



INTRODUCTION TO PUBLIC RELATIONS

COURSE: JOUR 111
Spring 2015

PROFESSOR/CLASS INFORMATION

Carolyn Mae Kim, PhD, APR

Title: **Intro to Public Relations**

Term: Spring 2015

Location: **Meyers Hall 108**

Office Phone: Ex. 3021

Office Hours: **By Appointment M-W**

Sign Up Via Link in Canvas

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#BUPR15

Course Code/#: JOUR 111

Class Days/Time: Tuesdays 10:30-1:20

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 deplors 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

JOUR111, Introduction to Public Relations: A survey course in which students explore the nature and process of public relations process as well as methods and professional issues. Public Relations is conceived as the "overall umbrella" under which come advertising, marketing, promotion, publicity, employee and community relations, and public affairs. In addition to exploring public relations generally, the class addresses both corporate and not-for-profit organizations as well as religious and mainstream operations. Offered every (semester/year/other year, etc.).

COURSE ALIGNMENT WITH PROGRAM LEARNING OUTCOMES

JOUR 111 Introduction to Public Relations: This a lower-division, undergraduate course that is a core course required of all PR concentration, Journalism & Integrated Media majors designed to be taken within the first year of the program. Successful completion of this course (see next section) will prepare students to demonstrate a beginning proficiency toward the accomplishment of proficiency toward the accomplishment of:

- **PLO#1:** Understanding and applying key elements within Public Relations;
- **PLO#2:** Illustrating an understanding of biblical integration within the profession;
- **PLO#3:** Demonstrate creative and analytical expertise in writing and presentations;
- **PLO#4:** Create and develop projects that utilize convergence & integration of media to strategically reach target audiences;
- **PLO#5:** Illustrate an understanding of diversity and cross-cultural perspectives with the profession;
- **PLO#6:** Creating, analyzing and critiquing the public relations process in PR campaigns.

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) Gain factual knowledge (terminology, classification, methods, trends). **Essential**

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

>**Recognize** and explain major figures & events within PR history that result in the current state of the profession. (Fulfilled by classroom instruction and Examinations).

>**Deliver** compelling verbal presentations centered on campaign messages. (Fulfilled by Tasks #2 and Task #3).

>**Recognize** what creates & qualifies as news and construct PR initiatives that craft messages effectively for Media Relations. (Fulfilled by classroom interaction and Task #3).

>**Identify** methodological approaches to audiences' segmentation and understanding. (Fulfilled by lecture and Tasks 2, and 3).

IDEA Objective #2: Learn fundamental principles, generalizations or theories related to public relations.
Essential.

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

>**Explain** how communication models & theories relate to specific elements in PR and apply those to PR campaigns. (Fulfilled by classroom interaction, examinations and Tasks #3).

>**Analyze** audience segmentation to create key message. (Fulfilled lectures and Tasks #2 and #3).

> **Identify** what leads to organizations needing PR and develop plans to meet those needs. (Fulfilled by classroom interaction, examinations and Tasks #1 and #3).

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

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

>**Value** ethics and apply those to each PR initiative. (Fulfilled by classroom interaction, Tasks #1, #2 and #3).

>**Identify** key points of congruence, complementarity, conflict or questions regarding PR and Christian theology.(Fulfilled by classroom interaction, examinations and Task #1).

>**Create** and manage PR campaign components following industry standards. (Fulfilled by classroom interaction and Tasks #3).

REQUIRED TEXTS

Required Textbooks (Each of the following books are required and will be used in this course):

Public Relations: Strategies and Tactics By Dennis L. Wilcox & Glen T. Cameron

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>

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: Attendance & Initiative

Due Date: Throughout the Semester

Weighting: 20%

Possible Points: 20 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 20%.

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 2: Campaign Review

Due Date: March 3

Weighting: 10%

Possible Points: 10 pts.

Description: You will select a campaign specific to the industry of PR that you would like to research. The professor must approve your campaign prior to your completion of the assignment. If you need assistance in selecting a campaign, the professor has resources available to you.

For this project you will research your selected campaign and present the four elements of the campaign: Research, Programming, Communication and Evaluation.

You are encouraged to make the presentation as interesting and engaging as possible. Part of PR is knowing how to present information and capture your audience's attention. Whether in written or verbal form—this is an opportunity to engage with your writing. Find additional pieces to your campaign that will make it stand out—what background led to the need of this campaign? Who was involved with the creation? Etc.

Assessment: Your paper should be at least three pages long (double spaced) and no more than four. Do not forget to highlight the Research, Programming, Communication and Evaluation! There needs to be at least three sources in your paper.

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

Task 3: Agency Presentation

Due Date: March 31

Weighting: 10%

Possible Points: 10 pts.

Description: Select a section within PR that you are interested in (entertainment, corporate, etc.) and find a PR agency within that field. Your presentation will highlight the agency for the class. You will need to include the following information:

- 1) What is the history of the agency or firm?
- 2) What clients have they represented?
- 3) Who are the leaders currently of the local branch?
- 4) What does their structure look like? (are they large, small, do they hire interns?)
- 5) What other areas do they specialize in?
- 6) What is one of their most recent campaigns?
- 7) After your research, were you interested in this field of PR any longer? Why or Why Not?
- 8) Would you be likely to pursue an internship/job with this agency? Why or Why Not?

This is a very practical assignment that, if done well, may help you in the future. Make sure you find an agency you like and then get all the details on it. You might even contact someone for additional information to add extra input to your presentation.

Presentations are professional. Dress appropriately and be prepared with any visual aids you may need. You will have 5 minutes. Be prepared for any questions at the end.

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

Task 4: Reading Quizzes

Due Date: Throughout the Semester (See Canvas and the Course Calendar at the end of this syllabus)

Weighting: 10%

Possible Points: 10 pts.

Description: These quizzes will review the main points from the reading assigned and class lectures. They will also be useful in preparing for the mid-term and final exam.

Assessment: Scoring of the quiz will be based on the kind of question (open ended usually) and the accuracy of the response in light of the required readings and class lecture.

Task 5: Exams

Due Date: March 10 & May 19

Weighting: 30%

Possible Points: 30 pts.

Description: the goals of the exams are to showcase your knowledge from the semester. The material covered on the tests will include content from class as well as the reading. We will have a review session in class prior to the day of the exam. It is highly recommended that you stay up-to-date on your reading and make sure that, if you miss a class, you get the notes from a fellow student.

Assessment: Scoring of the exams will be based on the kind of question (open ended or applied cases) and the accuracy of the response in light of the required readings and class lecture.

Task 6: Campaign Project

Due Date: May 5 & 12 (Two Groups)

Weighting: 20%

Possible Points: 20 pts.

Description: In teams of 5-6, you will create a campaign. This can be for your dorm floor, your church, a group you volunteer with, a local coffee shop, or some other organization. Make sure you connect with them early in the semester and talk about a campaign you could create. You will need to include all elements discussed this semester:

- a. **Research**
- b. **Programming**
- c. **Implementation**
- d. **Evaluation**

For the final presentation you will need to introduce the need for the campaign (why you picked it), the four areas above and what would be entailed in each. Make sure to highlight who your audience is, what programming you selected based on the research, how you implemented and the results of your campaign.

This is a professional presentation. All members should be dress in business professional and you should have a presentation to accompany your proposal. You also need to submit a written report (only one for the entire group). It should include the names of all members, the proposal, any visuals or graphics, etc. You need to make it appealing, just like you would if you were submitting it for consideration within an agency.

All team members will also submit a page summarizing the team members' participation as well as his or her individual contribution. Each student should give an assigned value to the contribution team members ranging from 1 (lowest) to 10 (greatest) as well as an explanation for the value.

Each team member will be graded individually based on 1) team members feedback, 2) contribution to the project, 3) participation and poise during the presentation and 4) quality of the project.

Assessment: See canvas for a detailed rubric of the expectations for the campaign project.

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.)

Files that are turned in must follow this naming format: Lastname_Assignment. For example, Kim_WorksCited.

If you are not including a title page for your assignment, you need to include information in the upper left-hand corner, single-spaced with your name, the course, assignment, professor, and date. For example:

Jane Doe
Name of Class (or JOUR XXX)
Title of Assignment
Dr. Kim
May 14, 2014

You should proof-read and spell-check carefully before submitting for credit.

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 reproved 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	20%	20
Campaign Review	10%	10
Agency Presentation	10%	10

Reading Quizzes	10%	10
Midterm	15%	15
Final Exam	15%	15
Client Campaign Project	20%	20
Total	100%	100

9. Final grades will be awarded on the following point system:

Please note, I do not “round up” at the end of the semester. Over the course of our class, you have the opportunity to contribute and build your grade. When the end of the semester arrives, I look specifically at the work you have done in its entirety, giving the grade that is earned at that point.

Letter	Percent	Explanation
A	100-93	Outstanding Work
A-	92.99-90	Excellent Work
B+	89.99-87	Very Good Work
B	86.99-84	Good Work
B-	83.99-80	Far Above Average Work
C+	79.99-77	Above Average Work
C	76.99-73	Average Work
C-	72.99-70	Below Avg. Work (for course, does not count toward major)
D+	69.99-67	Far Below Average Work
D	66.99-64	Poor Work
D-	63.99-62	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 social media 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. 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. During the weekends, I will not be checking and responding to emails.

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 Jan. 27	Introduction: Public Relations	
Week 2 Feb. 3	Understanding PR: The historical basis and future projections for PR	Reading Due: Chapter 1: What is PR / Chapter 2: The Evolution of PR
Week 3 Feb. 10	Ethical Framework: Serving the public and organizations with excellence	Reading Due: Chapter 3: Ethics and Professionalism Quiz 1: Chapters 1-3
Week 4 Feb. 17	The PR Campaign 4-Step Process: Part 1	Reading Due: Chapter 5: Research/ Chapter 6: Program Planning

Week 5 Feb. 24	The PR Campaign 4-Step Process: Part 2	Reading Due: Chapter 7: Communication/ Chapter 8 Evaluation Quiz 2: Chapters 5-8
Week 6 March 3	The Face of PR: Understanding what it looks like in the industry	DUE: Task 2: Campaign Review Reading Due: Chapter 4: Public Relations Departments and Firms/ Chapter 17 Corporations
Week 7 March 10	Mid-Term	DUE: TASK 5 – Midterm Examination
Week 8 March 17	Audience Analysis and Special Publics	Reading Due: Chapter 11: Reaching Diverse Audiences/ Chapter 20: Global Public Relations
Week 9 March 24	Niche Industries and Specializations in PR	Reading Due: Chapter 18: Entertainment, Sports and Tourism/ Chapter 19 Politics and Government/ Chapter 21 Nonprofit, Health and Education Quiz 3: Chapters 11, 19-21
Week 10 March 31	PR: Influencing Values, Opinions, Beliefs and Behaviors	DUE: Task 3: Agency Presentation Reading Due: Chapter 9: Public Opinion and Persuasion
No Class April 7		
Week 11 April 14	Digital PR & Legal Considerations	Reading Due: Chapter 12: Public Relations and the Law/ The Internet and Social Media Quiz 4: Chapters 9, 12
Week 12 April 21	Engaging the Mass Media: Reaching Millions	Reading Due: Chapter 14: Preparing Materials for Mass Media/ Chapter 15: Radio and Television
Week 13 April 28	Special Events & Engaging Management	Reading Due: Chapter 16: Meetings and Events/ Chapter 10: Conflict Management Quiz 5: Chapters 10, 14-16
Week 14 May 3		DUE: Task 6: Campaign Proposal (Group 1)
Week 15 May 12		DUE: Task 6: Campaign Proposals (Group 2) <i>Final Exam Review Session</i>
Week 16 May 19	Final Exam	DUE: TASK 5 – Final Examination