CREATING A FOURTEEN WEEK CURRICULUM
FOR A FASHION PUBLIC RELATIONS COURSE
AT BALL STATE UNIVERSITY

A CREATIVE PROJECT
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CHAPTER I
INTRODUCTION

Over the past few decades the fashion industry has become one of the largest industries in the world. It is becoming essential that those working in this industry have an understanding of not only conception, design, and merchandising techniques related to fashion products, but also ethics, management, and various relationships that are pertinent to the success of fashion organizations. Therefore, it is important that individuals working in the fashion industry have an understanding of public relations in order for them to represent their organizations accurately and fairly. The fashion industry consists of producers of raw materials, manufacturers, wholesalers, retailers, consumers, textile manufacturers, not to mention many other publics. Managing relationships with these publics is a complex task, and having an understanding of public relations is beneficial to students who are studying fashion and someday wish to find a career in the industry.

Ball State University offers its fashion students two different areas of study. Students have the option of studying apparel design or fashion merchandising. Those who choose fashion merchandising focus on the business, marketing, and quality assurance sides of fashion, whereas students who study apparel design focus on garment conception, construction, and technical design. One of the downsides to Ball State
University’s fashion programs is that there are no courses that allow students to learn the basics of public relations – a field that is not only used in fashion, but in every industry.

In order to help improve Ball State University’s fashion programs and better prepare students for entering a career in any position within the fashion industry, a curriculum for a 14-week fashion public relations course has been developed. The curriculum includes unit plans, lesson plans, a syllabus, examinations, descriptions of in-class assignments, detailed descriptions of assignments to be completed outside of class, as well as, lectures over relevant fashion public relations topics. The purpose of this curriculum was to provide students the opportunity to learn about areas of public relations that fashion brands rely on for success. With an emphasis in the areas of the history of the subject, communication, research, public relations writing, management, ethics, public opinion, integrated marketing, social media, crisis management, and also media, consumer, employee, and community relations, students are better equipped to enter the workforce and have the knowledge and skills that are required of them.

This curriculum provided an in-depth view of public relations from a fashion and retail perspective. The curriculum was designed so that students were able to take what they have learned in lectures and textbooks and apply what was learned to assignments that mirror what is done by those working in the public relations profession. This curriculum has been designed so that students are able to make a connection of how different aspects of public relations work together to help promote and enhance an organization. The way that this curriculum was created allows students to learn the importance of strategic and campaign planning, in addition to the technical skills used by professionals.
CHAPTER II

LITERATURE REVIEW

Many colleges and universities across the globe offer courses that educate students directly about fashion public relations, as well as, courses more specified to the topics that fall into this profession. Industry professionals have stated that it is important for those pursuing a career in fashion public relations and those already working in the industry to have a broad knowledge of both public relations and the fashion industry. An article from Drapers magazine entitled “How to be a PR and Marketing Manager for a Young Fashion Brand,” Gemma Wood, Operations Manager for CVUK, a retail recruitment consultancy, states “To begin a career in fashion PR you should ideally be educated at a degree level” (2012). In order for a curriculum to be created, the area of fashion public relations needs to be divided into several general sections. These sections include introducing the topics of public relations and communication, managing public opinion, building relationships, and promotions and campaigns.

Introduction of Public Relations and Communication

When students enter the workforce, they often have an understanding of some of the most recent and up-to-date knowledge of a chosen field; however, they do not always have the breadth of knowledge in a variety of fields that set them apart from others. According to an article in The Guardian titled “Blind Date-Fashion PR,” the cofounder
and director of Boudoir PR, a public relations firm specializing in fashion and beauty, Sally-Anne Shrimpton states that, “fashion is an industry where prior knowledge is also a prerequisite” (2008). She goes on to share that when interviewing prospective new hires, she expects the individual to come prepared, with an interest in fashion and also a broad understanding of the industry.

In the text titled *Fashion Public Relations* by Gerald J. Sherman and Sar S. Perlman, they express the importance of giving students the chance to study fashion public relations. The two authors share that public relations is an incredibly important subject in the fashion industry. Studying the subject is crucial to students by “[g]iving a foundation for a successful career in this field, as well as, a perspective of the actual scenarios they will face in the daily operations within a public relations department” (Sherman & Perlman, 2010). A successful fashion public relations curriculum will prepare students for entering a career in the field so when searching for a career they will already have experience doing the work required of them. Public relations personnel and executives wear many different hats within their organizations and the fashion industry. Educating students on the proper methodology, relationship strategies, and management approaches are what helps develop individuals for successful careers in fashion public relations, and prepares them for their various roles (Sherman & Perlman, 2010).

By gaining an understanding of the relationships between all fashion public relations parts, students are able to gain a better understanding of how to communicate with each public and the types of communication tactics that fit each public. Public relations professionals must be use to communicating and working across accounts. Professionals working in fashion public relations often work with the media, therefore
media writing and press releases are a critical form of communication within this field. Specifically to the fashion public relations field, professionals are often required to choreograph various fashion events and shows. Communication becomes an integral tool when working with various publics to successfully implement an event or campaign. Shrimpton states that students entering this profession must also have innovative ideas and be able to think creatively (2008). Providing students with the opportunity to study fashion public relations allows them to use creativity with assignments that mimic those done by professionals, and forces them to think expansively as a professional in this field is required to do.

Students with a broad knowledge of fashion, public relations, and communication will be more advanced when searching for a career. According to Shrimpton, the fashion industry is very competitive and the more experienced a student is, the more it shows the drive they have to be a part of the field (2008). Creating a course where fashion students will not only learn about the subject of public relations and communication methods used in the field, but also gives them hands on experience through course assignments would be essential to a fashion program that tries to prepare students for the competitive field.

Managing Public Opinion

Another element crucial to a fashion public relations curriculum is the management of public opinion. Management often sets the tone for public opinion as it usually makes the decisions regarding ethics, social responsibility and crisis management. In the article, Advertising and Public Relations in the Fashion Industry by Erin Schreiner, defining the “image” of the organization the public relations professional represents is often one of their primary roles (2012). This can sometimes be a gruesome task; public
relations representatives must be aware of the target audience’s demographics in order to create its place in the market. The public relations professional’s role is then to create and present an image that sticks with this niche. If the representative is unable to create an image that is known to various publics, the organization can suffer. Frasier P. Seitel states in the text *The Practice of Public Relations* that “individuals and companies in the public eye can’t afford to tarnish their reputations” (2011 p. 62). Weakening of a brand’s reputation usually results in a lack of prestige and loss of sales. Because of this, public relations professionals are often known as reputation builders. The public relations professional has the power to make the organization known to the public, using public relations skills to attract media attention, persuade buyers to carry the products, consumers to want the products and services, and others to favor the organization.

For students, a unit on public opinion and management structure is essential to fashion public relations. According to Lisa Mooney who wrote the article, *The Role of Public Relations in Fashion*, fashion public relations representatives spend much of their time with company staff from all levels of their organization. Fashion public relations professionals often work with management, company staff, designers, marketing teams, and merchandisers in order to express the image accurately (2012). This part of public relations is crucial to students’ understanding of the field. Students must know how to create brand images that accurately reflect an organization and all its various departments’ missions and then be able to deliver messages that reflect the mission to the public, media, retailers, wholesalers, and vendors.

The current shift of the public relations professional, moving from a promotional position to an executive position, places the professional in a unique situation. Not only is
it important for professionals to have an understanding of the promotion and campaign side of public relations, but it is also imperative for the professional to be able to make rational decisions that help promote the organization. Often times public relations professionals are forced to stand alone and stand-up to managers or superiors. Schreiner writes, “Public relations representatives serve as a lonely voice, often being the only individuals that reject risky campaigns, but often save the company from having to fix mistakes, regain trust, and eliminate problems before they occur” (2012). She shares that frequently advertising campaigns can be done to attract attention, but creates a huge risk of alienating customers or losing buyers by creating campaigns that are offensive even to a small public.

Most public relations campaigns are done to persuade people to change their opinion, crystallize uninformed opinions, or reinforce existing opinions (Seitel, 2011). Public relations professionals must have the knowledge to understand how management decisions regarding ethics, social responsibility, and crisis management all affect the public’s opinion. Whether or not an organization takes a proactive or reactive approach to these areas of business will determine the type of work the public relations professional will do, making management structure a key indicator of what limitations the professional’s role will have within the organization.

Since the fashion industry has become a multibillion dollar industry, ethics and social responsibility have become increasingly important aspects of the public relations professional’s job when dealing with public opinion. An article in Fashion Theory: The Journal of Dress, Body and Culture titled “The Branding of Ethical Fashion and the Consumer: A Luxury Niche or Mass-Market Reality,” Nathaniel Dafydd Beard argues
that “the industry has slacked at taking environmental and human costs into consideration” (2008 p. 448). A recent industry trend has been to focus more on eco-friendly products, better working conditions, waste reduction, and increased social responsibility.

Very few fashion labels and brands share with their stakeholders where they receive their fashion materials and fabrics. Many times the fashion label or brand is the only indicator that consumers are capable of determining which brands are ethical and unethical (Beard, 2008). Beard explains that “[t]he quality of the brand is associated with being an ethical or unethical organization” (2008 p. 448). Fast-fashion brands, which are organizations that can produce garments within weeks to keep-up with current fashion trends, are typically associated with being less ethical in their practices. Whereas, fashion brands that focus on higher quality, organic materials, and reusable substances are seen as being more ethically conscious.

The European fashion industry is a leader of ethical practices and clothing production, which is a trend gradually reaching the rest of the industry and becoming increasingly important to management decisions and the role of the public relations professional in terms of how the public views the organization. Many large companies are taking after supermarket trends, which provide products that are grown locally (Beard, 2008). Consumers do not like being mislead and transparency is becoming a critical part of business and role of public relations professionals.

Building Relationships

Similarly to creating a positive public opinion for an organization, a fashion public relations professional must also focus on gaining credibility. Research found by
Schreiner states that a fashion company must be credible. Earning credibility can be done by building strong relationships with those the organization faces directly. Oftentimes the relationships come from strong ties with the media, allowing two-way communication with employees, being conscious of the concerns of community members where the fashion organization operates, and offering exceptional products and services to the consumer. Building strong relationships is a responsibility of nearly all public relations departments in order to establish and maintain an organization’s credibility (Schreiner, 2012). If an organization takes a misstep it is usually the task of the public relations professional to maintain or earn back any credibility lost, which is often one of the most difficult tasks a professional undergoes.

Another role of the public relations professional is keeping the organization’s products and services fresh and exciting. The responsibility of creating trends and attracting clothes-conscious people falls on the public relations professional. In order for the organization to prosper, the professional must keep a favorable image of the organization’s products and services in the minds of consumers and the media.

According to research done by Mooney, the professional is responsible for keeping the organization in the public using creative ways that creates a buzz among journalists and bloggers (2012). Shrimpton writes that being a good writer, having an outgoing personality, and a forward thinker can add to the success with the media (2008). According to the article written by Mooney, Lindsay Green, Communications Director at Jill Stuart Company spends most of her time getting the word out about the company’s new lines when launched. Green says she is very involved in working with editors who will write about the company in various fashion magazines (2012). The article in the
fashion magazine *Drapers* entitled “How to be a PR and Marketing Manager for a Young Fashion Brand” interviewed Gemma Wood, the Operations Manager at CVUK, who shares that “during your entire career as a public relations professional you will build relationships with the press and increase your contacts” (2012). A crucial part of public relations is maintaining media relations and pitching story ideas to the press. A section covering how to handle the media respectfully is critical to a fashion public relations curriculum.

Just as important as maintaining relationships with the media is developing relationships with consumers, employees, and communities. The public relations professional needs to expect and anticipate complaints from these groups of individuals. When a group or individual expresses a concern or suggestion, that suggestion should be passed on to upper-management to be taken into consideration for future decision making (Mooney, 2012). The public relations professional needs to know how to pacify customers, explain late and incorrect shipments, return damaged merchandise, clear up misunderstandings, consider needs of employees and communities, and take suggestions for improving the organization for individuals at all levels.

One of the main roles of the public relations professional is to reach satisfaction amongst those who have a stake in the organization. Handling complaints appropriately will create harmony and gain the public’s trust, increasing the organization’s credibility as a fashion brand (Mooney, 2012).

*Promotion and Campaigns*

There are a variety of methods used to promote a brand, product, or service. A campaign is usually completed to increase the awareness of something going on within
the organization. Campaigns should require a great depth of research and should have at least one goal that it aims to achieve (Sherman & Perlman, 2010). The task of integrating demographic information, the organization’s mission, the company’s marketing plan, the budget, and a set of objectives falls on the public relations professional in order to improve the image of the company. In the Drapers article, Wood explains one of the most important elements of being successful in fashion public relations is “…to be a strategic thinker, great communicator, manage a team, evaluating PR, as well as, managing budgets” (2012).

In Mooney’s article, she interviewed Elain Quan, Senior Public Relations Manager of The Bay. Quan shares that a significant part of her job is planning and executing shows and promotional events (2012). Fashion public relations professionals must be very sharp at research; research is the beginning step of the planning process. Often the use of a SWOT analysis is used by looking at an organization’s [S]trengths, [W]eaknesses, [O]pportunities, and [T]hreats to determine the goals of the campaign. The most important aspect of Quan’s job is “clearly defining her promotions so they are consistent with her company’s brand” (Mooney, 2012). The professional needs to be able to adapt its goals as circumstances within the organization change.

Something that is often seen in fashion campaigns is the use of celebrity spokespeople and endorsements. This is especially critical to the fashion industry because most fashion brands want celebrities, athletes, and musicians to use or wear their products. It is important for young public relations professionals to be aware that this can produce both positive and negative results.
Celebrity spokespeople can strengthen a brand by making buyers more eager to buy a particular product from the organization the professional works for, as well as, consumers more likely to purchase the products they see the celebrity wearing or supporting. The use of celebrities in the fashion industry can also help the brand’s name stick in the public’s mind and makes it more likely for consumers to purchase a particular product (Mooney, 2012).

What professionals new to the field need to be aware of is that celebrities need to uphold an image that supports the organization’s mission and image. Celebrities’ actions and words have been known to get them in trouble, as well as, the organizations they are representing. Sometimes it’s easiest to stay away from conflict by not endorsing celebrities who have had a rocky history in the public eye (Seitel, 2011).

The role of the fashion public relations professional may be the most evolving position of all in the organization. The article entitled *ChinaFile: Where Clicks Beat Bricks* by Huang Hung states that E-commerce business in China is up between 23-28% a year. Nearly 40% of that business is from fashion and accessories totaling roughly 9.6 billion U.S. dollars (Hung, 2012). What Hung argues is that this shift from brick and mortar stores to online stores is due to lower expenses for the organization.

Hung states that retail locations can be quite expensive depending on where stores are located. It is also expensive for brands to have stores because they accrue merchandising and safety regulation expenses. More expenses are given to the organization because they are required to provide employees with salaries and benefits. Lastly, Hung suggests that “bricks to clicks” will impact public relations because the
expenses of public relations companies throwing parties for retail stores is also a significant cost to the organization (Hung, 2012).

As Hung states, retailers are taking to the web to reach larger targets, which impacts the public relations professional’s role. Social media is becoming an increasingly vital component of public relations practices. In the article “A Passion for Fashion PR: Crosby Noricks Was Ahead of the Curve as Publicists Embraced Social Media” by Michelle Guerin, she interviews Noricks, a publicist, and describes how pertinent strategic social media campaigns are. Noricks charges that “blogs, Facebook and Twitter are now becoming a fashion publicist’s most powerful accessory” (Guerin, 2012). As the ever-changing world of technology progresses, it is becoming more important for the public relations professional to use social media effectively. Noricks explains that fashion public relations is a creative outlet for helping designers share their stories with the world and that social media has made it easier than ever to connect with difficult markets. Social media campaigns done on the internet are just as significant and require just as much thought and planning as traditional campaigns. Campaigns and promotional social media knowledge are essential for young fashion professionals pursuing a career in public relations.
CHAPTER III
METHODOLOGY

To develop a curriculum which echoes the research, several steps were taken. The first step the researcher completed was gathering several syllabi from a number of colleges and universities that offered courses related to fashion public relations. Once this had been completed by the researcher, the next step was to choose syllabi from several courses that supported the research and review the content of those courses. This helped the development of the structure, course materials, and assignments of the curriculum that was created.

Since public relations can, and often does, play a role in nearly every aspect of a business or organization, there were very few courses offered at colleges and universities that focused on fashion public relations as a whole, many offered more specific courses relating to the field. Retail communication, new media marketing, fashion communication, and fashion event planning and campaigns were a few courses offered on campuses across the U.S. The researcher examined a wide-range of topics related to fashion public relations, it gave him an idea of what other universities and colleges were offering their fashion and retail students. After reviewing a variety of these syllabi, the researcher chose several courses that he felt supported the research that was found. Once those were chosen, he completed a content analysis of each syllabus.
This helped develop three case studies and examine not only the subjects, but also the content within each course in a variety of areas related to fashion public relations. This also helped determine what topics to include in the design of his curriculum, in addition to class activities and course assignments. The researcher then implemented those elements into the course that has been created.

**CONTENT ANALYSIS**

The major research method used to help create this project was taking syllabi from several colleges and universities from across the U.S. and examining what was covered in fashion and retail public relations related courses. This section of the project shares what was discovered by conducting the research. Something that was found by doing this was that there are very few schools that offer courses directly relating or containing “fashion public relation” in their titles. Most schools offer courses that relate to public relations in a broader sense, such as: promotions, retail management, journalism, fashion show production, ethics and brand management. After searching several curricula, three schools were chosen based on the type of courses they offered relating to the project. These schools were LIM College, Florida State University, and University of Tennessee. Multiple syllabi were requested from two of these schools because of the courses in their curricula. Below are the reviews of these courses and an explanation for why they were chosen for this project.

The first curriculum that was chosen to look at was LIM College, located in the middle of Manhattan in New York City. This college focuses exclusively on the business of fashion, offering students the opportunity to study fashion merchandising.
management, marketing, and visual merchandising. The college has an MBA program as well (LIMcollege.edu).

Over 70 years ago, Maxwell F. Marcuse was asked by retailers to develop a school focused on the business of fashion and merchandising because of his knowledge of education and fashion. Originally the institution was known as the Laboratory Institute of Merchandising, and was officially given the name LIM College in 2009. It has gone from a school offering a one year certificate to a four year accredited degree. Since its creation, LIM has been focused on giving students the hands-on experiences needed to become successful in all areas of the fashion industry. Besides being a college that offers only fashion courses, it also operates as a for-profit college (LIMcollege.com).

LIM College was chosen for this project because of its solid fashion curriculum. There were two courses that were used to help develop this project. These courses were Fashion Writing and Fashion Communications in the Digital Age.

In the proposal of this project public relations writing was determined as being a critical skill for public relations professionals. One of the main reasons this school was chosen to take a closer look at was because this school offered fashion writing.

According to the syllabus, this course helps students understand both reading and writing to create a strong foundation of practical skills, knowledge, and understanding for a career in and utilizing fashion writing (Appendix H). Students who complete this course learn fashion vocabulary, conduct research and reporting skills to analyze and construct fashion copy, as well as, develop, plan and prepare interviews. Students also produce reports, stories, and other writing pieces under deadline. Students learn to review and
rewrite copy under direction of an editor. A neat aspect of this course was that students had the opportunity to create, organize and manage a fashion or beauty blog.

Although the course was heavily geared toward a journalistic writing style, this can be very beneficial to students pursuing public relations. As a fashion public relations professional, it is crucial that they understand the types of stories journalists cover, in addition to the style the journalist uses. This writing course helps students by providing them the opportunity to cover stories in a variety of styles. Components of this course, such as descriptive writing, interview writing, writing to deadline, writing for television, and finding the story were all useful in developing a fashion public relations curriculum (Appendix H).

Fashion public relations professionals must pay very close attention to the details, words, and structure of their writing assignments; this was why the descriptive writing section of this course was useful in developing a fashion public relations course. A task of the public relations professional is often to brief an individual before participating in an interview. Having an understanding of how to conduct an interview, pulling important quotes, and developing a story from an interview is vital for any student wishing to find a career in public relations. Public relations professionals are constantly seeking to get stories in the press, but many times they are unaware of editor’s and reporter’s schedules. The writing to deadline section was an important aspect of choosing this course because public relations professionals must be aware of deadlines in their work in order to get their stories in the press. The section of the course called writing for television helps public relations students in developing scripts or speeches that are projected to many publics. Speech writing is an important part of a public relations professional’s job and is
often reserved for the best communicators. Finally, if a student does not have a
newsworthy story, then they do not have the journalist’s thought. The section finding the
story helps public relations professionals find ways to develop fashion stories to be used
in the press. The course also offered a section regarding opinion editorials (Op-Ed),
which are extremely important for any public relations professional to be able to
complete (Appendix H).

One aspect of this course that was particularly important to help students become
ture public relations professionals was the use of video cameras for recording student
projects. This is important to the public relations field. Often, students do not feel
comfortable in front of the camera. As communications specialists, the public relations
professional might be placed in front of a camera on live television unannounced. This
helps students step out of their comfort zone, while also having recorded evidence to
analyze their tone, preparation, and verbal and nonverbal skills.

Another aspect of this course that was helpful was providing guest speakers in
class. This helps students by giving them the chance to hear and ask questions about the
things that textbooks cannot answer. The issue with this is that it may be difficult to find
appropriate speakers outside of large cities that are knowledgeable about fashion writing.

A second course offered at LIM College that was useful in developing a fashion
public relations course was Fashion Communications in a Digital Age. According to the
course syllabus, this course is geared toward building brand image, awareness, and
ambassadors through advertising and public relations practices in a variety of electronic
media. Integrated marketing is becoming important to the role of the public relations
professional and this course provides students with the knowledge to succeed in this area (Appendix I).

Students in this course learn to develop and construct effective targeted communication messages. This is important to public relations students as nearly every task in public relations is focused around the message. Students in this communications course also learn to develop targeted media lists that attract specific audiences. Public relations is focused on building relationships with members of the media that cover issues relating to your public. A fashion public relations course must include knowledge regarding targeting your message to the appropriate audience.

This course emphasized the differences between various media and the target audiences that they try to reach. The course also introduced students to examining the differences between publications online and publications in print. This helps students see the differences between styles, audiences, content, and quotes used when writing online and writing for print publications.

An intriguing aspect of this course was that it introduced a new idea, “Twitterature”. The idea of Twitterature is telling a story or well-known piece of literature in a shortened number of characters, similar to the format of Twitter. This was an interesting idea that helps public relations professionals construct limited key messages. This familiarizes students with using social media to fulfill public relations tasks. This forces students to be creative by mentioning the key ideas or facts of an issue while being limited with what can be said (written).

One assignment in this course was to develop a position statement. This is important for public relations professionals to understand as they are often responsible for
building and creating a brand or product’s image while keeping the public’s opinion in mind.

Finally, this course also educated students about pitch writing, writing and editing press releases, and writing appropriate headlines. With more and more online reporting and blogging, it has become increasingly important for public relations professionals to perfect the pitch, edit the release, and use headlines that grab the attention of those reading hundreds of headlines each day. This course emphasized promotion and campaigns through online methods as the fashion industry takes to E-tailing and online promotions.

The second school used in this research was Florida State University. Florida State University is located in Tallahassee, Florida and is one of the nation’s elite research universities. The university combines strength in the arts and humanities and serves as a leader in the sciences. The university has 16 colleges and offers over 275 undergraduate, graduate, doctoral, professional and specialist degree programs (FSU.edu).

The college’s earliest beginnings were in 1823 when two townships were reserved for two educational institutions. One institution east of the Suwannee River and one west of the river. After several changes one institution became a school for women and one a men’s. Finally, in 1947 the school became coeducational and was given the name Florida State University by the Governor (FSU.edu).

Florida State has approximately 40,000 students and has earned the Carnegie Foundation’s highest distinction in graduate research.

The reason Florida State University was chosen as part of this research study was due to the fact that it had a Retail Merchandising and Product Development degree. The
two focus on management and development which are both important in public relations and fashion (FSU.edu).

One course that this program offered was Retail Merchandising Ethics and Leadership (Appendix J). According to the course syllabus, this course helped students analyze ethical and leadership issues within the retail merchandising and product development business. This provided students with the skills needed to solve issues they could come across in the workplace.

This course aimed to identify, describe, and express concepts, theories, terminology, and approaches to ethics and leadership. It also helped students learn the issues regarding ethics in retail merchandising and product development. The course has been designed to help students prepare for defensible solutions to ethical dilemmas. Analyzing business situations and developing defensible leadership solutions was another component of the course.

These ideas were incredibly important to developing a fashion public relations curriculum because the role of the public relations professional has become more of an executive position. It is important that public relations professionals know how to lead through a variety of situations. They must lead during crisis, lead during promotions and campaigns, lead management, lead while dealing with the public, and most importantly motive while leading. This course placed an emphasis on leading ethically in retail and through product development.

This course presented students with a variety of situations that businesses can find themselves in and provided students with methods to approach these situations ethically. It is important for public relations professionals to understand this so that they are able to
prepare and make plans for crises, as well as, know how to react ethically when faced with a crisis.

The Ethics and Leadership course also addressed leadership approaches. This is increasingly important for public relations professionals to understand. Depending on the way an individual leads can influence an employee’s opinion of their workplace. Providing a section that teaches students which leadership approaches motivate and which approaches aggravate help students learn what kind of individuals they wish to be as professionals.

A second course looked at in the Retail Merchandising and Product Development Department at Florida State University was the course titled Executive Perspectives on Retail Management. During this course, students spend seven weeks of the course completing an internship in retail management, product development, or industry support services. According to the course syllabus, students learn career strategies that provide management and leadership concepts and principles (Appendix K).

This course was designed to help students transition from students to professionals. The idea behind the first half of the course being an internship was that students can spend the second half preparing their résumés, mock interviewing, and learning about professional behavior. Students also learn how to multitask, think critically, make decisions, and enhance communication skills.

Because the course was shortened due to internships, it did not include a lot of lectures. However, some of the lectures it did include were customer relations, management and leadership, human resources-managing, motivating, and rewarding, and case analysis. All of these topics are important to public relations. Public relations
professionals play a role in all of these topics and they are important for students to have the chance to study. It is important for public relations professionals to understand customers in order to present their needs and wants to upper-level management. Public relations professionals must also analyze case-studies and this is an important element in this course that should also be included in a fashion public relations course. By completing case-studies, students gain an understanding of how to avoid making mistakes.

The combination of course assignments, internship experience, and in-class professional development projects provides students with a really unique experience that benefits them by giving them experience in a work environment and then gives them the tools to build themselves as reputable employees for future career searches. An exceptional public relations course could be modeled after this course by providing students with the knowledge of the subject through textbooks and lectures, then preparing them by providing practical application through course assignments.

One last school that was looked at for the construction of this project was the University of Tennessee. The reason this university was used was due to the fact that the school offers a Retail and Consumer Sciences major to its students. The university is among the top in the nation and offers over 300 degree programs to its students. Students can study in the fields of public policy, business, leadership, art, architecture, and agriculture (UTK.com).

The University of Tennessee is one of the country’s oldest universities. It was started in 1794 as Blount College, after the first president died the university struggled to find financial help and the lack of leadership forced it to close. In 1840 the university
moved and reopened as East Tennessee University. The school was closed once again, and campus buildings were used by Confederate Soldiers as hospitals during the Civil War. In 1879, the University reopened a last time under the name that it is known as today, the University of Tennessee. In 1891 the first women’s dormitory was opened making the university a coeducation school (UTK.edu).

The university has been noted in *U.S. News and World Report, Forbes, The Princeton Review*, and also *Kiplinger’s Personal Finance* for it academics and affordability.

The course that was looked at from the university’s Retail and Consumer Sciences program was called Customer Relationships Management and Retail Analytics. As mentioned in the syllabus the purpose of this course was to familiarize students with concepts and practices of building strong relationships in retail. Emphasis was so the students can integrate decision-making in a retail organization. Students are provided with case studies and statistical information that are used to solve retail issues (Appendix L).

Students also learn to assess the strategic planning process for retail. Another topic that this course shared with its students is decision-making in retail in terms of customer relationship management. Students enrolled in this course also learned skills needed for data marketing and data base mining.

Having looked at the lectures in this course, students learn a variety of topics related to public relations needed in the fashion and retail industries. Students learn about customer relationships and customer theories. Students also learn about strategic planning, which is at the heart of nearly every public relations project. The course also
included topics that cover customer segmentation, customer interaction, customer complaint and customer loyalty. These are important elements of retail for the public relations professional to be aware of and to have knowledge of because much of their work is focused on making decisions to solve these issues. Like several other courses mentioned, there was a topic in this course that provided leadership from top retail executives.

One interesting aspect of this course was that it offered a lecture on customer survey design. Although this is often the research department’s job, it is also useful to public relations professionals. In fashion and retail, customer surveying is one of the leading ways to determine what customers’ concerns and preferences are. This was important in developing a public relations curriculum because it covers the area of research and evaluation.

Unfortunately, this course did not offer any assignments that were necessary to the development of this project, instead it was chosen based on the content that was covered. The topic of customer surveying in this course was a critical area for fashion public relations to understand in order to complete their various roles as professionals, which was something other schools researched did not cover.

Combining the content of these course syllabi with the research that has already been gathered has helped develop a fashion public relations curriculum. Course objectives, lectures, assignments, and activities were all looked at to help determine what was needed to produce a curriculum that would benefit students as they pursue careers in retail and fashion public relations professions. The curriculum and supporting materials are provided in the following.
SYLLABUS AND COURSE CONTENT

Ball State University
Department of Family and Consumer Sciences
Fashion Merchandising and Apparel Design Programs

• Instructor:          Kipp Elliott
•Office:                  AT XXX
•Phone:                 765-XXX-XXXX
•Email:                krelliott@bsu.edu

Course Title:  
•Fashion Public Relations

Course Description:  
• A detailed study of public relations components as it pertains to the fashion industry.

Texts:  


Course Rationale:  
The student enrolled in this course will be introduced to the topic of fashion public relations which will provide a basic body of knowledge of the subject. This course is designed to prepare the student with an understanding of the basic technical, problem-solving, and critical thinking skills required of professionals working in this field. The course is created so that the student will use prior knowledge from previous courses and will fuse that with knowledge from this course to gain an understanding of how public relations plays an important part in nearly all aspects of fashion.
Objectives:
• Understand the topic of fashion public relations and the history and growth of the field.
• Apply planning techniques to a variety of public relations situations.
• Gain the knowledge to successfully use public relations writing
• Be able to apply ethics to fashion public relations decisions

Attendance Policy

Students are permitted to miss three days throughout the semester. On the fourth absence the student will receive a five point deduction for the fourth absence and each one after that. Students may be excused for extreme medical conditions with a note from a physician. If a death should occur students will receive bereavement time according to university policy, additional time may be given depending on the circumstance.

Academic Dishonesty

In the profession of public relations it is expected that those working must conduct themselves with honesty, integrity, and respect. Honesty is a judgment of a person’s character and is expected throughout this course. If a student is caught cheating they will receive a zero for the assignment or examination. If a student is caught cheating a second time they will be reported to the university which will then take corrective action.
Course Grade:
• Communication Audit 100 pts.
• Positive and Negative Examples of Ethics 100 pts.
• Press Conference/Case Study 100 pts.
• Writing Assignments 100 pts.
• Campaign and Budget Plans 250 pts.
• Exams (4 @ 100pts. per exam) 400 pts.
• In Class Assignments (10 @ 5pts. each) 50pts.

Total 1100 pts.

Grading Scale

100-93% = A
92-90% = A-
89-87% = B+
86-83% = B
82-80% = B-
79-77% = C+
76-73% = C
72-70% = C-
69-67% = D+
66-63% = D
62-60% = D-
Below 59% = F
Description of Course Assignments:

At the beginning of the semester the student will choose a fashion brand which they will use as the target organization for all assignments. The student will be required to complete a communication audit for their organization. The student will also need to provide examples of both positive and negative behaviors the organization has displayed. The student will have to create a case study and then report the case study to the class in the style of a press conference. A critical part of successful public relations is writing, the student will be required to complete a series of public relations writing assignments for the student’s target organization. Finally, the student must develop a public relations campaign and deliver a campaign and budget plan.

• Communication Audit
  The student will have the opportunity to look at the communication structure of the target organization that they chose. The student will examine how the communications department fits into the overall communication structure of the organization. This allows the student to see the overall position of public relations professionals within their target organization. The student will determine if the public relations department in their organization is useful as is, or if it could be utilized differently to produce better results for communicating messages for the target organization. The students will also examine how the communication structure’s chain-of-command as being either horizontal or vertical, top-down, or bottom-up, and its social media practices. The student will be required to share how their target organization communicates with customers, lower-level employees, and handles complaints and compliments.

• Example of Positive and Negative Ethics
  One of public relations professionals’ goals is to act ethically within the profession. The student will be required to make two separate PowerPoint presentations sharing how their target organization used positive ethics and negative ethics. The student will be required to share the examples, provide reasoning for why it was either positive or negative, and explain how it could either help or hurt the target organization. The PowerPoint presentation should be roughly 10 minutes. The student will need to use the PRSA code of conduct to support their claims.

• Case Study and Mock Press Conference
  The student will be given a crisis at random. The student will then complete a case study based off of the crisis. The case study will follow the R.A.C.E. method and the student should be prepared to present the case study to the class. This presentation will serve as sort of a mock press conference. The student should provide five questions that would be anticipated by the media. The student will need to be prepared to answer these questions and any other questions asked by the instructor or classmates. Because these crises are fictitious, the student will be required to be creative with details of the case. The PRSA Code of Conduct should be a basis of how they will develop their case.
assignment allows the student to use creativity and place themselves in actual scenarios of fashion public relations professionals.

Examples of possible crises:
- Organization was found using unfair/child labor
- Customer is injured after tripping over merchandising hardware that was left on the sales floor of your target organization
- Your organization produced a risky advertising campaign that has stakeholders unhappy and it has resulted in a decrease in sales
- An overseas shipment of merchandise vanished in the ocean. How will you handle wholesalers, retailers, buyers, customers who are relying on those products?
- CEO of your organization is accused of sexual harassing a coworker
- Social Responsibility initiative was created to help a charity, your organization has been accused of keeping funds from the initiative for themselves instead of giving it to the charity
- You release an online exclusive product that sells much better than planned. customers are still being charged for purchases even though there is not enough product to be shipped to these customers.

*Note students may be video recorded during mock press conferences if instructor chooses. This will help the student prepare for being on camera, as well as, allow the student to review his or her performance and critique themselves.

• Writing Assignments/Press Kit

The student will be required to submit eight public relations writing assignments. The student must develop a backgrounder for their organization, fact sheet, and 3-5 questions that are expected to be asked by the media, as well as, a standby statement that all members of the organization would use to respond to the media. The student must also include a pitch letter to an editor that might use this announcement in their own publication. The student should include a by-liner, op-ed, or white paper in their press kit. This is a chance for the student to use their creativity and learn the technical skills required by public relations professionals. The student will complete these assignments based on creating a product launch, new social responsibility initiative, crisis, merger, special event, or the equivalent for their target organization. The main purpose of this assignment is to inspire creativity, which is an important element of public relations.

• Campaign and Budget

The student will have the opportunity to develop a public relations campaign for their organization. The student will have to create a SWOT analysis of their organization and create a campaign that would benefit the organization. This is an important part of the public relations professional's role. In addition to the campaign the student will include a budget for the campaign and professional services provided for use of the campaign. The campaign must include a timeline and a budget for the campaign.
In Class Assignments (10)

• List 5 ways fashion public relations is used today
• Name 5 things that influence public opinion
• Provide 5 examples that an organization can act ethically
• Name 5 current campaigns in fashion that represent social responsibility
• Name 5 crises that you are aware of in the fashion industry
• List 5 ways that you are aware of building strong media relations
• List 5 ways that a fashion organization could be involved in their community
• Name as many methods of public relations writing that you can think of
• How do you feel social media helps/hurts the role of public relations
• List 5 things you know must be included in a public relations campaign
Weekly Semester Schedule

• Week #1

  - Day #1:
    - Introduction to the course
    - Go over syllabus
    - Go over expectations, grading scale, assignments, deadlines, class behavior

  - Day #2: Begin Unit #1- Introduction to Public Relations and Communication
    - Lecture #1 Introduction to Fashion Public Relations
    Sherman & Perlman- Chapter 1
    Seitel- Chapter 1

• Week #2

  - Day #1: Lecture #2- History and Growth of Fashion Public Relations
    - Students will submit their target organization to be used for all assignments
    Seitel –Chapter 2

  - Day #2: Lecture #3- Communication
    Sherman & Perlman- Chapter 3
    Seitel- Chapter 3

• Week #3

  - Day #1: Lecture #4- Research
    Seitel- Chapter 8
    Sherman & Perlman- Chapter 4

  - Day #2: Review for Exam #1 over Unit #1

• Week #4

  - Day #1: Exam #1- Introduction to Public Relations, History of Public Relations, Communication and Research (Unit #1)

  - Day #2: Begin Unit #2- Management and Public Opinion
    - Lecture #5- Public Opinion
    Sherman & Perlman- Chapter 1
    Seitel- Chapter 4
• Week #5
  - Day #1: Lecture #6 - Management and Leadership
    Seitel - Chapter 5
  - Day #2: Lecture #7 - Ethics
    Seitel - Chapter 6
    Due: Assignment #1 - Communications Audit

• Week #6
  - Day #1: Lecture #8 - Social Responsibility
  - Day #2: Due: Assignment #2 - Positive and Negative Ethics Presentations

• Week #7
  - Day #1: Lecture #9 - Crisis Management
    Seitel - Chapter 19
  - Day #2: Due: Assignment #3 - Mock Press Conference

• Week #8
  - Day #1: Review for Exam #2 over Unit #2
  - Day #2: Exam #2 - Public Opinion, Management & Leadership, Ethics, Social Responsibility, Crisis Management (Unit #2)

• Week #9
  - Day #1: Begin Unit #3 - Building Relationships
    - Lecture #10: Media Relations
      Sherman & Perlman - Chapter 9
      Seitel - Chapter 9
  - Day #2: Lecture #11 - Employee Relations
    Seitel Chapter 10

• Week #10
  - Day #1: Lecture #12 - Community Relations
• Week #12

- Day #1: Review for Exam #3 over Unit #3

- Day #2: Exam # 3- Media, Employee, Community, and Consumer Relations (Unit #3)

• Week #13

- Day #1: Begin Unit #4- Promotions and Campaigns
  - Lecture #14- Public Relations Writing
  Sherman & Perlman- Chapter 8
  Seitel- Chapter 15 &16

- Day #2: Lecture # 15- Integrated Marketing
  Lecture #16- Social Media
  Seitel- Chapters 17 & 18

• Week #14

- Day #1: Lecture #17- Campaigns
  Sherman & Perlman- Chapters 11, 12, 13
  Review for Exam #4 over Unit #4

- Day #2: Exam #4- Public Relations Writing, Integrated Marketing, Social Media, and Campaigns (Unit #4)

*Final Campaign and Budget Plans Due This Week As The Final Semester Project
CHAPTER V
SUMMARY AND IMPLICATIONS

Overall, the project the researcher has designed has been so that students will gain the knowledge needed to be successful as public relations professionals, and also finish the course with the ability to apply the attained skills to the work done in this field. The literature review provided at the beginning of this project shows why there is a need for students to study this area of the fashion industry. By studying fashion public relations, students learn how to handle complex situations amongst a variety of publics. Although the researcher feels as if he has developed a curriculum that benefits students that wish to pursue a career in fashion publicity or communication, there are several things he could change.

The first thing that the researcher would consider changing would be to try using more social media in this course. Social media is a significant responsibility of individuals working in publicity, promotion, marketing, branding, image building, in addition to interacting with the public. To get students more involved with social media the researcher would possibly suggest changing the way he presented the in-class assignments by leaving the in-class question on a social media site, Facebook or Twitter, and then having students leave their responses on the site. This allows the instructor of
the course to review the students’ answers and pick several to talk about at the beginning of the following class.

It was also mentioned in one of the researcher’s evaluations that allowing students to work on the in-class assignments with others in the class could be helpful. The researcher believes this suggestion is beneficial to students. It allows students to work together and use their critical and creative thinking to answer the questions. Allowing students to work together supports the idea of “reinventing the wheel.” Students can use new and old ideas to support new twists on old ideas.

Another suggestion for this course was to use videotaping more than once throughout the semester. Putting students in front of the camera helps them with public speaking, answering tough questions under pressure, and allows them to see how they react by watching themselves. By providing two chances for students to be filmed they would be given the opportunity to analyze their communication and behavior on screen to see if their confidence increases. One way this could be done is by also videotaping the positive and negative ethics assignment. Since students are presenting their claims in the ethics assignment in front of the class, this would be an opportunity to help students prepare in front of the camera before presenting their case-study during the mock press conference.

Conducting research for this project was not an easy task. What the researcher found was that there are very few schools in the U.S. that provide fashion public relations courses. Through this research he found that the subject is more of a European subject that is studied in fashion schools. The researcher could have used those schools to research, but instead he chose to use courses here in the U.S. to examine, as this is a
relatively new subject to fashion, retail, and art schools across the country. With the research completed, and also speaking to individuals the researcher knows who have studied fashion at various schools in the U.S. most schools give students the opportunity to study fashion and minor in public relations and vice-versa, but do not offer a major in fashion public relations. Even most art and fashion schools do not offer fashion public relations courses. Given the research found and presented, one could argue that the broad range of topics covered under the field of public relations could nearly branch off into several new courses or even a completely new major within the Fashion Department at Ball State University.
CHAPTER VI

OUTSIDE REVIEWS OF THE PROJECT

November 5, 2012

Evaluation by Corissa Benchley:

I have been involved within the fashion industry for a number of years. I have a bachelor degree in Fashion Merchandising and Retail Marketing from Johnson and Wales University of Denver. Since my graduation, I was given the position of a Marketing, Sales, and Product Development Manager at Manuel American Designs in Nashville, Tennessee. I have had a number of positions and experiences within the fashion industry to get me to where I am today. My career didn’t start by just getting a bachelor’s degree;
I have been involved with a number of companies in which I have obtained the skills needed for this industry.

I have not personally met Kipp Elliott; he contacted me by email to evaluate this creative research project as part of the completion of his Master’s Degree from Ball State University.

Overall the total research of the project is very thorough. The comparisons between the other courses within the universities were explained in great detail. Kipp explains how each course is beneficial to the student’s overall learning experience.

As a suggestion, I would have all students bring in their own personal tape for the press interview so they can be recorded individually. Then have the students review the tape and make corrections in writing as another assignment. Have another press interview toward the end of the semester, so the students can correct the problem areas from the first set of interviews.

I feel the in-class assignments should be more interactive with other students in a class discussion or in a group environment. This will help improve speaking, social, and interpersonal skills.

I like how the students are studying the process of one organization that they choose to ensure self-motivation instead of multiple organizations. I feel the PowerPoint assignment needs to be discussed at the beginning of the semester then presented with the related research closer to the end of the semester. This will give students time to compare what they are learning in class to what they see in action within the company they choose to research.
I feel students who do not have experience and only knowledge from textbooks will not make it very far within this industry. Experience is a major point of competition when applying and being eligible for the positions students are setting their goals for. If students do not have experience to go along with their knowledge from course work, the course did not obtain the goal it was set for. Kipp has done a great job pairing hands-on assignments with the knowledge students obtain from reading materials and lectures. But I still feel there needs to be more interaction within the class with class discussions and/or group projects.

The courses students take are preparing them for the work force, they need knowledge and courses to set them apart from their peers. I have researched and attended a number of colleges and universities in order to receive the best education for the field I want to be involved in. Kipp has the determination to give students what they need to succeed and be prepared for the things students will encounter during their professional career. Kipp’s project would be a great suggested course within the fashion industry with the addition of the few suggestions made above.
My name is Trenton Bush and I have earned a Master of Arts in Fashion Merchandising and I am a former graduate faculty member of Ball State University and have also served as a sponsor and committee member for graduate theses reviews. Currently I am an assistant designer for Macy’s menswear division in New York City. I have studied and worked as a professional in the fashion industry for the past eight years.

I am a former instructor and advisor to Kipp Elliott. We have worked together through coursework, as well as, the execution of the public relations aspect of Ball State Fashion Weekend 2012.

The creative endeavor is of high quality and covers many aspects of public relations that are viable for use in the classroom and provides a relevant prospective to how the fashion industry relies on public relations for the expansion and penetration of targeted markets. The execution of the project by Kipp is to industry standard which is a viable tool and provides research to the body of knowledge.

The approach to the project and the topic is of value to the project’s success and relevance. Kipp provided several examples of case studies that tie the purpose of the project to the subject matter. For example, the introduction of such practices, such as “Twitterature” is a current reflection of business practices in the industry. Companies are
more and more reliant on the vehicle of social media outlets to convey messages and connect with the consumers within the target market. I feel that the use of such subject matter is beneficial to the success of the project and the viability of the material presented.

The quality of the project provides a realistic look at the relationship between public relation functions as it applies to the fashion industry. Kipp not only exemplifies that he is aware of current industry trends and knowledge of the topic, but he also understands how to utilize coursework to prepare students as professionals.

Kipp provides students the opportunity to study many aspects of the profession. This is beneficial to fashion students as many may work in or with management, directly dealing with customers, communities, image building, or solely focusing on media relations. This provides students the opportunity to see the depth of the profession and the avenues that they could pursue.

As far as what the project actually is, a 14-week curriculum, Kipp covers what would be needed for an instructor at Ball State University to teach this course. He provides detailed unit and lesson plans with materials and resources needed, objectives, and provides a week-by-week guide to follow. The Power Point presentations are very detailed and provide strong fashion examples throughout each respected lecture.

The content of the project covers the subject thoroughly and shows that Kipp has a broad sense of the body of knowledge. He understands how this course is important for any student wishing to pursue a career in fashion public relations, but more so a career in many related fields.
I personally feel that the Kipp has completed the project successfully to fulfill the purpose and outcomes of the project. The in-depth research, findings, and analysis of the information have been completed with excellence and relevance to the topic. The body of knowledge of the topic has been contributed and opens the door for further research of the subject matter. Throughout the conception to the final stages of the project, Kipp has thoroughly addressed the problem presented through the creative endeavor and successfully achieved research goals that are associated with the requirements and standards of the creative project.


CHAPTER VIII
APPENDICES

A. Unit #1 Lectures (See separate file)

B. Unit #2 Lectures (See separate file)

C. Unit #3 Lectures (See separate file)

D. Unit #4 Lectures (See separate file)
E. UNIT PLANS

UNIT #1

TIME FRAME: 4 Weeks

INSTRUCTOR: Kipp Elliott

UNIT SUMMARY AND RATIONALE:

History of Fashion Public Relations- introduces the topic of public relations to students and the progression of the profession
Communication- explains the communications process and provides students with the knowledge to construct effective messages.
Research- shares with students the methods used in public relations research and ways to evaluate research.

UNIT MATERIALS/ RESOURCES:

Computer
USB Drive
Syllabus
Textbooks
Chalkboard/ chalk or Dry Erase Board/Markers
Projector
Projector Screen
Internet
Syllabus
Attendance Sheet

SKILLS ATTAINED:

Clear body of knowledge
Independence through course assignments
The use of technology through social media and computer based assignments

LEARNING TASKS:

Writing
Discussion
Reading

ASSESSMENT:

Examination, In-class and out of class assignments
UNIT #2

TIME FRAME: 4 Weeks

INSTRUCTOR: Kipp Elliott

UNIT SUMMARY AND RATIONALE:
Public Opinion- students will learn what public opinion is and how to impact it. Management and Leadership- sharing with students the shift in the role of public relations professionals from promotion to executive functions. Ethics and Social Responsibility- students will learn how these two impact the image and reputation of an organization, ultimately determining public opinion. Crisis Management- explain to students how to control crises and how to plan and address the public when your client is faced with a crisis.

UNIT MATERIALS/ RESOURCES:
Computer
USB Drive
Syllabus
Textbooks
Chalkboard/ chalk or Dry Erase Board/Markers
Projector
Projector Screen
Internet
Syllabus
Camera/ Tape/Disk
Attendance Sheets

SKILLS ATTAINED:
Clear body of knowledge
Independence through course assignments
The use of technology through social media and computer based assignments
Public Speaking
Creative and Critical Thinking

LEARNING TASKS:
Writing
Discussion
Reading
Communication

ASSESSMENT:
Examination
Course Assignments, Analysis Critique of Presentations
UNIT #3

TIME FRAME: 4 Weeks

INSTRUCTOR: Kipp Elliott

UNIT SUMMARY AND RATIONALE:
Media Relations - explains to students how to deal with the media and how to build relationships based on mutual trust.
Consumer Relations - helps students understand how to produce services and products that consumers want. Also uses public opinion to build strong consumer relations.
Employee Relations - helps students understand how important employees are in helping an organization develop a positive public opinion. Introduces students to how to motivate their employees to take pride in their work.
Community Relations - helps students understand the obligations organizations have in the communities they operate in. Also shares with students how to strengthen community relations.

UNIT MATERIALS/ RESOURCES:
Computer
USB Drive
Syllabus
Textbooks
Chalkboard/ chalk or Dry Erase Board/Markers
Projector
Projector Screen
Internet
Syllabus
Attendance Sheet

SKILLS ATTAINED:
Clear body of knowledge
Independence through course assignments
The use of technology through social media and computer based assignments
Creative and Critical Thinking

LEARNING TASKS:
Writing
Discussion
Reading

ASSESSMENT:
Examination
In-class assignments, Course Assignments
UNIT #4

TIME FRAME: 2 Weeks

INSTRUCTOR: Kipp Elliott

UNIT SUMMARY AND RATIONALE:
Public Relations Writing- gives students an idea of the types of writing in public relations and introduces the technical writing skills required by public relations professionals. Integrated Marketing- explains to the students the combination of marketing, advertising, public relations and social media as it pertains to the profession. Helps students differentiate the roles but also recognize the use of them collectively to achieve a goal. Social Media- introduces the uses of social media in public relations and professional environments. Campaigns and Budgets- introduces students to each component of a campaign and educates them about SWOT analysis in public relations. Also shares the importance of how budgets limit what campaigns can and cannot do.

UNIT MATERIALS/ RESOURCES:
Computer
USB Drive
Syllabus
Textbooks
Chalkboard/ chalk or Dry Erase Board/Markers
Projector
Projector Screen
Internet
Syllabus
Attendance Sheet

SKILLS ATTAINED:
Clear body of knowledge
Independence through course assignments
The use of technology through social media and computer based assignments
Creative and critical thinking
Technical writing
Managing budgets and finance

LEARNING TASKS:
Writing
Discussion
Reading

ASSESSMENT: Examination, In-class assignments, Course Assignments
F. LESSON PLANS
Day #1

**Title:** Introduction to Course and Assignments  
**Subject:** Fashion Public Relations  
**Prepared By:** Kipp Elliott

**Purpose:** To let students know what the course entails throughout the 14 week semester.

**Objectives:**  
• Students will learn the objectives of the course, grading scale, description of assignments, weekly schedule, attendance policy, and academic dishonesty policy.  
• Students will also learn what textbooks they will need.  
• Students will learn what is expected of them in the course and will have the opportunity to ask any questions.

**Materials/Resources Needed:**  
• Computer  
• Syllabus  
• Textbooks  
• USB Drive  
• Projector and Projector Screen  
• Dry Erase Board/Marker or Chalkboard/Chalk  
• Internet  
• Attendance Sheet

**Student Guide:**  
• Printed syllabus and course materials

**Verification:**  
• Asking students if they have any questions as we go through each part of the introductory materials.

**Summary:** Students will receive these materials on the first day of class so that they have an idea what reading assignments, in-class assignments, outside work, and lectures will be due and presented during each day of the semester.
Day #2

Title: Introduction to Fashion Public Relations
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To inform students about key statistics and topics of the profession of fashion public relations.

Objectives:
• To educate students about what public relations entails.
• To feature the different career paths students can choose with experience in fashion public relations.
• To help students understand the difference between marketing, public relations, and advertising and the role public relations plays in an organization.

Materials/ Resources Needed:
• Computer
• Textbooks
• USB Drive
• Projector and Projector Screen
• Internet
• Dry Erase Board/ Markers or Chalkboard/Chalk
• Attendance Sheet

Student Guide:
• Printed Power Point Presentations

Verification:
• The lecture will feature a summary slide explaining the main points that students should understand from this introductory lecture. Students will be given the opportunity to ask question about anything that is unclear during the lecture.

Activity:
• In class assignment will help determine what the students already know about the subject, as well as, help the students start to think about the topic of the day.

Summary: Students will familiarize themselves with the topics that fall into the category of public relations. Students will also understand what is expected of them in the role of a fashion public relations professional.
Day#3

Title: History and Growth of Fashion Public Relations
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To give students an idea of how the profession and industry have progressed from its earliest existence throughout time to where it is today.

Objectives:
• Students will learn some of the key individuals who have brought the profession to where it is today.
• Students will gain the knowledge of what constitutes as good and bad public relations practices by examining historical scenarios.
• Students will have an understanding of the direction the profession is heading.

Materials/ Resources Needed:
• Computer
• Syllabus
• Textbooks
• USB Drive
• Projector and Projector Screen
• Internet
• Dry Erase Board/Markers or Chalkboard/Chalk
• Attendance Sheet

Student Guide:
• Printed Power Point lecture materials

Verification:
• Providing a “Final Thoughts” slide at the end of the Power Point presentation. This wraps up the key ideas of the lecture and also provides a few minutes at the end of the class which allows students to ask any questions about the lecture or assignments relating to the lecture.

Summary: Students will understand how the profession has evolved and will also gain an understanding of the direction it is heading in so that they can prepare themselves to enter the profession.
Day #4

Title: Communication
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To provide students with the specifics of the communication process and its role in public relations.

Objectives:
• Students will understand the process of communication that helps deliver a message.
• Students will learn the complexities of delivering a message.
• Students will familiarize themselves with several communications theories.

Materials/ Resources Needed:
• Computer
• Syllabus
• Textbooks
• USB Drive
• Projector and Projector Screen
• Internet
• Dry Erase Board/Markers or Chalkboard/Chalk
• Attendance Sheet

Student Guide:
• Printed Power Point presentations

Verification:
• Providing a “Final Thoughts” slide at the end of the lecture. This allows students to raise any questions they may have about topics discussed. It gives the instructor the chance to clarify anything that students may not have fully understood.

Summary: Students will gain an understanding of the communication process which is essentially the framework for every public relations task.
Day #5

Title: Research
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To give students an idea of how to use research and familiarize them with the types of research methods that can be used in public relations practices.

Objectives:
• Students will learn why research is important to any public relations campaign or project.
• Students will gain an understanding of how to evaluate a public relations program.
• Students will understand the different types of research sampling and which sampling is best for the program.

Materials/Resources Needed:
• Computer
• Syllabus
• Textbooks
• USB Drive
• Projector and Projector Screen
• Internet
• Dry Erase Board/Markers or Chalkboard/Chalk
• Attendance Sheet

Student Guide:
• Printed Power Point presentations

Verification:
• Providing a “Final Thoughts” slide at the end of the lecture. This allows students to raise any questions they may have about topics discussed. It gives the instructor the chance to clarify anything that students may not have fully understood.

Summary: This lecture will help students understand research. It is often a difficult task and sometimes overlooked in fashion public relations. Having the knowledge of how to conduct research makes the professional’s job a little easier.
Day #6

Title: Review for Exam #1
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To prepare students for the exam over unit #1

Objectives:
• No new material will be presented, so there are no objectives for this particular day.

Materials/Resources Needed:
• Textbooks
• USB Drive
• Dry Erase Board/Markers or Chalkboard/Chalk

Student Guide:
• Printed Power Point presentations from the last four lectures

Verification:
• Students will have the entire class period to ask questions about things they are unclear about.

Summary: This class is devoted to helping students increase their test scores and provide one last opportunity to ask questions about the unit before moving on to the next.
Day #7

Title: Exam #1
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To evaluate how well students understood the first unit of the course.

Objectives:
• Students will not learn any new content, therefore there are no objectives for this day.

Materials/Resources Needed:
• USB Drive
• Dry Erase Board/Markers or Chalkboard/Chalk
• Exam Booklet
• Attendance Sheet

Student Guide:
• No guides needed for the exam.

Verification:
• No verification needed.

Summary: The exam allows the instructor to see how well the course content was taught. Helps the instructor determine what areas of the unit may need to be covered more in-depth the next time they teach the course.
Day #8

Title: Public Opinion
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To teach students how to manage public opinion as it is often the most important part of shaping an organization’s reputation.

Objectives:
• Students will learn what public opinion is.
• Students will gain an understanding of how they can shape public opinion through various public relations practices.
• Students will learn the implications an organization can face when dealt with negative public opinion.

Materials/Resources Needed:
• Computer
• Syllabus
• Textbooks
• USB Drive
• Projector and Projector Screen
• Internet
• Dry Erase Board/Markers or Chalkboard/Chalk
• Attendance Sheet

Student Guide:
• Printed Power Point presentations

Verification:
• Providing a “Final Thoughts” slide at the end of the lecture. This allows students to raise any questions they may have about topics discussed. It gives the instructor the chance to clarify anything that students may not have fully understood.

Activity:
• In class assignment will help determine what the students already know about the subject, as well as, help the student start to think about the topic of the day.

Summary: Students will know what influences public opinion and how they can shape it after this lecture. Students will also understand how management plays a vital role in creating public opinion.
Day #9

Title: Management and Leadership
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To teach students the role managers play in an organization and the role the communications professional plays across departments in an organization.

Objectives:
• Students will learn the functions of management.
• Students will gain an understanding of the types of management.
• Students will be able to differentiate between managers and leaders.

Materials/ Resources Needed:
• Computer
• Syllabus
• Textbooks
• USB Drive
• Projector and Projector Screen
• Internet
• Dry Erase Board/Markers or Chalkboard/Chalk
• Attendance Sheet

Student Guide:
• Printed Power Point presentations

Verification:
• Providing a “Final Thoughts” slide at the end of the lecture. This allows students to raise any questions they may have about topics discussed. It gives the instructor the chance to clarify anything that students may not have fully understood.

Summary: Students will understand how communications professionals are being placed in executive positions today. Because of this, students will learn how leadership is an important aspect of management. Students will also become aware of the planning that is required of managers.
Day #10

Title: Ethics
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To prepare students for the daily ethical dilemmas they will face as public relations professionals.

Objectives:
• Students will learn the PRSA Code of Conduct.
• Students will be introduced to theories regarding public relations ethics.
• Students will also learn the importance of ethical behavior as a public relations professional.

Materials/Resources Needed:
• Computer
• Syllabus
• Textbooks
• USB Drive
• Projector and Projector Screen
• Internet
• Dry Erase Board/Markers or Chalkboard/Chalk
• Attendance Sheet

Student Guide:
• Printed Power Point presentations

Verification:
• Providing a “Final Thoughts” slide at the end of the lecture. This allows students to raise any questions they may have about topics discussed. It gives the instructor the chance to clarify anything that students may not have fully understood.

Activity:
• In class assignment will help determine what the students already know about the subject, as well as, help the student start to think about the topic of the day.

Summary: Students will learn what constitutes as moral and ethical behavior in a professional environment. Students will also learn the PRSA Code of Conduct so they can apply it to their communications audit assignment. This is an important area of public relations and students will need to be knowledgeable of ethics so they can be leaders in the profession.
Day #11

**Title:** Social Responsibility  
**Subject:** Fashion Public Relations  
**Prepared By:** Kipp Elliott

**Purpose:** To inform students on how public relations professionals can encourage the organizations they represent to become more socially responsible.

**Objectives:**
- Students will learn what social responsibility does for a community.  
- Students will learn what is expected of an organization that is socially responsible.  
- Students will be given methods for increasing an organization’s social responsibility.

**Materials/Resources Needed:**
- Computer  
- Syllabus  
- Textbooks  
- USB Drive  
- Projector and Projector Screen  
- Internet  
- Dry Erase Board/Markers or Chalkboard/Chalk  
- Attendance Sheet

**Student Guide:**
- Printed Power Point presentations

**Verification:**
- Providing a “Final Thoughts” slide at the end of the lecture. This allows students to raise any questions they may have about topics discussed. It gives the instructor the chance to clarify anything that students may not have fully understood.

**Activity:**
- In class assignment will help determine what the students already know about the subject, as well as, help the student start to think about the topic of the day.

**Summary:** Social responsibility is significant in shaping the public’s opinion of an organization. It is important for students to have an understanding of this topic so that they can make the organizations they represent visible to the community by providing for their needs. Students will learn a variety of methods that can help an organization become more socially responsible.
Day #12

Title: Ethics Presentations (Student Presentations)
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To provide students the opportunity to share examples of how fashion organizations have demonstrated both positive and negative ethics.

Objectives:
• Gives students the chance to see the good organizations can do.
• Allows students to see areas of fashion that they should stay away from because of other organizations’ mistakes.
• Provides students the opportunity to see how creativity when paired with ethics can help an organization.

Materials/Resources Needed:
• Computer
• Syllabus
• Textbooks
• USB Drive
• Projector and Projector Screen
• Internet
• Dry Erase Board/Markers or Chalkboard/Chalk
• Attendance Sheet

Student Guide:
• Note paper if the student chooses to take notes.

Verification:
• The presentations themselves are the verification of the topics of ethics and social responsibility. If the student is able to present the information as being ethical or unethical, then the student understands the topic.

Summary: Students have the opportunity to learn about their target organization and share some of the good and bad things the organization has done over the years. From this, other students in the class will hopefully learn what fashion organizations have done that have either helped or hurt public opinion. This will make them more cautious as public relations professionals.
Day #13

Title: Crisis Management  
Subject: Fashion Public Relations  
Prepared By: Kipp Elliott

Purpose: Introduces a variety of crises that can occur and explains the process for reacting when a crisis does take place.

Objectives:
• To teach students how to react in the time of a crisis.
• To prepare students to plan ahead for a crisis.
• To help students understand establishing guidelines once a crisis has occurred.

Materials/Resources Needed:
• Computer  
• Syllabus  
• Textbooks  
• USB Drive  
• Projector and Projector Screen  
• Internet  
• Dry Erase Board/Markers or Chalkboard/Chalk  
• Attendance Sheet

Student Guide:
• Printed Power Point presentations

Verification:
• Students will help the instructor determine if they understand crisis management by engaging in a mock press conference the next class session.

Activity:
• In class assignment will help determine what the students already know about the subject, as well as, help the student start to think about the topic of the day.

Summary: When a crisis takes place individuals within an organization usually panic. This lecture will help students understand how to communicate quickly, create messages, stay in-touch with the media and publics, and most importantly stay calm.
Day #14

Title: Mock Press Conference
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: Allows students to present a situation to a public, and respond to a group of difficult questions that support the crisis communication efforts.

Objectives:
• Students will learn to present the facts of a situation to the public.
• Students will learn to prepare before facing the public.
• Students will have the chance to create a message and deliver it to the “mock” media.

Materials/ Resources Needed:
• Computer
• Syllabus
• Textbooks
• USB Drive
• Projector and Projector Screen
• Internet
• Dry Erase Board/Markers or Chalkboard/Chalk
• Attendance Sheet
• Recording Device
• Recording Tape/Disc

Student Guide:
• NONE

Verification:
• Determining how well students understood crisis management will be verified through explaining facts, delivering a message, and how well they answer questions.

Summary: The idea behind this project is for students to complete a case study and then provide them with a simulation of a real-world experience. The press conference will help students overcome a fear of speaking to the public, which is something that a public relations professional may be forced to do when faced with a crisis.
Day #15

Title: Review for Exam #2  
Subject: Fashion Public Relations  
Prepared By: Kipp Elliott

Purpose: To prepare students for the exam over unit #2

Objectives:
•No new material will be presented, so there are no objectives for this particular day.

Materials/Resources Needed:
•Textbooks  
•USB Drive  
•Dry Erase Board/Markers or Chalkboard/Chalk

Student Guide:
•Printed Power Point presentations from the last five lectures

Verification:
•Students will have the entire class period to ask questions about things they are unclear of.

Summary: This class is devoted to helping students increase their test scores and provide one last opportunity to ask questions about the unit before moving on to the next.
Day #16

**Title:** Exam #2  
**Subject:** Fashion Public Relations  
**Prepared By:** Kipp Elliott

**Purpose:** To evaluate how well students understood the second unit of the course.

**Objectives:**  
• Students will not learn any new content, therefore there are no objectives for this day.

**Materials/Resources Needed:**  
• USB Drive  
• Dry Erase Board/Markers or Chalkboard/Chalk  
• Exam Booklet  
• Attendance Sheet

**Student Guide:**  
• No guides needed for the exam.

**Verification:**  
• No verification needed.

**Summary:** The exam allows the instructor to see how well the course content was taught. Helps the instructor determine what areas of the unit may need to be covered more in-depth the next time they teach the course.
Day #17

Title: Media Relations
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To demonstrate how to maintain a strong relationship between an organization and the media.

Objectives:
• To learn what is acceptable to earn respect and trust amongst the media.
• To have an understanding of the appropriate methods of contacting the media.
• To obtain the skills needed to provide story ideas to the media while promoting the organization.

Materials/Resources Needed:
• Computer
• Syllabus
• Textbooks
• USB Drive
• Projector and Projector Screen
• Internet
• Dry Erase Board/Markers or Chalkboard/Chalk
• Attendance Sheet

Student Guide:
• Printed Power Point lecture materials

Verification:
• Providing a “Final Thoughts” slide at the end of the Power Point presentation. This wraps up the key ideas of the lecture and also provides a few minutes at the end of the class which allows students to ask any questions about the lecture or assignments relating to the lecture.

Activity:
• In class assignment will help determine what the students already know about the subject, as well as, help the student start to think about the topic of the day.

Summary: The idea of this lecture is to familiarize students with the ways public relations professionals and the media can work together to produce material that benefits both. This lecture teaches students to be aware of what a reporter or editor needs to produce stories, which often betters the chances of organizations getting media coverage.
Day #18

Title: Employee Relations  
Subject: Fashion Public Relations  
Prepared By: Kipp Elliott

Purpose: To emphasize treating employees well to positively impact an organization and its public opinion.

Objectives:
• Students will learn the importance of communicating with all levels of an organization.
• Students will learn appropriate feedback necessary to facilitate employee and organizational changes.
• Students will learn how negative employee attitudes can shape an organization’s public opinion.

Materials/Resources Needed:
• Computer
• Syllabus
• Textbooks
• USB Drive
• Projector and Projector Screen
• Internet
• Dry Erase Board/Markers or Chalkboard/Chalk
• Attendance Sheet

Student Guide:
• Printed Power Point lecture materials

Verification:
• Providing a “Final Thoughts” slide at the end of the Power Point presentation. This wraps up the key ideas of the lecture and also provides a few minutes at the end of the class which allows students to ask any questions about the lecture or assignments relating to the lecture.

Summary: The purpose of this lecture is to illustrate how public relations professionals often serve as the person to uncover employee dissatisfaction. This lecture helps show students how to communicate with employees at each level of an organization. The lecture also helps students understand how important it is for concerns to be brought to executives’ attention and change must be done to keep employees content.
Day #19

Title: Community Relations
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To explain the role the public relations professional plays in getting their organization involved in community relations.

Objectives:
• Students will learn what communities expect from organizations.
• Students will be aware of ways to engage organizations in community activities.
• Students will know what communities must provide for organizations.

Materials/Resources Needed:
• Computer
• Syllabus
• Textbooks
• USB Drive
• Projector and Projector Screen
• Internet
• Dry Erase Board/Markers or Chalkboard/Chalk
• Attendance Sheet

Student Guide:
• Printed Power Point lecture materials

Verification:
• Providing a “Final Thoughts” slide at the end of the Power Point presentation. This wraps up the key ideas of the lecture and also provides a few minutes at the end of the class which allows students to ask any questions about the lecture or assignments relating to the lecture.

Activity:
• In class assignment will help determine what the students already know about the subject, as well as, help the student start to think about the topic of the day.

Summary: This lecture provides students with the knowledge to successfully engage in the communities in which they work and operate. Students will understand the public relations professional’s role as it deals with community involvement and corporate social responsibility. Students will also learn to measure moral issues that pertain to building strong community relationships.
Day #20

**Title:** Consumer Relations  
**Subject:** Fashion Public Relations  
**Prepared By:** Kipp Elliott

**Purpose:** To explain how public relations professionals are responsible for promoting products and services to consumers, as well as, report any consumer concerns to upper-level management.

**Objectives:**  
• Students will learn how to build trusting relationships between organizations and consumers.  
• Students will gain skills to communicate customer objectives to decision makers.  
• Students will learn how to attract consumers through the media and internet.

**Materials/Resources Needed:**  
• Computer  
• Syllabus  
• Textbooks  
• USB Drive  
• Projector and Projector Screen  
• Internet  
• Dry Erase Board/Markers or Chalkboard/Chalk  
• Attendance Sheet

**Student Guide:**  
• Printed Power Point lecture materials

**Verification:**  
• Providing a “Final Thoughts” slide at the end of the Power Point presentation. This wraps up the key ideas of the lecture and also provides a few minutes at the end of the class which allows students to ask any questions about the lecture or assignments relating to the lecture.

**Summary:** This lecture gives students a basic understanding of how to express customer concerns to others. Concerns can vary from pricing, customer service, products that don’t serve an appropriate function, misleading products, advertising methods, and products that are hazardous.
Day #21

Title: Review for Exam #3  
Subject: Fashion Public Relations  
Prepared By: Kipp Elliott

Purpose: To prepare students for the exam over unit #3

Objectives:
• No new material will be presented, so there are no objectives for this particular day.

Materials/Resources Needed:
• Textbooks  
• USB Drive  
• Dry Erase Board/Markers or Chalkboard/Chalk

Student Guide:
• Printed Power Point presentations from the last four lectures

Verification:
• Students will have the entire class period to ask questions about things they are unclear about.

Summary: This class is devoted to helping students increase their test scores and provide one last opportunity to ask questions about the unit before moving on to the next.
Day #22

Title: Exam #3
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To evaluate how well students understood the third unit of the course.

Objectives:
• Students will not learn any new content, therefore there are no objectives for this day.

Material/Resources Needed:
• Dry Erase Board/Markers or Chalkboard/Chalk
• Exam Booklet
• Attendance Sheet

Student Guide:
• No guides needed for the exam.

Verification:
• No verification needed.

Summary: The exam allows the instructor to see how well the course content was taught. Helps the instructor determine what areas of the unit may need to be covered more in-depth the next time they teach the course.
Day #23

Title: Public Relations Writing  
Subject: Fashion Public Relations  
Prepared By: Kipp Elliott

Purpose: To provide students with the appropriate methods and styles of writing used in public relations and accepted by those working in the media.

Objectives:
• Students will familiarize themselves with Associated Press writing style.
• Students will learn the various writing tactics used in public relation writing.
• Students will be able to differentiate writing styles for the ear and for the eye.

Materials/Resources Needed:
• Computer  
• Syllabus  
• Textbooks  
• USB Drive  
• Projector and Projector Screen  
• Internet  
• Dry Erase Board/Markers or Chalkboard/Chalk  
• Attendance Sheet

Student Guide:  
• Printed Power Point lecture materials

Verification:  
• Providing a “Final Thoughts” slide at the end of the Power Point presentation. This wraps up the key ideas of the lecture and also provides a few minutes at the end of the class which allows students to ask any questions about the lecture or assignments relating to the lecture.

Activity:  
• In class assignment will help determine what the students already know about the subject, as well as, help the student start to think about the topic of the day.

Summary: This lecture is one of the most important lectures for students pursuing careers in fashion public relations. This lecture covers public relations writing which is often one of the primary functions of all public relations professionals. Students will learn the “dos and don’ts” of this style of writing.
Day #24

Title: Integrated Marketing & Social Media
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To explain how the functions of advertising, marketing, and social media often intersect with public relations to promote specific programs and campaigns.

Objectives:
• To differentiate the tasks of public relations, marketing, and advertising.
• To learn how social media is used in the professional setting and with public relations campaigns.
• To gain an understanding of how to integrate different practices to promote products, services or program, while adhering to the organization’s mission.

Materials/Resources Needed:
• Computer
• Syllabus
• Textbooks
• USB Drive
• Projector and Projector Screen
• Internet
• Dry Erase Board/Markers or Chalkboard/Chalk
• Attendance Sheet

Student Guide:
• Printed Power Point lecture materials

Verification:
• Providing a “Final Thoughts” slide at the end of the Power Point presentation. This wraps up the key ideas of the lecture and also provides a few minutes at the end of the class which allows students to ask any questions about the lecture or assignments relating to the lecture.

Activity:
• In class assignment will help determine what the students already know about the subject, as well as, help the student start to think about the topic of the day.

Summary: This lecture helps students understand the direction that public relations programs and campaigns have been heading in the past few years. It also helps students understand that public relations activities must often work with other departments while keeping the same mission in mind. This lecture looks at product or service publicity through third-party endorsement, charity events, and in-kind promotions. This lecture helps students understand how integrated marketing can help brand a product or service.
Day #25

Topic: Campaigns
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To give students an understanding of what should be included in a public relations campaign.

Objectives:
• To provide students with an understanding of the research used as a foundation for any public relations program.
• To help students understand the various types of budgets and determine which budget is best used for their organization.
• To allow students the chance to understand a SWOT analysis to help them complete public relations campaigns.

Materials/Resources Needed:
• Computer
• Syllabus
• Textbooks
• USB Drive
• Projector and Projector Screen
• Internet
• Dry Erase Board/Markers or Chalkboard/Chalk
• Attendance Sheet

Student Guide:
• Printed Power Point lecture materials

Verification:
• Providing a “Final Thoughts” slide at the end of the Power Point presentation. This wraps up the key ideas of the lecture and also provides a few minutes at the end of the class which allows students to ask any questions about the lecture or assignments relating to the lecture.

Activity:
• In class assignment will help determine what the students already know about the subject, as well as, help the student start to think about the topic of the day.

Summary: This lecture provides students with a framework to begin a public relations campaign. It helps students understand research, planning, communicating and evaluation as it pertains to putting together a campaign. A key element to this lecture is understanding how to conduct a SWOT analysis and using an organization’s opportunities to complete a public relations program.
Day #26

Title: Review for Exam #4  
Subject: Fashion Public Relations  
Prepared By: Kipp Elliott

Purpose: To prepare students for the exam over unit #4

Objectives:
• No new material will be presented, so there are no objectives for this particular day.

Materials/Resources Needed:
• Textbooks  
• USB Drive  
• Dry Erase Board/Markers or Chalkboard/Chalk

Student Guide:
• Printed Power Point presentations from the last four lectures

Verification:
• Students will have the entire class period to ask questions about things they are unclear about.

Summary: This class is devoted to helping students increase their test scores and provide one last opportunity to ask questions about the unit before moving on to the next.
Day #27

Title: Exam #4
Subject: Fashion Public Relations
Prepared By: Kipp Elliott

Purpose: To evaluate how well students understood the fourth unit of the course.

Objectives:
• Students will not learn any new content, therefore there are no objectives for this day.

Materials Needed:
• Dry Erase Board/Markers or Chalkboard/Chalk
• Exam Booklet
• Attendance Sheet

Student Guide:
• No guides needed for the exam.

Verification:
• No verification needed.

Summary: The exam allows the instructor to see how well the course content was taught. Helps the instructor determine what areas of the unit may need to be covered more in-depth the next time they teach the course.
G. EXAMINATIONS

Exam #1
Unit #1

1. Public relations differs from advertising in that public relations is:
   A. Planned and based on public opinion
   B. Focused on Product, Place, Price, and Promotion
   C. Controlled and not a management function
   D. Only focuses on conveying management’s decisions

2. One of the most common methods used in PR is the R.A.C.E method. What does the “C” stand for?
   A. Cooperation
   B. Communication
   C. Cost
   D. Consumer Relations

3. Which of these is NOT a source that impacts public opinion?
   A. Celebrities
   B. Family
   C. The Product
   D. The Customer

4. Which of these is an example of an internal public?
   A. Customer
   B. Competitor
   C. Board of Directors
   D. Suppliers

5. According to VALS, which of the consumer groups has the most power and most wealth?
   A. Fulfilleds
   B. Believers
   C. Achievers
   D. Actualizers

6. According to VALS those who have high resources and are goal status are:
   A. Achievers
   B. Strugglers
   C. Believers
   D. Fulfilleds

7. Which is an example of an external public?
   A. The Press
   B. Intern
   C. Stockholder
   D. Supervisor

8. The public that can most likely hinder or help an organization’s efforts is the:
   A. Marginal Public
   B. Primary Public
   C. Secondary Public
   D. Future Public

9. True or false: It is usually most difficult to change the opinion of an individual who falls into the uncommitted public?
   True  OR  False
10. Which is NOT typically a function of the public relations professional?
A. Creating Marketing Missions Statements  C. Communicating with Investors
B. Researching attitudes and opinions  D. Putting forth the organization’s message

11. Which of these was not a reason for the profession of public relations evolving?
A. Growth of Big Institution  C. Increased Marketing in Organizations
B. Dominance of Social Media  D. Power of Public Opinion

12. The first U.S. public relations firm was founded in 1900 in what city?
A. Washington, D.C.  C. New York City
B. Boston  D. Philadelphia

13. Essentially how was public relations used in Ancient Greece with helping shape public opinion?
A. By writing in the newspapers  C. Going from home to home
B. Recruiting people with skill  D. Listening only to those who are philosophers

14. The individuals who helped politicians shape public opinion in Ancient Greece were called?
A. Apostles  C. Sothletes
B. Depholites  D. Sophists

Matching Section
A. Creel Committee  B. Ivy Lee  C. Bernays  D. Fleischman  E. P.T. Barnum

15. Jenny Lind: E
16. World War I rally: A
17. Saving John D. Rockefeller’s reputation after the iron crisis: B
18. Influencing fashion designers to use the color green: D
19. First to teach a public relations course: C
20. Pamphlets titled Contact: D
21. Worked for the Pennsylvania Railroad: B
22. The main idea of patriotism: A
23. Opened the first public relations firm in the U.S.: C
24. Responsible for making some of the first celebrities in the U.S.: E
25. Known as the Father of Modern Day Public Relations: C

26. Which of these was not an advantage of the invention of the printing press?
A. Duplication  C. More Ornate
B. Much Quicker  D. Cheaper
27. Which is not included in the linear model of communication?
   A. Deceiver          C. Sender
   B. Gatekeeper        D. Feedback

28. Which fits in the most with high culture?
   A. Mall Fashion Show  C. Fashion TV shows
   B. Style Event        D. Fashion Exhibit in a museum

29. Communication should do all of the following, except?
   A. Persuade          C. Inform
   B. Build Mutual Understanding  D. Negotiate

30. The theory that focuses on a leader having the highest impact on public opinion is?
   A. Two-Step Flow           C. Five-Step
   B. Concentric-Circle       D. Press Agentry

31. Which of these is not part of Jackson’s 5-Step Theory?
   A. Latent Readiness        C. Build Awareness
   B. Build Relationships      D. Behavioral Change

31. The Grunig-Hunt Model that sends messages one-way with the hope of receiving favorable media attention?
   A. Press Agentry/Publicity C. Public Information
   B. Two-Way Asymmetric      D. Two-way Symmetric

32. The most “balanced” method of the Grunig-Hunt model?
   A. Two-Way Asymmetric      C. Public Information
   B. Two-Way Symmetric       D. Press Agentry/Publicity

33. Feedback can do all of the follow but except?
   A. Change Attitudes        C. Crystallize Attitudes
   B. Create Competition      D. Create Doubt

34. In order for communication to be successful, your message must have?
   A. Feedback               C. Depth
   B. A spokesperson          D. Length

35. Which one of these biases typically sets the agenda?
   A. Peer groups            C. Media
   B. Stereotypes            D. Symbols

36. Reality is often filtered and shaped through?
   A. Agenda-Setting        C. Stereotypes
   B. Semantics             D. Peer Groups
37. The linear communication model is composed of 6 elements, what is the order?  
A. Sender, Messages, Channel, Gatekeeper, Receiver, Feedback  
B. **Sender, Messages, Channel, Receiver, Gatekeeper, Feedback**  
C. Sender, Messages, Receiver, Gatekeeper, Channel, Feedback  
D. Sender, Messages, Feedback, Channel, Receiver, Gatekeeper  

38. An example of media convergence would be?  
A. The media teams up with a fashion designer to create a news story  
B. The media teams with another media outlet to cover a fashion story  
C. **A fashion brand posts advertisements on a phone app**  
D. A fashion brand works with media to publicize both the brand and the media outlet  

39. Which of the following is NOT one of the “O’s” that public relations professionals focus on?  
A. Outcomes  
B. Outtakes  
C. Outputs  
D. **Outages**  

40. Research helps us do all of the following, except?  
A. Define target markets  
B. Develop messages  
C. **Develop client base**  
D. Develop programs  

41. The 3 most commonly used methods of research today are?  
A. Communications Audits  
B. Surveys  
C. Interviews  
D. Unobtrusive Measures  

42. Breaking the population down into small heterogeneous subsets and then selecting the potential sample is what type of sampling?  
A. Cluster  
B. Systematic Random  
C. Simple Random  
D. Stratified Random  

43. When completing a questionnaire you do not want to do the following, except?  
A. Use fancy words  
B. Complete a pretest  
C. Ask loaded questions  
D. Ask consumers what they want the survey to be about  

44. Which type of interview is most widely used today?  
A. Internet  
B. Telephone  
C. Drop-Off  
D. **Intercept**  

45. Communication audits do all of the following for an organization, except?  
A. Define the standing between executives and employees  
B. Assess a company’s social responsibility  
C. Assess communications  
D. **Assess Costs**
46. A content analysis looks at all of the following, except?
   A. Placement       C. Design
   B. Editing         D. Circulation

47. Evaluation helps public relations professionals do five things, which of these is not one of them?
   A. Set measurable objectives       C. Determines how to use resources
   B. Secure management commitment    D. Select outcomes

48. Which is NOT a measure of outcomes?
   A. Awareness       C. Recall
   B. Focus           D. Behavior

49. Which is not an advantage of using the internet as a research tool?
   A. Precision       C. Timeliness
   B. Cost            D. Quantity

50. Stating a company’s mission would most likely fall into which element of the RACE research method?
   A. Evaluation    C. Communication
   B. Research      D. Action
1. Which of these is not an influence of public opinion?
   A. Media Attention  
   B. Word of Mouth  
   C. Public Relations Writing  
   D. Reputation

2. Which is the correct order for causing a behavioral change?
   A. Action, Attitude, Opinion  
   B. Attitude, Opinion, Action  
   C. Behavior, Action, Attitude  
   D. Opinion, Attitude, Action

3. Most public relations programs are designed to do one of the following, except?
   A. Nothing  
   B. Crystallize  
   C. Persuade  
   D. Reinforce

4. Which of the following is not an influence of attitude from the lecture?
   A. Family  
   B. Media  
   C. Religion  
   D. Politics

5. The group that is the hardest to change their attitudes is?
   A. Supporters  
   B. Those in the middle  
   C. Opponents  
   D. Those who are uninformed

6. The group that is the easiest to change their attitudes is?
   A. Supporters  
   B. Those in the middle  
   C. Opponents  
   D. Those who are uninformed

7. The idea of accepting ideas that support yours and not accepting idea that oppose yours is?
   A. Maslow’s Hierarchy  
   B. Motivation Measure  
   C. Social Judgment  
   D. Cognitive Dissonance

8. The most basic level on the motivational hierarchy is?
   A. Safety  
   B. Psychological  
   C. Love  
   D. Esteem

9. The highest level on the motivational hierarchy is?
   A. Self-Actualization  
   B. Psychological  
   C. Esteem  
   D. Love

10. Which is not considered a type of evidence when determining public opinion?
    A. Accusations  
    B. Emotions  
    C. Personalizing  
    D. Appealing to you
11. Which of these is not an essential function of management?
A. Controlling  C. Marketing
B. Staffing  D. Planning

12. Which of these is not a responsibility of a manager to consider when making decisions?
A. Vision  C. Mission
B. Size  D. Values

13. A responsibility of management is CRM, this stands for what?
A. Creating Revenue Markets  C. Creating Research Management
B. Customer Research Marketing  D. Customer Relationship Management

14. Which category of management would a Regional Director most likely fall into?
A. Top Management  C. Middle Management
B. Lower Management  D. They are not considered managers

15. A manager whose expertise falls in one area or another would be considered a?
A. Marketing Manager  C. Operations Manager
B. Functional Manager  D. Human Resources Manager

16. A manager who deals with performance appraisal would be considered a?
A. Human Resources Manager  C. Public Relations Manager
B. Finance Manager  D. Functional Manager

17. Which is not in the 5 steps of organizing?
A. Developing and Strategizing  C. Determining Work Activities
B. Grouping Activities  D. Departmentalization

18. The ability to exert influence in an organization is?
A. Authority  C. Leadership
B. Delegation  D. Power

19. Which is not a type of power?
A. Coercive  C. Legitimate
B. Expert  D. Negative

20. Which is not a leadership style?
A. Decision-Making  C. Autocratic
B. Developmental  D. Participative
21. Which Code from the PRSA Code of Conduct deals most with serving the public’s interest?
   A. Advocacy        C. Independence
   B. Expertise       D. Fairness

22. We are faithful to those we represent, while honoring our obligation to serve the public interest. Defines which?
   A. Independence C. Advocacy
   B. Expertise   D. Loyalty

23. One of the main goals of public relations is earning ___________, which can be done by acting ethically.
   A. Prestige     C. Respect
   B. Credibility D. Money

24. Considering the “greater good,” rather than what may be best for the individual. Which philosophy?
   A. Aristotle C. Utilitarian
   B. Kant       D. Judeo-Christian

25. Acting on the maxim that you wish to become a universal law. Which philosophy?
   A. Kant C. Mill
   B. Judeo-Christian D. Utilitarian

26. Loving your neighbor as yourself, the Golden Rule. Which philosophy?
   A. Mill C. Kant
   B. Judeo-Christian D. Aristotle

27. Positive ethics deals with all of the following, except?
   A. Fairness C. Honesty
   B. Areas of gray D. Deception

28. Do ethics rely on society?
   A. Yes B. No

29. Which is not a model of ethics?
   A. Adversary C. Two-Way Communication
   B. Initiative Advocacy D. Responsible Advocacy

30. To protect the privacy rights of clients, organizations, and individuals by safeguarding confidential information. Which provision to the PRSA Code of Ethics?
   A. Disclosure of Information C. Safeguarding Confidence
   B. Free Flow of Information D. Conflict of Interest
31. Corporations often lose sight of social responsibility because they are not paying attention to?
A. Mission  C. Societal Needs  
B. Products  D. Competition

32. Which is not a reason for Corporate Codes of Conduct?
A. Respond to Transgression  
B. Increase Public Confidence  
C. Improve Internal Communication  D. Differentiate Themselves from Competition

33. The support of minority enterprises, investment practices, and government relations would most likely define which area of social responsibility?
A. Corporate Philanthropy  C. Hiring Policies  
B. External Relations  D. Marketing Practices

34. The sales practices, consumer complaint policies, advertising content, fair pricing would most likely define which area of social responsibility?
A. Marketing Practices  C. Product Lines  
B. Employee Safety and Health  D. Corporate Philanthropy

35. The spaces that use resources-economic, social, and community to meet the needs of today’s society while remaining concerned of the society’s future needs are usually referred to as?
A. Sustainable Campuses  C. Sustainable Habitats  
B. Sustainable Areas  D. Sustainable Communities

36. Organizations actively fighting to eliminate, delay, or fend off demands being made practice take which approach to social responsibility?
A. Aggressive Approach  C. Reactive Approach  
B. Resistance Approach  D. Proactive Approach

37. A strategy in which businesses wait for the demands to be made and then react to them, choosing to react to them by evaluating alternatives most likely is using what social responsibility approach?
A. Aggressive Approach  C. Reactive Approach  
B. Resistance Approach  D. Proactive Approach

38. A strategy in which businesses continually look to the needs of constituents and try to find ways to meet those needs most accurately describes?
A. Aggressive Approach  C. Reactive Approach  
B. Resistance Approach  D. Proactive Approach
39. A report on the social performance of a business or organization is known as a?
   A. Social Audit  C. Social Code of Conduct
   B. Social Ethical Statement  D. Social Statement

40. Unfortunately, over ____% of teenagers believed they needed to act unethically in the workplace in order for them to get ahead.
   A. 20%  C. 30%
   B. 40%  D. 50%

41. Which is not one of the 5 steps of Issues Management?
   A. Analysis and Delimits  C. Identifies Issues
   B. Evaluation  D. Contacts Media

42. Which is not an immediate sign that follows a crisis?
   A. Truthful facts are distributed  C. Increased outside scrutiny
   B. Panic  D. Siege Mentality

43. When the organization feels surrounded they are undergoing?
   A. Panic  C. Loss of Control
   B. Surprise  D. Siege Mentality

44. When things happen at once, rumors come out, blogs report false stories it is?
   A. Surprise  C. Escalating Events
   B. Insufficient Information  D. Panic

45. When bloggers, the media, stock brokers, talk-shows, and the public feed the rumors the organization is undergoing which?
   A. Siege Mentality  C. Increased Outside Scrutiny
   B. Panic  D. Insufficient Information

46. When an organization tries to be the first to tell the story and set the tone they are using which strategy?
   A. Preemptive  C. Offensive
   B. Defensive  D. Disassociation

47. The organization gives the public something it wants which is valued by both groups refers to which strategy?
   A. Relabeling  C. Disassociation
   B. Ingratiation  D. Concession

48. A more formal vocal response, recognizes the sorrow of the personal loss or misfortune, but does not admit guilt best fits which vocal commiseration strategy?
   A. Concern  C. Regret
   B. Condolence  D. Apology
49. When an organization admits sorrow and remorse for a situation and may or may not admit fault for the situation shows which vocal commiseration strategy?
A. Concern
B. Regret
C. Condolence
D. Apology

50. A short-term strategy to examine the facts that led to the situations.
A. Investigation
B. Restitution
C. Corrective Action
D. Repentance
Exam #3
Unit # 3

1. Who is the individual that most often has to meet the media head on?
   A. Executive                     C. PR Professional
   B. Front-Line Employees          D. Advertising Director

2. Publicity helps an organization because it is seen as being?
   A. Better Written               C. Worded Less
   B. More Credible                D. Displaying a Clearer Message

3. Which is the least favorable thing a PR professional could do to their organization with media relationships?
   A. Badger                        C. Disrespect
   B. Suggest a ton of story Ideas  D. Lie

4. Despite cutbacks in newspapers there are still nearly how many daily newspapers in circulation?
   A. 1,300                        C. 1,400
   B. 1,500                        D. 1,600

5. Most 30 minute televised news programs cover nearly how much of a printed newspaper material?
   A. One page                     C. One fourth of a page
   D. One half of a page           D. The entire newspaper

6. Sometimes the role of the PR professional and the journalist oppose one another; nonetheless the two should maintain a professional relationship. This best describes which media tip?
   A. Treating Journalists Professionally
   B. Becoming a Trusted Source
   C. Not Sweating the Skepticism
   D. Not Trying to Buy The Journalist

7. Advertising can do all of the following, except?
   A. Control Content               C. Determine Size of Story
   B. Provide Third Party Endorsement
   D. Determine Where the Organization is Placed

8. Publicity is all of the following but which?
   A. Paid for                      C. Uncontrolled
   B. Positive or Negative          D. Third-Party

9. Generally the first step of pitching to the press is?
   A. Write first, then call
   B. Determine how the reporter wants to be contacted
   C. Contact a direct individual or editor
   D. Know Deadlines
10. Which is extremely important to pay attention to when dealing with electronic media?
   A. Use Exclusives                           C. Develop Relationships
   B. **Attention to headlines**                D. Send Clips of Other Stories

11. When an interviewee is briefed, knows point of view, interests, likely questions, that is known as?
   A. Knowing Your Lines                       C. Relaxing
   B. Answering Questions Directly              D. **Preparation**

12. If you do not know the answer to an interview question, you should?
   A. **Admit it**                             C. Say No Comment
   B. Answer a Different Question               D. Answer the Question The Best You Can But State that it is Off Record

13. Internet media has ushered an age that is all of the following but what?
   A. **Honest**                                C. Immediate
   B. Uncontrolled                             D. Unrestricted

14. Which of these are not considered part of the employee public?
   A. Senior Managers                           C. Line Supervisors
   B. Contract Workers                          D. **Stockholders**

15. Which one of the following is not a principle of communicating during difficult times?
   A. Respect                                   C. Honest Feedback
   B. **Perseverance**                          D. Recognition

16. When level rank distinctions help eliminate status reminders demonstrates which of Maskowitz’ criteria?
   A. **Visibility and Proximity to Upper Management**
   B. Priority of Internal and External Communication
   C. Willingness to Express Dissent
   D. Attention to Tone

17. If an employee wants to be able to share its voice with the organization which of Maskowitz’ criteria is applied?
   A. Friendly Tone                             C. Attention to Clarity
   B. Priority of Internal and External Communication
   D. **Willingness to Express Dissent**

18. What does the “C” stand for in the S.H.O.C. acronym?
   A. Communicate                               C. Coordinate
   B. Corporation                               D. Constituent
19. Determining where the organization is heading and what a person’s specific role in getting there is would fall into which section of S.H.O.C.?
   A. S       C. H
   B. O       D. C

20. When two-way communication is done to receive feedback, which part of S.H.O.C would be used?
   A. S       C. H
   B. O       D. C

21. Building relationships without beating around the bush or sugar coating situations best describes which part of S.H.O.C.?
   A. S       C. H
   B. O       D. C

22. The part of S.H.O.C that can be maintained through newsletter, employee forums, leadership meetings, and ceremonies?
   A. S       C. H
   B. O       D. C

23. Which is not a critical question to ask when considering conducting an internal audit?
   A. Number of Participants       C. Management’s Support
   B. Are Expenses Justified       D. Employee’s Needs

24. Which is not an example of online communication?
   A. Instant messaging       C. Email
   B. Text Messaging           D. Intranet

25. An example of a website where any user can update or modify it would be a(n)?
   A. Blog       C. Podcast
   B. Facebook Page   D. Wiki

26. An audio or video monologue which is broadcast to employees?
   A. Blog       C. Podcast
   B. Facebook Page   D. Wiki

27. In order for social media to be effective in an organizational environment, it must?
   A. Attract a lot of people       C. Have a business purpose
   B. Be Entertaining              D. Be informative

28. Which is not a responsibility for an editor of an employee print publication?
   A. Adhering to deadlines       C. Editing publication
   B. Assigning Photos           D. Asking what is new on the “grapevine”
29. In 2007, what was the estimated amount of corporate funds donated to charities in the U.S.  
A. $200 Billion  
B. $400 Billion  
C. $300 Billion  
D. Did not reach $1 Billion

30. According to Milton Friedman, he believed community contributions were up to the?  
A. Consumers  
B. Employees  
C. Executives  
D. Government

31. Which is not one of the three expectations of the community?  
A. Determine what the community knows/thinks  
B. Inform the community about the organization  
C. Negotiate between community and organization  
D. Determine what products and services the community wants the organization to produce

32. The community expects all of these, except?  
A. Appearance  
B. Participation  
C. Stability  
D. Passion

33. When organizations are expected to participate in community affairs; parks and recreational activities, welfare, education, the community expects?  
A. Participation  
B. Appearance  
C. Stability  
D. Passion

34. The hope that the organization will contribute positively to the life in the area is an example of the community expecting what?  
A. Stability  
B. Passion  
C. Appearance  
D. Participation

35. Which one of these is not a nonprofit?  
A. Hospital  
B. Small Business  
C. School  
D. Trade Association

36. Which of these is not part of a marketing plan?  
A. Technology Sources  
B. Spokesperson  
C. Define Issues  
D. Target Messages

37. Which of these is not considered a “free” form of media?  
A. Magazines  
B. Talk Radio  
C. Internet  
D. Cable Television

38. One of the best ways to produce an effective campaign is?  
A. Gather enough resources  
B. C. Invest in leaders
B. Only target large organizations  
D. Set a plan and do not make any changes

39. The first step of any campaign should be setting goals, set financial targets, and________?
A. Target for getting media coverage  
C. Target for getting free advertising
B. **Target for getting funds**  
D. Target for getting facts

40. Which is not an objective of consumer relations?
A. Keeping Old Customer  
C. Attracting New Customers
B. **Develop Selling Strategies**  
D. Reduce Costs

41. Organizations must differentiate their ________ from competitors?
A. Employees  
C. **Products**
B. Customers  
D. Advertising

42. CGM stands for what?
A. **Consumer Generated Media**  
C. Consumer General Manager
B. Consumer Goods Marketing  
D. Consumer Generated Marketing

43. Social media allows consumers to share all of the following except what online?
A. Comments  
C. Opinions
B. Experiences  
D. **Values**

44. CGM usually includes all of the following but?
A. Email  
C. Blogs
B. Forums  
D. Review Sites

45. Only ___ % or consumers will complain, however, that percentage does not include the actual number of unsatisfied consumers.
A. 2%  
C. 3%
B. **4%**  
D. 5%

46. To be protected from marketing the goods that are hazardous to life is the right to what?
A. Be Informed  
C. **Safety**
B. Be Heard  
D. Choose

47. When consumer interests will receive full consideration in the formulation of government policy it will have the right to?
A. Be informed  
C. Safety
B. **Be Heard**  
D. Choose

48. Which is not a key federal agency that deals with consumers’ needs?
A. Federal Trade Commission  C. **Federal Communications Commission**
B. Food and Drug Administration  D. Consumer Product Safety Commission

49. The agency that deals with anti-trust and monopolistic issues is the?
A. Justice Department  C. Consumer Product Safety Commission
B. Federal Communications Commission  D. Federal Trade Commission

50. The agency that deals with advertising and sales on TV and Radio?
A. Justice Department  C. **Federal Trade Commission**
B. Consumer Product Safety Commission  D. Food and Drug Commission
Exam #4  
Unit #4

1. Which is not a fundamental or public relations writing?  
A. Correct Length  
B. Concern the Reader  
C. Relate to the Reader  
D. Engaging

2. Fletch’s theory says to do all of the following when writing, except?  
A. Use contractions  
B. One item per paragraph  
C. Use abbreviations  
D. Use pronouns

3. The inverted pyramid states that most important facts should be located at the top of the story?  
A. True  
B. False

4. When writing a press release, which is false?  
A. Don’t use jargon  
B. Focus on a central subject  
C. Include specifications  
D. Don’t pay attention to space

5. Which part of the press release contains the actual message?  
A. About paragraph  
B. Copy  
C. Cutline  
D. Lead

6. The part of the press release that contains the photo description and accreditation is the?  
A. Photo  
B. Logo  
C. Lead  
D. Cutline

7. What phrase is typically used at the very top of your press release?  
A. Release at Your Discretion  
B. Release Upon Request  
C. For Immediate Release  
D. Intended for Release

8. For online writing etiquette, the PR professional should use _______ words in the subject?  
A. 3-4  
B. 2-3  
C. 10-12  
D. 4-6

9. The maximum words most press releases should be is?  
A. 150 words  
B. 500 words  
C. 300 words  
D. 1,000 words

10. Which is not included in a press kit?  
A. Position Paper  
B. Q&As  
C. Biography  
D. Fact Sheet
11. Which is best used to suggest an idea for a story to an editor?
   A. Positions Paper  C. Op-Ed
   B. **Pitch Letter**  D. A Case History

12. An op-ed includes all of the following, but which?
   A. Grabber  C. Zinger
   B. Summation  **D. Cutline**

13. Which is not a part of writing a speech?
   A. Preparation  **C. Evaluation**
   B. Research  D. Interviewing

14. Which is not essential to preparing a good presentation?
   A. **Using graphics**  C. Getting to the point
   B. Writing it out  D. Considering negatives

15. Which is not a part of product publicity?
   A. **Getting the right advertising placement**  C. Introducing new products
   B. Eliminating distribution problems with retail outlets  D. Explaining a complicated product

16. Which is not a significant part of branding?
   A. Early  C. Memorable
   B. Aggressive  **D. Flexible**

17. Public relations advertising can include all of the following but which?
   A. Growth History  **C. Loss Prevention**
   B. Financial Strength and Stability  D. Trademark Protection

18. Which is not an important task when doing an article reprint?
   A. Plan Ahead With Printing Schedule
   B. Select Target Publics And Address By Name
   **C. Don’t Waste Money on Individuals Who Have Already Seen the Material**
   D. Integrate the Reprint With Similar Articles.

19. Before committing to attending a trade show you should?
   A. **Analyze the show**  C. Call past attendees
   B. Send an employee to the show  D. See about booking the show for multiple years for rebate

20. As long as a spokes person is outside the organization that are suitable to represent the organization?
   **A. True**  B. False
21. When an organization sponsors an arts program, parade, school, festival, or sports team is known as?
   A. Cause Related Marketing  
   B. Spokesperson  
   C. In-Kind Promotions  
   D. Trade Show

22. Which is not a recent method of integrated marketing?
   A. Article Reprints  
   B. Infomercials  
   C. Buzz Marketing  
   D. Television Brand Integration

23. The selling of a service or product through pricing, distribution, and promotion is?
   A. Public Relations  
   B. Advertising  
   C. Marketing  
   D. Publicity

24. The integrated marketing method that journalists and other have raised ethical concerns about is which?
   A. Cause-Related Marketing  
   B. Public Relations Advertising  
   C. Product Publicity  
   D. Third-Party Endorsement

25. Which is not a type of in-kind promotion?
   A. Providing services and products for being listed as a sponsor  
   B. Providing products and services for the exchange of handing out fliers  
   C. Providing posters of the product or service at well trafficked locations  
   D. Providing information in exchange for being listed as a sponsor

26. The constant effort to put an organization in the public or media is?
   A. Aggressive  
   B. Early  
   C. Memorable  
   D. Personality

27. What is one of the advantages of PR professionals using social media?
   A. More intimate  
   B. More private  
   C. More immediate  
   D. More one-on-one

28. Consumers today have the demand to be?
   A. Educated  
   B. Sold  
   C. Told what to buy  
   D. Influenced

29. There is a need for ________ performance which social media has attributed to?
   A. High  
   B. Real-Time  
   C. Personal  
   D. Dramatic

30. What is the main thing websites do for an organization?
   A. Provide Pictures  
   B. Improve Reputation  
   C. Provide Links  
   D. Promote Themselves
31. The first step in creating a website is?
   A. Decide a color scheme       C. Decide who will manage it
   B. Decide your goals           D. Determine how much content will be on the page

32. The electronic sources that seems outdated to us, but is still used in a variety of office settings is?
   A. Instant Messaging        C. Email
   B. Text Messaging            D. Facebook Chat

33. The typical length for an emailed newsletter is?
   A. Half a Page               C. One Full Page
   B. Two Pages                D. Five Pages

34. Which of these social media sites serves a professional purpose?
   A. Twitter                        C. LinkedIn
   B. Facebook                   D. Instagram

35. Blogging is incredibly popular because it allows consumers to form their opinions based on something other than corporate advertising. Approximately how many blogs are created every minute?
   A. 1                              C. 2
   B. 1.5                           D. 2.5

36. An important question to ask when first designing a website is?
   A. Who will you get to pay for advertising
   B. Whose face(s) will you put on the website
   C. Who will visit the website
   D. Who will edit the website

37. When putting together an online email what should you do?
   A. Use black and white formats          C. Make it long so you can cover multiple topics
   B. Keep the schedule regular            D. Not include links because it takes away from message of the newsletter

38. One of the first steps of planning a campaign is to determine?
   A. Target audience     C. Price of advertising
   B. Number of people involved    D. Which celebrities you want to appear

39. A successful campaign must include all of the following but which?
   A. Budget                       C. Company’s Forecast
   B. Marketing Plan               D. Company’s Business Philosophy

40. The four parts of planning a campaign include all of the following but?
   A. Strategy               C. Planning
   B. Measuring Results       D. Directing
41. Which is not a part of the planning process?
A. **Building a relationship with the media to promote your campaign**
B. Determining how to fund your campaign
C. Defining how to measure your campaign
D. Creating courses of action for your campaign

42. When is the best time to create your overview/executive summary?
A. At the beginning of your campaign
B. Once you have done all of your research
C. Once you have all of your objectives
D. **At the end of the planning**

43. Determining what your competitors are doing is most likely helping you determine you?
A. Strengths
B. Opportunities
C. Weaknesses
D. Threats

44. The area that lets you maneuver around the media is?
A. Strengths
B. Opportunities
C. Weaknesses
D. **Threats**

45. If your organization is capable of being somewhere, or capable of reaching a new target audience but hasn’t they have capitalized on their__________ yet.
A. Strengths
B. Opportunities
C. Weaknesses
D. Threats

46. Which part of the SWOT analysis is the best to focus a public relations campaign?
A. Strengths
B. **Opportunities**
C. Weaknesses
D. Threats

47. Which of these types of contracts is least preferred amongst PR firms and clients?
A. **Project Based**
B. Monthly Based
C. Hourly Based
D. Yearly Based

48. Which is the best method of creating a budget?
A. Top-down
B. Side-to-Side
C. **Bottom-Up**
D. Top-down/Bottom-up

49. Which of these would not need to be included in an expense report for a client?
A. Postage costs
B. Paper costs
C. Telephone time
D. **Electric bill**

50. Which is typically the most expensive kind of contract?
A. Hourly Based
B. Monthly Based
C. **Project Based**
D. Yearly Based
FASHION WRITING

FASH #245-01

COURSE SYLLABUS

FALL 2012

CREDITS: 3

PREREQUISITES: FASHION FUNDAMENTALS

MEETING TIMES AND ROOM:
T/TR: 1:15 – 2:40
(RM: 0504)

PROFESSOR: Amanda Hallay

Email: amanda.hallay@limcollege.edu

OFFICE HOURS:
M/W: 11:30-2:30 (FASHION MERCHANDISING FACULTY OFFICE/FIFTH AVENUE)

DEPT. CHAIR: Michael Londrigan

EMAIL: MLONDRIGAN@LIMCOLLEGE.EDU

COURSE DESCRIPTION

This reading- and writing-intensive course will create a foundation of practical skills, knowledge and understanding for a career in and utilizing fashion writing.
LEARNING OBJECTIVES

After the completion of the course, you should be able to:

- Demonstrate mastery of the vocabulary of fashion.
- Employ research and reporting skills to analyze and construct fashion copy.
- Develop, plan, prepare and conduct interviews.
- Produce reports, stories and other pieces of writing under strict deadline.
- Demonstrate ability to review and rewrite copy under direction of an editor.
- Set up, organize, manage and contribute to a fashion or beauty blog.

RESOURCES:

Topical reading will be provided to the class by the instructor as it appear in the popular and fashion press.

COURSE POLICIES:

Attendance:

In accordance with a Federal mandate, LIM College has adopted the following college-wide attendance policy:

Missing 40% or more of any scheduled classes (either excused or unexcused) for any one course in which you are enrolled in will result in an automatic failure and will be recorded as a FA by the office of the Registrar.

In addition, the academic departments have adopted a common attendance policy. The Fashion Merchandising Department policy on attendance as it relates to your grade is as follows:

- **For courses which meet on campus two times per week**
  On the fifth unexcused absence your final grade will be reduced by half a letter grade and will continue to be reduced by the same amount after every subsequent absence.

- **For courses which meet on campus one time per week exclusively**
  On the third unexcused absence your final grade will be reduced by one letter grade and will continue to be reduced by the same amount after every subsequent absence.
For hybrid courses (one class on campus and one class online per week)
An absence is defined as either not showing up for the on campus class or not signing in and completing the week’s module. On the third unexcused absence your final grade will be reduced by ½ a letter grade and will continue to be reduced by the same amount after every subsequent absence.

For online courses (no on-campus classes)
An absence is defined as not signing in and completing the week’s module. On the third unexcused absence your final grade will be reduced by ½ a letter grade and will continue to be reduced by the same amount after every subsequent absence.

Lateness: Classes begin on time. Each “late” arrival or early departure will be considered half an absence.

ADA Statement:
Under the Americans with Disabilities Act of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of LIM College. If you believe that you have a qualifying disability that may interfere with your ability to access and/or participate in the activities, coursework, testing and assessment, or other requirements of a course or program, you may be entitled to non-retroactive accommodations. For more information please contact the Office of Counseling & Wellness Services directly at 646-218-6048, counseling&wellness@limcollege.edu, or visit their website at http://www.limcollege.edu/student-life/2073.aspx. Please note that you will not be able to receive accommodations at LIM College unless you register with the Office of Counseling & Wellness Services.

KEYS TO SUCCESS:

Coursework:
It is your responsibility to devote time outside of the classroom to fulfilling all course requirements which include reading the text and assigned readings, working on individual/group projects, submitting written work, keeping current and doing required research and preparing for exams. Your progress in the course will be monitored by your professor who will require timely submissions of projects and assignments, encourage participation, and test you on what was learned from the text and other
sources. Mid-semester and final grades will reflect mastery of the Course Learning Objectives (page 1) as well as adherence to Fashion Department policies.

**Classroom Decorum:** Please do not leave the room during class. Students who leave the room interrupt the class discussion both on leaving and on re-entering. If a student leaves the room during class the instructor reserves the right to ask them not to re-enter; please take care of personal needs before class. In addition, students may not eat food of any kind during class time.

**No late work will be accepted.** If a student will be absent when an assignment is due, it is their responsibility to turn it in prior to the date they are absent. If a student is ill, their assignment should be sent to the professor via e-mail, otherwise no assignments will be accepted via email. If a class is missed it is the student’s responsibility to get the information from a classmate and to be prepared for the next class session.

**The use of hand held electronic devices during class is strictly prohibited.** They are to be turned off before entering the classroom. *NOTE: Any cell phone that goes off during class will result in the owner of the cell phone to come to the front of the class and sing the first verse and chorus of a song from the 20th century of their choice.*

**Class Participation:**

Students are expected to participate in the class discussions and become actively involved in the course. They are expected to attend all class meetings/lectures, make valuable contributions to the class discussions, and come prepared to every class. The timely completion of readings and homework assignments is a fundamental requirement to succeed in this course. Students are encouraged to form informal study groups and to rely on the recommended computer-related web sites and online database sources (page 1) to complete their class assignments and projects.

**Academic Integrity Policy:**

LIM College does not tolerate any act of academic dishonesty, intentional or unintentional. A student who is involved in an academic dishonesty incident (as defined below) is subject to failure in the course for which the incident occurred. Any infractions of the academic integrity policy will result in lost eligibility for any graduation honors or awards and subject the student to sanctions as defined by section IV of the LIM College Student Code of Conduct (found in the LIM College Student Handbook).
Netiquette Statement:

In order to maintain a positive online environment for our class, we all need to follow the etiquette guidelines summarized below. All students are expected to:

1. Show respect for the instructor and for other students in the class
2. Respect the privacy of other students
3. Express differences of opinion in a polite, rational, and professional way
4. Maintain an environment of constructive feedback when commenting on the work of other students
5. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities

The following list summarizes the kind of behavior that is not acceptable. Each item listed below could be brought forth for judicial action and possible removal from the class.

Students will refrain from:

1. Showing disrespect for the instructor or for other students in the class
2. Sending messages or comments that are threatening, harassing, unprofessional, or offensive
3. Using inappropriate or offensive language, images or symbols
4. Conveying a hostile or confrontational tone when communicating or working collaboratively with other students
5. USING ALL UPPERCASE IN THEIR MESSAGES which is the equivalent of shouting.

If a student violates any of the above guidelines, the professor will contact that student to discuss the situation privately. If any student feels another student is behaving inappropriately, please send the professor a private email message explaining the situation as soon as possible.

Plagiarism:

Plagiarism refers to representing words or ideas of another as one’s own in any academic exercise without providing proper documentation of source.

Examples include, but are not limited to:
• Copying information from a source without using quotation marks and giving proper citation.
• Paraphrasing information from a source without giving proper citation.
• Representing another’s intellectual work including but not limited to audio-visual and computer based materials, slide presentations, computer files, artistic compositions, graphic design, photographs, paintings and/or drawings.

It is the responsibility of the student to learn the correct APA method of documenting sources which will allow them to incorporate the works of others into course papers, reports and assignments. APA information is available from the Library and the Writing Center or in the General Student Resources folder in Student Share file for Professor Sally J Shapiro.

**Facilitation:**

Facilitation refers to assisting any person in the commission of an academic integrity violation. Examples include, but are not limited to:

• Allowing another student to copy one’s answers during an examination.
• Giving another student one’s assignment or paper.
• Taking an examination or writing a paper for another student.
• Signing an attendance sheet for a student who was not present in class.
• Providing to another person an examination or portions of an examination prior or subsequent to the administration of the exam.

**Cheating:**

Cheating refers to intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples include, but are not limited to:

• Copying from another student’s exam, homework assignment, computer program, report or project.
• Gaining or attempting to gain unauthorized access to examination materials.
• Using unauthorized notes, text or other aides during an examination or assignment.
• Looking at another student’s exam before or during an examination.
• Possessing and/or using an electronic device that contains unauthorized information.
• Talking, whispering or using a cell phone during an examination.
• Submitting, without prior permission, any work submitted to fulfill another academic requirement at LIM College or any other institution.
- Allowing another person to do one's work and submitting it as one's own.
- Having or providing unauthorized outside help when completing online tests or assignments.

**Unauthorized Collaboration:**

Unauthorized collaboration is working with another student(s) without the instructor’s permission in the preparation of homework assignments, take-home exams, term papers, research projects, reports or projects or otherwise failing to abide by the instructor’s rules governing the academic exercise.

**Fabrication/Misrepresentations:**

- Fabrication refers to the falsification, misrepresentation or invention of any information, data or citation in any academic exercise.
- Misrepresenting or tampering with or attempting to tamper with any portion of one's transcripts or academic record, either before or after coming to LIM College. Example: forging a change of grade form, tampering with computer records, falsifying or omitting academic information on one's application or resume, etc.

**Make-up Policy:**

1. Permission to take a make-up final exam may only be given by the Assistant Dean of Student Academic Affairs. Such permission will only be given for cases of documented illness, death in the family or emergency.
2. Permission to take a make-up quiz or midterm exam may be given by the professor, rather than by the Assistant Dean of Student Academic Affairs. In this case, permission will be given subject to the same standard as is applied for final exams, as set out above. Work schedule conflicts, including business trips, are never a valid reason for missing a scheduled exam, quiz or project due date. If a student misses a quiz, test or exam, they must notify their professor within 24 hours requesting a make-up.
3. If permission is granted, expect the make up to be more difficult than the regularly scheduled quiz/test.
4. The date/time and place of the make-up are at the discretion of the professor. It is the student’s responsibility to make themselves available for the make-up. There are no second make-ups and failure to take a make-up will result in a zero grade for the quiz, test or exam.

THE WRITING CENTER
The Writing Center is on the third floor of Maxwell Hall (216 E. 45th St.) and is open from 8 am to 6 pm.

Their mission is to help with any aspect of communication—writing, speech, imagery—for any project related to LIM College. To schedule an appointment, follow the link https://advisortrac.limcollege.edu to TutorTrac, the online registration and appointment facility for tutoring.

Contact the Director, Dr. Robert.Clark@limcollege.edu, if you have a question about the Center. Our publications open to student writers are below:

- **Fashion Sense** is a student-run fashion-centered magazine published each semester. Contact student Editor-in-Chief Christina.Reid@limcollege.edu
- **TH!NK** (Thinkonlinemag.com) publishes blog-length pieces by LIM College students about fashion, business, culture and New York college life. Contact Professor John.Deming@limcollege.edu
- **SKYSCAPE** is LIM College’s student journal of photographs, personal essays, short stories, poetry and non-fiction. Contact student Editor Jennifer.Rowe@limcollege.edu
- **The Writer’s Circle** is a student group for all those interested in writing. We meet every other week during the semester. Contact Dr. Robert.Clark@limcollege or Professor John.Deming@limcollege.

**Standards for Evaluation of Writing:**

As per LIM’s policy on Writing Across the Curriculum (WAC) professors will evaluate exams, written projects, and papers for evidence of the following criteria:

- A clear thesis (statement of position or opinion; the main point)
- Individual paragraphs that are organized around a central idea, in support of the thesis
- Good use of evidence to develop individual paragraphs
- Logical placement of all paragraphs
- Sentences that flow smoothly and demonstrate a variety of patterns
- Adherence to Standard American English use of words, punctuation, sentence structure, and grammar
- Correct spelling

**LIM College Course Grading Evaluation:**
<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Numeric Range</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.50</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>68-69</td>
<td>1.70</td>
</tr>
<tr>
<td>D</td>
<td>65-67</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>0</td>
</tr>
</tbody>
</table>

GRADING CRITERIA:

Class Participation: 10%
Assignments: 60%
Final Project: 30%

NOTE: There are no exams in Fashion Writing.

FINAL PROJECT:

Throughout the semester and under the supervision of Professor Hallay, students are to work on a major article of between 2,000 and 3,000 words. They might write a story
on any subject of their choice and use any form of journalism they desire, but the article must show evidence of original investigative research and have quotes from at least three interview subjects. STUDENTS MAY NOT CULL QUOTES FROM OTHER SOURCES. They must interview three people to provide insight into their article. Professor Hallay will work with students individually on honing their article subject.

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TOPICS</th>
<th>DUE TODAY</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>8/28</td>
<td>Why Write Fashion?</td>
<td></td>
<td>STUDENTS SHOULD BE AWARE THAT THEIR FINAL PROJECT IS DUE ON 12/11 AND BE WORKING ON IT THROUGHOUT THE COURSE IN CONJUNCTION WITH THEIR OTHER ASSIGNMENTS.</td>
</tr>
<tr>
<td>Thursday</td>
<td>8/30</td>
<td>Covering Collections</td>
<td>9/4</td>
<td>Students are to choose ONE fall trend from the Fall 2012 Collections and write an</td>
</tr>
<tr>
<td>Tuesday</td>
<td><strong>Fashion Writing as Descriptive Writing</strong></td>
<td>9/11</td>
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<tr>
<td>9/4</td>
<td>Either in the college or on the streets surrounding, students are to photograph a building, a person, a store window, a pigeon and make detailed notes of what they are have chosen to look at in advance of this week’s assignment.</td>
<td>Students are to write a 700 word description of the photograph they took. They may start this assignment in class. They are to discuss lighting, texture, form, shape, mood, and also set their article up in a narrative frame (explained in class).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>The Interview</td>
<td>9/6</td>
<td>9/3</td>
<td>Students will write up their interview in narrative form (no Q&amp;A formats, please) following the guidelines as explained by Prof Hallay.</td>
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<tr>
<td>The Interview</td>
<td>This class will discuss varying interview techniques, after which students will be required to interview each other.</td>
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</tr>
<tr>
<td>Tuesday</td>
<td>The Retail Report</td>
<td>9/11</td>
<td>9/11</td>
<td>Students are to write a 500 word retail report, as explained in class by Professor Hallay</td>
</tr>
<tr>
<td>The Retail Report</td>
<td>Accompanied by Prof Hallay, students will head up Fifth Avenue and be taught what to look for ahead of writing a retail report.</td>
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</tr>
<tr>
<td>Thursday</td>
<td>Writing on Color</td>
<td>9/13</td>
<td>9/11</td>
<td>Reading (provided by Prof Hallay)</td>
</tr>
<tr>
<td>Writing on Color</td>
<td>There will be an in-class writing assignment (as explained by Prof Hallay) on how to write about color.</td>
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</tr>
<tr>
<td>Tuesday</td>
<td>Writing to a Deadline</td>
<td>9/18</td>
<td>9/20</td>
<td>Reading (provided by Prof Hallay)</td>
</tr>
<tr>
<td>Writing to a Deadline</td>
<td>Through in-class instruction and exercises, students will learn how to write to a</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

113
Thursday | **Writing for Television**
---|---
9/20 | This class will be devoted to the subject of writing for television, students required to work on a five minute script they will then get a classmate to ‘perform’ for them as if on television.
9./25 | Students will work on their television script.

STUDENTS MUST BRING THEIR VIDEO CAMERAS, CAMERAS WITH RECORDING DEVICES and/or FLIP CAMERAS TO CLASS ON TUESDAY (students who do not have video recording capabilities should alert me to this prior to class). Digital cameras are available
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 9/25</td>
<td><strong>Writing for Television (Part II)</strong></td>
<td>Students must upload their segment onto YouTube for easy access in class.</td>
</tr>
<tr>
<td></td>
<td>Their completed scripts in hand, students will rehearse and then film each other’s script; students will NOT be graded on their filmed ‘performance’, but on their own script as read by others. (Students may film their segment on the streets surrounding LIM)</td>
<td></td>
</tr>
<tr>
<td>Thursday 9/27</td>
<td><strong>Writing for Television Presentations</strong></td>
<td>9/27</td>
</tr>
<tr>
<td></td>
<td>Students will view each other’s television segments for critique and discussion.</td>
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</tr>
<tr>
<td>Tuesday 10/2</td>
<td><strong>Finding the Story</strong></td>
<td>Students are required to write up their (illustrated) street story. It should be no less than 500 words.</td>
</tr>
<tr>
<td></td>
<td>Going no further than a five block radius of LIM College, students have forty minutes to find a story suitable for a newspaper or magazine. They are then to come back to class and share their story idea with</td>
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</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thursday</td>
<td>Finding the Story Presentations (Pt 1)</td>
<td>Students shall read to their classmates their article for critique and class discussion.</td>
</tr>
<tr>
<td>10/4</td>
<td></td>
<td>Reading provided by instructor.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Finding the Story Presentations (Pt 11)</td>
<td>Students shall read to their classmates their article for critique and class discussion.</td>
</tr>
<tr>
<td>10/9</td>
<td></td>
<td>Reading provided by instructor.</td>
</tr>
<tr>
<td>Thursday</td>
<td>DAVID WOLFE</td>
<td>Freestyle Assignment. (Students may write a 700 word article on a subject of their choice).</td>
</tr>
<tr>
<td>10/11</td>
<td></td>
<td>Creative Director of The Doneger Group, LIM Advisory Board Member and Fashion Writer DAVID WOLFE will give a special talk to the class about his career in the</td>
</tr>
<tr>
<td>field of fashion.</td>
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</tbody>
</table>

**Course Calendar Fall 2012**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>WRITING NEWS</td>
<td>This class will discuss how to write a news story, followed by an in-class writing assignment.</td>
</tr>
<tr>
<td>10/16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>In-Class Writing Assignment</td>
<td>Writing Against a Deadline...In a different way.</td>
</tr>
<tr>
<td>10/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>GUEST SPEAKER</td>
<td>David Wolfe</td>
</tr>
<tr>
<td>10/23</td>
<td></td>
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</tr>
<tr>
<td>Thursday</td>
<td>The Review</td>
<td>Students will learn how to write reviews, followed by in-class writing exercise.</td>
</tr>
<tr>
<td>10/25</td>
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<tr>
<td>10/30</td>
<td>Students are to finish writing their reviews to hand into class on Tuesday</td>
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</tr>
<tr>
<td>Tuesday</td>
<td>Writing for Your Audience and Finding Your Voice</td>
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<tr>
<td>10/30</td>
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</tbody>
</table>
Students will learn how to alter their ‘author’s voice’ depending on who their reader is. Followed by in-class writing assignment.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/1</td>
<td>Thursday</td>
<td>The Op-Ed</td>
</tr>
<tr>
<td>11/6</td>
<td>Tuesday</td>
<td>Travel Writing</td>
</tr>
<tr>
<td>11/8</td>
<td>Thursday</td>
<td>Writing Outside Fashion</td>
</tr>
<tr>
<td>11/13</td>
<td>Tuesday</td>
<td>THE FEATURE</td>
</tr>
<tr>
<td>11/15</td>
<td>Thursday</td>
<td>THE FEATURE</td>
</tr>
</tbody>
</table>

This class will be given over to students deciding upon and doing preliminary research on their feature with class discussion and one-to-one instructor advising.
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<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>11/20</td>
<td><strong>GUEST SPEAKER</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(TBA)</td>
</tr>
<tr>
<td>Thursday</td>
<td>11/22</td>
<td><strong>Writing As Career</strong></td>
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<tr>
<td></td>
<td></td>
<td>This class will look at the publishing industry and how young writers go about breaking into it (the production of tear sheets, etc) and how to work on a good writing resume.</td>
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<tr>
<td>Tuesday</td>
<td>11/27</td>
<td><strong>MOVIE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pt 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Followed by class discussion as to the pros and cons of choosing writing as a career).</td>
</tr>
<tr>
<td>Thursday</td>
<td>11/29</td>
<td><strong>MOVIE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pt 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Followed by class discussion as to the pros and cons of choosing writing as a career).</td>
</tr>
<tr>
<td>Monday-Friday</td>
<td>12/3-12/7</td>
<td>Course Round-Up and Review</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Tuesday</td>
<td>12/11</td>
<td>FINAL PROJECT DUE/PRESENTATION OF PROJECTS</td>
</tr>
</tbody>
</table>
FASH 259

FASHION COMMUNICATIONS IN THE DIGITAL AGE

COURSE SYLLABUS

SPRING 2012

CREDITS: 3

PREREQUISITES:  

CLASS MEETING: T/TH 8-9:20AM

PROFESSOR: Heidi Diamond  
EMAIL: HEIDI.DIAMOND@LIMCOLLEGE.EDU

OFFICE HOURS: BY APPOINTMENT

DEPT. CHAIR: MICHAEL LONDRIGAN

EMAIL: MLONDRIGAN@LIMCOLLEGE.EDU

COURSE DESCRIPTION:

How do you capture, captivate, surprise and delight the hearts and minds of consumers? Brand building, brand positioning, and becoming brand ambassadors are all at the route of all effective communication processes. Further concentration on the principles and practices of advertising and public relations, as learned in previous courses, and applying it to fashion brands will all be encompassed. Devising and managing integrated communication strategies, identifying and communicating brand principles to various target markets, the ability to communicate the qualities of design, knowledge of technologies, impact of culture, presentation and understanding of emerging media will all be put into practical application throughout the course. Be it journalist, marketer, blogger, banker or cool hunter, all will be further prepared for how best to communicate the qualities, values, benefits attributes and essence of a fashion brand.

COURSE LEARNING OBJECTIVES:

Upon successful completion of this course, students will be able to:
1. Create and develop brand map, brand architecture
2. Construct brand essence, brand benefits, brand attributes and showcase via video
3. Formulate effective brand positioning for fashion brands across all channels of communication
4. Propose effective counter positioning against competitive fashion brands against all channels of communication
5. Determine measurement metrics
6. Identify and organize what mediums are most effective to utilize and what communication form is best suited for each medium
7. Produce presentations and methods for most effective communication including prioritizing messages and showcasing work via video
8. Formulate creative briefs, establishing creative criteria
9. Formulate press releases, marketing plans
10. Develop approaches to consumer press, trade press, blogosphere, including finding alternative angles.

**Required Reading Materials:**

- Professor’s Handouts and or as selected by Professor. All will be available via shared content and or as distributed.
- Suggested reading includes industry publications including but not limited to: Advertising Age, MediaPost, PR Daily, American Demographics, Wall Street Journal, Mediate, additional blogs as suggested

**Course Policies:**

**Attendance:**

LIM College has adopted the following college-wide attendance policy:

Missing 40% or more of any scheduled classes (either excused or unexcused) for any one course which you are enrolled in will result in an automatic failure and will be recorded as a FA by the office of the Registrar.

In addition, the academic departments have adopted a common attendance policy. The Fashion Merchandising Department policy on attendance as it relates to your grade is as follows:

**For courses which meet on campus two times per week:**

On the fifth unexcused absence, your final grade will be reduced by \( \frac{1}{2} \) a letter grade and will continue to be reduced by the same amount after every subsequent absence.
For courses which meet on campus one time per week exclusively:

On the third unexcused absence, your final grade will be reduced by 1 letter grade and will continue to be reduced by the same amount after every subsequent absence.

For hybrid courses (one class on campus and one class online per week):

An absence is defined as either not showing up for the on campus class or not signing in and completing the week’s module. On the third unexcused absence your final grade will be reduced by ½ a letter grade and will continue to be reduced by the same amount after every subsequent absence.

For online courses (no on campus classes):

An absence is defined as not signing in and completing the week’s module. On the third unexcused absence your final grade will be reduced by ½ a letter grade and will continue to be reduced by the same amount after every subsequent absence.

ADA Statement:

Under the Americans with Disabilities Act of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of LIM College. If you believe that you have a disabling condition that may interfere with your ability to access and/or participate in the activities, coursework, testing and assessment, or other requirements of a course, you may be entitled to non-retroactive accommodations. If you have any questions about disability services, accommodations, or accessibility, or if you would like to make an appointment to speak confidentially to the Disability Services Specialist, please contact the Office of Counseling & Wellness Services directly at 212-752-1530, x315, counseling&wellness@limcollege.edu, or visit their website at http://www.limcollege.edu/student-life/2073.aspx. Please note that you will not be able to receive accommodations for your disability at LIM College unless you choose to disclose and register this information with the Office of Counseling & Wellness Services

Keys to Success:

It is your responsibility to devote time outside of the classroom to fulfilling all course requirements which include reading the text and assigned readings, working on individual/group projects, submitting written work, keeping current and doing required research and preparing for exams. Your progress in the course will be monitored by your
professor who will require timely submissions of projects and assignments, encourage participation, and test you on materials from the text and other sources. Mid-semester and final grades will reflect mastery of the course learning objectives as well as adherence to the Fashion Merchandising Department policies.

**Classroom Decorum:**

Please do not leave the room during class. Students who leave the room interrupt the class discussion both on leaving and on re-entering. If you leave the room, the instructor reserves the right to ask you not to re-enter it. In addition, students may not eat food of any kind during class time. Please take care of your personal needs before class.

No late work will be accepted. If you will be absent when an assignment is due, it is your responsibility to turn it in prior to the date you are absent. If you are ill, it should be e-mailed to me as soon as you can get to a computer. If a class is missed it is your responsibility to get the information from that class and to be prepared for the next one. Hand-held electronic devices: Their use during class is strictly prohibited. They are to be turned off before entering the classroom. Anyone whose cell phone rings or “texts” during the class will be asked to leave the class. You will not be allowed to return to that session, and you will be marked absent.

**Class Participation:**

Students are expected to participate in the class discussions and become actively involved in the course. They are expected to attend all class meetings/lectures, make valuable contributions to the class discussions, and come prepared with their textbooks and completed assignments to every class. The timely completion of reading and homework assignments is a fundamental requirement to succeed in this course.

Students are encouraged to form informal study groups and to rely on computer-related web sites and online sources to complete their class assignments and projects. Use of the assigned text is mandatory.

**Make up Policy:**

5. Permission to take a makeup final exam may only be given by the Assistant Dean of Student Academic Affairs. Such permission will only be given for cases of documented illness, death in the family or emergency.
6. Permission to take a makeup quiz or midterm exam may be given by your professor, rather than by the Assistant Dean of Student Academic Affairs. In this case,
permission will be given subject to the same standard as is applied for final exams, as set out above. Work schedule conflicts, including business trips, are never a valid reason for missing a scheduled exam, quiz or project due date. Additionally if you miss a quiz or test, you need to notify your professor within 24 hours, requesting a makeup.

7. If permission is granted, expect the make up to be more difficult than the regularly scheduled quiz/test.

8. The date/time and place of the makeup are at the discretion of your professor. It is your responsibility to make yourself available for the makeup. There is no second makeup’s—failure to take a makeup results in a zero grade for the exam or quiz.

**Etiquette Statement:**

In order to maintain a positive online environment for our class, we all need to follow the netiquette guidelines summarized below.

All students are expected to:

6. show respect for the instructor and for other students in the class
7. respect the privacy of other students
8. express differences of opinion in a polite, rational, and professional way
9. maintain an environment of constructive feedback when commenting on the work of other students
10. avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities

The following list summarizes the kind of behavior that is *not* acceptable. Each item listed below could be brought forth for judicial action and possible removal from the class.

Students will refrain from:

1. showing disrespect for the instructor or for other students in the class
2. sending messages or comments that are threatening, harassing, unprofessional, or offensive
3. using inappropriate or offensive language
4. conveying a hostile or confrontational tone when communicating or working collaboratively with other students
5. **USING ALL UPPERCASE IN THEIR MESSAGES -- THIS IS THE EQUIVALENT OF SHOUTING!**
If the professor believes that a student is violating any of the above guidelines, they will contact that student to discuss the situation privately and further action may be required.

**ACADEMIC INTEGRITY POLICIES:**

LIM College does not tolerate any act of academic dishonesty, intentional or unintentional. A student who is involved in an academic dishonesty incident (as defined below) is subject to failure in the course for which the incident occurred. Any infractions of the academic integrity policy will result in lost eligibility for any graduation honors or awards and subject the student to sanctions as defined by section IV of the LIM College Student Code of Conduct (found in the LIM College Student Handbook).

**Plagiarism:**

Plagiarism refers to representing words or ideas of another as one’s own in any academic exercise without providing proper documentation of source.

Examples include, but are not limited to:

- Copying information from a source without using quotation marks and giving proper citation
- Paraphrasing information from a source without giving proper citation
- Representing another’s intellectual work including but not limited to audio-visual and computer based materials, slide presentations, computer files, artistic compositions, graphic design, photographs, paintings and/or drawings.

It is the responsibility of the student to learn the correct APA method of documenting sources which will allow you to properly incorporate the works of others into your papers, reports and assignments. This information is available from the LIM College Library and the Writing Center.

**Facilitation:**

Facilitation refers to assisting any person in the commission of an academic integrity violation. Examples include, but are not limited to:

- Allowing another student to copy one’s answers during an examination
- Giving another student one’s assignment or paper
- Taking an examination or writing a paper for another student
- Signing an attendance sheet for a student who was not present in class
- Providing to another person an examination or portions of an examination prior or subsequent to the administration of the exam

**Cheating:**
Cheating refers to intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples include, but are not limited to:

- Copying from another student’s examination, homework assignment, computer program, report or project
- Gaining or attempting to gain unauthorized access to examination materials
- Using unauthorized notes, text or other aides during an examination or assignment
- Looking at another student’s exam before or during an examination
- Possessing and/or using an electronic device that contains unauthorized information
- Talking, whispering or using a cell phone during an examination
- Submitting, without prior permission, any work submitted to fulfill another academic requirement at LIM College or any other institution
- Allowing another person to do one's work and submitting it as one's own
- Having or providing unauthorized outside help when completing online tests or assignments

Unauthorized Collaboration:

Unauthorized collaboration is working with another student(s) without the instructor’s permission in the preparation of homework assignments, take-home exams, term papers, research projects, reports or projects or otherwise failing to abide by the instructor’s rules governing the academic exercise.

Fabrication/Misrepresentations:

- Fabrication refers to the falsification, misrepresentation or invention of any information, data or citation in any academic exercise.
- Misrepresenting or tampering with or attempting to tamper with any portion of one's transcripts or academic record, either before or after coming to LIM College. Example: forging a change of grade form, tampering with computer records, falsifying or omitting academic information on one's application or resume, etc.

Writing Across the Curriculum (WAC)

LIM is committed to incorporating substantial writing requirements whenever possible into all courses throughout the College.
Research shows that writing ability improves through frequent practice and the evaluation of writing by skilled readers. Students learn more and are better able to face the communication challenges of their employment if they master writing assignments throughout a four-year college program. In that spirit, instructors are urged to assign written work often. Students and instructors are also encouraged to consult the Writing Center Director if they have questions about this policy or how to ensure that written work is of a frequency and quality that supports career success.

THE WRITING CENTER:

Our mission is to help LIM students achieve excellence in all forms of expression. We collaborate with all departments across the College to foster excellence in writing, speaking, reading, and critical thinking.

The Writing Center is on the third floor of Maxwell Hall (216 E 45th St., between 2nd and 3rd Avenues) and is open from 8 am to 6 pm. Tutoring is also available at the Residence Hall. To schedule an appointment, email WritingCenter@limcollege.edu.

Standards for Evaluation of Writing:

As per LIM’s policy on Writing Across the Curriculum, professors will evaluate your exams, written projects, and papers for evidence of the following criteria:

- A clear thesis (statement of your position or opinion; your main point)
- Individual paragraphs that are organized around a central idea, in support of your thesis
- Good use of evidence to develop individual paragraphs
- Logical placement of all paragraphs
- Sentences that flow smoothly and demonstrate a variety of patterns
- Adherence to Standard American English use of words, punctuation, sentence structure, and grammar
- Correct spelling

Help with All Writing Tasks & Computer Assisted Design (CAD):

Tutors will provide help with any writing project for any LIM class. They can also work with students on resume and scholarship writing, and assist at any point in the writing process, from idea to finished draft. CAD tutoring also takes place at the Writing Center.

Handouts:
The Writing Center provides self-study handouts about writing and research from *Creating Strong Thesis Statements* to *Writing About Literature* and other topics, found at the Writing Center section of the LIM webpage.

**Workshops and Special Events:**

Workshops for students and faculty are held regularly in the Center. Past workshops have included “Using APA,” “Scholarship Essay Writing,” “Shopping and Culture: The Insider’s New York,” “International Journalism, Fashion, and India,” “Fiction and Poetry by LIM Faculty.”

**Careers in Writing:**

*Fashion Sense*

*Fashion Sense* is a student-run and written fashion-centered magazine published each semester by the Center. It is distributed to the LIM community in print and via the LIM website. Contact the student editor, Jennifer Basch, [jbasch@limcollege.edu](mailto:jbasch@limcollege.edu) to get involved.

**LIM College Bloggers**

Email Dr. Robert Clark [rclark@limcollege.edu](mailto:rclark@limcollege.edu) or Professor John Deming [jdeming@limcollege.edu](mailto:jdeming@limcollege.edu) if you are interested in blogging about fashion, culture, New York college life, music, theatre, film, events, or other subjects for the LIM webpage.

**Grading Criteria:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation/Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Class Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project (VLOG)</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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</table>

**LIM College Course Grading Evaluation:**
<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Numeric Range</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.50</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.70</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>2.30</td>
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<tr>
<td>C</td>
<td>70-76</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>68-69</td>
<td>1.70</td>
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<tr>
<td>D</td>
<td>65-67</td>
<td>1.00</td>
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<tr>
<td>F</td>
<td>Below 65</td>
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COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Due Today</th>
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<tbody>
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</table>

Course Calendar Spring 2012

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TOPICS</th>
<th>DUE TODAY</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>1/24</td>
<td>Introduction</td>
<td>In Class</td>
<td>Video Assignment:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Warm Up</td>
<td></td>
</tr>
</tbody>
</table>

131
<table>
<thead>
<tr>
<th>Day</th>
<th>Course Overview</th>
<th>Exercise: MY DREAM</th>
<th>BRAND YOU!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prepare 2 minute video presentation.</td>
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<tr>
<td></td>
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<td></td>
<td>My Dream Warm Up Exercise</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td>Be branded or be stranded! Understanding brands; The anatomy of a brand; Brand essence; Brand Attributes</td>
<td>Class Discussion: Your Digital Brand—Who Are You Online?</td>
</tr>
<tr>
<td>1/26</td>
<td></td>
<td></td>
<td>Distill the anatomy of 5 mainstream fashion brands and 5 avant garde fashion brands</td>
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<td></td>
<td></td>
<td></td>
<td>Reading assignment: chapter: Luxury Brand Marketing</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Writing assignment: compare and contrast traditional offline fashion magazine versus online fashion magazine 250 words</td>
</tr>
<tr>
<td>Tuesday</td>
<td>BRAND YOU presentations</td>
<td>Brand You! Assignment due</td>
<td>Collage/mood board project: Brands to be assigned in</td>
</tr>
<tr>
<td>1/31</td>
<td>Who’s the audience? Understanding who you</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Assignment</td>
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<tr>
<td>Thursday</td>
<td>Oral presentations: Mood boards (warm up to oral pitches)</td>
<td>Eat, Pray, Love Warm Up exercise</td>
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<td></td>
<td>Twitteratre: telling a story in 140 characters</td>
<td>Twitterature reading assignment; Twitterature writing assignment</td>
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<td></td>
<td></td>
<td>Eat, Pray, Love Warm Up Exercise</td>
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<tr>
<td>Tuesday</td>
<td>Mood Board presentations</td>
<td>Twitter assignment due</td>
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<td></td>
<td>Ethnographies</td>
<td>Ethnography video assignment</td>
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<td></td>
<td>Brand positioning</td>
<td>Reading assignment:</td>
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<td></td>
<td>Positioning statements</td>
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<tr>
<td>Thursday</td>
<td>Counter positioning</td>
<td>Prepare positioning statements for</td>
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<tr>
<td></td>
<td>Media Brands: How do</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
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<tr>
<td>Tuesday</td>
<td>The Fashion Press</td>
<td>Video assignment due—ethnographies</td>
<td></td>
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<tr>
<td>2/14</td>
<td>Who are the influencers?</td>
<td>Reading assignment</td>
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<tr>
<td>Tuesday</td>
<td>Ethnography presentations: How does your brand compare online, in person, offline. Is the audience for your brand who you suspected? How are they different? The same?</td>
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<tr>
<td>Thursday</td>
<td>Blog, Blog, Blog vs. Blag, Blag</td>
<td>Positioning statements due</td>
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<tr>
<td>2/16</td>
<td></td>
<td>Reading assignment: Journalist versus</td>
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</tbody>
</table>

Crisis Communications

How are companies like Zappos, FedEx and Netflix responding? Proactive or reactive?

Reading assignment:

Writing Assignment:
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Setting up a blog</td>
<td>Effective Headlines&lt;br&gt;Key tenets in crafting creative and effective headlines. How they capture attention. How they sell.</td>
<td>Writing assignment due: compare and contrast, 500 words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How online and offline communications compare and contrast</td>
<td>Reading assignment: Writing for Advertising, Writing for the Fashion Business, Chapter 6</td>
</tr>
<tr>
<td>March 21</td>
<td></td>
<td>LIM Brand Document Review—putting together everything you’ve learned in brand discovery....how it all works together</td>
<td>Writing assignment: 10 new headlines for designated products</td>
</tr>
<tr>
<td>Thursday</td>
<td>Media Planning: Guest Speaker: BRUCE WILLIAMS, Senior Vice President, U.S. International Media</td>
<td>Headlines due</td>
<td>Writing assignment: Blog posting</td>
</tr>
<tr>
<td>March 23</td>
<td>Media Communications Roles: Who does what?</td>
<td>Writing and Editing Effective Press Releases</td>
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<tr>
<td>Tuesday</td>
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<tr>
<td>March 28</td>
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<tr>
<td>Thursday</td>
<td>Mid Term review</td>
<td>Blog posting</td>
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<tr>
<td>March 24</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Due Event</td>
<td>Blog posting</td>
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<tr>
<td>Tuesday</td>
<td>Mid Term</td>
<td>Press releases due</td>
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<tr>
<td>Thursday</td>
<td>The Art of the Pitch</td>
<td>Blog posting due</td>
<td>Writing assignment: Blog posting</td>
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<tr>
<td>Tuesday</td>
<td>Oral Presentations</td>
<td>Oral presentations due</td>
<td>VLOG/Video assignment: 3-5 minute video</td>
</tr>
<tr>
<td>Thursday</td>
<td>VLOG</td>
<td>Blog posting due</td>
<td>Writing assignment: Blog posting</td>
</tr>
<tr>
<td>Monday-Friday</td>
<td>Spring Break</td>
<td>NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Haul Videos presentation</td>
<td>Haul Videos due</td>
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<tr>
<td>Thursday</td>
<td>Media Planning</td>
<td>Blog posting due</td>
<td>Writing assignment: Blog posting</td>
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<tr>
<td></td>
<td>Guest speaker: Jeanne Myers, Senior Vice President, Corporate Communications, Martha Stewart Living Omnimedia</td>
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<tr>
<td>Tuesday</td>
<td>Marketing Plan How To</td>
<td>Choose 5 brands that</td>
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</tbody>
</table>
Devising effective plans have been built online and outline their success and or failure. 250 words.

Reading assignment: Writing for New Media, Chapter 8, *Writing for Fashion Business*

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Cause Marketing</th>
<th>3/29</th>
<th>Blog posting due</th>
<th>Writing assignment: Blog posting Read assignment: Group project assignment: Event coverage; event marketing and media plan, press release, finished newspaper story</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Media for Social Good</td>
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<tr>
<td></td>
<td>Best Practices For Brand Building in the Social Media Marketplace</td>
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<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Video Presentations/VLOG assignment first edit</th>
<th>4/3</th>
<th>Video presentation s/Vlog assignment</th>
<th></th>
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</thead>
</table>

137
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Design and how design aids communications</td>
<td>Blog posting due</td>
</tr>
<tr>
<td>4/5</td>
<td><strong>Guest speaker: Leon Tinker, Design Director</strong></td>
<td>Writing assignment: Blog posting due</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Key tenets for fashion online advertising</td>
<td>Reading assignment: The Rise of Bloggers, Mark Tungate, Fashion Brands</td>
</tr>
<tr>
<td>4/10</td>
<td></td>
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<tr>
<td>Thursday</td>
<td>Blog entrepreneurs</td>
<td>Blog posting due</td>
</tr>
<tr>
<td>4/12</td>
<td><strong>Guest speaker: Yuli Ziv, Myitthings.com, Style Coalition</strong></td>
<td>Writing assignment: Blog posting due</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Group project presentations: Group critique</td>
<td>Reading assignment: H&amp;M vs. Zara case study.</td>
</tr>
<tr>
<td>4/17</td>
<td></td>
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<tr>
<td>Thursday</td>
<td>Etailers/Fast Fashion Attributes and Branding</td>
<td>Blog posting due</td>
</tr>
<tr>
<td>4/19</td>
<td></td>
<td>Writing assignment: Blog posting</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Strategies</td>
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<tr>
<td>Tuesday</td>
<td>4/24 Private Online Sales</td>
<td>Join outlined private online sales sites</td>
</tr>
<tr>
<td>Thursday</td>
<td>4/26 Video Presentations: Final edits due</td>
<td>Blog posting due</td>
</tr>
<tr>
<td>Tuesday</td>
<td>5/1 Celebrity Sells! Guest speaker: Barbara Dildibanian, Vera Wang for Kohl’s, Daisy Fuentes, LL Cool J</td>
<td>Group presentations: final projects due</td>
</tr>
<tr>
<td>Thursday</td>
<td>5/3 Final Exam Review</td>
<td>Blog posting</td>
</tr>
<tr>
<td>Tuesday and Thursday</td>
<td>5/7-5/11 Make up and review days</td>
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<tr>
<td>Tuesday</td>
<td>5/14-5/18</td>
<td>Final Exam week</td>
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<tr>
<td>Thursday</td>
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<td>FINAL 5/17</td>
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CTE 3871 Retail Merchandising Ethics and Leadership
Fall 2012

Course Information:
Tuesday 9:30-10:25am DHA 103

Prerequisites: CTE 3808, Consumers in a Complex Marketplace (or COA 3151);
CTE 3806, Merchandising Principles

Contact Information:
Instructor: Dr. Karla Renton-McCormick
office: Sandels 310
Phone: 644-4819
Email: krenton@fsu.edu
Office hours: Tuesday 10:30-12 & 2-3:30

Textbook Required:
Good Strategy/Bad Strategy Richard P. Rumelt

Course Description

CTE 4871 Retail Merchandising Ethics and Leadership identifies, analyzes, and evaluates problems about and solutions to ethical and leadership issues in the retail merchandising and product development business environment. This course prepares you to handle successfully the ethical and leadership dilemmas you will face in the workplace.

Learning Objectives:

When you have successfully completed CTE 3871 you will be able to:
1. Identify, describe, and express foundational concepts (approaches, theories, models, terminology) in ethics and leadership;
2. Enumerate and explain key ethical issues in retail merchandising and product development;
3. Analyze business situations and prepare defensible solutions to ethical dilemmas;
4. Enumerate and explain key leadership issues in retail merchandising and product development; and
5. Analyze business situations and develop defensible leadership solutions.

**Student Responsibilities:**

Attending lectures, participation in classroom discussions, completing assignments on time and taking the exams. Examinations cover reading assignments, classroom discussions, and any material presented by the instructor.

**Grading Method & Scale:**

<table>
<thead>
<tr>
<th>Requirements for Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Leadership assignment</td>
<td>60</td>
</tr>
<tr>
<td>Group Project written portion</td>
<td>50</td>
</tr>
<tr>
<td>Class discussion/participation</td>
<td>40</td>
</tr>
<tr>
<td>Group Project Oral Presentation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**

- 360-400   A
- 320-359   B
- 280-319   C
- 240-279   D
- 0-239     F
Assignments and Projects: Detail on assignments and projects will be presented in lecture and posted on Blackboard under assignments. Projects and assignments are designed to provide students with hands-on learning experiences, as well as additional opportunities to demonstrate understanding of the course content problems. Class participation points will be given based on participation in class discussions from assigned reading and questions asked to guest speakers.

Course Policy Information:

Attendance Policy: Students are expected to arrive on time and remain in class until it is over. Attendance will be taken each week. Every absence that is not an excused absence, those recognized by university policy, will result in 5 point deduction from the student’s final grade. Class attendance and participation is essential if assignments are to be understood and completed correctly. Material covered in class will be incorporated into the exams. You are responsible for information presented in both lectures and readings. It is the responsibility of the individual student to get any class notes, handouts, assignments or schedule change for missed classes. In addition, during some class periods there may be exercises that are assigned and due during that class. These assignments can only be made up with an excused absence, which requires written documentation. This documentation must be provided within one week after your return and you will do the make-up work within the week or it will not be added to your grade.

Exams will be held as noted on the course schedule. University excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Consideration will also be given to students whose dependent children experience serious illness. Any unexcused absence during an exam will result in a grade of zero.

Late assignments: No late assignments will be accepted without University excuse documentation.

BREATHE EASY ZONE:
In accordance with the mission and vision of the College of Human Sciences - "to improve the health, development, and economic well-being of individuals, families, and communities", the Florida Clean Indoor Air Act designed to protect people from the health hazards of secondhand smoke, and the Florida State University Healthy Campus 2010 Goals, the college of Human Sciences is an established "Breathe Easy Zone". There shall be no smoking in the Sandals Building, at any entrance to the building including the loading zone, or within 50 feet of the exterior of the building. A smoking area with seating, designated by a green post and green receptacle, is available adjacent to the patio.
along Legacy Way at the junction of sidewalks between Sandels, Jennie Murphree Hall, and Cawthon Hall. This area is accessible from the south exit of level one. The success of this policy depends upon the good will of the college community. Both tobacco users and non-users have a collective responsibility to ensure compliance. Any person found out of compliance should be referred to the campus smoking cessation program at Thagard Health Center.

ACADEMIC HONOR POLICY:
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at [http://dof.fsu.edu/honorpolicy.htm](http://dof.fsu.edu/honorpolicy.htm).

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Students with disabilities needing academic accommodation should:

(1) register with and provide documentation to the Student Disability Resource Center; and
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This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:
Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
[http://www.disabilitycenter.fsu.edu/](http://www.disabilitycenter.fsu.edu/)
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>General Topic</th>
<th>Assignments/Reading Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 28</td>
<td>Introduction: Syllabus overview</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept. 4</td>
<td>Introduction to Ethics &amp; Leadership. Power Point presented by professor</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept. 11</td>
<td>Leadership Approaches <a href="tentative">Suzanne Byke-Strozier Library</a></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sept. 18</td>
<td>Guest speaker</td>
<td></td>
</tr>
</tbody>
</table>
| 5    | Sept. 25 | **Chapter 1 Apple pp. 11-15**  
**Chapter 2 Wal-Mart pp. 23-28** | Chapter 1 pp. 11-15  
Chapter 2. pp. 23-28 |
| 6    | Oct. 2   | Transactional vs. Transformational Leadership                                 |                               |
| 7    | Oct. 9   | Chapter 5                                                                     | Chapter 5                     |
| 8    | Oct. 16  | **Exam 1**                                                                    | Turn in group names           |
| 9    | Oct. 23  | Chapter 3                                                                     | Chapter 3                     |
| 10   | Oct. 30  | Chapter 16                                                                    | Chapter 16                    |
| 11   | Nov. 6   | Chapter 17                                                                    | Chapter 17                    |
| 12   | Nov. 13  | Catch-up/ Review                                                              | Sign-up date for group presentations |
| 14   | Nov. 27  | **Exam 2**                                                                    | Leadership Assignment due     |
| 15   | Dec. 4   | [Group Presentations](#)                                                      |                               |
| 16   | Dec. 12  | [Group Presentations](#)                                                      |                               |
K. FLORIDA STATE UNIVERSITY SYLLABUS- EXECUTIVE PERSPECTIVES ON RETAIL MANAGEMENT

CTE 4866

Executive Perspectives on Retail Management ( & Intern Prep)

A 7 week intern block course taken the first half of the semester, through October 12.

Dr. Judy Miler
Sandels Rm 300
jmiler@fsu.edu
850-644-9881

Office Hours: By appointment

FAX: 850-645-4673

Required Textbooks: UPS Packet and supplemental handout and Black Board materials


1 copy of the text will be put in the library for usage there.

This is a web supported class with a Blackboard site. Assignments, documents, announcements, grades and submission of most of your work will be through this site.

Course Description

This course prepares students to assume a professional role in retail merchandising, product development, or the industry support services through developing career strategies that emphasize solid management and leadership concepts and principles. There will be exposure to retail and manufacturing industry leaders. Assistance in preparing for their role as an intern will also be provided.

In detail, you will be undertaking exercises and assignments to aid in successful management careers. Assistance will be provided in preparing resumes, developing interviewing strategies and skills, and identifying and strengthening professional, management, and leadership skills. Studying and analyzing the role of effective management will also be undertaken through case study and an individual paper and presentation. Time management, teamwork, ethics, supervising, and delegating are some of the management and leadership concept and principles that will be explored. This class also assists you in understanding the assignments responsible for during the internship.

Course Rationale

This course serves as an opportunity to specifically examine merchandising management and the role you will play as a manager in the textiles, apparel, retail and support services industries. An opportunity is given to analyze management styles and leadership traits, and narrow down the type of merchandising management opportunity one may want to pursue. The integrative nature
of management is emphasized, in order to understand both the general and specific responsibilities a manager in the textiles and apparel complex holds. Decision-making, critical thinking, interpersonal, and communication skills are enhanced through the required written and oral reports, and case study analyses. The class also helps prepare for the daily challenges faced while on internships and beyond.

**Course Objectives**

Upon successful completion of the course, the students will be able to:

1. Develop an effective portfolio (with a resume, professional letters, mock interview proof, a professional card and supporting work in your major)
2. Demonstrate the importance of teamwork, time management skills, and professional behavior through assignments, and interaction with industry management.
3. Better prepare for interviews, internships, and career entry positions.
4. Explain the integrative role of merchandising management and define the roles of managers and supervisors.
5. Identify and examine management and leadership styles and describe key concepts and principles.
6. Show developed interpersonal, decision making, and communication skills through the activities undertaken.
7. Demonstrate improved problem solving and analytical thinking skills, through the case study method of inquiry, and the examination of current management issues and concerns.
8. Understand analyzing and driving business.
9. Become familiar with the many opportunities available for internships and entry level management positions.
10. Understand the requirements of the internship field course (CTE 4882)
11. Obtain an internship opportunity.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B</td>
<td>80-82</td>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D</td>
<td>60-62</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Course Evaluation
Evaluation in this course will be as follows: **Possible Points**,

1. **Final Exam** 100
2. **2 quizzes** 30
3. **Portfolio completion & submission, with Career Center Registration** (Hard copies- Resume 10, Card 5, 2 letters 20), Mock Interview 5 40
4. **Paired written case analysis (hard copy)** 25
5. **Final Group Written & Oral Case Analysis (hard copy)**
   - Individual (25) Group (50) 75
6. **Management & Leadership Activities (detailed on separate sheet)** 50
7. **Professionalism:**
   - (Dress 10, behavior and professional interaction
   - at Seminole Futures or Retail Scholarship Dinner 5) 15
8. **Attendance/Participation in class** 10
9. **Scheduled one-on-one meeting with Dr. Miler** 5

**Total:** 350 pts

### Course Policies and Procedures

#### Professional Standards
A professional demeanor is expected of students in class. This requires that each student comes to class on time, signs the attendance sheet when it is circulated, and participates appropriately.

Students must dress in a professional business manner, as explained during the first day of class, and according to a dress code provided. Students will be allotted points for acceptable dress and professional business behavior. There will be random checks in class and during your one–on-one interview with Dr. Miler.

Students should show respect for others, by not talking while others, including the instructor, guest speaker, or presenter, are speaking. Those who do not respect others, will be asked to leave the classroom.

Laptops and other hand held electronic devices are not to be used in class without the instructor's approval. If approved for usage, the student must sit at the front of the class. Cell phones shall remain off during class and no texting is permitted. You are to behave as you would during a business meeting or at work.
Students are to be prepared for class by reading materials, handouts, and completing assignments.

**Attendance Policy**
Students are expected to arrive on time and remain in class until it is over, participating in class discussions and activities. Attendance will be taken periodically and when there are guest speakers, and it is the responsibility of the student to sign the roll sheet upon arrival into class. 3 pts will be deducted for each unexcused absence.

If you leave before class is over, you will be counted as absent unless you have informed the instructor that you will be leaving class for a satisfactory reason.

Due to the accelerated schedule in the intern block classes, if a total of **six** classes are missed (excused or unexcused) you will be dropped from the class. If you miss enough classes to be dropped from an intern block class there will be no reimbursement for fees, unless you withdraw from the University for a medical reason, in which case a reimbursement of class fees is not assured. When you are dropped from any intern block class, you will also be dropped from the other classes and CTE 4882.

Written documentation of excused absences must be presented to the instructor within a week of the absence. The student is responsible for all material covered in class regardless of the reason for the absence.

Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Late Assignments, Exams, and Makeup Work:** Work turned in late will be graded accordingly, with points deducted for each class date late. There is no makeup for work done in classes you miss, including presentations. When you miss class, it is **YOUR** responsibility to inform the instructor and contact someone in the class to get missed work and notes. No excuses will be accepted during the last week of classes.

Exams, quizzes, and presentations will be held as noted on the course schedule.

If a student is unable to attend an exam, the instructor should be notified in advance if at all possible. Otherwise, points will be lost and an unexcused absence will occur. Also, the makeup exam may be an essay exam.

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108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
sdrc@admin.fsu.edu  
http://www.disabilitycenter.fsu.edu/

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CTE 4866  
Retail Merchandising (and Intern Prep)  
Fall 2012 Course Outline

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/27 - 29</td>
<td>Introduction to the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparing for Internships and Careers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self analysis, dress, resumes, letters, and interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professionalism</td>
<td></td>
</tr>
<tr>
<td>&amp; 9/3-5</td>
<td>LABOR DAY - No Class  9/3</td>
<td></td>
</tr>
</tbody>
</table>
**Target Corp Speaker**

Dress Review

Preparing for Internships and Careers

Management and Leadership - Concepts & Principles  Self Assessments Due

**Ch 1 (R & M)**

---

9/10-12  Introduction to Case Analysis  Resume & Personal

**QUIZ 1**  Card Due

In-class Case Analysis  Career Center  Registration Due

9/17 - 19  Roles of the Supervisor and Manager  Goals Due

**Guest Speaker**  **Seminole Futures Career Fair 9/20**

HR, managing, motivating & rewards

9/24  Customer Relations & Selling,  **Ch 9 (R & M) QUIZ 2**
Policies & procedures  Paired Case Analysis Due

9/26  Group Case Study Preparation  Business Letters Due

10/1  Small Group Sessions

*(1/2 class each day divided by case groups)*

10/3  Group Case Study **Oral Presentations**  Group Case Analysis Due

10/8  Making the Transition  Mock Interviews Due

Internship Manual Review & Internships  Prof Business Cards Due

10/10  **EXAM** (during class time)  Portfolios Due

***Conclusion of 7 week Intern Block of Classes, off to internships!!!***

This outline may change at the discretion of the professor.
L. UNIVERSITY OF TENNESSEE SYLLABUS- CUSTOMER RETAIL MANAGEMENT AND RETAIL ANALYTICS

**RCS 376 Customer Relation Management & Retail Analytics (3 credits)**
Fall 2012
TR 11:10 am – 12:25 pm

**Instructor:** Heejin (Jeannie) Lim, Ph.D.
Associate Professor

**Office:** 245 Jessie Harris Building

**E-mail:** hlim@utk.edu

**Office hours:** By appointment. Email to set up an appointment

**Teaching Assistant:** Wei Fu (wfu2@utk.edu)
Office: 974-1848, JHB 233C

**GENERAL INFORMATION**

**COURSE OVERVIEW:**

The purpose of this course is to provide students with an understanding of the concepts and practices of customer relationship management in retail. Emphasis is on how the concepts can be integrated into actual decision making in the retail organizations. Analytical skills are developed through case studies and the use of various statistical techniques. Students learn how to obtain and analyze retail databases and how to utilize the information to solve retail problems.

**COURSE OBJECTIVES:**

Upon completion of this course the student will:

1. Assess the strategic planning process for CRM in retail.
2. Discuss the issues and decisions made in the retail environment related to customer relationship management.
3. Adapt evidence-based decision making in retail.
4. Develop skills utilized in data base marketing and data mining.
5. Integrate critical thinking and information literacy skills to make a decision as a team in the retail environment.

**REQUIRED READINGS:**

- A reading list for each topic is available on the Blackboard course site.

**PREREQUISITES:** RCS 341, (C) RCS 310

**REQUIRED SOFTWARE AND MATERIALS:**

- SPSS 17 or higher for Windows or Mac
  - Free download available at [https://web.dli.utk.edu/software distribution/](https://web.dli.utk.edu/software distribution/)
- A USB llash drive for data mining exercises
Course Requirements

1. Attendance
   Class attendance is mandatory and will be checked each class period. Please be on time, and remain until dismissed. An excused absence will only be granted for personal illness, death in the family, or some other EXTRAORDINARY circumstance, and must be verified in writing by a physician or appropriate authority. DO NOT CONTACT ME FOR MISSING CLASSES. Students missing a class are responsible for getting notes from fellow classmates. I WILL NOT PROVIDE ANY CLASS NOTE FOR A STUDENT'S MISSING CLASSES. The penalty of absence will be 2 pts each time, and the penalty of being late will be 1 pt each time.

2. Course Etiquettes
   Students are expected to conduct themselves in a courteous and professional manner at all times. Please note that students are not allowed to use their cell phones and any other digital devices (e.g., cell phones, mp3 players) if it is not used for a class presentation. Laptops are allowed only for note taking purposes during class time. If a student uses a laptop for other purposes, the student will lose 2 pts for the day’s class attitude and participation. Also, students who show distracting behavior will lose 2 pts each day of the record as a part of credit for “class participation.”

3. Makeup Exam
   Makeup exams will only be given if a student contacts the instructor by phone or email prior to the exam time. Students must provide sufficient paperwork (e.g., hospital admittance papers, funeral program, and court appearance) to the instructor. A missed exam without an excused absence will result in a Zero for that exam. A maximum of one makeup exam is allowed. A student has to take their makeup exam within 7 days after a class-exam time. Otherwise, he/she will NOT have a chance to make up.

4. Exam Policies
   Dates for the exams listed on the syllabus are tentative. Actual dates may move forward or backward by one or two class periods, depending upon our progress covering the course content. There should be no sharing of calculators during exams. Passing calculators during an exam will be considered cheating and all involved individuals will be given a zero on the exam.

4. Completion of Work and Data Analysis Exercises
   4.1. Work considered “on time” is to be submitted to the instructor or blackboard by each due time. Submit each assignment electronically on Blackboard if not instructed otherwise. Any work turned in after this point will be considered late. All late assignments will be reduced 10% per each calendar day late beginning immediately after the assignments are due. No excuse will be allowed for a late assignment. Assignments will NOT be accepted after a week of the original due date, resulting in a “0”.

   4.2. For data analysis exercises, students will be responsible for all preparations of statistical software for your own laptop or data sets. It is recommended for students to download SPSS 17 or higher before the first data analysis exercise. You can use any computer in computer labs on campus for SPSS. Note that I and your TA cannot help you with your computer problem 24 hours/7 days. No ad might be available for a last minute helper for your assignments. No late submission will be accepted for a computer problem. For each data exercise in class, bring your own USB flash drive in which you’ve downloaded a data set from Blackboard prior to each class time.
5. Blackboard and Communication

This course will also be online at http://online.uk.edu (Blackboard). All of the course information and materials will be posted on the web.

6. University Policies

6.1. As an essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. Any plagiarism will not be tolerated and handled according to University policies (see Hilltops). Students can work together in conducting homework and labs. However, all assignments must be drafted and completed individually except team assignments.

6.2. Students who have a disability that requires accommodation(s) should make an appointment with the Office of Disability Services (974-6087) to discuss their specific needs.

6.3. In the event of emergency: Fire alarm – exit the building and the instructor will direct students to a safe location. Lockdown – remain in the classroom, secure all doors and windows and wait for further instructions.

7. GRADING

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance</td>
<td>30</td>
</tr>
<tr>
<td>Class attitude &amp; participation</td>
<td>20</td>
</tr>
<tr>
<td>Learning from Leaders (2 @ 10 pts)</td>
<td>20</td>
</tr>
<tr>
<td>In-class data analysis exercises (10 @ 20 pts)</td>
<td>200</td>
</tr>
<tr>
<td>Retail Touch Points</td>
<td>20</td>
</tr>
<tr>
<td>In-class group discussion and survey design</td>
<td>20</td>
</tr>
<tr>
<td>(2 @ 10 pts)</td>
<td></td>
</tr>
<tr>
<td>Group presentations (2 @ 40 pts)</td>
<td>40</td>
</tr>
<tr>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Take-Home Midterm</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
</tr>
</tbody>
</table>

Total 650

Grading Scale:

- A 93% or higher
- A- 90 to 92%
- B+ 87 to 89%
- B 83 to 86%
- B- 80 to 82
- C+ 77 to 79%
- C 73 to 76%
- C- 70 to 72%
- D 60 to 69%
- F 59% or below

- Percentages will be rounded at the second decimal point
- Examples: 86.94% ⇒ B
  86.95% ⇒ B+
  89.94% ⇒ B+
  89.95% ⇒ A
# Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Chapter</th>
<th>Reading Assignments/Discussion Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Aug 23</td>
<td>Course Introduction&lt;br&gt;Group Selection&lt;br&gt;As a group, join Facebook Pages and Twitter of 3 Retailers from the table on the next page&lt;br&gt;Start a Touch Points Log</td>
</tr>
<tr>
<td>Week 2</td>
<td>28 Sep 4</td>
<td><strong>Section I. A Foundation of CRM</strong>&lt;br&gt;What is CRM?&lt;br&gt;“Customer Relationship Management is Not an Option”&lt;br&gt;Competing on Analytics&lt;br&gt;“Competing on Analytics”&lt;br&gt;“Smart Data Smart Decisions Smart Profits: The Retailers’ Advantage”</td>
</tr>
<tr>
<td>Week 3</td>
<td>Strategic Planning &amp; CRM Implementation</td>
<td>Relationship Theories&lt;br&gt;“Avoid the Four Perils of CRM”&lt;br&gt;Case Studies: “Limited Brands,” “Victoria’s Secret”</td>
</tr>
<tr>
<td>Week 4</td>
<td>Oct 11 IDIC: Customer Information &amp; Data</td>
<td>“The Quest for Customer Focus”&lt;br&gt;Case Study: “Mountain Equipment”&lt;br&gt;IDIC: Segmentation &amp; Targeting&lt;br&gt;Managing Customer Services/Sales Profiles”&lt;br&gt;“Getting the Most out of All your Customers”</td>
</tr>
<tr>
<td>Week 5</td>
<td>18 Sep 4 IDIC: Customer Interaction</td>
<td>Group Discussion (1): Touch Points&lt;br&gt;IDIC: Customer Loyalty&lt;br&gt;“Rewards that Reward”&lt;br&gt;“A New Way to Look at Customer Loyalty”</td>
</tr>
<tr>
<td>Week 6</td>
<td>25 Sep 4 IDIC: Group Presentations</td>
<td>Customer Complaint Management&lt;br&gt;Managing Relationships through Conflicts’&lt;br&gt;Group Discussion (2): An Amazon Case&lt;br&gt;Social Media Strategies for IDIC</td>
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<tr>
<td>Week 8</td>
<td>9 Sep 4 Data-Driven Marketing*</td>
<td>M.Jeffry “Chapter 1: The Marketing Divide: Why 80 Percent of Companies Don’t Make Data-Driven Marketing Decisions – And Those Who Do Are the Leaders.”</td>
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<td></td>
<td>11 Fall Break</td>
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<td>Week 9</td>
<td>16 Sep 4 Data Mining: Overview</td>
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<td>18 Sep 4 Data Presentation</td>
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<td>Week 10</td>
<td>23 Sep 4 Descriptive Statistics</td>
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<td>25 Sep 4 Descriptive Statistics (review)</td>
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<td>Week 11</td>
<td>30 Sep 4 Correlation</td>
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<td>Nov 1 Regression</td>
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<td>Week 12</td>
<td>6 Nov 1 Decision Tree</td>
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<td>8 Nov 1 Market Basket Analysis (1)</td>
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### Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Chapter</th>
<th>Reading Assignments/Discussion Topics</th>
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<tr>
<td>Week 13</td>
<td>13 Market Basket Analysis (II)</td>
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|           | 15 Learning from Leaders (2)* | TED.com: Steven Jobs  
http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die.html |
| Week 14   | 20 Take-Home Exam |
|           | 22 Thanksgiving Break |
| Week 15   | 27 Customer Survey Design |
|           | 29 Customer Survey Design* | Group submission on Blackboard |
| Week 16   | Dec 4 Group Presentations | Using Retail Data for Green Retailing |
|           | 11 Final Exam (10:15am-12:15pm) |

- Dr. Lim reserves the right to make changes to the syllabus as necessary.
- [*] Out-of-classroom activities

### Top 15 National US Retailers, by Facebook Fans

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Sector</th>
<th>FB 7/13</th>
<th>FB 9/13</th>
<th>FB Growth</th>
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<tbody>
<tr>
<td>Victoria's Secret</td>
<td>Specialty Apparel</td>
<td>3642497</td>
<td>6825254</td>
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<td>H&amp;M</td>
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<td>Kohl's</td>
<td>Department/Discount</td>
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<td>Forever 21</td>
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<td>15113910</td>
<td>21944273</td>
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<td>1570920</td>
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<td>Specialty Hardlines</td>
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<td>Ralph Lauren</td>
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Source: Media Logic 2010 Retail Marketing Report