

# COMM 386 Advertising/PR Capstone Syllabus

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You may not know it, but if you work in the advertising or PR field after graduation, you're going to do more than just sell stuff and drive publicity for your clients.

You're going to solve problems. Sales problems. Market share problems. Perception problems. Unforeseen problems.

Those problems will come from all kinds of places and situations. And it'll be a different problem every day. Which is what makes advertising and PR so endlessly challenging and fascinating.

So solving a problem for a brand, company or organization by activating everything you've learned at Loyola in your ad/PR studies will be what this course is about.

Basically you're going to identify a BHAP (big, hairy, audacious problem) and figure it out. Which not coincidentally is what you'll also do in your career.

## OVERVIEW

You're going to create a fully baked, integrated communications campaign for a brand or organization of your choosing, from company/category assessment to strategy to target analysis to creative materials.

What problem? Well, that's your call. What would be interesting to you?

How about a campaign for Yellow Cab to drive cab usage in a rideshare-dominated world? How about a campaign for life insurance directed at young people who think they'll never die? How about a PR campaign for fracking?

With your project idea identified, you'll create an assessment of the state of play with your brand and category, including marketing analysis, current issues and trends, competitors, and overarching challenges and opportunities.

You'll create a strategy for your campaign. How are you going to attack your problem? What's your approach, and why? What's your message?

You'll create an in-depth target analysis. Who are you talking to? Why are they your source of volume? How do they live their lives?

You'll create an executed ad or PR campaign with a minimum of three pieces, based on the strategy you created and attacking the audience you identified.

Finally at the end of the semester, you'll present your project to the class with verve and panache. You'll aim to win the crowd, as Maximus said in "Gladiator". Because that's what you'll be expected to do in your job.

## HOW WE'LL WORK

We'll meet periodically as a class to discuss assignments and best practices for them. Not every Tuesday – maybe 6-8 times this semester. You'll also meet with me individually twice during the semester, via Zoom.

Since I have a full-time job separate from teaching this course (see "About Me" below), 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 work will be substantially penalized.** If you have a health issue or family emergency, obviously your welfare comes first. But other than that, make sure to get your work in on time.

And if you do have a health issue or family emergency, please let me know at least a day in advance of the assignment deadline.

## BY THE END OF THIS SEMESTER, YOU WILL HAVE

Created a fully integrated communications campaign for a brand, organization or issue you have interest in.

Identified significant issues in your chosen field.

Created a project that demonstrates communications mastery to future employers.

## SCHEDULE

Please note this is subject to change for any number of reasons: my schedule, 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	1/16	Full group session		Introductions, review syllabus, assign Capstone topic
2	1/23	Full group session	Capstone topic	Assign category assessment, sign-up sheet for first 1-on-1s
3	1/30	First 1-on-1s		
4	2/6	Full group session	Category assessment	Campaign strategy overview and assignment
5	2/13	Individual work week		
6	2/20	Individual work week		
7	2/27	Full group session	Campaign strategy	Targeting overview, assign target assessment

8	3/5	Spring break		
9	3/12	Individual work week		
10	3/19	Full group session	Target assessment	Assign creative materials, sign-up sheet for second 1-on-1s
11	3/26	Second 1-on-1s		
12	4/2	Individual work week		
13	4/9	Individual work week		
14	4/16	Individual work week	Creative materials	
15	4/23	Full group session	Capstone projects due	Final project presentations
16	4/30	Full group session		Final project presentations

## PERFORMANCE EVALUATION AND GRADING

20% category assessment	100-94% = A	77-73% = C
20% strategy	93-90% = A-	72-70% = C-
20% creative materials	89-88% = B+	69-68% = D+
30% final project presentation	87-83% = B	67-63% = D
10% attendance	82-80% = B-	62-60% = D
	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 Cotton Council International. 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!".

### OTHER IMPORTANT THINGS TO KNOW

#### AI

I know it's the future. In many ways, it's the present. So if you want to use AI to help research your project, knock yourself out. But please don't have Chat-GPT write your papers or create your work. For one, my AI detector tends to go off. Secondly, Turnitin can detect these things. But most importantly, everything I've accomplished in my career is due to original thought. That'll be the case for you too. So please create your work yourself.

#### 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](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](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](mailto: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](http://www.luc.edu/equity) (located at [www.luc.edu/equity](http://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](mailto: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](http://luc.edu/coalition) or [luc.edu/wellness](http://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](http://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](http://LUC.edu/dos) or [LUC.edu/csaa](http://LUC.edu/csaa); phone number 773-508-8840, email [deanofstudents@luc.edu](mailto:deanofstudents@luc.edu)