



**Chadron State College**

**Public Relations**

**EDAD 631 79**

**Spring 2015**

**Instructor:** Dr. Linda Hunt Brown

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**Office Hours:** Monday 2-3; Tuesday 10-11 and 2:30-3:30; Wednesday 10-12 and by appointment or in my Vidyo conference room. (Please click on the link below to attend:

<http://vportal.csc.edu/flex.html?roomdirect.html&key=DtpdlvUz1DCS>

If you do not have a user account on this Portal, please enter your name in the "Guest Name" field and then click "Join". If this is your first time using Vidyo on your computer, you will be automatically prompted to install VidyoDesktop.)

**Credit hours:** Three graduate credits (3)

**Course Description:** An overview of current theory and practice in public relations indicating principles and models to help understand how to sell an idea, build a coalition, and manage crises. Working with various sources to develop a public relations plan will be addressed. The candidate will develop an understanding of the public relations process that may be used in the private, government, nonprofit, and/or the school setting.

**Prerequisite:** An earned baccalaureate degree from a regionally accredited institution of higher education. EDAD 631 is a core requirement course for individuals who are seeking the Masters of Education degree in Educational Administration or may serve as an elective in a graduate program with approval of an advisor.

**Required Text(s):** Fulginiti, Anthony & Bagin, Don. (2005). *Practical Public Relations: Theories & techniques that make a difference*. Kendall/Hunt Publishing Co.

**Specific EDAD 631-79 Learning Outcomes:** This course is a required core course in the Masters of Education Educational Administration degree program. The Program Outcomes are cross-referenced with Chadron State College's Conceptual Framework for the Education Unit. Candidates will be able to:

- Determine how public relations are used in society.
- Relate how public relations works to develop ideas.
- Recognize how to manage public opinion.
- Develop ways to use research in public relations.
- Formulate ways to manage relationships with employees.
- Generate ways to work with the media.
- Identify ways to use advertising, marketing and lobbying in public relations.
- Prepare public relations publications.
- Explain how to write effective public relations messages.
- Identify ways to communicate in special circumstances.

- Determine ways to effectively use technology as a communication tool.
- Generalize ways to stay legal in the workplace.
- Explain ethics in the workplace.
- Plan a public relations program.
- Evaluate a public relations program.

#### **Administration Program Outcomes:**

Candidates will be able to:

- Lead and organize the collaborative development, articulation, implementation, and stewardship of an organization. (*Communication, leadership, thinking skills, human relations/diversity*)
- Lead and promote a positive organizational culture and designing comprehensive professional growth plans for staff based on identified needs. (*Methodology/technology, leadership, professionalism, assessment, thinking skills, human relations/diversity*)
- Lead and promote the success of all employees by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective environment. (*Communication, leadership, thinking skills, methodology/technology, professionalism*)
- Demonstrate the knowledge, ability and dispositions to promote the success of all employees and other community members, responding to diverse community interests and needs, and mobilizing community resources. (*Communication, methodology/technology, human relations/diversity*)
- Demonstrate the skill, knowledge, and ability to promote the success of all involved in the organization by acting fairly, with integrity, and in an ethical manner. (*Human relations/diversity, communication, leadership, professionalism*)
- Demonstrate the skill, knowledge, and ability to respond to, and influence the larger political, social, economic, legal and cultural context. (*Professionalism, leadership, thinking skills, human relations/diversity*)
- Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by leaders. (*Communication, leadership, thinking skills, methodology/technology, professionalism, assessment, and human relations/diversity*)

#### **Continue to develop as "Visionary Leaders" in the following areas:**

1. Thinking Skills: Development of advertising, communication skills, and a public relations plan.
2. Human Relations/Diversity: Working with others in and outside the workplace in an ethical manner.
3. Assessment: Evaluating a public relations plan.
4. Communication: Using good communication skills in all aspects of a public relations program.
5. Methodology/Technology: Development of a plan, communicating ideas, using technology to sway others views.
6. Professionalism: Understanding laws pertaining to public relations, using good communication skills, being ethical.

#### **Method(s) of Instruction:**

Course methodology is web-based with threaded discussion boards, reading in texts and research articles, and reflective discourse between classmates and the instructor. Feedback is a critical aspect of learning. We all like to know "how we are doing". To that end, this course will attempt to model transformational and constructivist learning processes that encourage a concept of problem-posing, connections with prior experience, **reflection**, and reflective discourse that help shape a new understanding. (Reflection is expected on all posts and projects.)

**TENTATIVE Class Schedule: Please note that you will have FORUMS and ALSO ASSIGNMENTS.**

- Jan. 12 **Course Overview – Introductory Assignments Due Forum - Introductions**
- Jan. 19 ***Policies, Goals, and Strategies Assignment* Forum - The Importance of Public Relations Assignment: Interview**
- Jan. 26 ***Communicating with Internal Publics***
- Feb. 2 **Forum - Managing Relationships with Employees (Assignment: Review of Video.)**
- Feb. 9 **Forum - Generate Ways to Work with the Media**
- Feb. 16 **Forum - Advertising and Marketing**
- Feb. 23 ***Writing Effective Public Relations Messages* Forum - Writing Effective Public Relations Messages**
- ***Spring Break (Go Fly a Kite!)***
- Mar 23 **Forum – Communicating in Special Circumstances**
- Mar 30 **Forum - Technology as a Communication Tool**
- Apr 5 ***Ethical Behavior* Forum - Public Relations Ethics and the Laws**
- Apr 13 ***Planning and Evaluating a Public Relations Program* Forum –Planning and Evaluating a Public Relations Program**
- Apr 20 ***Develop a Public Relations Plan* Forum – Use this forum to share ideas regarding developing a public relations plan. No forum requirements**

Apr. 29 – May 3 **EXAM WEEK**

**Course Requirements:** It is intended that all courses on the graduate level shall require of students greater intellectual effort, more independence in reading and investigation, and more constructive thinking than do the undergraduate levels of instruction.

- Read, study and evaluate the assigned text. Take tests and quizzes covering assigned portions of the text and all information posted in the class.
- Respond to discussions in an ethical manner.
- Prepare presentations on topics concerning public relations.

**A Key Instructional Methodology:** *Collaborative Learning and Online Learning*---The Collaborative learning process is an important learning strategy for this course to promote authentic learning through questioning and understanding in sharing thoughts and ideas regarding the essential points from the readings and how the topic relates to your own experiences. I will post a discussion prompt for each module group's discussion board. For the first part, reflect on the discussion prompt posted for your group. In order to be more thoughtful about your original posting, I would recommend preparing your original posting first on a word processor and then copy and paste them to the discussion board. *Do not simply attach your Word Documents as your post. Copy and paste your initial post into the response frame.* Your original posting should be approximately two to three paragraphs (250 to 350 words) in length citing the key elements from your research and your own experience to support your work. **At least one citation is required in each post from your text or other reliable sources.**

For the second part, I would like you to begin by reading through other group members' original postings and provide feedback to at least two other classmates. For both the original posting and responses, please use the ***Class Participation Rubric*** as a guide. It can be found in Sakai RESOURCES.

It is not helpful to your learning or your fellow group members to post late. I understand that with online courses it can be difficult to stay current. However, most students find success by simply making their first post and then checking the discussion thread twice more. The secondary post is to provide classmates feedback and formulate your thoughts based on ideas from others. Because the discussion boards are intended to be dynamic, I encourage you to treat them as such and resist the urge to post generic or ambiguous postings as if the discussion board was a correspondence course. You will be sharing your thoughts with fellow scholars and I will expect you to dig deep and demonstrate knowledge of the research presented in the unit by citing sources as you make your original post.

**Technology Issues:** Because EDAD 631 is an ONLINE course we want to take special care to provide several technology reminders. Here is a simple list of technology issues that are specific to the course and Chadron State's Sakai course management system.

1. Chadron State College prefers the use of Microsoft Internet Explorer as the browser for properly opening Sakai course materials. Using Mozilla Firefox on a PC will soon be frustrating as students try to open PDFs or other documents. Please use Microsoft Word for your word documents.
2. Check your e-mails regularly and make sure you are using your "eagle mail" account provided by Chadron State College. **PLEASE use only the CSC ONLINE MESSAGES email within the course to communicate with me.** Checking your **COURSE messages and your CSC e-mail** regularly is essential for students to stay current with instructor announcements and possible changes in course procedures.
3. All assignments and tests need to be submitted via CSC ONLINE links designated by the instructor. Students should only send assignments via e-mail attachment when approved by the instructor in advance.
4. Audio and video clips will be used occasionally during the course. Again, in most cases Microsoft Internet Explorer is required to open the video images. Be sure to check you system to ensure that you have a functional Adobe Flash player or similar software installed. (If you can get YouTube videos to work, you should be fine.)

**Grading Procedures:** Total points will determine your grade for this class. Grades are determined by the following scale:

A = 93-100%

B = 85-92%

C = 76-84%

D= 75-65 %

F = 64 and below

**Late or Missing Assignments:** As we approach grading, it is reasonable to assume that a policy dealing with late or missing assignments should be established. I hold to the notion that learning should take precedence over strict policy enforcement. However, I also want to honor those students who consistently submit assignments on-time and with superior quality. I am always willing to work with students who may need accommodation due to exceptional circumstances. Therefore, all assignments have due dates and students have ample time for completion. Full credit can be earned on work submitted on *or before the due date*. Without a waiver from the instructor prior to the due date, reduced or no credit will be given for work turned in late. (However, for the benefit of the student, the instructor will provide feedback for late work even if no credit is given.) Course assignments are posted in Sakai and should be submitted electronically via the appropriate attachment. Please do not e-mail assignments unless instructed to do so.

## Course Requirements and Evaluation

In accordance with the Nebraska State College System Policy 4141 the following represents the expected contact hours needed to ensure that the time involved in student learning is equivalent to that needed to attain the learning outcomes in comparable courses; learning outcome equivalency is achieved through multiple course modalities. It is expected that students will spend the following Hours per Week participating in each of the listed course activities.

Learning Activity	Hours Per Week	Total for Course
Reading & Interactive Multimedia	2	30
Homework	2	30
Discussions	1	15
Project-Based Learning	2	30
Research-Based Learning	1	15
Group Work	.5	7.5
Assessments	.5	7.5
Total 135		

#### **Student Behavior:**

Academic Honesty - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. The full copy of the student handbook can be found at [http://www.csc.edu/publications/csc\\_student\\_handbook.pdf](http://www.csc.edu/publications/csc_student_handbook.pdf). Academic Policies, including academic dishonesty, can be found between pages 32-34.

Attendance Policy – The College and the instructor assume that students will seek to profit from the instructional program and will recognize the importance of attending scheduled class meetings of courses (if face-to-face instruction is required)(not required for on-line courses) for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students.

**Civility** – Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

**Nondiscrimination Policy/Equal Educational Opportunity Policy:** Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor (432-6268; Crites 011).*

**Disclaimer:** This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within

my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

### **Student Support Services**

You can access Student Support Services through the Quick Links located at [www.csc.edu/studentserv/](http://www.csc.edu/studentserv/).

### **Information for Students with Disabilities**

Website: [www.csc.edu/healthserv/counseling/index.csc](http://www.csc.edu/healthserv/counseling/index.csc)

Phone: 308-432-6461 308-432-6461

### **Accommodations for Students with Disabilities**

Website: [www.csc.edu/technology/students/disabilities.csc](http://www.csc.edu/technology/students/disabilities.csc)

### **Academic Support Services**

Website: [www.csc.edu/projectstrive/](http://www.csc.edu/projectstrive/)

Phone: 308-432-6068 308-432-6068

### **Tutoring**

Email Frances Gonzalez, Tutorial Services Counselor, at [fgonzalez@csc.edu](mailto:fgonzalez@csc.edu)

Phone: 308-432-6381 308-432-6381

### **Technology Help**

Email IT Help Desk at [helpdesk@csc.edu](mailto:helpdesk@csc.edu)

Phone: 308-432-6311 308-432-6311

### **Library**

Email the reference desk at [library@csc.edu](mailto:library@csc.edu) Phone: 308-432-6271 308-432-6271

### **Writing and APA Tips:**

#### *Paraphrasing and Synthesis*

The ability to clearly and concisely paraphrase or synthesize another's work is one of the most important skills needed to write research papers and dissertations at the graduate level of education. Although the terms are often used interchangeably, there is a distinction between the two. Paraphrasing is restating something in a simpler or clearer manner by using other words. Paraphrasing can also be a means of separating the wheat from the chaff of another's words. In this, you trim the paraphrase to include only the important idea(s). The steps of paraphrasing follow:

1. Read the original work two or three times.
2. Do something else for a few moments. Just make sure you don't think about the original work.
3. Write down what you believe to be important idea(s) of the original work.
4. Check your paraphrasing against the original work. If your original too closely matches the original, try the process again.
5. Sometimes there is phraseology from the original that is necessary to include in your paraphrasing. Be sure to place quotation marks around these phrases.
6. Parenthetically cite your source in one of the following preferred ways.

#### ORIGINAL

"However, a greater number of American students may come to realize that their employers will expect a new level of personal cultural competence in order to compete in the global marketplace. Consequently, the curricula of degree programs in American higher education will rapidly transform as entrepreneurial and market-driven universities

receive intensified pressure to provide graduates who are multiculturally competent, able to work in diverse settings, and knowledgeable of the global community.”

-Stromquist, N. P. (2002). *Education in a globalized world*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

### PARAPHRASE

1. Stromquist (2002) believes that the force of economic globalization will lead to higher education curriculum that will produce graduates that can walk the world as employees.

2. The continued pressures of economic globalization will lead employers to pressure institutes of higher education to produce world savvy graduates (Stromquist, 2002).

Synthesis is a blending of others' works together to show their relationship. It might help to think of it as paraphrasing on a larger scale; however, you will be required to relate different works to each other. Almost every paper you write in graduate school will require a literature review, which is a synthesis of the works related to your topic. The steps for synthesis are similar to those of paraphrasing, except now you are paraphrasing entire works:

- Read the original at least twice.
- Once you have read it, write a two to three sentence summation of why the work is important to your paper and how it relates to your topic. You might also write a brief explanation of how the work relates to other works in the field. You must be faithful to the original. Do not change the source's ideas or intents.
- Sometimes there is phraseology from the original that is necessary to include in your summation. Be sure to place quotation marks around these phrases.
- While writing your literature review, parenthetically cite your source in one of the preferred ways.
- Be sure to not just give a listing of work that has come before yours. This bibliography method is boring, and it adds nothing to your work. You want to place each work you cite in a context with each other work you cite. Explain in your synthesis how they relate to each other and how the findings/results/opinions of one work inform those of another work. You can also relate the main ideas of each work to a common theme or element of your topic. Your research paper does not take place in a vacuum. You are standing on the shoulders of giants, and the literature review (your synthesis of past works) shows exactly how you are balanced on those shoulders.
- Online Resources:
- <http://owl.english.purdue.edu/> The Purdue Online Writing Lab is the gold standard for online writing help (includes APA and MLA style guides). On this site search for the term “paraphrase” or go to <https://owl.english.purdue.edu/owl/resource/563/01/> I was going to include more sites, but OWL really is comprehensive. You can of course go to [www.google.com](http://www.google.com) and search “paraphrasing” or “synthesis writing”.
- **References:**
- Bagin, D., Gallagher, D.R., & Moore, E. (2008). *The school and community relations* (9<sup>th</sup> edition). Boston, MA: Allyn and Bacon.
- Marconi, Joe. (2004). *Public relations: The complete guide*. Mason, OH: Thompson Learning, Inc.