



Special Topics Course: Crisis Public Relations

COURSE #470

Fall 2014

PROFESSOR/CLASS INFORMATION

Carolyn Mae Kim, PhD, APR

(Course) Title: **Crisis PR**

Term: Fall 2014

Location: **Dorothy English 65**

Office Phone: Ex. 3021

Office Hours: **Tuesday-Thursday**

Sign Up Via Link in Canvas

E-Mail: Carolyn.Kim@biola.edu

School Website: www.biola.edu

Class Hashtag: #BUCPR14

Course Code/#: JOUR 470

Class Days/Time: Tuesday 7:30 AM – 10:20 AM

Credit Hours/Units: 3 hours

Office Location: Perez Hall

Meetings with Professor: By Appointment

Admin Assistant: Lily Park

Dept. Website: <http://biola.edu/academics/Journalism>

DISABILITY SERVICES

Disability Services exist to assist any student who thinks he or she may need such assistance. Students desiring accommodations for this class on the basis of physical learning, psychological and/or emotional disabilities are to contact The Learning Center which houses both learning assistance and disability services. The Learning Center is located in the Biola Library, Upper Level, Room U-137, and this department can be reached by calling 562.906.4542 or by dialing extension #4542 if calling from “on campus.”

NON-DISCRIMINATION POLICY

The University deplores the unfair treatment of individuals based on race, gender, socio-economic status, age, physical disability, or cultural differences, regardless whether such treatment is intentional or simply resultant from careless or insensitive behavior. Rather, employees and members of the student body should embrace the expectation of Scripture to love God with all their being and their neighbors as themselves.

BIOLA UNIVERSITY MISSION STATEMENT

TRUTH~TRANSFORMATION~TESTIMONY

The mission of Biola University is biblically-centered education, scholarship, and service; equipping men and women in mind and character to impact the world for the Lord Jesus Christ.

SCHOOL OR PROGRAM MISSION/VISION STATEMENT

The mission of the department of Journalism & Integrated Media is to prepare students through rigorous academic and practical instruction to be critical thinkers, skilled factual storytellers, agile managers of multiple media platforms, and servant-leaders in a rapidly changing media landscape. The faculty brings the highest standards of professional media practice and academic understanding into their instruction, inviting students to meet those standards with creativity, tenacity and excellence.

Students shape their Christian world view of media and its place in society through encounters with Christ in classroom discussion and project work, listening for God's call on their lives, and expressing that call through multiple media formats. Their studies provide an understanding of media theory and the complex history underlying journalism and public relations in the United States and around the world.

COURSE DESCRIPTION

Journalism Seminar: Crisis Public Relations – JOUR 470 A rotating variety of topics and production experiences often employing special guests from within Journalism or Public Relations. This class seminar focuses on Crisis Public Relations, the management of a crisis, the process to develop crisis plans and the theory applied to crisis communication. **Prerequisite(s):** 106, 107, 220; 111 or 231 or 235 or 236 as pertinent to the seminar topic. **Note(s):** May be taken multiple times for a maximum of 6 credits. **Fee:** May involve lab fees. **Credit(s):** 1 - 3.

The professor reserves the right to modify this syllabus at any time.

COURSE ALIGNMENT WITH PROGRAM LEARNING OUTCOMES

Journalism Seminar: Crisis Public Relations – JOUR 470 This upper division course is an elective course offered as part of the Public Relations major designed to be taken within the fourth year of the program. Successful completion of this course (see next section) will prepare students to demonstrate a **developing proficiency** in applying and analyzing key elements within public relations; demonstrating creative and analytical expertise in writing and presentations; developing projects that utilize convergence & integration of media to strategically reach target audiences; and analyzing trends and audiences using research methodologies to propose strategic solutions and plans for organizations.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

By the completion of this course including class participation, class assignments (referred to as "Tasks"), class readings and group interaction, the following objectives and learning outcomes will be assessed and demonstrated:

IDEA Objective #1: Learning to apply course material to the world of Public Relations. *Essential*

STUDENT LEARNING OUTCOMES (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #1 by being able to):

- > **Explain** how communication models & theories relate to specific elements in PR and apply those to PR campaigns. (Fulfilled through tasks 1, 2, and 3).
- > **Deliver** compelling presentations verbally and in written form that display strategic planning for digital PR engagement. (Fulfilled through tasks 1, 3, 4, and 5).
- > **Produce** creative and engaging pieces that display audience understanding and strategic positioning in written form. (Fulfilled through tasks 1, 4, 5, and 6).

IDEA Objective #2: Learning to analyze and critically evaluate ideas, arguments, and points of view within the PR industry. *Essential*

STUDENT LEARNING OUTCOMES (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #2 by being able to):

> **Create**, analyze & critique the PR process in various campaigns. (Fulfilled through tasks 1, 3, 4, 5 and 6).

IDEA Objective #3: Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. *Essential*

STUDENT LEARNING OUTCOMES (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #3 by being able to):

> **Identify** key factors that create the need for PR within organizations and manage PR initiatives as a result. (Fulfilled through tasks 1, 2, 3, 4, 5 and 6).

> **Employ** current industry tools and technology to enhance digital efforts in a variety of campaigns and programs. (Fulfilled by Tasks 1, 2, 3, 4, and 5).

> **Value** business best practices and implement those into PR campaigns, presentations and strategies. (Fulfilled by tasks 3, 4, 5 and 6).

REQUIRED TEXTS

Required Textbooks

- **Ongoing Crisis Communication - Planning, Managing and Responding** by W. Timothy Coombs, 4th Edition

ACADEMIC HONESTY

Biola University is committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. Please see the undergraduate/graduate student handbook and/or the departmental/program/school policy on academic honesty. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) or the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.

<http://studentlife.biola.edu/campus-life/student-handbook/academic-integrity>

<http://plagiarism.org/plagiarism-101/overview/>

ONLINE AND OTHER COURSE RESOURCES

Throughout the academic term, any number of hard-copy documents or various other resources (electronic or otherwise) may be made available to students registered for this course. Those resources may be presented in class or could alternately be posted on the university website or in the electronic reserves

area of the library's catalog for viewing and download. It is the student's responsibility to make himself or herself aware of such materials, and to electronically save, physically *print*, archive, read, reference, and bring such items to class as necessary or required.

These course resources may include, but are not limited to, syllabi, rubrics, worksheets, protocols, and the like. Prior to and after the beginning of the term, students should take responsibility to periodically check the university website for the web page corresponding to this course. This will ensure he or she is in possession of all necessary items for the successful completion of course objectives. If failing to have such items on hand affects the student's participation in class, s/he should anticipate that reality impacting her/his participation score and, potentially, final grade. To access online materials that may be available, log on to <http://www.biola.edu> and proceed to the student portal and class web page.

In addition, the Biola Library's website provides access to thousands of electronic books and journal articles for your research. The library's home page is available at: <http://library.biola.edu>

LEARNING TASKS (Assignments) & ASSESSMENT (Grading)

Description and Weighting of Assignments: The following tasks are not necessarily in sequential dated order.

Task 1: Participation

Due Date: Weekly

Weighting: 35%

Possible Points: 35 pts.

Description: This is a digital course and had a great deal of online activity. Participation is essential in order to pass this class. While we meet on Tuesdays, there is a second half of the course online each week. Participation will be calculated based on your interaction.

Assessment: Within Canvas, you will see the discussion question assigned to you. This may be in the form of a group discussion (where you will be specifically assigned to peers within the course for that week) or within the entire class context (where you will select which peers to interact with).

In order to gain full-participation points for these, your interaction on the discussion board must be substantial. There are two components: 1) Your posts and 2) Your responses to others' posts.

- 1) Your initial post for the week must be up by **Friday** at midnight each week. This allows for others to have opportunity to respond and sets a level of accountability for the online interaction. Your post should fully respond to the prompt for the week. If you are referencing material from the reading (which is a good idea), be sure to include the citation information. Your post should explore the idea, advance an argument, propose a solution or contribute in some way to the general conversation. Your posts should be *at least* one page. Remember, I'm looking for you to know and engage with the content—if you haven't covered the needed information, you won't get full credit.
- 2) Your response to at least 3 other students' posts are due **Monday** by midnight each week. A response must be more than "I like this thought," "good idea" or "I agree." You should enhance their points by adding new information or insight, counter their assertion (respectfully) by providing additional details that lead to your differing opinion, or modify their position in the same manner. You should cite at least 2 sources that are credible within your responses somewhere in either your original post or your responses (sources might include our text book, PRSA National's blog, PR Daily's articles, Poynter Institute's articles, Hootsuite videos, or other information).

The participation will be evaluated based on your meeting the above requirements, timeliness, grammar and style sheet and level of interaction.

Task 2: Attendance & Initiative

Due Date: Throughout the Semester

Weighting: 15%

Possible Points: 10 pts.

Description: This is a measure of your active engagement in class through assignments and projects, participating in discussion, arriving on time, being actively engaged in class. While “attendance” seems to imply simply being in the room is enough to gain credit, it should be clear that “initiative” while in class is required in order to receive the full 10%.

Assessment: Throughout the semester we will have in-class activities. Students will turn in the activity prior to the end of the class session and include their name. Credit will be awarded based on quality and completeness of the assignment based on the specifics of the project.

Additionally, assessment will be made through record of student’s contributing to the course discussion, engaging with peers during the course, etc.

Please review the rubric on Canvas for this assignment in more detail.

Task 3: Campaign Reviews

Due Date: Listed in Course Calendar

Weighting: 10%

Possible Points: 10 pts.

Description: There are 2 campaign reviews that you will do over the course of this semester. Each campaign must not only articulate the crisis and organizational response, but also include an analysis of the crisis. No campaign can be covered by more than one student, so be sure to go to Canvas and secure the topic you want before someone else selects it.

Assessment: See Canvas for the specific requirements of each campaign review. You are expected to display an expert knowledge of the PR process when reviewing the campaign, a thorough understanding of the actual campaign you are reviewing and provide a solid opinion and analysis as a PR expert.

Task 4: Crisis Portfolio

Due Date: December 2

Weighting: 20%

Possible Points: 20 pts.

Description: In a team, you will work to develop a crisis portfolio for the client presented in class. This portfolio will follow the template presented in the class readings and lectures.

Assessment: Your grade will include peer reviews, the client’s feedback and the professors’ assessment. Review the specifics for the assignment rubric on Canvas.

Task 5: Crisis Simulation

Due Date: October 16

Weighting: 10%

Possible Points: 10 pts.

Description: Our class has been given the rare opportunity to be in attendance at Biola University’s Crisis Simulation event. Our class will observe, participate in our own group with activities, and then review and debrief following the experience.

Assessment: Participation and quality of the content you create during the simulation will be used to determine your grade. *Optional Assignment:* Unfortunately, the simulation is during Torrey Conference. I will not require any participation or assignment during the conference. You do have an option with this assignment that would take the place of being at the simulation. If you would prefer, you are able to opt

to attend the Red Cross field trip (listed on the course calendar) and provide a 2 page executive brief and analysis of their crisis communication. This brief should be in APA style and cite relevant points from Red Cross materials, the presentation and our text book.

Task 5: Final Exam

Due Date: December 16

Weighting: 10%

Possible Points: 10.

Description: This class will have a final exam that will require students to integrate their knowledge from the semester into an applied setting.

Assessment: See Canvas for the specifics of the exam.

CLASS INFORMATION

1. Class Attendance and Attendance Policy:

Attendance

Education is not a passive activity. Just as in the professional world, within this classroom, showing-up is essential to success. In order to gain the most out of your experience in this course, and for the benefit of contributing to the development of your educational knowledge and that of others within the class, attendance is a necessary component. The learning community that is established in a course over the semester is impacted when a student misses scheduled sessions. Because of my commitment as a faculty member to the learning environment within this course and your personal success as a student, as well as Biola University's commitment to the academic integrity provided in courses, attendance is crucial within this course.

Policy

Attendance in this course makes up 10 percent of your grade. You are allowed two unexcused absences. On your third unexcused absence from the course, ***your overall grade will be dropped by 10%***. Excused absences are defined by the department as: 1) death or hospitalization in your family; 2) your own hospitalization; 3) university-approved trips and activities. Due to policy, please provide verification in the form of a medical note, letter from a coach, etc. that will confirm that your absence meets the above criteria.

Because this course and the 3-units students receive when completing it successfully represent Biola University's acknowledgement of an educational standard being met, as well as my perception as a faculty member of a student's acquired knowledge and learning over a semester, [any student \(excused or not\) cannot miss over 20% of the course's scheduled sessions \(3 class sessions\)](#). When a student fails to attend 20% of the course or more, the educational value is significantly deteriorated for the student. The University experience is not an individual activity but rather a learning community. It would be unrealistic to assume that individuals who miss this level of instruction would have the same quality of education and grasp of content as students who had attended the course lectures. For the integrity of the educational standards, and for the benefit of the student, anyone missing this level of course sessions should drop that class and take it another semester when they will receive the greatest value and return on their investment as a student.

Additionally, part of attendance is arriving on time. In the professional world, repeatedly arriving late results in consequences. The same is true within the educational setting and this course. Students who arrive

more than 10 minutes after class begins will be marked as “tardy.” When a student has been tardy for five times, there is a 5% penalty to the overall grade.

If you miss a class, you are responsible for the missed material that may be on quizzes or exams, required to complete projects and useful for assignments. Be sure to look on Canvas for any assignments and information, get notes from a fellow student, and talk to others who can help you know what you missed.

2. Assignments:

All assignments should be typed and match APA style. This includes having 1-inch margins, point 12 font, and proper headings, citations and layout. Additionally, assignments should be original to this class. Canvas allows students to turn in an assignment with Google doc or with a Word. Make sure that your assignment follows the style-sheet. (Do not turn in assignments as a .txt file, a PDF, etc. unless specifically instructed to for the particular project such as a final portfolio with numerous graphic pieces.)

Assignments are due before the beginning of the class period and will show the deadline within Canvas as well. Those that are turned in after the start of class will receive a 10% reduction if received on the same day as the deadline. **Work received after the deadline day will not be graded.**

3. Turning in Assignments:

Assignments should be turned in on Canvas unless otherwise noted within the syllabus or during a class lecture. Assignments that are emailed are not accepted and will not be graded. Please note that a printer not working or other obstacles should not hinder your ability to turn in assignment on time, as they are to be turned in on Canvas.

Due dates for projects are in the syllabus, as well as assignment descriptions for each one to help guide you. Rubrics are available on Canvas to further help you successfully complete assignments. Plan ahead so that when a crisis does happen or when you must miss a class, you will be able to successfully turn-in the assignment without penalty.

If a student is going to be out of town or is sick preceding class, he or she should turn in work **prior** to the course. This includes both excused and unexcused absences. If the absence is an *emergency* (defined as hospitalization or death), then the assignment must be turned in by the following week’s class session.

Quizzes and Exams are only able to be retaken in the case of an excused absence. As with the assignment policy, if you are aware of missing a class (due to a sports schedule or other university-related activity) take the exam or quiz *prior* to missing it. If you have an emergency (as defined above) you will be able to make-up the quiz or exam within one week.

Re-takes must be taken in Perez Hall, supervised by faculty or a Journalism secretary during regular business hours (8 a.m. to 4 p.m.) Generally, you will coordinate with the Administrative Director in the department, Lily Park. **It is your responsibility to ensure that the make-up quiz or exam is available and can be supervised.** Alternative exams will have the same format as those in class (i.e. closed-book, closed-note unless otherwise specified, and with a limited time-frame.)

4. General Requirements for Written and Oral Projects:

Biola University desires to maintain the highest standards with respect to the composition of all written and verbal work. As such, any student paper, project or assignment exhibiting significant errors in the style sheet, grammar or mechanics will be returned. Assignments that have more than 5 errors on a page will be returned for correction. The returned assignment will only be eligible to receive 80% of the original grade. For papers that have errors but are not exceeding 5 per page will be marked down 1 percentage point for each error.

Students deficient in writing skills may seek assistance at the Biola Writing Center which is located on the middle level of the Biola Library. All written work within the (your Department Name) should follow the (*Style Manual, if appropriate*).

5. Professional Courtesy

Students are expected to uphold the highest standards of courtesy and professionalism to the professor, classroom guests, and fellow collegians. This includes the employment of institutional and academic titles when addressing faculty, administrators, and other university personnel or classroom guests. Classroom dress, proper grooming, behaviors, and hygiene should be such that they are not distracting or offensive to classmates or dishonoring to the Lord Jesus Christ and this institution.

6. Respect for Divergent Viewpoints

In Christian higher educational institutions, it can be assumed that each believer-learner is at a different place of personal maturity and educational preparedness. For these reasons, it is requested and expected that each student exhibit mutual respect, even when divergent viewpoints are expressed in the classroom. Such respect, even when it results in a student's frustrated silence, does not require or imply agreement with or acceptance of any such perspectives.

7. Technology Use and Classroom Etiquette

As a PR Professional, I am very aware at how helpful media is to our daily activities and the manner that it can saturate our lives. Additionally, I believe it is a powerful way to enhance learning and build the learning community environment. Throughout the course I may encourage use of technology including social media, Google, texting and other platforms of use. However, this belief in the value and support of technology should not be confused with a condoning of inappropriate use. As a faculty member who wants to ensure the highest level of learning, as well as professional who expects you to interact at a professional level, it is necessary to spell out certain behaviors that are not appropriate within the classroom (or really, any setting designed to have strategic face-to-face community and interaction such as business meetings, interviews, office settings, etc.).

Students should refrain from behaviors that negatively affect the teaching environment or its facilities. This includes any potentially distracting action that could inhibit the primary purposes of the classroom— namely, learning and personal transformation. Students should conduct themselves as professionals who give, and are worthy of, a high level of respect. Material presented in the classroom represents the intellectual property of the professor and of others who may have contributed to the professor's perspectives. Class meetings may not be recorded by audio and/or video without the express consent of the professor.

Neither the professor nor one's classmates should expect to experience buzzing, vibrating, ringing, singing, or other intended/not intended but nevertheless distracting noises from your device(s). With the exception of laptops (*which are to be used solely and strictly for educational purposes directly related to what is happening moment by moment in this class*) and other similar note-taking devices, students are expected to take the initiative and choose either not to bring such devices or to "fully power down" each of these items prior to the beginning of class and to keep them off until class is dismissed or the professor explicitly states that the use is appropriate for the current lecture, assignment or project. Students who fail or "forget" to turn off communication devices and who receive such communications should expect to be reprovved by the professor during class. Incidents like these are frowned upon and cannot be tolerated for the integrity of the learning atmosphere.

In addition, it is expected that students not participate in distracting activities such as e-mailing, web-surfing, instant messaging, and computer gaming during class. The professor is alert to such disturbances and if/when such activities are discovered, the student should expect to be confronted and asked to leave for the remainder of the immediate class session (morning/afternoon, or until a break, etc.), and then

counted absent for that time period while not in class. Appropriate deductions will be taken for any missed class participation or required course work due during that period of time. Simply put, under no circumstances will the professor excuse a student's inappropriate behavior, academic apathy, or general indifference to subject matter that this institution considers necessary for effective vocational preparation—nor will the professor allow other students interested in being equipped to endure a disinterested, distracting university student. **The professor uses the most powerful language possible about these matters due to the egregious nature of these distractions. If the spirit or the letter of these guidelines is violated by students, the professor reserves the right to completely restrict the use of all electronic and battery-powered devices, including laptops/computers, during class, however unfortunate that would be.**

8. Computation of Final Grade:

Category	Percentage of Grade	Points
Attendance & Initiative	15%	15
Participation	35%	35
Campaign Reviews	10%	10
Crisis Portfolio	20%	20
Crisis Simulation	10%	10
Final Exam	10%	10
Total	100%	100

9. Final grades will be awarded on the following point system (please note, you must fully reach the percentage bracket to have the grade. This is not based on 'rounding up' at the end of the semester).

Letter	Percent	Explanation
A	100-93	Outstanding Work
A-	92-90	Excellent Work
B+	89-87	Very Good Work
B	86-83	Good Work
B-	82-80	Far Above Average Work
C+	79-77	Above Average Work
C	76-73	Average Work
C-	72-70	Below Avg. Work (for course, does not count toward major)
D+	69-67	Far Below Average Work
D	66-64	Poor Work
D-	63-62	Barely Passing
F	Below 62	Course does not count toward university

10. Availability and Email Policy:

One of the things I enjoy the most about being a professor is getting to know my students. I really encourage you to set up an office hour, reach out in email or connect with me in class. Interaction beyond the specific time frames of the course is usually the richest and most interesting! Please know that I'm available to help answer your questions, talk about PR and learn more about what you're hoping to do in the future.

If you have specific questions on class content and or assignments, I would love to meet with you. Please see the schedule for my office hours and sign up for a time that meets your needs. I generally have between 8-10 hours a week available. There are significantly more during Academic Advising season. Often, the appointment slots are reserved early. I would recommend scheduling an appointment at least a week out. *As a courtesy to myself and others, please let me know if you will need to cancel so I can open the spot back up for others.*

I check emails daily during the work-week. My goal is to respond to your email within one business day. If you have been waiting for over two days, feel free to check in with me again. However, please don't send multiple emails for the same question within one day or emails that require answers within a short window (for example, one hour before class with a question on an assignment that is due). I'm often in meetings and teaching throughout the day, preventing me from reading every email as it comes in and responding immediately.

GENERAL INFORMATION

The GPA System adopted by this professor is below. Feel free to find additional information on GPA Calculation at [Biola's Registrar's page](#).

A	4.0	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.0
B+	3.33	C	2.0	D-	.67
B	3.0	C-	1.67	F	0.0

2. Method of Instruction:

The following methods of instruction will be included in this course

- | | |
|-----------------------------|--|
| 1. Lecture | 07. Other Audio/Visual Resources |
| 2. Group Discussion | 08. Reading |
| 3. Written Reports | 09. Digital and/or Print Media |
| 4. Oral Reports | 10. Library and Qualitative Research |
| 5. Electronic Presentations | 11. Guest Presenters |
| 6. Use of the Internet | 12. Technical Writing and Digital Product Production |

3. Posting of Final Grades:

The professor does not post, calculate, nor provide *final* grades to individual students. Final grades are delivered by the Registrar's Office, whose responsibility it is to perform that task. You should have a strong idea of your grade based on the information in Canvas that records the grades received on assignments throughout the semester.

4. Report Delay:

In virtually every case that students do not meet the course requirements and when required course tasks are not submitted to the professor, such students should anticipate receiving a failing grade. In rare and unusual situations (e.g., serious illness of the student or illness or death of a student's immediate family), the student may formally request a report delay (RD) through the Vice Provost's Office. Details can be found in the student handbook.

<http://studentlife.biola.edu/campus-life/student-handbook/absences>

5. Course Calendar

While the course calendar is intended to provide you with an overview of the semester's schedule, the professor reserves the right to make adjustments to the schedule to responsively meet the needs of this class.

DATE	TOPIC	ASSIGNMENTS DUE (Task Name/Number)
Week 1 Sept. 2	Introduction	Introduction to Canvas & Syllabus Quiz on Canvas

Week 2 Sept. 9	Class Begins at 8:30 AM	Reading: Chapter 1-2
Week 3 Sept. 16	Class Begins at 8:30 AM	Reading: Chapter 3-4
Week 4 Sept. 23	Client Guest: Brenda Velasco, Biola University	Reading: Chapter 5-6
Week 5 Sept. 30	No Class Meeting – Meet with Groups	Reading: Chapter 7-8
Week 6 Oct. 7	Class Begins at 8:30 AM	Reading: Chapter 9, Epilogue
Week 7 Oct. 14	Guest Speaker: Karen Freberg Social Media & Crisis PR	
Week 7 Oct. 16	Crisis Simulation <i>Optional Assignment Available</i> <i>(see November 13)</i>	Task 5: Crisis Simulation
Week 8 Oct. 21	Class Begins at 8:30 AM	Task 3: Campaign Review 1
Week 9 Oct. 28	Guest Speaker: Joan Gladstone	
Week 10 Nov. 4	No Class Meeting – Group Meeting with Dr. Kim	
Week 11 Nov. 11	November 13- Field Trip to OC Red Cross or alternate trip.	
Week 11 Nov. 13	Crisis Simulation Optional Assignment – Red Cross Field Trip	Task 5: Crisis Simulation
Week 12 Nov. 18	Class Begins at 8:30 AM	Task 3: Campaign Review 2
Week 13 Nov. 25	Thanksgiving Week	
Week 14 Dec. 2		Task 4: Crisis Portfolio
Week 15 Dec. 9		
Week 16 Dec. 16	Finals Week	Task 6: Final Exam