

Course Syllabus, Spring 2016
Journalism 478—Public Relations Case Studies
Monday and Wednesday, 11 a.m. – 12:15 p.m.

Instructor

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Required Text

- ***Cases in Public Relations Management, 2nd Edition***
Patricia Swann, Routledge ©2014
ISBN: 978-0-415-51770-6
- Associated Press Stylebook

Suggested Reference and Reading

- ***When Words Collide*** by Kessler and McDonald – a great reference for the writing assignments required for this course and others.
- Our class discussions will cover breaking PR news not covered in our textbook. As a journalism/PR student, it's imperative you stay "dialed-in" on what's making news and why. As such, I recommend you subscribe to at least one major daily newspaper such as the *Los Angeles Times*, *Orange County Register* or the *New York Times*. Online versions are acceptable. Other sources of news discussed in this class might be found on PRWeek.com, PRDaily.com and PRNewsOnline.com.

Course Description

This course is designed for public relations students who are ready for a more rigorous and intense study of the issues and challenges of the public relations practice. Emphasis is placed on both written and oral presentation skills, the ability to understand the theoretical concepts of strategic planning and the public relations practice, and the ability to design and execute programs that will solve public relations problems and contribute to an organization's future success. As a final capstone course in public relations, Journalism 478 requires the use of knowledge acquired in all previous courses. In addition, career planning and portfolio development will be addressed in this course.

Course Objectives and Method of Instruction

At the completion of this course, students will:

- Learn different approaches for solving public relations challenges.
- Learn how to be sensitive to cultural norms and the needs of diverse audiences.
- Increase their understanding of the various subsets in the public relations practice.
- Become familiar with the theoretical models of the public relations practice.
- Be exposed to strategies that will assist them in the job-searching process and learn the techniques of developing an effective portfolio in which to display their work.
- Emerge with improved public relations skills and poise when performing under pressure.

Students will develop their critical thinking skills in program development by analyzing historical and active cases and exploring public relations topics in-depth. This class will have lecture, discussion and group work, with much of the discussion led by students themselves. Case analyses require: environmental scanning, identifying organizational stakeholders and conducting a SWOT analysis, ensuring socially and ethically responsible practices, setting appropriate goals and objectives, recommending effective strategies and tactics, and determining methods of evaluation.

Course Work

Please come to each class prepared and ready to participate in discussion and group work. Course requirements are as follows:

- Every student will be asked to present and lead discussion for one case, which you will choose on the first day of class.
- There will be three written case analyses due throughout the semester.
- Prior to each class, everyone is expected to have completed the day's readiness quiz on Beachboard.
- This course involves a great deal of discussion and listening to the opinions and thoughts of others. As such, strong emphasis is placed on class participation. Students are also encouraged to introduce subjects that are relevant to course topics.
- You will be asked to write and present a case study research paper, which will be graded on content, employment of sound research methodologies, depth of research, quality of writing, organization, adherence to style and the use of appropriate sources.
- You will compile your own professional portfolio, which will be your own case study and will be graded on content, clarity, design and layout, organization, selection and diversity of materials, ease of use and creativity.
- The Department of Journalism and Mass Communication requires that students in upper-division courses place two articles in publications considered appropriate by the instructor. A story generated as a result of a news release or pitch letter is preferred (turn in a copy of the release or pitch letter and a tear sheet of the article). Articles in local daily and weekly newspapers are acceptable. Students can place articles in the student newspaper or campus publications such as the journalism alumni publication or PRSSA newsletter. An early start is imperative – shoot for at least one article by mid-term. Articles must be published during the semester.
- Two examinations will be given (midterm and final), which will cover the concepts in the course and test analytical and critical-thinking skills.
- The Department of Journalism and Mass Communications is implementing a new requirement for all seniors to create electronic portfolios that will enable the department to assess its 12 Student Learning Outcomes. This class has been selected to participate in a pilot program this semester. As part of this requirement, you will be asked to complete two reflection assignments; create an e-portfolio that includes a link to your LinkedIn page or a resume that emphasizes your communication experience and relevant skills (knowledge of digital media software, photography, reporting, fluency in foreign language, etc.); samples of the work completed in Jour 478 and links to published clips. You will learn more about this program in class.

There will be **500** total points available:

• Case presentation	20
• Case analyses written assignments (15x3)	45
• Readiness quizzes	40 (+5 extra credit)
• Case study research paper proposal	10
• Case study research paper	70
• Case study research paper presentation	10
• Case study research paper peer review	10
• Portfolio	50
• Participation/Reflection Assignments	55
• Published articles	20
• Midterm exam	80
• Final exam	90
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	Total 500

Submitting Assignments

- Late assignments will not be accepted. If you are unable to attend class when an assignment is due, it should be left in the instructor's mailbox in the Journalism office before class begins or given to a classmate to submit.
- For extraordinary circumstances, to be considered for an excused absence or a late assignment, type a brief paragraph explaining the situation, staple any supporting documentation to it, and submit it to the instructor by the next class period.
- All written assignments and the research papers are due **at the start of class** on the date specified in the Course Schedule.
- Please **print and staple** your written assignments (with the exception of the Reflection Assignments) to turn into me for grading, and also upload them to the corresponding **Dropbox folder on Beachboard**. Failure to do both will result in a reduction in points.
- Assignments and the research paper 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.**
- As strong writing is one of the top skills public relations professionals must possess, papers will be graded rigorously. Your papers should be clear and concise using proper grammar, correct spelling, and appropriate attribution for all sources. All writing is to follow Associated Press style for writing and American Psychological Association (APA) Style for citations. **Please take the time to proofread your papers so you can eliminate spelling, grammar and AP style errors.**

Written assignments will be evaluated in terms of content and grammar/style, with each worth 50 percent. **One point is typically subtracted for each grammatical error.** The criteria are as follows:

Content

- follows directions
- well-structured/organized paragraphs
- smooth transitions
- easy-to-read writing
- depth of thought
- proper development of content
- proper language usage
- conciseness of writing
- clarity of message
- proper word choice
- flair and style (interesting writing, holds reader's attention)
- accomplishes objective
- talks directly to target audience/public

Grammar/Style

- Follows AP style and uses proper grammar and punctuation.

Grade Expectations

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, easy to read, adheres to AP 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.

Exams and Quizzes

Midterm and Final

- The midterm and final will consist of short answer, essay and case analysis questions. These exams require a blue/green book, which you will be asked to submit to me by the class session prior to the exam.
- Students not present during the midterm or final 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) 413-2237**, 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.

Readiness Quizzes

- There will be a Readiness Quiz (or 2) available on Beachboard prior to the start of each class session. The quizzes are in long answer format and will include 1-3 questions about the assigned case for the day. There will be 5 extra credit points available in these quizzes throughout the semester. No late quizzes will be accepted.

Case Analysis Presentation

Each student will present one case from the textbook to the class, which will be assigned on the first day of class. On your day to present, please arrive on time (or early, if possible) and prepared with your PowerPoint or Prezi file. You may email yourself your presentation and access it from the classroom computer, or bring it with you on a flash drive.

Written Case Analyses

There will be three Case Analyses assignments due throughout the semester designed to help you understand the concepts of public relations and demonstrate your knowledge of those concepts. The strategies for a case analysis or analyzing any type of public relations problem involve critical and analytical thinking. You will receive more details about this requirement in class.

Case Study Research Paper

Theoretical or Practical Case (Your Choice) – Due April 27 (70 points)
and **Brief Presentation of Case (10 points)**

The paper should be 8-12 pages, plus about two pages of references. Set the type in a flush left, ragged-right format, double spaced and use 12-point Times New Roman typeface. Please follow AP style guidelines in your writing and the Publication Manual of the American Psychological Association for citations. The case study research paper may cover any issue within the public relations field, including the following:

- Crisis communications
- Government relations
- Integrated marketing communications
- Customer relations
- Employee relations
- Investor relations
- Interactive or Internet public relations
- Reputation management

Please make sure the case you choose includes social media elements. The research paper will be graded on content, employment of sound research methodologies, depth of research, quality of writing, organization, adherence to style, and the use of appropriate sources.

You may choose to write your paper about a *practical* or *theoretical* case, as outlined below:

Practical Case

For the practical case, you will tackle a real-time problem or challenge facing an organization and write a public relations plan that solves that problem or challenge. Select an organization of interest and determine whether there is a public relations issue within that organization that would benefit from a campaign. The organization you choose should not have already tackled the chosen problem or challenge.

Examples include how to maintain and win back the level and lucrative advertising demographics of Facebook users, reverse declining tourism in Mexico, building a Latino base of voters for the Republican Party, or increasing Major League Soccer or the WNBA's fan base.

Use the public relations matrix to make recommendations:

- **A thorough situation analysis:** explore 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. Review legal, social, political, and economic trends. Explore every aspect of operation and review the mission and history of the organization, particularly the practices in public relations and marketing communications.
- **Secondary and primary research:** to gain a broad perspective of the situation, 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.
- **Problems and Opportunities:** After analyzing the situation, 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. All problems have been addressed in the situation analysis.
- **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.
- **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.
- **Goals:** These accomplishment statements are broad based and are usually generated from the organization's business plan.

- **Marketing Objectives:** These statements usually involve sales goals, profits, and numbers. They are measurable and specific.
- **Public Relations Objectives:** These statements involve communication or behavioral goals. They are measurable and specific.
- **Strategies:** These statements are broad based and explain how the practitioner will accomplish the objectives.
- **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.
- **Tactics:** Tactics are tools or techniques used in public relations. Each tactic or tactics should execute a particular strategy.
- **Materials/Budget/Timeline:** Consider everything you'll need to implement your tactics, how you will determine a budget and factors to consider when developing a timeline.
- **Evaluation:** Devise methods to evaluate the effectiveness of the campaign, program, or project. First, the practitioner evaluates objectives, followed by tactics.

Theoretical Case

This paper focuses on a particular problem that has already occurred and analyzes how the organization chose to respond, along with your own recommendations. Possible topics based on recent examples include: Subway's reaction to company spokesman Jared Fogle's home being raided by the FBI; Chipotle's reaction to outbreaks of E. coli bacteria and norovirus at several outlets across the nation; how Volkswagen tried to regain its image after the company was caught rigging engine emissions tests in America and Europe; TLC's response to Josh Duggar's molestation charges, the Smithsonian's actions regarding the Bill & Camille Cosby African American art exhibit, or the NFL's handling of 'Deflategate.'

The problem must be one of scope and impact, having widely affected the organization's stakeholders. Keep in mind that in your case study, you are representing an organization – public, private, nonprofit. You are **not** representing an individual.

For the theoretical paper, the first part of your paper is a description of the actual case – in other words, the facts surrounding the crisis. For this part of your paper, you use the public relations strategic-planning process as your guide:

- 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?
- What research did the organization conduct, if any?
- What were the problems and opportunities?
- What were the organization's goals and objectives?
- What strategies and tactics did it use during the crisis or situation you're analyzing? Include social media responses.
- What evaluation tools were used, if any?
- What type of media coverage did the organization receive? Was it positive/negative? Provide links/clips.
- What were the organization's key messages?
- Who were its key publics?

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. What you would have done when the crisis first occurred and how you would have reacted throughout?

To do this, again follow the strategic-planning matrix:

- What was most important in the situation?
- What secondary and/or primary research would you conduct?
- 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 do they 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?

The topic you select to study should be significant enough to be analyzed in-depth. An ideal topic would involve practices of poor public relations or no public relations efforts at all. It's likely that an ideal subject for a case study will have received extensive media attention, either in a local market or nationally. The subject most likely will have been involved in a controversy.

Both papers require secondary research and possibly primary research, particularly if the case is taken from the Southern California area. Students are encouraged to do the hands-on approach to gain experience and material for their portfolios.

An excellent example to use as a guide for the development of your case is the plan written by the Pay Like a Champion CSULB Bateman Team, which can be found on Beachboard.

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 LexisNexis Academic (for the popular press), ABI/INFORM Complete (for the trade press), and 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 find 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. If you are doing the practical case assignment, the organization you're studying may 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.

Proposal for Case Study Research Paper – Due Feb. 17 (10 points)

The paper proposing the topic of the case study should be double-spaced and two pages in length. It will include an explanation of the paper's case topic and problem, primary research methodology if applicable, and the types of secondary sources to be cited in the research paper. In the proposal, be sure to introduce the organization and explain the crisis or problem fully. Provide enough details so that the reader fully grasps the situation. Cite at least five to seven key sources that you'd like to use. Explain the primary research you'd conduct, if any. State the reason behind the selection of this particular topic for your case study research paper.

Please include complete citations of a sampling of your references. Your sources must be full citations, which include appropriate elements such as the title of the article, the name of the publication, date, volume, issue, etc.

You will be 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. Please include the following in your proposal:

- 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).
- 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.

At this point, it is expected that you have conducted a thorough preliminary review of your topic to ensure the selection of an appropriate topic and to focus your subject matter. 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 and grammar.

Presentation of Case Study Research Paper (10 points)

At the end of the semester, you'll be asked to give a 5-7 minute presentation about your case study research paper. Share with the class a brief overview of the situation and a high-level overview of some of your goals, strategies and tactics you would implement.

Attendance and Participation

- Attendance is important for success in this class. Students are responsible for all materials presented, assignments, changes to the syllabus and announcements.
- Students are expected to arrive to class on time as a sign of courtesy and respect for your instructor and fellow students.
- Students are expected to behave maturely, be polite in class, respect one another during class discussions and be courteous audiences during presentations. In addition, students are asked to refrain from distractive behavior such as walking in and out of class and chatting with classmates. Cell phones should be off or set on silent. Beverages and snacks are not permitted given the laboratory environment.
- Participation points will be awarded based on attendance, preparation, contribution to class discussion based on case reading assignments, and by the number and quality of contributions to the class and group discussions.

Participation points will be assigned based on the following criteria:

45-50 Points:

Attends all classes and completes all readiness quizzes on Beachboard. Always demonstrates commitment through thorough preparation; always arrives on time. Always a willing participant in group work; responds frequently to questions; routinely volunteers point of view and is aware of what's happening with every case. Often cites from readings and assignments; often uses readings and experiences to support points. Meets all deadlines and turns in all assignments on time.

36-44 Points:

Misses one or two classes and/or completes nearly all readiness quizzes on Beachboard. Any absences are excused. Rarely unprepared; rarely arrives late. Volunteers frequently. Often a willing participant in group work; responds occasionally to questions; occasionally volunteers point of view and is generally aware of what's happening with every case. Occasionally cites from readings and assignments; sometimes uses readings and experiences to support points. Meets all deadlines and turns in all assignments on time.

21-35 Points:

Misses more than two classes and/or rarely completes the readiness quizzes on Beachboard. Often unprepared; occasionally arrives late. Infrequent volunteer or contribute to group work. Rarely a willing participant; rarely able to respond to direct questions about the case assignment; rarely volunteers point of view. Rarely uses readings and experiences to support points. Misses deadlines and turns in some assignments late.

0-20 Points:

Frequently misses class and/or doesn't complete the readiness quizzes on Beachboard. Rarely prepared; often arrives late. Seldom if ever volunteers. Never a willing participant; seldom ever able to respond to direct questions about the reading or company/organization you've been asked to follow in the news; never volunteers point of view. Turns in assignments late or not at all.

Schedule of Classes*			
Week	Day	Topic(s)	Reading / Assignment(s) Due
1	Jan. 20	Course Overview & Syllabus; Introduction to the Case Study Process; Assign Presentation Schedule	
2	Jan. 25	Ethics and the Law Review Presentation Requirements; How to Write a Case Analysis	Swann p. 16-21 Reflection Assignment – part 1 (Dropbox only)
	Jan. 27	Presentation 1 Presentation 2	Swann p. 22-38 Quiz: City Utility or Cash Cow? Quiz: “In Washington, I’m Karen Ryan Reporting.”
3	Feb. 1	Corporate Social Responsibility Presentation 3	Swann p. 39-65 Quiz: Food for Thought
	Feb. 3	Presentation 4 Review Case Study Research Paper	Swann p. 81-93 Quiz: Developing Wines with a Conscience
4	Feb. 8	Media Relations Presentation 5	Swann p. 94-123 Quiz: Are You Pouring on the Pounds? Case Analysis #1
	Feb. 10	Presentation 6 Preparing Your Portfolio	Swann p. 124-132 Quiz: Face Value
5	Feb. 15	Presentation 7	Swann p. 144-153 Quiz: Two Employees With a Video Camera
	Feb. 17	Conflict Management Presentation 8	Swann p. 154-182 Quiz: LFTB or Pink Slime? Case Study Research Paper Proposal
6	Feb. 22	Presentation 9	Swann p. 183-201 Quiz: The Politics of Pink
	Feb. 24	Presentation 10 Midterm Review	Swann p. 202-225 Quiz: Deepwater Horizon Blowout Case Analysis #2
7	Feb. 29	Activism Presentation 11	Swann p. 226-247 Quiz: Beyond Disgusting
	March 2	Presentation 12	Swann: p. 248-255 Quiz: Guitar Hero Strikes a Chord Turn in your green/blue book for the midterm
8	March 7	MIDTERM	
	March 9	Consumer Relations Presentation 13	Swann p. 277-279; 294-312 Quiz: Getting Away from it All

9	March 14	Presentation 14 Presentation 15	Swann p. 331-359 Quiz: Sony Playstation Quiz: Kryptonite
	March 16	Entertainment and Leisure Presentation 16	Swann p. 360-389; Quiz: Penn State Fumbles
10	March 21	Presentation 17	Swann p. 403-415 Quiz: Tabloid Tiger
	March 23	Guest Speaker – Career Planning	Portfolio Progress Check
11	March 28 March 30	SPRING BREAK – NO CLASS	
12	April 4	Community Relations Presentation 18	Swann p. 422-444 Quiz: I'm Watching You
	April 6	Presentation 19 Presentation 20	Swann p. 445-461 Quiz: It's the Real Thing Quiz: Hallmark Writers on Tour
13	April 11	Cultural and Other Considerations Presentation 21	Swann p. 462-464; 489-509 Quiz: Fukushima Case Analysis #3
	April 13	Presentation 22	Swann p. 510-520 Quiz: Containing the Deadly Marburg Virus
14	April 18	Journalism Day – NO CLASS	
	April 20	Presentation 23 Case Study Research Paper Peer Review	Swann p. 521-527 Quiz: Shark Fin Soup Case Study Research Paper Draft – Bring 2 copies to class
15	April 25	Financial & Investor Relations Presentation 24 Presentation 25	Swann p. 528-538; 545-549 Quiz: Paychex Quiz: A Plate of Black Beauty Return Peer Feedback
	April 27	Review for Final Research Paper Presentations	Final Case Study Research Paper Due
16	May 2	Research Paper Presentations	Reflection Assignment – part 2 (Dropbox only)
	May 4	Research Paper Presentations Course Wrap-Up	Professional Portfolio Due Turn in your green/blue book for the midterm
FINAL EXAM Monday, May 9, 10:15 a.m. – 12:15 p.m. Published articles and supporting documents due			

*Please refer to BeachBoard for the most current Class Schedule and course documents.

Presentation Assignments

Ethics and the Law (3)

1. City Utility or Cash Cow? – Jan. 27
2. “In Washington, I’m Karen Ryan Reporting.” – Jan. 27

Corporate Social Responsibility (2)

3. Food for Thought – Feb. 1
4. Developing Wines with a Conscience – Feb. 3

Media Relations (3)

5. Are You Pouring on the Pounds? – Feb. 8
6. Face Value – Feb. 10
7. Two Employees with a Video Camera – Feb. 15

Conflict Management (3)

8. LFTB or Pink Slime? – Feb. 17
9. The Politics of Pink – Feb. 22
10. Deepwater Horizon Blowout – Feb. 24

Activism (2)

11. Beyond Disgusting – Feb. 29
12. Guitar Hero Strikes a Chord – March 2

Consumer Relations (4)

13. Getting Away from it All – March 9
14. Sony Playstation – March 14
15. Kryptonite – March 14

Entertainment and Leisure (2)

16. Penn State Fumbles – March 16
17. Tabloid Tiger – March 21

Community Relations (2)

18. I’m Watching You – April 4
19. It’s the Real Thing – April 6
20. Hallmark Writers on Tour – April 6

Cultural and Other Considerations (3)

21. Fukushima – April 11
22. Containing the Deadly Marburg Virus – April 13
23. Shark Fin Soup – April 20

Financial Communications and Investor Relations (2)

24. Paychex – April 25
25. A Plate of Black Beauty – April 25

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