout its written materials. For this course make the first reference plural whenever possible--when you can't, use "he or she" or "himself or herself." Do NOT use "they" if the first reference is singular. |
|  |  |  |
| Incorrect: |  | Each of us are an important part of the team. |
| Correct: |  | Each of us is an important part of the team. OR |
|  |  | We are an important part of the team.  |
| *Comment:* |  | *See previous comment. (Note "each" really means "each one" and, therefore, is singular.)*  |
|  |  |  |
|  |  |  |
| Incorrect: |  | Burger King has several web pages; they developed them this year. |
| Correct: |  | Burger King has several web pages; it developed them this year. |
| *Comment:* |  | *"Burger King" is singular; therefore use "it" (the singular form), not "they" (the plural form).* |
|  |  |  |
|  |  | Remember, in sentences where an organization (be it IMB, Burger King or the UN) is the subject (the originator of the action or activity), the second reference is "it" (singular) and "its" (possessive).  |
|  |  |  |
|  |  | Another example: The company boasts it was the first on the market. |
|  |  |  |
|  |  | Note: Experts' opinions on whether to capitalize the "w" in "web" or the "i" in "internet" differ. For this course, either way is acceptable as long as you're consistent. For other courses follow the professor's preference.  |
|  |  |  |
| Incorrect: |  | Where is the mens room? |
| Correct: |  | Where is the men's room? |
| *Comment:* |  | *"Men" is already plural; thus, add 's.* |
|  |  |
|  |
| Incorrect: |  | The childrens program has begun. |
| Correct: |  | The children's program has begun. |
| *Comment:* |  | *"Children" is already plural; thus, add 's.* |
|  |  |  |
| Incorrect: |  | I like people that sing. |
| Correct: |  | I like people who sing. |
| *Comment:* |  | *When referring to people (or to groups of people), use the relative pronoun "who."* |
|  |  |  |
| Incorrect: |  | I feel it's important to be truthful. |
| Correct: |  | It is important to be truthful. OR |
|  |  | I think it is important to be truthful.  |
| *Comment:* |  | *Your audience generally wants to know what you think, and is less interested in what emotional response you are having (i.e., what you "feel").* |
|  |  |  |
| Incorrect: |  | I try and do my reading before the class. |
| Correct: |  | I try to do my reading before the class. |
| *Comment:* |  | *"Try and do" is a silly construction. Avoid it.* |
|  |  |  |
| Incorrect: |  | What is the cause? What is the affect? |
| Correct: |  | What is the cause? What is the effect? |
| *Comment:* |  | *"Affect" is usually a verb, "effect" commonly a noun.* |
|  |  |  |
| Incorrect: |  | *Seinfeld* is my favorite television show.  |
| Correct: |  | "Seinfeld" is my favorite television show. |
| *Comment:* |  | *Put quotation marks around titles of television or radio programs.* |
|  |  |  |
| Incorrect: |  | It seems cold outside. |
| Correct: |  | It is cold outside. |
| *Comment:* |  | *Avoid "seems." (Doing so keeps your writing strong.)* |
|  |  |  |
| Incorrect: |  | Freshmen are different than seniors. |
| Correct: |  | Freshmen are different from seniors. |
| *Comment:*  |  | *Use "different from" not "different than."* |
|  |  |  |
| Incorrect: |  | She said, “He told me, ‘I love you’”. |
| Correct: |  | *She said, "He told me, 'I love you.'"* |
| *Comment:* |  | *Remember the period and comma go within the quotation marks.* |
|  |  | *Also, do not put a space between the singular and the double quotation mark—i.e., do not do this: "He told me, 'I love you.' "* |
|  |  |  |
| Incorrect: |  | Dogs make noises--i.e. they bark and whimper. |
| Correct: |  | Dogs make noises--i.e., they bark and whimper. |
| *Comments:* |  | *When using either "i.e." or "e.g." be sure to follow the period after the "e," or the period after the "g," with a comma.*  |
|  |  |  |
|  |  | NOTE: Do not confuse "i.e." (which means "that is") with "e.g." (which means "for example"). |
|  |  |  |
| Incorrect: |  | I love to play sports--e.g. basketball, baseball and hockey. |
| Correct: |  | I love to play sports--e.g., basketball, baseball and hockey. |
| *Comment:* |  | *See previous comment.* |
|  |  |  |
| Incorrect:  |  | It was a very exquisite home. |
| Correct: |  | It was an exquisite home. |
| *Comment:* |  | *While sometimes the word "very" adds to your sentence, other times it is not necessary. In the above example, for instance, "exquisite" is exquisite. "Very" is redundant, and doesn't add to the sentence. So drop it.*  |
|  |  |  |
| Incorrect: |  | I want a house like yours! |
| Correct: |  | I want a house such as yours! |
| *Comment:* |  | *As a general rule, use "such as" rather than "like"--unless something is exactly like something else.*  |
|  |  |  |
| Incorrect: |  | At this point in time I don't care. |
| Correct: |  | Now I don't care. OR |
|  |  | I don’t care. |
| *Comment:* |  | *When you can write or say something with fewer words, do so. In each of the following, avoid the first construction. Use the second.**(Please see next page.)* |
|  |  |  |
|  |  |

|  |  |  |
| --- | --- | --- |
| In order to | -- | to |
| A great many | -- | many |
| At this point in time | -- | now |
| Came to a realization | -- | realized |
| Came to a consensus | -- | agreed |
| Despite the fact that | -- | although |
| For the purpose of | -- | to, or, for |
| Is of the opinion that | -- | thinks |
| Gave approval | -- | approved |
| Whether or not | -- | whether implies “not” |
| Due to the fact that | -- | because |

 |
|  |  |  |
| Incorrect: |  | Concern and humility are my favorite words. |
| Correct: |  | "Concern" and "humility" are my favorite words. |
| *Comment:* |  | *When referring to a word--as a word--put the word in double quotes. (Some news organizations will instead italicize the word.)* |
|  |  |  |
| Incorrect: |  | The word 'comfortable' describes my home. |
| Correct: |  | The word "comfortable” describes my home. |
| *Comment:* |  | *Do not use a single quotation mark unless you are also using double ones.* |
|  |  |  |
|  |  |  |
| Incorrect: |  | We have less people than last year. |
| Correct: |  | We have fewer people than last year. |
| *Comment:* |  | *When you can count the number, use "fewer." Remember, "fewer" relates to things countable. "Less" is used to describe the non-quantifiable, the quality of things, etc.* |
|  |  |  |
| Incorrect:  |  | The Red Sox are my favorite ball club. I want to pitch for the Red Sox. The Red Sox will win this year's championship! |
| Correct: |  | The Red Sox are my favorite ball club. I want to pitch for them. This team will win this year's championship! |
| *Comment:* |  | *Redundancy, unless used carefully and thoughtfully, weakens your writing and results in tiresome prose.*  |
|  |  |  |
| Incorrect: |  | Firstly, brush your teeth; secondly, wash your face; and lastly, give your mom a kiss before you go to bed. |
| Correct: |  | First, brush your teeth; second, wash your face; and third, give your mom a kiss before you go to bed. |
| *Comment:* |  | *Drop the "ly"--it's not necessary.* |
|  |  |  |
| Incorrect: |  | I want to study Public Relations. |
| Correct: |  | I want to study public relations. |
| *Comment:* |  | *Unless you're describing a language (e.g., English, French), don't capitalize a school subject or major. While it is sometimes acceptable to capitalize an entire word to emphasize its meaning (e.g., STOP!), it is improper to capitalize only the first letter.*  |
|  |  |  |
| Incorrect: |  | The three of us searched between ourselves for answers. |
| Correct: |  | The three of us searched among ourselves for answers. |
| *Comment:* |  | *When referring to an effort by two people (or things) use "between." When referring to three or more, use "among." Note, however, "between" may be used with more than two people or things with a definite relation (e.g., three brothers).*  |
|  |  |  |
|  |  |  |
| Incorrect: |  | Its important to be an ethical PR practitioner. |
| Correct: |  | It’s important to be an ethical PR practitioner. |
| *Comment:* |  | *Don't confuse "its" (possessive) and "it's" (a contraction for "it is").* |
|  |  |  |
| Incorrect: |  | This is the house that I built. |
| Correct: |  | This is the house I built. |
| *Comment:* |  | *Generally drop the word "that" unless doing so changes the meaning of your sentence.* |
|  |  |  |
| Incorrect:  |  | I have spoken to a, b, c, and d. |
| Correct: |  | I have spoken to a, b, c and d. |
| *Comment:* |  | *Commas are designed to help clarify prose, not to clutter it. In a short series, where each category/idea is clearly separate, you do not need a last (a serial) comma--also known as the "Harvard comma."* |
|  |  |  |
| Incorrect: |  | I went to alot of seminars. |
| Correct: |  | I went to a lot of seminars.  |
| *Comment:* |  | *"Alot" is not a word.* |
|  |  |  |
| Incorrect: |  | I'm going to quickly eat. |
| Correct: |  | I'm going to eat quickly. |
| *Comment:* |  | *Don't split infinitives.* |
|  |  |  |
|  |  | NOTE: The infinitive is the "to" form of a verb, e.g., "to jump," "to eat." If a word is placed between the two words in the infinitive, it is "split." |
|  |  |  |
|  |  | Sources |
|  |  |  |
| Berry, *The Most Common Mistakes in English Language* Kessler & McDonald, *When Words Collide* |
| Schulz, "Please Don't Do That!" (writing guide) |
| Strunk & White, *The Elements of Style*Wilcox*, Public Relations: Writing and Media Techniques**The Associated Press Stylebook and Libel Manual* |

**INSTRUCTOR’S BACKGROIUND Dr. Edward J. Downes**

Associate Professor of Public Relations and Mass Communication

College of Communication, Boston University

**Industry Experience**

Dr. Downes, prior to joining academia full-time, worked professionally for ten years for communications programs throughout metropolitan Washington, D.C. He held positions as a marketing representative, personnel specialist, campaign organizer, special events producer and performer, resource development manager, research associate, and public relations director.

He has worked for CapitalCare (a subsidiary of Blue Cross/Shield), the United Fresh Fruit and Vegetable Organization (an international trade association), the Wonder Company (a special events firm), the Child Welfare League or America (a national advocacy organization), D&S Whyte (a marketing firm), and the United States Congress (in the offices of Congressman George Wortley and the Clerk of the House of Representatives).

**Education**

Dr. Downes received his Bachelor of Arts in English, with a psychology concentration, from St. Bonaventure University; his Master of Public Administration degree from George Mason University; and did post-master’s/pre-doctoral studies at the College of Journalism at the University of Maryland. He received his doctorate from Syracuse University’s S.I. Newhouse School of Public Communications, where he received a full academic scholarship.

His Ph.D. coursework and dissertation focused on communication management and its relation to: program planning, implementation and evaluation; campaign strategies and tactics; social, economic, political, and cultural effects of media; quantitative and qualitative research design and methods; intercultural communication; political communication; integrated marketing communication; and communication theory. His dissertation was titled, “Messages from the Hill: A Conceptual Framework for Understanding the Congressional Press Secretary.”

His master’s courses focused on the “business” of government, examining principles of management, economics, finance, public policy formation, administrative law, intergovernmental relations, database design and management, and activism/advocacy.

**Professional Seminars/Panels/Lectures**

Since joining academia full-time, Dr. Downes has been a featured speaker at several professional conferences sponsored by trade, professional, and educational organizations, among them: the Atlantic & Pacific Exchange Program, the Public Relations Society of America, The Publicity Club of New England Masters’ Institute, the Rhode Island Service Alliance, the Massachusetts Lung Association, the United Way, Boston Women Communicators, the National Service Corporation, the Boston University Washington, D.C. program, the National Association of Governors’ Councils on Physical Fitness and Sports, and others.

He has also guest lectured at various colleges and universities, among them: Roger Williams University, St. Bonaventure University, Syracuse University, Harvard University, Lasell College, Northeastern University, and Emerson College.

**Advising**

Dr. Downes served on two doctoral dissertation committees and several master’s thesis committees. He has overseen independent studies for more than 40 students; these explored a range of topics related to communication management, among them: corporate social responsibility, political communication, investor relations, international public relations, media literacy, the social construction of reality, new and social media, hiring trends in the communications disciplines, nonprofit/corporate partnerships, source credibility and message recall, and website design. For 14 years he was member of Boston University’s “Faculty-in-Residence” program. He is a past recipient of the College of Communication’s “Lyndon Baines Johnson Advisor of the Year” award.

**Recent Academic Research**

In 2014 Dr. Downes presented a paper, “The (Very Deep) Evolution of the Congressional Press Secretary and the Importance (or Lack Thereof) of an Informed Democracy” at the International History of Public Relations Conference in Bournemouth England. In March 2014 he presented a paper at the International Public Relations Research Conference in Miami, FL titled, “The Evolution of the Congressional Press Secretary…As Public Relations Practitioner?”

In 2012 he presented two papers at the International Conference on Communication, Media, Technology and Design in Istanbul Turkey: “A Framework for Understanding the Congressional Press Secretary’s Motivations, Practices and Influences” and “Power, New Media and Today’s Corporate Public Relations Professionals.” That year he also presented an essay, “The Early Spin-Doctors--The Troubadours: Touting Love, Lamenting Loss, and "Spinning" Songs,” at the Association for Core Texts and Courses Conference.

In 2011 he presented another essay, “Lincoln, the Old Oligarch...and the Congressional Press Secretary,” also as the Association for Core Texts and Courses Conference, held at Yale University in New Haven, CT.

In 2009-2010 he presented four peer-reviewed studies: “On-Line Power Shifts Illustrated Through Nonprofit Public Relations Practices” at the Western States Communication Association Convention in Anchorage, Alaska; “Reflections on the Power Point: Where New Media, Computer Applications and Communication Management Intersect” at the Communication and Technologies Conference in Riyadh, Saudi Arabia; “Messages from the State: the Role and Influence of the Legislative Aide” at the 31st Annual Communication Research Conference at the University of Tennessee; and “Moving Toward Détente: Educating and Training Students Studying Applied Fields” at the annual meeting of the Association of American University Professors in Washington, D.C.

His studies have also been published in several scholarly journals, among them: the *Journal of Human Subjectivity*, *Telematics and Informatics*, *Journalism & Mass Communication Educator*, *New Media and Society*, *The* *Journal of Mental Health Counseling,* and the *Journal of Public Relations Research*. Additionally, he has published chapters in *Government Public Relations: A Reader* and in *Corporate Communication: A Cross-Cultural Approach*. Additionally he has participated on academic panels at conferences sponsored by the Broadcast Education Association, the National Communication Association, the National Media Education Conference, the National Association of Student Personnel Administrators, and the International Communication Association.

**Sabbatical Leave/First Book**

Dr. Downes was on paid sabbatical leave, in 2012, from Boston University. During this time wrote a 370-page book, *Press Secretary: The Story of Capitol Hill's Image Makers*, which he anticipates will be published this year, and for which he received a research grant awarded by the Dirksen Congressional Research Center. During the sabbatical he spent two months in a remote village in the New Mexico desert. After that he traveled through India, Thailand and Laos. While in India he delivered the keynote address at an international conference, "Empowering Women Through Higher Education," sponsored by Kanya Maha Vidyalaya Women's College in Jalandhar, Punjab, India.