

LSC Use Only Proposal No:  
LSC Action-Date:

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UWUCC Action-Date: AP-3/12/13 Senate Action Date:

App-3/26/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) <b>Michele Papakie</b>	Email Address <b>Michele.Papakie@iup.edu</b>
Proposing Department/Unit <b>Journalism</b>	Phone <b>724-357-4411</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course     
  Course Prefix Change     
  Course Deletion  
 Course Revision     
  Course Number and/or Title Change     
  Catalog Description Change

Current course prefix, number and full title: JRNL325 Public Relations Campaigns

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills   
  Knowledge Area   
  Global and Multicultural Awareness   
  Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship     
  Information Literacy     
  Oral Communication  
 Quantitative Reasoning     
  Scientific Literacy     
  Technological Literacy

3. Other Designations, as appropriate

Honors College Course     
  Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change   
  Program Revision   
  Program Title Change   
  New Track  
 New Degree Program   
  New Minor Program   
  Liberal Studies Requirement Changes   
  Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		11-29-12
Department Chairperson(s)		11-29-12
College Curriculum Committee Chair		11-29-12
College Dean		2/13/13
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		3/13/13

Received

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Liberal Studies

I. Catalog Description.

**JRNL 325 Public Relations Campaigns**

**3c-01-3cr**

**Prerequisites:** JRNL 126 and JRNL 220

An advanced public relations course that teaches students to plan a comprehensive public relations campaign from start to finish, following the Research, Plan, Execute, Evaluate model. Students outline plans for contacting media outlets and creating and maintaining social media communities. They also create slogans and advertisements consistent with branding.

II. Course Outcomes.

Students will be able to

1. Research an organization and articulate its mission, culture and core values both internally and through its publics.
2. Plan a change or a new product release for that company by organizing creative ideas into a formal proposal that aligns strategic messages with appropriate media and includes a timeline, budget and evaluative measures.
3. Execute at least a portion of the campaign plan, such as hosting an on-campus event.
4. Using the evaluative measures defined in the plan, analyze the portion of the campaign that was executed, develop lessons learned and propose improvements for a future proposal.
5. Demonstrate an understanding of branding concepts.
6. Demonstrate how to develop and maintain online, social media communities while respecting the brand.

III. Course Outline.

A. The role of value-driven public relations (**3 hours**)

1. Explore personal values, values outlined in the Public Relations Society of America's Code of Ethics and various organizations' values and understand where dilemmas may arise
2. Research case studies where crisis management techniques and responses did or did not match an organization's stated mission and values

B. Defining an organization's publics (**6 hours**)

1. Traditional versus Nontraditional; Latent. Aware and Active; Intervening; Primary and Secondary; Internal and External; Domestic and International
2. Co-orientation and determining what we need to know about each public
3. First Quiz (**1 hour**)

- C. The Public Relations Process: Research, Plan, Execute, Evaluate **(12 hours)**
  1. Research – Client Research, Stakeholder Research, Problem-Opportunity Research, Evaluation Research, Secondary Research, Monitoring Social Media, Communication Audits, Focus Groups, Surveys
  2. Plan – Ad Hoc, Standing and Contingency Plans; Brainstorming; Goals, Objectives, Strategies and Tactics; SWOT Analysis; PRSA Planning Grid
  3. Execute – Communication Tactics; Choosing the appropriate media for the messages; Traditional PR (press releases, newsletters, mail) versus Social Media and User-Generated Media; Controlled versus Uncontrolled Media
  4. Evaluate – Analyzing the Execution of the Plan, Developing Lessons Learned
  5. Second Quiz **(1 hour)**
- D. Reaching publics **(6 hours)**
  1. Communication models, mass communication theories – Magic Bullet, Two-Step, N-Step, Diffusion, Agenda-Setting, Uses and Gratification
  2. Motivation, spinning, framing and priming, Maslow’s Hierarchy of Needs, Monroe’s Motivated Sequence
  3. Aristotle, Persuasion versus Manipulation
  4. Third Quiz **(1 hour)**
- E. Messaging **(6 hours)**
  1. Branding, Slogans and Logos; Multimedia Message Development, IDEA (Idea Generation, Arrangement, Expression and Delivery); Consistency; Choosing the appropriate media; Virtual PR
  2. Host guest speakers who do this for a living
- F. Social Responsibility and Ethics in PR
  1. Aristotle, Confucius, The Golden Mean, Immanuel Kant and the Categorical Imperative, John Rawls and Social Justice, Jeremy Bentham, John Stuart Mill and Utilitarianism **(1 hour)**
  2. Corporate Social Responsibility and integrating Ethics into PR **(2 hours)**
  3. PRSSA Standards and how they relate to specific case studies **(2 hours)**
  4. Fourth Quiz **(1 hour)**
- G. Final Activity **(2 hours)**

#### IV. Evaluation Methods

The final grade will be determined as follows

- Four Quizzes comprised of multiple choice, matching and short essay (100 points or 15 percent of total grade)
- Five Case Studies where students will answer critical thinking questions (100 points or 15 percent of total grade)

- Application of Monroe's Motivated Sequence to a television commercial (25 points or 3 percent of total grade)
- Students will create a Personal Potter Box based on an ethical dilemma they are facing. They will incorporate each of the ethical principles discussed in class (50 points or 7 percent of total grade)
- Class Attendance (140 points, awarded daily as students attend, 20 percent of total grade)
- Two Reflection Papers on Guest Speaker Presentations and/or Current PR Issues in the News (50 points or 7 percent of total grade)
- A final, professional real-world proposal and formal presentation of that proposal during the Final Exam period (120 points, or 18 percent, for the Proposal and 100 points, or 15 percent, for the presentation)
- Total Possible Points – 600 or 100 percent

V. Grading Scale

100-90 A; 89-80 B; 79-70 C; 69-60 D; 59-below F

VI. Attendance Policy

The instructor will develop an attendance policy that is consistent with the university's attendance policy.

VII. Required Textbooks, Supplemental Books and Readings

Required:

Guth, David W. & Marsh, Charles (2012). *Public Relations: A Values-Driven Approach*. Boston: Pearson Education.

Supplemental:

Puglisi, Gemma R. (2012). *Public Relations Campaign & Portfolio Building*. New Jersey: Pearson Education.

Schawbel, Dan (2010). *Me 2.0: 4 Steps to Building Your Future*. New York: Kaplan Publishing.

<http://mashable.com/>

<http://www.prsa.org/>

VIII. Special resource requirements

None

## IX. Bibliography

Guth, David W. & Marsh, Charles (2012). *Public Relations: A Values-Driven Approach*. Boston: Pearson Education.

Puglisi, Gemma R. (2012). *Public Relations Campaign & Portfolio Building*. New Jersey: Pearson Education.

PR News' *Top 100 Case Studies in PR*, Volume 5. Published by PR News Press, prnewsonline.com, Access Intelligence.

Schawbel, Dan (2010). *Me 2.0: 4 Steps to Building Your Future*. New York: Kaplan Publishing.

Solis, Brian & Breakenridge, Deirdre (2009). *Putting the Public Back in Public Relations*. Upper Saddle River: Pearson Education.

Solove, Daniel J. (2007). *The Future of Reputation: Gossip, Rumor and Privacy on the Internet*. New Haven: Yale University Press.

Wilcox, Dennis L. & Cameron, Glen T. (2012). *Public Relations Strategies and Tactics*. Boston: Pearson Education.

## **2. Course Analysis Questionnaire**

### **A. Details of the Course**

A1. This course is an elective for journalism majors. It is not intended to be a Liberal Studies course.

A2. This course does not require changes in any other course in the department. A program revision of the Bachelor of Arts degree in journalism will include this course among its electives.

A3. JRNL325 Public Relations Campaigns will be the replacement course for JRNL326 Public Relations I. That course is being revised to be an introductory-level course for majors, minors and those exploring the discipline. JRNL326 Public Relations I has been offered each fall with enrollments of between 30 and 35 per section.

A4. This course is not intended to be dual level.

A5. This course is not to be taken for variable credit.

A6. Similar courses are offered at the following institutions, among others:  
Walter Cronkite School of Journalism & Mass Comm at Arizona State University  
Texas Tech University's College of Media and Communication  
Texas A&M University

A7. AEJMC recommends a PR Campaign course in a journalism curriculum.

### **B. Interdisciplinary Implications**

B1. This course will be taught by one instructor.

B2. The content of this course does not overlap with any other at the university.

B3. This course is not cross-listed.

### **C. Implementation**

C1. No new faculty member is required to teach this course. Dr. Papakie will alternate this course with another of her courses, JRNL 492 Problem Solving in PR, which is also among the journalism electives. This course will be counted as one preparation and three hours of equated workload.

C2. Other resources:

- a. Current space allocations are adequate to offer this course.
- b. No special equipment is needed for this course.
- c. No laboratory supplies are necessary for this course.
- d. Library holdings are adequate.

C3. No funds are needed to provide supplementary materials.

C4. This course will be offered every other fall semester.

C5. One section will be offered at a time.

C6. Up to 35 students can be accommodated in this class.

C7. No professional society recommends enrollment limits or parameters for this course.

C8. The course does not involve the use of distance education.

**D. Miscellaneous**

No additional information is necessary.

**III. Letters of Support and Acknowledgement**

This is a majors-only course. No other departments are affected by the addition of this course to the journalism major electives.