

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Media and Communication  
with effect from Semester A 2017/18**

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**Part I Course Overview**

**Course Title:** Campaign Planning and Management

**Course Code:** COM4207

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B4

Arts and Humanities

**Proposed Area:**  Study of Societies, Social and Business Organisations

*(for GE courses only)*

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** \_\_\_\_\_

**Prerequisites:** None

*(Course Code and Title)*

**Precursors:** None

*(Course Code and Title)*

**Equivalent Courses:** None

*(Course Code and Title)*

**Exclusive Courses:** None

*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The course aims to train students on the principles and skills of creative communication campaign planning and management. It examines public relations, as well as campaign strategies, case histories, media planning, integrating communication theory, audience research and creative aesthetics into the design, execution, and evaluation of communication campaign programs. It provides students with the knowledge necessary to plan and manage such campaigns.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Explain the parameters and frameworks utilized in planning and managing public relations and communication campaigns		✓	✓	
2.	Develop skills, competency and ability in analyzing campaigns			✓	
3.	Use research data for setting up measurable campaign objectives, developing creative message strategies, identifying relevant media purchasing plans, and tracking communication effectiveness			✓	✓
4.	Present an effective campaign, bringing together a range of public relations and other communication tools and techniques as well as strategies to demonstrate proficiency in strategic planning and management of campaign programs		✓	✓	✓
5.	Get familiar with major scholarly works in the field		✓		
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lectures	Lectures on basic concepts and theories	✓				✓		3 hours/week x 2
Case studies	Case studies on campaigns with local relevance		✓					3 hours/week x 3
Lectures & class discussions	Lectures and discussion on types of campaigns, campaign elements – setting up measurable goals, developing campaign theme and strategies, target audience profiles, media use, budget, etc. - planning, implementation, and evaluation of campaign programs			✓	✓			3 hours/week x 8

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: <u>100</u> %								
Quizzes	✓				✓		30%	
Case analysis		✓					20%	
Project	✓	✓	✓	✓	✓		50%	
Examination: <u>NA</u> % (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Quizzes	Ability to describe knowledge correctly and in integrative ways	High	Significant	Moderate	Basic	Not even reaching marginal levels
Case analysis	Ability to explain and apply major concepts to selected campaigns	High	Significant	Moderate	Basic	Not even reaching marginal levels
Project	Ability to present an effective campaign with proper public relations and communication tools/ techniques and strategies	High	Significant	Moderate	Basic	Not even reaching marginal levels

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

(An indication of the key topics of the course.)

Public relations campaigns; Integrated communication campaigns; Campaign planning/implementation/evaluation; Media planning; Research in campaign planning; Campaign evaluation; Campaign theme and strategies

**2. Reading List**

**2.1 Compulsory Readings**

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Wilcox, D., Cameron, G.T. & Reber, B.H. (2014). <i>Public Relations: Strategies and Tactics</i> . (11 <sup>th</sup> ed.) England: Pearson.
2.	Austin, Erica W., & Pinkleton, Bruce E. (2001). <i>Strategic Public Relations Management: Planning and Managing Effective Communication Programs</i> . Mahwah, N.J.: Lawrence Erlbaum Associates.
3.	Bobbitt, William R. (2009). <i>Developing the Public Relations Campaign: A Team-based Approach</i> . Boston: Pearson/Allyn and Bacon.
4.	Pfau, Michael and Parrott R. (1993). <i>Persuasive Communication Campaigns</i> . Boston: Allyn and Bacon.
5.	Rice, Ronald E. and Atkin Charles K. (Eds.). (2012). <i>Public Communication Campaigns</i> . CA: Sage Publications.

**2.2 Additional Readings**

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Sayre, Shay (2005). <i>Campaign Planner for Integrated Brand Communications</i> . Mason: Thomson/South-Western.
2.	McElreath, Mark (2008). <i>Managing Systematic and Ethical Public Relations Campaigns</i> (on-line version).
3.	Young, Richard O. (2011). <i>How Audiences Decide: A Cognitive Approach to Business Communication</i> . NY: Routledge.
4.	Thackeray, R., Neiger, B.L., Hanson, C.L. & McKenzie, J.F. (2008). Enhancing Promotional Strategies within Social Media Programs: Use of Web 2.0 Social Media. <i>Health Promotion Practice</i> , 9(4): 338-343.
5.	Singhal, A. & Rogers, E.M. (2002). A Theoretical Agenda for Entertainment-Education. <i>Communication Theory</i> , 12(2): 117-135.