

10 day

71-UNC

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FORMAT 1

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.edu	Faculty Contact	Peter DeCaro

1. ACTION DESIRED (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept Course # No. of Credits

Justify upper/lower division status & number of credits: This is an advanced upper division sequence course for majors. It is essentially the second semester of a year-long introduction to the study of Public Relations. 3 credits.

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/NO If yes, Dept: Course #

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

5. To be STACKED? YES/NO If yes, Dept: Course #

6. FREQUENCY OF OFFERING:
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)

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) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

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

9. CONTACT HOURS PER WEEK: LECTURE hours/weeks LAB hours/week 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 F361 Public Relations Campaigns
3 credits Offered Spring (Prerequisite: COMM F360 or ABUS F263.) (3 + 0)
This course focuses on the application of public relations principles and practices, which is the research, planning and execution of the public relations campaign. It includes public relations writing for news releases and press kits, radio, television, and cable production,

web and new technologies production, writing for newsletters and magazines, and brochures and direct mail production. Students will learn how to create and execute effective public relations techniques.

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:

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

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: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

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

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES \$

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?

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

18. ESTIMATED IMPACT

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

This course requires a classroom with computers.

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 in electronic data bases.
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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 Communication Public Relations option. I spoke with Brian O'Donohue Sept. 2014 and he said that if I change the title of the course from PR Techniques to PR Campaigns he would support.

21. POSITIVE AND NEGATIVE IMPACTS

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

Positive impact. The course can be another elective in Journalism.

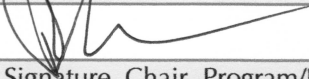
JUSTIFICATION FOR ACTION REQUESTED

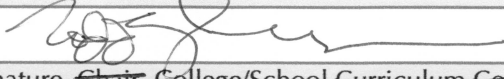
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

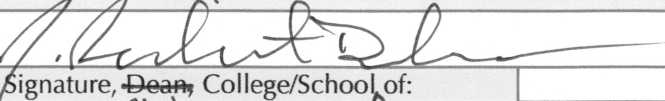
This course is a sequence to COMM 360 Introduction to Public Relations and focuses on the application of the tools and techniques of public relations taught in COMM 360. It is the second semester of a year-long introduction and study of Public Relations.

[Empty signature line]

APPROVALS: Add additional signature lines as needed.

 Date 3-26-14
Signature, Chair, Program/Department of: _____

 Date 3/28/14
Signature, ~~Chair~~ College/School Curriculum Council for: CLA

 Date 3-28-14
Signature, ~~Dean~~ College/School of: _____ CLA
Chair *Curriculum Council*

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: _____

COURSE SYLLABUS

COMMUNICATION F361

Public Relations ~~Techniques~~ Campaigns

University of Alaska Fairbanks

Credit hours 3

Instructor: Peter A. DeCaro

Department of Communication

Office phone: 907-474-6799

Office: Grue 503G

email: padecaro@alaska.edu

Office hours: MW 11:30-12:30 and by appointment

Class hours: MW 6:00-7:30pm

Room: G402

Course Materials

Text: Diggs-Brown, B. (2007). *The PR Styleguide: Formats for Public Relations Practice*. 2nd ed. United States: Thomson-Wadsworth.

Course Description:

This course focuses on the application of public relations principles and practices, which is the research, planning and execution of the public relations campaign. It includes public relations writing for news releases and press kits, radio, television, and cable production, web and new technologies production, writing for newsletters and magazines, and brochures and direct mail production. Students will learn how to create and execute effective public relations techniques.

Your grades will be premised on three criteria. First, your quizzes present the majority of your grade. Your knowledge of the chapter readings will be tested, so read and study each chapter well. Second, you will have in-class exercises that reflect the chapter readings. Your knowledge of the chapter will reflect your ability to complete these exercises. And third, your term project will be a portfolio of written and visual assignments that reflect specific chapter materials.

Course Goals

At the conclusion of this course, the student should know:

1. The purpose of audio news releases.
2. How to design an effective brochure.
3. What a communication audit is used for.
4. How to create a direct mail campaign.
5. The purpose of a media list.
6. How to design a media kit.
7. How to construct a news letter, news release, and public service announcement.

Student Learning Outcomes

At the conclusion of this course, the student will be able to:

1. Define public relations and identify instances of public relations in multiple contexts
2. Describe the roles and functions of techniques in Public Relations.
3. Use theory & strategy to choose appropriate and ethical PR tactics.
4. Use theory and strategy to create and implement some basic PR techniques
5. Plan and execute Public Relations techniques in various contexts.
6. Be familiar with public relations writing for the media and preparation of news releases and press kits.
7. Apply Public Relations research, planning, communication, and the use of communications strategies to achieve organizational goals.
8. Describe the general concepts of public relations, audience analyses, and persuasion in campaigns.
9. Perform practical exercises in Public Relations problem solving.

10. Apply theories and principles of public relations to solve PR challenges.

Instructional Method

This course will be conducted in a combination of lecture, discussion and hands-on computer exercises.

Final Grade is based upon

15 Quizzes @ 40 pts. =		600 pts.
8 In-class chapter exercises @ 25pts.	=	200 pts.
Term Project		<u>200 pts.</u>
		1000 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: *COMM F360, ABUS F263 or permission of instructor.*

Quizzes: consist of the eight general areas covered in each chapter: What Are They? Who Gets Them? What Do They Do? How Do They Help? What Are The Pitfalls? How Should They Look? Where Should They Go? Did they Work?

In-class chapter exercises: there are eight graded chapters from which students will create examples of the materials covered in those chapters and seven non-graded chapters. For example, Ch.#2 Audio News Releases. Students will write an audio news release for an assigned fictitious organization in class. Exercises will be emailed to the instructor at end of each assignment.

Term project: Students will complete a portfolio of eight assignments designed to promote an existing organization. This will be explained in more depth by the instructor.

COURSE EXPECTATIONS, POLICIES AND PROCEDURES

Attendance: I EXPECT YOU TO BE HERE. Four class absences will result in a full grade reduction.

Five 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. If you do not know the criteria that constitutes plagiarism/cheating, I will explain it to you, plus you can read it in the "**Student Code of Conduct**" in the University catalogue. Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents' policy, university regulations, and UAF rules and procedures.

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, phone 907-474-5314. 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.

The instructor reserves the right to modify the syllabus.

January

16

Introduction to course.

Discuss Term Project

Assigned Readings for January 22, Ch.#1 Annual Reports: What Are They? p. 1-3, Who Gets Them?, p. 3, What Do They Do? p. 3, How Do They Help? p. 4, What Are The Pitfalls? p. 4, How Should They Look? p. 5-6, Where Should They Go? p. 9, Did They Work? p. 9-10.

20

Alaska Civil Rights Day, no class

22

Quiz #1 on Ch.#1

Discuss Assignment Readings from Ch.#1

Graded In-class exercise 1: Find and discuss an annual report on the web

Assigned Readings for January 27, Ch.#2: Audio News Releases: What Are They? p. 11, Who Gets Them?, p. 11, What Do They Do? p. 12, How Do They Help? p. 12, What Are The Pitfalls? p. 13, How Should They Look? p. 14-15, Where Should They Go? p. 16, Did They Work? p. 17.

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Quiz #2 on Ch.#2

Discuss Assigned Readings from Ch.#2

29

Continue Discussion Ch.#2

Graded In-class exercise 2: Create an Audio News Release

Assigned Readings for February 3, Ch.#3: Brochures: What Are They? p. 22, Who Gets Them?, p. 23, What Do They Do? p. 23-24, How Do They Help? p. 25, What Are The Pitfalls? p. 25, How Should They Look? p. 25-31, Where Should They Go? p. 32, Did They Work? p. 33

February

3

Quiz #3 on Ch.#3

Discuss Assigned Readings from Ch.#3

Discuss Term Project

5

Continue Discussion Ch.#3

Graded In-class exercise 3: Create a basic Brochure

Assigned Readings for February 10, Ch.#4: Communication Audits: What Are They? p. 40, Who Gets Them?, p. 41, What Do They Do? p. 41-43, How Do They Help? p. 44, What Are The Pitfalls? p. 44, How Should They Look? p. 44-45, Where Should They Go? p. 46, Did They Work? p. 47

10

Quiz #4 on Ch.#4

Discuss Assigned Readings from Ch.#4

12

Continue Discussion Ch.#4

In-class exercise: Find examples of Communication Audits on the web

Assigned Readings for February 17, Ch.#5: Direct Mail Campaigns: What Are They? p. 48, Who Gets Them?, p. 49, What Do They Do? p. 49, How Do They Help? p. 50, What Are The Pitfalls? p. 51, How Should They Look? p. 51-54, Where Should They Go? p. 55, Did They Work? p. 55

17

Quiz #5 on Ch.#5

Discuss Assigned Readings from Ch.#5

Discuss Term Project

19

Continue Discussion Ch.#5

Graded In-class exercise 4: Create a Direct Mail Campaign using email

Assigned Readings for February 24, Ch.#6: Media Kits: What Are They? p. 63, Who Gets Them?, p. 64, What Do They Do? p. 64, How Do They Help? p. 65, What Are The Pitfalls? p. 66, How Should They Look? p. 67-73, Where Should They Go? p. 74, Did They Work? p. 74

24

Quiz #6 on Ch.#6

Discuss Assigned Readings from Ch.#6

26

Continue Discussion Ch.#6

In-class exercise: Find examples of Media Kits on the web

Assigned Readings for March 3, Ch.#7: Media Lists: What Are They? p. 97, Who Gets Them?, p. 98, What Do They Do? p.98, How Do They Help? p. 99, What Are The Pitfalls? p. 99, How Should They Look? p. 100-101, Where Should They Go? p. 102, Did They Work? p. 102

March

3

Quiz #7 on Ch.#7

Discuss Assigned Readings from Ch.#7

Discuss Term Project

5

Continue Discussion Ch.#7

Graded In-class exercise 5: Develop a Media List using the web

Assigned Readings for March 10, Ch.#8: Media Tours: What Are They? p. 105, What Do They Do? p. 106, How Do They Help? p. 107, What Are The Pitfalls? p. 107, How Should They Look? p. 108-109, , Did They Work? p. 110

10

Quiz #8 on Ch.#8

Discuss Assigned Readings from Ch.#8

12

Continue Discussion Ch.#8

In-class exercise: Find Media Tours on the web

Assigned Readings for March 24, Ch.#9: Newsletters: What Are They? p. 111-112, What Do They Do? p. 113, How Do They Help? p. 114, What Are The Pitfalls? p. 114, What Should They Look Like? p. 115-118, Where Should They Go? p. 119, Did They Work? p. 120

17 -21

Spring Break

24

Quiz #9 on Ch.#9

Discuss Assigned Readings from Ch.#9

Discuss Term Project

26

Continue Discussion Ch.#9

Graded In-class exercise 6: Create a Newsletter

Assigned Readings for March 31, Ch.#10: News Releases: What Are They? p. 129-130, Who Gets Them? p. 131, What Do They Do? p. 131-133, How Do They Help? p. 134, What Are The Pitfalls? p. 134, What Should They Look Like? p. 136-137, Where Should They Go? p. 138, Did They Work? p. 139

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Quiz #10 on Ch.#10

Discuss Assigned Readings from Ch.#10

April

2

Continue Discussion Ch.#10

Graded In-class exercise 7: Create a News Release

Assigned Readings for April 7, Ch.#11: Opinion-Editorials: What Are They? p. 142, What Do They Do? p. 143, How Do They Help? p. 143, What Are The Pitfalls? p. 144, What Should They Look Like? p. 145-146, Where Should They Go? p. 146, Did They Work? p. 146

7

Quiz #11 on Ch.#11

Discuss Assigned Readings from Ch.#11

Discuss Term Project

9

Continue Discussion Ch.#11

In-class exercise: Research Opinions-Editorials on the web

Assigned Readings for April 14, Ch.#12: News Releases: What Are They? p. 129-130, Who Gets Them? p. 131, What Do They Do? p. 131-133, How Do They Help? p. 134, What Are The Pitfalls? p. 134, What Should They Look Like? p. 136-137, Where Should They Go? p. 138, Did They Work? p. 139

14

Quiz #12 on Ch.#12

Discuss Assigned Readings from Ch.#12

16

Continue Discussion Ch.#12

Graded In-class exercise 8: Create a Public Service Announcement

Assigned Readings for April 21, Ch.#13: Speeches: What Are They? p. 163, Who Gets Them? p. 163, What Do They Do? p. 164-165, How Do They Help? p. 165, What Are The Pitfalls? p. 165, How Should They Look? p. 166-167, Where Should They Go? p. 168, Did They Work? p. 168

21

Quiz #13 on Ch.#13

Discuss Assigned Readings from Ch.#13
Discuss Term Project

23

Continue Discussion Ch.#13

In-class exercise: Observe and Analyze Speeches

Assigned Readings for April 28, Ch.#14 Video News Releases and Electronic Press Kits: What Are They? p. 172, Who Gets Them? p. 174, What Do They Do? p. 174, How Do They Help? p. 175, What Are The Pitfalls? p. 176, How Should They Look? p. 177-179, Where Should They Go? p. 180, Did They Work? p. 181

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Quiz #14 on Ch.#14

Discuss Assigned Readings from Ch.#14
Discuss Term Project

30

Continue Discussion Ch.#14

In-class exercise: Observe and Discuss Video News Releases and Electronic Press Kits

Assigned Readings for May 5, Ch.#15 Web Sites: What Are They? p. 192, Who Gets Them? p. 193, What Do They Do? p. 193, How Do They Help? p. 194, What Are The Pitfalls? p. 195, How Should They Look? p. 195-197, Where Should They Go? p. 198, Did They Work? p. 199

May

5

Quiz #15 on Ch.#15

Discuss Assigned Readings from Ch.#15
Discuss Term Project

7 Term Project Due