MPPR-950-01, MPPR-950-02: Public Relations and Corporate Communication Capstone

GEORGETOWN UNIVERSITY: MPS-Public Relations and Corporate Communications

Mondays, 5:20-7:50 p.m. | Spring 2015

Instructor: Alyson Curtis, MS
Location: Downtown Campus, Room C103A/B
Office Hours: Mondays 4:30-5:20 p.m. | Also by appointment

*Professor Curtis will teach the Georgetown strategic framework boot camp at the beginning of the semester, conducts trainings for the alumni instructors, provide student and alumni instructor support and oversight and ensure cohesion of the course experience.

Alumni Instructors:
TBD

*Instructors are the main points of contact for students throughout the semester. On the first day of class, pods of four to six students will be partnered with each instructor and collaborate with their instructor throughout the semester. The alumni instructors will meet with individual students in their pod, give feedback, grade assignments, correspond via email, and advise students on the successful completion of all course assignments.

Alumni Course Coordinator: capstoneassignments@gmail.com

*Please contact capstoneassignments@gmail.com to discuss scheduling meetings with your instructor and notification of any issues related to your class attendance. The course coordinator is Katherine Hutton.

The grading panel for your final plan and presentation will include Professor Curtis and the Alumni Instructors.

COURSE DESCRIPTION
Capstone is the final academic opportunity to assess and apply your strategic communications skills and knowledge. The course focuses on the comprehensive skills you have built throughout your time in MPS PR/CC by evaluating your writing, strategic thinking, creativity, and ethical framework in a real-time context.

During your final challenge, you will apply your strategic communications skills to an existing communications challenge identified by a company/organization of your choosing. Working individually, you will respond to a communication problem or opportunity for your client. At the close of the semester, you will be expected to write and present a well-researched, insightful, creative plan that illuminates how your strategic considerations will lead to positive outcomes for your client. Your plan will tell the story of the original research, implementation plan, timelines and budget necessary to meet the client’s communication goal.

Although the primary focus for the semester is on creating a comprehensive plan, there will be in-class assignments to review and diagnose your mastery of specific concepts in strategic communications planning and responsible communication.

The capstone experience is intended to ensure you have the strategic skills and confidence necessary to be a leader in responsible communication, and provide a unique networking and career-enhancing opportunity. In addition to the minimum, cumulative grade point average of 3.0 required for graduation from the MPS PR/CC program, you must receive a minimum grade of a B in the capstone course to graduate. Students with a 3.0 cumulative GPA, who receive a final grade of a B- or below may receive one opportunity to retake the course, if approved by the associate dean.

**LEARNING OBJECTIVES**
By the end of the semester, students will be expected to:
1. Effectively apply strategic and creative communications skills to complex challenges
2. Write and present a fully integrated communications plan, representative of industry best practices, trends and tools
3. Reveal a commitment to their personal code of ethics
4. Demonstrate the professional characteristics exhibited by innovators in the field, including commitment to ongoing professional development, situation-appropriate communication skills, intellectual curiosity, leadership, and engagement in the industry

**REQUIRED READING**
Please arrive to class on the first day, having read the following book (we will not review individual chapters in class):

Wilson, L. & Ogden, J. (2008)
*Strategic Communications Planning, 5th Edition*
Kendall/Hunt Publishing Company

*The book can be purchased online through sites such as Amazon.com, BarnesandNoble.com, or a number of textbook purchasing websites.*

**ATTENDANCE**
Given capstone is the final and highest hurdle on the route to completing the MPS PR/CC program, it is essential that you attend each class and individual advising session. Further, you are expected to attend all group class meetings and individual advising sessions with your instructor. Absence at an individual instructor meeting will be tracked for attendance as all other class meetings.

If circumstances preclude your attendance or prompt arrival, you are responsible for notifying the course coordinator via email prior to the start of class. As outlined by the university, missing more than two classes will result in a final grade reduction of one level (for example, an A will be converted to an A-). **Absences for classes,**
beyond the initial two, will result in further reduction of the final grade. If you are absent for more than four classes, you will be in danger of failing this course.

Please promptly notify the course coordinator and your individual instructor of any special circumstances. Due to the high number of working practitioners in the program, professional obligations do not qualify as emergencies.

CLIENT SELECTION
Networking is an integral factor for a successful career. Thinking strategically about a future employer or areas of expertise you would like to gain will help you select your individual client for capstone. If you prefer to use your capstone experience to impact the local nonprofit community, we do have a database for your use. Bridget Pooley, program manager in the Center for Social Impact Communication, will serve as the database liaison; please contact her at btp7@georgetown.edu for questions or to express your interest in collaborating with a nonprofit in our database.

On the first day of class, each student is expected to arrive with a possible capstone client selected. Since you will be actively collaborating with your client throughout the semester, you should select a client that fits into one of the following categories: you would consider the organization for future employment, you want to network with the organization, or you are passionate about the organization’s mission. After an initial discussion with your client, you will give a 30-second summary of the client’s name, your contact, and the organization’s communications challenge with you on the first day of class. Below are a few general guidelines on the requirements for your client and their communications challenge.

Your capstone client must be:
1. Accessible and willing to commit the required amount of time to your project
2. A key person within the organization who has longevity in the company/organization and a basic understanding of communications
3. Willing to provide access to key information, research and corporate materials
4. Available to interact with your individual instructor on an as needed basis
5. Involved in providing feedback during the planning process
6. Able to participate in the identification of the communication challenges/opportunities
7. Committed to the value of communication and open to implementing the proposed plan

Their communications challenge should be:
1. Relevant to the business goal of the company/organization
2. Attainable and measurable
3. Complex and contemporary enough to inspire multiple, creative communication strategies and tactics

If your client has any of these characteristics, they will not be a good fit for capstone:
1. Client has less than three employees
2. Client’s product/service has not launched yet
3. Client does not have a website
4. Client does not understand the communications function
5. Client does not have any business infrastructure
6. All of client’s funding will run out in the next three months or less
7. Client currently employs student, including these work arrangements: consultant, intern or fellow
8. Client’s potential communications budget is less than $2,000

Preparing for your first prospective client meeting: In order to provide strategic counsel to your client and maximize your interaction as a networking or future employment opportunity, you must first understand your client’s business and their needs. If you schedule an in-person meeting with your client, arrive at your meeting dressed in business attire. For all client meetings, whether in-person or via telephone, you should be prepared with: (1) an understanding of your contact’s background; (2) an outline of prepared questions; and (3) a review of
the client’s website and recent media coverage before your first interaction; so you can get the most out of your time with your client.

Although you will be asking questions and prompting your client to add details, it is essential that you listen actively to their responses. Your cursory research in preparation for the initial meeting will help you formulate questions.

Remember to close your first meeting with next steps, ask if you can follow-up with questions in the near future, and send a thank you note or email to your client. Below you will find suggested questions to guide your discussion. Remember to refer to the client selection and communications challenge requirements in the syllabus prior to meeting with your client.

Suggested Interview Prompts:

1. Please provide a brief history of your organization, your mission, and the constituents/consumers/community/stakeholders you serve.
2. What communication challenges is your organization currently facing?
3. Do you currently have a strategic plan? Do you have a communications plan in place? If so, please briefly describe your plan.
4. If you do not have one in place, how will a strategic communications plan help your organization accomplish its mission?
5. Do you currently have a dedicated communications person (or team) on staff?
6. If approved by the alumni instructor, how do you hope your organization will benefit from collaborating with a Georgetown MPS PR/CC student?
7. In what ways do you anticipate I, as a Georgetown MPS PR/CC student, will benefit from collaborating with your organization?
8. Please provide me with samples of your communications materials; they will help me better understand your work and how you currently communicate. (Samples can include website links, media kits, press releases, communications plans, brochures, etc.)

Our goal is for your clients to be approved before the start of class, so you can focus your energy on producing your final plan throughout the semester. To request client approval, please email your responses to the prompts below to Professor Curtis at Alyson.Curtis@georgetown.edu:

1. Your client’s name, location, and website address
2. Your client contact, their title, the number of times you’ve corresponded with the client, and whether the contact has committed to participating as a client
3. The communications challenge
4. A brief statement explaining why your chosen organization is a suitable capstone client (and any remaining concerns)
5. A brief overview of what your client hopes to gain from this collaborative experience
6. (If Applicable) An explanation of why your client should be approved, despite fitting any of the following characteristics:
   • Less than three employees
   • Product/service hasn’t launched yet
   • Doesn’t have a website
   • Doesn’t understand the communications function
   • Doesn’t have business or communications infrastructure
   • Funding will run out in the next three months or less
   • Currently employs student, including these work arrangements: consultant, intern or fellow
   • Potential communications budget is less than $2,000

You should request client approval no later than two weeks before the first class meeting. Once approved, you
will have your client sign a client agreement. Then, you will share your signed client agreement with your alumni instructor. Your alumni instructor will correspond with your client to thank them for their participation and provide an extra point of contact if needed.

*If you do not obtain client approval by week three of the course, you will be advised to drop the class; given the schedule of client-related assignments.

After the close of the semester, you will receive feedback on your written plan and pitch, which you will use to revise your materials for delivery and presentation to your client. **Although you will not implement your client plan, you will be responsible for revising and giving all the final plan documents to your client within the month following your final capstone class.** If requested by your client, your individual instructor will also send their feedback on your final plan to your client, so they receive an objective perspective on the rigor of your plan. Be sure to set clear expectations for how you will collaborate with your client in the planning process and the contents of the final plan they will receive.

**ASSIGNMENTS**

You are expected to submit high quality, client-ready work, on time. Please include your name, the assignment title, page numbers, and the date on all assignments. All assignments are due by the beginning of class on the due date specified in the schedule, unless otherwise noted. **To submit an assignment, you will email it to capstoneassignments@gmail.com, before class begins on the date it is due.** Late assignments will receive a half letter grade reduction for each day they are late. (For example, an A would be reduced to an A-.) Please use a standard academic referencing style such as APA, MLA or a standard academic footnote style to ensure proper attribution of research in your assignments.

All students will be provided with grading rubrics for the following major assignments: plan outline, final plan, and final pitch. Students who earn a failing grade on assignments other than the final plan, will be granted the opportunity to redo the assignment to earn an average of their initial and final score. Below you will find descriptions of all the course assignments:

**In preparation for this class, you must complete a mandatory readiness survey, located on the pre-capstone course website at [http://pregeorgetownprcccapstone.pbworks.com](http://pregeorgetownprcccapstone.pbworks.com) before the first class meeting.** This will help you self-assess any gaps in your strategic communications planning knowledge, so you can focus your pre-capstone preparation. Visit the course website for a link to the survey and further details on its purpose.

**Quick-fire Challenges:** Students will respond to a written scenario to demonstrate their mastery of the elements of strategic communications planning. You will be graded on your insights, the plausibility of your recommendations, concise writing, strategic thinking, and creativity.

**Ethical Response Paper:** You will be presented with a situation depicting an ethical dilemma, typical in communications. You will apply the personal code of ethics you developed earlier in the program in the Ethics course, by writing your response to, reflection on, and examination of the situation.

**Communications Plan Midterm Outline:** You will submit an outline of your approach to your client’s communications challenge. Your plan will convey information ranging from the research and background of your plan through to the messaging only. The document should outline your insightful considerations and convey the strength and cohesion of the recommendations you plan to make in your final plan.

**Final Plan:** You will use the feedback from your outline to complete a 30-page written plan that is comprehensive, client-ready, and representative of current trends and tools of the industry. The plan should demonstrate your professional and academic knowledge and experience in a proposal that balances strategy and creativity.
**Final Pitch:** You will give a 5-7 minute pitch of your final plan to your colleagues and a panel of the professor and instructors.

**Class Participation:** You will begin the semester with full credit for participation. Your alumni instructor will only make deductions if you do not attend your individual meetings or come prepared with tangible (written or electronic) progress to discuss related to your plan. Progress on your plan may include detailed questions, plan components, or research you’ve collected.

The student(s) with the highest combined score on both the final plan and final pitch and a cumulative GPA of 3.75 or above will be eligible for an opportunity to join the elite alumni instructor cohort.

**GRADING**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Quick-fire challenge</td>
<td>25</td>
<td>A: 310 – 330</td>
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<tr>
<td>Ethical response paper</td>
<td>30</td>
<td>A-: 297 – 309</td>
</tr>
<tr>
<td>Communications Plan Outline</td>
<td>70</td>
<td>B+: 290 – 296</td>
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<tr>
<td>Final Plan</td>
<td>150</td>
<td>B: 277 – 289</td>
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<tr>
<td>Final Pitch</td>
<td>40</td>
<td>B-: 264 – 276</td>
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<tr>
<td>Class Participation</td>
<td>15</td>
<td>C: 231 – 263</td>
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<td><strong>Total:</strong> 330 points</td>
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<td>F: 230 and below</td>
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**UNIVERSITY RESOURCES**

Georgetown offers a variety of support systems for students that can be accessed on main campus or at the downtown location:

**Georgetown University Writing Center**

Please contact the Writing Center for support in preparing your written assignments. The SCS Writing Center is located in SCS Student Services Suite C106. Students can make appointments at writingcenter.georgetown.edu. The main campus Writing Center staff is located in Lauinger Library, 217A or at 202-687-4246 or [http://writingcenter.georgetown.edu/](http://writingcenter.georgetown.edu/).

**Counseling and Psychiatric Services**

202-687-6985

http://caps.georgetown.edu

**Academic Resource Center**

If you believe you have a disability, please contact the Academic Resource Center before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance. The Academic Resource Center (ARC) offers an array of academic support services, including study skills workshops, individual consultations and tutoring. If a student is experiencing challenges with their coursework, they are encouraged to consult with an ARC administrator who will be able to address their individual needs and outline a plan of action. The contact information for the SCS ARC is: C129; 202.687.8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); [http://academicsupport.georgetown.edu](http://academicsupport.georgetown.edu). The main campus ARC’s contact information is: Leavey Center, Suite 335; 202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); [http://ldss.georgetown.edu/index.cfm](http://ldss.georgetown.edu/index.cfm).

**STUDENTS WITH DISABILITIES POLICY**

Students with documented disabilities have the right to specific accommodations that do not fundamentally
alter the nature of the course. Students with disabilities should contact the Academic Resource Center at (202) 687-8354; arc@georgetown.edu; http://ldss.georgetown.edu/index.cfm before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

GEORGETOWN HONOR SYSTEM
All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

*In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

PLAGIARISM
Stealing someone else’s work is a terminal offense in journalism, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one’s own the ideas or writings of another.” More guidance is available through the Gervase Programs at http://gervaseprograms.georgetown.edu/honor/system/53377.html. If you have any doubts about plagiarism, paraphrasing and the need to credit, check out http://www.plagiarism.org.

Due to the number of students enrolled in the course, pods will be broken into blue/gray teams at the beginning of the semester. Make note of your team (which is also listed on the course website), as each team will meet for the same course content during the specified hours in the schedule below. If blue/gray team notations are not listed, all students are required to attend class together.

*Please note that the schedule below is subject to change. Students will be notified of any revisions.*
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics to Discuss</th>
<th>Assignments Due</th>
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</table>
| Wk 1  | Wed., Jan. 7 | • Overview of format  
• Introduction of teaching panel  
• Pod selection and blue/gray team scheduling  
• Client review  
• Discuss outline assignment, grading rubric and sample outline  
• Quick-fire #1 distributed for in-class completion | *Read Wilson and Ogden  
*Capstone readiness survey completed online  
*Client approved  
*Quick-fire #1 due |
| Wk 2  | Mon., Jan. 12 | • Consulting Workshop: 5:20 – 6:35  
• Ethics assignment distributed  
• Boot camp Q&A: 6:40 – 7:50  
• Research, Budget Workshop posted online | *Review Capstone boot camp slides  
*Read case study and complete exercises (optional) |
|       | Mon., Jan. 19 | **INDIVIDUAL INSTRUCTOR MEETINGS**  
This is the final deadline for late client approval; if your client is not yet approved you are strongly encouraged to drop the course. Please be advised that the 100% refund period ends within the first two weeks of class. Go to [http://registrar.georgetown.edu/registration/refunds-and-tuition/](http://registrar.georgetown.edu/registration/refunds-and-tuition/) for details on the exact date. |
| Wk 3  | Mon., Jan. 26 | **INDIVIDUAL INSTRUCTOR MEETINGS**  
*Recommended Topics: Research through objectives |
| Wk 4  | Mon., Feb. 2 | **INDIVIDUAL INSTRUCTOR MEETINGS**  
This meeting may be a brainstorm session with your entire pod, rather than a one-on-one session, depending on the interest of each pod member.  
*Ethics assignment due by 8:00 pm |
| Wk 5  | Mon., Feb. 9 | **INDIVIDUAL INSTRUCTOR MEETINGS**  
*Recommended Topics: Objectives through messages |
| Wk 6  | Mon., Feb. 23 | **INDIVIDUAL INSTRUCTOR MEETINGS**  
*Recommended Topic: final draft of outline  
*Outlines: Due on Tues., Feb. 24 by 8:00 pm |
| Wk 7  | Mon., Mar. 2 | • Storytelling and Pitch Skills  
• Discuss Final Pitch Rubric  
• Discuss Final Pitch within pods |
|      | Mon., Mar. 9 | NO CLASS DUE TO SPRING BREAK |
| Wk 8  | Mon., Mar. 16 | • General overview of outlines  
• Discuss process for moving toward a final plan  
• Discuss Final Plan Grading Rubric  
• Final Plan Samples |
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<th>Wk</th>
<th>Date</th>
<th>Schedule</th>
<th>Notes</th>
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<tbody>
<tr>
<td>9</td>
<td>Mon., Mar. 23</td>
<td><strong>INDIVIDUAL INSTRUCTOR MEETINGS</strong> <em>Recommended Topic: Final Plan</em></td>
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<td>10</td>
<td>Mon., Mar. 30</td>
<td><strong>INDIVIDUAL INSTRUCTOR MEETINGS</strong> Peer Brainstorm for Pitches: meeting</td>
<td>*Recommended Topic: Final Plan</td>
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<td>Mon., Apr. 6</td>
<td>space available in the classroom before and after individual instructor</td>
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<td>NO CLASS DUE</td>
<td>meetings for pitch practice and peer critique</td>
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<td>TO HOLIDAY</td>
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<td>11</td>
<td>Mon., Apr. 13</td>
<td><strong>INDIVIDUAL INSTRUCTOR MEETINGS</strong> Peer Brainstorm for Pitches: meeting</td>
<td>*Recommended Topic: Final Plan</td>
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<td>12</td>
<td>Mon., Apr. 20</td>
<td><strong>INDIVIDUAL INSTRUCTOR MEETINGS</strong> Peer Brainstorm for Pitches: meeting</td>
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<td>13</td>
<td>Mon., Apr. 27</td>
<td><strong>FINAL PITCH</strong> The final pitch class will meet for an extended session,</td>
<td>*Final Plans: Due on Mon. Apr. 27 by 8:00 pm</td>
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<td><em>Blue</em></td>
<td>given the number of students enrolled in the class.</td>
<td>- Email the electronic version</td>
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<td>- Drop off two printed copies</td>
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<td>required: 5:00 – 8:00</td>
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<td>14</td>
<td>Mon., May 4</td>
<td><strong>FINAL PITCH</strong> The final pitch class will meet for an extended session,</td>
<td>*Final Plans: Due on Mon. Apr. 27 by 8:00 pm</td>
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<td><em>Gray</em></td>
<td>given the number of students enrolled in the class.</td>
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