

## **COMM 386-202 (2784) Advertising/PR Capstone Seminar**

**Loyola University Chicago, Fall 2019 (Tuesday 7:00-9:30, SOC, Room 010)**

**Dr. Pamela Morris** (Office hours: Lewis Tower #904, 1:00 – 2:15 Tuesday and Thursday, or by appointment, pmorris1@luc.edu)

### **Course Description and Learning Objectives**

In their senior year, advertising and public relations students are required to take a directed study course that provides practical experience with research and applications in a specific advertising/public relations practice and industry. For example, a practice area can be advertising, public relations, social media, branding, crisis communication, employee communication, influencers, special events, health care public relations, creative, sports marketing, and others while an industry, may be something like snack foods, autos, pets, golf, politics, advocacy, or some other. You choose!

### **By the end of the semester, you will be able to:**

1. Find, analyze, and synthesize information and prepare an academic research-style paper about a specific advertising or public relations practice and industry that you have the greatest interest in.
2. Describe the professional practice and significant issues in your chosen field.
3. Establish a relationship with professionals who are currently working in the area in which you want to develop a career.
4. Develop a business portfolio (online if possible, IMC plan and work samples) that demonstrates a synthesis of the knowledge, competencies learned in the major and practical application that reflects responsible professional practices.

### **IDEA Learning Objectives**

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning to *apply* course material (to improve thinking, problem solving, and decisions).
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

### **Overview**

Students complete appropriate background research (library databases), solicit feedback, and meet individually with professionals to explore the specialized practice area, issues, and ethical implications for organizations and practitioners. Interviews might include professionals working in an advertising agency, public relations firm, corporation, nonprofit or community organization in that industry, or an expert scholar or researcher.

The student creates a communication plan and representative practice area materials, such as an information packet, brochure, video, advertisement, radio program concept, or website, to demonstrate specialized skills in advertising or public relations. Materials should be showcased on the student's website to help prepare for job interviews. The student makes a class presentation on the research, interviews, communication plan, and website.

During the semester each student meets with the capstone director individually as well as with the full class to share progress on their projects, discuss critical issues, and participate in a dialogue about trends, opportunities, and challenges in the transition from classroom to career. Students must attend all full group sessions and meet with the instructor at assigned times twice during the semester.

### **Recommended Books**

*Publication manual of the American Psychological Association*, 6<sup>th</sup> ed. (2010).

Marsh, C., Guth, D.W., Short, B.P. (2016). *Strategic writing: Multimedia writing for public relations, advertising and more*, 3<sup>rd</sup> ed.

## How you will be evaluated

You take responsibility for your learning in this course. The focus of your research, interviews, and communication product, including a website, is based on *your* interests and choices. You are expected to fulfill the requirements as indicated on the syllabus.

Meet all deadlines and take a professional approach to your research, project work, and participation.

**Performance in the Capstone should represent your highest level of knowledge and skills, integrating what you have learned and illustrating your academic/professional competencies.**

## Class Participation and Other Exercises

An overall grade for class participation will be given and will consider how actively involved you are in all discussions and work. Participation is valued and expected. In order to do well come to class/meetings prepared.

**Procedures and Deadlines** – All work is due at the beginning of class on assigned dates unless noted.

**Assignments cannot be accepted by email. Hard copies must be submitted.** Any work turned in after the deadline will receive a one letter grade reduction for each week it is late, even if by one day. No work will be accepted two weeks after the due date.

**Attendance** – Regular and on time attendance is essential for the educational process to work. Loyola University Chicago expects all students to attend every scheduled class on time. Exceptions may be made for University sponsored or work-related activities, illness, or valid emergency situations – documentation is required. Any unexcused absences will result in a lower participation grade.

**Spelling and Grammar** – Assignments must be typed (unless otherwise directed) and free of spelling/grammar errors. Allow time for proofreading, editing, and revision. As communication students, you have a responsibility to pay attention to spelling/grammar and if your work contains blatant errors, expect a reduced grade.

**Plagiarism and Academic Integrity** – Any use in whole or in part of another person's work or ideas constitutes plagiarism and will result in an automatic failure in this course. Students are expected to understand and follow the policy that can be found at: <http://www.luc.edu/media/lucedu/soc/pdfs/resourceforms/School%20of%20Communication%20Statement%20on%20Academic%20Integrity.pdf> Remember, integrity is one of the most important traits for success. You control your own honor and integrity.

**Special Needs** – Please give me written notice in the first week of class about any medical or other conditions that may interfere with your individual performance. Documentation may be required. Information about Services for Students with Disabilities (SSWD) can be found at <http://www.luc.edu/sswd/index.shtml>

**Wellness Center** – Students are urged to contact the Wellness Center for any physical or mental health issues. Visit <http://www.luc.edu/wellness> if you have issues or concerns about you or someone you know.

## Performance Evaluation and Grading

The grading policy is subject to change during the semester, but it will be based upon these guidelines:

10% Initial Annotated Bibliography (at least 10 sources)	100-95% = A	76-73% = C
5% Professional Associations List/Descriptions (at least 5)	94-90% = A-	72-70% = C-
5% Research Paper Outline	89-87% = B+	69-67% = D+
20% Research Paper VERY TIGHT Draft	86-83% = B	66-63% = D
10% Interview Plan and Questions	82-80% = B-	62-60% = D
5% Two Individual Meetings (2.5% each)	79-77% = C+	59% > = F
5% Participation at Full Group Meetings		
40% Final Project (15% Research Paper with Annotated Bibliography/Reference List; 5% Professional Associations; 5% Interview Plan/Summary; 10% Portfolio Materials/Resume/Website; and 5% Presentation)		
100%		

**COMM 386 Advertising/PR Capstone Seminar Fall 2019 Tentative Schedule\* SOC Room 010**

<b>Wk</b>	<b>Date</b>	<b>Meeting Instructions</b>	<b>Assignments DUE</b>	<b>Topics**</b>
1	August 27	<b>Full Group Session</b>		Introductions, review syllabus/schedule, expectations, grading, and semester project, <b>signup for 2 individual progress report appointments.</b> <u>Provide annotated bibliography (due 2/12) assignment directions.</u>
2	September 3	<b>Full Group Session</b>		Libraries demonstration - review research guidelines. <u>Introduce professional associations list/description (due 2/19) and outline (due 2/26) assignment directions.</u>
3	September 10	Individual Meetings by Appointment #1**	<b>Bring topic description on paper to meeting</b>	Meet with students (12-15 min. each) during the day and class time this week in Lewis Towers #906.
4	September 17	Individual Meetings by Appointment #1**	<b>Bring topic description on paper to meeting</b>	Meet with students (12-15 min. each) during the day and class time this week in Lewis Towers #906.
5	September 24	<b>Full Group Session</b>	<b>Annotated Bibliography Due</b>	Be prepared to discuss topics.
6	October 1	<b>Full Group Session</b>	<b>Professional Association List/Descriptions Due</b>	Return annotated bibliography. <u>Introduce interview guidelines and plan assignment directions (due 3/12).</u>
7	October 8	<b>Fall Break – No CLASS</b>		
8	October 15	<b>Full Group Session</b>	<b>Research Paper Outline Due</b>	Return professional association list/highlights. <u>Introduce tight draft assignment (due 3/26).</u>
9	October 22	<b>Full Group Session</b>	<b>Interview Plan, Questions and List of 3 Planned Interviews Due</b>	Return outlines. Be prepared to discuss interview progress. <b>Signup for presentation date.</b>
10	October 29	Work Day		Interview assignment ready for pick up.
11	November 5	<b>Full Group Session</b>	<b>Research Paper VERY TIGHT almost finished Draft Due</b>	<u>Provide final document directions, including professional portfolio and presentation directions.</u>
12	November 12	Individual Meetings by Appointment #2**		Meet with students, return tight draft. (12-15 min. each) during the day and class time this week in Lewis Towers #906.
13	November 19	Individual Meetings by Appointment #2**		Meet with students, return tight draft (12-15 min. each) during the day and class time this week in Lewis Towers #906.
14	November 26	Work Day		
15	December 3	<b>Full Group Session</b>	<b>Presentations, Final Document Due</b>	<b>Presentations (10-12 minutes)</b>
16	Dec 10 7:00-9:00	<b>Full Group Session</b>	<b>Presentations, Final Document Due</b>	<b>Presentations (10-12 minutes)</b>

\*Schedule may change based on class interests, understanding, needs, and unforeseen events.

\*\*Student meetings will be held in Lewis Towers #906.