



**ASSUMPTION COLLEGE
MARIE EUGENIE SCHOOL FOR INNOVATIVE LEARNING
COURSE SYLLABUS
FIRST SEMESTER, SY 2016-2017**

COURSE CODE & TITLE : AD 306 PRINCIPLES OF PUBLIC RELATIONS
CREDIT UNITS : Three (3) Units
PREREQUISITE COURSE :
PROFESSOR : Ms. Jessica G. Evangelista (jessicalacege@gmail.com 0917-5217280)

- **COURSE DESCRIPTION**

This course introduces the student to the practice of Public Relations. The entire scope of the field will be examined with emphasis placed upon areas of specialization, media relations, and simultaneous multi-public workings.

It will provide an overview of the major disciplines in the field of Public Relations, bridging real-world practice with communication theory. This course will help communication students understand how companies and organization handle communication in securing their stakeholders' support. By the end of the course the student should be able to understand the principles, trends and processes involved in a public relations program and define the publics, tools and methods currently in use in public relations

The lectures and class discussions will evolve on communication theory, real practices, up-to-date resources, and case studies that will give students a more appropriate exposure on the field of Corporate Communication & Public Relations. This will help them be more advanced in practicing the craft and become more knowledgeable about PR. In this approach, students will be able to address communication problems and opportunities in a thoughtful, analytical, systematic and practical way that will allow them to become excellent Public Relations & Corporate Communication professionals.

- **LEARNING OUTCOMES:** At the end of the term, the students should be able to:

- THINKING AND COMMUNICATING

1. Determine what public relations is and what it is not. Be able to identify and establish the key difference between Public Relations, Advertising, and Marketing.
2. Explain the history of Public Relations. Identify significant individuals and events that contributed to the rise of Public Relations.
3. Examine the importance of values and ethics in Public Relations for the integrity of the profession. Identify the major laws that affect the practice.
4. Work through the basic process of Public Relations planning by designing a plan for a specific client

- **FEELING AND DOING**

1. Conceptualize a Public Relations plan for an organization's target market, which will aim to address key issues and place deserved emphasis on corporate social responsibility.
2. Execute a strategic and creative Public Relations tool in order to communicate well the key messages to targeted stakeholders following the organization's objectives and goals.
3. Become a good Public Relations practitioner while keeping in mind communication and media ethics.

- **EVIDENCE OF LEARNING**

1. Case Study: Each student has to present in class a case study regarding a crisis that a company faced. Students must be able to display thorough analysis of the crisis and evaluate how the crisis was successfully or unsuccessfully handled.
2. Group Presentation No. 1: History and development of Public Relations – What are the major influences in public relations and how did the practice develop around the world and in the Philippines? Who are the major key players who helped in the rise of Public Relations?
3. Group Presentation No. 2: Research the ways in which the process of Public Relations is applied in major areas of practice. Look for award winning campaigns (ex. Anvil Awards) and present a case study regarding the campaign. Make sure to include the following: (see http://www.prsa.org/joinus/giving_campaign/casestudybrandmgmt for sample case study)
 - a. Situational Analysis
 - b. Objectives
 - c. Goals
 - d. Research (Primary)
 - e. Target Market
 - f. Planning (Strategies and Tactics)
 - g. Execution
 - h. Evaluation
4. Group Work: Local Media Familiarization – Choose from the following: Newspaper, Radio, TV Primetime News, TV Morning News, Internet News, Cable News. Answer the following: Who is the target market? Rationalize. Do they separate news and comment? How? Do you trust the coverage? Why or Why not? Is there a good balance of news, business, sport, Philippine and international coverage?
5. Paper 1 and 2: Create a press release on a chosen product that will be launched in the latter part of 2016 or early 2017. Create a press release addressing an emergency crisis.
6. Final Paper and Presentation: Public Relations Campaign – Create a public relations campaign based on the group's chosen company and target audience. Assume that you are an external public relations firm. Identify a public service or social good that the company, which hired you, may want to offer to their customers. Select a topic that requires the utilization of Public Relations strategy and that places emphasis on doing social good.
7. Quizzes and in-class activities

• RUBRICS FOR ASSESSMENT

Research Paper Rubric

| Criteria | Exemplary 18-20 points | Accomplished 16-17 points | Developing 14-15 points | Unsatisfactory - Beginning 13-0 points |
|---|--|---|--|--|
| Paper Focus: Purpose/ Position Statement | Identifies a relevant research topic and a thesis that provides direction for the paper that is engaging and thought provoking. The thesis clearly and concisely states the position, premise, or hypothesis and is consistently the focal point throughout the paper. | Identifies a relevant research topic and a thesis that provides adequate direction for the paper with some degree of interest for the reader. The thesis states the position, premise, or hypothesis, and is the focal point of the paper for the most part. | Identifies a research topic but may be too broad in scope and/or the thesis is somewhat unclear and needs to be developed further. Focal point is not consistently maintained throughout the paper. | Fails to identify a relevant research topic or is not clearly defined and/or the paper lacks focus throughout. |
| | 27-30 | 24-26 | 21-23 | 0-22 |
| Analysis | Demonstrates a sophisticated understanding and careful, critical analysis of the research topic and thesis (argument). Compares/contrasts perspectives, considers counter arguments or opposing positions, and draws original and thoughtful conclusions with future implications. | Demonstrates an understanding and some critical analysis of the research topic and thesis (argument). Adequately compares/contrasts perspectives, counter-arguments, or opposing positions but broader connections and/or implications are not as thoroughly explored. | Demonstrates general understanding with limited critical analysis of the research topic and thesis (argument). Summarizes perspectives, counter-arguments, or opposing positions. | Demonstrates a lack of understanding and inadequate analysis of the research topic and thesis. Analysis is superficial based on opinions and preferences rather than critical analysis. |
| | 27-30 | 24-26 | 21-23 | 0-22 |
| Evidence (Sources) | Provides compelling and accurate evidence to support in-depth the central position beyond the required (7) research sources with at least 1 source from a periodical database. Research sources are highly relevant, accurate, and reliable and add to the strength of the paper; and are effectively referenced and cited throughout the paper. | Provides essential, accurate evidence to support the central position with the required (7) research sources including 1 source from a periodical database that are mostly relevant, accurate, and reliable. Sources are referenced and cited appropriately throughout the paper for the most part. | Provides some evidence to support the central position with only a few research sources. Some sources may not be relevant, accurate, and reliable and/or appropriately referenced and cited in the paper. | Lacks sufficient research sources to support the central position and/or, if included, are generally not relevant, accurate, or reliable. Contains numerous factual mistakes, omissions, or oversimplifications. Sources, if included, are not properly referenced and cited in the paper. |
| | 9-10 | 8 | 7 | 0-6 |
| Organization | Paper is effectively organized. Ideas are arranged logically, flow smoothly, with a strong progression of thought from paragraph to paragraph connecting to the central position. Includes all required components (introduction, body, conclusion, Reference List, etc.). | Paper is adequately organized. Ideas are arranged reasonably with a progression of thought from paragraph to paragraph connecting to the central position. Includes required components (introduction, body, conclusion, Reference List, etc.) for the most part. | Paper is somewhat organized, although occasionally ideas from paragraph to paragraph may not flow well and/or connect to the central position or be clear as a whole. May be missing a required component and/or components may be less than complete. | Paper lacks logical organization and impedes readers' comprehension of ideas. Central position is rarely evident from paragraph to paragraph and/or the paper is missing multiple required components. |
| | 9-10 | 8 | 7 | 0-6 |
| Writing Quality & Adherence to Format Guidelines | Paper is well written and clear using APA guidelines and standard English characterized by elements of a strong writing style. Basically free from grammar, punctuation, spelling, usage, or formatting errors. | Paper shows above average writing style and clarity in writing using standard English and following APA guidelines. Minor errors in grammar, punctuation, spelling, usage, and/or formatting. | Paper shows an average and/or casual writing style using standard English and following APA guidelines. Some errors in spelling, grammar, punctuation, usage, and/or formatting. | Paper shows a below average/poor writing style lacking in elements of appropriate standard English and following proper APA guidelines. Frequent errors in spelling, grammar, punctuation, spelling, usage, and/or formatting. |
| | 0 points deducted | Deduct 1-5 points | Deduct 6-10 points | Deduct 11 points-overall failing |
| Timeliness* and Length of Paper (* unexcused late) | Paper is submitted by the deadline and meets the required length (6-8 pages for the body). | Paper is submitted within 1 day (24 hours) after the deadline and meets the required length (6-8 pages for the body). | Paper is submitted 1-2 days (25-48 hours) after the deadline and/or is somewhat lacking (or exceeds) the required length. | Paper is submitted 2-3 days (49-72 hours) or more after the deadline and/or substantially lacks/exceeds the required length |
| | | | | TOTAL / 100 |

Press Release Rubric

| SCORE | 1 pts Unacceptable | 2 pts Poor | 3 pts Fair | 4 pts Good | 5 pts Excellent |
|---|---|---|--|--|--|
| Headline and Lead | Lead is non-existent. Lead does not relate to press release's main facts. Headline does not capture essence of release. | Lead is weak and contains little necessary information. Does not grab reader attention. Headline is too broad and/or vague. | Lead contains necessary information, but is weakly composed or awkward. Headline emphasizes less important facts or contains too many facts. | Lead is well-written and contains basic, necessary information. Grabs reader attention. Headline is a good summary or illustration of the story's most important points. | Engaging and dynamic lead is written clearly and without error. Headline fully engages reader attention. |
| Organization | Press release lacks any organizational structure. Information is not presented in a logical way. Essential elements such as company information and contact details are non-existent. | Organizational structure is limited. Release is disjointed most of the time, but some of the information follows the inverted pyramid or narrative storytelling format. Essential components are largely missing. | The release shows the elements of basic organization. Information follows the inverted pyramid or narrative storytelling format at a basic level. Some essential elements are not present. | The information follows a coherent inverted pyramid structure or narrative storytelling format. Essential components are mostly present, but not fully fleshed out. | Information is deftly organized by importance, and there is an overwhelming logic to the order in which it is written. All important elements of release are present and well-presented. |
| Accuracy and Detail | Errors in accuracy make press release very hard to comprehend. Story is missing multiple important facts or those facts or buried. | Errors in accuracy cause some confusion. Release is missing some important facts or those facts or buried. | Errors in accuracy do not cause significant confusion. Release has sufficient detail. | Errors in accuracy are minimal. Release contains unusual and interesting detail. Important facts are located sufficiently high in the story. | Errors in accuracy are non-existent. Release contains unusual and interesting detail. Important facts are highlighted in the release. |
| Writing: Flow and Length | Significant errors make release unacceptable. Passive verbs add unnecessary length and significant confusion. Significant problems with subject-verb agreement. | Writing mostly doesn't flow. Language is frequently imprecise and boring. Sentences are frequently wordy and/or repetitious. Release is well past the maximum or is not long enough. | Writing occasionally doesn't flow. Language is occasionally imprecise and boring. Sentences are occasionally wordy and/or repetitious. Release is over the maximum or under the minimum. | Writing mostly flows well, although there are rough spots. Language is occasionally interesting. Sentences are occasionally wordy and/or repetitious. Release is of adequate length. | Writing flows well, is concise and contains interesting language. Sentence length is varied. Avoids wordiness and unnecessary repetition. Release's length is not at issue. |
| | 0 points deducted | Deduct 3 points | Deduct 6 points | Deduct 12 points-overall | |
| Timeliness* and Length of Paper (* unexcused late) | Paper is submitted by the deadline and meets the required length (6-8 pages for the body). | Paper is submitted within 1 day (24 hours) after the deadline and meets the required length (6-8 pages for the body). | Paper is submitted 1-2 days (25-48 hours) after the deadline and/or is somewhat lacking (or exceeds) the required length. | Paper is submitted 2-3 days (49-72 hours) or more after the deadline and/or substantially lacks/exceeds the required length | |
| | | | | | TOTAL / 20 |

Case Study and Presentation Rubric

| Score | Exemplary 27-30 points | Accomplished 24-26 points | Developing 21-23 points | Unsatisfactory - Beginning 0-22 points |
|--|---|--|---|---|
| Content | Student presents major points and fully supports them with convincing arguments, ideas and data. Identifies & understands all of the main issues in the case study. Presentation had an exceptional amount of valuable material and was extremely beneficial to the class. | Student presents major points and partially supports them with convincing arguments, ideas and data. Identifies and understands most of the main issues in the case study. Presentation had a good amount of material and benefited the class. | Student presents major points, but fails to support them with convincing arguments, ideas and data. Identifies and understands some of the issues in the case study. Presentation had moments where valuable material was present but as a whole content was lacking. | Student oversimplifies topic or fails to present major points. Identifies and understands few of the issues in case study. Presentation contained little to no valuable material. |
| Analysis | 27-30 Demonstrates a sophisticated understanding and careful, critical analysis of the research topic. Compares/contrasts perspectives, considers counter arguments or opposing positions, and draws original and thoughtful conclusions with future implications. | 24-26 Demonstrates an understanding and some critical analysis of the research topic and thesis (argument). Adequately compares/contrasts perspectives, counter-arguments, or opposing positions but broader connections and/or implications are not as thoroughly explored. | 21-23 Demonstrates general understanding with limited critical analysis of the research topic and thesis (argument). Summarizes perspectives, counter-arguments, or opposing positions. | 0-22 Demonstrates a lack of understanding and inadequate analysis of the research topic and thesis. Analysis is superficial based on opinions and preferences rather than critical analysis. |
| Subject Knowledge and Organization | 18-20 Student answers all questions clearly and completely. Insightful and thorough analysis of all the issues. Student presents information in logical, interesting sequence which audience can follow. The presentation was well organized, well prepared and easy to follow | 16-17 Student answers most questions. Thorough analysis of most of the issue. Student presents information in logical sequence which audience can follow. The presentation had organizing ideas but could have been much stronger with better preparation. | 14-15 Student has difficulty answering many questions. Superficial analysis of some of the issues in the case. Audience has difficulty following presentation because student jumps around. There were minimal signs of organization or preparation. | 13-0 Student is unable to answer questions. Incomplete analysis of the issues. Audience cannot understand presentation because there is no sequence of information. The presentation lacked organization and had little evidence of preparation. |
| Presentation | 9-10 Student uses text on slides as prompts for original narration. Presenter was very confident in delivery and did an excellent job of engaging the class. Preparation is very evident. | 8 Student reads text on slides and elaborates comfortably. Presenter was occasionally confident with their presentation however the presentation was not as engaging as it could have been for the class. | 7 Student reads text on slides, adding a few comments. Presenter was not consistent with the level of confidence/preparedness they showed the classroom but had some strong moments. | 0-6 Student just reads text on slides. Presenter was unconfident and demonstrated little evidence of planning prior to presentation. |
| Visuals | 9-10 Visually attractive. Included colorful pictures, diagrams and uses space well. Graphics are designed reinforce presentation thesis and maximize audience understanding; use of media is varied and appropriate with media not being added simply for the sake of use. Visual aids were colorful and large enough to be seen by all be even those in back of the class. Media are prepared in a professional manner. Details are minimized so that main points stand out. Visuals augmented and extended comprehension of the issues in unique ways | 8 Adequate visuals however not as dynamic as it could have been. While graphics relate and aid presentation thesis, these media are not as varied and not as well connected to presentation thesis. Font size is appropriate for reading. Appropriate information is prepared. Some material is not supported by visual aids. Use of visuals related to the material | 7 Some pictures and diagrams presented but appeared poorly planned. Occasional use of graphics that rarely support presentation thesis; visual aids were not colorful or clear Choppy, time wasting use of multimedia; lacks smooth transition from one medium to another. Font is too small to be easily seen. Communication aids are poorly prepared or used inappropriately. Too much information is included. Unimportant material is highlighted. Limited use of visuals loosely related to the material | 0-6 Very weak visual component. Student uses superfluous graphics, no graphics, or graphics that are so poorly prepared that they detract from the presentation. Font is too small to be easily seen. Images are distracting decorations that create a busy feeling and detract from the content. Layout is cluttered and confusing. No use of visuals. |
| Timeliness* and Length of Presentation (*unexcused late) | 0 points deducted Presentation is given on the scheduled date and meets the required length of time | Deduct 6-10 points Presentation was given late 1 session after the scheduled date and meets the required length | Deduct 11 points-overall failing Presentation was given late 1 session after the scheduled date and/or is somewhat lacking (or exceeds) the required length. | Deduct 11 points-overall failing Presentation was given late 2 sessions after the scheduled date and/or substantially lacks/exceeds the required length |
| | | | | TOTAL / 100 |

Public Relations Plan Rubric

| Paper | | | |
|--|---|--|---|
| Score | 10-8 points | 7-5 points | 4-0 points |
| Communication Audit | Good Introduction covering all aspects of assignment. Publics well defined. Good situation analysis. Communications channels well defined | Fair Introduction covering most aspects of assignment. Publics fairly defined. Fair situation analysis. Fair understanding of key messages. | Poor Introduction covering few aspects of assignment. Publics poorly defined. Poor understanding of key messages. |
| Objective | Accurate, specific, measurable, realistic and an exact time frame. | Reasonably accurate, specific, measurable and realistic; a fair time frame. | Inaccurate, not specific, not measurable or realistic, no time frame. |
| Target Market | Well chosen, well thought through, actionable. | Reasonably well chosen. Somewhat thought through. Fairly actionable. | Not well chosen. Not thought through. Not actionable. |
| | 15-13 points | 12-10 points | 9-0 points |
| Strategy (15 pts) | Flows from research, achieves objectives, clear, concise, suitable, logical. Strategies are specifically defined. | Moderately research derived, clear & concise; achieves most objectives. Strategies are identified and defined. | Not research derived or clear and concise; nor achieves objective. Strategies are weak and vaguely defined. |
| Key Messages | Relevant to target market, single-minded, clinching benefit, easily understood, original, synergistic, breaks through the clutter | Fairly relevant to target market, fair benefits, synergy, originality and conciseness and may break through clutter | Not relevant to target market, original, concise or understood. No good benefits, poor synergy or break through clutter |
| | 15-13 points | 12-10 points | 9-0 points |
| Tactics (15 pts) | Achieves objectives, flows from strategy, effective use of a suitable range of PR tools, clear and concise | Achieves most objectives, mostly in line with strategy, fair effective use of a fair range of PR tools, largely clear and concise | Objectives not achieved, nor in line with strategy, in effective use of a narrow range of PR tools, unclear and not concise |
| Timeline and Budget | Includes all campaign components with precise date or timing. Comprehensive, accurate & realistic. Budget takes strategies into consideration | Includes most campaign components with fairly accurate date or timing. Fairly complete, accurate & realistic. Budget is overviewed with minimal explanation | Includes few campaign components with no or in accurate date or timing. Incomplete, inaccurate & unrealistic. Budget is given little consideration |
| | | | TOTAL / 80 |
| Oral Presentation | | | |
| SCORE | 5-4 points | 3-2 points | 1 point |
| Content | Interesting, relevant, well prepared (no reading), organised and structured. Shows creativity, high energy, enthusiasm, knowledge of info, good impression | Reasonably interesting, relevant, organised and structured, little reading. Shows some creativity, moderate energy, some enthusiasm, some knowledge of info, fair impression | Uninteresting, irrelevant, inaccurate, lots of reading, unorganised, unstructured. Shows low creativity, low energy, low enthusiasm, low knowledge of info, not good impression |
| Audience reach, Language, Speech, and Voice | Established rapport, a well structured presentation, good eye contact, no distracting mannerisms, confident. Fluent, good vocabulary, no colloquialisms, correct grammatical composition. Good tempo, announcement and emphasis of key points, very audible | Some rapport, a fair presentation, some eye contact, few distracting mannerisms, reasonably confident. Relatively fluent, fair grammatical composition, few colloquialisms. Reasonable tempo, announcement and emphasis, fair audibility | No/little rapport, eye contact and confidence, weak/no presentation, many distracting mannerisms. Broken fluency, poor grammatical composition, many colloquialisms. Very fast tempo, weak announcement and no/little emphasis, poor audibility |
| | 10-8 points | 7-5 points | 4-0 points |
| Campaign Material | Campaign was innovative and original. Highlighted the key message effectively. Had a strong promotional message. | Campaign was interesting. Did a mediocre job in highlight the key message. Did not have a strong promotional message. | Campaign material was too plain and ordinary. Did not highlight the key message effectively. Did not get promotional message across to the target market. |
| | | | TOTAL / 20 |
| | | | FINAL SCORE / 100 |

• **LEARNING PLAN**

| DETAILED COURSE CONTENT & TIME FRAME | COURSE ACTIVITIES/ REQUIREMENTS/ ASSESSMENTS |
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| <p>I. Subject Orientation Course Requirements and Introduction to Public Relations</p> | <p>Assignment for next week: Collect materials from your admissions office about your school. Analyze them for message statements about the school. Are different appeals addressed to first-year students, transfers, graduate students, older-than-average students? What are these appeals?</p> |
| <p>II. Introduction to Contemporary Public Relations (PR)</p> <ol style="list-style-type: none"> Evolution of the concept Defining the concept in practice Key debates on definitions Parts of the function Technician versus managers <p>III. Understanding the Difference:</p> <ol style="list-style-type: none"> Advertising and PR Marketing and PR | <p>Learning Experiences</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Public relations as a practice that emphasizes building and maintaining relationships between organizations and their publics <input checked="" type="checkbox"/> Distinguish between PR and marketing functions <p>Assessment (in-class):</p> <ol style="list-style-type: none"> Write down your definition of PR. Think about how you arrived at that definition. How does PR help improve organizations and society? <p>Instructional Aid: Power point presentation</p> |
| <p>IV. History of Public Relations</p> <ol style="list-style-type: none"> American beginnings: Born in adversity and change Press agency origins Business practices Ivy Ledbetter Lee and Edward L. Bernays | <p>Learning Experiences:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Illustrate the development of PR as an attempt to mobilize public opinion in struggles for power and to promote change. <input checked="" type="checkbox"/> Name major historical figures in PR and describe their contribution to the development of the practice <p>Assessment: Why do you think academics disagree about definitions of PR? Is it because they don't understand PR or because they have different views about its contribution to society? Summarize in your own words the key debates between different PR definitions.</p> <p>Instructional Aid: Powerpoint presentation</p> <p>Group Presentation No. 1: History and development of Public Relations – What are the major influences in public relations and how did the practice develop around the world? Who are the major key players who helped in the rise of public relations internationally?</p> |
| <p>V. Public Relations Practitioner</p> <ol style="list-style-type: none"> Number and distribution Education and preparation Roles <ol style="list-style-type: none"> Communication technician Expert prescriber Communication facilitator Problem-solving facilitator | <p>Instructional Aid: Powerpoint presentation</p> |

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| <p>VI. Organizational Settings</p> <ul style="list-style-type: none"> a. Internal department – advantages and disadvantages b. Working with other departments c. Outside counseling firm | <p>Learning Experiences:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Understand the top management’s impact on determining the relative importance and role of public relations <input checked="" type="checkbox"/> Distinguish between line and staff functions, and understand why public relations is a staff function <input checked="" type="checkbox"/> Outline major advantages and disadvantages of internal departments and outside counseling firms for serving an organization’s public relations needs <input checked="" type="checkbox"/> Describe working relationships between the public relations unit and other departments in organizations <p>Assessment: Case study – life of a public relations practitioner and Public Relations firms in the Philippines</p> <p>Instructional Aid: Powerpoint</p> |
| <p>VII. Management Process: Phase One – Defining Public Relations Problems</p> <ul style="list-style-type: none"> a. Describe the attributes of a useful problem statement b. Differentiate between informal (“exploratory”) and formal methods of research c. Step 1 – Analyzing the Situation d. Step 2 – Analyzing the Organization e. Step 3 – Analyzing the Publics | <p>Learning Experiences:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Define research, identify its major purpose as reducing uncertainty in decision making and discuss why it’s essential in public relations program management <p>Assessment: Case study - assessment of campaign; Presentation on aspects of a good survey questionnaire.</p> <p>Instructional Aid: Powerpoint presentation</p> <p>Group 1 Presentation: Consumer Relations and Marketing</p> <p><i>Discussion of final group presentation</i></p> |
| <p>VIII. Management Process: Phase Two – Planning and Programming</p> <ul style="list-style-type: none"> a. Outline the major steps in the planning and programming process b. Writing the program and program objectives c. Reasons for planning d. Characteristics of a useful program objectives e. Budgeting f. Step 4 – Establishing Goals and Objectives g. Step 5 – Formulation Action and Response Strategies | <p>Learning Experiences:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply strategic thinking and strategy to strategic public relations management <p>Assessment: Case study - assessment of campaign</p> <p>Instructional Aid: Powerpoint presentation</p> <p><i>Approval of final group presentation</i></p> |

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| <p>IX. Management Process: Step Three – Taking Action and Communication</p> <ul style="list-style-type: none"> a. Acting responsively and responsibly b. Coordinating action and communication c. Communication component of strategy <ul style="list-style-type: none"> i. Framing the message ii. Semantics iii. Symbols iv. Barriers and stereotypes d. Writing a press release e. Putting all together in a campaign f. Step 6 – Choosing Communication Tactics g. Step 7 – Implementing the Strategic Plan (Calendar) | <p>Learning Experiences:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Differentiate between the action and communication components of program strategy <input checked="" type="checkbox"/> Discuss major issues related to the communication component <input checked="" type="checkbox"/> Identify the six criteria traditionally applied by gatekeepers to determine news value <p>Assessment: How to write a press release, create a press release</p> <p>Instructional Aid: Powerpoint presentation</p> <p><i>Paper 1 Due (In-class writing session): Create a press release on a chosen product that will be launched in the latter part of 2016 or early 2017.</i></p> |
| <p>X. Management Process: Step Four – Evaluating the Program</p> <ul style="list-style-type: none"> a. Evaluation research process b. Levels of program evaluation <ul style="list-style-type: none"> i. Preparation ii. Implementation iii. Impact c. Interpreting and using results of evaluation d. Step 8 – Evaluating the Strategic Plan | <p>Learning Experiences:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Define evaluation research <input checked="" type="checkbox"/> Learn how research is used to evaluate the preparation, implementation, and impact phases of public relations <p>Assessment: Case study - assessment of campaign</p> <p>Instructional Aid: Powerpoint presentation</p> <p><i>Paper 2 Due (In-class writing session): Create a press release based on an emergency crisis that will be presented in class</i></p> |
| <p>XI. Ethics and Professionalism</p> <ul style="list-style-type: none"> a. Ethical foundation of professionalism b. Codes of Ethics c. Legal considerations <ul style="list-style-type: none"> i. Libel ii. Slander | <p>Learning Experiences:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify the major motivations behind concern for professional ethics <input checked="" type="checkbox"/> Understand the major provisions of defamation relevant to public relations work <p>Assessment: Case study - assessment of campaign that highlights ethics and professionalism; case study on corporate social responsibility – assessment of campaign</p> <p>Instructional Aid: Powerpoint presentation</p> |
| <p>XII. Internal Relations and Employee Communication</p> <ul style="list-style-type: none"> a. Organizational culture b. Internal relations challenges c. Communicating internally d. Internal media | <p>Learning Experiences:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal and employee communication as part of public relations function <input checked="" type="checkbox"/> Understand the major goals of employee communication and the major challenges intrinsic to internal relations <p>Assessment: Case study - assessment of campaign within a company</p> <p>Instructional Aid: Powerpoint presentation</p> |

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| <p>XIII. External Media and Media Relations</p> <ul style="list-style-type: none"> a. New media b. Traditional media c. Working with the media | <p>Learning Experiences:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify major controlled and uncontrolled media used for communicating with external publics <input checked="" type="checkbox"/> Understand relationship between practitioners and journalists <input checked="" type="checkbox"/> Learn the guidelines for building good media relations <p>Assessment: Case study - assessment of campaign.</p> <p>Review the media available in the Philippines. Check what choices of newspapers, radio stations and terrestrial news you have access to. Can you find examples of the transformation of media context – ex. 24 hour media cycle, concentrated media ownership, targeting of niche audiences?</p> <p>Instructional Aid: Powerpoint presentation</p> <p>Group Work: Media Familiarization – Consolidate a list of media organizations or networks based on the assigned media platform to your group. Follow the outline to be given.</p> |
| <p>XIV. Crisis Management</p> <ul style="list-style-type: none"> a. Nature of crisis b. Frequent crises c. How to communicate during a crisis d. Key principles in crisis management | <p>Learning Experiences:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assess the information needs and resources of a crisis situation through analysis of case studies and other crisis scenarios <p>Assessment: Case study - assessment of crisis management campaign</p> <p>Cobras and Pythons:</p> <p>Think about crises that have affected organizations and list them under the headings of cobras (sudden crisis) and pythons (slow-burning crisis)</p> <p>Instructional Aid: Powerpoint presentation</p> <p>FINAL PRESENTATION</p> <p>Group Work 2: Public Relations Campaign – Create a public relations campaign based on the group’s chosen target audience. Assume that you are an external public relations firm. Identify a public service that the company, which hired you, may want to offer to their customers (ex. Dove’s Beauty Campaign). Select a topic that requires the utilization of public relations strategy.</p> |

VI. GRADING SYSTEM: * Should be aligned with objectives and course requirements

| MIDTERM GRADE | PRE-FINAL GRADE | FINAL GRADE |
|---|--|--|
| 60% - Class Standing *Quizzes *Written & Oral Reports * Reflection Paper * Homework/ Seatwork * Class Participation 40% - Midterm Exam 100% TOTAL | 60% - Class Standing *Quizzes *Projects *Homework/ Seatwork *Class Participation 40% - Final Project 100% TOTAL | 60% Prefinal Grade 40% Midterm Grade 100% TOTAL |

VII. COURSE POLICIES:

- **Attendance and lateness/Missed Exams and Assignments**
 - ❖ Tardiness is recorded within 15 minutes from the start of the class schedule. It is the responsibility of the latecomers to approach and inform her professor about her tardiness.
 - ❖ Three instances of tardiness make one absence.
 - ❖ Maximum permissible number of absences per semester. For all 3 unit courses meeting twice a week:
 - 4 cuts – for Freshmen and Sophomores
 - 6 cuts – for Juniors and Seniors
 - 2 cuts – for all year levels for a 3 unit course meeting once a week.
 - ❖ It is the responsibility of the students to keep track of their absences and incidents of tardiness. They should exercise wise use of their allotted cuts. Students should not expect a warning upon reaching the maximum number of allowable cuts.
 - ❖ Any absence (or equivalent incidents of tardiness) beyond the maximum number of permissible absences automatically means a grade of Failure due to Absence (FA). After having exceeded the maximum allowable cuts, negotiations should be made immediately with the Associate Dean only in the following instances:
 - a) Prolonged illnesses and contagious diseases, death in the immediate family or other equally compelling reasons.
 - b) Official representation in school-related activities as recommended by the Dean of Student Affairs or the Department Chairperson;
 - ❖ The presentation of a doctor's certificate and/or letter from the parents/guardian is required. In the case of school - related activities, proof of attendance must be presented.
 - ❖ Students are responsible for all lectures and assignments given during their absence. No make-up tests are given for those missed during absence.
(Note: An excused absence is one that has been authorized by the school)
- **Class participation:**
 - ❖ Each student is expected to be an active participant during class discussions. Extra credits will be given to students who will enhance classroom interactions through their opinions and insights.
- **Submission of Requirements**
 - ❖ All academic requirements must be submitted on time.
- **Academic dishonesty**

VIII. REFERENCES

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