

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:			
Department	Communication	College/School	CLA

Prepared by	Peter A. DeCaro	Phone	474-6799
-------------	-----------------	-------	----------

Email Contact	padecaro@alaska.com	Faculty Contact	Peter A. DeCaro
---------------	---------------------	-----------------	-----------------

1. ACTION DESIRED (CHECK ONE):	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>	XXX
--	--------------	--------------------------	------------	-------------------------------------	-----

2. COURSE IDENTIFICATION:	Dept	COMM	Course #	F360	No. of Credits	3
----------------------------------	------	------	----------	------	----------------	---

Justify upper/lower division status & number of credits:	3 credits. This course is designed to introduce students to the theories, practices, principles and history of public relations. Students will also gain knowledge of tasks commonly associated with the practice of public relations and its role and purpose in various organizations. Analysis and examination of how to apply principles and theories will also be provided in this course.
--	---

3. PROPOSED COURSE TITLE:	COMM F360 Introduction To Public Relations
----------------------------------	--

4. To be CROSS LISTED? YES/NO	NO	If yes, Dept:	<input type="checkbox"/>	Course #	<input type="checkbox"/>
---	----	---------------	--------------------------	----------	--------------------------

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO	NO	If yes, Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
------------------------------------	----	---------------	--------------------------	----------	--------------------------

--	--

6. FREQUENCY OF OFFERING:	Every Fall
----------------------------------	------------

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13)	Fall 2014
---	-----------

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT:
(check all that apply)

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/> XXX	6 weeks to full semester
--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	---	--------------------------

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

lecture

9. CONTACT HOURS PER WEEK:

<input type="checkbox"/>	3	LECTURE hours/weeks	<input type="checkbox"/>	LAB hours /week	<input type="checkbox"/>	PRACTICUM hours /week
--------------------------	---	---------------------	--------------------------	-----------------	--------------------------	-----------------------

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

COMM F360 Introduction To Public Relations
3 Credits Offered every Fall
Introduction to the theories, practices, principles and history of public relations. (Prerequisite: Any F300-level communication course; ENGL F111X; ENGL F211X or ENGL F213X or permission of instructor.) (3+0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

XX

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

XX

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:

XX

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

COMM 131X or 141X or permission of instructor.)

These will be *required* before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

NONE

16. PROPOSED COURSE FEES

\$0.00

Has a memo been submitted through your dean to the Provost for fee approval?
Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?
Yes/No


NO

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

APPROVALS: Add additional signature lines as needed.

 Date Jan 27, 2013

Signature, Chair, Program/Department of: COMM

 Date Jan 30 2013

Signature, Chair, College/School Curriculum Council for: CLA

 Date 01/31/13

Signature, Dean, College/School of: CLA

Date

Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Date

Signature, Chair
Faculty Senate Review Committee: Curriculum Review GAAC
 Core Review SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
--	------	--

Signature, Chair, Program/Department of:	
--	--

	Date	
--	------	--

Signature, Chair, College/School Curriculum Council for:	
--	--

	Date	
--	------	--

Signature, Dean, College/School of:	
-------------------------------------	--

--

ATTACH COMPLETE SYLLABUS (as part of this application). Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

Syllabus CHECKLIST for all UAF courses

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

θ Title, θ number, θ credits, θ prerequisites, θ location, θ meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

θ Name, θ office location, θ office hours, θ telephone, θ email address.

3. Course readings/materials:

θ Course textbook title, θ author, θ edition/publisher.

θ Supplementary readings (indicate whether θ required or θ recommended) and
θ any supplies required.

4. Course description:

θ Content of the course and how it fits into the broader curriculum;

θ Expected proficiencies required to undertake the course, if applicable.

θ Inclusion of catalog description is *strongly* recommended, and

θ Description in syllabus must be consistent with catalog course description.

5. θ Course Goals (general), and (see #6)

6. θ Student Learning Outcomes (more specific)

Budget impact: I will be requesting a new faculty tenure-track line in January 2013 for the AY 2013-14.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

XX

I spoke with Alys Jordan on Jan. 2, 2013 and there are ample student resources available.

20. IMPACTS ON PROGRAMS/DEPTS

*What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)*

Journalism may benefit from the course. JRN Chair Charles Mason was consulted regarding a PR option in Communication and course offerings. He supports the new Comm option.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Positive. May add to the Journalism program. The Communication Dept. chair informed both CLA Dean Sherman and JRN Chair Charles Mason regarding a new Public Relations option under development. Both stated approval and support for the new option, which will include JRN courses. Comm Dept. chair has consulted with Mike Sfraga on how to apply for a new faculty line, which will be for AY 2014-15.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

COMM F360 Introduction To Public Relations is one of two new courses necessary for a Public Relations option in Communication. The other course is COMM F361 Public Relations Techniques. The new program will include JRN F202 News Reporting and Writing as a required course, and JRN courses as electives.

7. Instructional methods:

θ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

θ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

θ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

θ Specify how students will be evaluated, θ what factors will be included, θ their relative value, and θ how they will be tabulated into grades (on a curve, absolute scores, etc.) θ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171: <http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

11. Support Services:

θ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

θ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

6/30/2011

COMM F360 Introduction To Public Relations Syllabus 3 credits
Fall 2014

Professor: Dr. Peter A. DeCaro Office: Grue 503G
Office phone: 474-6799 email: padecaro@alaska.edu
Office hours: MTWR 1:00-2:00pm and by appointment
Classroom Grue 410 MW 3:30-5:00

Textbooks: Wilcox, D.L. & Cameron, G.T. *Public Relations Strategies and Tactics*. 9th ed. New York: Allyn & Bacon, 2009.

This course is designed to give students both theoretical and practical applications of public relations. The course draws from a multiple of theories spanning from mass communication to human communication. Students will be exposed to many aspects of electronic communication, including but not limited to social media, integrated marketing communication, radio, TV and print.

Course Goals:

1. To engage students in the process of public relations problem solving.
2. To familiarize students with actual examples of Public Relations campaigns.
3. To have an understanding of public relations activity in firms, social agencies, trade organizations, government, education, sports and entertainment.
4. To develop an in-depth understanding of Public Relations research, planning, communication, evaluation – and the use of communications strategies to achieve organizational goals.
5. To understand the general concepts of public relations, audience analyses, and persuasion.
6. To provide practical exercises in Public Relations problem solving.

Student Learning Objectives:

Students who complete this course will be able to:

1. Define public relations and identify instances of public relations in multiple contexts
2. Apply theories and principles of public relations to solve PR challenges
3. Use theory & strategy to choose appropriate and ethical PR tactics
4. Use theory and strategy to create and implement some basic PR techniques

Instructional Method:

This course will be conducted in a combination of lecture and discussion.

Final Grade is based upon:

22 Questions for Review and Discussion Papers @ 20 pts. =	440 pts.
Midterm Exam =	225 pts.
Final Exam =	225 pts.
Power Point presentation =	150 pts.
Power Point paper =	100 pts.
Participation =	<u>60 pts.</u>
	1200 pts.

Grade criteria:

Grade criteria: +/- grading system based on percentage of total points

A+ = 97-100

A = 93-96

A- = 90-92

B+ = 87-90

B = 83-86

B- = 80-82

C+ = 77-80

C = 73-76

C- = 70-72

D+ = 67-70

D = 63-66
D-=60-62
F = 59 and below

Prerequisites: *Any F100-level communication course; ENGL F111X; ENGL F211X or ENGL F213X or permission of instructor. (3+0)*

Course Expectations

Chapter Case Study assignments: are due at the beginning of each class. No provision is made for the “make-up” of missed work. You must adequately answer all questions to receive credit.

Power Point Presentation: The power point presentation is a group endeavor. Students will produce a 20 minute presentation of their analysis of a “crisis communication campaign.” This presentation will be explained in more detail by the instructor. Submit your power point in an email, flash drive, or Blackboard.

Power Point Papers: Will be written in APA style ONLY. Please follow APA correctly, close is not good enough. Please attach ALL web sourced materials to your paper and highlight materials employed in your power point presentation. This will be explained in more detail by the instructor.

Examinations: EXAMINATIONS may include multiple choice, matching, true-false, essay questions and in class assessments using a combination of testing forms. No provision is made for the “make-up” of missed examinations.

COURSE/PROFESSOR POLICIES AND PROCEDURES

Attendance: I EXPECT YOU TO BE HERE. Five class absences will result in a full grade reduction. Six class absences will result in an automatic course grade of “F.” A student arriving 10 minutes after the scheduled class starting time will not be admitted; or leaving before the end of the class, is considered absent unless the instructor has granted prior approval. **Once the door is closed please do not attempt to enter the classroom.**

Plagiarism/cheating: I do not tolerate any form of plagiarism or cheating. If you plagiarize/cheat, you will receive a grade of F for the course. The unacknowledged use of the ideas of others is a serious offense. Please refer to the university catalogue to understand plagiarism or you can set up a meeting with me.

Incomplete Grade Assignment: I do not issue incomplete grades.

American Disability Act Statement: Any personal learning accommodation that may be needed by the student to be successful in this course must be made known to the instructor immediately. Verification is required through the Office of Disability Services (208 WHIT 474-5655). The instructor will work with ODS to provide reasonable accommodation to students with disabilities.

The Writing Center: is available for students to improve their writing skills. The center, located on the eighth floor of the Gruening Building. Students can receive help at the center at any stage in their writing process, from brainstorming to final editing. Tutors are available for one-on-one sessions and can help students with grammar, spelling, punctuation, organization, and style.

Cell phones – please put ALL cell phones on vibrate, or turn them off, and in your backpack, purse, etc.. Cell phone disruptions will be cause for permanent removal from class. Please do not use your cell phones or electronic devices while in class or have them on your desk or in hand. Cell phone disruptions will be cause for permanent removal from class. **NO LAPTOPS. No headsets. NO MP3’s, NO IPAD’S, IPODS, etc.** If you are expecting an emergency cell phone call or use your cell phone alarm clock to remind you to take prescription medication, please notify me at the beginning of the class.

If your cell phone rings while in class, gather your belongings, leave the classroom, and **DO NOT** return. Please refrain from using any electronic device while in the classroom unless first discussed with the instructor.

All Written Assignments or Papers: Unless other directions are given, **ALL PAPERS MUST BE TYPED (OR COMPUTER-PRINTED), DOUBLE-SPACED, WITH ONE INCH MARGINS ON WHITE, NON-ERASABLE PAPER. NO “SCRIPT” FONTS ARE ACCEPTABLE. I will not accept hand-written papers.** If you use a computer (and you should), please limit yourself to one font and one font size—10 or 12. Use LEFT MARGIN justification. The complete paper should be stapled once in the upper left-hand corner—folders are not acceptable, nor is “saddle-stitching.” Papers must have a **Cover Sheet with the student’s name, name of the course, paper title, and the date submitted to be accepted.** Please **DO NOT** email your papers. Papers must

have the student's name, name of the course, assignment, and the date submitted to be accepted. The cover sheet is separate from your answer sheets. **You cannot pass this course if you fail to submit, on time, 4 or more assignment papers.** No late papers will be accepted for credit. At the discretion of the instructor, points will be deducted for spelling, grammatical, and syntactical errors. **All writing assignments must be completed and submitted on date due, IN CLASS, in order to receive a passing grade in the course.** Papers submitted for evaluation after the designated due date will not be accepted. You should retain an electronic backup, or photocopy, of any written work which is submitted for evaluation.

Chapter Papers: I am looking for depth of your response to each assignment. Although I do not require specific numbers of pages for assignments, I expect students to thoroughly answer each question. You will not receive credit for cursory answers, nor will you receive credit if you fail to answer ALL of the assignment questions. An answer consisting of two or three sentences is insufficient, and you will not receive credit for that answer.

The instructor reserves the right to modify the syllabus.

September

9

Introduction to course. Discuss the scope of Public Relations and its place in the global workforce. Discuss course syllabus. Discuss instructor expectations of students and student expectations of the instructor and the course.

Assignment Readings for Sept. 11: Ch.#1: What is Public Relations? Insights: Public Relations Society of America Official Statement on Public Relations, p. 11-12; The Wonderful World of Public Relations, p. 13-23; Nine Ways Public Relations Contributes to the Bottom Line, p. 24-27; What Employers Want: 10 Qualities, p. 27-28; Public Relations Personality Check List, p. 28-30; Job Levels in Public Relations, p. 30-32; An Overview of Salaries in the Public Relations Field, p. 32-33; Read Ethics: Whose Ethics? An Undercover Journalist Takes on Public Relations Firms, p. 17; Read A Multicultural World: Bank of America Reaches Out to the Hispanic Community, p. 8

Answer Questions for Review and Discussion: 10, 12, 16, 18, 20 pages 37-38 due January 25.

11

Discuss Assignment Readings from Ch.#1; Answer Questions for Review and Discussion: 10, 12, 16, 18, 20 pages 37-38 due at the beginning of class.

Assigned Readings for Sept. 16: Ch.#2: Insights: The Evolution of Public Relations: Insights: Four Classic Models of Public Relations, p. 53-60; Classic Campaigns Show the Power of Public Relations, p. 60-65; Read Ethics: Making a Hiring Decision, p. 65-68; Read A Multicultural World: The Beginnings of Public Relations in Other Nations, p.43.

Answer Questions for Review and Discussion: 2, 9, 13, 15, 17 page 70.

Discuss the Declaration of Independence & Constitution of the United States and the impact they have on Public Relations

16

Discuss Assignment Readings from Ch.#2; Answer Questions for Review and Discussion: 2, 9, 13, 15, 17 page 70 due at the beginning of class.

Assigned Readings for Sept. 18: Ch.#3: Insights: Ethics and Professionalism: PRSA's Code of Ethics, p. 78; Use of "Front Groups" Poses Ethical Concerns, p. 88-92; PRSA Addresses Ethics of Paying for News Placement in Iraq, p. 92-93; Read Ethics: Fake Blogs: New Marketing Channel or a Really Bad Idea? p. 82; Read A Multicultural World: Cash for News Coverage Raises Ethical Concerns, p. 90;

Answer Questions for Review and Discussion: 2, 6, 15, 18, 20 pages 95-96.

18

Discuss Assignment Readings from Ch.#3; Answer Questions for Review and Discussion: 2, 6, 15, 18, 20 pages 95-96 due at the beginning of class.

Assigned Readings for Sept. 23: Ch.#4: Insights: Public Relations Departments and Firms: So You Want to Make a Six Figure Salary? p. 99-104; Expertise Required in a Department, p. 104; The Functions of a Corporate PR/Communications Department, p. 104-116; Large Public Relations Firms Part of Conglomerates, p. 117-119;

Comparing Work in a PR Firm and a Corporation, p. 119-121; A Job at a Corporation or PR Firm?, p. 121-123; Read Ethics: When It's Time to Resign an Account, p. 112; Read A Multicultural World: Reaching a Diverse Audience About Electric Rates, p. 137;
Answer Questions for Review and Discussion: 2, 3, 10,12, 17 page 125.

23

Discuss Assignment Readings from Ch.#4; Answer Questions for Review and Discussion: 2, 3, 10,12, 17 page 125 due at the beginning of class.
Assigned Readings for Sept. 25: Ch.#5: Insights: Research: Rules for Publicizing Surveys and Polls, p. 131-134; Doing Research on the Internet, p. 134-141; Read Ethics: ex and Alcohol: The AMA's News Release, p. 141; Read A Multicultural World: Reaching a Diverse Audience About Electric Rates, p. 137;
Answer Questions for Review and Discussion: 3, 6, 8, 11, 14 page 149.

Form Power Point Presentation Groups – choose crisis

25

Discuss Assignment Readings from Ch.#5; Answer Questions for Review and Discussion: 3, 6, 8, 11, 14 page 149 due at the beginning of class.
Assigned Readings for Sept. 30: Ch.#6: Insights: Program Planning: Amazon PR Thought-Process Model, p. 154-164; Read Ethics: Promoting High-Class Vodka, p. 164; Read A Multicultural World: India Changes Attitudes About Condom Use, p. 161;
Answer Questions for Review and Discussion: 2, 3, 5, 7, 9 page 168.

30

Discuss Assignment Readings from Ch.#6; Answer Questions for Review and Discussion: 2, 3, 5, 7, 9 page 168 due at the beginning of class.
Assigned Readings for Oct. 2: Ch.#7: Insights: Communication: Women Mobilize Against Scruffy-Faced Men, p. 177-190; Read Ethics: Word-of-Mouth Campaigns: Crossing the Line? p. 190 ; Read A Multicultural World: Promotes Child Safety in the Ukraine, p. 179;
Answer Questions for Review and Discussion: 2, 4,5, 6, 7 pages 191-92.

October

2

Discuss Assignment Readings from Ch.#7; Answer Questions for Review and Discussion: 2, 4,5, 6, 7 pages 191-92 due at the beginning of class.
Assigned Readings for Oct. 7: Ch.#8: Insights: Evaluation: Sales: For Many Companies, This is the Ultimate Evaluation, p. 207-210 ; Read Ethics: The New Math: Rates Versus News Coverage, p. 201-204; Read A Multicultural World: How to Reach Employees in 63 Nations, p. 205;
Answer Questions for Review and Discussion: 1, 3, 4, 7, 8 pages 211-12.

7

Discuss Assignment Readings from Ch.#8; Answer Questions for Review and Discussion: 1, 3, 4, 7, 8 pages 211-12 due at the beginning of class.
Assigned Readings for Oct. 9: Ch.#9: Insights: Public Opinion and Persuasion: The Life Cycle of Public Opinion, p. 217-227; Motivation-Ability-Opportunity Model for Enhancing Message Production, p. 127-128; Appeals that Move People to Act, p. 222-225; Read Ethics: Bottled Water: The Framing of an Issue, p. 222-224; Read A Multicultural World: Persuasion in the Marketplace: A New Pickup Truck in Thailand, p. 225;
Answer Questions for Review and Discussion: 1, 3, 4, 9, 13 pages 242-43.

9

Discuss Assignment Readings from Ch.#9; Answer Questions for Review and Discussion: 1, 3, 4, 9, 13 pages 242-43 at the beginning of class.
Assigned Readings for Oct. 14: Ch.#10: Insights: Conflict Management: Dealing With Issues, Risks, and Crises: An Issues Management Matrix, p. 257-266; Wendy's and the Fickle Finger of Fate, p. 266-269; Read Ethics: Issues Management: Home Depot Tries to Build a Store, p. 258; Read A Multicultural World: Managing Conflict: Wal-Mart Wades into Shrimp Farming, p. 248;

Answer Questions for Review and Discussion: 2, 3, 4, 9, 10, page 273.

14

Discuss Assignment Readings from Ch.#10;

Answer Questions for Review and Discussion: 2, 3, 4, 9, 10, page 273 at the beginning of class.

*****Review for the Midterm Exam*****

16 MIDTERM Ch.#1-10

Assigned Readings for Oct. 21: Ch.#11: Insights: Reaching a Multicultural and Diverse Audience; Read Ethics: Don Imus: Racist or Just a Victim of Political Correctness?, p. 288; Read A Multicultural World: A Cruise Ship Line Builds Brans Affinity With African-Americans, p. 284-286; Paramount Reaches out to Hispanic Audiences, p. 286-290; A Real Fairy Tale Wedding for Gays, p. 290-293; Women as a Special Audience: Breast Cancer Awareness in Pakistan, p. 293-94.

Answer Questions for Review and Discussion: 1,4, 5, 12, 16 page 298.

21

Discuss Assignment Readings from Ch.#11; Answer Questions for Review and Discussion: 1,4, 5, 12, 16 page 298 due at the beginning of class.

Assigned Readings for Oct. 23: Ch.#12: Insights: Public Relations and the Law: Plagiarism versus Copyright Infringement, p. 309-315; Accenture: What's in a Name?, p. 315-331; Litigation PR: Quarterbacking for Michael Vick, p. 331-332; Read Ethics: Mattel Recalls Dora and Elmo, p. 302; Read A Multicultural World: Have You Read "Harry Potter and the Hiking Dragon?", p. 307;

Answer Questions for Review and Discussion: 3, 5, 7, 11, 12 pages 333-34.

23

Discuss Assignment Readings from Ch.#12; Answer Questions for Review and Discussion: 3, 5, 7, 11, 12 pages 333-34 due at the beginning of class.

Assigned Readings for Oct. 28: Ch.#13: Insights: New Technologies in Public Relations: Creating Winning Web Sights, p. 347-349; Getting Reporters to Use Your Web Site, p. 349-357; Building Relationships Online, p. 357-363; Read Ethics: Who is Concerned about the Cultural Divide?, p. 337-345; Read A Multicultural World: The United Nations High Commission for Refugees Draws on the Web for Global Research, p. 345;

Answer Questions for Review and Discussion: 2,3, 5, 8, 9 page 364.

28

Discuss Assignment Readings from Ch.#13; Answer Questions for Review and Discussion: 3, 5, 7, 11, 12 pages 333-34 due at the beginning of class.

Assigned Readings for Oct. 30: Ch.#14: Insights: News Releases, Media Alerts, and Pitch Letters: Read Ethics: What to Write or Not Write, p. 369-372; Read A Multicultural World: Sensitivity Required for Global News Releases, p. 372-378;

Answer Questions for Review and Discussion: 1, 3, 7, 9, 10 page 388.

30

Discuss Assignment Readings from Ch.#14; Answer Questions for Review and Discussion: 1, 3, 7, 9, 10 page 388 due at the beginning of class.

Assigned Readings for Nov. 4: Ch.#15: Insights: Radio, Television, and the Web: Insights: Adding Music and Sound to a PSA, p. 395-409; Read Ethics: Should Guests on TV Talk Shows Reveal Their Sponsors?, p. 409-415; Read A Multicultural World: Reaching Out to the Hispanic Audience, p. 404-415;

Answer Questions for Review and Discussion: 3, 5, 6, 10, 16 pages 416-17.

November

4

Discuss Assignment Readings from Ch.#15; Answer Questions for Review and Discussion: 13, 5, 6, 10, 16 pages 416-17 due at the beginning of class.

Assigned Readings for Nov. 6: Ch.#16: Insights: Media Interviews, News Conferences, and Speeches: Insights: The Speech as News Release, p. 441-427; Read Ethics: Press Party at Disney World Criticized, p. 427-434; Read A Multicultural World: A Chinese Approach to Speechwriting, p. 434-440; Answer Questions for Review and Discussion: 2, 5, 8, 13, 14 pages 442-43.

6

Discuss Assignment Readings from Ch.#16; Answer Questions for Review and Discussion: 2, 5, 8, 13, 14 pages 442-43 due at the beginning of class.

Assigned Readings for Nov. 11: Ch.#17: Insights: Corporations: Insights: Selection Criteria for Corporate Sponsorships, p. 462-465; Read Ethics: Congressional Committee Criticizes Yahoo's Ethics, p. 454; Read A Multicultural World: Olympic Torch Faces Ill Political Winds, p. 465-469; Answer Questions for Review and Discussion: 2, 10, 12, 16, 18 page 471.

11

Discuss Assignment Readings from Ch.#17; Answer Questions for Review and Discussion: 2, 10, 12, 16, 18 page 471 due at the beginning of class.

Assigned Readings for Nov. 13: Ch.#18: Insights: Politics and Government: The Center for Disease Control's National Immunization Program, p. 492-499; Read Ethics: Pay for Play: U.S. Military Plants Favorable Stories in the Iraqi Press, p. 490; Read A Multicultural World: The Risk of Polishing Venezuela's Image, p. 479; Answer Questions for Review and Discussion: 1, 6, 8, 12, 13 page 501.

13

Discuss Assignment Readings from Ch.#18; Answer Questions for Review and Discussion: 1, 6, 8, 12, 13 page 501 due at the beginning of class.

Assigned Readings for Nov. 18: Ch.#19: Insights: Global Public Relations: The Image War: Israel versus the Palestinians, p. 512-523; Giving the "Ugly American" a Makeover, p. 523-529 Read Ethics: Got a News Release? Please Include Cash, p. 520; Read A Multicultural World: Starbucks in China: Cultural Sensitivities and the Power of the Blog; A Beer Fest Puts Belgrade on the Map; Answer Questions for Review and Discussion: 1, 9, 10, 11, 12 page 526.

18

Discuss Assignment Readings from Ch.#19; Answer Questions for Review and Discussion: 1, 9, 10, 11, 12 page 526 due at the beginning of class.

Assigned Readings for Nov. 20: Ch.#20: Insights: Nonprofit Organizations: Charitable Contributions Reach a New Level, p. 543-546; Writing a Case for Support, p. 546; Women and Heart Disease: The Red Dress Campaign, p. 536; Read Ethics: Working Within the System Or Selling Out?, p. 536; Read A Multicultural World: Save Darfur Coalition Uses Multiple Strategies, p. 533; Answer Questions for Review and Discussion: 4, 5, 7, 9, 10 page 553.

20

Discuss Assignment Readings from Ch.#20; Answer Questions for Review and Discussion: 4, 5, 7, 9, 10 page 553 due at the beginning of class.

Assigned Readings for Nov. 25: Ch.#21: Insights: Education: Virginia Tech Endures Massacre: Lessons Evident for Public Relations, p. 558-563; Read Ethics: Doctoring Photos to Show Diversity, p. 563; Read A Multicultural World: Australian School Rebuilds its Tarnished Reputation, p. 566; Answer Questions for Review and Discussion: 1, 2, 3, 4, 7 page 569.

25

Discuss Assignment Readings from Ch.#21; Answer Questions for Review and Discussion: 1, 2, 3, 4, 7 page 569 due at the beginning of class.

Assigned Readings for Nov. 27: Ch.#22: Insights: Entertainment, Sports, and Travel: Celebrity Publicists Have It Easy—Not! p. 573-582; Public Relations Magic For Harry Potter, p. 582-584; Read Ethics: A Difficult Sports Secret, p. 584; Read A Multicultural World: Major League Baseball Reaching Out To Diverse Stakeholders, p. 585; Answer Questions for Review and Discussion: 1, 3, 4, 7, 10 page 591.

27

Discuss Assignment Readings from Ch.#22; Answer Questions for Review and Discussion: 1, 2, 3, 4, 7 page 569 due at the beginning of class.

December2

2 Power Point Presentations ALL Power point papers due

4 Power Point Presentations

9 Power Point Presentations

11 Power Point Presentations

17 ??? FINAL EXAM CH.# 11-22; and assigned worked