

COMM 386 Advertising/PR Capstone Syllabus, Fall 2023

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Office hours by appointment

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

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

Overview

You'll conduct research, solicit feedback, and talk individually with professionals to prepare your project. What professionals, you ask? Think people working in ad agencies, PR firms, corporations, nonprofits or community organizations in that industry, or scholars or researchers.

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

While this class is technically asynchronous, I'd like to meet periodically to review assignments and make sure they're understood. These meetings will be online and fairly short – 20-30 minutes max. You'll also meet with me individually twice during the semester, via Zoom.

The two individual talks with me are mandatory.

How we'll work

I have a full-time job separate from teaching this course (see "About Me" below), so I don't have scheduled Loyola office hours. But I think you'll find I'm very accessible. If you want to talk besides our two one-on-ones, I'll make that happen. **For fastest response, email me at garydoyle1@yahoo.com.**

Expectations

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

In full class sessions and particularly when students are presenting, please give your full attention.

By the end of this course, you will have:

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

Identified significant issues in your chosen field.

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

Created portfolio pieces which demonstrate all of the above.

The structure of your Capstone

WHITE PAPER, 10 PAGES MINIMUM, 15 MAXIMUM, DOUBLE SPACED

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

The following is a suggested structure for research and writing. In individual meetings we'll review and adjust things.

SECTIONS I-IV

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

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

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

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

III. Best practices (3-4 pages)

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

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

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

SECTIONS V-VI (APPENDIX)

V. Bibliography

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

VI. Interview summaries

This is a general overview of each person you spoke with and the key points of what they had to say. 1-2 paragraphs on each is fine.

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

SECTIONS VII-IX (CREATIVE WORK, PRESENTATION AND PERSONAL MATERIALS)

VII. Communication product/portfolio material/campaign

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

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

This section should include two sections:

- 1) Relevant background information, analysis and a strategic plan
- 2) Creative solutions: a communication plan or campaign materials which might include ads, activations, events, social-media units, a blog, PR campaign -- it all depends on your topic.

Include three executed creative samples.

VIII. Presentation

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

IX. Resume

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

Schedule

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

Wk	Date	Meeting Instructions*	Assignments Due	Topics
1	8/29	Full group session		Introductions, review syllabus, assign Capstone topic
2	9/5	Full group session	Capstone topic	Assign interviewee list and questions, assign annotated bibliography, sign-up sheet
3	9/12	Individual meetings by appointment #1		
4	9/19	Full group session	Annotated bibliography	Assign research outline sections I-IV
5	9/26	Individual work week		
6	10/3	Individual work week	Research outline sections I-IV, interviewee list and questions	Assign white paper tight draft
7	10/10	Fall break – no class		

8	10/17	Individual work week		
9	10/24	Individual work week		
10	10/31	Full class session	White paper tight draft	Assign creative support materials, discuss white paper refinements going forward
11	11/7	Individual meetings by appointment #2		
12	11/14	Individual work week		
13	11/21	Thanksgiving break		
14	11/28	Individual work week	Creative support materials	
15	12/5	Full group session	Capstone projects due	Final presentations
16	12/12	Full group session		Final presentations

Performance evaluation and grading

5% initial annotated bibliography	100-94% = A	77-73% = C
10% white paper outline	93-90% = A-	72-70% = C-
20% white paper tight draft	89-88% = B+	69-68% = D+
10% interview list and questions	87-83% = B	67-63% = D
5% attendance	82-80% = B-	62-60% = D
50% final project	79-78% = C+	59-0% = F
Students must earn a minimum C- to have this course count towards their major.		

About me

I'm a Group Creative Director/Senior Vice President at Cramer Krasselt, the second-largest independent agency in the US. There I work on Porsche, Tropicana, the Alzheimer's Association, Farm Credit Mid-America and U.S. Cotton. Before CK I was an Executive Creative Director at Leo Burnett, where I was creative lead on McDonald's, Kellogg's and Morgan Stanley. My work has been recognized by the One Show, Communication Arts, the Webby's, the Effies and the London International Film Festival, among others. I co-host the internationally acclaimed podcast "So There!" and have an unhinged pug dog named Lou.

Plagiarism

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

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;

- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

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

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

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

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

appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

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

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

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

Student Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Title IX Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am considered a Responsible Campus Partner (“RCP”) under Loyola’s [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#) (located at www.luc.edu/equity). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s [Title IX](#) Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Furthermore, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the [Office for Equity & Compliance](#) at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call [The Line](#) at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Use of Appropriate Names and Pronouns

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording.

Student Diversity, Equity and Inclusion

As Loyola's mission statement holds, "We are Chicago's Jesuit, Catholic University—a diverse community seeking God in all things." Together, as a community rich in diversity, we are called to "expand knowledge in the service of humanity through learning, justice and faith."

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

Managing Life Crises and Finding Support

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: LUC.edu/dos or LUC.edu/csaa; phone number 773-508-8840, email deanofstudents@luc.edu