

CMN 3144 Y
Public Relations (3 credits)
June 19, 2017 – July 31, 2017

Professor	Rumaisa Shaukat, PhD., CHRL.
Office	DMS5132 [please double check the location with me before meeting as I have more than one office on campus]
E-Mail	rshaukat@uottawa.ca (Preferred means of communication) For any email query, in the subject column write your course codes.
Office Hours	Before the class OR By appointment only.
Class Location	SMD224
Class Hours	Monday 8:30 - 11:30 Wednesday 8:30 - 11:30
Website:	Slides will be posted on Blackboard Learn , NOT course notes. Please attend classes!
Drop off Box for Assignments	TE22 (11 th floor DMS building)

DEPARTMENTAL COURSE DESCRIPTION

History, theory and practice of public relations in society. Functions of public relations practitioners. Techniques by which organizations communicate with external publics. Media relations. Corporate image. Ethics.

COURSE DESCRIPTION

In Principles of Public Relations you will learn about the theory and practice of public relations, how public relations operates in organizations, its impact on publics and its functions in society. You will study the professional development of the field; concepts, issues, and principles in the practice; and models and theories guiding the practice. You will apply course materials to public relations program planning and management by working in a group on a strategic planning project. For those planning public relations careers, this course provides a foundation for the public relations major. The course also meets the needs of those planning other professional and managerial careers that require an understanding of public relations concepts and management practices.

OBJECTIVES OF THE COURSE

Through active participation in this course, it is anticipated that students will be able to:

1. Understand the history, theoretical and methodological notions of public relations;
2. identify the dominant challenges of public relations personnel and agencies in a variety of workplace settings, domestically and globally;

3. analyze and compare the concepts and practices of public relations at individual, group, and organizational levels and demonstrate their application in a variety of workplace situations;
4. develop a critical reflection on the ethical and social implications of the practice of public relations
5. apply some of the skills related to the professional practice of public relations

COURSE FORMAT

Class format will be a combination of lecture, academic videos, analysis of case studies, and student presentations and assignments. Lectures will cover general theoretical concepts as well as specific examples and material from assigned and additional readings. Students are required and expected to read assigned chapters before coming to the class. In addition, be prepared to ask questions if you do not understand any concept. Lectures will also, at times, provide differing perspectives to what you read; you are expected to understand these differing perspectives.

COURSE EXPECTATIONS

Emails: I communicate with students through their university email accounts. It is your responsibility to check your emails as I will be sending important messages through this medium. Be professional in your email communication (read separate instructions below) I usually check emails once a day. Please email me again if you do not receive a reply within 3 working days; there is always the possibility of problems with electronic messaging. I will not send grades or otherwise private student information (group member's email etc) via email. Assignments will not be accepted via email.

Active Participation. Students are expected to attend, take notes, and participate in class. Students are expected to maximize their own learning by actively participating in all activities. This includes raising questions for discussion or clarification, bringing their own work and other organizational (only professional and academic) experiences to discussion, and interacting professionally and ethically with classmates and with the instructor.

Regular Attendance. Attendance is mandatory. A student with more than five absences may be prevented from sitting the final examination. Also, because you will be part of a group requiring your involvement and input, attendance is something that you owe to your fellow group members. Therefore, punctual attendance and regular readings are strongly recommended.

Follow Assignment Instructions. Carefully read the instructions for your written assignments described in the course outline. Always use a title for your work. Strictly, follow the instructions regarding page limit/font size/margins for your written submissions. In any case do not exceed the required standard page limits for all submissions. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5th Edition).

Keep duplicates of deliverables. For your protection, always keep a copy of your written assignments (either soft copy or a hard copy). In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your written submissions.

Respect Deadlines. There is no grace period, regardless of reason. For the group project, a penalty of 25% of the assignment mark will be applied for the first day or part thereof. Every subsequent day or part thereof will incur an additional 10% penalty. Computer failure, printing problems, work for other classes and many other excuses are not acceptable. You may not miss a day when you are scheduled for exam and presentation in the class. Except under unusual circumstances, you have 24 hours from the time you miss your exam to contact me about your absence. Without an appropriate reason and documentation, you will receive a zero for the missed exam and presentation.

Respect intellectual property rights: Materials created for this course, including professor's lectures, students' presentations, assignments and exams, remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). Lectures must not be recorded digitally (i.e., photographed, audio-taped or video-taped) without prior approval of the Professor.

Classroom policy on electronic equipments. Respect your classmates' desire to learn. In class, turn off all cell phones, beepers, or other electronic communication devices. The use of laptop computers has become increasingly common in the academic community, and they serve as a useful means of enhancing the classroom experience for some students. However, laptop computers have also the potential to serve as significant distraction for others when they are not being used for classroom activities. Thus the official policy for this class regarding laptop computers is that they may be used for note-taking purposes only. Any student found violating this policy forfeits the privilege of using his/her laptop computer for the remainder of the semester. The most obvious violations include but are not limited to surfing on the internet and IMing and/or chatting.

Late arrivals and early departures are not acceptable in this class. Do not 'leave' early, that is, pack up books, stand up, etc. near the end of the class. The class period is over when the allocated time is completely up or when the instructor dismisses the class. Meetings for other classes, appointments with advisors, work excuses, catching rides home, attendance at family social functions, sporting events and many other personal reasons **are not** considered "excused" absences. Any student missing more than 1/3 of the class periods for any reason should withdraw and retake the course; those missing 1/3 of the class periods will not be awarded a passing grade in the course. Late students conspicuously disturb the learning experience for their classmates. As a courtesy, you should plan to arrive no later than the start of class (if not sooner). *I reserve the right to reduce your final course grade by half a letter grade or a letter grade (in proportion to the extent of lateness and absences) if I deem attendance and punctuality problems to have interfered your learning or the learning of others.*

NOTE: This syllabus, along with due dates, are subject to change if necessary due to circumstances beyond the professor's control. It is the student's responsibility to check Blackboard and attend class for corrections or updates to the syllabus. Any changes will be promptly and clearly noted in the course announcements or through Blackboard Mail.

If at any time something seems unclear or unreasonable to you, please make an appointment to discuss it. I am open to your suggestions and comments. This class is meant to be an open forum for learning and discussion. Perhaps you have a question about some class material but feel uncomfortable asking it in class it or the question does not occur to you until afterwards. Or perhaps you are working on a class assignment and have a question about getting started or want a second opinion to assess whether you're appropriately approaching the project. In instances such as these, please contact me.

EMAIL GUIDELINES

- Please be professional.
- Always use your university account. E-mail from other domains (hotmail, gmail) often are treated as spam.
- Always identify the course number and section in the Subject line
- Please use proper greetings. You can refer to your instructors as "Professor X" or "Dr. X." Any other title (Ms., Mrs., Miss, or Mr.) is less appropriate given the classroom context. As university students, it is imperative that you learn to use proper titles.
- Always sign your email with your first and last names and include your student number.

EXAM MAKE-UP POLICY:

If you show up late for any exam, you will not be allowed extra time. If you show up after someone has left the room, you will not be allowed to take the exam. No exceptions!

If you miss an exam due to medical reasons or personal emergencies, it is your responsibility to contact the professor within 24 hours of the beginning of the class period you missed. You will only be allowed to take a make-up exam **upon providing an official document** (e.g., doctor notes in case of a medical *emergency*) detailing the reason for your absence. Make-ups, if permitted, may differ from the original exam in terms of the number of questions asked and/or question format.

POLICY ON RE-MARKING

From time to time, students have legitimate concerns about marks they have received on any assignment. If you feel that any paper handed back to you has not been marked appropriately for the work you have submitted, you do have recourse for re-marking. However, please note that to be eligible for re-marking, you must embark upon the following procedure within one week of the deliverable being handed back in class:

1. Indicate in writing specifically what your concern(s) is (are). This does NOT mean that you simply say "I think I deserve more marks." You must clearly indicate where the marker made a mistake in his/her marking of the paper. In this regard, you must refer to the class notes, excerpt in the textbook, etc., supporting your claim.
2. After completing #1 above, you must submit the paper with your comments back to the Professor within one week of the paper being handed back in class. If you did not pick up the paper when it was handed back, you still have only 1 week from the original hand-back date to request a remark.
3. If a deliverable is not resubmitted following the above guidelines, the Professor will regard the mark as originally assigned to be the final mark for that deliverable.

NO MARKS will be changed at a later date. It is important to note that the Professor reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required.

REQUIRED COURSE MATERIAL

Required Textbook ((Available at the U of O bookstore)

Guth, D. W. & Marsh, C. (2017). *Public Relations. A Value- Driven approach.* (6th Edition). Boston: Pearson

Not Required. Additional Notes from:

Cutlip, S. M., Center, A. H., & Broom, G. M. (2012). *Effective Public Relations.* (11th Edition). Upper Saddle River: Pearson Prentice Hall.

COURSE SCHEDULE

Date	Topic	Readings
June 19 Video VH05340	Introduction to the course, Overview of intended outcomes, readings, assignments and evaluation for the course	No reading assigned
June 21	Public Relations: An Overview of the Field Public Relations Activities and Duties	Ch 1-2
June 26 **Case Study 1**	Various Publics in Public Relations Communication Theory and Public Opinion	Ch 4-5

June 28 **outline for the film analysis due**	Ethics and Social Responsibility in Public Relations Research and Evaluation in Public Relations Organizational Settings	Ch 6-7 and Additional Notes
July 3 No Class	No Assigned Readings	No Assigned Readings
July 5 **Case Study 2**	Planning: The Strategies of Public Relations Communication: The Tactics of Public Relations with Different Stakeholders	Ch 8-9 and Additional Notes
July 10 ** Final Project outline Due** **Film Analysis presentation** **Film Analysis Paper Due**	Utilize all Readings	Utilize all Readings
July 12 **Film Analysis presentation**	Utilize all Readings	Utilize all Readings
July 17 **Case Study 3**	Multimedia Message Development Cyber Relations in the Digital Age	Ch 10-11
July 19 **Case Study 4**	Crisis Communication Public Relations and Marketing	Ch 12-13
July 24 **Project Presentations**	Cross-Cultural Communication Public Relations and Law & Your Future in Public Relations	Ch 14-16
July 26 **Project Presentations**	**Project Presentations**	Utilize all Readings
July 31 **Project Presentations**	**Project Presentations**	Utilize all Readings
Final Exam **Date to be determined by the Scheduling Office**	August 2 2017 8:30 to 10:30 in MHN033	Utilize all Readings

EVALUATION

- 1) Final Exam: 40%
- 2) 4 In-class case studies [in groups] (5% each): 20%
- 3) Film Analysis in groups [in groups]: 20%
- 4) Group Project and Presentations [in groups]: 15%
- 5) Peer evaluations with all written group assignments: 5%

Note: Students will form their own team of minimum 5 and maximum 6 members early in the course, and will remain in this team to complete all in-class case studies and deliver the final group presentation. Number of members might change as I don't want more than 20 groups in the class.

1) Exam: 40%

Final exam (Multiple Choice Questions only) will cover material from lectures and videos. Please bring your own erasers, and lead pencils.

Exam Date: Date to be determined by the Scheduling Office

2) 4 In-class case studies: 20%

Throughout the course, activities will take place to accompany lectures. When cases are used, they may be from the end of a chapter or from a different text. Each group is expected to analyze the assigned case in class, and to work together to produce a short, written case analysis report.

Your report should use text learned concepts to explain and suggest ways of managing the PR phenomena depicted in the assigned case. Ideally, each of you will be familiar enough with the course material for that class to be able to contribute to your in-class case discussions. To provide some encouragement in this regard, these case study reports will be picked up, at the end of class, 6 times during the semester. Late case submissions will be subject to a 50% penalty per half hour late. For the purposes of this course, specific questions will be assigned for each case. Each case will be worth 5%. Case answers should be a maximum of 5 pages hand written (one-side only) or 2 pages typed with 12 font-size, Times New Roman, and 1-inch margins. Please write as neatly as possible. Illegible reports will not be graded! A maximum of 20% of the grade assigned to a team's report can be removed if the report contains significant grammatical and/or spelling mistakes.

Please hand in all of the following materials in the specified order:

- Cover page including your assigned team number, and all team members' name and student numbers in alphabetical order by last name.
- Team's ethical statement (see Appendix) containing all the required information in the same order as the cover page. **Please be advised that signing for another team member is considered academic fraud. Also, failing to sign this form will result in a grade of "0."**
- No Email submissions.

Note: If you miss a case due to medical reasons or personal emergencies, it is your responsibility to contact the professor and team mates within 24 hours of the beginning of the class period you missed. You will only be allowed to make-up the case **upon providing an official document** (e.g., doctor notes in case of a medical *emergency*) detailing the reason for your absence. If you didn't notify me within 24 hours, I will not let you do any make up assignment. Before even notifying me, contact your team members first. If they are willing to accommodate your absence and if they want to give you credit for the missed assignment, they can write your name on submission. In that case you don't have to request a make up assignment. But if your group members are not willing to accommodate, I will give you a make up assignment but as I said earlier only **upon providing an official document**. The make-up will be on the same case assigned to the teams, but different questions will be assigned and will be completed individually by the member who actually missed the case. Failing to contact the professor within 24 hours will result in a grade of "0" for the missed assignment.

Dates: Please see course schedule

3. Analysis of a film [in groups]: 20% (10% paper; 10% presentation)

You will analyze a film on Public Relations and present results of your analysis in the class. You will write up the results of your analysis in a 10 pages double-spaced paper. You will make reference to specific theories and principles discussed in your readings and class discussions, and you will give examples from the film/observation to illustrate the points. You have been supplied with a set of questions to guide your analysis of the film (See Appendix).

A one page outline is due on **June 28**; in the outline clearly write the following: Name of the selected Film; how is this film related to the course content. Please note: The outline has no marks but if you didn't submit an outline and got approval, you would lose 5% of your mark allocated for this assignment. A list of selected films is attached as an appendix. More detailed description of this assignment will be provided in the class [if needed].

Deadline: Please see course schedule.

Note: On the day of presentation, please submit a brief summary or your ppt slides. With the final summary/slides, include a page listing students' name and student number under a heading, "who did what" for this assignment. Time allowance: Each group will stay within the allocated time that will be announced later. Specific time will be allocated to the presentation part and additional few minutes will be reserved for a question & answer period.

4) Group Project Presentation: 15%

Teams will be allowed to choose from any of the weekly topics covered in the course in deciding what the main topic of their presentation will be.

Option One:

Instructions:

- 1 Choose any Public Relations topic.
- 2 Interview someone in an organization who has experienced a problem that clearly relates to this topic.
- 3 Find out what the MAIN PROBLEM OR CHALLENGE is this person/organization experienced. Make sure you clearly explain in your presentation how this challenge relates to the PR topic chosen.
- 4 What did this person or the organization do (steps, activities) to deal with this particular challenge? Describe this clearly in your report and presentation.
- 5 Explain the pros and cons of the way the challenge was dealt with by referring to the content of the course.
- 6 Provide and explain alternative strategies that could have been used to deal with the challenge, and present associated pros and cons by referring to the content of the course.

Option Two:

You can select an organizational crisis and prepare a presentation on it. Guidelines will be the same as above.

1. Select a recent organizational crisis (do not go beyond 2005). E.g., maple leaf crisis, Tylenol crisis, PB oil spill etc (do not select any of these). Make sure you clearly explain in your presentation how this crisis relates to the PR.
2. Interview someone in that organization who has experienced a problem or someone in the position to talk about the issue.
3. Identify what role public relations played in this situation (good or bad with associated why and how). Explain the pros and cons of the way the challenge was dealt with by referring to the content of the course.
4. Provide and explain alternative strategies that could have been used to deal with the challenge, and present associated pros and cons by referring to the content of the course.

A one page outline (hard copy) of the project report is to be submitted to the professor at the beginning of the class on **July 10**. Students are highly encouraged to consult the professor on their progress on this assignment throughout the semester (especially when trying to determine whether the chosen case is appropriate). Teams will be required to present their findings to the class. Please see appendix for more specific details about the presentation.

Note: Given **there is no written paper for this project**, please make sure to submit detailed slides (e.g., with page notes). With slides, include a page listing students' name and student number under a heading, "who did what" for the project and presentation. Time allowance: Specific time will be allocated to the presentation part and additional few minutes will be reserved for a question & answer period.

Additional Evaluation Criteria:

- Conceptual clarity (lucid thinking, Concepts and terms, Insight and Connections):
- Effectiveness of delivery
- Relevance and importance of the context being investigated
- Issue description (comprehensiveness, depth of detail)
- Critical analysis (objective critique of material)
- Validity of your arguments
- Internal logic and consistency (flow of ideas, connectedness of writing)
- Originality and creativity (uniqueness, inventiveness)

- Practical analysis and solutions/suggestions

Note: Please be professional during your presentations. *For presentation please see Appendix.*

Deadline: See Course Schedule for Presentation Dates, I will assign each group a presentation date by the third session.

5) Peer Evaluations with all group assignments: 5%

With all group assignment, each group member should submit, **in a sealed envelope**, a grade for all group members. Use only the original Peer evaluation form attached with the course outline (no hand written evaluations will be accepted). Peer evaluations are supposed to be confidential so please do it in private then fold them and put them in the large envelope with the assignments.

Deadline: With each group assignment.

Note: Evaluation from individual students without a sealed envelope will not be accepted (no staples or glue, use the original Peer evaluation form). As a group place all peer evaluation envelopes and your final project report in One large envelope. Not following any of the instructions above could affect your grade.

In addition, if you are not submitting peer evaluation forms for your group members, you will personally lose 5 marks. No email or late submissions will be accepted.

None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.

GRADING SCALE

Grading of assignments may be conducted using numbers or letter grades. In either case, the description included below describes the expectations for candidates at each grade level.

A+ Exceptional 90-100%	An exceptional grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of all relevant concepts and techniques. The response is complete in content and presented in a clear, coherent and effective manner. In addition an exceptional response adds something novel and original which distinguishes an A+ from an A. Exceptional responses are rarely encountered as they are, by definition, outstanding among other responses.
A Exemplary 85-89%	An exemplary grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of all relevant concepts and techniques. The response is complete in its content, with a clear and coherent presentation designed to communicate effectively.
A- Excellent 80-84%	An excellent grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of relevant concepts and techniques. The response is largely complete in its content and clearly presented. However, some minor aspect of the assignment which may pertain to content or effective communication is lacking.
B+ Very Good 75-79%	A very good grade in a course or on an assignment is given for a response that demonstrates adequate knowledge of relevant concepts and techniques. The response is both informative and clearly presented. However, the response is incomplete, as some substantive aspect of the assignment has been overlooked.
B Good 70-74%	A good grade in a course or on an assignment is given for a response that demonstrates adequate knowledge of relevant concepts and techniques. However, the response is incomplete as some substantive aspect of the assignment has been overlooked. In addition, there are difficulties with effective communication.
C+ Satisfactory 66-69%	A satisfactory grade in a course or on an assignment is given for a response that demonstrates basic knowledge of relevant concepts and techniques. A substantive aspect of the assignment has been overlooked. In addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information.

C Pass 60-65%	A pass grade in a course or on an assignment is given for a response that demonstrates incomplete knowledge of relevant concepts and techniques. A substantive aspect of the assignment has been overlooked. In addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information.
D+ 55-59% D 50-54% Passable	The category of redeemable failure demonstrates an unacceptable level of knowledge of concepts and/or techniques to satisfy the requirements of an assignment or course. Clearly not adequate but passable.
E 40-49% Non-redeemable Failure	A non-redeemable failure demonstrates an unacceptable level of knowledge of concepts and/or techniques to satisfy the requirements of an assignment or course. No supplemental examination and/or assignments are offered.

ACADEMIC FRAUD

A note of caution regarding cheating and plagiarism

Students are advised to become familiar with the University of Ottawa's policy regulations on academic fraud. Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark F for the work in question to being expelled from the University, and even the revocation of a degree, diploma, or certificate already awarded. For useful guidelines to help you avoid plagiarism, please consult the following web pages: http://www.uottawa.ca/academic/info/regist/fraud_e.html
<http://www.uottawa.ca/plagiarism.pdf>

PEOPLE WITH DISABILITIES

If you have a disability that requires specific accommodation, please let me know as soon as possible so that I can arrange for alternatives.

APPENDIX I

Guidelines for Presentations [For both: Film and project]

****Please Read guidelines very carefully. Not following any of the instructions below could affect your grade****

1. Maximum time available for presentation will be announced later. **Please note** that you are expected in fairness to your colleagues to respect the time allocation. Not doing so could adversely affect your evaluation. Utilize available time, do not rush through your presentation, and don't conclude abruptly. Without a proper introduction and conclusion you can lose marks.
2. Submit an electronic copy of their (PowerPoint) presentation to the professor the day before the actual presentation. Don't send any second or third revised or updated version of your slides. I will save your slides on a USB and on the desktop as well. No late submission will be accepted. No revised version will be accepted and no one will be allowed to save any updated version on the desktop on the day of actual presentation, and if you forgot to send me your slides, then you won't be allowed to use slides. If you didn't follow any these guidelines, you will lose 25% of your presentation grade. No exceptions. So plan ahead and prepare well in advance rather than waiting for the last moment. In addition, bring a hard copy of your slides on the day you present. Not doing so could adversely affect your grade.
3. In your slides, your names, group number and topic should be very clear. In your emails, always include your group number if your inquiry is related to group project. Even with your ppt slides, I need to know what your group number is, otherwise I will not save your slides and you will present without slides.
4. Be on time, if it is your turn to present and one of your group members are not in yet, I will still ask you to move ahead and start presentation without that member.
5. Select presenters carefully. If you want to select one person to present or the whole group, I don't have an issue but keep in mind, presenter/presenters' performance will certainly affect everyone's grade. No exceptions!
6. There will be no changes in presentation dates. Group with any emergencies or problems will be switching their presentation dates with other groups. In case of change inform your professor otherwise you will not be allowed to present.
7. Please be professional during your presentations.
 - a. Don't read word by word from your script. Don't parrot PowerPoint either. You can use cue cards with key words and starter sentences. Carefully select the background and font color and size. Make it easy for your audience to follow you.
 - b. Don't use complete sentences or paragraphs in your slides. Your voice should tell the story and the slides should only support it.
 - c. Don't use effects, such as texts that fly into the slide or ANY other disturbing transitions. Only use power point program for your slides.
 - d. Don't use cute or unusual photos that are not illustrating exactly what you are talking about. The interesting stuff should be in your content.
 - e. Do speak loudly enough to be heard by the entire audience, even those in the back row.
 - f. Don't walk in the class for no reasons. Make your movements and gestures purposeful.
 - g. Don't kick the podium; don't play with your hair, jewelry, pens, baseball caps and papers. Don't put your hands in your pockets or on your hips and don't cross your legs while standing. I don't require presenters to wear professional attire but wear decent cloths suitable for an academic environment.
 - h. Avoid talking or laughing among each other while your members are still presenting.
 - i. Introduce your group members before starting your presentations.
8. Read your course outline for specific information about each assignment. E.g., Written Film Analysis Report with peer evaluations are due on THE SAME DAY for all .

***** During presentations, I can randomly ask any group to ask presenters questions on their presentation. I will not assign this task to any specific group, therefore, it is extremely important that you attend all presentations and listen carefully. No excuses will be accepted. For example "we only missed this class", or I was feeling sick and had to leave" etc. If you are not going to be in the class, or you have to leave for any reasons, let me know otherwise you can lose 1 mark from your total grade for each missed class***No exceptions!!!!**

APPENDIX II

Peer Evaluation Form

Please write a short narrative addressing the evaluatee's contributions before assigning a rating. Include in your narrative how many times the group met outside of class, how many meetings the evaluatee attended, whether the evaluatee made a serious effort to complete the assigned work before the group meeting, whether the group member attempted to make contributions in group project, whether the member was cooperative with the group effort, and whether the group member did all the readings before coming to the meetings.

Excellent	Carried more than her/his part of the load	5 points
Very Good	Consistently did what she/he was supposed to do	4 points
Satisfactory	Usually did what she/he was supposed to do	3 points
Marginal	Minimally prepared and cooperative	2 points
Unsatisfactory	Unprepared and uncooperative	1 or 0 point

Name of Evaluator: _____

Case Study Number: _____ Date: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Note: *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

Appendix III
Personal Ethics Agreement Concerning University Assignments
Group Assignment

We submit this assignment and attest that we have applied all the appropriate rules of quotation and referencing in use at the University of Ottawa. We also confirm that we have taken knowledge of and respected the *Beware of Plagiarism!* brochure found on doc-depot. We attest that this work conforms to the rules on academic integrity of the University of Ottawa. We also attest that the contribution to this assignment of each of the undersigned has been equitable. We understand that this assignment will not be accepted or graded if it is submitted without the signatures of all group members.

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Appendix IV

Videos

Truth merchants [videorecording] / produced by Michael McMahon, Gerry Flahive, Kristina McLaughlin ; written and directed by Kevin McMahon ; co-produced by Primitive Features and the NFB. DVD02735

Truth Merchants enters the twilight world of **public relations**- part propaganda and part showbiz and advertising- and explores the symbiotic relationship between PR people and journalists.

The persuaders [videorecording] / directed by Barak Goodman and Rachel Dretzin ; produced by Rachel Dretzin, Barak Goodman, Muriel Soenens ; written by Barak Goodman & Douglas Rushkoff. DVD01503

Examines the "persuasion industries" of advertising and **public relations**. Shows how marketers have developed new ways of integrating their message into the fabric of our lives. Explores how the culture of marketing has come to shape the way Americans understand the world and themselves and how the techniques of the persuasion industries have migrated to politics.

Invisible persuaders [videorecording] / produced by Learning Seed. VH02433

This is a program about the invisible clues we use to make judgments. Judgments about people, about what to buy or drive or eat, about who to trust. It can help viewers to detect subtle and usually invisible attempts to persuade

Peace, propaganda, & the promised land [videorecording] : U.S. media & the Israeli-Palestinian conflict / Media Education Foundation ; directors, Sut Jhally, Bathsheba Ratzkoff ; producer, Bathsheba Ratzkoff ; writers, Bathsheba Ratzkoff, Sut Jhally. DVD01831

This documentary contends that the foreign policy interests of American political elites, working in combination with Israeli **public relations** strategies, exercise a powerful influence over news reporting about the Israeli-Palestinian conflict. Combines U.S. and British television news footage with observations from analysts, journalists, and political activists. Examines the factors that have distorted the United States' media coverage and, in turn, American public opinion.

Toxic sludge is good for you [videorecording] : the public relations industry unspun / narrated by Amy Goodman ; producer, Margo Robb ; executive producers, Loretta Alper & Sut Jhally. DVD00308

This videorecording "examines the way in which the management of ' the public mind' has become central to how our democracy is controlled by political and economic elites. Toxic Sludge Is Good For You illustrates how much of what we think of as independent, unbiased news and information has its origins in the boardrooms of the **public relations** companies. PR critics include PR Watch founder John Stauber, cultural scholars Mark Crispin Miller and Stuart Ewen. Toxic Sludge Is Good For You tracks the development of the PR industry from early efforts to win popular American support for World War I to the role of crisis management in controlling the damage to corporate image. The video analyzes the tools **public relations** professionals use to shift our perceptions including a look at the coordinated PR campaign to slip genetically engineered produce past public scrutiny."--container.

The road to change [videorecording] / production, World Health Organization ; written and directed by Harrikrishna Anenden ; narrator, Rageh Omaar. VH08689

Deals with the issue of female genital mutilation (or FGM) which is practiced by many different ethnic groups both in Africa and in countries where Africans have immigrated. It is estimated that

more than 130 million women have undergone some type of FGM with the resulting suffering and long term medical problems. Activists describe efforts in many countries aimed at eliminating this practice including WHO's role in the effort.

Butting in [videorecording] : big tobacco meets big media / a production of the Canadian Broadcasting Corporation. DVD01823

"An alarming investigation that exposes the corporate interests running TV news in the United States. Journalist Linden MacIntyre presents the true story behind the movie "The Insider", which dramatized "60 Minutes" Mike Wallace and Diane Sawyer's fight to broadcast whistleblower Dr. Jeffrey Wigand's story. Journalists, lawyers, tobacco industry experts and TV executives take sides in a story that questions journalistic values and ethics. This program pursues the truth behind the shocking stories that shook the foundations of Big Tobacco. Find out how two big US networks were cowed into capitulation and submission."--Publisher's Website.

Consuming images [videorecording] / produced and directed by Richard M. Cohen ; WNET New York & WETA Washington. VH00890

This video looks at a society inundated with visual images. Ever since the pioneers of **public relations** and advertising spoke about the "engineering of consent", social critics have analyzed its effects. For some, it reveals pure manipulation the appropriation of language and meaning the trivialising of life and thought. For others, it is the dawning of a new era - when the printed word is dead and art and commerce are now joined in ever more sophisticated ways.

Printing transforms knowledge [videorecording] / produced by John Lynch ; an RKO Pictures/BBC-TV co-production. VH00613

The invention of printing and the advent of cheap paper forever transformed the nature of knowledge, from the local and traditional to the systematic and testable. Nationalism, **public relations**, propaganda and Protestant Reformation were among the results.

Some Hollywood Movies

Thank You for Smoking (2005)

Unfortunately, this wickedly funny movie hits pretty close to home. As noted in Chapter 3, public relations has had a long and controversial association with the tobacco industry.

The Century of the Self (2002)

This is a two-hour British television documentary focusing on Sigmund Freud and his nephew, Edward L. Bernays. It is a critical look at how social science theories were used to influence public opinion and government policies.

Henry V (1989) or King's Speech (2011)

King Henry's "Saint Crispin's Day" speech to his weary troops before the Battle of Agincourt dramatically illustrates resource dependency theory. Henry's troops are tired and badly outnumbered. Henry needs the resource they hold: the willingness to fight. In return, he offers glory. His speech is a dramatic, inspirational tactic.

Hancock (2008)

Superhero Will Smith, whose reckless actions routinely cost the city millions of dollars. turns to a public relations practitioner in an attempt to burnish his rough image.

Seabiscuit (2003)

This story of a long shot features a news conference sequence that gives of flavor of journalism in the 1930s.

The Queen (2006)

This is a story of royal crisis management following the tragic death of Princess Diana. There are several good scenes – all based in fact – on Prime Minister Tony Blair’s efforts to convince Queen Elizabeth II that Diana’s death was not only a public event requiring a public response, but that failure to do so could threatened the monarchy, itself.

Wag the Dog (1997)

To avert a presidential scandal, presidential advisers plan a war to divert the nation's attention. If this is values-driven planning, the values are nontraditional.

The Americanization of Emily (1964)

Public relations is not seen in its best light as officers of the U.S. Navy try to gain positive publicity by devising a plan to ensure that the first casualty of the D-Day invasion on Normandy beach is from the Navy.

Appendix V

Guidelines for doing the Film Analysis

Please note that you might not be able to find enough information to answer all of the questions listed below. Following questions are prepared to give you an idea of where and how you can study the important PR aspects in your selected file so your focus should be on getting the maximum out of your selected movie.

Following elements are important (they are not in any order here):

At the very beginning, present your motivation or interest to select this film. Offer your introductory impression of the film. What does the title mean in relation to the film as a whole?

Summarize the plot of the film (Script, acting and the overall theme). Is the story purely linear, or are we being told more than one story at the same time, and if so, what is the relationship between the stories? Think about the manner in which the situation is conveyed: do we follow the plot solely through a straightforward dramatization of events or are we guided by inter-titles, superimposed words on the screen, or voice-overs?

How did the film techniques and music enhance the setting and themes of the film? You may need two paragraphs to explain this information. Offer evidence for your opinion. Remember to mention use of symbols and literary devices.

How did the actors portray key character roles? Did they fulfill your expectations given your knowledge of the original topic? How did your opinion of a characters change as you watched the movie? Write the symbols in the film and what they represent or 'stand for.'

Does the film present a clear point-of-view on your topic? How? Are there any aspects of theme which are left ambiguous at the end? Why? How does this film relate to the issues and questions evoked by your topic? Are there any striking uses of perspective? How does this film relate to the other literary texts you have read on your topic?

Conclusion--your last opportunity to guide the reader. What mood[s] does this movie cause viewers to have? How does it do that? What did you learn by analyzing this film? What theoretical concepts were supported or refuted, and why? Are there any new concepts that are suggested by your analysis?

Appendix VI

Guidelines for in class Discussions

1. Everyone who is here has the right to be here and to participate. Everyone who is here brings experience and knowledge that makes their participation valuable.
2. Everyone has the right to be silent, i.e. "To pass" in answer to a question. Remember that some topics may be more difficult or painful for some than for others.
3. Be aware of how your participation affects the participation of others. Your words, your tone of voice, your body language, the amount that you talk, all affect others.
4. Remember that people's experience and knowledge vary. What you hold most dear may not be obvious or of value to others, and vice versa.
5. Actively listen. Reflect back to people what they are saying, even as you state your position.
6. Speak for yourself. Avoid speaking for others. Use "I" statements: "I think . . ."
7. Ensuring that everyone can participate is everyone's responsibility. Preventing someone from participating impoverishes the education of all.

Appendix VII

Survival Tips for Working in a Group Project

A lot of our students don't like to work in groups. Schedules can be hard to coordinate. Personalities sometimes clash. Some people work harder than others. Now that that's out of our system, let's face another reality: There is very little our students will do in the workplace that is not done in collaboration with others. As the corporate world continues to downsize, the ability to work as a member of a team is becoming increasingly important. Anyone who has had to coordinate students working in groups knows that the process often requires the professor to serve as a teacher, mentor, coach, and cheerleader. To help you through this rewarding and time-intensive experience, here are some group survival tips that you might find useful:

Remember the Golden Rule. Do unto others as you would have them do unto you. No matter how stressful the situation, treat one another with respect.

Do it now! Don't put something off until tomorrow. If you have the time, do it now. If you wait until you have enough time to tackle something from start to finish, you may never get started at all.

Trust is earned. If you say you are going to do something, then do it. Your word is your bond. If you don't keep your word, you have no right to expect others to keep theirs.

Act with purpose and conviction. The number of meetings each group holds doesn't determine success. It is determined by what is actually accomplished. Come to group meetings prepared to participate.

Feed off one another's strengths. Not everyone is good at everything. But everyone is usually good at something. Try to match tasks to talents.

Perception is reality. You may be a hard worker. But if you appear lazy to others, that is how the world will define you. Do yourself a favor: Don't forget to do your own public relations.

Use the buddy system. Work in pairs. Partners can encourage one another, bounce ideas off of one another, and check one another's work.

Editing The person who writes a piece of copy or types it into the computer should not edit that copy. Someone with a fresh pair of eyes should check for spelling, grammatical, and factual errors. So edit each other's sections in case you decided to divide work.

Back it up. To avoid last-minute disasters, save all computer data on at least two disks or USB drives.

"All-nighters" the evening before deadlines are not heroic. They are dangerous. Set interim deadlines and meet them. Allow the group ample time to edit and fine-tune documents. Waiting until the last minute is courting with disaster.

There is no "I" in "Team." What you say about others in your group is a reflection upon yourself. Try to build a team spirit. Don't undermine it.

Be a straight shooter. If you have difficulty with or are unsatisfied with the performance of a group member, it is your responsibility to voice those concerns to that individual privately before sharing them with others.

Take Notes. Do what most successful managers do: Keep a personal log of what was said by whom and on what date. In addition to keeping you on top of a dynamic process, you can document the performance of yourself and other group members.

Aim high. The best groups are those that place the highest expectations upon themselves.

Fair warning is better than no warning at all. If a deadline may be missed, the penalty is usually less severe when your professor is told of the problem before the deadline passes. This also holds true when dealing with members of your group. Don't surprise your group members and your professor!

APPENDIX VIII

Quick APA Guide: *Examples of APA reference format:*

Journal Reference:

Akmal, T., & Miller, D. (2003). Overcoming resistance to change: A case study of revision and renewal in a US secondary education teacher preparation program. *Teaching & Teacher Education, 19*(4), 409-420.

Book Reference:

Apps, J. W. (1994). *Leadership for an emerging age: Transforming practice in adult and continuing education*. San Francisco: Jossey-Bass.

Book Chapter Reference:

Cobb, A. T., Wooden, K. C., & Folger, R. (1995). Justice in making: Toward understanding the theory and practice in organizational change and development. In W.A. Pasmore & R. W. Woodman (Eds.), *Research in Organizational Change and Development* (pp. 243-295). New York: JAI Press

Book Editions:

Friend, M., & Cook, L. (1996). *Interactions: Collaborative skills for school professionals*. (2nd ed.). White Plains, NY: Longman.

Internet Article:

Bolognese, A. F. (2002). *Employee Resistance to Organizational Change*. Retrieved May 13, 2004 from <http://www.newfoundations.com/OrgTheory/Bolognese721.html>

Dissertation reference:

Bean, C. J. R. (2003). Framing and sensemaking in organizational change: The experience of nomadic work. [Dissertation Abstract] *Dissertation Abstracts International, 64*(2-A), 564US: Univ Microfilms International.

Same Authors in same year:

Dent, E. B., & Goldberg, S. G. (1999a). Challenging “resistance to change”. *Journal of Applied Behavioral Science, 35*(1), 25-41.

Dent, E. B., & Goldberg, S. G. (1999b). Resistance to change: A limiting perspective. *The Journal of Applied Behavioral Science, 35*(1), 45-47.

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2. For direct quotations, author’s last name, year of publication and page numbers. E.g., (Bolognese, 2002, p. 12) or Bolognese (2002) claims, “.....” (P. 12). For more than one page (Bolognese, 2002, p. 12-15) or Bolognese (2002) claims, “.....” (P. 12-15).

3. If you are just borrowing an idea from a text then simply write author's last name and year of publication. E.g., Bolognese, (2002) states....
4. For quotation containing more than 40 words, indent and single-space the whole quotation.
5. If you have more than one authors. For the first time, write last names of all authors and year of publication. For second time text citation, use Cobb et al., (1995)...
6. If you are supporting a claim with more than 2 references, then quote authors in an alphabetic order after your claim. E.g., (Hinings & Greenwood, 1988; Lewis, 2002; Prochaska & Prochaska, 1999; Vallas, 2003; Zell, 2003).

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Centered Uppercase and Lowercase Headings **Level 1**
Centered, Italicized, Uppercase and Lowercase Headings **Level 2**
Flush Left, Italicized, Uppercase and Lowercase Side Heading **Level 3**
Indented, italicized, lowercase paragraph heading ending with a period **Level 4**