

Teaching Guidelines for Public Relations Courses

**School of Advertising and Public Relations
University of Tennessee, Knoxville**

Key Elements for Inclusion in Syllabuses and Student Resources

CCI Diversity Statement: CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community.

Disability Accommodation Statement: “Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

University Civility Statement: Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

Academic Integrity: “An essential feature of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Academic Dishonesty: This course adheres to the university’s Academic Standards of Conduct and Honor Statement, as presented in the student handbook *Hilltopics*. All students are expected to be honorable and to observe standards of conduct appropriate to a community of students and scholars. All work in this course should be the **original work of the student**. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course, dismissal from the program and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Scholastic dishonesty includes **plagiarism**, which according to Webster is: “to take (ideas, writings, etc.) from (another) and pass them off as one’s own.” Therefore, handing in work that contains material written by someone else, whether it is a current or former student, or a secondary source and presenting it as your own efforts is a clear example of plagiarism.

APA Ethics Code Standard 8.11, Plagiarism: This course also adheres to the American Psychological Association’s ethics code regarding plagiarism and self-plagiarism (pp. 15-16, APA Publication Manual, 6th edition). “Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism)” (p. 16).

Student Resources

- Undergraduate Catalogs: <http://catalog.utk.edu> (Listing of academic programs, courses, and policies)
- Graduate Catalog: <http://catalog.utk.edu/index.php?catoid=7/> (Listing of academic programs, courses, and policies)

- Hilltopics: <http://dos.utk.edu/hilltopic> (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: https://bannersb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched (Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu> (Academic support resources)
- Library: <http://www.lib.utk.edu> (Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu> (Career counseling and resources; HIRE--A--VOL job search system)

Undergraduate Public Relations Courses

The following guidelines represent a consensus among the public relations faculty in the School of Advertising and Public Relations about the core content of each public relations course and the technical skills students should have. The guidelines are also consistent with the 2012 Report of the Commission on Public Relations Education. In preparing syllabuses for each semester it is important that faculty teaching public relations courses review the guidelines for the respective course and be certain that the course covers the appropriate subject matter. These guidelines represent a **minimum of material to be covered**, and instructors are encouraged to introduce course material beyond that indicated in the guidelines. Adherence to the guidelines is important because:

1. All students who receive credit for a course have been exposed to the same basic material regardless of the instructor or the semester in which the student took the course.
2. As students move through the public relations sequence, teachers of higher-level courses can be confident that students have learned certain material in earlier courses. There should be no need for “starting over” or “making up” missed instruction from an earlier course.
3. Students taking the Comprehensive Test of the Public Relations Curriculum have been exposed to all material on the comprehensive test.

Instructors should consult curriculum sheets for pre-reqs. However, orderly student progression through courses and typical course pairings are as follows:

Term 3

PBRL 270 (Principles)
STAT 201 or 2017 (Statistics)

Term 5

PBRL 310 (Design)
PBRL 340 (Research)

Term 7

PBRL 470 (Campaigns)
CCI Elective – recommended PBRL 420 (Advanced Writing)

Term 4

JREM 200 (News Writing)
ADVT 250 (Principles)

Term 6

PBRL 320 (Writing)
PBRL 370 (Cases/Management)
PBRL 380 (Professional Seminar)

Term 8

JREM 400 (Law and Ethics)

**Adopted September 2003
Revised 2016**

Incorporating Diversity into the Advertising and Public Relations Curriculums

The School of Advertising and Public Relations seeks to communicate and to instill in our students an appreciation for the diversity of people, curricula, scholarship, research and creative activities in our disciplines. The faculty seek ways to introduce discussions about diversity into the curriculum. These include but are not limited to:

1. Discussions in the introductory classes (Adv 250, PR 270) about the practices of advertising and public relations in various countries and cultures to develop an understanding and appreciation that advertising and public relations practices are culturally determined and often bound within national boundaries
2. Discussions in the research and media strategy classes (Adv 340, PR 340, Adv 360) that sensitivity to and understanding of groups of people -- including minority populations such as African-Americans, Latinos, Asians, Gays, Lesbians, Transgenders, Bisexuals, differently abled persons, and economically disadvantaged individuals -- is a critical component of conducting research and implementing advertising and public relations programs
3. Discussions in the design and writing classes (Adv 310, Adv 350, PR 310, PR 320, PR 420) that preferences for diverse designs, writing styles, message vehicles, forms of communication and information itself are often culturally determined and that communication programs must take these preferences into consideration
4. Discussions in professional seminars classes (Adv 380, PR 380) that the contributions of minority groups to the advancement of the profession have not always been recognized and should be included in class discussions and that solutions to problems in the workplace are sometimes culturally based.
5. Discussions in the management and cases classes (Adv 450, PR 370) that solutions to problems for one group of people are not necessarily the best or even an appropriate solution to similar problems in other cultures
6. Discussions in the issues and communications law classes (Adv 480, JEM 400) that advertising and public relations wield great influence in society and students should be cognizant of the cultural roots and implications of how minority groups are portrayed; that commercial speech is protected but not immune to criticism and controversy concerning the content of messages
7. Discussions in the campaign classes (Adv 470, PR 470) of the needs of minority groups in developing and implementing communications campaigns; that unique approaches for some groups are warranted in order to identify the relevance of products in their lives

Public Relations 270

Public Relations Principles

Nature of the Course

Public Relations Principles is the introductory course in the public relations sequence at the University of Tennessee. Class sections are typically large (80–200 students), and the class is taught using a lecture format. The composition of the class is: (1) public relations majors and pre-majors; (2) students in the College of Communication and Information taking the class as a communications elective (most are advertising and communications studies majors); (3) undecided students shopping for a major; and (4) students from other colleges taking the course as an elective. Public Relations Principles provides an overview of the practice of public relations as well as an introduction to the major. The course covers the ethics, history, persuasion, philosophy, and theories that guide the practice of public relations. Students are also introduced to and encouraged to become involved in professional societies such as the PRSSA and PRSA.

The introductory course serves as an important means of recruiting to the major. Course instructors are encouraged to integrate opportunities for students to be exposed to other public relations faculty, upper division course content (e.g. campaigns books, case studies, media kits), and actively encourage students to consider the public relations major.

Catalog Course Description

Theories and principles of public relations. Overview of public relations in management of business, government, institutions, and organizations. Brief case studies and public relations projects.

Instructional and Learning Objectives

1. Familiarize students with the history of the public relations profession as well as an assortment of key figures in the development of the field.
2. Help students to understand the historical progression of the field from technicians and content creators of one-way messages, to two-way communication models, dialogue, management, and organizational counseling.
3. Ethics should be integrated throughout the course. Students should be exposed to ethical issues, practices, professional codes of ethics, ethical standards of the profession, and the laws that affect the practice of public relations.
4. Familiarize Students with key aspects of the major definitions of public relations including “the management of communication between an organization and its publics,” “the use of communication to negotiate relationships among stakeholders and publics,” “public relations is a communication function of management” and others.
5. Expose students the various criticisms, and faulty perceptions of public relations, as well as the key ethical and behavioral principles considered to be central tenets of the profession.
6. Help students understand how public relations is a process that can be applied to a variety of organizations and organizational settings, and serves a variety of communication goals.
7. Familiarize students with the basic four-part public relations process (research, action planning, communication, and evaluation), as well as how the basic four-part public relations process is applied to a variety of settings and audiences including mass

media, social media, interpersonal, and group settings.

8. Students should understand the increasingly diverse nature of public relations audiences and be prepared to work in multi-cultural environment.
9. Help students to understand the different types of organizations (public, private, and non-profit sectors), the various types of occupational settings (corporate, agency, governmental, etc.), as well as exposing students to the various types of public relations activities (CSR, Risk, Crisis, Apologia, etc.).
10. Expose students to basic campaign terminology and principles including: mission, vision, situation, goals, objectives, strategies, and tactics, and understand the basics of how a public relations campaign is developed. Students should also be introduced to a variety of tactics: spoken, written, visual, and digital.
11. Students should also be exposed to Associated Press (AP) style, and become proficient in basic AP writing principles.

Nature of Assignments

The nature of assignments varies according to the size of the class:

1. All classes will include the use of a standard introductory public relations text.
2. Exams will vary by instructor, but will generally involve an assortment of multiple choice exams, or short answer questions. Exam and quiz methodologies will be determined by individual instructors.
3. The use of “pop” quizzes and discussion questions may be used to facilitate class discussion or encourage students to come to class prepared.
4. Students should complete at least one small writing assignment that gives them a sense of the nature of writing in the industry. For example, they may be asked to write an abbreviated campaign plan, or create several written components for a media or informational kit.

Performance Measures

Students’ understanding of the basic concepts should be reflected by their performance on three major exams given during the semester.

Unique Aspects

The course must simultaneously serve as an introduction to the practice of public relations for non-majors and as a foundation for future course work for majors. Such courses are necessarily “a mile wide and an inch deep.”

Suggested Text(s) and Source Material

- Wilcox, D. L., & Cameron, G. T. (2012). *Public relations: Strategies and tactics* (10th edition). Boston, MA: Allyn & Bacon.
- Web sites such as www.prsa.org and www.prssa.org, and other professional materials such as industry white papers selected by the instructor.

Prerequisites: None

Public Relations 310 Public Relations Design

Nature of the Course

This course examines design principles and layout and production techniques as they relate to public relations. Topics include layout and design techniques and the stages of design as well as type, layout styles, color and design, printing, and production on the computer. Tutorials are given for relevant software programs.

Instructional objectives

1. Understand the relationship between promotional objectives and concept development.
2. Understand how to develop a “brand” through visual communication that is appropriate for diverse audiences.
3. Understand how concepts are conveyed through type selection, layout style, color, and paper choice.
4. Understand how to use type as a creative medium as well as an informative one.
5. Understand various visual options available for communicating a concept.
6. Demonstrate competency on the software programs used in the industry (e.g., Illustrator, Photoshop, InDesign).
7. Identify and anticipate problems associated with visual production including incompatibilities among standard software programs.
8. Understand the interrelationships between visual and verbal elements in concept development.

Assignments

1. Quizzes or Exams. At least four quizzes or exams, which may be either matching or short answer, should be given. These should cover terms and software use.
2. Design. Students are required to complete a variety of in-class and out-of-class assignments. Competencies should cover overall idea generation, use of type, layout, and visual/verbal relationships. Each student should have numerous examples of varied design skills.
3. Computer. Students should be able to complete several projects from material learned in class. Proficiencies in the use of InDesign and Photoshop should be highlighted.

Performance Measurement

Student competency of course material should be measured by performance on quizzes/exams, in and out-of-class assignments, and design and computer skills. At the end of the semester, they turn in a design portfolio for a client with materials such as newsletters, brochures, advertisements, magazine covers, etc.

Unique Aspects

Emphasis will be placed on how to take a project from conception to production. Students who fear design will learn how simple design and production techniques can bring an idea to life.

Instructors should be prepared to give one-on-one instruction concerning both design and computer skills.

Suggested Texts and Resources

Weinmann & Loureka, Visual Quickstart Photoshop
Weinmann & Loureka, Visual Quickstart InDesign
Lynda online tutorials

Prerequisite: Public Relations 270

Public Relations 340

Public Relations Research Methods

Nature of the Course

Public Relations Cases is designed to develop students' critical thinking skills in strategic public relations management by analyzing the effectiveness of research, planning, implementation, and evaluation in organizational cases. Text, lecture, and supplemental materials provide the basis for in-class discussions and presentations as well as a variety of out-of-class assignments. Team work skills are emphasized and are incorporated into assignments. The class is designed to improve communication, and professional, team, and problem-solving skills.

Instructional/Learning Objectives

Upon completion of this course students should be able to:

1. Understand the role of scientific research methods that are commonly used in public relations and strategic communication.
2. Display sensitivity to ethical concerns in conducting research.
3. Understand secondary research and find relevant secondary information.
4. Understand how primary research tools are used in public relations. Students will gain primary research experience collecting data in both a quantitative (i.e., surveys) and a qualitative (e.g., focus groups, in-depth interviewing, direct observation) research project.
5. Develop a primary research project that includes the following steps:
 - a) Develop research objectives
 - b) Understand sampling techniques
 - c) Collect data
 - d) Analyze data
 - e) Interpret data for public relations decision-making
6. Apply research methods to specific situations and execute various forms of original public relations research.
7. Use a statistical software package to analyze data.
8. Report secondary and primary research results in an organized and understandable fashion.
9. Write persuasive research reports and deliver the results successfully in a professional oral presentation

Assignments

1. Assessment of Individual Performance: Tests/quizzes/homework/individual research.
2. Assessment of Group Performance: Students will work in teams on major research projects. Assessment of performance will be at the professor's discretion.
3. Writing Assignments: Students, either individually or in teams, will have at least two major written reports in the course of the semester:
 - a) A situation analysis drawn from secondary research sources
 - b) A report based on primary research

Performance Measurements

Student competency of course material should be reflected in acceptable performance on the major exams and on the writing assignments.

Unique Aspects

1. Moderate level of math anxiety among students.
2. Lack of experience in group work.

3. High level of usage of on-line data bases/secondary sources.
4. Lack of discernment in the quality of on-line secondary sources.
5. Lack of experience in technical and business writing.
6. Limited exposure to the fundamentals of marketing

Suggested Texts and Source Material

Secondary sources which may be covered in this course (depending on the nature of the assignment):

- Wimmer, R. D., & Dominick, J. R. (2014). Mass media research: An introduction (10th Edition) Australia: Cengage- Wadsworth.
- Stacks, D. W. (2011). Primer of public relations research (2nd ed.). New York: Guilford Press.
- Austin, E. W., & Pinkleton, B. E. (2006). Strategic public relations management: Planning and managing effective communication programs (2nd ed.). Lawrence Erlbaum.
- Dictionary of Public Relations Measurement & Research
<http://www.instituteforpr.org/wp-content/uploads/Dictionary-of-Public-Relations-Measurement-and-Research-3rd-Edition1.pdf>
- Nielsen Consumer Research
- Pew Research Center
- U.S. Bureau of Census Information
- Institute for Public Relations (IPR)' Social Media Research Center
<http://www.instituteforpr.org/social-media-research/>

Prerequisites: Public Relations 270, Statistics 201

Public Relations 320

Public Relations Writing

Nature of the Course

Public Relations Writing is an intensive writing course where students learn to create a variety of public relations messages in varying formats for differing organizational objectives.

Catalog Course Description

Mechanics of effective writing for various media to achieve organizational goals. Overview of governing communication and persuasion theories. Focus on implementation of research-based, planned, and managed techniques in a lab setting.

Instructional and Learning Objectives

Upon completion of the course, students should:

1. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications, including through the news media and directly with audiences
2. Understand and value how to write correctly, clearly and concisely in forms and styles and on multiple platforms appropriate for the communications professions, audiences and purposes they serve
3. Be familiar with current tools and technologies, including digital ones, appropriate for public relations writing
4. Learn to critically evaluate and revise their own public relations messages and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
5. Understand the importance and value of the Associated Press Stylebook.
6. Be able to select appropriate message tactics and tools based on clients' needs to carry out organizational strategies. Students should understand why a tactic is used as well as how to write it.
7. Understand the resources used for the distribution of public relations materials, including wire services and media directories.
8. Understand how gender, race, ethnicity, sexual orientation and other forms of diversity of peoples and cultures influence public relations communication, including in a global society
9. Be familiar with concepts and apply communication theories and practices in the use and presentation of images and information in public relations writing and messages
10. Demonstrate an understanding of professional ethical principles related to public relations writing and messages in pursuit of truth, accuracy, fairness and diversity

Nature of Assignments

Instructors may assign students to work for a client of the instructor's choosing, to work from fact sheets provided by the instructor, or, for the most capable students, to work for a client of the student's choosing; nonprofit organization who will use the materials are especially encouraged as client choices. Students must produce at a minimum the following items:

- Fact sheet
- News releases for print and electronic media
- Feature story
- Story idea memo (pitch letter or email)
- Brochure and flier

In addition, the instructor may assign any or all of the following or other items selected by the instructor:

- Scripted speeches
- Talking point/key message documents
- Public service announcements
- Newsletters
- Direct mail pieces
- Website content
- Social media release (and other social media tactics)

Near the end of the term, students should be required to submit a portfolio of their work, which must be suitable for review at a job or field experience interview. Work containing poor grammar, spelling errors, poor writing, or not prepared to stated specifications must be rejected.

The final class project is an information kit (a media kit) for a selected company or an appropriate comprehensive project. Each student will select or be assigned, at the beginning of the semester and with the approval of the instructor, a client to write about throughout the term. (This is not to be confused with an internship or field experience; the student will write *about* the organization, not *for* the organization.) The class is designed to prepare students for successful field experience in working with organizations.

Each student will:

- Submit a situation statement
- Outline appropriate objectives
- Submit a project action plan
- Produce the following media kit items (may be from this list or others, as appropriate):
 - Pitch letter
 - Fact sheet
 - Feature story
 - News release
 - Radio PSAs
 - Flyer
 - Brochure
- Recommendations in action plan/memo outline format for website design and content

Unique Aspects

Opportunity to use experiential learning and build hands-on public relations writings skills as a fundamental element of public relations education. Solid writing skills are a fundamental component to success in the field of public relations.

Suggested Text(s) and Source Material

- Kent, M. L. (2011). *Public relations writing: A rhetorical approach*. Boston: Allyn & Bacon.
- Smith, R. D. (2007). *Becoming a public relations writer: A writing process workbook for the profession*. Mahwah, NJ: Lawrence Erlbaum.
- Wilcox, D. L., & Reber, B. H. (2013). *Public relations writing and media techniques*. (7th ed.) Boston: Pearson.
- Most recent *AP Stylebook*
- Strunk, W., & White, E. B. (1999). *The Elements of Style*. New York: Allyn & Bacon.

Prerequisites: Public Relations 270, Public Relations 310, Journalism and Electronic Media 200

Corequisite: Public Relations 380

Registration Restriction: Public relations major

Public Relations 370 Public Relations Cases

Nature of the Course

Public Relations Cases uses a case-study method to teach students critical thinking skills in strategic public relations management, and about theoretical and applied principles of public relations campaign management. Students examine successful and unsuccessful examples of public relations in order to learn how to plan better campaigns, and how to critique and evaluate completed campaigns. As part of the course, students learn to be more critical of the role played by culture, the media, opinion leaders, the Internet and social media, and dealing with multiple stakeholders and publics in the public relations process. Text, lecture, and supplemental materials provide the basis for in-class discussions and presentations as well as a variety of out-of-class assignments. Group communication and problem solving skills are also emphasized and incorporated into class assignments.

Catalog Course Description

Oral and written analysis of case studies in public relations. Topic include: ethics, professional organizations, research, forms of public relations, methods of communication, and persuasion.

Instructional and Learning Objectives

After completion of the class, participants should:

1. Be able to assess the effectiveness of public relations research, analysis/planning, communication/implementation, and evaluation, in written and oral analysis of cases.
2. Be able to assess components of MBO, including publics, statement of problem or situation, goals, objectives, strategies, and tactics.
3. A focus on ethics, including the PRSA and other codes of ethics (e.g., IABC, Arthur Page, Johnson & Johnson Credo, etc.), and role of public relations in society.
4. Be able to articulate the components of professionalism related to public relations, including the body of knowledge, fiduciary responsibility, academic programs, professional organizations such as the PRSA, IABC, WIC, etc.,
5. Understand the issues associated with various public relations contexts including: Internal Communication, Media Relations, Community Relations, Public Affairs, Issues Management, Government Relations, Investor and Financial Relations, Consumer Relations, International Public Relations, Risk and Crisis Relations, and others.
6. Be able to identify and analyze ethical issues and apply ethical codes and values to those situations in order to make effective management decisions.
7. Be able to work effectively in group settings, explain the importance of group work and teamwork, and be able to explain the criteria of effective group work.
8. Learn from successful/unsuccessful organizations in order to benchmark performance and develop strategic evaluation/planning skills.
9. Learn about different types of public relations practiced by government, financial, nonprofit, crisis, etc.
10. Be able to understand how to conduct the research necessary to develop a strategic plan.
11. Continue to hone public relations writing skills and to become more critical message producers.

Nature of Assignments

1. Class preparation, preparedness, and participation.
2. Group participation and presentations.
3. Preparation of supporting materials and visual aids.
4. Case related briefs and detailed studies written individually and in small groups.
5. Research and written works including case research, essays, individual and group analyses, etc..
Exams and/or quizzes as determined by the instructor.

Performance Measures

Student competency of the material should be reflected in their performance on exams and group and individual assignments. Additionally, competitive success on competitions like the Arthur Page Case Study Competition will serve as external evidence of competence and mastery of the material, as well as evidence that the course is effectively structured.

Unique Aspects

1. Ability to take part in actual case study research and competitions.
2. Real time case study analysis of current business, social, advertising and public relations issues and campaigns.
3. Coaching on group skills and conflict management.
4. Requirement of effective performance at both individual and group level.

Suggested Text(s) and Source Materials

- Websites such as: PRSA, PRSSA, IABC, Arthur Page, etc.
- Supplementary materials such as industry white papers and scholarly articles.
- Heavy reliance on case studies from a variety of sources including textbooks, professional competitions, scholarly case studies, etc.

Prerequisites: Public Relations 340

Public Relations 370

Suggested Format for Public Relations Case Analysis

The analysis should cover each of the four steps of the public relations process—research, planning, implementation, and evaluation. It should include discussion of mission, goals, objectives, strategies, and tactics. The planning phase includes development of objectives and selection of strategies to be implemented.

Problem Statement

Begin analysis with a one-paragraph problem statement. This should include:

- WHAT is the problem, issue, source of concern, or opportunity?
- WHERE is this a problem?
- WHEN is it a problem?
- WHO is involved or affected?
- HOW are they involved or affected?
- WHY is this a concern to the organization and its publics?

Mission

The mission is the overarching reason that an organization came into existence; a visionary statement that can guide an organization for many years to come. What is the organization's mission? (Why does the organization exist? Is a mission statement mentioned?)

Goals

Goals are usually more specific expression of a mission or purpose, often related to one aspect of the mission or purpose; commonly described as the desired outcome of a plan or action. Are goals apparent in the case?

Research

Situation analysis – what type of research did the organization conduct? Was it appropriate? What were the findings?

Planning

Target Publics

Who – internal and external – must the program respond to, reach, and affect?

Objectives

Objectives are the specific milestones that measure progress toward achievement of the goals. Were the objectives developed by the organization based on research? What were the objectives? Were they appropriate, feasible, and measurable? Did they include a target public, a measurable outcome, a level of achievement, and a timeline?

Implementation

Strategy

A strategy is a general, well-thought-out tactical game plan (NOT indicating specific actions to be taken). What strategies did the organization develop? Were they appropriate for the objective(s)? Was implementation effective? Why or why not?

Tactics

Tactics are the specific activities conducted to implement the strategies of a public relations program. What tactics were selected to implement the strategies and achieve the objectives? Were they appropriate for the strategy? Were they effective in achieving the objective(s)?

Evaluation

Analyze the evaluation conducted by the organization. Was it appropriate? Did the organization succeed in reaching its objective(s)? (If appropriate) were the results used to make program adjustments?

Public Relations 380

Public Relations Professional Seminar

Nature of the Course

This one credit-hour course is designed to allow students to explore career choices in communications. Emphasis is placed on developing skills and techniques for both obtaining employment and advancing early career potential. Guest speakers from the public relations profession and organized field trips may be part of the course.

Catalog Course Description

Exploration of career choices in mass communication. Resume and letter writing, interviewing, and portfolio preparation.

Instructional and Learning Objectives

1. To provide students with knowledge of the wide range of career opportunities available, to make them familiar with various job titles and the necessary preparation for each, and to encourage them to make decisions about their own careers.
2. To teach students how to prepare cover letters and resumes.
3. To provide students with a familiarity of how they can use the Internet and other interactive services to research the market, learn about organizations, and identify job opportunities.
4. To assist students in preparing portfolios or other relevant material for job interviews.
5. To familiarize students with the UT Center for Career Development, to have them participate in the Center's resume writing and interviewing workshops, job fairs and, depending on student classification, to register for interviews through the Center.
6. To discuss issues in public relations as a profession: ethics, gender, turnover, job security and income.
7. To provide students with an awareness of information they do not legally have to provide on their resume or during a personal interview and effect negotiation.
8. To make students aware of issues relevant to inquire about during the career-seeking process, including salary requirements, medical benefits, flex-benefits, and to learn how to create and maintain a professional online presence.

Nature of Assignments

1. Resumes and Cover Letters. Students will be required to prepare a final resume and cover letter for a job or practicum opportunity.
2. Students should generate a portfolio and create a LinkedIn or similar professional networking account.
3. Individual self-assessments. Students will identify personal professional skills and characteristics that serve as their strengths and weaknesses and be able to use this information for their interviewing process.
4. Industry interviews. Students will be required to interview professionals in the industry so they can obtain key information necessary to do well in their field of choice. In addition to

informational interviews, students may get experience with job interviews in a mock interview exercise.

Performance Measures

Students should produce an acceptable resume and cover letter as well as materials for interviews

Unique Aspects

Student backgrounds and interests are likely to vary greatly, and many students will remain uncertain about a career choice. The course should provide a forum for students to explore career issues. This is the only one-credit course in the major. Professors must indicate to students in advance how long the course will last in the semester.

Suggested Text(s) and Source Material

- Web sites such as www.prsa.org and www.prssa.org, and other professional materials such as industry white papers selected by the instructor.
- Students will also be expected to read trade publications such as *PR Week*, *PR Tactics*, *PR Strategist*, and *PR Quarterly*. Students will be encouraged to follow organizations and publications on social media channels such as Twitter.
- Levit, A. (2014). *They don't teach corporate in college: A twenty-something's guide to the business world* (3rd ed.). Career Press: Franklin, NJ.

Prerequisites: Public Relations 310

Public Relations 420

Advanced Public Relations Writing

Nature of the Course

This advanced writing course emphasizes experiential learning and uses Public Relations 320 as the foundation to learn how to produce quality public relations materials for organizations. It's designed to teach advanced mechanics of effective writing for various media to achieve organizational goals and produce professional-quality public relations materials. Students will practice designing and implementing research-based, planned, strategic, and managed techniques in a lab setting.

Catalog Course Description

Advanced mechanics of effective writing for various media to achieve organizational goals and produce professional-quality public relations materials. Advanced understanding of governing communication and persuasion theories. Focus on implementation of research-based, planned, strategic, and managed techniques in a lab setting.

Instructional and Learning Objectives

Upon completion of the course, students should:

1. Have a better understanding of the social, legal, economic, cultural, and ethical issues – including historical – facing the public relations profession. Apply professional ethical principles related to public relations writing and messages in pursuit of truth, accuracy, fairness and diversity.
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications, including through the news media and directly with audiences.
3. Deepen their understanding of how gender, race, ethnicity, sexual orientation and other forms of diversity of peoples and cultures influence public relations communication, including in a global society.
4. Know how to apply research, strategy, and tactics involved in developing and evaluating a public relations campaign.
5. Understand how to translate research findings into actionable public relations strategies and tactics. Be able to select appropriate message tactics and tools based on clients' needs to carry out organizational strategies. Students should understand why a tactic is used as well as how to write it.
6. Understand the resources used for the distribution of public relations materials, including media relations, among multiple media platforms.
7. Develop a deeper understanding of and be able to apply concepts and communication theories and practices in the use and presentation of images and information in public relations writing and messages.
8. Understand and appreciate the diversity of people, curricula, scholarship, research, and creative activities of the public relations discipline.
9. Strengthen their ability to write correctly, clearly and concisely in forms and styles and on multiple platforms appropriate for the communications professions, audiences and purposes they serve.
10. Strengthen their applied understanding of current tools and technologies, including digital ones, appropriate for public relations writing
11. Improve their ability to critically evaluate and revise their own public relations messages and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

Nature of Assignments

Instructors may assign students to work for a client of the instructor's choosing, to work from fact sheets provided by the instructor, or, for the most capable students, to work for a client of the student's choosing; nonprofit organization who will use the materials are especially

encouraged as client choices. Students must produce at a minimum the following items:

- News coverage analysis report and recommendations
- Media target list and pitch ideas
- News releases for print and electronic media
- Multimedia content
- Social/digital media content (e.g., blog post, text for platforms, multimedia posts for platforms)

In addition, the instructor may assign any or all of the following or other items depending on the nature of the client or prompt:

- Feature story
- Scripted speech
- Talking point/key message document
- Public service announcement
- Newsletter
- Direct mail piece
- Brochure and flier
- Website content
- Social media release

The class uses experiential learning to apply the skills learned by working on behalf of a local client. The first part of the course includes helping with traditional media relations news analysis, research-based recommendations and sample written tactics. The second half focuses on digital and social media analysis, research-based recommendations, and sample content. Students sometimes work in teams while other assignments are done individually.

Near the end of the term, students also submit an online portfolio of their work, which must be suitable for review at a job or field experience interview. Work containing poor grammar, spelling errors, poor writing, or not prepared to stated specifications must be rejected.

Unique Aspects

Opportunity to use experiential learning and apply hands-on public relations writings skills to a real-world client's communication needs. Develops a deeper understanding of media relations as well as writing for social and digital platforms. Asks students to develop or enhance an online professional portfolio.

Suggested Text(s) and Source Material

- Past public relations writing textbooks
- Research and trade publication articles
- Most recent *AP Stylebook*
- Suggest using commercial or publicly available media monitoring software such as CisionPoint or Social Studio

Prerequisites: Public Relations 320

Public Relations 470

Public Relations Campaigns

Nature of the Course

Public Relations Campaigns is a senior level (capstone) course for students at the University of Tennessee. The instructor serves as both an educator and a manager in this course and is called upon to react to a series of student-team concerns particular to the client's needs as they develop throughout the semester. This course enables students to synthesize the information they have learned during their public relations program. They are responsible for developing a public relations campaign proposal from inception to completion. Students should emerge from the course with an in-depth understanding of the entire public relations process, including conducting primary and secondary research, developing a strategic action plan with complementary, research-based communication tactics, and determining which kinds of evaluation methods are most appropriate for measuring the success and overall performance of the campaign. Campaigns can be developed for real clients, service learning clients, or course-created clients.

Catalog Course Description

Research, planning, and communication and evaluation of major public relations campaigns. Oral and written presentation of a public relations project from inception to completion. Requires extensive out-of-class work.

Instructional and Learning Objectives:

1. Sharpen students' perceptions and understanding about the interrelationships among the various elements of communication campaign development within a public relations context.
2. Enhance students' understanding regarding various decision-making issues and circumstances.
3. Strengthen students' abilities to organize, write, and present public relations recommendations.
4. Develop students' communication skills as they relate to working with real clients on real problems and opportunities.
5. Reinforce students' abilities to conduct primary research, locate secondary data, develop obtainable goals and measurable objectives, define creative action-oriented strategies, recommend appropriate communication tactics using an integrated communication approach (e.g., public relations, advertising, marketing, promotions, etc.), allocate budgets, and determine methods for effectively measuring the overall success of the campaign.
6. Encourage students to "think outside the box" when developing a public relations strategy for solving problems.
7. Teach the value and necessity of teamwork and collaboration.
8. Refine students' critical thinking and interpersonal motivational skills.
9. Improve students' abilities to revise and rewrite material under stringent deadline stress.
10. Learn to apply communication theories to strategy and message development.
11. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and other

publics, and, as appropriate, other forms of diversity as it relates to communication campaign development.

12. Illustrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity as it relates to the client and developing the campaign proposal.
13. Think critically, creatively and independently; apply basic numerical and statistical concepts.
14. Conduct research and evaluation information by methods appropriate for the client and the assigned project.
15. Apply current tools and technologies appropriate for the client to which they are assigned and to understand how the digital environment can be applied to a campaign.
16. Write correctly and clearly in forms and styles appropriate for the targeted public and audiences the client serves.
17. Evaluate their own work and those of their team members for accuracy, fairness, clarity, appropriate style and grammatical correctness.

Nature of Assignments

1. Campaign development should be assigned to student teams of 4-6 members. Teams will all be assigned to the same client and “compete” among each other to earn the account. Teams should periodically submit parts of the campaign for review/ recommendations as it is developed. At the end of the semester students are required to present their campaign proposal to the client, other managers within the organization, board members, and other key constituents the client deems appropriate. Faculty members from throughout the College of Communication and Information are also encouraged to attend these presentations.
2. Other assignments throughout the semester may include theoretical analyses relevant to the assigned client and corresponding problem/opportunity, a thorough situation analysis, and other short assignments that further complement the course material.

Performance Measures

The main test of performance should be the evaluation of the student team’s written document (the PR campaign proposal) and the end-of-semester formal presentation. Clients should be required to attend the final presentations and they should be encouraged to bring other key constituents (e.g., board members, members of the organization’s management team, key volunteers, and other community officials). Other assignments/exams are included as deemed appropriate by the instructor.

Unique Aspects

Teamwork plays the key role in this course. Hence, students need to understand that this course is composed of extensive outside-the-class team effort and energy. Instructors should encourage students to use their own talents, resources, and college facilities as much as possible. Also, students should be encouraged to use their individual strengths when contributing to the overall campaign development.

Experiential and service learning also serve as the framework for this course. Students will

develop a communication campaign proposal that positively influences and impacts the community and the publics that the client serves. Also, students will receive hands-on training and have the opportunity to apply what they have learned in their public relations courses to a real project.

Suggested Text(s) and Source Material

- Wilson, L., & Ogden, J. (2008). *Strategic program planning for effective public relations campaigns*. Kendall/Hunt.
- Web sites such as www.prsa.org and www.prssa.org, and other professional materials such as industry white papers selected by the instructor.

Prerequisites: Advertising 250, Public Relations 320, Public Relations 370

Public Relations 492
Public Relations Internship

Nature of the Course: The public relations internship has a twofold purpose: (1) to give students "real world" experience in a supervised setting and (2) to give students the opportunity to prepare a portfolio of work samples to demonstrate their public relations skills to a potential employer. Unlike other courses, this course takes place in the field (e.g., an agency, a corporation, a nonprofit, governmental organization, etc.). Students receive hands-on learning under the supervision of a public relations professional. Students are responsible for finding their own internship sites. Potential internship opportunities are available via the School of Advertising & Public Relations website.

The internship must be pre-approved by the internship coordinator, the required forms must be turned in on time, and all requirements must be completed before the student can earn formal academic credit for the internship. Students can only earn credit for participating in an internship during the semester in which they are enrolled in PR 492. Students can not earn retroactive credit for previous internship experience. Students can only enroll in 1 credit for internship credit. Students are required to complete a total of 150 hours worked by the end of the semester for which he/she is enrolled.

Catalog Course Description:

Approved internships and other supervised practice in public relations.

1-2 Credit Hours

Approved internships and other supervised practice in public relations.

Grading Restriction: Satisfactory/No Credit grading only.

Repeatability: May be repeated. Maximum 4 hours.

Registration Restriction(s): Public relations major.

Prerequisites: Successful completion of: PBRL 320.

Public Relations 461
Social Media
(cross-listed as ADVT 461)

Nature of the Course

This course will provide students with practical knowledge and analytical skills necessary to create, evaluate, and execute social media campaigns. PBRL 461 will be comprised of lectures, case studies, assignments, and engaged activities that will help in the development of a strong social media skill set for students' to take to future job and/or internship interviews.

Instructional Objectives

1. To provide insight about and experience with social media tools and digital technologies.
2. To emphasize both the importance of managing one's online personal reputation and a business/organization's identity through social media platforms.
3. To make students aware of ethical, legal, and privacy issues when using social media outlets.
4. To stress the significance of listening to, participating in, and monitoring online conversations.
5. To focus on the understanding of social media marketing and the strategic decisions made prior to the implementation of a social media campaign.
6. To increase knowledge of the implications and need for evaluation when incorporating social media in an overall IMC campaign.
7. To keep students up to date on the latest in digital and social media channels used in social media marketing

Assignments

Students will participate in a variety of in class and out of class exercises, assignments, and group work. Assignments may include (1) The creation of and maintenance of a personal blog, (2) A social media analysis of one's management of his/her online brand, (3) The completion of a social media monitoring assignment (4) A crisis communication simulation exercise, and (5) A written and presented social media plan for client

Performance Measurement

Student competency of course material should be measured by performance on quizzes, assignments (both out of class and in-class exercises), written work (blog and social media plan) and attendance/participation.

Unique Aspects

Class content (lectures, readings, some assignments) changes each semester as social media technologies continue to evolve. As such, the instructor must realize a need to update content often. Students should also recognize the importance of reading social media news on a daily basis to be better informed for lectures. In addition, there are many social media measurement/monitoring tools that are too costly for educational use. While this is definitely a challenge, instructors may seek out guest speakers and/or representatives from these companies (i.e., Salesforce Social Studio, Hootsuite, etc.) to visit with the class – either in person or via Skype or Zoom.

Texts & Resources (*As with the nature of the class/topic, texts can/will change often.*)

- Deckers, Erik & Lacy, Kyle. *Branding Yourself: How to Use Social Media to Invent or Reinvent Yourself*. 2nd edition.
- Schaefer, Mark. *The Tao of Twitter: Changing Your Life and Business 140 Characters at a Time*.

- Schaefer, Mark. *Return on Influence: The Revolutionary Power of Klout, Social Scoring, and Influence Marketing*.
- Daily readings from www.mashable.com
- Subscribe to www.emarketer.com
- Subscribe to SmartBrief on Social Media
- Follow social media experts and influencers on social media channels (ex: Mark Schaefer, Pete Cashmore, Ryan Sauers, Brain Solis, Jay Baer, etc.)

Prerequisite: Public Relations 340 for undergrads.

Public Relations 430 Crisis Communication

Nature of the Course

Crisis Communication is an undergraduate level seminar course concerning risk and crisis communication and management, as well as an introduction to issues management. Crisis, risk and issues communication management theories, models, principles and concepts are examined, with additional focus on the role, process, strategies, functions, applications and tactics of these strategic elements of public relations from theoretical and applied perspectives. Public relations, communication (interpersonal, organizational and rhetorical) and business theories provide grounding for understanding the complexities in managing both organizational issues and crises. Students discuss contemporary issues and trends, and analyze ethical and legal considerations involved in the professional practice of issues management and crisis communication management. Strategic thinking, critical analysis, and in-course demonstration of acquired knowledge and skills make up a key component of this course. Overall, institutional approaches for identifying, analyzing, monitoring, evaluating and managing issues, as well as preventing crises, are explored.

Catalog and Course Description

Emphasis on practical and theoretical applications to preparing for and engaging in crisis communication and management, including risk communication and issues management.

Instructional and Learning Objectives

Students are required to review, study, analyze and critique issues management and crisis communication management literature, develop research papers and case studies of contemporary organizational crises and issues, and participate in simulations designed to develop professional expertise and practical skills in issues management and crisis communication management. The objectives of the course are:

1. To examine theories, models and concepts of crisis and risk communication management, and to an introductory level of understanding related to issues management.
2. To become familiar with both the scholarly and professional literature on crisis, risk and issues communication management.
3. To consider the legal and ethical issues involved in crisis, risk and issues communication management, with a particular emphasis on vulnerable populations who often bear greater implications from poorly executed crisis, risk and issues communication management.
4. To develop professional expertise and practical skills in crisis, risk and issues communication management.
5. To explore and enhance understanding of institutional crisis response strategies, policies and communication techniques, and crisis prevention theories and techniques.
6. To explore and enhance understanding of public relations and the process through which public relations is practiced strategically, including the ability to explain the relationship among research, planning, implementation and evaluation related to crisis, risk and issues communication management.
7. To enhance and further refine students' understanding of how issues management and crisis communication management fits in organizational structures and current issues and topics relevant to the field.

8. To increase students' understanding of how companies and other organizations use management and communication tactics to influence public policies, the allotment of resources and each other concerning risk and crisis.
9. To understand the techniques organizations use to perform issues, crises and stakeholders analysis.
10. To understand of the diversity of people and cultures and of the significant impact of crisis, risk and issues communication in a global society.

Nature of Assignments

- Seminar based on ongoing class dialogue, including discussion of contemporary organizational crisis, risk and issues situations as they occur during the course of the semester.
- Participation in simulations designed to develop professional expertise and practical skills in crisis, risk and issues communication management.
- Comprehensive final exam based on essay questions developed from course reading materials.
- Review, summarize and present – written and oral format – at least one reading from the assigned reading list with additional supportive material.
- Develop and write a substantial and original research paper, exhaustive literature review or case study regarding a contemporary issue/crisis.

Performance Measures

- Class participation and preparation, including class simulations.
- Class presentation.
- Comprehensive final exam.
- Issues management or crisis communication paper (conference paper quality, literature review, research proposal).

Unique Aspects

This undergraduate seminar is an opportunity to explore in-depth a growing field within the study and practice of public relations, incorporating crisis communication, issues management and risk communication as a strategic, decision-making foundation of public relations. Provides an opportunity to integrate public relations theory and material from the course within applied discussions, projects, and case studies.

Suggested Text(s) and Source Material

- Coombs, W. T. (2014). *Ongoing crisis communication: Planning, managing, and responding*. Thousand Oaks, CA: Sage.
- Significant additional course readings and other materials will be placed on reserve, available online or through BlackBoard, and/or available for purchase.

Public Relations Graduate Courses

The School of Advertising and Public Relations offers six graduate courses for public relations students that form the core of public relations specialization in the M.S. and Ph.D. programs in Communication and Information. Every graduate student should include Advertising 530, Public Relations 540, and Public Relations 550 in her program of study.

Graduate offerings are intended to be more demanding and more rigorous than undergraduate courses. They should engage students at a higher intellectual level, incorporate greater questioning of customary practice of the profession, and incorporate readings from appropriate research journals such as Journal of Public Relations Research and Public Relations Review.

Writing and research assignments for graduate student should reflect a higher expectation for depth, complexity, completeness, and evaluation of research; for synthesis, and for generating policy and managerial recommendations.

Especially for doctoral students, graduate courses should offer the opportunity to produce a research study that can, with some revision, be submitted for a conference presentation or journal publication.

Guidelines for these public relations courses follow:

1. Advertising 530: Advertising and Public Relations Research
2. Public Relations 516: Crisis and Issues Management
3. Public Relations 540: Public Relations Management
4. Public Relations 550: Public Relations Strategies
5. Public Relations 590: Project

Two additional courses carry graduate credit: Public Relations 470 (Public Relations Campaigns) and Public Relations 525 (Public Opinion), which is cross listed from the School of Journalism and Electronic Media.

Further, the Public Relations Commission on education recommends that the curriculum of a master's degree in public relations include these content areas:

1. Crisis communication. In this area, students should learn about types of crises, stages of crisis management, crisis planning and reputation management, principles for crisis communication and crisis communication case studies.
2. Risk communication. Students should become familiar with models of risk communication; communication about risks, including natural hazards, environmental issues, food, health, safety, occupational hazards, consumer products, financial investments and terrorism; different responses to risk by diverse publics; and laws and government regulations that mandate organizational risk communication.

Graduate courses serve both masters and Ph.D. students. As such, instructors should consider adding assignments especially for Ph.D. students that would address their unique needs to create original academic research.

The following statement may be included on all graduate course syllabuses, in addition to the suggested items for inclusion on undergraduate syllabuses.

Critical, Ethical and Global Statement (PR Commission on Education Report)

- **Critical thinking.** This area should include the elements of reasoning involved in critical thinking, such as identification of purpose; the question at issue; assumptions, implications and consequences; and information, concepts, conclusions and point of view.
- **Ethical decision making.** Discussion of public relations ethical dilemmas, in tandem with a public relations code of ethics, can foster the development of ethical decision-making skills.
- **Global Comments:** Include knowledge of the issues of global public relations so students can clearly understand the importance of practicing public relations within a global framework.

Advertising 530

Advanced Advertising and Public Relations Research

Nature of the Course

This course is intended to equip the graduate student with the necessary techniques and experience to supervise/conduct/interpret a variety of methods used in both practitioner and academic advertising and public relations research.

How it differs Advertising and Public Relations 530 gives students a strong understanding, beyond that acquired in ADV 340, of considerations of validity and reliability when conducting applied and academic research as well as the different threats and strengths of each methodology and method with respect to validity and reliability. An understanding of the theoretical foundations of research, from ontology to epistemology to theoretical perspective to methodology to methods, is an important foundation of that understanding. Extensive use of statistical software such as SPSS to conduct uni- and multi-variate statistical analyses also extends the course beyond ADV 340 content. Students must be equipped to conduct sound research in an applied or academic setting; they should also understand how research in either setting can inform and benefit the other.

Course Objectives

Following completion of Advertising 530 a student should be able to:

1. Use academic and trade sources to provide background information necessary for conducting primary research
2. Evaluate and execute a survey research project
3. Analyze and interpret data
4. Understand and interpret the following statistical methods: descriptive, chi-square analysis, t-tests, ANOVA, MANOVA, ANCOVA, MANCOVA , linear regression, step-wise regression, correlation analysis, discriminant analysis.
5. Have an understanding of content analysis, qualitative research and basic experimental design
6. Communicate in written form the process and results of the research project

Prerequisite: Statistics 531

Public Relations 516 Crises, Risk, and Issues Management

Nature of the Course

Crisis, Risk, and Issues Management is a graduate level special topics course in issues management and crisis/risk communication management. Advanced issues management and crisis communication management theories, models, principles and concepts are examined, with additional focus on the role, process, strategies, functions, applications and tactics of these strategic elements of public relations from theoretical and applied perspectives. Public relations, communication (interpersonal, organizational and rhetorical) and business theories provide grounding for understanding the complexities in managing both organizational issues and crises. Students discuss contemporary issues and trends, and analyze ethical and legal considerations involved in the professional practice of issues management and crisis communication management. Strategic thinking, critical analysis, and in-course demonstration of acquired knowledge and skills make up a key component of this course. Overall, institutional approaches for identifying, analyzing, monitoring, evaluating and managing issues, as well as preventing crises, are explored.

Catalog and Course Description

The above special topics course is crisis and issues management: emphasis on theoretical and practical applications to preparing for and responding to business and communication issues and crises. Open to graduate students.

Instructional and Learning Objectives

Students are required to review, study, analyze and critique issues management and crisis communication management literature, develop research papers and case studies of contemporary organizational crises and issues, and participate in simulations designed to develop professional expertise and practical skills in issues management and crisis communication management. The objectives of the course are:

11. To examine theories, models and concepts of issues management and crisis communication management.
12. To become familiar with both the scholarly and professional literature on issues management and crisis communication management.
13. To consider the legal and ethical issues involved in issues management and crisis communication management.
14. To develop professional expertise and practical skills in issues management and crisis communication management.
15. To explore and enhance understanding of institutional crisis response strategies, policies and communication techniques, and crisis prevention theories and techniques.
16. To explore and enhance understanding of public relations and the process through which public relations is practiced strategically, including the ability to explain the relationship among research, planning, implementation and evaluation related to issues management and crisis communication management.
17. To enhance and further refine students' understanding of how issues management and crisis communication management fits in organizational structures and current issues and topics relevant to the field.

18. To increase students' understanding of how companies and other organizations use management and communication tactics to influence public policies, the allotment of resources and each other.
19. To understand the techniques organizations use to perform issues, crises and stakeholders analysis.
20. To analyze communication strategies, strategic business plans, and media utilized in the discussion of public policy issues.
21. To understand that the contest in creating public policy is not limited to opinions but includes the management of public policy resources.

Nature of Assignments

- Seminar based on ongoing class dialogue, including discussion of contemporary organizational issues and crisis situations as they occur during the course of the semester.
- Participation in simulations designed to develop professional expertise and practical skills in issues management and crisis communication management.
- Comprehensive final exam based on essay questions developed from course reading materials.
- Review, summarize and present – written and oral format – at least one reading from the assigned reading list with additional supportive material.
- Develop and write a substantial and original research paper, exhaustive literature review or case study regarding a contemporary issue/crisis.

Performance Measures

- Class participation and preparation, including class simulations.
- Class presentation.
- Comprehensive final exam.
- Issues management or crisis communication paper (conference paper quality, literature review, research proposal).

Unique Aspects

This graduate course is an opportunity to explore in-depth a growing field within the study and practice of public relations, incorporating crisis communication, issues management and risk communication as a strategic, decision-making foundation of public relations. Provides an opportunity to integrate public relations theory, material from the course within applied discussions, projects, and case studies.

Suggested Text(s) and Source Material

- Coombs, W. T. (2011). *Ongoing crisis communication: Planning, managing, and responding*. Thousand Oaks, CA: Sage.
- Heath, R. L., & Palenchar, M. J. (2009). *Strategic issues management: Organizational and public policy challenges*. Thousand Oaks, CA: Sage.
- Significant additional course readings and other materials will be placed on reserve, available online or through BlackBoard, and/or available for purchase.

Public Relations 540 Public Relations Management

Nature of the Course

This is a graduate level public relations course that provides an in-depth review of the major theoretical paradigms guiding the field of public relations. The course readings are heavy on public relations, public relations management and communication theory, providing a survey of the public relations body of knowledge. It is a graduate level, strategic thinking and critical analysis course in the public relations curriculum, developed through written and oral analysis of current and classic literature related to management and leadership, theory and theory development, public relations management and public relations theory, and related communication theories that are applicable to the field.

Catalog and Course Description

Theories of leadership and management and organizational structure and functions of public relations agencies and departments in public, private, and non-profit sectors. Analysis and management of problems in communication between organizations and their publics with emphasis on ethics and standards of the profession.

Instructional and Learning Objectives

1. Examine the nature of theory development in public relations.
2. Examine the major theoretical paradigms for public relations, and its associated models and theories, as well as other perspectives such as social theories, postmodern, and critical/cultural.
3. Understand the top-level management structure of organizations and where public relations and communications fit into that structure.
4. Become familiar with the critical thinking processes necessary for conducting theory-based research to apply or advance the body of public relations knowledge.
5. Examine the nature of public relations education, the role of public relations and public relations education in society, and conceptualizing the historical development of public relations and public relations theory.
6. Gain a better appreciation for professional standards, ethics and values in public relations and public relations research.
7. Introduction to other topics in public relations such as global public relations, legal, new communication technologies, and gender issues.
8. To understand the top-level management structure of organizations and where public relations and communications fits into that structure.

Nature of Assignments

1. Seminar based on ongoing class dialogue, including discussion of contemporary organizational public relations management situations as they occur during the course of the semester.

2. Participation in simulations designed to develop professional expertise and practical skills in public relations management.
3. Review, summarize and present – written and oral format – at least one reading from the assigned reading list with additional supportive material.
4. Develop and write a substantial and original research paper AND exhaustive literature review about a public relations theory.

Performance Measures

- Class participation and preparation, including class simulations.
- Comprehensive final exam.
- Public relations reaction paper.
- Public relations literature review.
- Public relations theory paper (conference paper quality, research proposal).
- Additional requirements for doctoral students.

Unique Aspects

This is a foundation management and theory course in public relations, from which to build on your graduate public relations education.

Suggested Text(s) and Source Material

- Significant course readings, including academic journal articles and industry-produced materials, will be placed on reserve, available online or through BlackBoard, and/or available at the library or for purchase.
- Coombs, W. T., & Holladay, S. J. (2013). *It's not just PR: Public relations in society*. Malden, MA: Wiley-Blackwell.

Public Relations 550 Public Relations Strategies

Nature of the Course

Public Relations Strategies shows the connection of communication theories to the practice of public relations. It stresses the development of research-based strategies and performance measures. The course includes strategies for message structure and development, evaluation strategies, and strategies for cross-cultural communication.

Catalogue Course Description

Strategic communication planning to achieve overall goals of organizations. Emphasis on decision making, the budgeting process, including cost-benefit analysis of tactics, and managerial execution of public relations plans. Measurement and evaluation of effectiveness of communication programs.

Instruction and Learning Objectives

Following completion of Public Relations 550 students should be able:

1. To understand communication and organizational theories that guide the practice of public relations.
2. To understand goal setting and the strategic planning and management-by-objectives processes used to achieve goals, and to understand the difference between organizational goals and communication goals, and how the latter can help achieve the former.
3. To understand audience analysis including strategies for working with diverse audiences, communication as a receiver-phenomenon, and how cultural differences affect communication processes.
4. To strategize how different communication tactics are used to achieve different objectives.
5. To quantitatively measure the effects of public relations and to be able to demonstrate effectiveness, as well as to understand the budgeting process managerial execution of public relations plans.

Nature of Assignments

- Individual critiques of journal articles that illustrate a practice or aspect of the readings
- Literature review of a topical area (written paper and in-class presentation)
- In-class presentation about a practical aspect of public relations practice (i.e. audience segmentation, digital diplomacy, forecasting and environmental scanning, intercultural competencies)
- Development of a strategic plan, case study, and/or research report (varies among semesters depending on current events)

Performance Measures

Student competency of the material should be reflected in acceptable performance on the exams, class discussions, and other assignments.

Unique Aspects

This is a foundation strategy and theory course in public relations, from which to build on graduate public relations education.

Suggested Text(s) and Source Material

- Gower, K. K. (2003). *Legal and ethical restraints on public relations*. Prospect Heights, IL: Waveland Press.
- Significant course readings, including academic journal articles and industry-produced materials, will be placed on reserve, available online or through BlackBoard, and/or available at the library or for purchase.

Public Relations 530 Crisis Communication

Nature of the Course

Crisis Communication is a graduate level seminar course concerning risk and crisis communication and management, as well as an introduction to issues management. Advanced crisis, risk and issues communication management theories, models, principles and concepts are examined, with additional focus on the role, process, strategies, functions, applications and tactics of these strategic elements of public relations from theoretical and applied perspectives. Public relations, communication (interpersonal, organizational and rhetorical) and business theories provide grounding for understanding the complexities in managing both organizational issues and crises. Students discuss contemporary issues and trends, and analyze ethical and legal considerations involved in the professional practice of issues management and crisis communication management. Strategic thinking, critical analysis, and in-course demonstration of acquired knowledge and skills make up a key component of this course. Overall, institutional approaches for identifying, analyzing, monitoring, evaluating and managing issues, as well as preventing crises, are explored.

Catalog and Course Description

Emphasis on practical and theoretical applications to preparing for and engaging in crisis communication and management, including risk communication and issues management.

Instructional and Learning Objectives

Students are required to review, study, analyze and critique issues management and crisis communication management literature, develop research papers and case studies of contemporary organizational crises and issues, and participate in simulations designed to develop professional expertise and practical skills in issues management and crisis communication management. The objectives of the course are:

22. To examine theories, models and concepts of crisis and risk communication management, and issues management.
23. To become familiar with both the scholarly and professional literature on crisis, risk and issues communication management.
24. To consider the legal and ethical issues involved in crisis, risk and issues communication management, with a particular emphasis on vulnerable populations who often bear greater implications from poorly executed crisis, risk and issues communication management.
25. To develop professional expertise and practical skills in crisis, risk and issues communication management.
26. To explore and enhance understanding of institutional crisis response strategies, policies and communication techniques, and crisis prevention theories and techniques.
27. To explore and enhance understanding of public relations and the process through which public relations is practiced strategically, including the ability to explain the relationship among research, planning, implementation and evaluation related to crisis, risk and issues communication management.
28. To enhance and further refine students' understanding of how issues management and crisis communication management fits in organizational structures and current issues and topics relevant to the field.

29. To increase students' understanding of how companies and other organizations use management and communication tactics to influence public policies, the allotment of resources and each other concerning risk and crisis.
30. To understand the techniques organizations use to perform issues, crises and stakeholders analysis.
31. To understand of the diversity of people and cultures and of the significant impact of crisis, risk and issues communication in a global society.

Nature of Assignments

- Seminar based on ongoing class dialogue, including discussion of contemporary organizational issues and crisis situations as they occur during the course of the semester.
- Participation in simulations designed to develop professional expertise and practical skills in issues management and crisis communication management.
- Comprehensive final exam based on essay questions developed from course reading materials.
- Review, summarize and present – written and oral format – at least one reading from the assigned reading list with additional supportive material.
- Develop and write a substantial and original research paper, exhaustive literature review and/or case study regarding a contemporary issue/crisis.

Performance Measures

- Class participation and preparation, including class simulations.
- Class presentation.
- Comprehensive final exam.
- Literature review.
- Issues management or crisis communication paper (conference paper quality, research proposal)

Unique Aspects

This graduate seminar is an opportunity to explore in-depth a growing field within the study and practice of public relations, incorporating crisis communication, issues management and risk communication as a strategic, decision-making foundation of public relations. Provides an opportunity to integrate public relations theory and material from the course within applied discussions, projects, and case studies.

Suggested Text(s) and Source Material

- Coombs, W. T. (2014). *Ongoing crisis communication: Planning, managing, and responding*. Thousand Oaks, CA: Sage.
- Heath, R. L., & Palenchar, M. J. (2009). *Strategic issues management: Organizational and public policy challenges*. Thousand Oaks, CA: Sage.
- Significant additional course readings and other materials will be placed on reserve, available online or through BlackBoard, and/or available for purchase.

Public Relations 561
Social Media
(cross-listed as ADVT 561)

Nature of the Course

This course will provide students with practical knowledge and analytical skills necessary to create, evaluate, and execute social media campaigns. PBRL 561 will be comprised of lectures, case studies, assignments, and engaged activities that will help in the development of a strong social media skill set for students' to take to future job and/or internship interviews.

NOTE: While this course mirrors PBRL 461 in content, the depth and quantity of assignments is enhanced. Graduate students enrolled in PBRL 561 should expect a more rigorous workload (including extra blogging efforts) and more individualized work throughout the semester.

Instructional Objectives

8. To provide insight about and experience with social media tools and digital technologies.
9. To emphasize both the importance of managing one's online personal reputation and a business/organization's identity through social media platforms.
10. To make students aware of ethical, legal, and privacy issues when using social media outlets.
11. To stress the significance of listening to, participating in, and monitoring online conversations.
12. To focus on the understanding of social media marketing and the strategic decisions made prior to the implementation of a social media campaign.
13. To increase knowledge of the implications and need for evaluation when incorporating social media in an overall IMC campaign.
14. To keep students up to date on the latest in digital and social media channels used in social media marketing

Assignments

Students will participate in a variety of in class and out of class exercises, assignments, and group work. Assignments may include (1) The creation of and maintenance of a personal blog, (2) A social media analysis of one's management of his/her online brand, (3) The completion of a social media monitoring assignment (4) A crisis communication simulation exercise, and (5) A written and presented social media plan for client

Performance Measurement

Student competency of course material should be measured by performance on quizzes, assignments (both out of class and in-class exercises), written work (blog and social media plan) and attendance/participation.

Unique Aspects

Class content (lectures, readings, some assignments) changes each semester as social media technologies continue to evolve. As such, the instructor must realize a need to update content often. Students should also recognize the importance of reading social media news on a daily basis to be better informed for lectures. In addition, there are many social media measurement/monitoring tools that are too costly for educational use. While this is definitely a challenge, instructors may seek out guest speakers and/or representatives from these companies (i.e., Salesforce Social Studio, Hootsuite, etc.) to visit with the class – either in person or via Skype or Zoom.

Texts & Resources *(As with the nature of the class/topic, texts can/will change often.)*

- Deckers, Erik & Lacy, Kyle. *Branding Yourself: How to Use Social Media to Invent or Reinvent Yourself*. 2nd edition.
- Schaefer, Mark. *The Tao of Twitter: Changing Your Life and Business 140 Characters at a Time*.
- Schaefer, Mark. *Return on Influence: The Revolutionary Power of Klout, Social Scoring, and Influence Marketing*.
- Daily readings from www.mashable.com
- Subscribe to www.emarketer.com
- Subscribe to SmartBrief on Social Media
- Follow social media experts and influencers on social media channels (ex: Mark Schaefer, Pete Cashmore, Ryan Sauers, Brain Solis, Jay Baer, etc.)

Prerequisite: Public Relations 340 for undergrads.

Public Relations 590
Public Relations Project

Guidelines for M.S. Project in Public Relations

1. The typical M.S. project will a complete report of a theory-based research project. In addition to the standard components of an academic report, students will write applied recommendations that are informed by their research.
2. Students must begin and complete their projects within the confines of a single semester. Students earn a grade of “Satisfactory” or “No Credit.” Students who do not complete the project within a single semester must start anew with another project in a subsequent fall semester in order to earn credit for the project.
3. The project will include an oral exam over the content of the project and the process used to produce it before a committee comprised of the advising instructor as well as two other public relations faculty members.
4. The oral exam will entail a 10-15 minute presentation regarding the student’s work to the committee, after which the student must satisfactorily answer the faculty members’ questions about their work. Students will present individually.