



## Public Relations Research

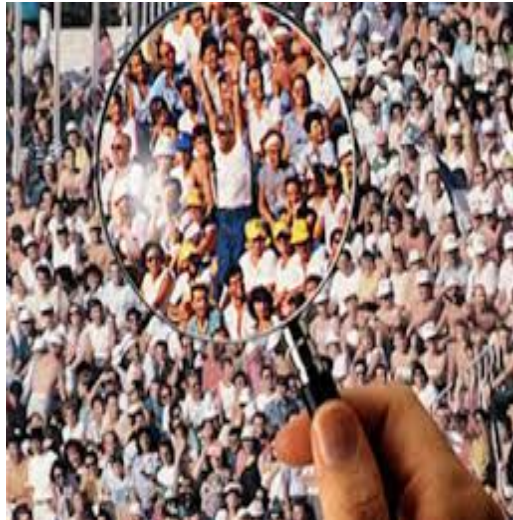
Dr. Jensen Moore

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249 Hodges Hall

Office Hours:

Monday/Wednesday 12-2



### Welcome:

**Help** Please, please, please talk to me at any time if you have questions or concerns. I am here to help, but if you don't ask me, I can't help you.

**Twitter** Please use Twitter to ask questions about assignments or course content – that way everyone can benefit from the answers and multiple emails do not get sent.

**Twitter hashtag:** #manship3020.

**Emails** Any emails on weekdays will be answered within 48 hours. Weekend emails will be answered on the next weekday of classes (i.e., if there is a school holiday on Monday, the email will be answered on Tuesday).



### What demonstrates expertise in our field?

- Writing = evidence of thinking.
- Thinking = goal setting and evaluating information.
- Research = finding answers to problems.
- Deadline orientation and organization.

## Course Overview

This course introduces students to role of research in public relations. Students will become familiar the methods and tools necessary to conduct research that informs the public relations planning process and aide in the assessment and evaluation of PR activities.

Students will also learn about the general research process with an emphasis on the use of primary and secondary data.

Throughout the course students will learn how to: search for information regarding media outlets, search for relevant existing research and datasets, work with various forms of digital analytics, develop procedures and materials necessary for primary PR research, conduct basic statistical analyses, and present research findings in various forms.

Understand the principles underlying the various media professions - and work ethically in pursuit of truth, accuracy, fairness, and diversity.

Understand how the mass media act as vehicles of culture, and the implications this has on diverse groups of people across the globe.

Learn about and understand concepts and theories in the use and presentation of images and information.

## Textbooks

Wimmer, R.D., & Dominick, J.R. (2014). *Mass media research: An introduction*. Boston, MA: Cengage Learning.

Paine, K. D. (2011). *Measure what matters: Online tools for understanding customers, social media, engagement, and key relationships*. Hoboken, NJ: Wiley.

Think critically, creatively and independently.

Learn how to conduct and evaluate the validity of research.

Learn how to understand and apply basic statistical concepts.

Gain proficiency in using the informational resources and software applications used in the media industries.

Write clearly, without mechanical errors, in the style appropriate for media professions and audiences.

## Course Learning Outcomes

- To introduce students to the role and function of research in public relations, and the research methods used in the public relations industry, as they inform objectives, strategies, tactics, and evaluations.
- To enable students to efficiently locate, understand, and evaluate research findings as they exist and are reported in secondary data sources and published research reports.
- To enable students to critically analyze published research and identify flaws and limitations of previously conducted research.
- To help students design and conduct public relations research by providing the tools to formulate original PR research questions, and the research designs and methods needed to generate the data necessary for answering those questions.
- To enable students to analyze quantitative and qualitative research findings.
- To enable students to present their research findings in written and visual forms.

### Prerequisites

- MC 2010 (Media Writing)
- MC 2015 (Visual Communication)
- MC 3010 (Introduction to Public Relations)

### Suggested Texts

AP Stylebook Mobile application from: <https://www.apstylebook.com/?do=product&pid=mobile>  
 American Psychological Association (APA) (6<sup>th</sup> edition). Online APA resource: <http://owl.english.purdue.edu/owl/section/2/10/>

### Software Requirements

Statistical Software SPSS v.22 student version can be purchased at: <http://www.onthehub.com/spss/>



Please note that I will

not discuss grades via email or the telephone. If you have a question about a grade and would like to discuss it, you must meet with me in person within one week after you get the assignment or grade back. There is no exception to this policy that is designed to protect your privacy.

I do not round grades up or down. Your **point total** is your final letter grade – I do not grade based on percentage. Keep in mind that since this is a required PR course you must pass with a “C” or better to graduate.

An “A” in this class means you have demonstrated significant achievement.

## Assignments

Your grade in this course will be based on the following:

### Individual Grades:

1. Participation - (100 total)
  - Attendance, Class Discussions, Exercises – (45 points)
  - Peer Evaluations (5) – 10 points each (50 points)
  - MEL Research Studies – (5 points)
2. Professionalism – (100 total)
  - Individual Evaluation by Instructor - (40 points)
  - Individual Evals Provided by Peers (60 points)
3. Quizzes (20) – 10 points each (200 total)
  - Lowest two quiz grades will be replaced with full points
4. IRB Training & Security of Data Agreement (50 total)
  - a. Human Subjects Training
  - b. Security of Data Agreement

### Group Grades:

5. SWOT (50 points)
6. Campaign Evaluation (50 points)
7. Focus Groups (50 points)
8. In-depth Interviews (50 points)
9. Content Analysis (50 points)
10. Survey (50 points)
11. Experiment (50 points)
12. Final Research Project (450 total)
  - a. Annotated Bibliography and Outline (50 points)
  - b. Intro and Literature Review (50 points)
  - c. Results and Discussion (50 points)
  - d. Presentation (50 points)
  - e. Final Research Paper (250 points)

## Incompletes

Incompletes will be assigned at the discretion of the professor, when due to extraordinary circumstances the student is prevented from completing the work of the course on time. Requests for incompletes need to be submitted before the final day of the course (not during finals week) in order to be awarded.

Grade	Points	Scale
<b>A+</b>	1206-1250	96.5 and above
<b>A</b>	1168-1205	93.50-96.49
<b>A-</b>	1125-1167	90.00-93.49
<b>B+</b>	1081-1124	86.50-89.99
<b>B</b>	1043-1080	83.50-86.49
<b>B-</b>	1000-1042	80.00-83.49
<b>C+</b>	956-999	76.50-79.99
<b>C</b>	918-955	73.50-76.49
<b>C-</b>	875-917	70.00-73.49
<b>D+</b>	831-874	66.50-69.99
<b>D</b>	793-830	63.50-66.49
<b>D-</b>	750-792	60.00-63.49
<b>F</b>	749 and below	59.99 and below

# Grading Overview

**You will earn an “A” on an assignment if all of the following are met:** The work is rigorous, creative, and shows a thorough knowledge of the materials. It is an excellent piece of work written in a clear and concise manner. Few, if any, errors of fact or writing are present. All aspects of the assignment are present and exceptionally completed.

**You will earn a “B” on an assignment if any of the following occur:** The work has a few errors but shows a good effort at comprehending the

material. It contains clear, understandable writing with some care and expression of knowledge. The writing needs more clarity, more development and/or more examples. The work may be missing some of the subtleties of the assignment.

**You will earn a “C” on an assignment if any of the following occur:** It is an adequate but superficial completion of the assignment. A number of assignment’s components are missing or not completed adequately. The

argument is unsubstantiated or examples are missing. Sources are poorly cited, many errors of fact are present, or writing and grammar are inadequate.

**You will earn a “D” or less on an assignment if you:** 1) fail to follow assignment directions/suggestions, 2) fail to complete at least  $\frac{3}{4}$  of the assignment, or 3) fail to show an understanding of the materials (indicating you did not do the readings or you are not applying them).

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## Grading of Assignments

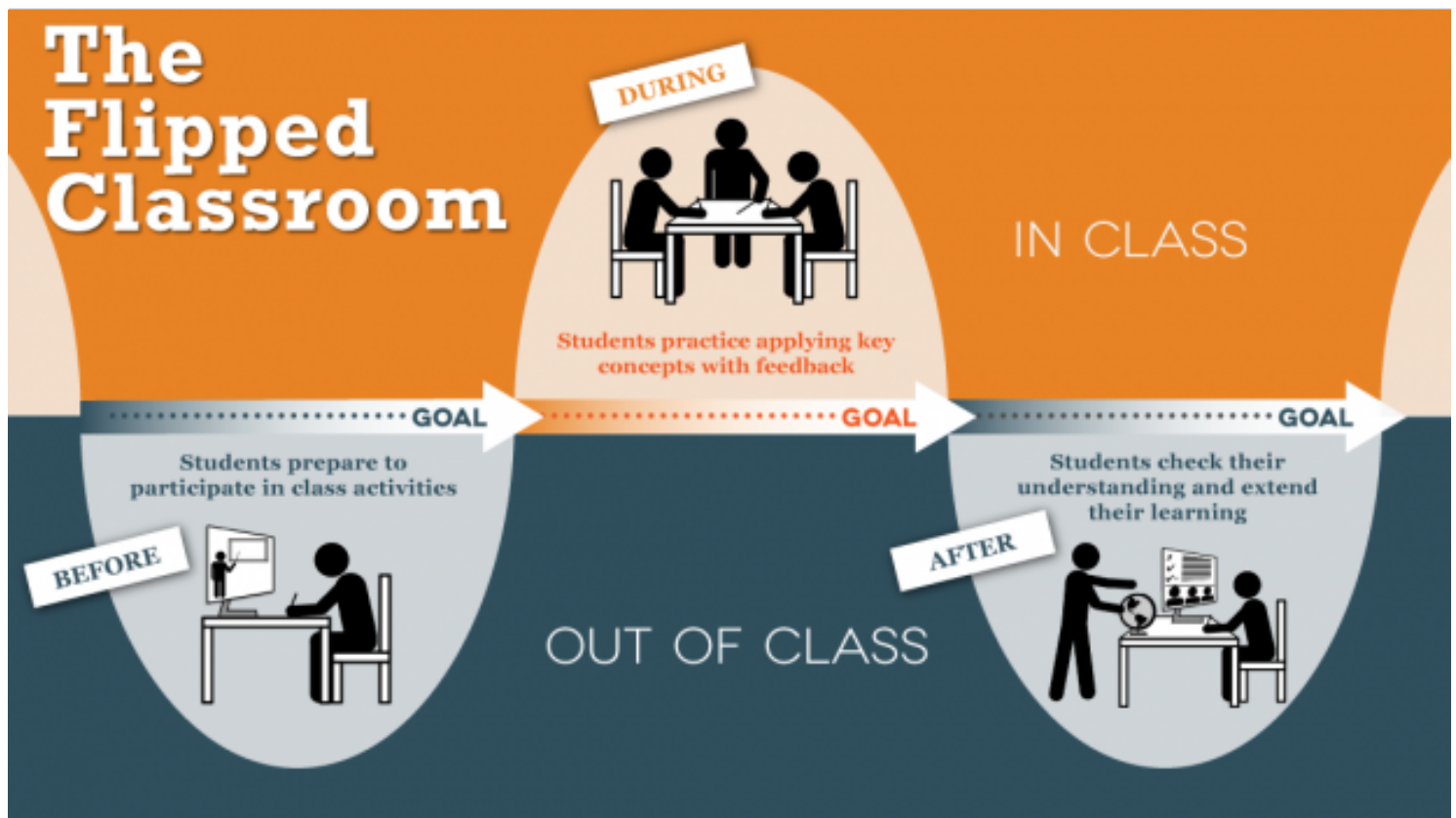
Your writing will be evaluated on the quality of the finished product, with the criteria being organization; accuracy; completeness; fairness; clarity; conciseness; precision of the language; and correct grammar, punctuation, spelling, and AP style. In addition, the style and content will be evaluated based on the target publics and the designated medium.

Please note that "B" is a typical grade for a good quality assignment. Papers must show exceptional understanding that includes integration of readings, lectures, and the text as appropriate. Assignments that do not contain all the required elements or incomplete answers will receive lower grades.

Students should pay particular attention to the concepts addressed in the Manship Writing Essentials guide (see Moodle) and the AP Style tip sheets (see Moodle). **All research reports should be written according to APA style rules – NO EXCEPTIONS.**

### **Public Relations Writing Assignments Will Be Evaluated on the Following:**

- Style and content are appropriate for the target public(s).
- Sentence structure.
- Spelling and punctuation.
- Accuracy.
- Writing is interesting and informative.
- Completeness: Reader is not left with any unanswered questions.
- Style and format are appropriate for the medium you are using.
- Content meets objectives.
- Structure is appropriate: introduction, organization, transitions.
- Grammar and syntax.



**+ The course is divided into four major phases:**

1. The Research Process & PR Research (Weeks 1-3)
2. Conducting Primary Research (Weeks 4-8)
3. Data Analysis & Presenting Research (Weeks 9-11)
4. Working on Final Project (Weeks 12-15)

## Course Components: Course requirements and format

This course is a flipped class which means you will be reading materials before you come to class and you will be tested on concepts presented in the readings (via quizzes).

Quizzes will take place during the first 10 minutes of class. If you are not here during that time you will not get to complete your quiz.

In class we will be discussing and doing and hands-on problem solving, research and group work.

Because this class has a significant “hands-on” aspect that will require you to meet and perform as a group beyond

the regular class period, I will adjust the time we meet in class.

The class will be divided into groups, with each group functioning as a public relations research team that designs and carries out real, hands-on research projects.

In lieu of a midterm exam, you will complete in-depth interviews. The final research project is in lieu of a final exam.

# Course Content

## Participation

**Attendance, Class Discussions, Exercises:** Most class periods we will meet and have a quiz over the readings. You will also complete individual and group in-class exercises that will not be graded, but will earn you participation points. Finally, you will be using the Twitter hashtag #manship3020 to post discussion topics. Your participation grade will be greatly influenced by introducing topics for discussion using this method (hint, hint).

**Peer evaluations:** The evaluations will enable you to assess the contributions fellow group members make to the public relations research assignments. Such an exercise mirrors the experience you receive in a real PR agency. You will provide a summary of what your group has accomplished, evaluate each group member's contributions, performance, attendance at agency meetings, etc., and give each member a grade of A, B, C, D or F. These evaluations provide you with a hard look at your skills, your areas for growth, and your contributions to the task at hand. If you receive a failing grade from the majority of your peers in the first progress report, I will discuss your performance with you and the group. If you receive failing grades from the majority of your peers on the two subsequent progress reports, I will reduce your grade for the project by at least one letter grade.

## Extra Credit

Several extra credit opportunities

will be offered throughout the semester. **Take advantage of them. They may be the difference in a letter grade at the end of the semester.** Missed extra credit cannot be made up.

**PRSSA:** You may want to consider joining and participating in PRSSA if you are not a member. The meetings are usually on a Thursday at 6:00 p.m. in the Holliday Forum of the Journalism. Meeting dates are usually posted in the Journalism Building and Hodges. Participation in PRSSA (not just attending meetings – service, fundraising, etc. are also offered) can earn you extra credit points.

**Research Extra Credit:** *Note that you are required to take part in 5 points worth of MEL research opportunities as part of this class.* Taking part in additional research projects can earn you extra credit. Only course-approved research opportunities will be granted extra credit. If you are in doubt as to whether a research opportunity will count – ask. If you take part in an approved research opportunity it is up to you to provide the professor with documentation that you participated.

**Guest Speaker Extra Credit:** For the guest speaker lectures, plan on these presentations lasting approximately 90 minutes. All students attending these presentations should be respectful of the speaker and follow these rules when attending:

1. Arrive at the lecture location at least 15 minutes before the

scheduled start time.

2. Before entering the lecture hall turn off cell phones, pagers, etc. and leave them off until after you have exited the lecture hall at the end of the presentation.
3. Do not get up and leave until the presentation is finished. This may include a Q & A session. If you have to leave early do not attend the lecture.

If you take part in an approved guest speaker lecture it is up to you to provide the professor/teaching assistant with documentation that you participated.

There will likely be additional extra credit opportunities offered throughout the course. Check your email regularly for details. Extra credit must be completed before the final day of class (during dead week). **No extra credit will be counted after dead week.**

**In many cases the type of documentation will be provided to you in advance – make sure to adhere to the guidelines listed if you want credit.** It is your responsibility to provide documentation of any extra credit you participate in. Make sure to bring copies of extra credit materials to class. Extra credit points will not be awarded for “your word” that you participated.

*You may not earn more than 25 extra credit points for this course.*

## Advice Regarding Group Work

On occasion some groups experience difficulties with a person who does not pull his/her weight on a project. If that happens in your agency, you must:

1. Try to work it out as a group. Document the problem, how you tried to work it out and the outcome of that effort. Give this to me in a written statement.
2. If the outcome of your internal meetings and efforts is less than satisfactory, you may schedule a time to meet with me as a group to discuss and resolve the problem.
3. If this meeting still does not resolve the problem, then the group may ask permission from me to fire the individual who is not contributing to the group work.
4. I hold the sole authority to authorize a group to fire a member. No authority to fire a member will be given without first attempting to work out problems within the group and subsequently with my help in a second meeting. Firing can be a lengthy process, so you must identify problems quickly. If you wait until a week before an assignment is due to raise a concern, you are likely too late.
5. **Any person fired from a group will be required to FULLY complete all remaining assignments on his/her own.** The individual assignment must include all of the elements of the group project and will be due at a date and time determined by me, most likely the same date and time as the original assignment.



### Professionalism

*Professionalism points are awarded at the professor's discretion based on peer evaluations as well as instructor observances.*

Professionalism points indicate responsibility taken for one's own intellectual development.

Professionalism points encompass everything that you do in this class. This includes the following: content mastery, communication skills, interaction (including constructive criticism), creativity (going beyond the assignment given), enthusiasm and interest.

Additional points may be awarded for extra effort put into assignments and taken away for sub-par efforts including constant excuses regarding assignments, failure to participate, failure to communicate with the professor or teammates and other unprofessional behavior. See statement on next page regarding professionalism.

*Professionalism points are accumulative and will not be awarded until finals week.*

# Professionalism Statement

- Professionals produce results, not excuses.
- Professionals meet deadlines.
- Professionals know how to accept valid criticism from superiors or from other professionals or colleagues who are in a position to evaluate their work.
- Professionals are not whiners. All of us have our work rejected or torn apart from time to time. That's life. You need to accept this, profit from it, hold your head high, and get on with your life.
- Professionals accept responsibility for their own actions and do not try to shift the responsibility for their own actions (e.g., sloppy work, missed deadlines, etc.) to others.
- Professionals demonstrate good manners and consideration for others. This means, for example, that you listen in class instead of talking to the person next to you. This means that you don't read a newspaper in class.
- Professionals keep appointments (meetings, classes, etc.).
- Professionals are to a large extent self-motivated and take professional pride in their work. This means that they set high standards for themselves and strive for excellence. You should be your own toughest critic.
- Professionals know how to take hints and "read" non-verbal messages their superiors and colleagues are sending them about their work and behavior. Most superiors don't like confrontations; they prefer that you get the point before things ever reach the confrontation stage.
- Professionals learn from their own failures. Everyone encounters failures and big disappointments from time to time. Your attitude should be: "What do I need to learn from this failure?"

Note: None of the information on this sheet of paper will not help your professional career the least bit—unless you internalize these norms and practice them. By Dr. Dennis T. Lowry, Professor of Journalism (adapted by Dr. Steve Banning)

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## Course Expectations

Lectures will be kept to a minimum. Our goal is to learn from practice and from each other.

Unless I state otherwise, assignments are due at the beginning of the class on the due date. I will not accept late work unless you are absent for a family or medical emergency. If

you miss assignments or if you are unable to complete them due to tardiness, you will receive a zero.

You should read, view, and listen to media for topical issues that impact public relations and the community.

Unauthorized use of cell

phones is prohibited.

Use of computers to surf the Web, play computer games, or check email is prohibited. If you are found to be using a computer for unauthorized purposes, you will be asked to leave class for the day.



# Class Absences

It is vital for you to attend class and to be on time. Your participation will be evaluated on your readiness for class discussion, familiarity with the readings and weekly contribution to your agency. Excused absences are those recognized by LSU: illness, family emergency, and special curricular/ extracurricular requirements. Routine medical appointments, job interviews and research for an assignment for another course are not valid reasons for missing class. It is your responsibility to check with a classmate about upcoming assignments or missed information.

Make-up work for anticipated absences should be handled in the following way. If you are participating in a university-sponsored activity, let me know the reason for your absence in writing as soon as you learn of the activity. If an assignment is due while you are away, you must turn it in early and provide a brief written note explaining why you will be absent. When you return, you must see me about making up the in-class assignments you missed.

## **PS--22 STUDENT ABSENCE FROM CLASS GENERAL POLICY**

Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student's reason(s) for absences and will assist those students who have valid reasons. Valid reasons for absences include:

1. Illness
2. Serious family emergency
3. Special curricular requirements such as judging trips or field trips
4. Court--imposed legal obligations such as subpoenas or jury duty
5. Military obligations
6. Serious weather conditions
7. Religious observances.
8. Participation in varsity athletic competitions or university musical events.

See the interfaith calendar website ([www.interfaithcalendar.org](http://www.interfaithcalendar.org)) for an updated calendar of holidays and primary holy days of the various religions. Faculty members are expected to be sensitive to the different religious traditions represented in the LSU community, and to assist students in making up examinations or other assigned work that may be missed due to absences required by religious observances.

The student is responsible for providing reasonable advance notification and appropriate documentation of the reason for the absence. Should the instructor and student disagree over the validity of a reason for an absence, the student has the right to appeal the instructor's decision according to the general appeal procedure in PS--48.

## LSU Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority.

LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire University community. Flagship: 2020 will be realized by bringing together diverse ideas, perspectives, skills, and talents of the nation's pre-eminent scholars, brightest students, and leading higher education professionals.

Through its Commitment to Community; LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socio-economic status, disability, family status, experiences, opinions, and ideas.

LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting edge research, first-rate teaching, and engaging community outreach activities.

## Academic Honesty

You are expected to understand and abide by the University's policy for academic honesty. I will report any suspicion of breaking the University's honor code (plagiarizing, cheating, or fraudulently using another's ideas/work) to the Dean of Students. Therefore, please use proper academic attribution for thoughts and ideas. All of the work you turn in for this class should be original work. Should you choose to include content from previously written papers, you must cite the material properly. If you have questions about how to do this, please ask.

**Academic Misconduct** (from pages 18--20 of the Code of Student Conduct)

High standards of academic integrity are crucial for the University to fulfill its educational mission. To uphold these standards, procedures have been established to address academic misconduct.

As a guiding principle, the University expects Students to model the principles outlined in the University Commitment to Community, especially as it pertains to accepting responsibility for their actions and holding themselves and others to the highest standards of performance in an academic environment. For example, LSU students are responsible for submitting work for evaluation that reflects their individual performance and should not assume any assignment given by any professor is a "group" effort or work unless specifically noted on the assignment. In all other cases, students must assume the work is to be done independently. If the student has a question regarding the instructor's expectations for individual assignments, projects, tests, or other items submitted for a grade, it is the student's

responsibility to seek clarification.

Any Student found to have committed or to have attempted to commit Academic Misconduct is subject to the disciplinary sanctions set forth in Section 9.0.

B. An instructor may not assign a disciplinary grade, such as an "F" or zero on an assignment, test, examination, or course as a sanction for admitted or suspected Academic Misconduct in lieu of formally charging the student with Academic Misconduct under the provisions of this Code. All grades assigned as a result of accountability action must be approved by the Dean of Students or designee.

C. To protect the University's educational purposes and the University community, a Student may be formally charged with a violation of this Code and be subject to the sanctions herein for the following acts or omissions:

1. Assisting with copying - Allowing another Student to copy from a test paper or assignment;
2. Collaboration - Unauthorized interaction during a quiz/test, take home exam, or any other assignment with any other person by giving, receiving, or otherwise sharing information without prior approval of the instructor;
3. Collusion - Speaking to another person in a testing environment without the consent of the person proctoring the exam/test/quiz/assignment;
4. Copying - Copying from another student's test paper or assignment;
5. False pretenses - Failing to

thoroughly follow requirements related to the preparation and presentation of work, including group projects, submitted for credit in a manner that results in submitting as one's own the work of another or misleading an instructor as to:

- a. The condition under which the work was prepared
- b. Falsifying or fabricating an excuse or documentation in order to avoid or delay timely submission of academic work or delay the taking of a test or examination; 10

6. Plagiarism - Plagiarism is defined as the lack of citation or the unacknowledged inclusion of someone else's words, structure, ideas, or data. When a Student submits work as his/her own that includes the words, structure, ideas, or data of others, the source of this information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. Failure to identify any source (including interviews, surveys, etc.), published in any medium (including on the internet) or unpublished, from which words, structure, ideas, or data have been taken, constitutes plagiarism;

Plagiarism also includes:

- 6a. Falsifying or fabricating any information or citation in any academic exercise, work, speech, thesis, dissertation, test, or examination.
- 6b. Submission of essentially the same written assignment for two courses without the prior permission of the instructors;

7. Providing unauthorized work –

## Academic Honesty Continued

Unauthorized supplying to another student for use in fulfilling academic requirements any theme, report, term paper, essay, computer program code, technological messages, programs, other written work, painting, drawing, sculpture, or other scholastic artwork;

8. Substitution - Substituting for another student, or permitting any other person to substitute for oneself, to take a test/quiz/in class assignment;

9. Unauthorized access to test - Stealing, supplying, bribing, buying, copying, photocopying, seeing, or otherwise obtaining through unauthorized access, all or part, of a test/quiz;

10. Unauthorized entry - Unauthorized entry into a building or office for the purpose of changing a grade in a grade book/computer, a test paper, or other work for which a grade is given;

11. Unauthorized Grade change - Changing, altering, or being an accessory to changing and/or altering a grade in a grade book/computer, on a test paper, on other work for which a grade is

given, on a "drop slip," or on any other academic record of the University including changing a grade on a test/quiz/assignment;

12. Unauthorized materials - Using unauthorized materials or technological devices during a quiz/test or on any assignment/project submitted for a grade. This non-authorized use will include the course textbook or other materials, such as a notebook normally brought to a class meeting, but not authorized for use during a quiz/test by the person giving the quiz/test. Having any forbidden and unauthorized material open and in sight of the student taking the test/quiz during a test/quiz will be considered the utilization of the material;

13. Unauthorized submission of original work – Submitting as one's own, in fulfillment of academic requirements, any work such as, but not limited to, a theme, report, term paper, essay, computer program code, other written work, painting, drawing, sculpture, or other scholastic art work prepared totally or in part by another;

14. Violating any applicable professional code of ethics or conduct while enrolled in a course of study designed to qualify the Student for certification in a profession or while in the course or scope or any required practicum or clinical experience;

15. Attempting to commit, or assisting someone in the commission or attempted commission of an offense listed above.

D. No Student may drop a course to avoid the academic impact of an academic misconduct sanction. All Students who drop the course under such circumstances will be re-enrolled in the class and then given the appropriate grade post sanction.

E. Other Academic Misconduct - Academic units and members of the faculty may prescribe and give Students prior written notice of additional standards of conduct for academic integrity in a particular course or setting. A violation of such a standard will be considered Academic Misconduct.

### Class Cancellation

If class is cancelled for any reason (e.g., inclement weather, professor illness) you will be notified via email. Make sure to get into the habit of checking your LSU email accounts before coming to class.

### Students with Disabilities

If you have a documented disability that may require academic adjustments or accommodation, please speak with me and contact the Office of Disability Services as soon as possible. The office is located in 112 Johnston Hall and the telephone number is 225-578-5919.

### Academic Freedom Statement

Some of the material dealt with in this class may be perceived of as controversial/offensive to some students. While students are encouraged to respond to the material and to freely offer their opinions, if any student becomes uncomfortable with any of the topics or finds any of the material questionable, that student is urged to contact the professor about alternative assignments.

# Digital Communication “Netiquette”

Our differences add richness to our learning experience. Please consider that sarcasm and humor can be misconstrued in digital interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

It is very hard to judge the “tone” of digital

interactions. That said, I encourage all of you to interact with one another with respect, tact and appreciation when using social media, text messages and email.

These are your colleagues. Every one of us will make mistakes throughout this course, but we should be professional enough to deal with one another with consideration, poise and class.

Professionalism points will be reduced if you do not show respect to your classmates or professor in any and all course interactions. Your professor and fellow students wish to foster a safe learning environment. All opinions and experiences, no matter how different or



controversial they may be perceived, must be respected in the tolerant spirit of academic discourse.

You are encouraged to comment, question, or critique an *idea* - but you are not to attack an *individual*. Personal attacks of any kind will not be tolerated and will result in an “F” and/or dismissal from the course. What constitutes a personal attack is solely up to the discretion of the professor.

## + PRSSA Code of Ethics/Conduct & PRSA Code of Ethics

All students in this course must adhere to the PRSSA Code of Ethics and Conduct as well as the PRSA Code of Ethics. Failure to do so represents Academic Misconduct as noted in item E above (see Moodle).

## American Association for Public Opinion Research Code of Conduct

All students in this course must adhere to the AAPOR Code of Professional Ethics and Practices. Failure to do so represents Academic Misconduct as noted in item E above (see Moodle).

## Communication Intensive Class Requirements

This is a certified Communication-Intensive (C-I) course which meets all of the requirements set forth by LSU’s Communication across the Curriculum program, including:

- instruction and assignments emphasizing informal and formal written communication and technological communication;
- teaching of discipline-specific communication techniques;
- use of draft-feedback-revision process for learning;
- practice of ethical and professional work standards;
- 40% of the course grade rooted in

- communication-based work; and
- a student/faculty ratio no greater than 35:1.

For every hour spent in class, there is an expectation that students will spend **\*at least\*** two hours working outside of class.

Students interested in pursuing the LSU Distinguished Communicators certification may use this C-I course for credit. For more information about this student recognition program, visit [www.cxc.lsu.edu](http://www.cxc.lsu.edu).