

Journalism 370 - Principles of Public Relations
California State University, Long Beach
Spring 2016 – T/TH 8- 9:15 a.m.

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Required Text:

- ✓ **THINK Public Relations, 2nd Edition**

Dennis H. Wilcox, Glen Cameron, Bryan H Reber, Jae-Hwa Shin
Pearson Education, Inc ©2013
ISBN: 0-205-88531-4

- ✓ Associated Press Stylebook



Suggested Reference and Reading:

- ✓ “When Words Collide,” by Kessler and McDonald
- ✓ At least one major daily newspaper such as the *Los Angeles Times*, *Orange County Register* or the *New York Times*. On-line versions are acceptable as well.

Course Description:

This course is designed to give students an introduction to the field of public relations. The course covers five main areas: 1) The role of public relations; 2) the process (from research and planning to implementation and evaluation); 3) the fundamental concepts of strategy; 4) the tactics used by public relations professionals; and 5) the application of the process, strategies and tactics in major areas of practice. This course will interest students in communication studies, English, business, recreation, and other majors. This course will help you to look at situations, note the opportunities and/or problems, and deal with them in a logical, analytical manner taking into consideration diversity and new technologies. It presents some excellent exercises in critical thinking and will help you improve your individual writing style. This course also provides the foundation of knowledge needed to progress to the more advanced courses in public relations.

Course Objectives:

The primary objective of this course is to familiarize students with the basic concepts, principles, practice and profession of public relations. It is the foundation course for other courses in public relations and a supplemental course for students majoring in other fields. At the end of the course, students should have attained knowledge and understanding of the following central concepts:

- The role and functions of public relations in a contemporary society.
- The contingency views of public relations practice in the worlds of managing competition and conflict.
- The historical evolution of public relations, career opportunities in the field, and professional/ethical/legal responsibilities.
- The basic process of public relations—research, planning, communication, evaluation—and the use of communications strategies and tactics to achieve organizational goals and objectives.
- The persuasion of public opinion and audience analyses, and how to reach diverse audiences.
- Understand concepts and apply theories in the use and presentation of images and information.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- An introduction to relevant tools and technologies including, wire distribution services, social media platforms, Google News Alerts, PowerPoint, and Cision.
- An understanding of how public relations is a global phenomenon.
- How the Internet and social media are changing the way public relations professionals build and sustain relationships between an organization and its constituents.
- An understanding of public relations activities in business, sports, tourism and entertainment, nonprofit, education and government organizations.

Assessment and Grading Criteria:

There will be:

- ✓ five short written assignments
- ✓ one three- to five-page research paper or business book group presentation project
- ✓ six to eight chapter quizzes
- ✓ group case presentation
- ✓ mid-term exam
- ✓ final exam

All written assignments and the research paper are due at the start of class on the date specified in the Course Schedule. Papers are to be typed, double-spaced, using black 12-point Arial or Times New Roman font, and a one-inch margin. **Do not include a cover page/sheet.** All writing is to follow Associated Press style. As strong writing is one of the top skills public relations professionals must possess, papers will be graded rigorously. I will expect your papers to be **clear and concise** using **proper grammar, correct spelling**, and appropriate attribution for all sources. Be certain you give each assignment an **appropriate, creative title** and that your thoughts are **organized** and presented **logically**. On the five short written assignments, if there are more than three typos, AP style and/or spelling errors, you may receive a grade of D or lower. You may resubmit your paper with corrections and earn up to a C (22 points). Please take the time to proofread your papers to eliminate spelling, grammar and AP style errors. Late assignments will be accepted up to two weeks past the due date. Your grade will be reduced three points per week on 30 point assignments and eight points per week on the research paper.

The two exams will consist of short answer, essay and case questions. Each requires a blue/green book. Submit your blue/green book by the class session prior to the exam. Students not present during the exam will earn a zero. If you have a genuine emergency that makes it impossible for you to take an exam, **contact me immediately at (562) 746-8461**, explain your situation and leave a number where you can be reached. If a makeup is granted, the exam must be taken as soon as possible. Documentation will be needed. Follow the same instructions explained above for being late on an assignment.

This course will have both lecture and discussion. The learning process is enhanced through active class discussion and each student is expected to be ready to participate actively and contribute to these discussions. Readings should be completed before the start of the class session for which they are assigned. **Expect to be called upon to comment on the material.**

Points for assignments, exams and class participation/attendance are as follows:

Written assignments	150 (30 each)
Chapter quizzes	40
Case presentation	30
Research paper or group project	70
Mid-term exam	80
Final exam	90
<u>Class participation & attendance</u>	<u>40</u>
Total	500

There will also be up to five current event quizzes that will be given throughout the semester at the instructor's discretion. Each quiz will include up to five questions and will be given verbally. All points will be extra credit. These quizzes are intended to encourage you to keep track of current events as well as encourage regular attendance in class.

If at the end of the semester your points total is on the border (example: 79% or 89%), having a good attendance and participation record with all assignments turned in on time will likely result in you receiving the next highest letter grade.

Grade expectations are as follows:

A Superior Work:

Superior writing that is well-organized and effective, with complete facts, thoughtful analysis and opinion (when applicable), and correct grammar and style. Additionally, writing that is clear, concise, logical, easy to read, adheres to media style, and follows proper format. No misspelled words or typos.

B Above-Average Work:

Writing that is well-organized with complete facts and thoughtful analysis and opinion (when applicable), and only minor grammatical and stylistic corrections. This work also is clear, concise, and follows proper format. No misspelled words or typos.

C Average Work:

Writing meets minimum requirements of complete and correct facts, and thoughtful analysis and opinion (when applicable) but requires editing to correct organization, grammar and style. Some minor problems in format and additional work may be needed to heighten the impact of the piece.

D Below-Average Work:

Writing contains incomplete information, numerous style and grammatical errors, and is poorly organized.

F Unacceptable Work:

Writing is poorly organized and contains style and grammatical errors, factual mistakes and misspelled proper nouns.

Attendance & Punctuality

Attendance is important for success in this class. Students are responsible for all materials presented, assignments due, changes to the syllabus, and announcements. There will be no make-ups for missed in-class quizzes. **Students also are expected to arrive to class on time as a sign of courtesy and respect for your instructor and fellow students.** Participation points will be assigned based on the following criteria:

35-40 Points:

Attends all classes. Always demonstrates commitment through thorough preparation; always arrives on time. Always a willing participant; responds frequently to questions; routinely volunteers point of view. Often cites from readings and assignments; often uses readings and experiences to support points. Meets all deadlines and turns in all assignments on time.

30-34 Points:

Attends nearly all classes. Any absences are excused. Rarely unprepared; rarely arrives late. Volunteers frequently. Often a willing participant; responds occasionally to questions; occasionally volunteers point of view. Occasionally cites from readings and assignments; sometimes uses readings and experiences to support points. Meets all deadlines and turns in all assignments on time.

20-29 Points:

Misses more than three classes, both excused and unexcused. Often unprepared; occasionally arrives late. Infrequent volunteer. Rarely a willing participant; rarely able to respond to direct questions; rarely volunteers point of view. Rarely able to cite from readings and assignments; rarely uses readings and experiences to support points. Misses deadlines and turns in some assignments late.

0-19 Points:

Frequently misses class. Rarely prepared; often arrives late. Seldom if ever volunteers. Never a willing participant; seldom ever able to respond to direct questions; never volunteers point of view. Unable to cite from readings and assignments; cannot use readings and experiences to support points. Misses multiple deadlines and turns in several assignments late.

Course Schedule*:

- Jan. 19 Course introduction, review syllabus
- Jan. 21 What is Public Relations?
Reading: Chapter 1
Class Preparation: Be prepared to 1) define public relations in your own words, and 2) discuss the PR Casebook on page 8 and the TACTICS article on page 22.
- Jan. 26 Careers in Public Relations
Grammar assessment
Reading: Chapter 2
Class Preparation: Bring a press clipping that was likely a result of a news release/pitch.
- Jan. 28 The Growth of a Profession
Reading: Chapter 3
Draw companies/organizations to follow throughout the semester.
Class Preparation: Be prepared to discuss the Social Media In Action article and questions on page 58.
- Feb. 2 Today's Practice: Departments and Firms
Reading: Chapter 4
Class Preparation: Be ready to discuss the PR Casebook on page 84.
Grammar Assessment Review
- Feb. 4 Guest Speakers
Assignment #1 Due: Write a ½ to 1 page paper stating whether you'd prefer to work in an agency or department and explain why.
- Feb. 9 Ethics and the Law
Reading: Chapter 9; PRSA Code of Ethics
Class Preparation: Read the full PRSA Code of Ethics posted on BeachBoard.
- Feb. 11 Research
Reading: Chapter 5 (pages 89 – 103)
- Feb. 16 Campaign Planning
Reading: Chapter 5 (pages 103 – 111)
Class Preparation: Be ready to discuss the PR Casebook on page 108.
- Feb. 18 Research and Campaign Planning (continued)
Reading: Case to be posted to BeachBoard
Class Preparation: Be ready to discuss the cases posted to BeachBoard. Also be prepared for the Apply Your Knowledge exercise on page 110.
- Feb. 23 Communication
Reading: Chapter 6 (pages 115 – 126)
Assignment #2 Due: You have been asked to develop a communications plan for the University to raise awareness about safety and safety services on campus. Develop a survey/questionnaire to help you get the information needed to plan a communications strategy. It should look like an actual survey. Do not turn in a list of questions. In a brief paragraph, define your audience and describe how you'd conduct your survey.

- Feb. 25 Measurement
Reading: Chapter 6 (pages 127 - 135)
 Review for midterm exam (turn in your Blue/Green Book exam book)
Class Preparation: Be ready to participate in a discussion about what you would recommend for the American Red Cross campaign outlined on page 134.
- March 1 Communication and measurement (continued)
Reading: Case posted to BeachBoard.
 - **TURN IN INTERVIEW SUBJECT – Include name, title and company.**
 - **Blue/Green Book for Midterm Exam MUST BE TURNED IN BY TODAY.**
- March 3 **Midterm Exam**
- March 8 Public Opinion and Persuasion
Reading: Chapter 7
Class Preparation: Be prepared to discuss how opinion leaders and the mass media influence public opinion.
 Review Research Paper and Business Book Group Presentation assignments.
- March 10 Public Opinion and Persuasion (continued)
- March 15 Managing Competition and Conflict
Reading: Chapter 8
- March 17 Reaching Diverse Audiences
Reading: Chapter 10
Class Preparation: Be prepared to discuss the PR Casebook on page 212.
Assignment #3 Due: Interview a public relations professional with at least five years of experience. You may do a phone interview or an in-person interview. No email interviews allowed. Write a 1.5 - 2 page **feature story** summarizing their position and the type of work they do as well as their perspective on the pros and cons of working in their particular area of PR. List the interviewees name, title, company, phone and email address at the end of your paper.
- March 22 The Mass Media
Reading: Chapter 11
Class Preparation: Visit the three major wire distribution services online and be prepared to discuss what you find (Marketwire, PR Newswire, BusinessWire).
- March 24 The Mass Media - continued
Class Preparation: Visit cision.com and read about their Influencer Identification product (media database).
Research paper topic, 2-3 sentence summary, and list of at least five solid sources due by today.
- March 28 - April 1 **SPRING BREAK - NO CLASSES**
- April 5 The Internet and Social Media
Reading: Chapter 12
Assignment #4 Due: Write a two-page news release based on the instructions provided on BeachBoard and the notes given in class. Use traditional news release formatting.

- April 7 Events and Promotions
Reading: Chapter 13
- April 12 Complete discussion on tactics, social media, events and promotions
Assignment #5 Due: You were assigned a company/organization to follow at the beginning of the semester. Take a look at what that company is doing on-line with social media. Examine their blog(s), Facebook presence, Twitter activity, Instagram posts, and any other social media efforts. Write a 1-2 page paper about what you discover. Briefly describe how the company/organization is using these channels. Are the platforms integrated? If yes, in what ways? Can you guess what their online communications goals might be? Is their audience engaged? How do you know? What suggestions would you make if you were on their communications team?
Class Preparation: Be ready to discuss your paper in class.
- April 14 Global Public Relations (Group 1 Presentations)
Reading: Chapter 14
- April 19 Corporate Public Relations (Group 2 Presentations)
Reading: Chapter 15
Class Preparation: Be prepared to discuss the PR Casebook on page 321.
- April 21 Entertainment, Sports and Tourism (Group 3 Presentations)
Reading: Chapter 16
- April 26 Government and Politics (Group 4 Presentations)
Reading: Chapter 17
Research Paper Peer Review – Have two copies of your research paper ready for your peer group.
- April 28 Nonprofit, Health and Education (Group 5 Presentations)
Reading: Chapter 18
Be prepared to provide your peer group with verbal and written feedback.
- May 3 Complete discussion on practice areas
Business Book Group Project Presentations (depending on number of groups)
- Research Paper Due - turn in final copy, peer review sheets from your classmates, and the edited copies of your paper
- May 5 Business Book Group Project Presentations
Review for final exam (*turn in your Blue/Green Book exam book*)
- Group Project 1-2 page summary and peer review sheets due for all groups - one copy of your slides are due on the day of your presentation
- May 12 **Final Exam** 8 a.m. - 10 a.m.

* This schedule is a general guide. The instructor may make changes including the addition of cases and articles, and revisions to class assignments.

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) and Professor Danny Paskin (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), Robin Jones (*Dig Magazine*, Robin.Jones@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) for **NAHJ**, Professor Holly Ferris (Holly@Ferriscomm.com) for **PRSSA**, and Professor Chris Karadjov (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