



**Learning Objectives and Outcomes:** Students will develop their critical-thinking skills in program development by analyzing cases and exploring public relations topics in-depth. Identifying and creating solutions is a creative process and will be encouraged. Students will sharpen their research skills by developing a research paper on a particular case, using multiple sources of information. The research paper and all assignments, including the publishing requirement, will be productive exercises in preparing documents and presentations in the formats that are utilized in professional organizations.

Case analyses require environmental scanning, identifying organizational stakeholders, ensuring socially responsible practices, setting appropriate goals and objectives, recommending effective strategies and tactics, and determining methods of evaluation. The development of the case study research paper requires the use of sound methods of secondary and primary research. Students should emerge from the course with improved public relations skills and more poise when performing or discussing under pressure.

At the core of every effective public relations campaign is truth. This theme will run throughout the course, highlighting successful programs that have been built on truth, accuracy, fairness and incorporating diversity (including gender, race, ethnicity, sexual orientation) and corporate social responsibility. Students will learn how to create campaigns that reflect these tenets as well as develop powerful tactics for ensuring that other departments within the organization understand their need.

**Course Expectations:** As a journalism student, and perhaps future PR practitioner, it is expected you already take an avid interest in how news is gathered, interpreted and disseminated. No matter what your eventual professional focus (entertainment, hospitality, technology, sports, publishing, music, event planning, education, non-profit, healthcare, business), it is imperative you stay alert and “dialed-in” to what’s making news and why. Effective PR practitioners are news hounds – and are experts at spotting trends and assessing how it might affect their clients and stakeholders. Our class discussions will cover cases and breaking PR news not covered in our textbook. To be an active participant, and budding PR practitioner, you MUST know what’s going on in your world, and your part of it.

Here are some of my favorite places to find breaking news, spot trends, and read/hear analysis of current headlines:

Publisher’s Weekly	PublishersWeekly.com	Book Trade
Shelf Awareness	Shelf-Awareness	Book Trade
NY Times Books	NYTimes.com/pages/books	Books
AdWeek	AdWeek.com	Advertising Trade
AdWeek’s PRNewser	AdWeek.com/prnewser/	PR Trade
Morning Edition	NPR.org	General News

AirTalk w/ Larry Mantle	KPPC.org	Hot Issues
The Hollywood Reporter	THR.org	TV/Film Trade
The Wrap	TheWrap.com	TV/Film Trade
Deadline Hollywood	Deadline.com	TV/Film Trade
Variety	Variety.com	TV/Film Trade
Vanity Fair	VanityFair.com	Lifestyle
Backstage	Backstage.com	Theater/TV Trade
Billboard	Billboard.com	Music/Industry
Preta-Reporter	THR.com/style	Fashion/Industry
Women's Wear Daily	WWD.com	Fashion/Industry
Politico	Politico.com	Politics
Wired	Wired.com	Technology
ESPN	ESPN.go.com	Sports
CNN	CNN.com	Breaking News
Daily Beast	DailyBeast.com	Culture/Politics
The New Yorker	NewYorker.com	Culture
New York Mag	Vulture.com	Lifestyle/Culture
The Atlantic	TheAtlantic.com	Culture/Politics
Grub Street	GrubStreet.com	Food

You can often 'subscribe' to get breaking news alerts.

I would also encourage you to create a LinkedIn profile, if you have not done so already. Although you might feel you don't have anything "big" to post yet, you're not *expected to* at this point in your career. However, it's a great professional networking tool and you should start taking advantage of it while you're in school. I will help you with your profiles!

**Course Requirements:** Students will be assessed on the following:

### **Assignments**

*Submit assignments at the beginning of the class on the due date. If an assignment is due via email, it must be emailed prior to the start of class. You may also email assignments earlier than due date and time.*

### **Proposal for Case Study Paper (10 points)**

Students are required to turn in a proposal for their major case study paper for feedback and approval. This should be no longer than two pages, double-spaced. It must clearly explain the case study topic and organization, outline plans for research methodology (secondary research is required, primary research is encouraged), give examples of at least five potential sources (with complete citations) and provide a concise argument for why this topic warrants an in-depth analysis. It must also demonstrate critical thinking regarding the subject matter and whether there are implications that have a global impact or affect non-dominant groups. All students are expected to know how to properly

cite sources at this course level. However, please connect with me if you need further advising.

The proposal will be graded on the thought process behind the topic selection and whether it meets the elements required of the final paper. This assignment, and all written assignments, will also be graded on the strength of the student's writing skills, both and in grammar and eloquence.

### **Case Study Research Paper and Presentation**

#### **Theoretical or Practical Case – Your Choice** (100 points)

The major assignment for this course will be writing a case study research paper in public relations or solving a case problem in a real-life case.

Your paper should be 8-12 pages, with an additional two pages of references. Set the type in a flush left, justified format and use 12-point Times New Roman typeface. 1.5 spaces between sentences. Students are to follow style guidelines in the Publication Manual of the American Psychological Association. The paper must research cases pertaining to an organization – public, private, nonprofit – not an individual. You may turn in a printed document, email a word document (must arrive by the start of class).

You will explain the case problem and recommendations in a brief presentation to the class (no longer than 5 minutes each). You are encouraged to use multi-media tools for your presentation, including Powerpoint, Keynote, Google Drive, Prezi or Impress. During this presentation, obstacles not covered in the paper will be presented and you will be required to use the knowledge gained throughout the course to offer immediate and effective proposals to overcome these obstacles. Your classmates will be encouraged to ask questions of the presenter as well.

The case study research paper may cover any issue within the public relations field, including the following:

- Crisis communications
- Government relations
- Customer relations
- Employee relations
- Investor relations
- Reputation management (organizational, not individual)
- Product Launch
- Corporate social responsibility, rebranding, repositioning or change management
- Political campaign

The campaign can be a rapid or a slow building endeavor, but must be complex and must include social media elements.

The research paper will be graded on content, employment of sound research methodologies, depth of research, quality of writing, organization, well thought-out and defended strategies and the use of appropriate sources.

**Theoretical Case:** This paper focuses on a particular problem, such as Paula Deen's 2013 'N-word' deposition or LA Unified School District suspending a contract with Apple for iPads in 2014. Examples from this year include: Subway's reaction to company spokesman Jared Fogle's home being raided by the FBI, TLC's response to Josh Duggar's molestation charges, the Smithsonian's actions regarding the Bill & Camille Cosby African American art exhibit, Warner Bros. halting production of the 'Dukes of Hazard' car featuring the Confederate flag, or the NFL's handling of 'Deflategate.' The problem must be one of scope and impact, having widely affected the organization's stakeholders.

In the first part of your paper, you will address the case theoretically, using the elements in the public relations matrix. Be sure to identify the original source of the incident, for example, Paula Deen's deposition was broken by the National Enquirer and was soon picked up by every major media outlet in the nation.

In the second part of your paper, make recommendations as if you were the public relations executive for the organization under attack or criticism, implementing the matrix based on your acquired knowledge. Please include a comprehensive analysis that takes into account traditional media relations as well as social media that communicates directly with consumers or constituents.

The topic you select to study should be significant enough to be analyzed in-depth. Public relations crises are excellent topics. An ideal topic would involve practices of poor public relations or no public relations efforts at a so that you have a great opportunity to present creative and plausible courses of action that may have resulted in greater success.

**Q: How do I write my theoretical case study research paper?**

**A:** For the theoretical case, the first part of your paper is the actual case – in other words, the facts surrounding the crisis. For this part of your paper, you simply use the public relations strategic-planning process as your guide – the situation analysis. Basically, you're analyzing the situation using the matrix of the strategic-planning process.

- What happened?
- What was going on in the industry or field of the organization? What was happening within the organization

itself, its product or service line, its customers or users, its competition?

- In your analysis, focus on what research the organization conducted.
- What were the problems and opportunities?
- What were the key messages?
- Who were the key publics?
- What were the organization's goals and objectives?
- What strategies and tactics did it use during the crisis or situation you're analyzing?
- What evaluation tools were used?

The final section of the theoretical paper is all about you – what you would have done in your role as the top public relations executive – what you would have done when the crisis first occurred and how you would have reacted throughout. To do this, follow the strategic-planning matrix.

- What was most important in the situation?
- What secondary research would you conduct?
- What primary research?
- What problems would you focus on solving and what opportunities do you see arising from the problems?
- What would be your key messages?
- How would you define your key publics?
- What would be your goals?
- Your public relations objectives? How to the connect with marketing objectives?
- What are your strategies and their rationales?
- What tactics would you use to implement your strategies?
- What obstacles might you face in attempting to implement these and how would you overcome them?
- How would you evaluate whether you achieved your objectives? How would you evaluate the success of your tactics?

**Practical Case:** OR you can tackle a real-time problem or challenge facing an organization and write a plan that solves that problem or challenge. For the practical case, you will select an organization of interest and determine whether there is a public relations issue within that organization that would benefit from a campaign. Examples include how to maintain and win back the level and lucrative advertising demographics of Facebook users, reverse declining tourism in Mexico, successful Apple PR campaigns without Steve Jobs, building a Latino base of voters for the Republican Party, or increasing Major League Soccer or the WNBA's fan base. You will then use the public relations matrix when making your recommendations. Please include a

comprehensive campaign that takes into account traditional media relations as well as social media that communicates directly with the target audience.

**Q: *How do I write my practical case study research paper?***

**A:** Use the elements of the public relations matrix as a guide. The strategies for a case analysis or analyzing any type of public relations problem involves critical and analytical thinking. Following certain steps helps guide the public relations practitioner in thoroughly analyzing a situation. The outcomes of the situation analysis guide the practitioner's recommendations in order to produce strategically sound results. The steps are as follows:

- 1. Situation Analysis:** Analyze the situation (also called environmental scanning). In this step, the practitioner explores the industry or field, the organization itself, the products or services offered by the organization, the users of those products or services, and the competition. Practitioners review legal, social, political, and economic trends. They explore every aspect of operation and review the mission and history of the organization, particularly the practices in public relations and marketing communications.
- 2. Secondary and Primary Research:** To gain a broad perspective of the situation, practitioners engage in both secondary and primary research. Secondary data collection involves existing materials, such as reports, collateral, and information found on databases. Primary data collection involves conducting original research, such as surveys and focus groups (utilizing survey technology such as Survey Monkey). Consider interviewing industry experts, contacting them via LinkedIn, Facebook and Twitter. Secondary research is conducted first. If more information is needed, primary research is gathered.
- 3. Problems and Opportunities:** After analyzing the situation, the practitioner can identify problems that can be solved by public relations. Focus on key problems and make sure they are not symptoms of a bigger problem. Each problem should be able to be turned into an opportunity. In some rarer cases, the practitioner may need to focus on strengths or new developments instead because an opportunity may not be visible. Opportunities are not written as objectives. Objectives can be used, but the practitioner will need to elaborate on the

proposed outcomes. All problems have been addressed in the situation analysis.

- 4. Key Messages:** A key message is the overall message of a campaign, program, activity, or tactic that is conveyed to a particular key public or target audience. Key messages may vary according to the key public/target audience.
- 5. Key Publics/Target Audiences:** The practitioner selects the particular audiences for the campaign, program, or project. Key publics and target audiences must be specific, not broad.
- 6. Goals:** These accomplishment statements are broad based and are usually generated from the organization's business plan.
- 7. Marketing Objectives:** These statements usually involve sales goals, profits, and numbers. They are measurable and specific.
- 8. Public Relations Objectives:** These statements involve communication or behavioral goals. They are measurable and specific.
- 9. Strategies:** These statements are broad based and explain how the practitioner will accomplish the objectives.
- 10. Rationale Following Each Strategy:** A rationale is a justification for that particular strategy. It is a brief persuasive statement explaining the rationale for the use of that strategy.
- 11. Tactics:** Tactics are tools or techniques used in public relations. Each tactic or tactics should execute a particular strategy.
- 12. Evaluation:** A practitioner devises methods to evaluate the effectiveness of the campaign, program, or project. First, the practitioner evaluates objectives, followed by tactics.

**Q: *Where can I find information on my case subject?***

**A:** When developing your case study, you will need to track the media coverage surrounding your subject. Databases, such as Lexis Nexis Academic (for the consumer and news press), ABI/INFORM Complete (for the trade press), and media websites will be helpful. In more established crisis situations, such as the Exxon Valdez and Enron, much has been written about these cases in textbooks and journal articles. Therefore, these sources may offer rich perspectives for your paper. You can get

some journal articles online, journals and textbooks in the library, and journal articles and textbooks not available in our library through the interlibrary loan program. You may also find annual reports and other forms of collateral materials distributed by the organization, its friends, and its foes very useful when writing your case. Don't overlook primary sources, such as interviews with members of the organization, its friends, and its foes as well as other professionals in the field who may offer their expert opinion. You may consider contacting them via social media channels such as LinkedIn, Facebook and Twitter. If you are doing the practical case assignment, the organization you're studying ideally should share internal and industry materials with you. Otherwise, you can find industry materials in the library. Use all of your secondary and primary research gathering skills when developing your case study. Please be sure most of these elements are available to you when writing the proposal so that you will have enough data to write a thorough paper.

**Two Examinations** (100 points each)

Questions will be based on key concepts presented during the course and will measure analytical and critical-thinking skills. Questions will be taken from lecture and text materials and will include true-false, multiple choice, and essay questions.

**Brief Case Study Identification and Assessment** (10 points)

A brief assignment (10 points) will assess case preparedness and demonstrate students' knowledge of course concepts. This will involve bringing (or emailing me a link by the start of class) a current sample of case studies to class for discussion, answering questions or creating a matrix for the case study assignments. You may be selected to present your assignment to the class.

**The Deck** (125 points – including Final Presentation end of Semester)

The electronic deck will showcase the collection of work you have done in class on your Case Study. It will be graded on clarity, design and layout, organization, selection and diversity of materials, ease of use, and creativity. I will provide samples to view for inspiration. This is akin to a "Case Study" you might show a potential client; highlighting a specific PR initiative you worked on.

**Participation** (25 points throughout the semester, additional 10 points during student presentations)

An additional 10 points will be assessed during the case study presentations, 5 for the presentation and 5 for the ensuing class discussion. Each student must come prepared to participate in the case study, either by presenting obstacles, new opportunities or changes to the situation at hand.

**Publishing Requirement: Two Story Placements** (10 points each for a total of 20 points)

Public relations students in advanced courses are required to place two stories during each class. All placements must run by 5/5, with copies brought to class or emailed to me by the start of class. These copies must be laid out neatly and professionally, with the publication title and date. Please be mindful of presentation – you may want to consider using Microsoft Office Picture Manager or Adobe Photoshop. Please attach the press release to the clip. Your two press releases or stories must be at least 400 words each.

Your stories must represent a sender, meaning an organization. Reviews of albums, concerts, restaurants, and theatrical performances are not appropriate for this assignment. Stories that involve fair comment and criticism are usually not appropriate as an example of public relations story placement unless they are considered op-ed pieces. Therefore, opinion pieces of this nature will be accepted. If students are unclear about any of these requirements, please discuss them with your instructor.

There are two ways to meet this requirement:

- 1) Develop and write a press release. Identify, then contact appropriate media to pitch for placement. The press release drafts must be submitted. After the revisions are approved, you will begin pitching for placement. You DO NOT write the article. You pitch the journalist on the topic of your press release and work to get him/her to write an article that includes content from the release.
- 2) Although public relations practitioners do not write stories about their organizations for media (with the exception of bylined Op-Ed pieces), for the purposes of this publishing requirement we will permit stories written for the print versions of the Daily 49er and Union. In addition, one campus newsletter placement, such as the PRSSA newsletter, may be submitted. While this is not typical for a PR practitioner, it is an excellent opportunity to experience what the journalists go through when filing a story to better understand their process and how you might assist it. Story assignments are available by contacting the editors of the publications. Please see me if you need assistance in accessing them. If you choose to do one or both publishing assignments in this manner, please let me know so that we can set up

deadlines for drafts and revisions to be submitted via Google Docs or email (please contact me directly if this is not possible).

**Evaluation and Grading Criteria:** Students will be graded according to the standards outlined in the University catalog, but work must reflect in-depth thought, be well written, be organized, and be thoroughly researched. A total of 500 points is possible. Incompletes will only be given in the cases of extreme emergency.

450-500	A
400-449	B
350-399	C
300-349	D
299 and below	F

**Attendance, Excused Absences, and Makeups:** Students are expected to attend class and arrive on time and must be present to take all examinations. If you miss a class, you are still responsible for all materials presented in class and any adjustments to the syllabus or announcements you may have missed. If an emergency prevents you from attending a class, please contact me immediately at [steven.rohr@csulb.edu](mailto:steven.rohr@csulb.edu).

### ***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](mailto:Barbara.Kingsley-Wilson@csulb.edu)), Professor Gary Metzker (*Daily 49er* and *Dig Magazine*, [Gary.Metzker@csulb.edu](mailto:Gary.Metzker@csulb.edu)), and Professor John Shrader (*KBeach Radio* and *College Beat TV*, [John.Shrader@csulb.edu](mailto: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.prssa.org/scholarships\\_competitions/bateman/](http://prssa.prssa.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](mailto: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 Communications* (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

**Classroom Etiquette:** In order to have effective and productive discourse, students are required to come prepared to discuss the day's topic by reading the textbook assignment and meeting all assignment deadlines by the start of class. Cell phones and other mobile devices are a big part of the business

culture as much as our personal lives. However, they should not distract you or your classmates from what's happening in class. Drinks are permitted.

**Plagiarism:** Don't do it.

**Adds:** If seats become available, students can only add using MyCSULB by following the instructions outlined in the CSULB Schedule of Classes. Seats would only become available if a student decides to drop this course. Students who attend all classes will be permitted to add if a seat becomes available online. If several students have attended all the classes and wish to add, the student with the most units toward graduation will be given priority to stay in the class. Check the "Registration and Adjustments" section of the Schedule for more details.

**About Your Instructor:** Steve Rohr is founder and president of Lexicon Public Relations, an entertainment agency based in Los Angeles. For over a dozen years, he's represented actors, films, authors, and designers. This year he also served as a show publicist for the 87<sup>th</sup> Annual Academy Awards. Corporate clients have included Sony Pictures and Sony Music Entertainment. He's taught public relations at Loyola Marymount University as well as Communication courses at MiraCosta College, Saddleback College, and Rio Hondo College. He is the co-author of "Scared Speechless: 9 Ways to Overcome Your Fears and Captivate Your Audience," which will be released by Career Press in spring 2016. Steve earned his B.A. in Communication and Political Science from Concordia College (Moorhead, MN) and M.A. in Communication from Arizona State University (Tempe, AZ).

## SCHEDULE OF CLASSES/DEADLINES

**Week One (8/24 & 8/26): Course overview.** Tackling the case study process. The nature of analyzing case studies. Current examples of real-time public relations cases.

READ Chapter 1 (Swann)  
A Brief Introduction to Public Relations

**Assignment due 8/26:** What Is A PR Campaign Case Study?  
Source: <http://www.adweek.com/prnewser/category/pr-fail>

Read three articles on the site. Select one. Write a synopsis of the campaign or PR evaluation it makes. Include: Campaign Objective. Audience (local/national/global, gender/ethnic/age, other). Key Message. Implementation Tactics. Outcome. Assess whether you feel it was successful or not and give reasons why. Be prepared to discuss your assignment with the class and to defend your position. No more than one page, double-spaced. Include a link to the article. Submit via print or email (emailed assignments must arrive prior to the start of class).

**Week Two (8/31, 9/2): Media Relations.** Influence. Social Media Effects on Media.

READ Chapter 4 (Swann)  
Media Relations, Case Studies: Sugar and Obesity link, Face Transplant Surgery, Texas School District Stadium, Domino's and Employee YouTube Video

**Assignment due 9/2:** Proposal for case study assignment.  
Students are required to turn in a proposal for their major case study paper for feedback and approval. This should be no longer than two pages, double spaced. It must clearly explain the case study topic and organization, outline plans for research methodology (secondary research is required, primary research is encouraged), give examples of at least five potential sources (with complete citations) and provide a concise argument for why this topic warrants an in-depth analysis. It must also demonstrate critical thinking regarding the subject matter and whether there are implications that have a global impact or affect non-dominant groups. All students are expected to know how to properly cite sources at this course level. However, please make an appointment with me if you need further advising.

The proposal will be graded on the thought process behind the topic selection and whether it meets the elements required of the final paper. This assignment,

and all written assignments, will also be graded on the strength of the student's writing skills, both and in grammar and eloquence.

**\*\*\*LABOR DAY: MONDAY, SEPTEMBER 7<sup>th</sup> – NO CLASS.**

### **Week Three (9/9): Crisis Management**

Emphasis will be placed on discussing impact of crisis in the global digital age, how to use SEO techniques to overcome negative content online, incorporating social media into an overall public relations campaign.

READ Chapter 5 (Swann)

Crisis Management, Case Studies: Pink Slime, Susan G Komen Pink Ribbon, Deepwater Horizon/BP oil disaster

#### **Assignment due 9/9:**

All students will discuss how they will pursue their publishing assignment. If you will be issuing a press release and working to place a news story surrounding it, please identify the message of the press release and five media targets. If you will be writing a piece for a publication such as the 49er or a newsletter, please identify the topic and the media outlet. If you will be using the 49er editorial email for story assignments, please specify a section of the newspaper that you intend to write for. Please send this information via email to the class instructor by the start of class.

**Assignment due 9/14:** Press release draft for publishing requirement #1 if you are pitching a story. Submit via Google Docs or email ONLY. If you are writing an article for a publication such as the 49er, please email or hand in an update on the status of that.

### **Week Four (9/14 & 9/16): Grassroots Public Relations / Activism / Non-Profit** Members, Donors and Volunteers.

READ Chapter 6 (Swann)

Activism, Case Studies: Restaurant Play Area Bacteria, Guitar Hero, Domestic Violence, Chicken Farm Abuse

**Assignment due 9/16:** Edit of press release draft for publishing requirement #1. Submit via email ONLY prior to the start of class.

### **Week Five (9/21 & 9/23): Consumer Relations.** Direct Interaction Through Social Media. Applying the public relations matrix to case development.

READ Chapter 7 (Swann)

Consumer Relations, Case Studies: Salem MA, Trade Association, Potato, Sony Playstation

**Week Six (9/28 & 9/30):**

Review for exam #1

**First exam on** Wednesday, 9/30

**Week Seven (10/5 & 10/7): Entertainment & Leisure Organizations.**

Individuals as business entities, personal life decisions with financial or political impact.

READ Chapter 8 (Swann)

Entertainment & Leisure, Case Studies: Penn State, Rush Limbaugh Radio Show, Tiger Woods, England's Royal Family Finance

**Assignment due 10/7:** Press release draft for publishing requirement #2 if you are pitching a story. Submit via Google Docs or email ONLY. If you are writing an article for a publication such as the 49er, please email or hand in an update on the status of that.

**Week Eight (10/12 & 10/14): Community Relations** Corporate Social Responsibility. Elements of the public relations matrix.

READ Chapter 9 (Swann)

Community Relations, Case Studies: School-Issued Laptop Spycam, Jewish Museum Protest, Hallmark Writers On Tour

**Assignment due 10/14:** Edit of press release draft for publishing requirement #2. Submit via email ONLY prior to the start of class.

**Week Nine (10/19 & 10/21): Cultural and Other Considerations.** Public Issue Campaigns and Debates. Politics.

READ Chapter 10 (Swann)

Cultural and Other Considerations, Case Studies: Cultural Sensitivity, Fukushima Nuclear Meltdown, Marburg Virus, Shark Fin Soup

**Week Ten (10/26 & 10/28):**

Case study research paper due 10/26

**Student presentations on 10/26 and 10/28.**

As part of the presentations, the students will hold the role of head of Public Relations in the organization. Other students in the class will be assigned other roles, including potential obstacles and changes to the campaign proposed. Students must be prepared to address issues that may arise and come up with arguments against proposed obstacles or changes as well as methods to adapt

to unforeseen changes that affect the campaign. Students in the audience must be prepared to suggest these obstacles and changes, taking into account issues such as environmental, economic, diversity and ethics. Audience students will be graded (5 points for presentation, 5 points for audience commentary and questions).

**Week Eleven (11/2 & 11/4)**

Student presentations continue on 11/2 & 11/4

Nov. 9<sup>th</sup>: Review for exam #2

**\*\*\*VETERAN'S DAY – WEDNESDAY, NOV. 11<sup>th</sup> – NO CLASS.**

**Week Twelve (11/16 & 11/18):**

Second exam on Monday, November 16<sup>th</sup>

Nov. 18: **Financial Communications and Investor Relations.** Reputation Management. Rebranding. Relaunch. Executive change.

**\*\*\*FALL BREAK – MONDAY – WEDNESDAY, NOV. 23 – 25 – NO CLASS.**

READ Chapter 11 (Swann)

Investor Relations, Case Studies: Paychex, Best Buy, Burger King

**Week Thirteen (11/30 & 12/2): Ethics and The Law.** Standards, Ethics and Values. Truth. Transparency. Accuracy. Fairness.

READ Chapter 2 (Swann)

Ethics and The Law, Case Studies: City Utility, Reporting Practices, What Would You Do?

12/2: Introduction to Decks

**Week Fourteen (12/7 & 12/9):**

**12/7: Employee Relations**

Employee Relations, Case Studies: Southwest Airlines, Southwestern Vermont Health Care, Corporation for National and Community Service, Kaiser Permanente.

12/9: **Decks are DUE!** Must be emailed to me ANYTIME PRIOR to CLASS.

Students Present DECKS to Class.

**Assignment due 12/9:** Turn in publishing placements (2). Must bring copies to class or email before the start of class.

**Week Fifteen (12/14) FINAL EXAM SCHEDULE! MEET 8 – 10 AM**

**Students Present DECKS to Class.**

**The professor reserves the right to adjust this schedule at anytime.**

## **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 12<sup>th</sup> 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.

### **Additional Student Learning Assessment**

The national accrediting agency for journalism education has established a requirement that all accredited journalism schools assess student mastery of 11 core values and competencies that any graduate of a journalism and mass communication program should possess. According to the Accrediting Council on Education in Journalism and Mass Communication, all graduates, irrespective of their particular specialization, should be able to:

- 1) Understand and apply First Amendment principles and the law appropriate to professional practice.
- 2) Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- 3) Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
- 4) Understand concepts and apply theories in the use and presentation of images and information.
- 5) Work ethically in pursuit of truth, accuracy, fairness and diversity.
- 6) Think critically, creatively and independently.
- 7) Conduct research and evaluate information by methods appropriate to the communications professionals in which they work.
- 8) Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- 9) Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- 10) Apply basic numerical and statistical concepts.
- 11) Apply tools and technologies appropriate for the communications professions in which they work.

## **Accommodation of Students who Need Support Services.**

Students with disabilities involved in an off-campus program who need assistance or accommodation in order to participate in or benefit from university programs, services, and/or activities should inform the person/department responsible for these programs, services, or activities, and then contact

Students needing support services or accommodations for course work should contact the instructor of the course within the first week of class. In addition, students should establish their eligibility for assistance by contacting Disabled Student Services (Brotman Hall, Room 270) at (562) 985-5401. They will be required to provide verification of their disability from a medical professional along with a description of the student's functional limitations. Disabled Student Services will evaluate their requests. Typical accommodations available are extended time for tests, test proctoring, private test rooms, note taking, Braille transcription, and referral for tutoring.

If the service offered is insufficient or inadequate, the student should confer with the Director of Disabled Student Services. Concerns may also be directed to the Office of Equity & Diversity (University Student Union, Room 301) at (562) 985-8256. Responsibility for oversight and implementation of the Americans with Disabilities Act and the Rehabilitation Act have been delegated to the campus director for disability support and accommodation.

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