



JOUR-150: PUBLIC RELATIONS

Also listed as: COMM-150

Effective Term

Fall 2025

BOT Approval Date

12/17/2024

Discipline

JOUR - Journalism

Course Number

150

Course Title

Public Relations

Short Title

Public Relations

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:



- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Cross Listed Course(s)

COMM-150

C-ID (Admin Only)

CB 00

CCC000649031

Course Title

Public Relations (formerly COMM-119)

Catalog Description

This course is an introduction to the principles, history and development, and practice of Public Relations. It examines the origins and evolution of the role of the PR practitioner. Students will learn to identify trends and use research and respond ethically to the many challenges facing organizations today. Planning, strategic management, choice of media tactics, and types of campaigns are scrutinized and analyzed as are crisis communication and credibility.

Codes

TOP Code (CB 03)

0606.00* - *Public Relations

CIP Code

09.0900 - Public Relations, Advertising, and Applied Communication.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze the role and basic functions of public relations in today's society and in the global economy.
2. Maximize publics and target audiences.
3. Interpret the history and growth of public relations.
4. Create effective public relations campaigns utilizing relevant research and message mediums, including social media and news releases.
5. Construct public relations research planning, communication, and evaluation; apply this to various situations.
6. Contrast the theoretical underpinnings of public relations to various campaigns and analyze the relationship between theory and the efficacy.
7. Analyze legal and ethical situations regarding advertising, sponsorship, publicity, and the law.
8. Evaluate the range of public relations careers available in today's contemporary practice.
9. Examine the importance of dealing with diversity in employees, clients, and general relationships in society.
10. Manage campaigns that cater to the multicultural publics that populate society, including Latinx, Black, Asian-American, and groups beyond nationalities such as seniors and LGBTQIA+ people.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will be able to define the role and basic functions of public relations.
2. The student will be able to effectively create the core components of an effective public relations strategy.
3. The student will be able to use relevant research to identify and target specific publics.
4. The student will be able to evaluate ethical and legal solutions to public relations issues.

Program Learning Outcomes

Learning Outcome

Utilize media literacy to navigate through a rapidly changing media world, understanding media's influence on society, community and the democratic process, and also integrate the power of image in shaping society's understanding of the world.

Develop cultural competence by understanding how different cultures influence perspectives, attitudes, and personal interaction with the world. Discover and utilize ethical standards and constitutional laws that guide journalism excellence.

Create concise, clear, and accurate writing that engages the audience with engaging storytelling. Then, critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.

Demonstrate news judgment that identifies and develops story ideas through observation, reading, and attention to global and local events.

Methodically find information through the Internet, public documents, and personal interviews. Assess, analyze, and interpret the quality of information gathered for news stories.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic
Personal
and Professional Responsibility

Content

Course Lecture Content

1. History and roles of Public Relations (PR)
 - a. History of PR in the world
 - b. History of PR in the U.S.
 - c. Influence of PR on social evolution
 - i. Business
 - ii. Government
 - iii. Social service organizations
 - iv. Other types of organizations
 - d. Contemporary PR theory and practice
 - e. Growth of the PR profession
 - f. PR as a problem-solving role
 - g. Relationship between PR and organizational & individual credibility
2. Trends in PR
 - a. Cultural influence
 - b. Technological utilization and influence
 - c. Social media utilization and influence
3. PR research
 - a. Record keeping and retrieval
 - b. Use of research to develop strategic plans
 - c. Difference between formal and informal research
 - d. Role of research in problem-solving
4. Identification and description of various public and target audiences including diverse audiences
 - a. Managing issues
 - b. Recognizing and identifying public, and target audiences
 - c. Development of sensitivity toward minority publics and historically marginalized publics - and ensuring equity and diversity of thought in messaging
 - d. Strength and frailty of public opinion
5. PR ethics
 - a. Ethical decision-making in a global Context / Ensuring cultural equity
 - b. Stakeholders and ethical responsibilities
 - c. Unethical conduct and PR crises
6. Theoretical underpinnings and the law
 - a. Social psychological background
 - b. Role of image
 - c. How PR functions in organizational structures
 - d. Working with legal counsel
 - e. Litigation and public opinion
7. Strategic management in PR
 - a. PR practitioners as organizational managers
 - b. Planning PR campaigns
 - c. Working with mainstream media
 - d. Integrating with social media
8. Message and medium; advertising and publicity
 - a. Choosing the medium and message
 - b. Publicity in various media
 - c. Practitioner behavior in the public eye
 - d. Evaluating the communication process
 - e. Measuring the communication process
9. Crisis communication

- a. Case study evaluation
- 10. PR career options
- 11. Equity and Diversity Relations
 - a. importance of dealing with diversity in employees, clients, and general societal relationships.
 - b. corporate social responsibility that has uniquely characterized US institutions
 - c. multicultural publics that populate society, including Hispanic, Black, Asian, and groups beyond nationalities like seniors and the LGBTQ population.
 - d. Examine the role of public relations in orchestrating the activities of nonprofit organizations.
- 12. Government Relations
 - a. the term public relations in Government
 - b. impact in communicating platforms and programs of legislators
 - c. PR by the POTUS / White House and the role of the Press Secretary
 - d. responsibilities of political lobby
- 13. Employee Relations
 - a. organizational management
 - b. employee layoffs
 - c. tactics internally - print, online, broadcast
 - d. social media
- 14. Media Used in Public Relations Campaigns
 - a. print
 - b. online
 - c. broadcast
 - d. social media

Methods of Instruction

Method

Activity

Integration

Activities may include both individual and group presentations (e.g. symposia, speeches) that will examine course content (e.g. PR campaigns; success or failure of various PR activities) and case studies. These activities provide students with opportunities to deepen their understanding of the material in meaningful ways. These can focus on diverse types of public relations campaigns for varying audiences and publics to include Diversity relations and multicultural publics that populate society, including Hispanic, Black, Asian, and groups beyond nationalities like seniors and the LGBTQ+ population.

DE Adaptations for MOI

Activities can be incorporated online in small application exercises designed to put into practice the concepts taught in the lecture/ chapter. Activities can be coordinated individually or in groups, using CMS. They can include the use of discussion boards, wiki pages, and/or collaborative artifacts such as presentations and papers. These activities could easily integrate with any of the course objectives, serving to enhance understanding and application of PR concepts.

Method

Film/video Viewing and Discussion

Integration

Films, videos, and/or clips will be viewed and discussed. The use of such clips will demonstrate key course concepts, such as the differences between the types of publics and case studies of PR campaigns, and thus provide meaningful opportunities to engage with and thereby come to a better understanding of the concepts.

DE Adaptations for MOI

Films may be offered in a captioned format to stimulate dialogue on PR issues. The films may be embedded videos or links offered through the CMS, library streaming collection, department media server, or another similar accessible platform. The opportunity to see PR professionals and view existing media campaigns will further enhance their grasp of the field and will tie into all course objectives.

Method

Lecture

Integration

A lecture with discussion (which may involve the use of the Socratic Method) will allow concepts to be introduced, discussed, and queried throughout the course. This instructional method integrates with any of the course objectives, assisting students to grasp the concepts being examined. These concepts will include Public Relations, what it is, the varying publics that exist, and ways to create Public Relations campaigns in legal and ethical matters. It will also help students to include and understand multicultural publics that populate society, including Hispanic, Black, Asian, and groups beyond nationalities like seniors and the LGBTQ population.

DE Adaptations for MOI

Lectures may be communicated online in a variety of ways and accessed through the relevant CMS. The following list explains a few possible online adaptations: One, a text-based lecture might be attached; Two, a captioned video of the instructor teaching might be included; Three, a captioned, narrated PowerPoint presentation might be utilized; Four, a video-embedded PowerPoint might combine both the "talking head" video capture & the chapter PowerPoint content; Fifth, an instructor might utilize Camtasia, Screencast-o-matic, Prezi, Jing and/or other equivalent technologies to screen capture content. Additionally, the instructor will likely supplement the lecture with illustrative videos, online quizzes, exercises, etc. This online lecture will integrate with all course objectives in helping students to define, understand, and evaluate all aspects of Public Relations.

Method

Discussion

Integration

Discussions can include case studies of real PR activities. The case studies will include a variety of topics and actual PR activities, including multicultural publics that populate society, including Hispanics, Blacks, Asians, and groups beyond nationalities like seniors and the LGBTQ population. Students can focus on what happened and what was done to address the issues in the PR campaign, critique the campaign, and then offer suggestions on what to do better. Discussions can focus on case studies and will foster critical thinking and allow students to engage with the course content and real-life public relations campaigns.

DE Adaptations for MOI

Discussion boards will foster community in the classroom and discuss readings on mass media topics. The discussions will ask students to engage with accessible course content and participate in asynchronous discussions. Instructions to discussion boards will meet accessibility requirements. All discussions will use a Course Management System (CMS) to allow students to post answers to questions, respond to, and interact with their classmates.

Method

Reading

Integration

Readings will include case studies of actual PR activities. The case studies will include a variety of topics and actual PR activities, including multicultural publics that populate society, including Hispanics, Blacks, Asians, and groups beyond nationalities like seniors and the LGBTQ population. Students can focus on what happened and what was done to address the issues in the PR campaign, critique the campaign, and then offer suggestions on what to do better. Readings can focus on case studies, foster critical thinking, and allow students to engage with the course content and real-life public relations campaigns.

DE Adaptations for MOI

Readings will be delivered through textbooks and accessible documents including OER resources when available, and these will be placed within the CMS and Canvas shell for easy student access.

Methods of Evaluation**Method**

Exams/Tests

Integration

Mid-term and/or final exams: A combination of objective questions of important concepts and essay questions that will show analysis and application of invention, organization, reasoning, and presentation skills: "Describe in detail the succession of events that led Intel to replace the Pentium chip voluntarily. Then describe how you would have handled that situation to alleviate stakeholder stress." Exams and tests assist students in identifying their comprehension of course concepts and materials, thus helping them to identify areas in which they can improve.

DE Adaptations for MOE

Exams/Tests operate similarly to quizzes, which may be conducted online using the CMS testing function. This technique can effectively evaluate a student's knowledge of PR. The ability to define, differentiate, discuss, analyze, identify, comprehend, apply, and evaluate PR concepts can all be assessed through Exams/Tests. They will be evaluated for correctness and understanding of course concepts. Students will be able to access tests and quizzes within the CMS. Additionally, the instructor will give feedback within 2 weeks and within the course management system.

Method

Oral Presentation

Integration

Students will prepare oral presentations assessing current and/or historical PR campaigns. For example, "Appraise the PR successes and failures surrounding the "Access Hollywood" video release during the 2016 presidential election." Oral presentations will be evaluated based on the ability to critically evaluate the PR campaign, the ability to apply course-related concepts to the chosen PR campaign, and the ability to deliver an effective oral presentation.

DE Adaptations for MOE

Oral Presentations presentation may be presented as a recording/video and uploaded to the CMS. The instructor will use an appropriate rubric to evaluate the recorded/uploaded presentation. The instructor will give feedback on the papers within two weeks and the feedback will be provided within the CMS. Evaluation will be based on explaining and applying course concepts and analyzing the effectiveness of the PR activities and overall content. Presentations will also be evaluated for content, delivery, and visual appeal.

Method

Papers

Integration

A 1250-word research paper examines specific PR campaigns' history, role, and basic functions. Evaluation will be based on explaining and applying course concepts and analyzing the effectiveness of the PR activities and overall content. Papers will also be evaluated for clarity, mechanics of writing, and content.

DE Adaptations for MOE

All research papers or papers can be typewritten and submitted through the applicable assignment area in the CMS. The instructor will give feedback on the papers within two weeks and the feedback will be provided within the CMS. Evaluation will be based on explaining and applying course concepts and analyzing the effectiveness of the PR activities and overall content. Papers will also be evaluated for clarity, mechanics of writing, and content.

Method

Research Projects

Integration

The student will complete a PR campaign for a current institution, organization, business, event, or crisis. This project will provide background research on the subject, define the target audience, utilize relevant message mediums, including social media and news releases, and provide an analysis of the legal and ethical issues related to the campaign. Evaluation will focus on the application of course concepts, the planning and organization of the materials, and the inclusion of a wide variety of proposed PR activities. This will include strategic planning for varying audiences and publics to include Diversity relations and multicultural publics that populate society, including Hispanic, Black, Asian, and groups beyond nationalities like seniors and the LGBTQ+ population.

DE Adaptations for MOE

All research papers or campaigns can be typewritten and submitted through the applicable assignment area in the CMS. The instructor will give feedback on the projects within two weeks and the feedback will be provided within the CMS. Evaluation will be based on explaining and applying course concepts and analyzing the effectiveness of the PR activities and overall content. Projects will also be evaluated for clarity, mechanics of writing, and content.

Method

Class Participation

Integration

In-class or online discussions can include case studies of real PR activities. The case studies will include a variety of topics and actual PR activities including multicultural publics that populate society, including Hispanics, Blacks, Asians, and groups beyond nationalities like seniors and the LGBTQ population. Students can focus on what happened, and what was done to address the issues in the PR campaign, critique the campaign, and then offer suggestions on what to do better. This will foster critical thinking and allow students to engage with the course content and real-life public relations campaigns in action.

DE Adaptations for MOE

Discussion boards will be used to foster community in the classroom and to discuss readings on mass media topics. The discussions will ask students to engage with accessible course content and participate in asynchronous discussions. Instructions to discussion boards will meet accessibility requirements. All communication will use a Course Management System (CMS).

Assignments**Assignment Type**

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Sample small group presentation: Brand Management: Prepare a 12-15 minute presentation in which you outline for your audience the strategy you would use to manage a current celebrity issue or crisis (e.g. Kanye West). The goal here is two-fold: first, you must provide examples of how you would prevent the problem from worsening, and second, you must identify how you would repackage the brand to restore public trust. Submit a typed, detailed outline of your presentation exhibiting the work of all contributors and include a bibliography. This should be 3-5 pages. Evaluation will be based on a balance of audience feedback and instructor critique.

How assignment will be adapted in online format

Group projects can be submitted by email or within the CMS. This type of research project can be used to showcase the student's understanding of the course objectives. The student can submit a recorded voice-over PowerPoint or a video recording of the presentation can also be submitted. The grading will be done in the CMS grade book and should include substantive feedback and the use of a grading rubric.

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Informational interviews are an excellent networking tool for job seekers. They allow you to gain practical insight into what it takes to be successful in a particular position or profession. They also allow you to build confidence in your ability to interact with professionals in a chosen field.

This two-stage assignment will give you the chance to practice and sharpen your skills and strategies for informational interviewing.

Requirements

- 1 A well-organized essay of at least 750-1000 words
- 2 The strongest essays will articulate advice relevant to the career you desire and the kind of professional you would like to become

Stage 1: The Interview

First, identify and interview someone in a position you might like to have in an upcoming stage of your professional career. It is recommended that this need not be an executive-level professional. It is recommended that you select a professional that is midway through his/her career; someone that can identify and remember the position you are currently in.

Note: An important objective for this assignment is for you to expand your professional network. Accordingly, the following guidelines should be observed:

Stage 2: Reflection Essay

Second, write a reflection essay on your informational interview in which you examine and articulate what you learned from the interview. The goal of this assignment is to reflect on the experience through a personal lens that considers your future objectives, profession/career of choice, areas for professional growth, and existing skill sets. Use the following prompts as a guide:

Identify and describe the person you interviewed, including name, title, organization, and how you chose this person (this section should take no more than a paragraph). What is a common leadership style in the field? How can you acclimate to an environment with this type of leadership style?

What did you find most interesting or surprising about this person's career path or professional field?

In what ways can you envision following a path similar to that of the person you interviewed? What would you do differently?

What did you learn about the best strategies for breaking into your field of choice? What skills do you need to develop further and what specific actions would you take to do so?

Did this experience change the ways you perceive your immediate future?

How assignment will be adapted in online format

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

For your portfolio, you should create a press release for your client. After consulting with your client, what are two newsworthy or feature-worthy developments that might each warrant a press release? Think carefully about how a news or feature reporter might value the information that you include. What will pique their interest in possible news or feature coverage of your client? After you have brainstormed these two newsworthy components, choose one to write your press release.

How assignment will be adapted in online format

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read the case study: The Tylenol Murders in The Practice of Public Relations by Fraizer Seitel, Chapter 4.

The case study can also be found in Crisis Communication Strategies from the Department of Defense - <https://www.ou.edu/deptcomm/dodjcc/groups/02C2/Johnson%20&%20Johnson.htm>

Your goal in reading the case study is to summarize the issue within the specific case briefly. Your summary of the case should be limited to approximately ½ of a page and clearly outline the essence of the case. Respond to the following questions:

What might have been the consequences if Johnson and Johnson had decided to "tough out" the first reports of Tylenol-related deaths and not recall the product? What was the media environment when the Tylenol crisis occurred? How might the results be different if it occurred today? Your analysis will be written in APA formatting and does not need to include sources other than the readings provided. Your responses will be evaluated on your comprehension of the material and your ability to engage with the ideas presented in the readings critically.

How assignment will be adapted in online format

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a 5 – 7 page evaluation of a current PR campaign (e.g. Amazon, NBA All-Star weekend, sundry pertinent issues) in which you will identify the challenge(s), stakeholders, involved publics, legal issues, choice of media, ethical implications and consequences of success/failure. This will culminate with a clear evaluation of why the campaign is/is not working. Sample final exam: Brand Builder. You will develop a PR campaign for a product or issue of their choice (e.g. how they would package and market the next American Idol winner). This will be presented as a sales presentation to a board of directors and might include the use of a Slide Show presentation (or similar presentation), video clip, and use of multiple genres (business cards, pens, folders, etc.). The presentation will be evaluated by the instructor with established criteria.

How assignment will be adapted in online format

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Course Materials**Textbooks**

Seitel, F. P. (2020). The Practice of Public Relations, 14th ed Pearson. ISBN: 9780134895444
Newsom, D, Haynes, J. (2016). Public Relations Writing 11th ed Cengage. ISBN: 978-1305500006
Kim, C. M. (2019). Public Relations Competencies and Practice, 1st edition Routledge. ISBN: 9781138552340

Kelleher, T. (2020). Public Relations Oxford University Press. ISBN: 9780190925093

Open Educational Resources

The Evolving World of Public Relations - <https://pressbooks.nsc.ca/evolvingpr/>
Writing for Strategic Communication Industries - <https://open.umn.edu/opentextbooks/textbooks/360>

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

The course revision includes content that has language detailing more diversity and inclusion in course materials and the discussion areas, specifically as it pertains to race, gender identity, sexual orientation, and cultural differences. Language has been included in the course to be inclusive of these items through awareness of how public relations practitioners must take into account diversity relations both to internal and external publics and audiences. As students are crafting their public relations campaigns and creating messaging in the course it is important to consider a diversity of viewpoints for audiences and tailor messages to be inclusive of a variety of viewpoints.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Students analyze public relations campaigns and case studies that represent a variety of diverse voices, in so doing they will understand how to create messaging that appeals to diverse populations. Different learning styles will be enhanced through the use of video recordings along with text-based information, additionally, there will be different styles of assignments - including assignments that are not just text-based. Finally, there will be a focus on the history of different public relations types and case studies that represent their diverse voices in society and campaigns of all types. Lectures will work to include perspectives to include a wide range of interests, backgrounds, and experiences. Lectures, assignments, reading, and discussions will also address differing viewpoints among groups of people and individuals with different ethnicities, races, socioeconomic statuses, genders, exceptionalities, languages, religions, sexual orientations, and geographical areas.

Interactions**Explain how the course will incorporate student-to-student interaction.**

This course will require the use of discussion posts to facilitate student-to-student interaction - additionally, there are collaborative group assignments where the students can work together and engage to discuss mass media topics. One of the hallmarks of this class is the analysis and evaluation of case studies where students will work in small groups or on discussion boards online to talk about what was done in response to various PR crises and how they would respond instead. Additionally, students will do peer reviews of news releases as well as campaigns as a part of the course and interact with one another in this way.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will provide weekly announcements which will also be emailed to each student. These emails can be text announcements or video announcements. Certainly, there will be instructor-to-student interaction in the form of feedback on student work. Additionally, having the instructor roam the room in a face-to-face setting during student groups is a great opportunity for instructor-to-student engagement. Finally, students can email questions and get help from instructors by email. The instructor can also provide video announcements as well to enhance a sense of community within the online classroom.

Explain how the course will incorporate student-to-content interaction.

Additionally, the discussions will allow for student elaboration on the course content. Students will be required to apply what they have learned in the readings and the course content/lectures through their voice-over PowerPoint presentations, class activities, and their analysis and evaluation papers. Students are asked to create a public relations campaign using a campus service or group. They will utilize what they have learned to create a press release / do a survey to understand their audience and create a PR campaign all based on what they have learned about Public Relations in the course.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will be asked to create a LinkedIn profile to do a job search for careers in their field or the PR field. This will allow them to reflect on the type of job they are looking for upon graduation and the types of jobs that are available. It also helps them to create a profile of skills and a digital resume, based on what they know and who they are, and focus on the skills they need to work on based on the job descriptions they research.

Key: 971