**Journalism 471**

**Public Relations Management and Campaigns**

2015-16 Academic Year, Fall Semester

Department of Journalism & Mass Communication

California State University, Long Beach

**T/TH from 4:00 to 5:50 p.m. in LA 2 200**

**Instructor:** M. Lissette Flores **E-mail:** ML.flores@verizon.net

**Phone:** 562-243-2615 c **Office/Hours:** T/TH 3:30-4:00 pm in LA 4 206F

**Prerequisites:** You must have earned a “C” or better in JOUR 120, 311, 370, and 374. It is desirable to have completed your other elective journalism and mass communication skills courses before taking this course.

* **JOUR 120 & JOUR 311:** You need excellent information-gathering skills and a real grasp of the fundamentals of clear writing.
* **JOUR 370:** You need to understand the principles of the public relations practice and have a solid grasp of elements and components of the four-step public relations process.
* **JOUR 374:** You need to create written tactics used in public relations, and you will need to use these skills as you develop materials for your two clients.
* **JOUR Elective Skills Courses:** Developing tactics requires skill development and know-how, which you need in this course. As an example, the fundamentals of design and layout, which you learn in JOUR 305, are needed when you create materials, proposals, and presentations for your clients in this course.

**Required Textbook:**

***Developing the Public Relations Campaign, A Team Based Approach***

**Third Edition by Randy Bobbit & Ruth Sullivan**

**Course Description**: This course is designed to familiarize students with public relations agencies, their structures, and how they function as counseling and consulting services for industry, government, and nonprofit organizations. The preparation of problem-solving campaigns, programs, and projects will be emphasized. Students will implement the four-step public relations process in the form of a group and individual proposal. As a capstone course in the public relations specialization, Journalism 471 is known for its rigor and comprehensiveness. This course is where you demonstrate all the skills you’ve acquired in your public relations, journalism, and mass communication courses. You will be expected to apply skills in critical thinking, numeracy, writing, reading, research, and new technologies.

**Course Objectives:**

* + - * To develop your independent analytical and critical-thinking skills
      * To increase your understanding of the needs and wants of different target audiences and be sensitive to issues of diversity and the cultural norms of key publics
      * To familiarize you with the structure and workings of a public relations firm
      * To give you hands-on experience preparing real-life campaigns for actual clients by utilizing the most appropriate tactics and the most effective technologies
      * To enhance your understanding of the problems facing organizations and the ways that public relations expertise can help solve those problems through a service-learning project
      * To give you an opportunity to determine problems, analyze them, and develop programs to solve those problems
      * To help you become aware of the ethical challenges facing public relations practitioners and strategies to overcome ethical dilemmas. To work ethically in the pursuit of truth, accuracy, fairness and diversity.
      * To understand concepts and apply theories in the use and presentation of images and information.
      * To write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

**Method of Instruction:** The course will involve lectures, class discussions, text materials, handouts, strategy sessions, presentations, and meetings with the client. Students will be encouraged to raise relevant discussion topics that are of general interest to the class. All materials and discussion are designed to give students a basic understanding of the work they may be called upon to perform in a public relations agency.

* No cell phones may be used during class. Laptops are not allowed during lectures and class discussions. Beverages in containers are allowed but food is not.
* Don’t come to class late. Your classmates are relying on you for their grade, and tardiness harms the experience for the entire class.
* If you miss a class, you are responsible for the material and any work assigned during that class. Get the names, phone numbers, and emails of several of your classmates so you can exchange information with them. Use BeachBoard to communicate with your classmates. You are encouraged to meet with your instructor during office hours to discuss material covered during an absence.

**Assignments:** Students will be expected to submit work in progress, a variety of exercises, a group project for a real-life client, a proposal for an individual project, and an individual project for an organization.

Points will be allotted in the following manner:

Group Project: 55 points (written plan with creative materials)

55 points (oral presentation)

5 points (peer evaluations)

Proposal for

Individual Project: 5 points

Service Learning Contract: 5 points

Service-Learning

Individual Project: 50 points (written plan)

Midterm Exam: 25 points

Final Exam: 25 points

Assignments: Graded Work (5 to 10 points)

Attendance: -5 points per class for missing

more than one class session

\*If you have a genuine medical emergency or death in the family, contact the instructor and attach any supporting documents.

All assignments must be typed on a computer in strong writing, using excellent grammar and punctuation, clean and error free. Create the documents as if you are presenting them to a client or supervisor.

No late assignments will be accepted and will be assigned a “0” grade. If you have a genuine medical emergency or death in the family, contact me immediately and leave a detailed message with your phone number or email me. Exceptions will only be made for medical emergencies or a death in the family with documentation.

**Agency Plan and Presentation**

(115 total points: 55 points for written plan with creative materials,

55 points for oral presentation, 5 points for peer review)

For this project, the class will be divided into groups of five, each of which will become an individual public relations agency. Each agency will be responsible for selecting its own name and determining who executes the various tasks. Each group must designate a leader and titles for all team members. Some roles and titles include account supervisor, account executive, research director, creative director, and production manager. Although a member may hold a particular position and title, all team members are expected to become involved in all facets of the agency’s work.

Each agency will develop a new business presentation based upon information discussed in class lecture, presented by the client, and researched by the individual agencies. Outside of class, each agency will meet at times and locations determined by its own staff as needed. Each member of the staff is expected to participate in developing and presenting the proposal. Every staff member will receive the same grade for the written plan, regardless of how much or how little effort each person contributes to the plan.

All oral presentations must be supported by electronic visual aids, but each person will be graded individually on his or her own oral presentation. The overall performance of the group does affect individuals’ performances, however. Each staff member will have an opportunity to evaluate every other staff member according to criteria outlined in this syllabus.

Agencies have the option of firing a staff member if that member isn't performing adequately, but firing only will be a last resort that must be discussed with the instructor first. Dismissal of a staff member must occur by the seventh week of classes. Any staff member fired will receive an automatic "F" grade for that project.

Submit three **client-ready** copies of your plan. One for grading and returned to you, two additional copies, one for the client, and the third will be kept on file at CSULB. Also, you will need to submit an electronic version of your PowerPoint presentation.

Your oral presentations will be videotaped and then reviewed by the class during a debriefing period. You need to be able to stay five hours on the client presentation day. You must be present for all client presentations except the one before your own. In that time, you’ll want to clear your mind and take a moment to relax.

#### Individual Service-Learning Project

(50 points)

Public relations agencies frequently provide their service to nonprofit organizations on a pro-bono or no-fee basis. Often agencies want to do some creative work to enhance their portfolios, obtain exposure in the community, or associate themselves with a good cause.

Your agency wants you to become involved in a pro-bono or for-profit effort and has asked you to select an appropriate nonprofit or for-profit organization. This project will fulfill the service-learning component of the course.

Choose any nonprofit organization or for-profit organization in Long Beach, L.A. or Orange Counties that interests you. If you’ve worked with a particular nonprofit organization for your other service-learning projects in the skills courses, you may want to continue serving the same organization.

Your task will be to identify a problem that the organization faces and develop a plan or program to solve that problem. The program must be realistically planned so that staff members and/or volunteers of the organization can implement your program.

Submit three copies of your plan. One will be used for grading. After grading, two revised versions will be required: one for the organization, and the third will be kept on file at CSULB.

## Proposal for Individual Plan

(5 points)

A one page proposal detailing your individual plan must be submitted and approved prior to starting the project. Your proposal needs to include the name and purpose of the organization and an explanation of the problem you’re trying to solve. Fully research the organization in order to grasp the true situation, be able to develop strategies, and be able to produce effective creative materials. Attach your contact’s business card.

**Service-Learning Contract**

(5 points)

Once your proposal is approved, you and your contact at the nonprofit or for-profit organization will need to complete the service-learning contract.

**Peer Evaluations**

(5 points, -5 if not submitted by due date)

**Assignments**

(5-10 points)

**Evaluation and Grading Criteria:** Grades will be based on points earned from the group project, individual project, proposal, mid-term examination, exercises, and submitted assignments. To complete the course requirements, students must submit the peer evaluations.

Grades will be allotted using the University's grading system outlined in your catalog. Expect the following breakdown:

**A - Superior Work** (225-250 points)The student will be an excellent team player making consistent and valuable contributions to group endeavors. S/he will submit a well-executed and written individual project. Writing in all work will be nearly flawless. S/he also will exhibit a thorough knowledge of program development and agency activities.

**B - Above-Average Work** (200-224 points)This student will be a reliable team member offering above-average expertise and executing tasks fully. S/he will submit a thorough individual project. Writing in all work will include few errors and be presented in a professional manner. S/he will demonstrate an above-average grasp involved with program development and agency activities.

**C - Satisfactory Work** (175-199 points) This student will complete all tasks initiated or assigned to him/her in an adequate manner. S/he will submit an individual project that demonstrates a satisfactory grasp of the four-step process. Work will be well written. S/he will display basic knowledge of public relations program development and agency activities.

**D - Below-Average Work** (150-174 points) This student will be unreliable. Group work will be incomplete and past deadline and not presented in a professional manner. The individual project will be submitted in an unacceptable manner for a client. Writing will be flawed. S/he will not show a real grasp of the fundamentals of program development and agency activities.

**F - Unacceptable Work** (149 and below) This student will offer little to group work. Group members will consider this student a hindrance to their work. The individual project will be incomplete. Writing will be inadequate. S/he will show little understanding of public relations program development and agency activities.

**Agency Etiquette:** The following guidelines have been developed by many students before you. They've offered them as tips for successful group involvement.

1. **Flexibility in scheduling is a must.** All must make compromises to attend meetings as needed. Everyone is juggling work and family commitments and coursework from other classes.

2. **Be on time for meetings.** Call immediately if you're going to be late due to an emergency.

3. **Take all group meetings seriously.**

4. **Come to meetings prepared.** Whatever your assignment, approach it professionally. If members have divided up research tasks, analyze the material before the meeting, type it, and distribute it. If you are not prepared, the meeting will take longer or you will be required to schedule a second meeting.

5. **Schedule enough time personally to complete group tasks.** Your procrastination affects the rest of the group’s progress.

6. **Learn to compromise and accept constructive criticism from others but stand up for what you believe in.**

1. **Distribute work evenly.** Do not take on the work of a colleague because

they are not completing it.

**Assistance:** If you think you might need help with some aspect of this course, contact me immediately.

**Diversity:** Every attempt will be made to address issues that affect women and minorities during the semester. Understanding the needs of others and being sensitive to perceptions of key publics will help you advance your research, develop more socially responsible policies, and construct messages more effectively. In addition, students are encouraged to include in their studies people and subjects that traditionally have been underrepresented. These include ethnic, racial, and religious minorities; the elderly; the disabled and poor; GLBT; and other groups.

**Incompletes:** Incompletes are granted only for serious circumstances totally beyond a student's control. The circumstances must be documented by the student for an incomplete to be considered. Poor class performance, pressures at school, and a heavy workload on the job aren't considered adequate reasons for an incomplete. Students must have completed two-thirds of the work with a "C" average.

**Plagiarism:** Plagiarism is the act of taking ideas, words, or another's work and offering it as your own, without giving credit to the source. An example of plagiarism is cheating on an exam or taking material from an annual report, company manual, press kit, brochure, newspaper, or book and not identifying the source. Any form of plagiarism discovered in a student's work will result in an automatic "F" for the course and expulsion from the major. The journalism department automatically requests disciplinary action in the form of suspension or expulsion from the University and asks that the matter be a part of the student's academic record.

## Schedule of Classes

*Book Title: Developing the Public Relations Campaign*

*by Randy Bobbitt & Ruth Sullivan (Third Edition)*

**1.Tuesday, August 25**

Course overview and expectations, contents of a strategic plan, brief review of plans and contents. Review sample projects. Begin to identify personal project client. Provide -- Final Individual Service Learning Project -- roster for client consideration.

*Read Chapter 1*.

**2.Thursday, August 27**

Class project clients to give presentations to the class --

The situation analysis, determining personal strengths, client discussion and selection, speed interviewing. Introduction of group project client. Create pitch email or letter to personal project client. Submit pitch to personal project client.

*Read Chapter 1.*

**3.Tuesday, September 1**

The Nature of Persuasive Campaigns Ch. 1

SELECT -- Final Individual Service Learning Project – client

*Read Chapter 2.*

***Assignments for next class:*** Each student will submit a typed analysis of group client website, collateral materials, and questions for client meeting on September 8th. Attach collected collateral materials to your analysis. Create roster of the team, including team name, contact information for each member, and assigned areas of responsibility due September 3th.

**4.Thursday, September 3**

An Overview of the Public Relations Process Ch. 2

Secondary and primary research methods, client direction, and meeting preparation. Group meeting to prepare for client meeting on September 8th, reviewing individual prep assignment. *Read Chapter 3.*

***Assignments due***: Client analysis (10 points), team roster.

**5.Tuesday, September 8**

Planning: Primary Research, Chapter 4

**Client Meeting. Come prepared!**

***Assignment for next class:*** Each student will submit a typed strategic-planning matrix based on notes from client meeting. This is an individual assignment and should not be the same for each team member.

*Read Chapter 4.*

**6.Thursday, September 10**

Planning: Primary Research, Chapter 4

Review matrix assignment. Meet in groups to work on research assignment, questions and questionnaire.

*Read Chapter 4.*

***Assignment due:*** Strategic- planning matrix. (5 points)

***Assignment for next class:*** Submit a description of your group’s primary research methodology and survey instruments, including focus group questions and questionnaire. This is a group assignment – one due per group.

**7.Tuesday, September 15**

Planning: Goals and Objectives, Messaging and Strategies, Chapter 5

***Assignment due:*** Group research description.(5 points)

***Assignment:*** Submit proposal for individual project on September 22.

*Read Chapter 5.*

**8.Thursday, September 17**

Selection of target audience/key publics*.*

*Read Chapter 5.*

***Assignment due:*** Proposal for individual project. (5 points)

**9.Tuesday, September 22**

Implementation, Chapter 6.

Messaging and branding.

*Read Chapter 6.*

**10.Thursday, September 24**

Implementatation, Chapter 6

Strategies and tactics.

*Read Chapter 6.*

## *Recommended Individual Project Task:* Complete initial research for analyzing the situation.

**11.Tuesday, September 29**

Strategies and tactics.

*Read Chapter 6.*

*Chapter 7 & 8 read at your leisure during the September 15-October 15 timeframe.*

**12.Thursday, October 1**

Budgeting and timelines.

*Read Chapter 9.*

***Assignment for next class:*** Prepare for second client meeting on [October 8, TBD]. Fill in the holes and get the direction you still need from your client.

## *Recommended Individual Project Task:* Complete the first written draft for the research and situation analysis sections.

**13.Tuesday, October 5**

Follow-up client meeting with individual groups. Come prepared to finalize several elements of the project.

***Assignment:*** Submit draft of group plan (SA, research, P & Os, TAs, goals, mktg. objs., PR objs., strategies, tactics) on October 13.

**14.Thursday, October 8**

Evaluation.

*Read Chapter 10.*

***Assignment due:*** Group plan draft. (5 points)

***Assignment for next class:*** Be sure all group members are briefed on entire campaign for brainstorming sessions on 10/13, 10/15 and 10/20. Create session schedule.

## *Recommended Individual Project Task:* Develop the problems and opportunities and select your target audience. Write them into your proposal.

**15.Tuesday, October 13**

Review for midterm examination.

Individual group strategy sessions with the professor: Each group will put matrix on board for brainstorming. Each group member must be completely briefed on all facets of the agency’s campaign in order for the session to be effective.

**16.Thursday, October 15**

Midterm examination. (25 points)

Individual group strategy sessions with the professor: Each group will put matrix on board for brainstorming. Each group member must be completely briefed on all facets of the agency’s campaign in order for the session to be effective.

**17.Tuesday, October 20**

Individual group strategy sessions with the professor: Each group will put matrix on board for brainstorming. Each group member must be completely briefed on all facets of the agency’s campaign in order for the session to be effective.

*Read chapter 11.*

**18.Thursday, October 22**

Criteria and techniques for effective presentations. Development of group presentations.

***Assignment for next class:*** Submit service-learning contract on October 27.

## *Recommended Individual Project Task:* Determine overall goals, marketing objectives, and communication objectives. Determine timeline. Refine your situation analysis. Write the goals and objectives into your proposal document.

*Read, Chapter 11..*

**19.Tuesday, October 27**

Development of group presentations.

***Assignment due:*** Service-learning contract. (5 points)

*Read Chapter 12.*

**20.Thursday, October 29**

Development of group presentations.

## *Recommended Individual Project Task:* Determine and write your strategies and tactics. Allocate budget to specific tactics. Prepare a timeline for the actual proposal. Write the evaluation section.

*Read Chapter 12.*

**21.Tuesday, November 3**

***Group Presentations from 2 p.m. to 7:30 p.m.!!!*** (55 points)

Each group will make a 45 minute presentation, followed by a 15 minute Q&A session.

***Turn in project books (3).***  (55 points)

**22.Thursday, November 5**

Presentation debriefing.

## *Recommended Individual Project Task:* Begin brainstorming about your tactics. Develop ideas. Begin to produce them.

**23.Tuesday, November 10**

Working with different types of clients and diverse publics. Brainstorming client solutions.

***Assignment for next class:*** Submit draft of individual matrix for class strategizing on November 12.

**24.Thursday, November 12**

Strategic planning and client politics.

***Assignment due:*** Individual project matrix draft. (5 points)

***Assignment for next class:*** Bring individual matrix for individual plan to discuss with class.

## *Recommended Individual Project Task*: Complete the creative tactics (logo, releases, crisis com plan, PSAs, special events materials, fact sheets, backgrounders, table tents, or whatever key elements you want to illustrate).

**25.Tuesday, November 17**

Class strategizing on individual plans. Bring individual matrix.

(***Optional assignment for next class:*** Submit a rough draft of your individual plan to instructor on November 19 for feedback.)

**26.Thursday, November 19**

Class strategizing on individual plans. Bring your own individual matrix.

Selecting the most appropriate tools and techniques for the targeted audience.

**HOLIDAY :: Tuesday, November 24 & Thursday November, 26**

**27.Tuesday, December 1**

Class strategizing on individual plans. Bring your own individual matrix.

Identifying ethical dilemmas and strategies to solve them.

**28.Thursday, December 3**

Class strategizing on individual plans. Bring your own individual matrix.

Becoming sensitive to different cultural norms and understanding diverse groups.

***Assignments for next class:*** Individual plan and peer evaluations.

## *Recommended Individual Project Task:* Proofread and refine your project. Put finishing touches on your creative materials. Assemble it, and complete last-minute preparations for submission.

**29.Last Day of Class :: Tuesday, December 8**

Class strategizing on individual plans. Bring your own individual matrix. Complete course evaluations.

Final examination review.

***Assignments due:*** Individual service learning project and peer evaluations. (50 points, 5 points)

**30.Tuesday, December 15**Final Exam (25 points)

Time TBD

## Grading Criteria for Plan

Journalism 471

Each element is worth 5 points, except Tactics and Creative Materials

which are worth 10 points each.

Group Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Writing/Layout \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Research \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Situation Analysis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Problems and Opportunities, Target Audience \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Goals, Objectives, Strategies, Rationale \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Tactics \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Timeline, Budget \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Creative Materials \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Grading Criteria for Presentation

**Journalism 471**

**Each element is worth 5 points.**

Group Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Member Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Content \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Interaction with Team \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Creativity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Poise, Posture \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Eye Contact,Presence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Delivery, Enunciation,Tone Variation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Professional Appearance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Overall Ability to Hold Audience’s Attention \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluation of Team Members/Grading Criteria**

**Journalism 471**

Your Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Agency Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Member's Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Circle the appropriate number with 1 being lowest and 5 being highest. Each element is worth one point.**

1. Team member carried her or his share of the load and accepted

responsibility for her or his assigned tasks.

1 2 3 4 5

1. Team member produced work effectively and efficiently.

1 2 3 4 5

1. Team member was available and prompt for all group meetings. Team member made time for group activities and prioritized accordingly.
2. 2 3 4 5
3. Team member was willing to accept majority decisions and compromise

when necessary.

1 2 3 4 5

1. Team member acted in a professional manner.

1 2 3 4 5

Please write comments below and on the back if needed.

**Addendum to Course Syllabus: Department of Journalism**

**Policies on Grading, Conduct of Classes, Drops, Absences and Cheating**

**Grading:** The grading policies and practices in this class are explained elsewhere in the syllabus. It is the student’s responsibility to read them and to seek clarification if necessary. The student should be fully aware of what is required for success in the course, such as group participation, writing, speaking, completing assigned readings, etc.

**Seat in Class:** An enrolled student may lose his/her seat in class if he/she misses the first class meeting without notifying the instructor. At the instructor’s discretion, a student who attends the first class but not subsequent classes may also be dropped from the course.

**Withdrawal from Class:** Students may withdraw from a class from the third to the 12th week for “serious and compelling reasons.” Normally these are defined as anything of import that is beyond the control of the student. This includes, but is not necessarily limited to, death or serious illness in a student’s immediate family or a documented change in a student’s work schedule. Poor performance, tardiness and unexcused absences are not considered a serious or compelling reason beyond the student’s control for purposes of withdrawal.

**Absences from Class:** Grades in a course may be adversely affected by absences, and students should seek clarification from the instructor regarding the course absence policy. Make-ups usually are granted in strict accordance with CSULB policy, which defines excused absences as (1) illness or injury to the student; (2) death, injury or serious illness of an immediate family member or the like; (3) religious reasons; (4) jury duty or government obligation; (5) CSULB-sanctioned or approved activities [2002-03 Catalog, p. 75]. *These and any other requests for an excused absence must be documented.*

**CSULB Cheating/Plagiarism/Fabrication Policy:** CSULB takes issues of academic dishonesty very seriously. If you use any deceptive or dishonest method to complete an assignment, take an exam, or gain credit in a course in any other way, or if you help someone else to do so, you are guilty of cheating. If you use someone else’s ideas or work and represent it as your own without giving credit to the source, you are guilty of plagiarism. This does not apply if the ideas are recognized as common knowledge, or if you can show that you honestly developed the ideas through your own work. Any instructor can show you the correct ways of citing your sources, and you should use quotation marks, footnotes or endnotes and bibliographic references to give credit to your sources according to the format recommended by your instructor.

**Responses, Penalties and Student Rights:** Students should consult the appropriate sections of the Catalog for examples of cheating, fabrication and plagiarism, and instructor and/or CSULB response options in such circumstances. The Catalog also outlines student rights. Any instance of academic dishonesty may result in your immediate expulsion from the class with a grade of “F” and/or other sanctions, as the instructor deems appropriate.

**Accommodation of Students With Disabilities in Journalism Courses**

Students with disabilities who need assistant or accommodation to participate in or benefit from university programs, services, and/or activities should inform the instructor and then contact Disabled Student Services. Students needing support services or accommodations should contact the instructor of the course within the first week of class. In addition, students should establish their eligibility for assistance by contacting the Disabled Student Services Office (Brotman Hall 270) at 562-985-5401.

Students are to provide to the instructor verification of their disability from Disabled Student Services. Typical accommodations available from Disabled Student Services, working with the journalism instructor, includes extended time for tests, test proctoring, private test rooms, note taking, Braille transcriptions, and referral for tutoring.

If the service offered is insufficient or inadequate, the student should confer with the instructor and the director of Disabled Student Services. If these efforts are unsuccessful, students have the option of directing their concerns to the Office of Equity and Diversity (University Student Union 301) at 562-985-8256. Responsibility for oversight and implementation of the Americans with Disabilities Act and the Rehabilitation Act has been delegated to the campus director for disability support and accommodation.

***Department Information***

**Advising**: If you are a journalism major or minor, the department recommends that you see one of our advisers at least once a year. We have two experienced advisers – Professor Jennifer Fleming ([Jennifer.Fleming@csulb.edu](mailto:Jennifer.Fleming@csulb.edu)) and Professor Danny Paskin ([Danny.Paskin@csulb.edu](mailto:Danny.Paskin@csulb.edu)) – to assist you with your course selection, answer questions about requirements, help you stay focused on your chosen path to graduation, and offer other relevant advice. Their information and advising hours are posted around the department and available in the department office (LA4-106).

**Internships**: The department recommends that you pursue internships, service-learning experiences, and extra-curricular activities to enhance your career preparedness and marketability when you graduate. Employers will expect to see examples of your work; they prefer applicants with experience. Therefore, you will find all internships and job opportunities that come to the department posted on the department’s BeachBoard site. A binder with hard copies of all internships is also kept in the department office for your review. In addition, internship postings are available online through the CSULB Career Development Center. Students pursuing opportunities through our BeachBoard or CDC sites should be aware that the department and CDC do not screen these opportunities for JOUR 498 credit. If you are seeking JOUR 498 credit, you must attend one of the mandatory orientations conducted the semester prior to your enrollment in JOUR 498. Students enrolled in a section of JOUR 498 will also receive advance notice of the orientations from their instructor.

**Student Media**: The department is home to the *Daily 49er* and *Dig Magazine* and closely tied to *KBeach Radio* and *College Beat TV*. Getting involved in student media will help you hone your skills and give you real-life experiences. Stop by the *Daily 49er* and *Dig Magazine* offices in LA4-201 and talk to the staff. Introduce yourself to the faculty advisers – Professor Barbara Kingsley-Wilson (*Daily 49er*, Barbara.Kingsley-Wilson@csulb.edu), Professor Gary Metzker (*Daily 49er* and *Dig Magazine*, Gary.Metzker@csulb.edu), and Professor John Shrader (*KBeach Radio* and *College Beat TV*, John.Shrader@csulb.edu) – who can answer any questions you may have.

**Bateman Case Study Competition**: Consider joining the *Bateman Case Study Competition Team*. The *Bateman Competition* (http://prssa.prsa.org/scholarships\_competitions/bateman/) is a prestigious inter-collegiate contest, often called the Super Bowl of collegiate public relations competitions. It is one of the most intense and rewarding experiences for our students. Participants on the *Bateman Team* receive JOUR 485 credit. See Professor Joni Ramirez (Joni.Ramirez@csulb.edu), our *Bateman* coach, for more information.

**Student Organizations**: The department is home to three active student organizations – the *National Association of Hispanic Journalists*, *Public Relations Student Society of America*, and *Society of Professional Journalists*. Each group has its own leaders and sponsors a variety of activities, including esteemed professionals as guest speakers. These three groups also work closely with the department to co-sponsor special events, such as Journalism and Public Relations Day. Get involved and have a blast with your classmates! Contact the respective faculty advisers for more information: Professor Danny Paskin ([Danny.Paskin@csulb.edu](mailto:Danny.Paskin@csulb.edu)) for **NAHJ**, Professor Holly Ferris ([Holly@Ferriscomm.com](mailto:Holly@Ferriscomm.com)) for **PRSSA**, and Professor Chris Karadjov ([Chris.Karadjov@csulb.edu](mailto:Chris.Karadjov@csulb.edu)) for **SPJ**.

**Social Media**: Be sure to get connected to the department’s Facebook page (https://www.facebook.com/CSULBJournalism) and website (http://www.cla.csulb.edu/departments/journalism/) for photos and information about department happenings.

**Office Hours**: Each faculty member holds office hours to help you perform well in your classes, answer any of your questions, and offer advice. Take advantage of office hours and get to know your faculty.

**Accreditation**: The Department of Journalism and Mass Communication at California State University, Long Beach is accredited by the *Accrediting Council on Education in Journalism and Mass Communication*s (ACEJMC, https://www2.ku.edu/~acejmc/). Accreditation by ACEJMC is an assurance of quality in professional education in journalism and mass communication. Students in an accredited program can expect to find a challenging curriculum, good facilities, and a competent faculty.

ACEJMC lists 12 **professional values and competencies** that must be part of the education of all journalism, public relations, and mass communication students. Each one of your required courses in the journalism major addresses at least one of the 12 professional competencies. Therefore, graduates who majored in journalism and public relations should be able to do the following:

* understand and apply the principles and laws of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
* demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
* demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication;
* demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication in a global society;
* understand concepts and apply theories in the use and presentation of images and information;
* demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
* think critically, creatively and independently;
* conduct research and evaluate information by methods appropriate to the communications professions in which they work;
* write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
* critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
* apply basic numerical and statistical concepts;
* apply tools and technologies appropriate for the communications professions in which they work