

USC School of Journalism
JOUR 450: Advanced Public Relations
Spring 2008 Syllabus
Mondays 6:00 - 9:20 pm
Elizabeth Hinckley, Adjunct Professor
Senior Vice President, Rogers & Cowan

Contact Information: Elizabeth Hinckley
Class Schedule:

<u>Date</u>		<u>Fall 2006 Class Subject</u>
Jan-14	#1	Overview: Course Goals and Objectives, Syllabus, Strategic Planning Model
Jan-21	NC	Martin Luther King Day
Jan-28	#2	Professional and Career Strategies; The PR Process and Strategy
Feb-4	#3	Media Relations Strategies, Senior Internship Deadline
Feb-11	#4	Ethics; Internal Communications Strategies
Feb-18	NC	Presidents Day
Feb-25	#5	Community Relations Strategies
Mar-3	#6	Public Affairs and Government Relations Strategies
Mar-10	#7	Investor and Financial Communications Strategies
Mar-17	NC	Spring Break
Mar- 24	#8	Midterm: Internship Analysis
Mar-31	#9	Final Project Briefing; Integrated Marketing Communications Strategies
Apr-7	#10	Niche, Lifestyle, and Culture-Specific Strategies
Apr-14	#11	International PR Strategies
Apr-21	#12	Crisis Communications Strategies
Apr-28	#13	Final Projects: Client Presentations

COURSE GOALS

This professionally oriented, interactive seminar will utilize student feedback, case studies, analysis of current public relations situations, group exercises, and strategic analysis of internship experience to:

1. Assure that students' are well prepared to obtain, and succeed in, professionally satisfying post graduation positions;
2. Hone their abilities to assess an organizations strengths and weaknesses, thereby enhancing their ability to assess career options;
3. Close any remaining gaps in the students' knowledge of PR theory and practice (based on the J450 Student Input Survey);
4. Fully integrate and synthesize all of the PR-related learning they have acquired during their four years at USC; and
5. Equip and encourage students' to assume the role of strategic problem solver, rather than tactician, by optimizing their:
 - a) Strategic (as opposed to tactical) point of view;
 - b) Critical thinking skills;
 - c) Ability to work effectively in teams;
 - d) Ability to develop strategic public relations plans, and
 - e) Understanding of the role of PR in various types of organizations and industries

REQUIRED READING

- Public Relations Cases (7'th Edition) by Jerry Hendrix, Thomson Wadsworth Publishing Co.
- Readings will also include various items posted on Blackboard.
- *Students will also be expected to stay current with breaking general and business news having public relations implications, and follow the on-line versions of PR trade publications.*

TYPICAL CLASS STRUCTURE

2:00 - 3:30	Review/discuss textbook and other readings, OR guest speaker; review key learnings
3:30 - 3:45	Break
3:45 - 4:45	Present/discuss student papers
4:45 - 5:20	Discussion of internship experience; discussion re. case analyses

MAJOR ASSIGNMENTS

1. Participation in the Annenberg Senior Internship Program

Satisfactory completion of a Senior Internship is a requirement of this course, and an analysis of that experience (in the mid-term project) contributes significantly to the final grade. Failure to complete all three elements of the Senior Internship is, by itself, grounds for failing the course, irrespective of grades on other course elements.

Students sometimes ask about the need for the Senior Internship, based on their past internship experience, their intention to go into a field other than public relations, and/or the pressure they feel in their final semesters at USC to find full time work. Following are the reasons why the Annenberg Public Relations Studies faculty believes that such an internship is an essential component of J450:

1. While students may have had several previous internships, it is safe to assume that they have never had the opportunity to directly tie those internships to what they learn in a specific class in any organized fashion. In J450 the students' Senior Internship experience will significantly contribute to classroom discussion, be the focus of the mid-term project, and serve as platforms for the strategic assessment of organizational strengths and weaknesses.
2. It is accepted throughout the public relations academy that to be credible and effective a PR program must have a course that focuses on students' internship experiences. J450 plays that role at USC Annenberg.
3. One of the purposes of the Senior Internship is to strengthen students' ability to compete effectively in the job market by enabling them to:
 - a) Assess the strengths and weaknesses of the organizations seeking to hire them,
 - b) Critically analyze the specific functions of the positions they may consider, and
 - c) Better understand the role of public relations in all types of organizations.
4. While some students may indeed go into other fields after they graduate, it is a fact that they are enrolled in the public relations major and need to meet the requirements of that major to complete their degree work. To argue otherwise is to question the need for them to complete *any* of the requirements of that major, i.e. why should they have to take PR courses at all in order to complete their degrees? In any case one of the purposes of the Senior Internship is to assess the strengths and weaknesses of various types of organizations...a learning that will serve the student we'll irrespective of his/her ultimate professional goal.

Senior Internship Element 1: Internship - By February 4, each student will secure a public relations position and remain in that working environment for at least 8 weeks. (*See Key Dates below for due date.*) The attached Senior Internship Agreement, which should be considered part of this syllabus, contains complete details.

Senior Internship Element 2: Mid-Term Analysis - The J450 Mid-Term project consists of a critical analysis of the organization in which the student is interning, based on the specified elements of the Strategic Planning Model. As a critical analysis this paper should be both descriptive and evaluative (e.g. here are the strategies the organization utilizes, and here's why I think those strategies are/are not effective, complete, etc.) The analysis is to include the following elements of the Strategic Planning Model:

1. Background: What does the reader need to know by way of history, size, organization, competition, etc?
2. Business Goal: Why does the organization exist?

Mid-Term Analysis (cont'd)

3. Research Methodology: In addition to working at the organization, by what other means (if any) did the student learn about the organization? (NOTE: It is expected that the student will go to some effort to learn about the organization by means of interviews and discussions with co-workers, secondary research, review of the organization's materials, etc.)
4. Situation Analysis (i.e. SWOTS): What are the organization's strengths, weaknesses, opportunities, and threats? What are the strategic implications? Include communications-related factors as well as any other factors you believe are relevant to its success or failure, i.e. "I believe that the communications function is understaffed, for these reasons...", "the organization is not optimally organized, and here's why," "management is ineffective, for these reasons," etc.
5. Key Audiences: With what groups and/or individuals must the organization communicate if it is to be successful?
6. Key Messages: What messages must it convey to those audiences?
7. Strategies: What strategies does the organization utilize to communicate?
8. Tactics: What specific tactics does it utilize to execute those strategies?
9. Evaluation: How would you evaluate the organization from the standpoints of communications effectiveness, and/or any other factors you believe are relevant to its success or failure? Please note that this section should be thorough, insightful, and candid. Your analysis should:
 - a) Be based on the elements of the planning model (i.e. "I believe they overlook a very important audience...", "they poorly execute this particular strategy...", "etc.
 - b) In cases where you offer critical (i.e. negative) commentary, include corrective action that you would recommend.
 - c) Include an assessment of the extent to which you would or would not want to work in the organization.

Senior Internship Element 3: Supervisor Evaluation -- A written evaluation of the student's work, written by his/her supervisor, is also required. (*See Key Dates below for due date.*) The Senior Internship Agreement at the end of this syllabus contains all the details.

2. FINAL (GROUP) PROJECT

Groups of students (to be randomly assigned) will organize competing public relations agencies with the assignment of devising the most effective strategic and tactical programmatic solution to the communications challenges of a specified "client." Both written program documents and oral presentations will be required. Rather than grading the project as an entirety and having all members of a particular group receive uniform grades, each student will be given a personal grade for this assignment based on the required Student Self Analysis Forms and his/her contribution to the preparation and presentation of the project. (*See Key Dates below for due date.*)

4. CASE ANALYSES

Students will write and present several 5-6 page analyses of current news events or situations having unique and/or complex PR implications, focusing on Business Goal, Communications Goals, Objectives, Key Audiences, Key Messages, Strategies, Tactics, and Evaluation.

GRADES -- Students will be evaluated based on the following point system:

- | | |
|--|----|
| 1. Class participation | 10 |
| 2. Case analyses and other written assignments | 25 |
| 3. Mid-term Senior Internship analysis | 25 |
| 4. Individual students' contributions to their teams' final written and oral presentations | 25 |
| 5. Employer evaluation | 15 |

NOTE: Failure to complete the three elements of the Senior Internship is, by itself, grounds for failing the course, irrespective of grades on other course elements.

KEY DATES

- January 21: Email responses to J450 Student Input Survey
Session 3: Deadline for obtaining Senior Internship position and submitting signed agreements
Session 8: Mid-term (Senior Internship analysis) due
Session 13: Senior Internship supervisor evaluations due
Session 13: Final projects due

STANDARD PROCEDURES/GROUND RULES

1. Students and instructor must work collaboratively to maintain the feel of a true professional experience. To that end, the instructor intends to manage the class as he would a professional staff meeting or professional development session, with similar ground rules applied:
 - a) There are no bad ideas. All ideas are to be treated with respect for their creators and acknowledgement that ideas of all stripes and types can contribute to ultimate success. Nonetheless, it is always wise to mentally review the strategic appropriateness of any idea before vocalizing it.
 - b) Constant student/instructor interaction and feedback are extremely important. Everyone is expected to contribute.
 - c) Only one meeting/discussion can take place at a time, and it must be the one in which the instructor is participating. Avoid disconcerting side conversations.
 - d) Always pay attention, because to do otherwise is a sign of an unprofessional attitude. *Avoid even the appearance of nodding off.* Everyone is under the same time pressures.
2. Students are expected to attend all classes. Unexcused absences, tardiness, and failure to meet deadlines will have a negative impact on the student's final grade. Students who unavoidably miss a class are still responsible for getting that classes' assignments in on time, getting any new assignments from other students, and completing the work by the assigned due date.
3. All written assignments are to be double-spaced with 1 inch margins and 12 point font, ideally Arial or Times New Roman.
4. Grammar, spelling and writing ability are of critical importance. This is not a course in English and/or writing, *per se*, and the instructor expects students to have learned from prior courses and experience how to produce written materials that are error-free and meet the quality standards of this school. All students' written work will be evaluated according to the same standards. Students who are not confident of their abilities in this area are urged to purchase and utilize a standard grammar reference work and an Associated Press Stylebook and/or seek remedial coaching (available in this school).
5. Cell phones, PDAs, and other electronic equipment are to be turned off before class. Answering the phone, sending/receiving email or IMs, or any other form of electronic communication during class will result in a full grade reduction for the entire course.
6. Use of computers in class for any purpose other than taking notes will result in a full grade reduction for the entire course.

IMPORTANT NOTES

1. Plagiarism is defined as taking ideas or writings from another and passing them off as one's own; in public relations and journalism this means appropriating the words of another without clear attribution. The following is the Annenberg School of Journalism's policy on academic integrity

as published in the University catalog: "Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will receive a failing grade in the course and will be dismissed as a major from the School of Journalism. There are no exceptions to this policy."

2. No doubt this syllabus will be subject to some change and adjustment throughout the semester in order to accommodate timely, late-breaking topics and events, the unique needs of each student and groups of students, etc. Students having any doubt or questions regarding assignments, schedules, etc. should immediately check with their fellow students and/or the instructor.
3. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. to 5 p.m. Monday through Friday. The phone number for DSP is 213-740-0776.

USC SCHOOL OF JOURNALISM
SPRING, 2008 - Journalism 450 (Advanced Public Relations)
Instructor: Elizabeth Hinckley; Schedule/Assignments

Session 1- January 14- Overview: Course Goals and Objectives, Syllabus, Strategic Planning Model

➤ Lecture/Discussion:

- Guest speaker: none
- Review syllabus
- Review Senior Internship program and Agreement (Syllabus Attachment 1)
- Review J450 Student Input Survey (Syllabus Attachment 2): responses due by email **Friday, January 18.**
- Top-line discussion of desired course outcomes
- Establish "Parking Lot"
- Form groups (for purposes of weekly assignments, cases and final project)
- Gather contact information
- Top-line discussion of public relations as a strategic function, Chapters 1 and 2
- Review Strategic Planning Model

Assignments:

- Due January 21: E-mail responses to J450 Student Input Survey
- Due in Session 2:
 - Read and be prepared to discuss Chapter 1 (PR in Action) and 2 (A PR Process)
 - Read from Blackboard: PR Strategic Planning Model; Lukaszewski's series on strategic thinking; "Listen Up: Your Gut is Talking," "PR Week Salary Survey." JS' "Attributes of Successful Young PR Professionals."
 - Write (and be prepared to discuss) a 5 - 6 page paper describing your approach to problem solving, focusing on the seven attributes of strategic thinking listed in Lukaszewski, Part I (Demystifying Strategy), Page 3 (Inconsistent, Recommend conclusive action increments, etc.). Cite examples from your own personal or professional experience. *(Note that there is no "right" or "wrong" answer for grading purposes, and you do not have to agree with Lukaszewski. Grades will be based on quality of thought rather than self-categorization.)*
- Secure Senior Internship (Deadline: Session 3)

January 21: No Class, Martin Luther King Day

Session 2- January 28: Professional and Career Strategies; The PR Process and the Role of Strategy

Lecture/Discussion:

- Guest Speaker: TBD; key learnings from speaker
- Discuss market condition, salaries, interviewing technique, "Attributes of Successful Young Professionals."
- Review/discuss results of J450 Student Input Survey, Strategic Planning Model
- Review/discuss Chapters 1 and 2, handouts re. strategic thinking, planning
- Discussion re. "Mind of a Strategist" assignment
- Discuss "Parking Lot" issues

Assignments:

- Case Analysis: Members of Group 1 prepare and present a 5-6 page analysis of a current news event or situation having unique and/or complex PR implications, focusing on Business Goal, Communications Goals, Objectives, Key Audiences, Key Messages, Strategies, Tactics, and

Evaluation.

- Study Chapter 3 (Media Relations), cases
- Read (from Blackboard): "'Spin' - How Did PR Get Stuck With this Bum Rap?", "Items to Consider in a Surgical Media Strategy;" "Diffusion Process;" "Guidelines for Setting Measurable Objectives."
- Secure Senior Internship (Deadline: Session 3)

Session 3- February 4: Media Relations Strategies

Lecture/Discussion:

- Deadline for Senior Internship positions
- Guest speaker: TBD
- Review Diffusion Process vis-à-vis media relations
- Media Myths and Realities Study
- Group 1 case presentations, role playing
- Review/discuss Chapter 3, cases, readings re. media relations
- Review/discuss Strategic Planning Model
- Discuss "Parking Lot" issues
- Discuss Senior Internship experience as it relates to this week's topic

Assignments:

- Case Analysis: Members of Group 2 prepare and present a 5-6 page analysis of a current news event or situation having media relations implications, focusing on Business Goal, Communications Goals, Objectives, Key Audiences, Key Messages, Strategies, Tactics, and Evaluation.
- Study Chapter 4 (Internal Communication), cases
- Read from Blackboard: "PR's Role in a Civil Society"; "On Ethics I and II"; "Journalist Are Not in the Truth Business, and PR People are not Just Dissemblers"; PRSA Code of Ethics
- Read from Blackboard: "In a World Where Relationships are the Bottom Line..."; "Rethinking Employee Communication."
- Work on mid-terms

Session 4 - February 11: Ethics; Internal Communications Strategies

Lecture/Discussion

- Guest Speaker: TBD
- Review/discuss readings re. ethics
- Review Chapter 4, cases, handouts re. internal communications
- Group 2 case presentations, role playing
- Review/discuss Strategic Planning Model
- Discuss Senior Internship experience as it relates to this week's topics
- Discuss "Parking Lot" issues

Assignments:

- Case Analysis: Members of Group 3 prepare and present a 5-6 page analysis of a current news event or situation having Internal Communication implications, focusing on Business Goal, Communications Goals, Objectives, Key Audiences, Key Messages, Strategies, Tactics, and Evaluation.
- Study Chapter 5 (Community Relations), cases
- Read from Blackboard: "Mobilizing Employees as Community Members."
- Work on mid-terms

February 18: No Class, Presidents Day

Session 5 - February 25: Community Relations Strategies

Lecture\Discussion

- Guest speaker: TBD
- Group 3 case presentations, role playing
- Review Chapter 5, cases, handouts re. community relations
- Review/discuss Strategic Planning Model
- Discuss Senior Internship experience as it relates to this week's topic
- Discuss "Parking Lot" issues

Assignments

- Case Analysis: Members of Group 4 prepare and present a 5-6 page analysis of a current news event or situation having Community Relations implications, focusing on Business Goal, Communications Goals, Objectives, Key Audiences, Key Messages, Strategies, Tactics, and Evaluation.
- Study Chapter 6 (Public Affairs and Government Relations)
- Work on mid-term (due Session 8)

Session 6 - March 3: Public Affairs and Government Relations Strategies

Lecture\Discussion

- Guest speaker: TBD
- Review Chapter 6, cases, handouts re. PA and GR
- Group 4 case presentations, role playing
- Discuss "Parking Lot" issues
- Discuss Senior Internship experience as it relates to this week's topic

Session 7 - March 10: Investor and Financial Communications Strategies

- Guest speaker: TBD
- Review Chapter 7, cases, handouts re. investor relations
- Discuss "Parking Lot" issues

Assignment

- Complete mid-term

March 17: No Class, Spring Break

Session 8- March 17: Mid-Term Internship Analyses

- Discussion re. mid-term projects (as many as time allows)
- Discuss "Parking Lot" issues

Assignments

- Study Chapters 8 (Consumer Relations), 12 (Integrated Marketing Communications), cases

Session 9- March 24: Final Project Briefing; Integrated Marketing Communications Strategies

- Briefing by final project client, discussion
- Lecture/Discussion: Integrated Marketing Communication
- Discuss Senior Internship experience as it relates to this week's topic

Assignments

- Case Analysis: All: prepare and present a 5-6 page analysis of a current news event or situation having Integrated Marketing implications, focusing on Business Goal, Communications Goals, Objectives, Key Audiences, Key Messages, Strategies, Tactics, and Evaluation.
- Study Chapter 10 (Relations with Special Publics), cases
- Read from Blackboard: "Hey, Toyota - It's Jesse Jackson on the Line."

➤ Work on final projects

Session 10- March 31: Niche, Lifestyle, and Culture-Specific Strategies

Lecture/Discussion

- Guest speaker: Holly Taylor, Senior Vice President, Rogers & Cowan
- Review Chapter 10, cases, handouts re. special publics
- Discuss Senior Internship experience as it relates to this week's topic
- Discuss "Parking Lot" issues
- Case presentations/discussion re. IMC

Assignments

- Study Chapter 9 (International PR), cases
- Read from Blackboard: "Borderless Believability;" "Cultural Mannerisms for Global Press Relations."
- Work on final project (due Session 13)

Session 11: International PR Strategies

Lecture/Discussion

- Guest speaker: TBD
- Review Chapter 9, cases, handouts re. international PR
- JS re. GAP V Study
- Discuss "Parking Lot" issues

Assignments

- Study Chapter 11 (Emergency PR), cases
- Read from Blackboard: "Lessons from Firestone;" "Tire Recall - What Took So Long;" "7 Dimensions of Crisis Communications."
- Obtain Senior Internship supervisor evaluation (due Session 13)
- Work on final project (due Session 13)

Session 12 - April 21: Crisis Communications Strategies

Lecture/Discussion

- Guest speaker: TBD
- Review Chapter 11, cases, handouts
- Discuss "Parking Lot" issues
- Discuss Senior Internship experience as it relates to this week's topic
- Time allowing: In class work on final projects

Assignments

- Complete final projects
- Obtain Senior Internship supervisor reevaluation

Session 13 - April 28: FINAL PROJECT PRESENTATIONS

- Lecture/discussion: Final team presentations
 - Four groups, 30-40 minutes each including Q&A
 - Document summarizing presentation
 - Self-evaluation/contribution agreement
- Review remaining "parking lot" issues

J450 SYLLABUS ATTACHMENT 1
USC ANNENBERG PUBLIC RELATIONS STUDIES PROGRAM
JOURNALISM 450: ADVANCED PUBLIC RELATIONS
SENIOR INTERNSHIP PROGRAM
STUDENT AND EMPLOYER AGREEMENT

MISSION -- The Annenberg Senior Internship Program was created specifically to enhance the professional and academic training of seniors enrolled in J450 - Advanced Public Relations. As the capstone class (final class required prior to graduation) of the entire Annenberg undergraduate PR Studies Program, it is essential that J450 provide students with an advanced learning experience that optimizes their readiness to enter, and succeed in, the highly competitive PR profession.

Therefore the mission of the Annenberg Senior Internship Program, which is a key part of the J450 experience, is to serve as the student's final opportunity to learn from a professional environment at a more advanced level than his/her prior work experience may have allowed.

GOALS -- The goals of the Senior Internship Program are to:

1. Provide soon-to-graduate seniors with a realistic, stimulating, professional work experience that will significantly benefit them when they enter the work force in a few short months.
2. Provide participating employers with highly competent and motivated junior-level professional staff.
3. Serve as a source of topical enrichment for the academic work simultaneously taking place in the J450 classroom.

QUALIFYING CRITERIA -- The following criteria distinguish Senior Internship students from the typical internship experience:

Criteria to be met by students:

1. Acceptable completion of the Senior Internship work experience (a minimum of 8 weeks on the job is required), as validated by the employer's detailed evaluation of his/her work.
2. Acceptable completion of work-related class assignments.
3. Significant contribution to class discussion relating to his/her work experience.

Criteria to be met by employers:

1. Rigorous evaluation of the student's work, based on the form below, which will contribute significantly to the student's grade in J450.
2. Assignment of clerical and other non-professional work amounting to no more than 20% of the student's total time on the job.
3. Sufficient supervision and mentoring to assure that students learn beyond the level of their assignments.
4. Making immediate contact with the instructor should any problems arise.
5. In general, providing participating students with a quality work and learning experience that will significantly enhance their preparedness for the job market they are about to enter.

PROCEDURES

1. Each student is to arrange his or her own Senior Internship position, either through personal contact or counseling with the Annenberg Career Advisement department, within the first three weeks of class.
2. Each student must submit to the instructor, by the third class session, a Senior Internship agreement (see below) that has been signed by both the student and his/her supervisor.
3. A position or a paid, full, or part-time job in a field other than public relations (sales, human resources, entertainment management, etc.), or one that is not directly related to PR, does not qualify. A paid job in PR does qualify. When in doubt, check with the instructor.
4. Any student who encounters difficulty in obtaining such a position should immediately notify the instructor. (NOTE: In the many years in which comparable requirements have been in place, not a single student, of the many hundreds who have graduated, has failed obtain such a position.)
5. The student should spend no less than seven and no more than 20 hours/week on the job.
6. A total of eight consecutive weeks must be spent in the position.
7. Participation in the Annenberg Senior PR Associate Program constitutes a professional Agreement between the employer, the student and the instructor. It must not be terminated without suitable discussion among the parties and/or immediate notification of the instructor.
8. The student is responsible for having his/her supervisor completing and emailing to the instructor by the specified deadline an evaluation of the student's work. This evaluation must follow the format shown below.
9. Failure to complete the three elements of the Senior Internship Program is, by itself, grounds for failing the course, irrespective of grades on other course elements.

J450 SYLLABUS ATTACHMENT 1
USC ANNENBERG PUBLIC RELATIONS STUDIES PROGRAM
JOURNALISM 450: ADVANCED PUBLIC RELATIONS
SENIOR INTERNSHIP PROGRAM

STUDENT AND EMPLOYER AGREEMENT

IMPORTANT NOTES TO SUPERVISOR:

1) Please review the following "criteria to be met by employers" and make sure you agree with them.

1. Providing formalized evaluation of the student's work, based on the form below, which will contribute significantly to the student's grade in J450.
2. Assignment of clerical and other non-professional work amounting to no more than 20% of the student's total time on the job.
3. Providing sufficient supervision and mentoring to assure that students learn beyond the level of their assignments.
4. Making immediate contact with the instructor should any problems arise.
5. In general, providing participating students with a quality work and learning experience that will significantly enhance their preparedness for the job market they are about to enter.

2) The student is responsible for making certain that a written evaluation of his/her work for your organization, following the format shown below, is compiled by you and emailed to the instructor (ehinckley@rogersandcowan.com) by Monday, April 28.

Thank you.

Elizabeth Hinckley, Adjunct Professor

Student Name: _____ J450 Instructor: _____

Organization Name/Address: _____

Assigned Work Hours (Weekly): _____

Student's Work Duties:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

I agree to meet the "criteria to be met by employees" as a condition of my organization's participation in the Annenberg Senior Internship Program

Supervisor's Name/Title: _____

Supervisor's Signature: _____

Phone: _____ E-mail: _____ Date _____

Instructor's Signature/Date

Student's Signature/Date

J450 SYLLABUS ATTACHMENT 2
USC ANNENBERG PUBLIC RELATIONS STUDIES PROGRAM
JOURNALISM 450: ADVANCED PUBLIC RELATIONS
SENIOR INTERNSHIP PROGRAM

EMPLOYER EVALUATION OF STUDENT PERFORMANCE

Deadline for submission to the instructor: Monday, April 28, 2008

Student Name: _____ Organization Name: _____

Please indicate your evaluation of the student's performance using a 1-5 scale, where: 1 = Poor; 2 = less than average; 3 = average; 4 = better than average; 5 = Outstanding; NA = Not Applicable

I. Work Habits

- A. Attendance (Showed up when planned) _____
- B. Punctuality (Timely for meetings, etc.) _____
- C. Meets deadlines _____

II. Work Style/Attitude

- A. Maturity _____
- B. Professionalism _____
- C. Teamwork _____
- D. Willingness to contribute "above and beyond" _____
- E. Respects the contributions of others _____
- F. Personal presentation (attire, etc.) _____

III. Work skills

- A. Writing _____
- B. Organizational skills (attention to details) _____
- C. Working with media _____
- D. Strategic thinking _____
- E. Creativity _____
- F. Overall ability _____

IV. Overall assessment

- A. On the same scale, what is your overall assessment of the student's performance? _____
- B. Please elaborate on any of the points above where you think additional explanation would be helpful or appropriate.

I certify that the above is a fair and honest evaluation of the student's performance.

Supervisor's Name/Title: _____

Supervisor's Signature: _____

Phone: _____ E-mail: _____ Date _____

J450 SYLLABUS ATTACHMENT 3
UNIVERSITY OF SOUTHERN CALIFORNIA, SCHOOL OF JOURNALISM
PUBLIC RELATIONS STUDIES PROGRAM
JOURNALISM 450: ADVANCED PUBLIC RELATIONS

STUDENT INPUT SURVEY

As soon-to-graduate seniors who have fulfilled nearly all of the undergraduate PR program requirements, students enrolled in J450 are expected to provide substantive input regarding the topics and subject matter to be prioritized throughout the semester. The following questionnaire will be sent to each student by email and he/she is expected to respond by email by the deadline indicated in the Syllabus. *It must be emphasized that data from the survey will not always determine course content and emphases, which will remain at the discretion of the instructor.*

Student Name: _____ Major: _____

Use the following 1 - 5 scale to indicate the emphasis you believe should be placed on each of the topics listed below.

- 1 Exceedingly unimportant
- 2 Somewhat unimportant
- 3 Of average importance
- 4 Somewhat important
- 5 Exceedingly important

- ___ Communicating with ethnic and niche markets
- ___ Community relations
- ___ Conditions in the job market
- ___ Consumer/marketing PR
- ___ Corporate communications
- ___ Creative thinking
- ___ Crisis management
- ___ Developing communications plans
- ___ Entertainment PR
- ___ Financial and investor relations
- ___ Finding jobs
- ___ Internal communications
- ___ International PR
- ___ Interviewing techniques
- ___ Managing the PR function
- ___ Media relations
- ___ Public affairs and government relations
- ___ PR for non-profit organizations
- ___ Strategic thinking and planning

____ What to expect on the job

____ Other (please describe)
